Methodology
Chapter 3

METHODOLOGY

Methodology is a universally significant step in any research work because the truthfulness and validity of the information that is obtained in the study depends largely upon the fruitfulness of its methodology. Methodology in general refers to the techniques for securing knowledge. A methodology becomes fruitful only when it takes into consideration the possible sources of error and does the proper research design. Keeping all this in mind, the present investigator has made an attempt to present the scientific methodology.

Research Design

Research Design is the systematic planning of research to permit valid conclusions. The aim of the present study is to determine the relationship between personality factors and psychological well-being among depressive patients and their family caregivers.

A correlational research design was adopted in the present study. In correlational research, the main aim of the researcher is to determine whether two (or more) variables covary, and, if so, to establish the directions, magnitudes, and forms of the observed relationships. Correlational research belongs to a broader category called nonexperimental research. This includes designs not specifically aimed at identifying relationship between variables. In correlational research, a researcher makes no attempt to manipulate variables, but observe them “as is.”
Participants

The selection of the sample is a crucial step in any research. The adequacy of the sample can be ensured by the size and representation of demographic variables. There are different techniques available for determining the sample size. The nature of the present study limits the use of such sampling methods. Participants were 100 depressive patients and 100 their family caregivers. Depressive patients were drawn from OPD of the Psychiatry Department of the Jawaharlal Nehru Medical College and Hospital, Aligarh Muslim University, Aligarh, and Family caregivers were those who were attending to the patients in the OPD. They were dependent on patients. Participants ranged in age from 30 to 60 years.

Inclusion criteria: (a) Older adults aged 30 years and above residing in their homes. (b) Treatment under psychiatrist for more than one year. (c) Be able to understand comprehend and reply to questions and (d) Willing to cooperate.

Exclusion criteria: (a) Non-Cooperative Subjects (b) Any other physical problems interfering with interview (e.g. problem in Speech, Hearing, and Vision etc.).

Tools

Personal Data Sheet (PDS): The PDS includes the name of patient, type of disease, gender of the patient and caregiver, age of the patient and caregiver, duration of disease.

The HEXACO 60: This tool was developed by Ashton and Lee (2009). The inventory consisted of 60 items with six factors, namely, Honesty-Humility, Emotionality, Extraversion, Agreeableness, Conscientiousness, and Openness to experience. More recently, they have developed a shorter version of the HEXACO 60 in response to demand for an instrument that would be suitable when the time available for personality assessment is very short. In constructing the HEXACO 60, Ashton and
Lee decided that each of the six scales should contain 10 items that collectively cover a wide range of content, with at least two items representing each of the four narrow traits of each scale in the longer HEXACO 60. They aimed to construct an instrument that would show moderately high internal-consistency reliability (to the extent permitted by the brevity and breadth of the scales), low inter-ITEM correlations, and a factor structure in which items (or facets) of the same broad scale would show their primary loadings on the same factor of a six-factor solution. After selecting the subset of 60 items, they examined the 0 in samples of HEXACO 60 college students and community adults, and found that the instrument did show the desired properties. The mean inter-item correlations ranged from .25 to .29 in the college sample and from .21 to .28 in the community sample. The internal consistency reliabilities ranged from .77 to .80 in the college sample and from .73 to .80 in the community sample.

**Ryff Scale of Psychological Well-being (RSPWB)**

The Ryff Scale of Psychological Well-Being (RSPWB) 54-item, is a theoretically-grounded instrument that focuses on measuring six dimensions of psychological well-being: self-acceptance, personal growth, purpose in life, positive relations with others, environmental mastery, and autonomy (Ryff, 1989). Each dimensional scale contains 9 items equally split between positive and negative items. Items are scored on a 6-point scale ranging from strongly agree to strongly disagree. Internal consistency coefficients (alpha) for Ryff's six subscales range from 0.82 to 0.90 (Schmutte and Ryff, 1997).

**Self-acceptance**

*High scorer* possesses a positive attitude toward the self, acknowledges and accepts multiple aspects of self, including good and bad qualities; feels positive about past life.
*Low scorer* feels dissatisfied with self; is disappointed with what has occurred with past life; is troubled about certain personal qualities; wishes to be different than what he or she is.

**Positive relations with others**

*High scorer* has warm, satisfying, trusting relationships with others; is concerned about the welfare of others; capable of strong empathy, affection, and intimacy; understands give and take of human relationships.

*Low scorer has few* closes, trusting relationships with others; finds it difficult to be warm, open, and concerned about others; is isolated and frustrated in interpersonal relationships; not willing to make compromises to sustain important ties with others.

**Autonomy**

*High scorers* are self-determining and independent; able to resist social pressures to think and act in certain ways; regulates behavior from within; evaluates self by personal standards.

*Low scorers are* concerned about the expectations and evaluations of others; relies on judgments of others to make important decisions; conforms to social pressures to think and act in certain ways.

**Environmental mastery**

*High scorer* has a sense of mastery and competence in managing the environment; controls complex array of external activities; makes effective use of surrounding opportunities; able to choose or create contexts suitable to personal needs and values.

*Low scorer* has difficulty managing everyday affairs; feels unable to change or improve surrounding context; is unaware of surrounding opportunities; lacks sense of control over external.
Purpose in life

*High scorer* has goals in life and a sense of directedness; feels there is meaning to present and past life; holds beliefs that give life purpose; has aims and objectives for living. *Low scorer* lacks a sense of meaning in life; have few goals or aims, lacks sense of direction; does not see purpose of past life; has no outlook or beliefs that give life meaning.

Personal growth

*High scorer* has a feeling of continued development; sees self as growing and expanding; is open to new experiences; has sense of realizing his or her potential; sees improvement in self and behavior over time; is changing in ways that reflect more self-knowledge and effectiveness.

*Low scorer* has a sense of personal stagnation; lacks sense of improvement or expansion over time; feels bored and uninterested with life; feels unable to develop new attitudes or behaviors (see Ryff & Keyes, 1995, p. 1072).

Procedure

This study was carried out during 2013. Once access was agreed with the Chairman of the Psychiatry Department, JNMC, A.M.U., Aligarh, data were collected through face-to-face interview method. Completion was not obligatory, but patients who did not wish to participate were asked to leave the OPD after attending the clinic. This procedure rendered a return rate of 90%. Questionnaires were completed comprehensively, minimizing any missing data. Average completion time was 1 hour. No financial reward was offered to patients and their caregivers.

Data was collected from the OPD of the Psychiatry Department through Personal Data Sheet, HEXACO 60, and Ryff Psychological Well-being Scale. Participants indicated their responses using following scale: 5 = strongly agree, 4 = agree, 3 = neutral (neither agree nor disagree), 2 = disagree and 1 = strongly disagree.
on HEXACO-60. Respondents rated each statements of Ryff Psychological Well-being Scale on a scale of 1 to 6, with 1 indicating strong disagreement and 6 indicating strong agreement.

3.5 Data Analysis

The data were analyzed by means of Pearson product moment correlation and multiple regression analysis by using SPSS 16.0.