CHAPTER IV

METHODOLOGY

The Encyclopedia of Social Sciences says that research is the manipulation of things, concepts or symbols for the purpose of generalizing to extend, correct or verify knowledge whether that knowledge aids in the practice or an art.

In general, research means to find something, or to search for something repeatedly. A human being is endowed with a power of thinking and reasoning and this has attracted him towards research. He is faced with a variety of problems at every step of life and by the method of research he strives to find solutions to his problems and to apply such solutions to situations where similar problems could probably occur again. Research in the sense of development elaboration and refinement of principles, together with the collection of and use of empirical materials to aid in these processes, is one of the highest activities of a university and one in which all the professors should be engaged.

From the definition of research given by several authors it becomes clear that the main aim of research is to find out answers to specific questions or to solve specific problems by scientific methods. It is a systematic, scientific process in which scientific equipment is made use of to undertake a thorough study of a
problem. Close observation is one of the primary elements of research. But the research is not limited to observation alone.

The other aspect of research would be to try to find out solutions to the problems in question. Such solutions are not to be derived from imagination but should be evolved as a result of thorough research work. Research has its origin in the form of a question or a problem. This does not mean that we should jump to the hasty conclusion that research will always give us an answer to our questions or a solution to our problems. The main aim of research is to proceed in the direction of obtaining a solution. It is quite possible that the research work may not be able to provide us with some suitable answer or solution, but it will definitely give a direction on which future work may be based.

Hypothesis

The first and the foremost step in the research process is the setting up of a hypothesis. An unknown parameter is usually estimated when one has little information about it and no theory that permits us to predict its value. When the researcher has to proceed towards some destination, he has to start on some possible way that is expected to lead him to his destined place. This proposition or this primary idea which guides him in his study may be termed as a hypothesis. Without a proper hypothesis neither is any experimental work possible nor any research work, based on scientific lines.

In fact, in the absence of hypothesis, research merely becomes an aimless wandering activity. It is the hypothesis that
gives a definite direction to research work. In social sciences the very idea of carrying out research in the absence of hypothesis is absurd.

According to Mcguigan hypotheses is a testable statement of a potential relationship between two or more variables. According to Guilford, hypothesis is a guess as to some genuine relation of facts that we expect to find verified, when further observations are made the guess is of course based upon some preliminary observation or upon a rational basis, usually upon both. Thus a hypothesis is an assumption about the tentative relationship between two or more variables under study.

The role of hypothesis therefore, in scientific research is to suggest explanation for certain facts and to guide in the investigation of others. The importance of hypothesis in research has been emphasized by many scientists. Thus we cannot take even a single step forward in any inquiry unless we begin with a suggested explanation or solution of the difficulty which originated it. Such tentative explanations are suggested to us by something or some point in the subject matter and by our previous knowledge. When these are formulated as propositions, they are called hypotheses. It is obvious from the above that the function of the hypothesis is to direct our search for order among facts. The suggestions formulated in the hypothesis are very often the solution to the problems and further research work will consist of estimating the validity of such suggestions.
**Null Hypothesis**

A null hypothesis is not a hypothesis which asserts that some group is better or more accurate, or more skilled than another, is not exact and cannot be tested accurately, as we cannot quantify an exact finding. Hence, the need to adopt the null hypothesis in preference to others, wherever possible. The null hypothesis asserts that there is no true difference between two population means and that whatever differences are found between the sample means are therefore, accidental or unimportant.

**Characteristics of Null Hypothesis**

The main characteristics of a null hypothesis are:

1. It is not directional.
2. Testing is done easily.
3. The researcher is not compelled to accept or reject the hypothesis.
4. Two tailed tests may be used for testing it, which means that both positive and negative possibilities may be tested.

**THE NULL HYPOTHESIS OF THE PRESENT STUDY ASSUMES THAT:**

a: There is no significant difference in the perceived parental acceptance – rejection and personality disposition of the boys and the girls living in nuclear families.

b: There is no significant difference in the perceived parental acceptance-rejection and personality disposition of boys and girls living in extended families.

c: There is no significant difference in the perceived acceptance-rejection and personality dispositions of the children
(boys and girls) living in nuclear and extended families.

d: There is no significant difference in the mother's perception living in a nuclear family of the ways she treats her child (acceptance and rejection) and also her assessments of the personality dispositions regarding them.

e: There is no significant difference in the mother's perception living in an extended family of the ways she treats her child (acceptance and rejection) and also her assessments of the personality dispositions regarding them.

f: There is no significant difference in the mothers' perception living in nuclear and extended families of the way they treat their child (acceptance and rejection) and also their assessment of the personality dispositions regarding them.

g: There is no significant difference in the parental acceptance-rejection and personality dispositions of the children of working and non-working mothers living in nuclear families.

h: There is no significant difference in the parental acceptance-rejection and the personality dispositions of the children of the working and non-working mothers living in extended families.

i: There is no significant difference in the parental acceptance-rejection and personality dispositions of the working and non-working mothers living in nuclear and extended families.

Variables

A hypothesis is made testable by providing operational definitions for the terms or variables of the hypothesis. It can
be said that a variable is a property that takes on different values or putting it redundantly, a variable is something that varies. To make it more precise a variable is a symbol to which numerals or values are assigned (Kerlinger, 1978). Variables can be classified in several ways. The most important and useful way to categorize variables is as independent and dependent. This categorization is highly useful because of its general applicability, simplicity and special importance in conceptualizing and designing research and in communicating the results of the research.

Keeping the above mentioned hypothesis in view, the present study has classified the variables viz. nuclear and extended families as independent variables and perceived parental acceptance-rejection and personality disposition as the dependent variables. The independent variables—nuclear and extended families are the presumed cause or the antecedents and these have been manipulated by the experimenter. These independent variables are the stimuli or input which operate with the environment and affect their behavior in terms of parental acceptance-rejection and personality dispositions. The dependent variable is the presumed effect or is the consequent. The dependent variable, is the variable predicted to whereas the independent variable is the one predicted from. It varies concomitantly with changes or variation in the independent variable. It is the variable that is not manipulated, rather it is observed for variation as a presumed result of variation in the independent variable. For the present
The dependent variables are the perceived parental acceptance-rejection, and personality dispositions. An attempt has been made to study nuclear and extended families separately in relation to the respective levels of parental acceptance-rejection and personality dispositions of the children residing in urban areas.

Besides the above mentioned independent and dependent variables, the present study has two categorical variables which are classified as special type of independent variables related to the study to determine if these affect the relationship between the primary independent and dependent variables. The categorical variables of the present study are (a) working and non-working mothers and (b) sex of the child. These variables have been studied separately in relation to the independent variables viz. nuclear and extended families and the dependent variables namely, parental acceptance-rejection and personality dispositions.

All the variables in a situation cannot be studied at the same time. So, some of them must be neutralized to guarantee that they will not have a differential or moderating effect on the relationship between the independent and dependent variables. These variables whose effects are to be neutralized or controlled are known as control variables. They are defined as those factors which are controlled by the experimenter to cancel out or neutralize any effect they might otherwise have on the observed phenomenon. While the effects of the control variables are neutralized, the effect of independent and categorical variables
are studied. The control variables of the present study are as follows:

Age: The age factor has been delimited to the age-group from 7 through 12 years of age.

Area: The study has been restricted to the urban setting.

Education: Children whose mothers are educated (minimum matriculate).

Subjects: 150 children (75 boys and 75 girls) and their mothers living in Nuclear Family and 150 children (75 boys and 75 girls) and their mothers living in Extended Family. The children are from 7 through 12 years of age, their mothers are educated (minimum matriculate), belong to middle class families and are residing in Urban areas. They are further classified on the basis whether the mother is working or non-working.

Two general types of family make up studied are (1) the typical or nuclear and (2) the extended or elongated. The nuclear family consists of the parents (mother and father) and offspring (sons and daughters). The extended family involves the basic nuclear setting plus additional relatives residing within the home—grand parents, aunts, uncles etc.

Measures and procedure

The instruments and procedures for measuring parental acceptance and rejection developed by Rohner & Rohner(1981) and as adapted in Hindi by Seth (1986) were administered to the children(Boys and Girls) and their mothers living in nuclear families and the children of those mothers living in extended
families. The detail of all the tools administered to the children and their mothers is given below:

A. Parental Acceptance-Rejection Questionnaire (PARQ).
1. Mother PARQ is a self report questionnaire where a parent (usually a mother) responds to her perceptions about the way she treats her child in terms of (a) warmth/affection, (b) hostility/aggression, (c) indifference/neglect, and (d) undifferentiated rejection. (Hindi version).

2. Child PARQ is a self reporting questionnaire where a child 7 through 12 years of age responds to his/her perception of the way his/her mother now treats him/her in terms of the four scales cited above. (Hindi version).

B. Personality Assessment Questionnaire (PAQ)
1. Mother PAQ (Adults' Assessment of Child's Behavioral Dispositions) is a questionnaire which allows adults (usually the mother) to assess seven personality dispositions of their children. The seven personality and behavioral dispositions include: (a) hostility aggression, passive aggression, and problems with the management of hostility and aggression, (b) dependency, (c) self-esteem, (d) self-adequacy, (e) emotional responsiveness, (f) emotional stability, and (g) world view. Each of these dispositions is theoretically linked the world over with the acceptance-rejection process. (Hindi version).

2. Child PAQ is the same instrument as the preceding one, but a version in which children 7 through 12 ages assess their own behavioral dispositions. (Hindi version).
C. Parental Acceptance-rejection Interview Schedule (PARIS).

1. Adult PARIS is designed to be used by parents, usually the mother, although it can be adapted easily for use by the father or other caretakers. The interview is divided into four sections. The first section determines who the child's major caretaker/s is/are. Two other sections deal with the parent's (usually the mother's) perception of the parents' (mother's and father's, respectively) behavior in terms of warmth (acceptance-rejection) and control (permissiveness-strictness). The warmth (acceptance-rejection) items assess the same conceptual domains as the PARQ and the behavioral dispositions. As such PARIS warmth items may be used as a measure of convergent validity of PARQ responses. The fourth section, regarding the child's coping strategies is a modified and abbreviated version of one section of the Child PARIS dealing with the parent's perception of (a) the availability of one or more nurturant others for the child and (b) the extent to which the child is in social isolation or interaction with others.

2. Child PARIS is designed to be used with children seven years of age and older (up to adulthood). The interview is divided into four sections. Two sections deal with the child's perception of mother's and father's behavior in terms of parental warmth (acceptance-rejection) and control (permissiveness-strictness). The other two sections of the child PARIS pertain to conceptual issues dealing with children's ability to cope with perceived acceptance-rejection and control.

Interviewers' and Coders' Manual. The Interviewers' and coders'
manual describes in detail the structure and content of the Adult and Child Interviews as well as how to code the interview. In addition the manual contains general instructions or guidelines for the interviewing and coding processes, and the manual contains notes about individual questions which may need clarification or amplification. It should be noted that both versions of the interview are to a large extent self coding (i.e., coded response options are provided for most questions).

D. Background Data Schedule (BDS): The BDS has been developed to provide social and situational data about each family in a sample. The schedule elicits information about families such as the age and sex of all household members, major language spoken, religious preference, educational attainment, occupation and employment status, marital status, family stresses experienced, and recreational preferences. The BDS contains two main sections— one to be completed by or about the child’s mother or major female caretaker (if any), and one to be completed by or about the child’s father (or whosoever is the most significant adult male in the child’s life) if any.

Statistical Analysis:

The data collected has been subjected to scoring as per procedure laid down in the Manual (Rohner, 1980). The results of the research reported include appropriate portions of Rohner’s Master Data Sheet (Means, SD’s, Correlations between parental A-R (PARQ) scores and Personality Assessment scores). Child PARIS, Adult (Mother) PARIS and Interviewers and Coders’ Manual mentioned
above have also been used.

**Statistical Techniques:**

The data collected was subjected to scoring as per procedure laid down in the Manual. The data were analyzed by means of Means, SDs, ts, $\chi^2$s and by means of Pearson's Product Moment Correlation methods. The means, SDs, ts and $\chi^2$s were computed in order to compare different groups and to know whether each group differed significantly with its respective counterpart. The significance of difference was tested at significance levels of .01 and .05. Pearson's Product Moment Correlations were computed to determine the relationships between the Parental Acceptance-Rejection (PARQ)-scores and Personality Assessment (PAQ)-scores. The $\chi^2$s were used to test the independence of variables in 2-way contingency tables involving PARIS data. The interviewers and Coders' Manual as mentioned above was also used.

The administration of the tools was simple and convenient. The questions were read before each child individually clearly and slowly and the responses were recorded by the present researcher herself. The mothers were given the questionnaires to be filled by them individually at home. Rapport was established with the respondents through appeals and by letting them know the purpose of the work. The detailed instructions about the questionnaires were read out and recording of the responses was started only when the subjects fully understood the task. The investigator established rapport with the subjects and sought their cooperation. Total confidentiality was assured for all the
responses. Since it took several hours of continuous work for completing all the instruments and procedures the testing work was split into two or three sections according to the convenience of the subjects. Investigator was always alert to keep the testing and experimental work unaffected by irrelevant factors and to assure collection of as valid a data as possible under the existing circumstances.