Chapter-4
Methodology
METHODOLOGY

Sample:

The sample will be drowning on the availability basis from girls senior secondary schools of urban and rural area situated in Ajmer district. The size of the sample will be approximately 400 out of which 200 from urban area and 200 from rural area. Only those girls were selected as subjects who have one or more brothers. Girls who had no brother were not included.

Out of 200 adolescent girls from urban area:

- 50 adolescent girls were taken from Gulab-badi Gov. Sen. Sec. girls School Ajmer.
- 50 adolescent girls were taken from Adarsh Nagar Gov. Sen. Sec. girls School Ajmer.
- 50 adolescent girls were taken from Ramganj Gov. Sen. Sec. girls School Ajmer.
- 50 adolescent girls were taken from Topdhda Gov. Sen. Sec. girls School Ajmer.

Out of 200 adolescent girls from rural area:

- 50 adolescent girls were taken from Hatundi Gov. Sen. Sec. girls School Ajmer.
- 50 adolescent girls were taken from Sradhna Gov. Sen. Sec. girls School Ajmer.
- 50 adolescent girls were taken from Gugra Gov. Sen. Sec. girls School Ajmer.
- 50 adolescent girls were taken from Makhopura Gov. Sen. Sec. girls School Ajmer.
MEASUREMENT DEVICES

**Familial Gender Discrimination:**

Familial gender discrimination was measured by perceived familial gender discrimination scale developed by Susan Sen (1999). The items were prepared in Hindi, so that the rural and urban girls can understand it well, in order to express themselves with clarity. The scale consisted of 26 items, all of which were found relevant in measuring the perceived familial gender discrimination of adolescent girls.

**Scoring:**

All the items indicating perceived familial gender discrimination were awarded ‘zero’ and the items which did not indicate perceived familial gender discrimination were awarded ‘one’ score. Then the scores of all the 26 items of each subject were added up, thus the total raw score was arrived at. The higher the score lower would be the level of perceived familial gender discrimination and vice versa.

**Reliability:**

Reliability of the scale was determined by tetracoric ‘r’ on the score of standardization sample. The reliability coefficient was 1.00 which is very high.

**Validity:**

To determine the validity of the scale tetracoric ‘r’ between the total score of 36 item pool of preliminary draft was calculated. Those items were retain which yield .44 or above tetracoric correlation with the total score. Thus it can be said that 26 item scale is as good to measured familial gender discrimination among adolescent girls.
**Methodology**

**Repression – Sensitization Tendency:**

Repression-sensitization tendency was measured by repression – sensitization tendency scale (RSTS) developed by Rashmi Chowdhry Manju Mehta and (2004). This scale based on Byrne’s scale. The scale consisted of 32 items. Each item in the scale was to be responded in item of Yes or No (in Hindi).

**Reliability:**

Reliability of the scale was determined by Kuder Richardson formula-20 on the scores of standardization sample. The reliability coefficient was equal to 0.98 which is very high.

**Validity:**

To determine the validity of the scale tetracronic ‘r’ between the total score of 127 items pool of preliminary draft and total score on 32 selected items pool was .96. Thus it can be said that 32 items scale is as good as Byrne’s 127 items scale and that the scale has ‘construct validity’. The newly developed scale is self administrable, internal consistent and factor ally valid.

**Scoring:**

The scoring of Repression- sensitization tendency scale was done according to the method used by Byrne’s (1964). A score of 1 (one) was given for every item marked True and o (zero) for every item marked False. The scores obtained on repression-sensitization tendency scale ranged between 0-32. The scoring system allows a maximum score of 32 and minimum is 0.
Achievement Motivation:

To assess the Achievement motivation we used achievement motivation scale developed by Pratibha Deo and Asha Mohan (1974). The scale consisted of 50 items. The questionnaire is of the self rating type and can be administered in a group with 5 points to reeves always, frequently, sometimes, rarely and never.

Reliability:

Test-retest method was applied to obtain the reliability coefficient of the scale. Reliability coefficients by test-retest method for the total group as well as for the separate male and female groups are very satisfactory. Scale can be taken as quite reliable for use.

Validity:

Validity of scale is concerned in the first instance the item validity established by the high-low discrimination method was accepted as the validity of the whole measure. Besides, this scale was also used for validating the projective test of achievement motivation. The coefficient of correlation between the scale and the projective test was observed to be .64. This speaks for the validity of the scale also, the validity being of the concurrent nature.

Scoring:

Two stencil keys are to be used for scoring, one for positive items and one for negative items. A positive item carries the weights of 4, 3, 2, 1 and 0 respectively for the categories of Always, Frequently, Sometimes, Rarely and Never. The negative item is to be scored 0, 1, 2, 3 and 4 for the same categories respectively that are given above. Separate keys for positive and negative items are provided. The total scores the
summation of all the positive and negative items scores. The minimum score obtained can be 0 (zero) and the maximum can be 200, other scores ranging in between. This is the quick-scoring self administered scale with is also quick in administration and very easy for use n administration as well as scoring.

**Self Confidence**

To assess the Self-confidence we used self-confidence inventory (ASCI) developed by Rekha Agnihotri, (1987). The ASCI has been designed in Hindi to assess the level of self-confidence among adolescents and adults. The inventory consisting 56 True and False type items.

**Reliability:**

Reliability coefficient and index of reliability are reported in tables.

<table>
<thead>
<tr>
<th>Method</th>
<th>N</th>
<th>Reliability Coefficient</th>
<th>Index of Reliability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spilt Half</td>
<td>362</td>
<td>.91</td>
<td>.95</td>
</tr>
<tr>
<td>K.R.Formula</td>
<td>200</td>
<td>.89</td>
<td>.94</td>
</tr>
<tr>
<td>Test-Retest</td>
<td>166</td>
<td>.78</td>
<td>.88</td>
</tr>
</tbody>
</table>

**Validity:**

In item analysis validity coefficients were determined for each item by biserial correlation method and only those items were retained which yield .25 or above biserial correlation with the total score.

The inventory was also validated by correlating the scores obtained on this inventory with the scores obtained by the subjects on
Basavanna’s (1975) self-confidence inventory. The validity coefficient is .82 which is significant beyond .01 levels.

**Scoring:**

The inventory can be scored by hand. A score of one is awarded for responses indicative of lack of Self-Confidence, i.e., for making cross (X) to wrong response to item nos, 2, 7, 23, 31, 40, 43, 44, 45, 53, 54, 55, and for making cross (X) to right response to the rest of the items. Hence, the lower the score, the higher would be the level of Self-Confidence and vice-versa.

**Assertiveness**

For measured Assertiveness we used assertiveness scale developed by Tajendra Kaur and Manju Meht (2004). The items were constructed in Hindi. 13 items consisted in scale, each item was to be answered in terms of Yes or No.

**Reliability:**

Reliability of the scale was determined by Kuder-Richardson formula-20 on the score of standardization sample. The reliability coefficient was equal to 0.95 which is very high.

**Validity:**

To determine the validity of the scale, tetracoric&r between the total score on 56 items pool of preliminary draft was calculated, which was 0.87. Thus, it can be said that 13 items scale is as good in discriminating high assertive subjects from low assertive subjects.
Scoring:

A score of ‘one’ was awarded to responses showing Assertive behavior and ‘zero’ to those which were not in agreement with the behavior, thus the total score for each student is calculated.

Procedure:

After deciding the scales to be used for the research purpose, help form the school authorities was sought, to seek facilities and cooperation during the data collection. Then the investigation was conducted in groups of subjects in the school.

First, the rapport was established with the subjects and they were assured that the results would be kept confidential, but the general purpose of the research was not disclosed. The subjects were asked to fill the required demographical information in the booklet. After this they were asked to read the instruction written on the scale. Necessary clarification, if required, was provided. Then the subjects were asked to start their work. No time limit was imposed on them, but they were asked to do as quickly as possible without conducting each other. They were made to sit at a distance from each other. Too much deliberation over a statement of question was discouraged as they give the subject enough time to give a socially preferred answer. All the 5 scales were administered randomly. It was carefully seen that the subjects completed all the items.