Chapter- 3

Method & Procedure
The present study aims at investigating the orientation of unmarried college girls towards Marriage and Career and the relationship of this orientation to certain psychological factors, viz. Autonomy, Self efficacy and Psycho-Social Competence (BAPC). This study also looks at the predictors for Marriage and Career Orientation. The present research is an exploratory study, as such no hypotheses were formulated.

SAMPLE

200 unmarried, educated college girls in the age range of 22-24 years; (mean age=22 years) girls were randomly selected form the University of Allahahabad, North India. They were all post graduate students of different Departments such as- Economics, Sociology, Sanskrit, Philosophy, History, Education, Anthropology, Hindi, and Psychology, Physics, Chemistry, Botany, Biology Food & Technology, and Bio – Chemistry.

MEASURES

In the present study, a structured schedule was developed to measure the variables of the study. The schedule consisted of 6 measures.

Marriage Orientation Scale  (Developed by Researcher)
Career Orientation Scale  (Developed by Researcher)
Role Preference, Rating Scale  (Developed by Researcher )

Psycho-Social Competence (BAPC) Scale, Hindi version developed by Tyler, Dhawan and Sinha (1984)

Autonomy Scale developed by Sadiya Ansari & Prof Nisha Dhawan (2004)

Self- Efficacy Scale developed by Das, Jai Laxmi & Sahoo F.M (1994)

DEVELOPMENT OF MARRIAGE & CAREER ORIENTATION SCALES

Marriage Orientation and Career Orientation scales were developed to measure the attitudes towards marriage and career of college going girls.

Pilot Study I

In order to ascertain communicability and appropriateness of the questionnaires, a pilot interview on 30 postgraduate girl students of the University of Allahabad, in the age range 22-24 years was conducted. They were asked to respond to open ended questions regarding their attitude towards Marriage and Career. These questions were-

What do you think about role and status of Indian women?

After completing your education, would you like to get married and take on the housewife role?
On the basis of their responses given by the college girls to marriage preference a number of responses was recorded, for example-

Marriage is essential for human beings.

Marriage is a social contract.

Based on their statements Marriage Orientation Scale was developed. Total 25 items were selected on the basis of their responses. On the basis of the content of definitions of these categories 25 items were formulated for Marriage Orientation. Item Analysis was done to see Inter-item correlations. Items, which were low correlated with each other, they eliminate the scale. Out of 25 items for marriage orientation, only 16 items were selected for final scale. Factor Analysis of the 16 items for Marriage scales was done and four factors were identified to define the dimensions of the Marriage Orientation.

**Dimensions of Marriage Orientation Scale**

- Traditional (Item No 7, 8, 10, 11, 12, 22) Total Items (6)
- Personality Development (Items No. 3, 4, 6, 15) Total Items (4)
- Social Status (Items No. 1, 5, 18, 20) Total Items (4)
- Sexual Need (Item No. 16, 21) Total Items (2)
To label the factors, these items were given to 5 judges (two faculty and three research scholar of the Department of Psychology, Allahabad University) to rate them in the above categories and label them. The instruction given to these judges, were as follows-

“These items are written on separate sheet. You are required to read each item and your task is to state the dimensions of which the item belongs. For your convenience in categorization of the items the definition of each category along with an example is given. Please read the definitions of the categories before responding to the items, if you find the structuring of any item ambiguous, then encircle that it number on the answer sheet. If the item does not belong to any category put it into the category of “Other”. Each item was presented one at a time individually to the judges, along with the category descriptions. As instructed the judges assigned each item to one of the four categories. Items assigned by four out of five judges to the same category were selected. Items on which there was 80% agreement were retained.

MARRIAGE ORIENTATION SCALE

The final scale consists of 16 items. Each item was scored on a 5 point scale. Scored ranged from (1) Strongly Disagree to (5) Strongly Agree. The maximum score that can be obtained 80 and the minimum score
is 16. High scores on the scale are indicative of a high positive orientation towards Marriage.

**Scoring**

Marriage Orientation Scale includes consideration of general statements about institute of marriage as related to adolescence girl’s perception and attitude of marriage. The Scale presents 16 statements responding about institution of marriage. Respondents are asked to indicate the tick mark to perception of marriage on a 5 point scale. 1 for Strongly disagree, 2 for Disagree, 3 for partial agree, 4 for agree, 5 for strongly agree were coded. A total score thus for hence, a maximum possible score for 16 items can be $16 \times 5 = 80$ and a minimum possible score for 16 items can be $16 \times 1 = 16$. Some of the items included are - Marriage is a social contract, by doing marriage one’s social respect increases. The sum of scores across items is the generalized the perception of adolescence girl’s towards institution of marriage. High score means more orientation for marriage and low score means less orientation for marriage.

**Reliability**

For internal consistency a coefficient of cronbach alpha by using SPSS Package for Social Science was ---.77.
Development of Career Orientation Scale

They were asked to respond to open ended questions regarding their attitude towards marriage and career orientation. These questions were-

- After completing your education why would you like to take a job?
- Why would you like to pursue a career?

On the basis of their responses given by the college girls to career preference a number of responses was recorded, for example-

For career preferences a number of statements was recorded such as-

- By being working women they can be financially independent.
- Their self confidence would increase.
- They would get more freedom.

Based on their statements Career Orientation Scale was developed. Total 22 items were selected on the basis of their responses. On the basis of the content of definitions of these categories 22 items were formulated for Career orientation. Item Analysis was done to see Inter-item correlations. Those Items, which were low correlated with each other, they eliminated the scale. For the Career Orientation out of 22 items 18 items were selected for the final scale. Factor Analysis of the 18 items for Career Orientation
scales was done and four factors were identified to define the dimensions of the Career.

**Dimensions of Career Orientation**

**Self growth and Development**  (Items No1, 2, 3, 5, 6, 8, 11, 16) Total No (8)

**Dual Role Conflict**  (Items No 4, 17, 18) Total No (3)

**Self Worth**  (Item No 10, 13) Total No (2)

**Societal Constraints**  (Item No (7, 9, 12, 14, 15) Total No (5)

To label the factors, these items were given to 5 judges (two faculty and three research scholar of the Department of Psychology, Allahabad University) to rate them in the above categories and label them. The instruction given to these judges, were as follows-

“Here are a number of statements regarding attitude towards Career. These items are written on separate sheet. You are required to read each item and your task is to state the dimensions of which the item belongs. For your convenience in categorization of the items the definition of each category along with an example is given. Please read the definitions of the categories before responding to the items, if you find the structuring of any item ambiguous, and then encircle that item number on the answer sheet. If the item does not belong to any category put it into the category of “Other”.
Each item was presented one at a time individually, to the judges, along with the category descriptions. As instructed the judges assigned each item to one of the four categories. Items assigned by four out of five judges to the same category were selected. Items on which there was 80% agreement were retained.

**CAREER ORIENTATION SCALE**

The final scale consists of 18 items. Each item was scored on a 5 point scale. Scored ranged from (1) Strongly Disagree to (5) Strongly Agree. The maximum score that can be obtained 90 and the minimum score is 18. High scores on the scale are indicative of a high positive orientation towards Career.

**Scoring**

Career Orientation Scale includes simple statements towards girl’s perception of their career planning and future orientation. This Scale has 18 items related to their career planning. After item analysis final questionnaire has 18 items. Respondents are asked to indicate 5 point Scale such as-Strongly disagree for 1, disagree for 2, partial agree for 3, agree for 4, strongly agree for 5 in the scale. A total score thus for hence, a maximum possible score for 18 items can be 18 ×5=90 and a minimum possible score for 18 items can be 18×1=18. Some of the items were included like-By
being a working woman they can be financially independent, their self confidence would increase, and they would get more freedom. The sum of score generalized the girl’s attitude about their career planning and future trends. High score means more career orientation and low score means less career orientation.

**Reliability**

For internal consistency a coefficient of cronbach alpha by using SPSS Package for Social Science was ---.69.

**Pilot Study -2**

These two scales were administered on a sample of 50 postgraduate college girl’s of the University of Allahabad, in the age range 22-24 years. These adolescence girls belonged from the urban areas. The purpose of the pilot study was to examine the clarity and effectiveness of the instructions and discriminability of items of the questionnaires.

After completion of the questionnaire by a respondent they were encouraged to open frankly about obscurity and ambiguity of items and instructions. The respondents who participated in the pilot study were not included in the final study.

The respondents were approached individually in their University campus. The investigator introduced herself as a research scholar from the
University of Allahabad, and explained that the purpose of the study was to conduct a survey about college girls’ orientation towards marriage and career. After establishing rapport, the respondents were requested to volunteer for the study; questionnaire was used as a schedule.

ROLE PREFERENCE SCALE: (SCORING)

In this part of the questionnaire this scale measures which of the roles are prefer by adolescence girls. This scale is rating scale; it has 5 items regarding options of girls. Respondents were asked to draw a tick mark of the each item in 5 point scale. A total score thus for hence, a maximum possible score for 5 items can be $5 \times 5 = 25$ and a minimum possible score for 5 items can be $5 \times 1 = 5$. Some of statements were such as –I shall become only a housewife, I would become both career woman and housewife also.

Autonomy:

“Autonomy as the right to rule her own life.” They all hinge around a women ability and right to make her own decision about how she will conduct her life. Autonomy has been defined as “the ability to obtain information and use it as the basis for making decisions about ones private concerns and close of one’s inmates”. (Dyson and Moore) 1983. Autonomy refers to the connection between volition and action; it is the extent to
which a person feels free to show the behavior of his/her choice. (Patirick, Skinner and Cottrell, (1993).


It seems that to build autonomy, the intervention needs to begin very early before the dependent, helpless, powerless image gets ingrained in them through socialization. There is a need to change the socially prevalent sex stereotype so that they are able to lead a fuller life and can feel the strength within them. They should be able to realize that they are individuals in their own right and along with executing innumerable roles, they are entrusted with, they should also feel responsible for their own happiness. In the present study, socialization has been operationally defined
as the extent to which the college girl in our society has been socialized to become autonomous i.e. to have freedom and take choices.

Factor Analysis of the 14 items for Autonomy scale was done and four factors were identified to define the dimensions of the Autonomy.

**Dimensions of Autonomy**

- **Parental Approval** (Item No 1, 2, 4, 6, 8, 14) Total Items (6)
- **Freedom of Movement** (Item No 7, 9, 13) Total Items (3)
- **Decision Making** (Item No 3, 11, 12) Total Items (3)
- **Physical Threat and Security** (Item No 5, 10) Total Items (2)

To label the factors, these items were given to 5 judges (two faculty and three research scholar of the Department of Psychology, Allahabad University) to rate them in the above categories and label them. The instruction given to these judges, were as follows-

“These items are written on separate sheet. You are required to read each item and your task is to state the dimensions of which the item belongs. For your convenience in categorization of the items the definition of each category along with an example is given. Please read the definitions of the categories before responding to the items, if you find the structuring of any item ambiguous, and then encircle that item number on the answer sheet. If the item does not belong to any category put it into the category of “Other”.
Each item was presented one at a time individually to the judges, along with the category descriptions. As instructed the judges assigned each item to one of the four categories those which were items assigned by four out of five judges to the same category were selected.

This Scale consists of 14 items, regarding girl’s autonomy towards freedom in college, freedom in mobility, freedom in decision-making, freedom in choice, taking decision in marriage and career.

**Scoring**

Respondents are requested to indicate a tick mark in each statement in 5-point scale- 1 for strongly disagree, 2 for disagree, 3 for neutral, 4 for agree, 5 for strongly agree. A total score thus for hence, a maximum possible score for 14 items can be $14 \times 5 = 70$ and a minimum possible score for 14 items can be $14 \times 1 = 14$. Some of the examples are – I go outside with my friends without guardian, I take decision on those references which make my parent happy. This scale presents the autonomy of the college girls. High score means more autonomy and low score means less autonomy. The cronbach alpha was found to be .65.

**Self Efficacy**

This consists of two parts: General efficacy and domain specific efficacy. The scale was originally developed by Wegner, Schwarzer and
Jerusalem (1993). This was adapted to suit the Indian setting by Sahoo (1994). The general self efficacy questionnaire consists of 12 items that measures college girls efficacy in dealing with certain general situation in life. The examples of such statements are: “By hard working, I can always solve most difficult problems.” “I can solve almost all problems by minimum effort.” The score for the particular student is obtained by summing the rating across 10 items.

**Scoring**

The respondents are required to indicate on a 5 point scale the level of certainty of their belief. The total score is computed by summing individual scores across 12 items. A total score thus for hence, a maximum possible score for 12 items can be $12 \times 5 = 60$ and a minimum possible score for 12 items can be $12 \times 1 = 12$. This scale has been used in the study of Sahoo and Batra. (1988).

Respondents were asked to tick mark each of the statement in 5 point scale - 1 for strongly disagree, 2 for disagree, 3 for neutral, 4 for agree, 5 for strongly agree in the scale. The examples of such statements are – I will marry to person whom I like, I do work according to my facilitate. I have positive attitude towards mine. This scale measures the efficacy of the
college girls. High score means more self-efficacy and low score means less self-efficacy. The cronbach alpha was found to be .79.

Factor Analysis of the 12 items for Self-Efficacy scale was done and three factors were identified to define the dimensions of Self-Efficacy.

**Dimensions of Self-Efficacy**

Capacity for Problem Solving   (Item No 1, 2, 3, 4, 6, 8,) Total Items (6)
Autonomy in Decision Making   (Item No 5, 7, 9, 10)   Total Items (4)
Freedom of Movement           (Item No 11, 12)           Total Items (2)

To label the factors, these items were given to 5 judges (two faculty and three research scholar of the Department of Psychology, Allahabad University) to rate them in the above categories and label them. The instruction given to these judges, were as follows-

“These items are written on separate sheet. You are required to read each item and your task is to state the dimensions of which the item belongs. For your convenience in categorization of the items the definition of each category along with an example is given. Please read the definitions of the categories before responding to the items, if you find the structuring of any item ambiguous, and then encircle that item number on the answer sheet. If the item does not belong to any category put it into the category of “Other”.
Each item was presented one at a time individually to the judges, along with the category descriptions. As instructed the judges assigned each item to one of the four categories those, which were items, assigned by four out of five judges to the same category were selected.

**PSYCHO-SOCIAL COMPETENCE**

A related process variable taken in to the study is the Behavioral Attributes of Psycho-Social Competence. This factor focuses on the adaptive functioning of the individual. It was inferred from the various theories in the area of competence. This factor helped in understanding the adaptation patterns of the college girls. This Scale refers to measures the capacity, ability, proficiency and skill of adolescence college girl’s regarding their life style. This scale is based on the model of psycho social competence proposed by Tyler and his colleagues (1977). The basic assumption is that people participate actively in constructing their lives of their individual experiences in the social conditions that compose their existence. Tyler define Behavioral attributes of psycho social competence (BAPC), as an orienting pattern involving more or less mastery oriented planning process in engaging lives events. Tyler, Dhawan and Sinha (1984) did the Indian adaptation of behavioral attributes of psycho-social competence (BAPC).This scale considers Behavioral attributes of psycho
social competence (BAPC), as energizing, tempering, and guiding qualities of human behavior as “mastery oriented” and not “fit oriented”. The person functioning competent is characterized by a more active coping orientation, high initiative, realistic goal setting, substantial planning, forbearance, and effort in the service of attaining goals. It has 39 forced choice items (36 items are scored; 3 items are filler items) with two alternatives (a and b). The respondent is required to indicate which of the two alternatives is more applicable to her.

**Scoring of Behavioral Attributes of Psycho Social Competence Scale**

For item no’s- 2, 5, 8, 10, 11, 12, 21, 24, 25, 26, 29, 30, 35 and 38, ’a’ was assigned ‘1’ and ‘b’ was assigned ‘0’. For item no’s- 3, 4, 6, 7, 9, 13, 14, 15, 17, 18, 19, 20, 22, 23, 27, 28, 31, 32, 34, 36, 37, and 39,’a’ was assigned ‘0’ and ‘b’ was ‘1’. A total of these 36 items constitutes the score of an individual on BAPC, item no’s 1, 16, and 33 being filler items. This scale measures the competence of the college girls. The data was collected BAPC scoring was done according to the scoring scheme provided by the standardized Test. The alpha was found to be 77.

**PROCEDURE**

The booklet consisting of all the six scales were individually administered on two hundred (young, urban, educated) unmarried girls
selected from Allahabad University. Prior to conducting the administration of the questionnaire, an appointment was taken from the respondent in the University campus in the different departments. Before the conduction of the questionnaire, researcher introduced herself and appraised the respondent of the purpose of the study. The rapport was established in the following manner:

I am doing research related with the marriage and career orientation of young, unmarried college girls. I would like to talk with college girls like you. I will ask some questions relating to you and daily life and your future opinion regarding marriage and career. There is no right or wrong answers. Please feel free to give your own views and opinions. Your opinion will be kept strictly confidential and will be used for my research purpose. It will take around 45 minutes. I shall be grateful for your cooperation.

Following this, at first the respondents filled the demographic information. The respondents were asked to carefully read the instructions for each part of the booklet and then answer the questions that follow. Some of the questions were required to answer on a five point scale. The response categories were: (1) strongly disagree, (2) disagree, (3) partial agree, (4) agree, (5) strongly agree. There were also some statements were
the respondents were required to respond on a category. For each part separate instructions were given.

**MARRIAGE ORIENTATION SCALE**

Instructions for the marriage orientation scale were as following: “Here are some statements related to your institute of marriage. Please read the statements carefully. What do you think about each statement, please indicating by five point scale ranging from strongly disagree to strongly agree. All of them are to be answered by putting a tick mark (✔) on the category which applies to you.”

**CAREER ORIENTATION SCALE**

Instructions for Career orientation scale were as follows:

“Now I will ask you some questions that relates to you, your opinion about career decision making in your life. If you get a job, and become as a career women what do you think about your life style. Please indicating by five point scale ranging from strongly disagree to strongly agree. All of them are to be answered by putting a tick mark (✔) on the category which applies to you.”

**ROLE PREFERENCE SCALE**

Instructions for “These are the statements related with girls’ marriage &family life, their career aspiration and both marriage and career roles.
Please indicating by five point scale ranging from strongly disagree to strongly agree. All of them are to be answered by putting a tick mark (✔) on the category which applies to you.”

AUTONOMY SCALE

Instructions for Autonomy Scale were as following:

“There is a questionnaire related with girls’ freedom, their marriage and career choices and decision-making process in our life. Please indicating by five point scale ranging from strongly disagree to strongly agree. All of them are to be answered by putting a tick mark (✔) on the category which applies to you.”

SELF-EFFICACY SCALE

Instructions for Self-efficacy Scale as follows:

“There are some statements regarding girl’s efficacy in their life to deal with the environment. Please indicating by five point scale ranging from strongly disagree to strongly agree. All of them are to be answered by putting a tick mark (✔) on the category which applies to you.”

BEHAVIORAL ATTRIBUTES OF PSYCHO-SOCIAL COMPETENCE:

Instructions for Behavioral Attributes of Psycho-Social Competence:
“This is a questionnaire about some of the ways people handle their lives. Read each question. Then choose which alternative, a or b, is more characteristic of you, and answer accordingly. The task is to choose one of the two alternatives, which more closely describes exactly how you feel. You may feel that neither alternative describes exactly how you feel and act; even so, choose the one of the two which you think is closer to what you are like”.

All information given by you will be treated as confidential and will be used only for research purposes. The information, which they will give, will be useful to us. They were encouraged to respond to each item honestly and frankly. In other words “questionnaire” was used as schedule. Finally; they were thanked for their participation.”

Any query made by the respondents was answered immediately by reading the instructions again. The questionnaire was prepared in Hindi language. A total of 45 minutes were required to complete the entire answer booklet.

The emphasis was given on the final questionnaire in the University of Allahabad, both science and arts faculty was included in the study. Information would be collected through interviewing, questionnaires as well as talking the views of the college girls. The data was collected from
the various departments of University of Allahabad in Uttar Pradesh. This was done to ensure that the sample was representation of the educated, urban, and unmarried college going girls. BAPC scoring was done according to the scoring scheme provided by the standardized test.

Taken together the structured interview schedule comprised of a total of 104 questions, which covers the five major areas of the study, viz. Marriage Orientation, Career Orientation, Autonomy, Self –efficacy and Psycho-Social Competence.

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