CHAPTER III

METHODOLOGY

This chapter deals with the objectives, Hypotheses, Sampling details, the design, tests employed for the gathering data, procedure for conducting the study and the statistical methods used for analysis.

3.1 Problem of the study

“To study the Role of Parenting Style, Area of Residence and Gender on Self Concept, Achievement Motivation and Academic Achievement of the Adolescents”

3.2 Objectives of the study

This study aims to understand the role of the parenting style in the self concept, achievement motivation, and academic achievement of the adolescents. It also aims to study role of area of residence and gender of the adolescents in self concept, achievement motivation, and academic achievement of the adolescents.

1. To study which parenting style develops better self concept in the adolescents.

2. To study whether urban adolescents are better than rural adolescent in their self concept.

3. To study the gender difference in the self concept of adolescents.

4. To study which parenting style develops better achievement motivation in the adolescents.
5. To study whether urban adolescents are better than rural adolescent in their achievement motivation.

6. To study the gender difference in the achievement motivation of adolescents.

7. To study which parenting style develops better academic achievement than in the adolescents.

8. To study whether urban adolescents are better than rural in their academic achievement.

9. To study the gender difference in the academic achievement of adolescents.

3.3 Hypotheses:

1) Authoritative parenting style would develop better self concept than authoritarian parenting style in the adolescents.

2) Urban adolescents would develop better self concept than rural adolescents.

3) Male adolescents would have better self concept than female adolescents.

4) There would be significant interactional effect among variables on the self Concept-
   
   - Parenting style * Area of Residence
   - Parenting * Gender
   - Area of Residence * Gender
   - Parenting style * Area of Residence* Gender
5) Authoritative parenting style would develop better achievement motivation than authoritarian parenting style in the adolescents.

6) Urban adolescents would develop better achievement motivation than rural adolescents.

7) Male adolescents would have better achievement motivation than female adolescents.

8) There would be significant interactional effect among variables on the Achievement Motivation
   - Parenting style * Area of Residence
   - Parenting * Gender
   - Area of Residence * Gender
   - Parenting style * Area of Residence* Gender

9) Authoritative parenting style would develop better academic achievement than authoritarian parenting style in the adolescents.

10) Urban adolescents would develop better academic achievement than rural adolescents.

11) Male adolescents would have better academic achievement than female adolescents.

12) There would be significant interactional effect among variables on the Academic Achievement-
    - Parenting style * Area of Residence
    - Parenting * Gender
    - Area of Residence * Gender
    - Parenting style * Area of Residence* Gender
3.4 Sample

The study covered the urban and rural both the areas. The urban area included area with Municipal Corporation and rural area included areas with Gram panchayat. The adolescents from urban and rural area were selected by using randomized method. The age of the adolescents was ranging from 13yrs.-17yrs. Male and female both the gender were included in the study. Initially 800 parents were given the parenting test (400 parents from urban area and 400 parents from rural area) and finally out of it 200 parents from urban area and 200 parents from rural area were selected. From the 200 parents each from Urban and Rural 100 parents were authoritarian and 100 were authoritative parents. The parents who solved the test and scored positive dimensions on the test were grouped as authoritative (Democratic) and the parents who scored negative dimensions on the test were grouped as Authoritarian (Dictator). Then the adolescent of these parents were given the tests. The all sample belonged to middle economic status. One of the parents was working in the family. All the families were nuclear families. The children number in the family was not less than two and not more than three. All the parents educational qualification was graduation and above. The distribution of total sample is depicted as follows-
3.5 Variables

1. Parenting Style i.e. Authoritative style and Authoritarian style, Area of residence i.e. urban and Rural, Gender of the Adolescent i.e. Male and Female were treated as independent variables in this study.

2. The self concept, Achievement Motivation and Academic Achievement of the adolescent were treated as dependent variable in this study.

3.6 Operational definition and conceptual clarification

**Self concept:** The scores on the test of self concept scale by Mukta Rani Rastogi were treated as the self concept of the adolescent.

**Achievement motivation:** The Deo Mohan achievement motivation test scores were taken as the achievement motivation score.

**Academic Achievement:** The final examination total marks (percentage) obtained in the previous academic year were considered as the academic achievement of the participant.

### The distribution of the effective sample

<table>
<thead>
<tr>
<th>Gender</th>
<th>Authoritative style</th>
<th>Authoritarian style</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Urban</td>
<td>Rural</td>
<td>Urban</td>
</tr>
<tr>
<td>Male</td>
<td>50</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>Female</td>
<td>50</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>
3.7 Design of study

To reach out the objective of the present research 2x2x2 factorial design was used.

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A1</td>
<td>A2</td>
</tr>
<tr>
<td>A</td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>B</td>
<td></td>
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<tr>
<td></td>
<td>B1</td>
<td>B2</td>
</tr>
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<td></td>
</tr>
<tr>
<td></td>
<td>B1</td>
<td>B2</td>
</tr>
</tbody>
</table>

A = Parenting Style

✓ A1 = Authoritative  A2 = Authoritarian

B = Area of Residence

✓ B1 = Urban  B2 = Rural

C = Gender

✓ C1 = Male  C2 = Female

A1B1C1: Authoritative parents leaving in Urban area and their Male adolescent child.

A1B1C2: Authoritative parents leaving in Urban area and their Female adolescent child.

A1B2C1: Authoritative parents leaving in Rural area and their Male adolescent child.

A1B2C2: Authoritative parents leaving in Rural area and their Female adolescent child.
A2B1C1: Authoritarian parents leaving in Urban area and their Male adolescent child.

A2B1C2: Authoritarian parents leaving in Urban area and their Female adolescent child

A2B2C1: Authoritarian parents leaving in Rural area and their Male adolescent child.

A2B2C2: Authoritarian parents leaving in Rural area and their Female adolescent child.

3.8 Research Tools:

To collect the data following tools were used.

1. Parent Child Relationship Scale (PCR) – Dr.N.S.Chauhan.

The scale through the ‘Self Anchoring Technique’ makes measurement possible on eleven point for eight dichotomous dimensions of basic parent child relationship. The technique remains simple and pointed in getting to makes the instrument highly sensitive and differentiating in the context. The dichotomous dimensions are -1. Rejection Vs Acceptance. 2. Carelessness Vs Over- protection. 3. Negligence Vs Over- indulgence. 4. Strong-realism Vs Utopian-expectation.5. Lenient standards Vs Severe moralism. 6. Total freedom Vs Severe discipline. 7. Marital conflict Vs Marital adjustment. 8 Faulty role expectation Vs Realistic role expectations. The scale can be used for mother alone or father alone or it can be used by both the parents together.

Instruction: “In this scale situations are given. In each situation parents behavior is given. Every behavior has two sides. One is on the higher side of the ladder and the other is on the bottom of the ladder. You have to think of your behavior towards your child and mark your behavior on the 0 to 10 scale of ladder. Than write the number you have chosen on the
ladder for each of the eight situations. Mother and father will use separate sheet. If you have any doubt please ask.”

**Reliability:** The test retest reliability of the scale calculated on the basis of scores obtained from a sample of 200 parents which is for each dimension ranging 0.70 to 0.89 which is quite high.

**Scoring and Interpretation:** The scoring for the eight dichotomous dimensions is usually indicated by the specific numbers of the rungs of the ladder. Every score on a dichotomous dimension needs its placement with reference to the dichotomous ends in view. As such it is highly important to place it on the table which separates the dichotomous dimension at the score of 5-5.

2. **Self-Concept Scale - by Mukta Rani Rastogi.**


**Reliability:**

Reliability of the scale by split-half method following Spearman-Brown Prophecy formula was found to be .87.

**Method of administration:**

The self-concept scale is self-administering. It can be administrated individually as well as to a group. There is no time limit but all the items can be responded
within the time limit of 30 minutes. The respondent is given following instruction to give his response.

‘Here are given fifty one statements. Below each statement are given five responses, (Strongly agree, Agree, Undecided, Disagree, Strongly disagree). Please read each statement carefully and respond to it by marking a tick (✓) of any of the five responses given. If you really strongly agree with the statement mark (✓) on ‘Strongly agree’ if you only agree with the statement mark (✓) on ‘Agree’ and so on’.

Example: I feel shy before others.  

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
</table>

Here the individual ‘X’ agrees with the statement and therefore has marked (✓) on response ‘Agree’. There is no right or wrong response. Try to give your response according to what you feel about yourself in reference to that statement. Your answers will be kept confidential.

**Scoring Method:**

The respondent is provided with five response alternatives to give his response and therefore a score from one to five may be obtained for each item.

Positive items are scored five to one for responses. (Strongly agree, Agree, Undecided, Disagree, Strongly disagree). And negative items are scored one to five for the some response alternatives.

5  4  3  2  1\
Positive  (Strongly agree, Agree, Undecided, Disagree, Strongly disagree)

1   2   3   4   5

Negative (Strongly agree, Agree, Undecided, Disagree, Strongly disagree)

After giving the score to each of the statement the total is done and seen in the table for interpretation. The individual score for each construct can also be obtained.

**Norms:** Mean scores of the ten constructs and total test were computed separately.

3. **DEO-MOHAN ACHIEVEMENT MOTIVATION SCALE (N-ACH) (DMAMS) By Pratibha Deo and Asha Mohan.**

**Reliability of the Scale**

Test-retest method was applied to obtain the reliability coefficient of the scale. Taking different sets of sample; the administration of the scale was repeated on several occasions. The results are given below:
These coefficient of reliability are sufficiently high and the scale can be considered as reliable for use. Earlier, Entwistle (1968) for 24 items inventory obtained test-retest reliability coefficient of .83 with an interval of 2.5 months. Lynn (1969) found that his achievement motivation questionnaire correlated to the extent of .34 with the factor of Cattell's 16 PF, as .16 with superage and .21 with surgency. Bending (1964) established the reliability coefficient of .68 for men and .62 for women for his factor-analytic scale of need achievement. Costello (1967) obtained a split-half reliability coefficient of .82 for scale I and .73 for scale II. Smith (1973) computed a split-half reliability coefficient of .56 for his 10 items quick measure of achievement motivation. Taking into consideration these results, the present scale reliability coefficients by test-retest method for the total group, as well as for the separate male and female groups, are very satisfactory and the scale can be taken as quite reliable for use,

Validity of the Scale:

As far as the validity of the scale is concerned, in the first instance the item validity established by the high-low discrimination method was accepted as the validity of the whole measure. Besides, this scale was also used for validating the projective test of Achievement...
Motivation. The coefficient of correlation between the scale and the projective test was observed to be .54 which speaks for the validity of the scale also, the validity being of the concurrent nature. Finally, the scale scores were also correlated with the scores obtained by administering the Aberdeen Academic Motivation Inventory of Entwistle (1968) yielding a coefficient of correlation as .75 for a mixed sample of .93. This correlation is high enough to establish the validity of the scale. Regarding the r of .54 between the scale and the projective test, McClelland (1958) explains that self-descriptive and projective measures are usually not correlating high with each other. Even Carney (1966) observed that questionnaire measures correlated poorly with McClelland’s projective measures. These explanations support the results of present scale of achievement motivation to be sufficiently valid for use for measuring achievement motivation.

Administration of the Scale

The scale can be administered individually as well as on a group of about 25-30 subjects, With the use of microphone and a few assistants to help, even a much larger group can be given the scale at a time. The subjects should be seated comfortably, at some distance from each other and all within such distance that every subject can clearly hear the tester's voice. The tester should make sure that each subject has a pen for marking responses. First, the answer sheets should be distributed, one to each subject and the subject should be asked to write down his/her particulars i.e. name, age, gender and college/school name and address, phone number, residence particulars etc. After ensuring that this is properly done by all the subjects, the tester should distribute the scale booklets giving one to each subject.

The Directions printed in the test booklet should be read out loudly and properly explained verbally, if anyone has any queries, doubts and questions, these should be properly
clarified and explained. The subjects should be told that there is no time-limit but they are expected to work fast and give their honest, frank and first response to each item. Every item is to be answered by the subject. After the subjects finish marking their responses, the test booklets should be collected along with the answer sheets. That completes the procedure of administration.

Scoring

Two stencil keys are to be used for scoring, one for positive items and one for negative items. A positive item carries the weights of 4, 3, 2, 1 and 0 for the categories of Always, Frequently, Sometimes, Rarely and Never respectively. The negative item is to be scored 0, 1, 2, 3 and 4 for the same categories respectively that are given above. Separate keys for positive and negative items are provided. The total score is the summation of all the positive and negative items scores. The minimum score obtained can be 0 (zero) and the maximum can be 200, other scores ranging in between these limits. This is a quick-scoring, self-administered scale which is also quick in administration and very easy for use in administration as well as scoring.

Norms and Interpretation of the Obtained Scores

The scores can theoretically range from 0 to 200. Ordinarily, an obtained score will be in between the two limits. For the interpretation of the score, Norms are presented in three forms; Frequency distribution with mean and standard deviation, Percentile Norms and T-scores. Norms can be applied according to the need and purpose of the investigation.
3.9 Procedure of data collection

The sample was selected from Urban and Rural area. For the Urban area Aurangabad city was considered. The data of parents was collected when there was parents meet in the private class of the city. For Rural area Kultabad, Paithan, Kannad, Sillod were consider for collecting the data of parents. Here also data was collected when there was parents meet in the private class. All the adolescents were from the nuclear family. Their socio economic status was middle class. Only those parents were included in the sample those having children not less than two and not more than three. Initially the tests were administered on nearly 800 parents 400 parents from urban and rural area were given parenting style test. Those parents who were clearly authoritarian and authoritative were selected. The adolescent children of these parents were given the Self concept test and Achievement motivation test. They were asked to write their previous year’s marks and percentage on the test. Some data was collected in a group of 15 to20 and some individually for parents and adolescent. After the data collection all the tests were scored according to the procedure given in the manual of the test and scale.

3.10 Statistical Analysis:

The data were analyzed as follows:

The data were analyzed with descriptive statistics the mean (with graphical representation) and standard deviation for all the variables was done.

For more understanding of the data inferential statistic was used. Three way Analysis of variance (ANOVA) was used to know the main and interactional effect of the Parenting Style, Area of residence, and Gender of the Adolescent on the Self concept, Achievement Motivation and Academic Achievement of the adolescent.