CHAPTER - 3

METHOD

3.1 Research Design

As the objective of the study was to find out the impact of home environment on psychosocial competence, resilience and vocational aspiration of adolescents, the three different types of home environment (Low, Moderate and High) are taken as Independent variables while, psychosocial competence, resilience and vocational aspiration are taken as dependent variables.

Further, the Demographic factors such as age, sex, SES, order of birth, no. of siblings, primary educational background, religion, caste, and type of family of adolescents are taken as independent variables.

3.1.1 Operational Definitions

All the variables studied in the present investigation are operationally defined as below:-

Home Environment Dimensions:

(A) Control: It indicates “autocratic atmosphere in which many restrictions are imposed on children by the parents in order to discipline them”.

(B) Protectiveness: It implies “Prevention of independent behavior and prolongation of infantile care”.

(C) Punishment: It includes “Physical as well as affective punishment to avoid the occurrence of undesirable behavior”.

(D) Conformity: It indicates “Parent’s directions, commands, or orders with which child is expected to comply by action”. It refers to “Demands to work according to parent’s desires and expectations”.

(E) Social Isolation: It indicates “Use of isolation from beloved persons except family members for negative sanctions”.

(F) Reward: It includes “Material as well as symbolic rewards to strengthen or increase the probability of desired behavior”.

(G) Deprivation of Privileges: It implies “Controlling children’s behavior by depriving them or their rights to seek love, respect and childcare from parents”.

(H) Nurturance: It indicates “Existence of excessive unconditional physical and emotional attachment of parents with the child. Parents have a keen interest in and love for the child”.

(I) Rejection: It implies “Conditional love recognizing that the child has no rights as a person, no right to express his feelings, no right to uniqueness and no right to become an autonomous individual”.

(J) Permissiveness: It includes “Provision of opportunities to child to express his views freely and act according to his desires with no interference from parents”.

Psychosocial Competence has been defined by WHO as “person’s ability to deal effectively with the demands and challenges of everyday life”. “It is a person’s ability to maintain state of mental well-being and to demonstrate this in adaptive and positive behaviour while interacting with others, in his/her culture and environment.”

Masten, Best and Garmezy (1990) explained resilience as the process of, capacity for, or outcome of successful adaptation despite challenging or threatening circumstances. Neill and
Dias (2001) define resilience as the psychological quality that allows a person to cope with, and respond effectively to, life stressors. Resilience connotes an individual’s capacity to withstand stressors and not manifest psychological dysfunction, such as mental illness or persistent negative mood (Neill, 2006). Resilience is an individual’s capacity for adapting to change and stressful events in healthy and flexible ways. Resilience is most often considered a personality characteristic that moderates the negative effects of stress and promotes adaptation.

Vocational aspiration is defined as an individual’s orientation toward a desired vocational goal.

3.1.2 Sample

The quota sample of 600 adolescents, of which 300 girls and 300 boys studying in IX and X standards was selected for the present study.

To ensure ease in the quota sampling, the following inclusion and exclusion criteria were followed.

Inclusion Criteria

1. Adolescents studying in IX and X standards of Private English Medium State syllabus were selected from Dharwad city.
2. Adolescents who are day scholars and those from intact families were included.
3. Only those adolescents from the urban area are included in the study.

Exclusion Criteria

1. Adolescents who are studying in public schools and central syllabus were excluded from the study.
2. Those adolescents who are not staying in their home such as staying with relatives, and in hostels were not included in the study.

3. Adolescents who are coming from the rural areas were excluded in the study.

   Adolescents who fall in the inclusion category were selected from the English Medium State Syllabus Schools of Dharwad city, Northern part of Karnataka, India.

3.2 Measures

3.2.1 Psychosocial Competence Scale

   This scale constructed by Ajitha Dindigal and Vijayalaxmi Aminabhavi (2007) consists of 100 items, focusing on 10 different life skills, such as, problem solving, decision making, critical thinking, creative thinking, empathy, self awareness, coping with emotions, coping with stress, interpersonal relations and effective communication. Each skill is measured by ten items. This is a Likert type scale having 5 response categories. There are 75 positively keyed items and 25 negatively keyed items. The positively keyed items are assigned scores from 1 to 5 whereas the negative items are scored in reverse order that is, 5 to 1. Therefore the lower score indicates higher competence and vice versa. The authors have reported that the scale as a whole has split-half reliability coefficient by Cronbach alpha = 0.88, Spearman –Brown coefficient = 0.71 and Guttman’s split-half coefficient = 0.71(P< 0.001). Similarly the concurrent validity of all sub scales ranges from 0.38-0.76 (P<0.001).

3.2.2 Resilience Scale

   A shorter version of the Resilience Scale used by Neill J.T. and Dias K.L., (2001), originally developed by Wagnild and Young(1993) was used to measure resilience of the sample in the study.
It is a 15 item scale which is reliable, easy to administer scale to measure global resilience score. All the Resilience Scale items are positively worded and responses are on a Likert scale ranging from 1 (strongly agree) to 7 (strongly disagree). Higher scores represent higher resilience.

It is a highly reliable scale having Cronbach alpha score $\alpha = 0.91$. Concurrent validity has been supported by significant correlations between Resilience Scale scores and measures of morale, life-satisfaction and depression (Wagnild and Young, 1993).

### 3.2.3 The Occupational Aspiration Scale: (OAS)

The occupational aspiration scale constructed and standardised by J.S.Grewal (1975) was used in the study. The scale is meant for measuring realistic and idealistic occupational aspiration of adolescents. In the scale 80 occupations with different prestige values are arranged in mixed order in eight multiple-choice items. Each item consists of ten occupations nearly of all occupational status arranged in mixed order. Four items are meant for assessing idealistic and remaining four items are intended to assess realistic occupational aspiration. There are ten alternatives for each question; only one alternative is to be checked. The score for each alternative is based on the prestige value given in the scoring key. The score of each item ranges from ‘0’ (lowest) to ‘9’ (highest). A score of ‘9’ indicates that a job from among the highest eight prestige occupations has been preferred. A score of ‘0’ indicated that one of the lowest eight occupations has been preferred. An individual’s score for the whole inventory ranges from ‘0’ to ‘72’. Test-retest reliability of the scale is reported to be 0.84 and the coefficient of the validity against Haller and Miller Occupational Aspiration Scale is found to be 0.75.

### 3.2.4 Home Environment Inventory:
This scale developed by Karuna Shankar Misra (1989) was used to assess the quality of home environment. The home environment Inventory consists of 100 items related to following ten parameters of home environment: a) control b) protectiveness c) punishment d) conformity e) social isolation f) reward g) deprivation of privileges h) nurturance i) rejection j) permissiveness. The split-half reliabilities were worked out separately for all the ten dimensions of home environment. The reliability coefficients for ten dimensions are as follows:

<table>
<thead>
<tr>
<th>Dimensions of Home Environment</th>
<th>Reliability Coefficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control</td>
<td>.879</td>
</tr>
<tr>
<td>Protectiveness</td>
<td>.748</td>
</tr>
<tr>
<td>Punishment</td>
<td>.947</td>
</tr>
<tr>
<td>Conformity</td>
<td>.866</td>
</tr>
<tr>
<td>Social isolation</td>
<td>.870</td>
</tr>
<tr>
<td>Reward</td>
<td>.875</td>
</tr>
<tr>
<td>Deprivation of privileges</td>
<td>.855</td>
</tr>
<tr>
<td>Nurturance</td>
<td>.901</td>
</tr>
<tr>
<td>Rejection</td>
<td>.841</td>
</tr>
<tr>
<td>Permissiveness</td>
<td>.726</td>
</tr>
</tbody>
</table>

Home Environment Inventory has been found to possess content validity as measured with the help of views expressed by judges. Criterion related validity could not be established because of the lack of appropriate external criteria.

3.3 Pilot Study

Prior to the administration of the scales on the main sample under study, a pilot study has been conducted to test the suitability of all the four measures used in the study. The pilot study
included a sample of 100 adolescents (of which 50 boys, and 50 girls) studying in the English medium state syllabus school of Dharwad. The Psychosocial Competence scale, Resilience Scale, Occupational Aspiration scale and Home Environment scales were administered to test their reliability and validity for the present sample. The obtained Split-half reliability and Concurrent validity for the pilot sample is presented in Appendices B1, B2 and B3 respectively. All the obtained correlation coefficients state that the four measures are highly reliable and applicable to the present sample.

3.4 Data Collection

Primary data for the present study has been collected from more than 600 students. The investigator personally visited the heads of the institutions and convinced them about the nature and purpose of the study. After obtaining their permission, the tests were administered on the adolescents according to their convenient time.

After establishing rapport with the students, the tools were administered on a group of 30-35 students at a time. Before administering the main scales demographic information regarding their age, gender, birth order, number of siblings, SES, primary educational background, religion, caste and type of family were collected through the demographic sheet provided to each of them. Further, the instructions printed on the questionnaires were read out aloud and doubts raised by the students were clarified on the spot. Thus the data were obtained in two sessions from each participant.

3.5 Data Processing

The obtained data were scrutinized, coded, scored, and transformed to standard (T) scores.
3.5.1 Scrutinizing

The response given by each student are checked for wrong marking, omissions, double markings etc. The response sheets, which were complete in all respects, were retained and rest were rejected.
3.5.2 Scoring

Each response sheet was hand-scored as per the instructions given in the manual of the respective scales.

3.5.2.1 Psychosocial Competence Scale (2007)

This scale consists of 100 items, focusing on 10 different life skills. This is a Likert type scale having 5 response categories ranging from ‘Very much applies to me’ to ‘Does not apply to me at all’. There are 75 positively keyed items and 25 negatively keyed items. The positively keyed items are assigned scores from 1 to 5 whereas the negative items are scored in reverse order that is, 5 to 1. Therefore the lower score indicates higher competence and vice versa.

This scale consists of ten dimensions, such as, problem solving, decision making, critical thinking, creative thinking, empathy, self awareness, coping with emotions, coping with stress, interpersonal relations and effective communication. Some dimensions are made up of some positively and negatively keyed items. Scoring was done carefully keeping in mind the scoring pattern separately for each dimension. Finally the overall psychosocial competence was obtained by adding the scores of each dimension.

3.5.2.2 Resilience Scale (2001)

This scale is a 7-point Likert type scale with 15 positively keyed items, where subjects are provided with 7 alternatives to choose from i.e., strongly agree, agree, agree a little, neither agree nor disagree, disagree a little, disagree, strongly disagree. The weightage of score for each item ranges from 7 to 1, i.e., strongly agree = 7, agree = 6, agree a little = 5, neither agree nor disagree = 4, disagree a little = 3, disagree = 2, strongly disagree=1. Higher score represents higher resilience.
3.5.2.3 Occupational Aspiration Scale (1975)

In the scale 80 occupations with different prestige values are arranged in mixed order in eight multiple-choice items. Each item consists of ten occupations nearly of all occupational status arranged in mixed order. There are ten alternatives for each question; only one alternative is to be checked. The score for each alternative is based on the prestige value given in the scoring key. The score of each item ranges from ‘0’ (lowest) to ‘9’ (highest). A score of ‘9’ indicates that a job from among the highest eight prestige occupations has been preferred. A score of ‘0’ indicated that one of the lowest eight occupations has been preferred. An individual’s score for the whole inventory ranges from ‘0’ to ‘72’.

3.5.2.4 Home Environment Inventory (1989)

This inventory consists of 100 items related to following ten parameters of home environment: a) control b) protectiveness c) punishment d) conformity e) social isolation f) reward g) deprivation of privileges h) nurturance i) rejection j) permissiveness. Subjects are provided with 5 alternatives ranging from Mostly, Usually, Seldom, Very less, Never. The weightage of scores for each item ranges from 4 to 0, that is, Mostly = 4, Usually = 3, Seldom = 2, Very less = 1, Never = 0. The scores of the each item coming under the specific dimensions are summed up to dimensional score. The test constructor makes it clear that scale scores may be treated independently in analysis. No effort should be made to get a composite score.

3.6 Analyses of Results

3.6.1 Statistical Techniques

The following techniques were applied to analyze the scores and verify the main as well as specific hypotheses:
i) ANOVA

ii) Scheffe’s Post Hoc Test

iii) Step-wise Multiple Regression Analysis

3.6.2.1 Univariate ‘F’ Test (ANOVA):

The statistical technique of Analysis of Variance makes a single overall decision as to whether a significant difference is present among three or more samples.

The ANOVA is applied in the present study to verify $H_a_{1.1}$ to $H_a_{1.3}$ i.e., adolescents coming from Low, Moderate and High Home environment groups differ significantly on each of the variables separately.

3.6.2.2 Scheffe’s Post Hoc Test:

The Scheffe’s Post Hoc test is one of the most flexible procedures to evaluate pairwise comparisons. The statistical technique of Scheffe’s test is applied to verify the specific hypotheses $H_a_{1.1.1}$ to $H_a_{1.3.3}$ i.e., the differences between groups in all the possible combinations in relation to all the three variables separately.

3.6.2.3 Step-wise Multiple Regression Analysis:

In order to determine the relationship of multiple predictors on single criterion, Stepwise Multiple Regression is used. In this method, the regression of dependent variables ($y_1$, $y_2$, $y_3$) on all independent variables ($x_1$ to $x_8$) is calculated. This technique is used to verify the hypotheses $H_a_{2.1}$ to $H_a_{2.3}$ that is, to study the significant contribution of the various demographic factors on the psychosocial competence, resilience and vocational aspiration of adolescents separately. The outcome of this analysis is used to identify the factors that would significantly contribute to the dependent variables.