Chapter 3
Methodology
METHODOLOGY

There are a number of methods developed, many designs created to carry on researches, but the selection of a particular research design depends upon the procedure to be adopted, peculiar nature of sample, types of tools and restraints regarding the major application of variable being studied. Researches in social sciences are carried out as the sheer requirement to predict, describe, control and explain the phenomena with which they deal. Almost all behavioural sciences, especially the discipline of “Psychology” attempts to describe behaviour in the same manner. As recognized by all sciences, for any scientific endeavor to be carried on, observation is the key to answer queries of interest. Else, we may put together their zeal as the scientists ascertain facts and analyze them in an unbiased manner to draw conclusion. (Lindzey, 1954; Festinger and Katz, 1953; Selltiz et al, 1964; Underwood, 1957; Stollak and others, 1966; Megargee, 1966; and Shontz, 1965).

It may be recalled that the present work has been designed to investigate the “impact of parenting practice and coping behaviour on adjustment pattern among adolescents”. Present chapter is devoted to layout definite plan and procedure of the study. It includes research design, sampling procedure, tools, procedure and their administration, and selected statistical procedure. Keeping this in view, the study follows a planned procedure set by investigator under experts’ advice to draw empirical inferences.
Design of the study

The present study was conducted on adolescent, the description of the sampling procedure is given below.

Sampling procedure

It is always a difficult task faced by a researcher, particularly in social sciences regarding the method of drawing samples and deciding about the size of the sample. Though it is not possible for any investigator to cover the entire population of interest for the purpose of study, hence a representative sample from the population is always used. This means that sampling is the process of drawing a small part of the population and assuming it to be representing characteristics of the whole population.

Further an appropriate sample size makes a study scientific as the results so obtained may be reliable in making the inferences drawn and generalization made appropriate about the population from which the sample is drawn. In the present endeavor, random sampling technique is used to select the sample because it was found suitable for the present research work.

The sample of present research comprise of 300 subjects, 150 male and 150 female between 14 to 20 years of age recruited randomly from high schools (of class 9th and 10th), higher senior secondary schools (11th and 12th) and students in graduate courses in different departments of Aligarh Muslim University. Except for Aligarh Public school which offers co-education, the other schools from where the subjects were taken were either all-boys or all-
girls schools. The school students were mainly from Abdullah Girls High School, Union School, Senior Secondary School (boys), Senior Secondary School (girls). The graduate students were from Women’s College, Arts faculty and Science faculties of Aligarh Muslim University.

In our study there are two independent variables (parenting practice and coping behaviour) and one dependent variable (adjustment pattern). We intend to investigate the impact of parenting practice and coping behaviour on adjustment pattern among adolescents. For this regression analysis was applied on the whole sample to see the impact of dependent variable (adjustment), on the independent variable (parenting practice and coping). Further, this sample was also categorized according to other demographic variables namely gender, age and class of study. Hence, boys (N = 150) and girls (N = 150) were taken for the purpose to study the effect of gender. Moreover, the age of adolescents were also divided into three sub-categories. The sub-categories into which the sample of adolescents were divided are-early adolescents, mid adolescents and late adolescents. Also, the class of study, of adolescents was divided into three sub groups namely 9th and 10th group, 11th and 12th group and undergraduate group. Each of the sub category have hundred subjects (N = 100) making (N = 300) by adding up all the three categories of adolescents.
The following tables will illustrate the break up of demographic variables:

Groups were divided according to gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>No. of subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Male adolescents group</td>
<td>150</td>
</tr>
<tr>
<td>2. Female adolescents group</td>
<td>150</td>
</tr>
</tbody>
</table>

Groups were divided according to age level

<table>
<thead>
<tr>
<th>Age</th>
<th>No. of subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Early Adolescents Group</td>
<td>100</td>
</tr>
<tr>
<td>2. Mid Adolescents Group</td>
<td>100</td>
</tr>
<tr>
<td>3. Late Adolescents Group</td>
<td>100</td>
</tr>
</tbody>
</table>

Groups were divided according to class of study

<table>
<thead>
<tr>
<th>Class of study</th>
<th>No. of subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 9th and 10th adolescents Group</td>
<td>100</td>
</tr>
<tr>
<td>2. 11th and 12th adolescents Group</td>
<td>100</td>
</tr>
<tr>
<td>3. Undergraduate adolescents Group</td>
<td>100</td>
</tr>
</tbody>
</table>
To measure and understand human behaviour psychological tests are developed and used. It is a matter of fact that there is not a single tool or psychological instrument, which may tell about all aspect of behaviour because of complex and varying psycho-emotional attributes of personality. Hence, there is a need for developing psychological instrument for each specific purpose. Questionnaires since long have been most convenient tools in psychological research. In the present research work the following tools were used for the purpose of receiving the information about psychological factors that play important role in the adjustment among adolescents. Here, parenting practice and coping behaviour were studied as determinants of adjustment among adolescents.

**Family Relationship Inventory (FRI)**

To gauge the impact of parenting practice on adjustment a cultured family relationship inventory prepared by Sinha, J. C. (1968) was used, that has been prepared on the basis of Brunken and Crites (1964) ‘family relationship inventory’ for Indian situations. The final form of the inventory contains 150 items classified into three patterns of mother and father separately. They are as follows-
Scoring was done as per the instruction provided in the inventory where for every true response one mark has been assigned and marks obtained by respondents are summed up area wise. A high score in each area of the inventory indicates a high degree of one’s feeling of his being accepted, concentrated and avoided by his/her parents. The test-retest reliability was found 0.56 for parental acceptance, 0.44 parental concentrations and 0.85 for parental avoidance. Further, scale wise inter correlations was used to test the validity of the inventory. The value of reliability for mother acceptance and father acceptance with parental acceptance was found to be 0.64 and 0.59 respectively, for mother concentration and father concentration was appeared to be 0.32 and 0.54 with parental concentration whereas, mother avoidance and father avoidance value was found 0.58 and 0.62 in relation to parental avoidance. Criterion oriented validity was found to be 0.61 for parental acceptance, -0.4 for parental concentration and -0.78 for parental avoidance against home adjustment.
Brief Cope Scale (BCS)

Coping behaviour scale was developed by Carver and Wintraub in 1989. The cope inventory was developed to assess a broad range of coping responses, several of which had an explicit basis in theory. The cope brief scale used for our study, is an abbreviated version of the cope inventory developed by Carver, C.S in the year 1997. The brief version has been designed largely to make it convenient for the subjects. There is evidence that abbreviated scales perform, as well as, or better than, longer scales (Burisch, 1987). The brief cope includes 24 items measured on a 4-point Likert-type scale with responses ranging from 1, "I have not done this at all" to 4, "I have been doing this a lot." Thus, each item is rated from one to four. Moreover, these 24 items are equally divided among the twelve dimensions of the scale. That is each dimension holds 2 items. These dimensions are: (1) Positive Reinterpretation and Growth, (2) Active Coping, (3) planning, (4) Seeking of social support for emotional reasons, (5) Religion, (6) Acceptance, (7) Mental disengagement, (8) Focus on and Venting of emotions, (9) Behavioural Disengagement, (10) Denial, (11) Alcohol/Drug use, (12) Humor.

Psychometric properties of the brief cope in earlier were also acceptable. Reliabilities record were reported from a non-psychiatric 168 sample from Florida who participated in a study of recovering after hurricane andrew (Cohen S, et al., 1983). The factor structure of this scale is remarkably similar to that reported by the full cope version. According to Nunnely (1978), the internal consistency coefficient of all dimensions was acceptable and exceeds
the value of 0.50 which is regarded as minimally acceptable. Other studies also
reported considerably adequate reliability and validity for the brief cope

Bell Adjustment Inventory (AI)

The adjustment of students was gauged by the application of adapted
form of Bell adjustment rating inventory (hindi form) developed by Hussain, S.
(1969). After the analysis of 140 items 135 items were retained for final hindi
version. This inventory measures adjustment in four different areas i.e., home,
health, social and emotional adjustment separately, as well as yield a composite
score for overall adjustment. The inventory is scored simply by counting the
number of right responses according to the key instructions in the each area of
adjustment each right response carries a score of one. High scores on the
inventory indicate low adjustment and low scores high adjustment in different
specific areas, and also in respect of adjustment taken as a whole. Numbers of
items related to each area of adjustment are as follows- Home (35), Health
(31), Social (34), Emotional (35), Total (135). Test-retest and odd-even
reliabilities of the total test was found to be .92 and .93 respectively. The
results of the validation of the test against a number of personal and
biographical variables were found to be highly satisfactory (Hussain, S. 1969).

The test was administered under proper experimental conditions. Prior
to administration of the test, the investigator explained the purpose of the study
to the subjects. Name of the test to be used in the study and procedure to be
followed in each was also explained to them. Not only this, investigator also demonstrated the procedure for performing each tests. It was also assured that their response was kept confidential and that has been solely used for research purpose.

**Procedure**

‘Family relationship inventory’, ‘brief cope scale’ and ‘adjustment inventory’, were administered individually to all the respondents participating in the study from different educational levels in the year 2007, at Aligarh. Different departments of AMU and schools were visited with due permission from the chairmen and principals. A list of each group was prepared with the help of admission record. The investigator explained to the teachers and students the purpose of the study and assured them of confidentiality. Before administering the tests, the students were explained about the details regarding the test to be used, and the procedure to be followed for recording the responses. The data were collected with the help of the aforementioned standard inventories/scale. After developing rapport with the subjects by casual conversation, at first instance the biographical information blank was asked to fill by the subjects. The ‘family relationship inventory’ was then administered followed by ‘brief cope scale’ and ‘adjustment inventory’ and the subjects were asked to give their candid and unbiased response to each and every item of inventories/scale accordingly.
Statistical analysis

Statistics provides the strategy and methods for gathering maximum information in given time and resources. Once the relevant information was obtained, we require methods to describe and summarize data so that the results get interpreted and could be communicated (Mendenhall and Ramey, 1973). Investigations in behavioural sciences classify the nature of a relationship between behaviour and its determinants. In this regard, behavioural scientists seek to examine the relationship between various dependent and the relevant independent variables.

The present study focuses on “impact of parenting practice and coping behaviour on adjustment pattern among adolescents.” The data was analyzed by computing Pearson correlation to examine the relationship between dimensions of parenting practice, coping behaviour, adjustment and its subdimensions. Further, stepwise multiple regression analysis was used to examine parenting practice, coping behaviour and demographic variables namely gender, age and class of study as predictors of adjustment and its subdimensions.

The results were further analyzed by using Means and t-test to examine the influence of certain demographic variables on dimensions of parenting practice, coping behaviour, adjustment and its subdimensions.

Objective of the study

1. To find out the relationship between parental acceptance, parental concentration, parental avoidance, coping, adjustment and gender.
2. To find out whether parental acceptance predict the adjustment of adolescents.

3. To find out whether parental concentration predicts the adjustment pattern of adolescents.

4. To find out whether parental avoidance predicts the adjustment pattern of adolescents.

5. To find out whether coping behaviour predicts the adjustment pattern of adolescents.

6. To find out whether demographic variables namely gender, age and class of study predicts the adjustment pattern of adolescents.

7. To find out whether adolescent males differ from adolescent females on dimension of parenting practice- parental acceptance, parental concentration, parental avoidance, coping and adjustment pattern.

8. To find out whether early adolescents group and mid adolescents group differ on dimensions of parenting practices - parental acceptance- parental concentration, parental avoidance, coping and adjustment pattern.

9. To find out whether mid adolescents group and late adolescents group differ on dimensions of parenting practices - parental acceptance, parental concentration, parental avoidance, coping and adjustment pattern.

10. To find out whether early adolescents group and late adolescents group differ on dimensions of parenting practices- parental acceptance,
parental concentration, parental avoidance, coping and adjustment pattern.

11. To find out whether adolescents of class 9th and 10th and adolescents of Class 11th and 12th differ on dimensions of parenting practices—parental acceptance, parental concentration, parental avoidance, coping and adjustment pattern.

12. To find out whether adolescents of class 11th and 12th and adolescents of undergraduates differ on dimensions of parenting practices—parental acceptance, parental concentration, parental avoidance, coping and adjustment pattern.

13. To find out whether adolescents of class 9th and 10th and adolescents of undergraduate level differ on dimensions of parenting practices—parental acceptance, parental concentration, parental avoidance, coping and adjustment pattern.