CHAPTER-3

METHODOLOGY

The chapter describes the method of study to fulfill the objectives and to test hypotheses. The study focused at the effect of maternal employment on children. For this purpose, three groups of children with working mother and one group of children of non working mothers were undertaken for the study. A multi group design was used.

Design- A multi group design was used to study the effect of maternal employment upon self concept, optimism, happiness, psychological distress and achievement motivation of adolescents. One control group was comprised of homemakers and the variable, maternal employment was categorized in three groups:

- G 1. Children of Employed mothers (6 hours)
- G 2. Children of Employed mothers (8 hours)
- G 3. Children of Employed mothers (10+ hours)

Independent Variable-

For the present study, maternal employment was selected as the independent variable. Three groups of children of working mothers of different work set-up/working hours were selected. The nature of maternal employment is teaching, officials, nurses, bank clerks, doctors and police-women. One group of children with non working mothers was comprised as control group for the present study.

Dependent Variables-

Self-concept, Happiness, Optimism, Psychological Distress and Achievement Motivation of adolescents were the dependent variables of the study.
Sample-

The study has been conducted on 300 adolescent boys between age ranges of 16 to 18 years from urban based nuclear families. The purposive sampling method was used to collect the Sample from various public schools of Bhiwani and Sonipat districts.

Material-

Standardized tests were selected to measure the happiness, optimism, self concept, psychological distress and achievement motivation. The following tests were used:

2. The Revised Oxford Happiness Scale- by Argyle (2001)
4. General Health Questionnaire GHQ by Goldberg & Hillier, (1979)
5. Costello Achievement Motivation Scale – adapted by Mishra & Srivastava (1990)

1. **Self-Concept Measure**- by Feater & O’Brien (1986):- Self-concept of adolescents were assessed by using a 25 bipolar adjective scale in the format of semantic- differential scale. Each item will require to check a category on a 5-point scale which will describe (how you see yourself). Total scores range from 25 to 125 and higher score indicates high level of self-concept. This scale consists of six subscales that were constructed on the basis of factor analysis. This scale has been reported to have a good reliability and validity indices.

2. **The Revised Oxford Happiness scale**- by Argyle (2001):- this scale consists of twenty nine items regarding happiness. Each item has four statements i.e., a, b, c, and d, ranging 0-3. Total scores range from 0 to 87 with highest indicating a high level of happiness. Authors have reported satisfactory psychometric properties.
3. **Revised Life Orientation Test (LOT-R)** by Scheier, Carver & Bridges, (1994):-LOT-R consisted of ten items related to life orientation with four filler items and six scale items. LOT-R Total scores are calculated by summing the three positively worded and three negatively worded items (these are reverse coded). Respondents are asked to indicate their level of agreement with 9 each of the items on a 4-point scale, using the response format, “strongly agree” to “strongly disagree”. This gives a possible range of 6-24, with higher scores indicating more optimism. Scheier, Carver and Bridges report an internal reliability coefficient of .78 for an undergraduate sample. The corresponding internal reliability coefficient for the sample in the present study was .60. LOT-R Optimism (total of the three positively worded items) and LOT-R Pessimism (total of three negatively worded items) were also calculated. Internal reliability coefficients for these subscales were .62 (Optimism) and .78 (Pessimism). The LOT-R has good internal consistency (Cronbach's alpha runs in the high .70s to low .80s) and is quite stable over time. Because of the extensive item overlap between the LOT and the LOT-R, correlations between the two scales are very high. However, the positive and negative item subsets of the LOT-R are more strongly related to each other than were those of the LOT. Given these various considerations, the LOT-R is preferred over the original LOT. Both the LOT and the LOT-R provide continuous distributions of scores. Distributions tend to be skewed toward the optimistic, but not greatly so. Researchers often refer to optimists and pessimists as though they were distinct groups, but talking that way is usually just a matter of convenience. There is no specific criterion for saying a person is an optimist or a pessimist. Rather, people range from very optimistic to very pessimistic, with most falling somewhere in the middle. Most research using these instruments uses them to create continuous distributions, with optimists and pessimists being defined relative to each other.

4. **General Health Questionnaire (GHQ)** by Goldberg & Hillier, (1979):-Psychological distress was measured by using a range of questionnaire methods. In the present study to measure psychological distress General Health Questionnaire GHQ by Goldberg & Hillier, (1979) was used. This is a self administered screening test designed for detected non-psychotic psychiatric
disorders (Goldberg, 1972, 1973). It is concerned with two major phenomena: the inability to carry out one's normal healthy functions and the appearance of new phenomena of a distressing nature. The GHQ has been described (Goldberg & Hillier, 1979) as comprising a set of questions which forms a 'lower common multiple' of symptoms which will be encountered in the various differentiated syndromes of mental disorders. The 12 item version of GHQ supplemented by 7 items of anxiety and depression scale each (3 being common). This questionnaire consists of 23 items regarding psychological distress which are to be answered on a four point rating scale. It has four sub-parts i.e., a, b, c, and d which measures general health, anxiety, anger, depression. All the scores reported here are with four point response scale, from 0 to 3. The possible scores could vary from 0 to 69. Note that a higher score indicates increased levels of psychological distress or lower mental health. The reliability and validity coefficients for the measure are well established (Banks et al., 1980; Goldberg, 1972; Goldberg & Hillier, 1979). Moreover, Banks et al., (1980) demonstrated psychometric properties of the GHQ-12 in work and occupational studies.

5. **Costello Achievement Motivation Scale** – adapted by Mishra & Srivastava (1990):- Achievement Motivation Scale is a self administering test and can be used as an individual and group test. It is a tool to measure student’s attitude towards achievement in academic and other type of activities. This is a forced choice test consisting of 24 items which are to be responded as ‘Yes’ or ‘No’. The test is directly scored from test booklet. The items are positive and negative in nature. Positive item is given one mark if answered positively by the subject. Scores could ranges from 0-24. Higher scores indicate high achievement motivation.

**Procedure:** After determining the dependent and independent variables, designing of the study and selecting the required sample, the actual performance began. The investigator visited the randomly selected schools and also the respondents. The principals of Schools were contacted and permission was taken for the study. Then the teachers were requested to spare the time of their games period for data collection. To establish a good rapport with the students,
introduction was given about the objectives of the study, importance of their cooperation and their sincere responses just before the administration of questionnaire. After rapport establishment, all the subjects were given a briefing about the purpose of present investigation. All the tests were administered individually on each subject. Respondents were given the usual instructions, to read the questionnaires carefully, to answer all questions. They were assured that their responses would be kept confidential. Then all the tests were administered on the students of each class separately with a rest period of 2-3 minutes in between 2 tests. The necessary instructions were given to the students on the mode of answering the questions and clarifications were made when they raised doubts while answering the questionnaire. They were given enough time to answer all the questions. By collecting all the five Performas, scoring was done as per the manual guidelines. The score of each student were recorded separately. The data was reorganized in different groups required to cope up with the need of the study.

Data Analysis

The data collected during the research process was evaluated by using SPSS for Windows package program. The arithmetic mean and standard deviation values were used for the distribution of the above cited variables.

One-Way Variance Analysis (ANOVA) was used to determine whether there is significant difference in adolescents in relation to their maternal employment. The data was also subjected to t-test to find out the significance of differences. The analysis was done by taking the subjects in following ways:-

1) As the total N=300 comprising four groups i.e.,

G1-  n= 75 of children of 6 hours working mothers

G2-  n= 75 of children of 8 hours working mothers

G3-  n= 75 of children of 10+ hours working mothers

G4-  n= 75 of children of non-working mothers.
2) The data of employed v/s unemployed mother’s wards was chosen. But the employed mother’s wards was selected in terms of

n=25 of children of 6 hours working mothers

n=25 of children of 8 hours working mothers

n=25 of children of 10+ hours working mothers

N=75 of children of working mothers v/s N=75 of children of unemployed mothers

3) Then t-test was computed between n=75 of children of working mothers v/s n=75 of children of unemployed mothers

4) Then the comparison was made individually at levels of hours spent at work set-up by mothers i.e.,

- 6 hours v/s 8 hours (75-75)

- 6 hours v/s 10+ hours (75-75)

- 8 hours v/s 10+ hours (75-75)

These analyses were taken to see the effect of maternal employment globally and as well to see as how much is the role of hours/ time spent outside home is responsible in the determination of psychological health and achievement motivation of adolescents.