CHAPTER III

METHOD AND DESIGN

The study aimed at comparing the Parent-Child relationship and levels of adjustment of the Khasi and Mizo children. The relevance, if any, of the Parent-Child relationship to Adjustment of children was also being tested. The achievement motivation test was employed to find out the levels of achievement motivation of these children.

3.01 Population: The Survey was conducted in Shillong, the capital of Meghalaya. Shillong is a renowned hill Station in India and a cosmopolitan city, comprising of different people from different cultural backgrounds. The Khasis are concentrating and spreading in almost all the areas in Shillong and the Mizos, the tribal from the adjoining state of Mizoram, can be found in large number in Shillong and their areas of concentration are Happy Valley, Madanryting, Band Stand, Nongrim Hill, Law Jynriew and other nearby villages. The Khasi and Mizo population of greater Shillong formed the universe of this study. The sample for the study was generated from different villages of greater Shillong, with the concentration of these two communities. The study was a family level survey of these two tribal groups (the Khasis represent the Matrilineal and the Mizos the Patrilineal group).
3.02 SAMPLE: Family was used as the unit of study. From each selected family a son and a daughter were approached to record their perceptions in respect of different aspects of their parent-child relationship. Measures were also obtained of the levels of adjustment and achievement motivation. The selection of the localities to be included in the sample survey was made only after considering the following factors:

(I) Localities of Greater Shillong with concentration of Khasi families alone were selected to identify the sample of Khasi families as it was felt that representative lifestyle of the Khasi society would be reflected in such places.

(II) Localities of Greater Shillong with concentration of Mizo families were chosen to represent the patrilineal group of respondents.

(III) From each selected family, a son and a daughter in the age group of 10-17 years were included.

(IV) Only those families which have both male and female children alone were included for research.

(V) Only those families in which both husband and wife were born and brought up as Christian were included in the Sample.

(VI) All levels of Socio-Economic Status were represented in the Sample.
(VII) A random sampling method was used for the selection of the different families by using Electoral rolls of 1980.

3.03 ACTUAL SAMPLE:

The actual sample consisted of 100 households of Greater Shillong of which 50 families were Khasis and 50 families were Mizos. Two respondents, a boy and a girl were taken from each family and hence the total number of children in the sample was 200 (100 Khasi and 100 Mizo children). The localities selected were the following:

For the Khasi families:

I. Shillong municipal area = 12 households
II. Mawlai village = 12 "
III. Saw Lad = 12 "
IV. Nongthymmai village = 14 "
Total = 50 households.

For the Mizo families:

I. Happy Valley = 15 households
II. Nongrim Hill = 11 "
III. Band Stand = 8 "
IV. Madanryting = 16 "
Total = 50 households.
3.04 **Instruments**

In order to obtain relevant data, three standardised tools were employed in this study, namely (I) The Parent-Child Relation Questionnaire (Indian adaptation) (II) The Adjustment Inventory (adaptation) (III) The Achievement Motivation Test and (IV) The Kuppuswamy (1981) Socio-Economic Status Scale (urban). All the tools were finally used after trying them out in few localities and after making necessary modifications.

(I) **The Parent-Child Relation Questionnaire (PCRQ)**.

The perceptions of children were tested by a modified version (adaptation) of the Clark's Parent-Child Relation Questionnaire (Tiwari 1980). The original Questionnaire consisted of 131 Questions on 10 variables and was intended to elicit information from father, mother and children separately, in respect of each one's reaction towards the other. It was felt that such a procedure would be too cumbersome to use in the present study. Hence, it was decided to depend for information regarding Parent-Child relationship on the perceptions of two children (a boy and
a girl) from each family, Modifications were also made in the number of variables to be studied to know the quality of the parent-child relationship. In order to know the validity of the Tool, the questionnaire was sent to four judges to know their opinions regarding the suitability and appropriateness of the items under each dimension. Their comments and suggestions were considered and the Questionnaire was modified. After the preparation, there were altogether 70 items for the children. The investigator then conducted a pilot study to probe the appropriateness and adequacy of the Questionnaire and on the basis of the results and readings on the subject, 20 questions were recast and only 10 questions on each dimension were retained. Hence, the five major dimensions of the Parent-Child Relation Questionnaire were affection, aggression, security, status and education.

The final look of the Questionnaire was shown below:

<table>
<thead>
<tr>
<th>Tool</th>
<th>Dimensions</th>
<th>No. of Items</th>
<th>Total Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent-Child Relation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Questionnaire</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Affection</td>
<td>-</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>2. Aggression</td>
<td>-</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>3. Security</td>
<td>-</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>4. Status</td>
<td>-</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>5. Education</td>
<td>-</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>-</td>
<td><strong>50</strong></td>
<td></td>
</tr>
</tbody>
</table>

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Scoring:

The replies to the specific questions (PCRQ) on the perception of boys and girls pertaining to parent-child relationship and education fell into three categories, namely, always, sometimes, and never. In scoring the responses, the replies furnished were carefully examined and scaled them as two points for 'always', one point for 'sometimes' and zero point for 'never' for positive items and it was in the reverse order in respect of certain negative questions for which two points were given to 'never' one point to 'sometimes' and zero point to 'always'. This scheme resulted in a dimensionwise total score for each respondent.

(II) The Adjustment Inventory:

For studying children's adjustment in the areas of social, emotional, finance and home, the adaptation of the Bell's Adjustment Inventory (1935) was used (Ahmed 1984). The author who made the adapted scale for use with Indian children was consulted regarding the modifications needed in the Inventory and it was decided that the aspect of school adjustment should be included in the Inventory. So, ten (10) questions on school adjustment were included with the help of similar items reported in Adjustment Inventory (Pasricha, Prem, Pagedar 1964).
The original Inventory consisted of 90 items on 5 areas of adjustment, namely, the Social, Emotional, Finance, Health and Home. As mentioned in the preceding paragraph the area of Health adjustment was dropped and in its place the area of school adjustment was incorporated. In the final draft of the instrument, 50 items of adjustment in the dimension of Social, Emotional, Finance, Home and School were used having ten items in each.

<table>
<thead>
<tr>
<th>The Adjustment Inventory</th>
<th>Variables</th>
<th>No. of Items</th>
<th>Total Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Social</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Emotional</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Finance</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Home</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>School</td>
<td>10</td>
<td>10</td>
</tr>
</tbody>
</table>

Scoring:

The responses to the specific questions on adjustment fell into three categories viz Yes, No and Undecided. In this case one point was given to 'Yes' and zero point to both 'No' and 'Undecided' as per the scoring system suggested in the original Inventory. In the case of negative questions, one point was given to 'No' and zero point to 'Yes' and undecided categories of responses.
III. **The Achievement Motivation Test:**

The test was developed by using items found in a larger scale by Rao (1974). The original test has reported a test re-test reliability of .79 and the validity coefficients varied between .71 and .73. The test was used to assess the levels of achievement motivation of boys and girls.

The main features of this test is that there are 5 sentences, each of which is followed by two possible alternatives 'A' and 'B'. The respondent has to indicate the alternative he generally prefers.

Out of the two statements given, one statement was scored for achievement motivation and the other was not. If the respondents selected the Achievement Motivation one he was given one point and if otherwise, he got zero.

IV. **The Socio-Economic Status Scale:**

The educational attainments, occupation and income of the parent guardian who was the main supporter of the child were recorded at the time of data collection. The different educational attainments, occupational status and income status were scored as per the scoring system followed in the Kuppuswamy revised scale (1981). Socio-Economic
Status Scale (Urban). The five original SES groups indicated in the scale were reduced to three by taking Mean ± Standard Deviation as the basis of grouping. These were taken as 'High', 'Middle' and 'Low' SES groups for the purpose of the present study.

In the present study following the above method of grouping those who scored 17 and above were grouped under High SES group and those who scored below 7 were grouped as Low Social group and the rest (8-16) formed the Middle Social Status group. So out of 50 Khasi families, 12 families were in the high group, 35 families in the middle group and only 3 families in the low group. In the case of Mizos, 17 families were in higher group, 28 families in middle group and only 5 families in low social status group.

3.05 Procedure: After the selection of the localities and the finalisation of the tools, data collection was started. The Headmen of the selected localities were first approached and their help was sought in contacting the families. In some cases, the Headman could provide a man to accompany the investigator to visit the different Khasi families. In the Mizo dominated areas the Mizo research students in the University were able to extend
their co-operation for the completion of the collection of data. The help and co-operation extended enabled the investigator to start the work. To start with, full explanation had to be given to the families about the purpose of the study. It took sometimes two weeks to work in one locality.

The investigator approached every house with the Questionnaire in hand. First the investigator introduced himself and then explained the purpose of the study and appealed to them for help through their responses to the questions. The next step was the distribution of the Questionnaire to one boy and one girl in the family. The children had to read the instructions in the front page before the answers were given. Parents were requested to allow their children to express their responses freely and the children were directed not to seek parent's help in anyway. As soon as the answers were furnished, the investigator collected the Questionnaire.
Method of Analysis:

The responses to the different items in all the tools were given a score and total score under a dimension was found out. Responses were tabulated and the mean and standard Deviation were computed. In order to pinpoint the exact differences between the two groups wherever compared, the 't' test was used by applying the formula:

\[ t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \]

where \( S = \frac{\sum (x_i - \bar{x}_1)^2 + \sum (x_j - \bar{x}_2)^2}{n_1 + n_2 - 2} \)

and \( \bar{x}_1 \) = mean of 1st group
\( \bar{x}_2 \) = mean of 2nd group
\( n_1 \) = number of observations in the 1st group
\( n_2 \) = number of observations in the 2nd group.

Inter group comparisons involving the two tribes, the two sex groups and the three SES groups were also made on the different variables.
Three Questionnaires that is the Parent-Child Relation Questionnaires and the Bell's Adjustment Inventory and the Ach motivation test were analysed in the following ways:–

1. Comparing the perceptions of both the Khasi and Mizo Children towards their parental treatment, attitude and behaviour, education and their adjustment.

2. Sexwise comparisons: Comparing the difference, if any, between the Khasi boys, Khasi girls, Mizo boys and Mizo girls in respect to their relationship with parents and adjustment.

3. Sexwise comparison between the different Social groups (that is high, middle and low) were analysed by using 't' test in order to see the differences if any, between the Khasi boys, Khasi girls, Mizo boys and Mizo girls belonging to different SES groups in respect to their parent-child relationship, Education and Adjustment.

4. A check was also made of the probable link between the perceived parent-child relationship and adjustment, on the one hand and between the
parent-child relationship and the levels of achievement motivation of the Khasi and Mizo children, on the other. In order to group the respondents on the different Parent-Child Relation variables and on the adjustment and achievement motivation into High and Low, Median was used as cut off point.