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3.1 Problem:

Each and every research process starts with a problem; the basic element of research, which helps to transform an idea into concrete research operations. A problem is an intellectual stimulus calling for an answer in the form of scientific inquiry. It is a question about relations among variables. Research problem can be derived from a combination of these. Probably, the greatest source of problem is the professional literature. A critical review of the professional literature would familiarize the researches with the state of knowledge, with the problems that others studied, with concepts, theories, and major variables, conceptual and operational definitions and with the research methods used.

At each developmental stage different tasks are to be mastered and roles played effectively. Each developmental stage has its own unique demands to be met by the person. In the present scenario, life has become increasingly charged with stresses and strains. These stresses and strains go on increasingly distressing human eco-system.

Unemployment is a vital problem of the world today, classifying illiterate labourers, skilled or unskilled labourers, educated professional and semi-professional persons. Each sector has its own proportions that vary from country to country on the basis of availability of the people of the above categories there. With the advent of democracy in the world, this problem had been widely recognized, and even 20 to 30 per cent youths may be found unemployed or underemployed in one way or the other, for short or prolonged periods in many countries. A country like India with a greater population is likely to give a higher
Looking to the current scenario of unemployed youth, the following problem is undertaken to find out the mental health and feeling of insecurity among them: “To study the psychological level of insecurity, mental health and depression among employed and unemployed youth.”

3.2 Objectives:

a) To study the effect of employment status on youth’s feeling of security/insecurity.
b) To study the feeling of security/insecurity among youth in relation to their gender.
c) To study the feeling of security/insecurity among youth in reference of their inhabitance.
d) To study and compare the mental health of employed and unemployed youth.
e) To study the effect of gender on mental health of youth.
f) To study the effect of inhabitance on youths’ level of security/insecurity.
g) To study the effect of employment status on youths’ level of depression.
h) To study the depression level among youth in relation to their gender.
i) To study the depression among youth in reference of their inhabitance.
j) To find out the relationship of youth’s level of insecurity with mental health.

k) To study the correlation between youths’ level of insecurity and their depression.

3.3 **Hypotheses:**

There is a little doubt that hypotheses are important and indispensable tools of scientific research. They are tentative answers to the research problems. They are expressed in the form of a relationship between independent and dependent variables. They are tentative conjectures because their veracity can be evaluated only after they have been tested empirically. When a researcher suggests a hypothesis, researcher has no assurance that it will be verified.

Hypothesis can be derived deductively from theories directly form observations, intuitively or from a combination of these. Hypothesis is the most powerful tool man has invented to achieve dependable knowledge. They are the prediction and even if they are not conformed, they have a power. Negative findings are sometimes as important as positive ones, since they cut down the total universe of ignorance and sometimes point up fruitful further hypothesis and lines of investigation (Mcguigan 1969).
To find out the expected relationship between considered variables, the following hypotheses were formulated:

a) Level of insecurity would be higher among unemployed youth than employed youth.

b) There would be no difference between male and female on their level of insecurity.

c) There would be no significant effect of inhabitance on youths’ level of insecurity.

d) Following Interaction effect of independent variable would be significant on youths’ feeling of insecurity.
   
   i. Employment Status * gender
   
   ii. Employment Status * Inhabitance
   
   iii. Gender * Inhabitance
   
   iv. Employment Status * Gender * Inhabitance

e) Unemployed youth would face more behaviour problem related to mental health than the employed youth.

f) There would be no significant effect of gender on youths’ mental health.

g) Youths who belong to rural and urban community would not be significantly differ on their feeling of insecurity.
h) Following Interaction effect of independent variable would not be significant on youths’ mental health.

i. Employment Status * gender

ii. Employment Status * Inhabitance

iii. Gender * Inhabitance

iv. Employment Status * Gender * Inhabitance

i) Unemployed youth would be higher on their level of depression as compare to employed youth.

j) There would be no significant effect of gender on youths’ level of depression.

k) Youths who belong to rural and urban community would not be significantly differ on their level of depression.

l) Following Interaction effect of independent variable would not be significant on youths’ level of depression.

i. Employment Status * gender

ii. Employment Status * Inhabitance

iii. Gender * Inhabitance

iv. Employment Status * Gender * Inhabitance

m) Feeling of insecurity would be reversibly related with good mental health.

n) Feeling of insecurity and depression would be significant positive related among youth.
3.4 Methodology:

3.4.1 Sample –

In the initial stage, with the help of incidental-cum-purposive sampling technique a huge sample of 600 subjects were selected randomly from various employment centres of Marathwada region. List of unemployed persons were taken from various employment exchanges of Marathwada region. It is necessary to take a huge sample to cover the both variables under study. Ultimately for the data analysis, final samples of 400 to fit adequately various cells of design were finalized. The final sample was as shown in table below. The age range of subject was 20-35 years and education statuses of the subjects were 12\textsuperscript{th} standard to post graduation.

Table 3.1
Sample Distribution

<table>
<thead>
<tr>
<th>Employment A</th>
<th>Employed A\textsubscript{1}</th>
<th>Unemployed A\textsubscript{2}</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inhabitance B</td>
<td>Urban B\textsubscript{1}</td>
<td>Rural B\textsubscript{2}</td>
</tr>
<tr>
<td>Gender C</td>
<td>Male C\textsubscript{1}</td>
<td>N=50</td>
</tr>
<tr>
<td></td>
<td>Female C\textsubscript{2}</td>
<td>N=50</td>
</tr>
</tbody>
</table>
3.4.2 Variables-

The dependent and independent variables of this investigation were treated as follows:

**A. Independent Variable:**

i. Employment status
   - Employed
   - Unemployed

ii. Gender
   - Male
   - Female

iii. Inhabitance
   - Urban
   - Rural

**B. Dependent Variables:**

i. Mental Health

ii. Level of Insecurity

iii. Depression
C. Control Variables:

i. Only those unemployed youths are selected, who were struggling to get their jobs from last more than two years.

ii. To control the sequence relevant variables, tests were administered in similar sequence.

iii. To control socio-economic status youths were selected, who belong to middle class. (Income range 10,000 to 15000 Rs. Per month)

3.4.3 Research design-

Experimental Design:- In the present study a balanced 2 X 2 X 2 factorial design was used as shown in below table

Table 3.2

<table>
<thead>
<tr>
<th>A1</th>
<th>A2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employed</td>
<td>Unemployed</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C1</th>
<th>A1B1C1</th>
<th>A2B1C1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>N=50</td>
<td>N=50</td>
</tr>
<tr>
<td>B1 Urban</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B2 Rural</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C2</th>
<th>A1B2C1</th>
<th>A2B2C1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>N=50</td>
<td>N=50</td>
</tr>
<tr>
<td>B1 Urban</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B2 Rural</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Where

A1B1C1 - Employed male belongs to urban area
A1B2C1 - Employed male belongs to rural area
A1B1C2 - Level female belongs to urban area
A1B2C2 - Employed female belongs to rural area
A2B1C1 - Unemployed male belongs to urban area
A2B2C1 - Unemployed male belongs to rural area
A2B1C2 - Unemployed female belongs to urban area
A2B2C2 - Unemployed female belongs to rural area

3.4.4 Research Tools-

The following tools were used in the present research work.

Table –3.3 List of Tests

<table>
<thead>
<tr>
<th>Aspects Measured</th>
<th>Name of the Test</th>
<th>Author</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mental Health</td>
<td>Mental Health check list</td>
<td>P.Kumar (1991)</td>
</tr>
<tr>
<td>Insecurity</td>
<td>Security-Insecurity Scale</td>
<td>Tiwari and Singh (1979)</td>
</tr>
<tr>
<td>Depression</td>
<td>Dimensional Personality Inventory</td>
<td>Dr. Mahesh Bhargava (1981)</td>
</tr>
</tbody>
</table>
A. Description of the Test of Mental Health:

Interpreting mental health as a psychic condition identified by the absence of disabling and debilitating symptoms, both mental and somatic in the person, 5 teachers of psychology were asked to list all such symptoms the presence of which according to their understanding showed poor mental health. Following this, a list of 21 such symptoms was prepared. This list of symptoms was then submitted to five plasticizing clinical psychologists for their comments and an observation regarding the relevance of those symptoms as far as the study of mental health was concerned. Finally, a list of 16 such symptoms showing complete agreement amongst the judges was selected to form the Mental Health Check-List. This mental Health Check-List (MHC) consists of 11 items – 6 mental and 5 somatic, presented in a 4 point rating format. The split-half reliability, correlating the odd-even items (applying the Spearman-Brown formula for doubling the test length), has been found to be .70 (N=30) with an index of reliability of .83 (Garrett, 1961). The test-retest reliability has also been studied. It has been found to be .65 (N=30) with an index of reliability of .81 the retest was given with a time interval of two weeks. The r-values of .70 and .65, respectively, have been found to be significant at .01 level of confidence, showing that the test is reliable in terms of its both internal consistency and stability of scores. The face validity of the MHC appears to be fairly high as items were prepared by asking teachers of psychology to list all such symptoms, which, according to them, showed poor mental health. The content validity was adequately assured as only those symptoms, which showed 100 percent agreement amongst the judges regarding their relevance to the study of mental
health, were selected. Of these, only those items which gave a fairly high discrimination value i.e. .30 or above, following item-analysis were finally included in the checklist.

a. Instructions

“Below some physical and psychological symptoms are presented. You are requested to read it carefully. You have to tick mark (√) one of the alternatives which explain truly your personality status. Your responses should be kept confidential. At the end please give true answers.”

b. Scoring

A numerical value of 1,2,3 and 4 is assigned to the 4 – response categories, i.e. for ‘rarely’, ‘at times’, ‘often’ and ‘always’, respectively. The total score varies from 11 to 44, showing the highest to the lowest mental health status of the person. Higher the score showing the poor mental health.

B. Description of Security-Insecurity Scale:

The security-insecurity inventory is a clinically screening device, which can be used as a survey as well as research instrument for measuring the personality and knowing the mental health. This is not a behaviour measure but a tool for measuring ‘inner conscious feeling’. The S-I Inventory is also useful in guidance and counselling purposes. In the nut-shell, the inventory is constructed with an objective to discriminate people according to their feeling of security or insecurity in respect to his various aspect of life.
The security-insecurity inventory has been developed for use with school and college students. The preliminary form of the inventory had 130 items related with security-insecurity selected with the help of careful study of the relevant literature and from some popular tests in the field. The preliminary form of the S-I was administered to 100 undergraduate students for knowing the Facility Index (FI) of the items. Only those items have been included in the final form of inventory, which has a facility index (F1) between 35% and 85% (Harper, 1975; Diederich, 1965; Ebel 1965). For knowing the discriminative power of items the Discriminative Inded (DI) has been calculated. For this Johnson’s Upper-Lower Index (Johnson, 1951) have been used and only those items were included which have above .30 DI (Ebel, 1965, Harper, 1964). In the final form of the inventory, there are only 70 items.

The present S-I inventory is self-administering. The inventory can be administered in group also but it gives better result with individual rather than with group testing. There is no time limit, but ordinarily an individual takes about 15 to 20 minutes to complete it.

Coefficient of reliability was determined by the spilt-half method and applying the Spearman-Brown Correlation formula was found .67. The test-retest reliability of the inventory is also calculated. It was found to be .73 (N=49) with an index of reliability of .79 with one-month interval time.

The items of security-insecurity inventory were selected with the help of the careful study of the relevant literature and the preliminary form was submitted to a group pf 10 judges. Only highly diagnostic
items were included in the final form of the test. This ensured the content validity of the test. Moreover, item-analysis was done for each item by bi-serial correlation method. So the face validity of the inventory is fairly high. For the external validation, the inventory and Maslow’s S-I inventory have been administered to a group of 40 Intermediate students who know both English and Hindi. The correlation was found to be .67. Further, the inventory has been validated against teacher’s rating and coefficient is found to be .78 (N=34).

a. Instructions

Before giving the instruction tester should see that testees are comfortably seated. The tester introduces the test booklets by saying; “this is one kind of psychological test (show the booklet) and after reading the instruction you should mark (x) to your answer according to the instruction.” The examiner should read the direction given on the first page of inventory before the examinees. The examinees should also read instructions silently, along with the examiner. The examiner should make every effort to secure the frankness and sincere co-operation of the examinees. Before starting, the tester should explain to the tester’s confusion in understanding the instruction. The printed instructions are as follows:-

^*bl lwph ds vxys i"Bksa ij dqN iz'u gSa rFkk vkidks ;g iz;Ru djuk gS fd leLr iz"uksa dk mÙkj nsaA izR;sd iz'u ds lEeq([k rhu izR;kf'kr mÙkj gSa ^gka* ^ugha* rFkk ^vfuf'pr* ¼Á½A vki bu rhuksa izR;kf'kr mÙkJksa esa ls ,d mÙkj dk p;u djsa) ijUrq /;ku jgs fd vki mls gh pqus tks
In the following questionnaire try to attempt all the questions. Every question has three alternatives ‘Yes’, ‘No’ and ‘Indefinite’. You have to select one out of them and please mark ‘√’ in front of question. Select that alternative which suits your personality. Your responses will not be disclosed.”

**b. Scoring**

There are three alternative in each item ‘Yes’, ‘No’ and Indefinite’. The subject has to choose one alternative. That marks should be allotted as mentioned below:

1. For Item No. 1, 2, 5, 7, 11, 12, 14, 16, 18, 20, 21, 22, 23, 27, 29, 30, 31, 32, 34, 35, 36, 44, 45, 47, 48, 50, 51, 55, 57, 59, 60, 62 to 70.

   Scoring System will be

   Yes- 2 marks; No-0 marks, Indefinite-1 mark.

2. For Item No. 3, 4, 6, 8, 9, 10, 13, 15, 17, 19, 24, 25, 26, 28, 33, 37, 38, 39, 40, 41, 42, 43, 46, 49, 52, 53, 54, 56, 58, 61.

   Scoring System will be

   Yes-0 mark No-2 marks, Indefinite-1 mark
C. Description Of Dimensional Personality Inventory (DPI):

Dimensional Personality Inventory is originally developed by Dr. Mahesh Bharghava in 1981. It measures six important personality dimensions:

- Active-Passive
- Enthusiastic-Non enthusiastic
- Assertive-Submissive
- Suspicious-Trusting
- Depressive-Non depressive

The total time required for administration is 15 minutes. It is assumed that each of the personality traits is normally distributed. Each trait given in this test is postulated to be located towards left end of the curve. Higher score on each trait indicate higher the active, Enthusiastic, Assertive, Suspicious, Depressive and emotional instability criteria in person.

This test can be administrated on 14 and above individuals. This test can be use on group and also on individual. The reliability of this inventory was determined by using various method of reliability and was found to be higher. In order to established validity of DP inventory the present inventory was correlated with other measures of personality and allied concepts as external validity criteria.
a. Instructions

“In the following questionnaire try to attempt all the questions. Every question has three alternatives ‘Yes’, ‘No’ and ‘Indefinite’. You have to select one out of them and please mark ‘X’ in front of question. Select that alternative which suits your personality. Your responses will not be disclosed.”

b. Scoring

Each personality traits is measured by 10 items through 3 responses alternatives i.e. yes, undecided and no. The yes is to be scored as 2, undecided is to be scored as 1 whereas no is equal to 0.

3.5 Procedure-

The first step for the present study was taken by selecting the sample. To select the sample, Randomized sample technique was used on employed and unemployed youth of Marathwada Region.

After selecting the sample Mental Health Check List, Dimension personality Inventory Only depression measure part of test and Security-Insecurity scale were administered on the selected sample. To avoid the fatigue and warm-up effect all three tests were taken separately. All the instructions were strictly followed as per described in manual of the correspondence test.

Later on, the responses of the subject on the each test was scored as per scoring procedure described in the particular test, and their scores on Mental Health Check List, Dimension Personality Inventory and Security-Insecurity Scale (dependent variables) were obtained.
These scores further statistically analysed under the two techniques i.e. three way ANOVA and correlation.

### 3.6 Statistical analysis:

The data were analyzed as follows;

The mean (with graphical representation) and standard deviation for employment status (Employed and Unemployed), Inhabitance (Urban and Rural) and for Gender (Male and Female) on the level of insecurity, mental health and depression was analyzed.

Analysis of collected data was done under two phases as follows:

Three way ANOVA was used to see the effect of employment status, Inhabitance and Gender on level of insecurity, mental health and depression.

Further In order to study the correlation of feeling of insecurity with mental health and with depression Correlation analysis was used in the present investigation.