DESIGN

&

METHODOLOGY
CHAPTER IV

Design & Methodology

The purpose of study was to explore the relationships between home environment and self confidence, self esteem and general well being amongst adolescents. In order to test the hypotheses, formulated in chapter III, the following design was employed.

Design

A correlational design was adopted to study the relationships between home environment and self confidence, self esteem and general well being of adolescents.

Sample

A sample of 200 adolescent (100 males and 100 females) students of 10th and 11th standard was selected for present study on the basis of availability. Only those students were taken who gave their consent and showed their cooperation and interest in the study. The sample was taken from different private schools of Jind city affiliated to CBSE (Central Board of Secondary Education). The age range of the participants was 15-17 years with a mean of 16.02 ± 0.83 years. The subjects were equated to maximum in terms of socio-demographic variables.

Tools Used

The following tools were used in the present study.

Home Environment Inventory

The Home Environment Inventory (HEI) was developed by Karuna Shankar Mishra in 1989. It is an instrument designed to measure the psychosocial climate of home as perceived by children. It provides a measure of the quality and quantity of the cognitive, emotional and social support that has been available to the child within the home. HEI has 100 items belonging to 10 dimensions of home environment viz. (A) Control, (B) Protectiveness, (C) Punishment, (D) Conformity, (E) Social Isolation, (F) Reward, (G) Deprivation of Privileges, (H) Nurturance, (I) Rejection, (J) Permissiveness. Each dimension has ten items belonging to it. It is a self reporting five point scale. Items of the inventory are in question form demanding information
for each in either of five options i.e. ‘Mostly’, ‘Often’, ‘Sometimes’, ‘Least’ and ‘Never’. The response categories to be scored for ‘Mostly-4’, ‘Often-3’, ‘Sometimes-2’, ‘Least-1’ and ‘Never-0’. The total range of scores for each dimension varies from 0 to 40. Higher scores of each dimension is indicative of the higher perception that particular parental behaviour and vice-versa. The split-half reliability coefficient for ten dimensions of home environment ranges from 0.72 to 0.94. The inventory possesses the content validity as measured with the help of views expressed by judges (Appendix A).

Agnihotri’s Self Confidence Inventory

The scale was developed by Dr. Rekha Agnihotri in 1987. The Agnihotri’s self confidence inventory (ASCI) has been designed in Hindi to assess the level of self confidence among adolescents and adults. It consists of 56 items. There are two response categories i.e. ‘right’ and ‘wrong’. A score of one is awarded for a response as ‘wrong’ to item numbers 2, 7, 23, 31, 40, 41, 43, 44, 45, 53, 54 and 55. For making cross to ‘right’ response for rest of the items to be awarded a score of one. Hence, the lower the score, the higher would be the level of self confidence and vice versa. The test-retest reliability of ASCI was found to be 0.78 and spilt half reliability was 0.91. The validity of the inventory with Basavanna’s self confidence inventory obtained was 0.82 (Appendix B).

Rosenberg Self Esteem Scale

The Rosenberg self esteem scale was developed by Morris Rosenberg (1965). The Rosenberg self esteem scale is a 10 item self report of global self esteem. It consists of 10 statements related to overall feelings of self acceptance. The items are answered on a four point scale ranging from strongly agree to strongly disagree. The scale can be used with children and adolescent children in clinical and general population. Higher scores indicate a higher level of self esteem. The internal consistency of this scale is 0.78 and Cronbach alpha is 0.77(Appendix C).

General Well Being Scale

General Well Being scale (Kalia and Deswal, 2011) comprises of 55 items under four dimensions. The authors of present scale have taken the four dimensions of well being (a) Physical Well Being (b) Emotional Well Being (c) Social Well Being
(d) School Well Being. It is a self reporting five point scale. Items of scale are in question form demanding information for each in either of five options i.e. ‘Strongly Disagree’, ‘Disagree’, ‘Undecided’, ‘Agree’ and ‘Strongly Agree’. The response categories to be scored for positive items is ‘Strongly Disagree-1’, ‘Disagree-2’, ‘Undecided-3’, ‘Agree-4’ and ‘Strongly Agree-5’. In case of negative items the scoring procedure is to be reversed. The total range of scores varies from 55 to 275. Therefore, higher scores indicate the enhanced sense of general well being and vice-versa. Coefficient of reliability was determined by the spilt half method and applying Spear- Brown correlation formula and it was found 0.99. The construct validity was worked out by calculating the correlation of different subscales of general well being scale with total scale score. The correlations ranged from 0.63 to 0.71 (Appendix D).

Procedure

After finalizing the design of the study, the samples of 200 adolescent students were taken from various schools with an age range of 15 to 17 years. After the sample selection each student was attended separately. The student was made comfortable and a rapport was established by simply asking few questions about him. They were informed about the purpose of the study in detail. They were assured that their answers would be kept confidential. This was done in order to make students comfortable, so the subjects may not feel conscious and should give true responses about their feelings. All the four scales were administered on the students individually. For filling the questionnaires, instructions were given separately for all the scales to the subjects. After giving the instructions it was ensured that subjects had understood the method of responding to the questionnaires. The scales were administered one by one individually and it was also ensured that each student has responded to each of the items of the four scales.

Statistical Analysis

The investigator tackled the problems coming on the way and was able to collect the data with all sincerity and honesty. After collecting the entire data, scoring was done according to the manual for each scale. Finally the data was analyzed by descriptive statistical analysis and coefficient of correlation by Pearson’s product moment method. The final results have been discussed in the following chapter i.e. Results and Discussion.