Chapter - 3 - Methodology
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3.1. Introduction:

In every field there is evolution of knowledge and in this field of knowledge research plays a very important role of knowledge. Man is eager by nature, man observes every incident happening all around him and always tries to find something new from it. As the limit of knowledge increased questions also develop and man try to do researches with new questions, man is trying to do new research in different fields wherever new things could be found man continued his effort until he got the truth and this effort of man is known as research. All the researches depend on their planning. Planning plays a very important role to do the research in a better way. Research is common parlance which refers to search knowledge (Khothari 1990). Today nothing is possible without planning and if you do our work with proper planning it can be done fast and easily. In a scientific language it called research methods or research methodology.

Research is systematic and refined technique of thinking, employing specialized tools, instruments, and procedures in order to obtain a more adequate solution of a problem than would be possible under ordinary means. It starts with a problem, collects data or facts analyses them critically, and reaches decisions based on the actual evidence.

- Crawford, C. C.

According to F. N. Kerlinger research means “A systematic controlied experienced and minuet observation which does the study of natural incidence and their relation with hypothesis by logie.”
Redman and Mory (The Romance of Research, 1923) define research as a “systematized effort to gain new knowledge.”

Still as a Researcher one should understand different between Research Methods and Methodology.

According to Carlos “Research Methods means understood as all those method / techniques that are used for conduction of research” and “Research Methodology is a way to systematically solve the research problems, it may be understood as a science of studying how research is done scientifically.”

This chapter gives the details about the methodology followed in this study. The method of research adopted, the description of tools and techniques used the sample, the procedure of data collection and the outline of statistical techniques utilized in the analysis of data are described under appropriate heads and presented below.

3.2. Research Problem:-

The present investigation attempts to study of “Psychological Well-Being, Life Satisfaction and Stress among Parents of Physically Handicaped, Intellectually Disabled and Normal Children”

3.3. Operational Definitions of the Terms used in Present Study:-

3.3.1. Psychological Well-Being:-

Psychological Well-being refers to the simple notion of a person's welfare, happiness, advantages, interests, utility, and quality of life (Burris, Brechting, Salsman, & Carlson, 2009). In this study, psychological well-being meant how one scored in the Ruff scale of psychological well-being.
3.3.2. Life Satisfaction:

Life satisfaction is a more complex concept than the attainment of goals or the feeling good about oneself.

3.3.3. Stress:

Stress is something that causes strong feelings of worry or anxiety.

3.3.4. Physically Handicapped Children:

Mobility impairment includes physical defects, including upper or lower limb loss or impairment, poor manual dexterity and damage to one or more organs of the body. Disability in mobility can be a congenital or acquired problem, or a consequence of disease. People who have a broken skeletal structure also fall into this category.

3.3.5. Intellectually Disabled Children:

Intellectual disability is a disability characterized by significant limitations in both intellectual functioning and in adaptive behavior, which covers many everyday social and practical skills.

3.3.6. Normal Children:

Diagnostic labels are proliferating, and mental disorders seem to be annexing ever more territory. At the same time, many people with diagnosable conditions are forging their own original takes what's normal.

3.3.7. Mother:

A mother is a female who has a maternal connection with another individual, whether arising from conception, by giving birth to, or raising the
individual in the role of a parent. More than one female may have such
connections with an individual. Because of the complexity and differences of a
mother's social, cultural, and religious definitions and roles, it is challenging to
define a mother to suit a universally accepted definition. The utilization of a
surrogate mother may result in explication of there being two biological
mothers.

3.3.8. Father:-

A father is a male parent of any type of offspring. It may be the person
who shares in the raising of a child or who has provided the biological
material, the sperm, which results in the birth of the child.

3.4. Objectives of Research:-

The Purpose of research is to discover answer to questions though the
application of scientific procedures. The main aim of research to find out the
truth which is hidden and which has not been discovered as yet. Though each
research objectives as falling into a number of following broad groupings.

1. To gain familiarity with a phenomenon or to achieve new insights
into it.
2. To portray accurately the characteristics of a particular individual,
situation or a group.
3. To determine the frequency with something occurs or with it is
associated with something else.
4. To test a hypothesis of a causal relationship between variables.

Where researchers make planning for research they are following
scientific attitude. They are follow scientific process or the study of problems
and they maintain objectivity, reliability, propriety, purity and ability to make hypothesis or prediction.

There are many factors responsible for research. Research without objectives can’t be considered a research. (Patel, 2013) so this research can be taken to do study of “Psychological Well-Being, Life Satisfaction and Stress among Parents of Physically Handicapped, Intellectually Disabled and Normal Children.”

The major objectives of the study are:

1. To know the level of psychological well-being, life satisfaction and stress among parents of physically handicapped children.
2. To know the level of psychological well-being, life satisfaction and stress among parents of intellectually disabled children.
3. To know the level of psychological well-being, life satisfaction and stress among parents of normal children.
4. To know the level of psychological well-being, life satisfaction and stress among parents of physically handicapped, intellectually disabled and normal children.
5. To know the effect of gender on psychological well-being, life satisfaction and stress among parents of physically handicapped, intellectually disabled and normal children.
6. To know the effect of education level on psychological well-being, life satisfaction and stress among parents of physically handicapped, intellectually disabled and normal children.
3.5. Hypothesis:-

Hypothesis is considered as the principal instrument in research (Kothari 1990). Any research starts with hypothesis. So hypothesis is such a factor that its reliability remains to be checked. In this study I write null hypothesis which will be tested.

For the present research process, the following null hypotheses are formulated:

1. **(Ho₁)** There will be no significant difference between male parents and female parents on level of satisfaction (factor of psychological well-being)

2. **(Ho₂)** There will be no significant difference between children parent of below 12th pass and above 12th pass on level of satisfaction (factor of psychological well-being)

3. **(Ho₃)** There will be no significant difference between parents of physically handicapped children, parents of intellectual disabled children and parents of normal children on level of satisfaction (factor of psychological well-being)

4. **(Ho₄)** There will be no interaction effect with reference to gender of parents × education level of parents on level of satisfaction (factor of psychological well-being)

5. **(Ho₅)** There will be no interaction effect with reference to gender of parents × types of parents on level of satisfaction (factor of psychological well-being)
6. \((H_{06})\) There will be no interaction effect with reference to education level of parents \(\times\) types of parents on level of satisfaction (factor of psychological well-being)

7. \((H_{07})\) There will be no interaction effect with reference to gender of parents \(\times\) education level of parents \(\times\) types of parents on level of satisfaction (factor of psychological well-being)

8. \((H_{08})\) There will be no significant difference between male parents and female parents on level of efficiency (factor of psychological well-being)

9. \((H_{09})\) There will be no significant difference between children parent of below 12\(^{th}\) pass and above 12\(^{th}\) pass on level of efficiency (factor of psychological well-being)

10. \((H_{010})\) There will be no significant difference between parents of physically handicapped children, parents of intellectual disabled children and parents of normal children on level of efficiency (factor of psychological well-being)

11. \((H_{011})\) There will be no interaction effect with reference to gender of parents \(\times\) education level of parents on level of efficiency (factor of psychological well-being)

12. \((H_{012})\) There will be no interaction effect with reference to gender of parents \(\times\) types of parents on level of efficiency (factor of psychological well-being)

13. \((H_{013})\) There will be no interaction effect with reference to education level of parents \(\times\) types of parents on level of efficiency (factor of psychological well-being)

14. \((H_{014})\) There will be no interaction effect with reference to gender of parents \(\times\) education level of parents \(\times\) types of parents on level of efficiency (factor of psychological well-being)
15. (H0_{15}) There will be no significant difference between male parents and female parents on level of sociability (factor of psychological well-being)

16. (H0_{16}) There will be no significant difference between children parent of below 12\textsuperscript{th} pass and above 12\textsuperscript{th} pass on level of sociability (factor of psychological well-being)

17. (H0_{17}) There will be no significant difference between parents of physically handicapped children, parents of intellectual disabled children and parents of normal children on level of sociability (factor of psychological well-being)

18. (H0_{18}) There will be no interaction effect with reference to gender of parents $\times$ education level of parents on level of sociability (factor of psychological well-being)

19. (H0_{19}) There will be no interaction effect with reference to gender of parents $\times$ types of parents on level of sociability (factor of psychological well-being)

20. (H0_{20}) There will be no interaction effect with reference to education level of parents $\times$ types of parents on level of sociability (factor of psychological well-being)

21. (H0_{21}) There will be no interaction effect with reference to gender of parents $\times$ education level of parents $\times$ types of parents on level of sociability (factor of psychological well-being)

22. (H0_{22}) There will be no significant difference between male parents and female parents on level of mental health (factor of psychological well-being)
23. (Ho\textsubscript{23}) There will be no significant difference between children parent of below 12\textsuperscript{th} pass and above 12\textsuperscript{th} pass on level of mental health (factor of psychological well-being)

24. (Ho\textsubscript{24}) There will be no significant difference between parents of physically handicapped children, parents of intellectual disabled children and parents of normal children on level of mental health (factor of psychological well-being)

25. (Ho\textsubscript{25}) There will be no interaction effect with reference to gender of parents $\times$ education level of parents on level of mental health (factor of psychological well-being)

26. (Ho\textsubscript{26}) There will be no interaction effect with reference to gender of parents $\times$ types of parents on level of mental health (factor of psychological well-being)

27. (Ho\textsubscript{27}) There will be no interaction effect with reference to education level of parents $\times$ types of parents on level of mental health (factor of psychological well-being)

28. (Ho\textsubscript{28}) There will be no interaction effect with reference to gender of parents $\times$ education level of parents $\times$ types of parents on level of mental health (factor of psychological well-being)

29. (Ho\textsubscript{29}) There will be no significant difference between male parents and female parents on level of interpersonal relations (factor of psychological well-being)

30. (Ho\textsubscript{30}) There will be no significant difference between children parent of below 12\textsuperscript{th} pass and above 12\textsuperscript{th} pass on level of interpersonal relations (factor of psychological well-being)

31. (Ho\textsubscript{31}) There will be no significant difference between parents of physically handicapped children, parents of intellectual disabled children
and parents of normal children on level of interpersonal relations (factor of psychological well-being)

32. (Ho$_{32}$) There will be no interaction effect with reference to gender of parents $\times$ education level of parents on level of interpersonal relations (factor of psychological well-being)

33. (Ho$_{33}$) There will be no interaction effect with reference to gender of parents $\times$ types of parents on level of interpersonal relations (factor of psychological well-being)

34. (Ho$_{34}$) There will be no interaction effect with reference to education level of parents $\times$ types of parents on level of interpersonal relations (factor of psychological well-being)

35. (Ho$_{35}$) There will be no interaction effect with reference to gender of parents $\times$ education level of parents $\times$ types of parents on level of interpersonal relations (factor of psychological well-being)

36. (Ho$_{36}$) There will be no significant difference between male parents and female parents on level of total psychological well-being

37. (Ho$_{37}$) There will be no significant difference between children parent of below 12$^{th}$ pass and above 12$^{th}$ pass on level of total psychological well-being

38. (Ho$_{38}$) There will be no significant difference between parents of physically handicapped children, parents of intellectual disabled children and parents of normal children on level of total psychological well-being

39. (Ho$_{39}$) There will be no interaction effect with reference to gender of parents $\times$ education level of parents on level of total psychological well-being

40. (Ho$_{40}$) There will be no interaction effect with reference to gender of parents $\times$ types of parents on level of total psychological well-being
41. (H₀₄₁) There will be no interaction effect with reference to education level of parents × types of parents on level of total psychological well-being.

42. (H₀₄₂) There will be no interaction effect with reference to gender of parents × education level of parents × types of parents on level of total psychological well-being.

43. (H₀₄₃) There will be no significant difference between male parents and female parents on level of mental (factor of life satisfaction).

44. (H₀₄₄) There will be no significant difference between children parent of below 12th pass and above 12th pass on level of mental (factor of life satisfaction).

45. (H₀₄₅) There will be no significant difference between parents of physically handicapped children, parents of intellectual disabled children and parents of normal children on level of mental (factor of life satisfaction).

46. (H₀₄₆) There will be no interaction effect with reference to gender of parents × education level of parents on level of mental (factor of life satisfaction).

47. (H₀₄₇) There will be no interaction effect with reference to gender of parents × types of parents on level of mental (factor of life satisfaction).

48. (H₀₄₈) There will be no interaction effect with reference to education level of parents × types of parents on level of mental (factor of life satisfaction).

49. (H₀₄₉) There will be no interaction effect with reference to gender of parents × education level of parents × types of parents on level of mental (factor of life satisfaction).
50. (H₀₅₀) There will be no significant difference between male parents and female parents on level of job (factor of life satisfaction)

51. (H₀₅₁) There will be no significant difference between children parent of below 12ᵗʰ pass and above 12ᵗʰ pass on level of job (factor of life satisfaction)

52. (H₀₅₂) There will be no significant difference between parents of physically handicapped children, parents of intellectual disabled children and parents of normal children on level of job (factor of life satisfaction)

53. (H₀₅₃) There will be no interaction effect with reference to gender of parents × education level of parents on level of job (factor of life satisfaction)

54. (H₀₅₄) There will be no interaction effect with reference to gender of parents × types of parents on level of job (factor of life satisfaction)

55. (H₀₅₅) There will be no interaction effect with reference to education level of parents × types of parents on level of job (factor of life satisfaction)

56. (H₀₅₆) There will be no interaction effect with reference to gender of parents × education level of parents × types of parents on level of job (factor of life satisfaction)

57. (H₀₅₇) There will be no significant difference between male parents and female parents on level of social (factor of life satisfaction)

58. (H₀₅₈) There will be no significant difference between children parent of below 12ᵗʰ pass and above 12ᵗʰ pass on level of social (factor of life satisfaction)

59. (H₀₅₉) There will be no significant difference between parents of physically handicapped children, parents of intellectual disabled children...
and parents of normal children on level of social (factor of life satisfaction)

60. (Ho$_{60}$) There will be no interaction effect with reference to gender of parents × education level of parents on level of social (factor of life satisfaction)

61. (Ho$_{61}$) There will be no interaction effect with reference to gender of parents × types of parents on level of social (factor of life satisfaction)

62. (Ho$_{62}$) There will be no interaction effect with reference to education level of parents × types of parents on level of social (factor of life satisfaction)

63. (Ho$_{63}$) There will be no interaction effect with reference to gender of parents × education level of parents × types of parents on level of social (factor of life satisfaction)

64. (Ho$_{64}$) There will be no significant difference between male parents and female parents on level of marital (factor of life satisfaction)

65. (Ho$_{65}$) There will be no significant difference between children parent of below 12$^{th}$ pass and above 12$^{th}$ pass on level of marital (factor of life satisfaction)

66. (Ho$_{66}$) There will be no significant difference between parents of physically handicapped children, parents of intellectual disabled children and parents of normal children on level of marital (factor of life satisfaction)

67. (Ho$_{67}$) There will be no interaction effect with reference to gender of parents × education level of parents on level of marital (factor of life satisfaction)

68. (Ho$_{68}$) There will be no interaction effect with reference to gender of parents × types of parents on level of marital (factor of life satisfaction)
69. (Ho_{69}) There will be no interaction effect with reference to education level of parents \times types of parents on level of marital (factor of life satisfaction)

70. (Ho_{70}) There will be no interaction effect with reference to gender of parents \times education level of parents \times types of parents on level of marital (factor of life satisfaction)

71. (Ho_{71}) There will be no significant difference between male parents and female parents on level of family (factor of life satisfaction)

72. (Ho_{72}) There will be no significant difference between children parent of below 12^{th} pass and above 12^{th} pass on level of family (factor of life satisfaction)

73. (Ho_{73}) There will be no significant difference between parents of physically handicapped children, parents of intellectual disabled children and parents of normal children on level of family (factor of life satisfaction)

74. (Ho_{74}) There will be no interaction effect with reference to gender of parents \times education level of parents on level of family (factor of life satisfaction)

75. (Ho_{75}) There will be no interaction effect with reference to gender of parents \times types of parents on level of family (factor of life satisfaction)

76. (Ho_{76}) There will be no interaction effect with reference to education level of parents \times types of parents on level of family (factor of life satisfaction)

77. (Ho_{77}) There will be no interaction effect with reference to gender of parents \times education level of parents \times types of parents on level of family (factor of life satisfaction)
78. (H078) There will be no significant difference between male parents and female parents on level of total life satisfaction

79. (H079) There will be no significant difference between children parent of below 12th pass and above 12th pass on level of total life satisfaction

80. (H080) There will be no significant difference between parents of physically handicapped children, parents of intellectual disabled children and parents of normal children on level of total life satisfaction

81. (H081) There will be no interaction effect with reference to gender of parents × education level of parents on level of total life satisfaction

82. (H082) There will be no interaction effect with reference to gender of parents × types of parents on level of total life satisfaction

83. (H083) There will be no interaction effect with reference to education level of parents × types of parents on level of total life satisfaction

84. (H084) There will be no interaction effect with reference to gender of parents × education level of parents × types of parents on level of total life satisfaction

85. (H085) There will be no significant difference between male parents and female parents on level of total personal stress

86. (H086) There will be no significant difference between children parent of below 12th pass and above 12th pass on level of total personal stress

87. (H087) There will be no significant difference between physically handicapped children parents, intellectual disabled children parents and normal children parents on level of total personal stress

88. (H088) There will be no interaction effect with reference to gender of parents × education level of parents on level of total personal stress

89. (H089) There will be no interaction effect with reference to gender of parents × types of parents on level of total personal stress
90. (Ho$_{90}$) There will be no interaction effect with reference to education level of parents $\times$ types of parents on level of total personal stress

91. (Ho$_{91}$) There will be no interaction effect with reference to gender of parents $\times$ education level of parents $\times$ types of parents on level of total personal stress

92. (Ho$_{92}$) There will be no significant relationship between total psychological well-being scale and total life satisfaction scale among parents of physically handicapped, intellectually disabled and normal children

93. (Ho$_{93}$) There is no significant relationship between total psychological well-being scale and personal stress source inventory among parents of physically handicapped, intellectually disabled and normal children

94. (Ho$_{94}$) There is no significant relationship between total life satisfaction scale and personal stress source inventory among parents of physically handicapped, intellectually disabled and normal children

3.6. Research Method:

The study was conducted though descriptive method of research. The Descriptive method has been most widely used research method in psychology and education. The method requires sample and certain tool for the conduct study. The description of tools, sampling and variable is given hereunder.

3.6.1. Descriptive Research:

Descriptive research studies are those which are concerned with describing the characteristics of a particular individual or of a group. In descriptive studies, the researcher must be able to define clearly, what he wants to measure and must find adequate methods for measuring it along with clear
cut definition of population. The design in such studies must be rigid and not flexible and must focus attention on the following: (Khothari, 1990).

(A) Formulating the objective of the study. (What the study is about and why is it being made?)

(B) Designing the methods of data collection. (What techniques of gathering data will be adopted?)

(C) Selecting the sample. (How much material will be needed?)

(D) Collecting the data.

(E) Processing and analyzing the data.

(F) Reposting the findings.

3.7. Research Design:

There are several methods of data collection. A systematic and scientific methodology, which is referred to as research design (Festinger and Katz, 1953), determines the correctness and accuracy of the obtained results.

The 2 X 2 X 3 factorial design of the present study is as under. There are 12 cells in the following table.

Table: Showing 2 X 2 X 3 factorial design of the present study

<table>
<thead>
<tr>
<th>Groups</th>
<th>(A₁) Male Parents</th>
<th>(A₂) Female Parents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(B₁) Below</td>
<td>(B₂) Above</td>
</tr>
<tr>
<td></td>
<td>12th Pass</td>
<td>12th Pass</td>
</tr>
<tr>
<td>Parents of Physically Handicapped Children</td>
<td>A₁B₁C₁</td>
<td>A₁B₂C₁</td>
</tr>
<tr>
<td>(C₁)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents of Intellectual Disabled Children</td>
<td>A₁B₁C₂</td>
<td>A₁B₂C₂</td>
</tr>
<tr>
<td>(C₂)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents of Normal Children (C₃)</td>
<td>A₁B₁C₃</td>
<td>A₁B₂C₃</td>
</tr>
<tr>
<td>(C₃)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3.8. Variables:-

Variables have an important place in research. In research some variables are independent and their effects are searched on dependent. D’Amato explains variables in experimental psychology:

“Features of animals, situation and anything which are changeable and which can be measured these type of factor are called variable”

In the present investigation gender of parents, education level of parents and types of parents were taken as independent variables whereas psychological well-being scale, life satisfaction scale and personal stress source inventory of people were taken as dependent variables.
<table>
<thead>
<tr>
<th>No.</th>
<th>Name of Variable</th>
<th>Types of Variables</th>
<th>Level</th>
<th>Name of Level</th>
</tr>
</thead>
</table>
| 1.  | Gender of Parents         | Indipended         | 2     | 1. Male Parents (Father)  
                                      |                 | 2. Female Parents (Mother)                                                   |
| 2.  | Education Level of Parents| Indipended         | 2     | 1. Below 12<sup>th</sup> pass  
                                      |                 | 2. Above 12<sup>th</sup> pass                                                 |
| 3.  | Types of Parents          | Indipended         | 3     | 1. Parents of Physically Handicapped Children  
                                      |                 | 2. Parents of Intellectual Disabled Children  
                                      |                 | 3. Parents of Normal Children                                                  |
| 4.  | Psychological well-Being Scale | Depended         | 1     | Score of Psychological Well-being Scale:-  
                                      |                 | 1.Satisfaction  
                                      |                 | 2.Efficiency  
                                      |                 | 3.Sociability  
                                      |                 | 4.Mental Health  
                                      |                 | 5.Interpersonal Relations                                                    |
| 5.  | Life Satisfaction Scale   | Depended           | 1     | Score of Life Satisfaction Scale:-  
                                      |                 | 1.Mental  
                                      |                 | 2.Job  
                                      |                 | 3.Social  
                                      |                 | 4.Marital  
                                      |                 | 5.Family                                                              |
| 6.  | Personal Stress Source Inventory | Depended   | 1     | Score of Personal Stress Source Inventory                                      |
3.9. Sampling Method & Sample:-

3.9.1. Sampling Method:-

The sampling method also determines the size of the sample. When the random sampling method is used the samples have to be large. On the other hand, if samples are selected through stratified method, the reliability can be achieved even with the help of the small-sized samples.

The process of selecting sample from the universe is called sampling (Khothari, 1990). In the present study simple random sampling of probability sampling method is used to select sample.

3.9.2. Sample:-

For the present research work researcher has selected 480 people age range between 25 to 55 years with the help of purposive random sampling techniques. Further they were classified into 2 groups i.e. Male Parents (240) and Female Parents (240). For Male Parents group purposive random sampling technique was used whereas random sampling technique was used for Female Parents. Both the groups consisted of equal number of Male Parents and Female Parents. The categorization and details of sample selection are given in following table.
Table:- Showing categorization and details of Sample

<table>
<thead>
<tr>
<th>Groups</th>
<th>(A₁) Male Parents</th>
<th>(A₂) Female Parents</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(B₁) Below 12th</td>
<td>(B₂) Above 12th</td>
<td></td>
</tr>
<tr>
<td>Parents of Physically Handicapped Children (C₁)</td>
<td>40</td>
<td>40</td>
<td>160</td>
</tr>
<tr>
<td>Parents of Intellectual Disabled Children (C₂)</td>
<td>40</td>
<td>40</td>
<td>160</td>
</tr>
<tr>
<td>Parents of Normal Children (C₃)</td>
<td>40</td>
<td>40</td>
<td>160</td>
</tr>
<tr>
<td>Total</td>
<td>120</td>
<td>120</td>
<td>480</td>
</tr>
</tbody>
</table>

3.10. Research Tool:-

For collecting data one may use various research devices. For each and every research we need certain tool together or to explore new fields, which act as means and called research tools. The success of any research endeavor is largely dependent upon the tools which are used for the data collations. The following fools were selected and used by me in the present study.

3.10.1. Personal data sheet:-

To collect information about respondents, personal data sheet has prepaid. In this data sheet some basic information like name, age, gender, education qualification so I can get proper information about any sample.

Copy of the personal date sheet is given as Appendix – 1.
3.10.2. Psychological Well-Being Scale:-

The psychological well being Scale developed and standardize by Dr. Devendra Singh Sisodiya and Ms. Pooja Choudhary. This scale was developed by using likert technique. Suggestions were invited from the experts from different fields such as psychology, sociology, human development, family relations and psychiatry. The final form of scale was thus prepared comprising of 50 statements with a view to measure several aspects of well being like Satisfaction, Efficiency, Sociability, Mental Health and Interpersonal Relations. This scale is considered likely to be useful in a variety of research and applied settings such as a quality of life index, a mental health status appraisal and a measure of psychotherapy outcome evaluation and a social indicator of measuring changes in sense of well-being over time.

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Area</th>
<th>Item</th>
<th>Item wise sr. No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Satisfaction</td>
<td>10</td>
<td>1 to 10</td>
</tr>
<tr>
<td>2</td>
<td>Efficiency</td>
<td>10</td>
<td>11 to 20</td>
</tr>
<tr>
<td>3</td>
<td>Sociability</td>
<td>10</td>
<td>21 to 30</td>
</tr>
<tr>
<td>4</td>
<td>Mental Health</td>
<td>10</td>
<td>31 to 40</td>
</tr>
<tr>
<td>5</td>
<td>Interpersonal Relations</td>
<td>10</td>
<td>41 to 50</td>
</tr>
<tr>
<td></td>
<td>Total Items</td>
<td>50</td>
<td></td>
</tr>
</tbody>
</table>

**Life Satisfaction**- The act satisfying, or the state of being satisfied; gratification of desire; contentment in possession and enjoyment; repose of mind resulting from compliance with its desires or demands.

**Efficiency**- The comparison of what is actually produced or performed with what can be achieved with the same consumption of resources (money,
time, labour, etc.). The quality of being efficient or producing an effect or effects; efficient power; effectual agency.

**Sociability**- The relative tendency or disposition to be sociable or associate with one’s fellows. The quality or state of being sociable; also: the act or an instance of being sociable.

**Mental Health**- Mental health is a term used to describe either a level of cognitive or emotional well being or an absence of a mental disorder.

A person’s overall psychological and emotional condition. Good mental health is a state of well-being in which a person is able to cope with everyday events, think clearly, be responsible, meet challenges, and have good relationships with others.

**Interpersonal Relations**- An interpersonal relationship is an association between two or more people that may range from fleeting to enduring. This association may be based on limerence, love and liking, regular business interactions, or some other type of social commitment.

**Reliability:-**

The reliability of the scale was determined by (a) test-retest method and (b) internal consistency method. The test-retest reliability was 0.87 and the consistency value for the scale is 0.90.

**Validity:-**

Besides face validity as all the items of the scale are concerned with the variable under focus, the scale has high coefficient obtained was 0.94.
Use of the scale:-

The psychological Well – Being (PWB) Scale appears to be a reliable and valid tool. It is easy quick, shows high correlation with other related variables but is relatively independent of them also. It shows significant relationship with therapeutic intervention, hence can be used to evaluate in such cases. It has high reliability and consistency. It is likely to prove a useful tool in all situations.

Scoring:-

The scale consists of fifty statements. All statements are of positive manner. 5 marks to strongly agree, 4 marks to agree, 3 marks to undecided, 2 marks to disagree and 1 marks to strongly disagree responses are assigned. The sum of marks is obtained for the entire scale. The higher the score more is the well – being.

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

**TABLE – 1**

Norms for interpretation of the raw scores (for each area)

<table>
<thead>
<tr>
<th>Scores</th>
<th>Level of Psychological well-Being</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 – 12</td>
<td>Very Low</td>
</tr>
<tr>
<td>12 – 16</td>
<td>Low</td>
</tr>
<tr>
<td>16 – 43</td>
<td>Moderate</td>
</tr>
<tr>
<td>43 – 48</td>
<td>High</td>
</tr>
<tr>
<td>48 – 50</td>
<td>Very High</td>
</tr>
</tbody>
</table>
TABLE – 2
Norms for interpretation of the raw scores (for entire scale)

<table>
<thead>
<tr>
<th>Scores</th>
<th>Level of Psychological well-Being</th>
</tr>
</thead>
<tbody>
<tr>
<td>50 – 58</td>
<td>Very Low</td>
</tr>
<tr>
<td>58 – 83</td>
<td>Low</td>
</tr>
<tr>
<td>83 – 217</td>
<td>Moderate</td>
</tr>
<tr>
<td>217 – 242</td>
<td>High</td>
</tr>
<tr>
<td>242 – 250</td>
<td>Very High</td>
</tr>
</tbody>
</table>

3.10.3. Life Satisfaction Scale:-

The Life Satisfaction Scale developed and standrise by Dr. Pramod Kumar and Dr. (Mrs.) Jayshree Dhyani. The Life Satisfaction Scale (LSS) is developed with a view to provide a handy tool for identifying persons having low satisfaction in life, and who may require psycho-diagnostic help.

THE SCALE :- The Life Satisfaction Scale (LSS) in its final form consists of 54 highly discriminating items – 45 positively worded and 9 negatively-worded. These items are presented in a 3-Point rating. The area-wise distribution of these items is given in TABLE – 1.
**TABLE – 1**

Showing area-wise item distribution

<table>
<thead>
<tr>
<th>Areas</th>
<th>Items</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Mental</td>
<td>1 – 14</td>
<td>14</td>
</tr>
<tr>
<td>2. Job</td>
<td>15 – 25</td>
<td>11</td>
</tr>
<tr>
<td>3. Social</td>
<td>26 – 37</td>
<td>12</td>
</tr>
<tr>
<td>4. Marital</td>
<td>38 – 48</td>
<td>11</td>
</tr>
<tr>
<td>5. Family</td>
<td>49 – 54</td>
<td>06</td>
</tr>
</tbody>
</table>

**Scoring:-**

A numerical value of 3, 2 and 1 is assigned to the ‘True’, ‘Partially’ and ‘Not true’ response categories for all the items, i.e. 1, 3, 4, 6, 7, 14, 26, 27 & 34, in which case, reverse scoring is applicable. The sum of these values gives the overall life satisfaction score for the S. Since, the responses contributing to life satisfaction are given a score, the higher the total score, the higher would be the life satisfaction of the S. The scale can also be scored area-wise if need be.

**Reliability:-**

The split-half reliability, correlating odd-even items, applying the Spearman-Brown formula for doubling the test length was found to be .68 (N = 30). With an index of reliability of .82.

The test-retest reliability of the scale was also studied. It was found to be .67 (N = 30), with an index of reliability of .81. The retest was given with interval of 2 weeks.
The r-values, .68 and .67 respectively, were found to be significant at .01 level, showing that the scale was dependable both in terms of its internal consistency and stability of scores in TABLE 4.

**TABLE - 4**

Showing split-half and retest reliability

<table>
<thead>
<tr>
<th>Indices</th>
<th>N</th>
<th>r-value</th>
<th>Index of reliability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Split-half</td>
<td>30</td>
<td>.68</td>
<td>.82</td>
</tr>
<tr>
<td>Re-test</td>
<td>30</td>
<td>.67</td>
<td>.81</td>
</tr>
</tbody>
</table>

**Validity:-**

The *face validity* of the scale appeared to be fairly high as the items were prepared following intensive interviews of 50 married Ss regarding their concept of total life satisfaction.

The *content validity* was adequately assured as only those items were selected for the initial scale for which there was 100 per cent agreement amongst the judges.

Further, only items which showed a fairly high *discriminating value* (between .20 to .59) following item-analysis were selected for the final scale.

On the assumption that Ss showing high life satisfaction would show better mental health than Ss showing low life satisfaction, the Life Satisfaction Scale and the Mental Health Check-list (Kumar, 1992) were given to a group of 25 Ss educated, urban-based, in the age range of 28-58 years. As expected, mental health scores correlated significantly with life satisfaction scores in TABLE 5.
TABLE-5
Showing ‘r’ between LSS and MHS

<table>
<thead>
<tr>
<th>N</th>
<th>r-value</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>25</td>
<td>.40</td>
<td>.05</td>
</tr>
</tbody>
</table>

3.10.4. Personal Stress Source Inventory:-

The personal Stress Source Inventory Scale developed and standardize by Ashish Kumar Singh and Arpana Singh. In interaction models stress is based upon one’s perception of environmental events. In other words, these models focus on the relationship between the individual and the environment. The basis of the relationship is cognitive one. The cognitive model of stress has been proposed by Lazarus and Folkman (1984) who are of view that when individuals confront a new changing environment, they engage in the process of primary appraisal to determine the meaning of the events which may be perceived as positive, neutral or negative in their consequences. Once primary appraisal of potentially stressful events have occurred, secondary appraisal is initiated in which there occurs assessment of one’s coping abilities and resources and whether or not they will be sufficient to meet the harm, threat and challenge of stressful event. At last, the subjective experience of stress is a balance between primary and secondary appraisal. When harm and threat are high and coping ability is low, substantial stress is felt. When coping ability is high, stress may be minimal (Taylor, 1995).

Method:- In developing Personal Stress Source Inventory (PSSI) forty-five various sources related to personal life events that are likely to produce stress in a person, were located. Then these sources were given to a group of judges (9N=30) with a request to arrange them in order of severity ranging from 1 to
nth (in this case 45th). 15 College teachers, 7 govt. employees and 8 Bank employees acted as judges. Those personal sources were finally retained about which most of the judges (40 out of 45 or 80%) had given similar ratings/rankings.

3.11. Procedure of the Data collection:-

To conduct present study, the investigator used 'Simple Random Method' of research. Descriptive research studies were designed to obtain pertinent and precise information concerning the current status of any phenomena (Garrett, 2006).

The investigator with great interest planned the data collection soon after selecting sample and finalizing the research principal, teacher, parents were approached and requested to grant permission for data collection. Some of them asked about aims and objectives of this research work. After fulfilling some official formalities and conditions, arrangements to meet the Physically Handicapped Children Parents, Intellectual Disabled Children Parents and Normal Children Parents. Personally established good rapport with the subjects, then researcher explained the importance of research work and collected the data after ensuring to maintain their confidentiality. Though Parents at School, N.G.O and Organization were reported as Physically Handicapped Children, Intellectual Disabled Children and Normal Children still they were administered through Parents PWBS, LSS and PSSI for classification of psychological well-being, life satisfaction, and stress. Each subject was given a questionnaire one after another in same sequence. All the subjects were requested to read statements one after the other and give their responses in response column by choosing appropriate response for each
statement, whichever they felt correct and appropriate. The expectations of the questionnaire from the subjects were explained in detail. They were requested to avoid mutual consultations. The investigator clarified and explained the doubts, if they had any. There was no limitation of time to respond. The respondents were requested not to leave any item unanswered and incomplete.

3.12. Statistical Analysis:-

Descriptive statistical measures mean and standard deviation were used to see general pattern of Psychological Well-Being Scale, Life Satisfaction Scale and Personal Stress Source Inventory of the respondents according to Gender of Parents, Education Level of Parents and Types of Parents. Obtained information will be analyzed as per 2 x 2 x 3 ANOVA and Correlation methods. Hence, internal effect on individual factors will be examined.

3.13. Conclusion of the Chapter:-

Research methods and design is very important for any type of research. I would like to say it is heart of research. It gives us information and idea of different stages for research, and on the basis of this by statistical analysis, hypothesis can be tested.