CHAPTER V

METHOD AND PROCEDURE
The investigator started this study with the aim of finding out the relationship between parental aspirations and certain personality traits and the school achievements of children. The first step was to construct a scale to measure parental aspirations. The method and procedure of the scale construction has already been given in the previous chapter.

As has already been mentioned, personality traits are innumerable, assessment, therefore, had to be selective. So the selection of traits of personality of the child for study was done on the basis of previous related studies and on a priori ground; choosing those personality traits the relationship of which appeared more probable with parental aspirations.

**Sample:**

The preliminary sample consisted of 523 high school children from the following two institutions:

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Subjects</th>
<th>Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Central Air Force School, Chandigarh 343</td>
<td>2. St. John's School, Chandigarh 180</td>
<td>Total 523</td>
</tr>
</tbody>
</table>
It was decided to take a controlled sample for study and include only boys in the sample, as sex is one of the determinants of parental aspirations. Parents have different aspirations for their sons and daughters, especially in our country, which has already been discussed in the Introductory chapter. The study was thought to be better manageable if confined to the single sex.

The age range of the children was roughly between 11 to 14 years, mean age being 12.5 (7th class to 9th class).

Out of the preliminary sample of 523 children only those were selected for study who had average I.Q.* The girls of Central School who were tested for I.Q. were also excluded. So total number of boys taken for study were 523(boys) - 58 (girls) = 465 boys.

For finding out the average I.Q. of the children, Raven's Standard Progressive Matrices (SPM) used.

This test was chosen out of all the tests devised for measuring I.Q. of children for the following reasons:

1. It is relatively culture free (Anastasi, 1955).
2. It is a group test.
3. It is very easy to administer.
4. This test successfully discriminates within relatively homogeneous groups of high intelligence as found by Yates (1961).

* It was thought best to work on children of average I.Q. as they are the ones for whom the parents are likely to become over aspiring.
It measures principally a common general factor of intellectual functioning as reported by Bingham (1966).

Cronbach (1960) says "The matrix is the single most popular technique for measuring mental ability. The matrix principle is highly flexible. The possible range of difficulty is enormous. The test may be administered individually as in group and may be speeded or given liberal time allowance. The directions are very simple so that verbal understanding plays little part".

Administration of Raven's Standard Progressive Matrices.

A booklet of Progressive Matrices and an answer sheet was given to each subject with the following instructions, "on every page there is a pattern with a part left out. All you have to do is to point each time to the bit which is right one to complete the pattern. They are simple at the beginning and get harder as you go on. If you pay attention to the way easy ones go, you will find the latter ones less difficult. Just point to the place which completes the pattern. Now carry on at your pace. You can have as much time as you like. There is no need to hurry, be careful. Remember, each time, only one bit is quite right". Strict supervision was done in order to see that the subjects do not discuss or take each other's help while doing the test.
The test was given to groups of 20 to 25 children in their class periods of 45 minutes. The Principals of both the institutions were contacted for providing the groups of children in either the games periods or the hobby periods. They had been kind enough to give full cooperation in this respect. The I.Q. test took nearly two weeks in each institution.

Scoring of the test was done by the help of the scoring key and hand scoring was done. Out of a preliminary sample of 465 boys only 260 boys of Average I.Q. could be found:

<table>
<thead>
<tr>
<th>Institution</th>
<th>Number of Boys</th>
</tr>
</thead>
<tbody>
<tr>
<td>Air Force Central School</td>
<td>184 boys</td>
</tr>
<tr>
<td>St. John's School</td>
<td>76 boys</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>260 boys</strong></td>
</tr>
</tbody>
</table>

The norms given in the test were considered for selecting the children of Average I.Q. Mean I.Q. was 41.1. So the final sample consisted of 260 children. As the study was to be children based, it was decided to study the aspirations of the Parents of these children. Hence to start with, there were:

- 260 children (boys)
- 260 fathers
- 260 mothers

**780 Total**

780 subjects in the sample.

* There was no disparity between the mean I.Q. in the present sample and the average I.Q. according to the norms.
Administration of the PAS (Parental Aspiration Scale):

The printed booklets of PAS scale were given to the fathers' and mothers' of the finally selected 260 boys. The printed booklets of the PAS scale had instructions on the first page. Along with the instructions the purpose of testing of Parental aspiration was clearly mentioned on the first page itself. The scale booklets were sent to the parents through the selected children. The Investigator took the help of the class teachers of the selected children in sending the PAS booklets to the parents. The children were requested to get back the PAS booklets duly filled by their fathers and mothers separately. Each child was given two booklets of PAS with father and mother written separately on each booklet. They were asked to get back the filled booklets within a week's time. The Investigator went to the above mentioned institutions to collect the filled PAS booklets from the children after a week. Since the class teachers had been taken into confidence, the investigator had to collect the filled booklets from the class teachers only. Many of the PAS booklets were returned by the parents undone with the remarks that they had no free time to do it, or they were not interested in giving their responses for this Scale. Some of the parents asked the Investigator to personally contact them for getting their responses. So the
addresses of those parents were taken from the schools and contacted by the Investigator to get the PAS booklets filled personally. But in spite of all these efforts only 127 fathers and 127 mothers sent their responses.

Hence the final sample had

127 boys
127 fathers
127 mothers

381 total

Frequency distribution of the scores of 127 boys of Average I.Q. on Progressive Matrices is given in Table No. 6 and is graphically represented in Fig. No. II.

Table 6
Frequency distribution of scores of 127 children of Average I.Q. on Progressive matrices.

<table>
<thead>
<tr>
<th>Scores</th>
<th>M.P.</th>
<th>f</th>
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</thead>
<tbody>
<tr>
<td>49 - 51</td>
<td>50</td>
<td>2</td>
</tr>
<tr>
<td>46 - 48</td>
<td>47</td>
<td>19</td>
</tr>
<tr>
<td>43 - 45</td>
<td>44</td>
<td>35</td>
</tr>
<tr>
<td>40 - 42</td>
<td>41</td>
<td>27</td>
</tr>
<tr>
<td>37 - 39</td>
<td>38</td>
<td>28</td>
</tr>
<tr>
<td>34 - 36</td>
<td>35</td>
<td>8</td>
</tr>
<tr>
<td>31 - 33</td>
<td>32</td>
<td>5</td>
</tr>
<tr>
<td>28 - 30</td>
<td>29</td>
<td>3</td>
</tr>
</tbody>
</table>

The distribution is quite normal as is clear from the following graph.
FIG. II  CHILD'S SCORES ON PROGRESSIVE MATRICES

FREQUENCIES

SCORES
Selection of Instruments for the Final Study:

Having selected the final sample the next task was to choose suitable tools for measuring personality traits. The selection of tools for a particular study depends on various considerations, such as objectives of the study, the amount of time at investigator's disposal, availability of suitable tests, Personal Competence of the Investigator to administer tests and interpret the test results and the like.

After carefully reviewing various personality tests, and inventories, two personality tests were chosen:

Following factors were taken into consideration in the selection of the tests:

1. The efficiency of the test
2. Ease in administration.
3. The educational level for which the test was best suited.
4. The content of the test
5. The suitability of the test to the objectives of the research.

1. Selection of HSPQ (High School Personality Questionnaire):

R.B. Cattell's Jr. Sr. High School Personality Questionnaire fulfills all the prerequisites of a good personality test for:
(a) It covers all the major dimensions factor-analytically demonstrated in any attempt to describe individual differences comprehensively.

(b) It can be conveniently applied, either as an individual test in the clinic or as a group test in the class room.

(c) The HSPQ measures fourteen distinct dimensions or traits of Personality which have been found by psychologists to come near to covering the total personality.

(d) By working with these fourteen scores, the psychologist can obtain predictions of school achievement, of vocational fitness, of danger of delinquency, of likelihood of leadership qualities, of need for clinical help in avoiding neurotic conditions etc.

(e) The reading level of the test is adopted to ages 11 or 12 through 18 years and the scoring can be done rapidly by a stencil key either by hand or by computer.

(f) The HSPQ is a standardized test that can be given within a class period to a single individual or in groups, to yield a general assessment of Personality development.

(g) HSPQ is a new aid for teachers, guidance specialists and for the general clinical and research use.
Recent advances based on extensive psychological research have made possible this instrument that gives an objective analysis of the individual personality to supplement the teachers' personal evaluation.

For the present study 8 out of 14 traits of HSPQ were selected for study and the definition and description of these traits have already been given in II chapter of theoretical orientation of the concepts used in this study.

(2) Selection of Self Concept Measure:

Deo's Personality Word List (PWL Revised, 1971)

A number of current approaches to personality assessment states Anastasi (1968), concentrate on the way the individual views himself and others (Kelley, 1955; Snygg and Combs, 1959).

Deo's Personality Word List is in accordance with the Indian social and cultural conditions. The revised PWL contains 90 words of everyday use. It is a self-rating rather than a check list to be rated by the subject on five points from 'very much like this' to 'not at all like this'. Out of 90 adjectives, it has 56 positive and 34 negative traits, both to be scored with two separate stenciled scoring keys. The PWL is a quick measuring and quick scoring device.
The test-retest reliability of PWL was established by Komal Singh (1966-67) with the time intervals varying between 15 days and 2 months. Reliability coefficients obtained for these were in the range of .62 to .86.

The convergent validity was determined by Harbhajan Singh (1965) on various traits in the list which ranged from .40 to .65. The overall validity coefficient of PWL was .56. The discriminant validity co-efficients for the traits of PWL fall in the range of .12 to .80.

School Achievement of the children were found out by taking their results of the final year examination of the current year. The aggregate marks of each child were taken from the school result sheets of the final examination. Percentages of the total marks of each child were found out.

Administration of HSPQ and PWL for measuring Personality traits and Self concept respectively.

The two above mentioned tests were given to the chosen sample of 127 boys belonging to both Air Force Central School and St. John's school i.e. 74 from Central School and 53 from St. John's school.

A regular programme was made for the giving of both the tests to the children with the consent of the Principals of both the institutions. The programme was
spread out over number of days as each test was to be given to a group of 20 boys at a time.

To build rapport with the children and to get maximum cooperation from them, the following measures were adopted:

(1) The investigator tried to satisfy the children as much as she could be answering their various questions about the tests and listened patiently to their personal problems.

(2) The interest of the children in the tests was stimulated by promising to tell the results of the tests after the completion of the work.

(3) The Investigator told them that the results would be kept strictly confidential. So they should give their genuine responses.

(4) The Investigator looked to the children's convenience as much as possible while the tests were administered.

Administration of HSPQ

Subjects were provided with cyclostyled inventory consisting of 79 statements taken out of a total of 142 statements in the complete questionnaire for the measurement of 14 personality traits. As has already been
mentioned before, that only 8 traits were selected for the test as they were thought to be having relation with the main variable for the present study. Also these traits of Personality were taken for study which had not been studied in relation to level of aspiration so far. Instructions were given on the booklet. The subjects were provided with the answer sheets on which they were to mark an x for their answer. The usual time taken by the subjects to fill the inventory was 30 to 40 minutes.

The instructions given on the first page of the booklet were also read out to the children and explained fully if the children did not understand any thing in them.

Only form 'A' of HSPQ was used for testing the eight selected traits for the present study.

HSPQ had following instructions on top:

"What to do - you have a booklet and an answer-sheet. Write your name, age etc. on the answer sheet where it tells you to.

We want to know what sort of a person you are. The booklet before you has questions about your interests and your likes and dislikes.

First, we shall give you two examples so that you will know exactly what to do. After each question there
are three answers. Although you are to read the questions in this booklet, you must put your answers on the answer sheet, alongside the same number as in the booklet. Read the following examples and mark an X for your answers on the Answer Sheet where indicated:

Examples:

(1) Which would you rather do? 2. If you have a quarrel

(a) Visit a zoo do you make friends
(b) Uncertain again quickly?
(c) Go up in an airplane? (a) Yes
                             (b) in between (or uncertain)
                             (c) No

As you see from these examples, there are usually no right and wrong answers. Each person is different and has only to say what is true for him. You can always find an answer that suits you a little better than the others, so never leave a question without making one of the answers.

Inside you will find more questions like the ones above. When you are told to turn the page, begin with number 1 and go on until you finish all the questions. In answering them, please keep these four points in mind:

(1) Answer the questions frankly and truthfully, there is no advantage in giving the wrong impression. Never
give an untrue answer about yourself because you think it is "right thing to say". There are ways of detecting such unfair answers.

(2) Please answer the questions as quickly as you can. Do not spend time puzzling over them. Give the first, natural answer as it comes to you. Some questions are a bit similar to others but no two are exactly alike and your answers will often differ in these cases.

(3) Use the middle answer when it is absolutely impossible to lean toward one or the other of the answer choices.

(4) Do not skip any questions. Occasionally a statement may not seem to apply to you or your interests, but answer every question somehow.

Do not turn the page until told to do so.

(2) Administration of PML

This test was given to the children in the same manner as HSPQ in groups of 20 children at a time and it had following instructions on the first page:

(1) Please fill in the particulars given above on this card before giving any further response.

(2) On page 2 there is a list of words containing common adjectives. This will help us in finding out what you think of yourself.
(3) The information collected through this list will be kept strictly confidential and will never be used to your disadvantage. The purpose of this test is to help you.

(4) Please be frank and honest in your responses because the results are likely to be useful in your better adjustment.

(5) Work quickly and do not spend too much time on any single word.

(6) There is no time limit and no right or wrong answers.

(7) Read the first word and try to think how that word describes yourself. If you think you are very much like that put X in the first column. If you are much like that put your response in the second column. If you are uncertain put X in the third column. If you think you are not like that give the response in the fourth column. If you feel that you are not at all like that, give the response in the fifth column. In this way mark all the words.

(8) Do not leave any word unanswered and respond to all words.

(not turn the page and go ahead)
Scoring of the tests was the next step. Separate scoring keys for all the tests were obtained and hand scoring was done. After the scoring of the PAS booklets was done to get the individual scores of Fathers and mothers, as discussed in Chapter IV, they were arranged in the descending order with the booklet having the highest score on the top. The highest score was 209 and the lowest 93. The PAS booklets for fathers and mothers were arranged separately. In the case of mothers the highest score was 203 and the lowest 79.

It was decided to take 25 per cent of the upper and 25 per cent of the middle and 25 per cent of the lower score of 127 fathers and 127 mothers on the PAS Scale in order to form the high aspiring, average aspiring and the low aspiring groups of parents.

The high, low and Middle groups of parents were decided on the basis of taking the average of the total scores of both the parents. Average of the scores was taken just for the sake of grouping otherwise fathers' and mothers' scores were treated separately.

So the crucial sample for study consisted of 30 fathers, 30 mothers and 30 boys, in each of the high, average and low groups.
It was also regarded necessary to study high and low aspirations of fathers and mothers with regard to all combinations i.e. where father is high aspiring but the mother is low aspiring and vice versa, or both are high and both are low.

Keeping in view this purpose, following four groups were formed:

(1) High aspiring father, High aspiring mother.
(2) High aspiring father, Low aspiring mother.
(3) Low aspiring father, High aspiring mother.
(4) Low aspiring father, Low aspiring mother.

Scores above the median were regarded as high and below the median as low.

Factor analysis of the PAS was also done and three different factors for fathers' and mothers' aspirations were found out. Scoring was also done separately for three factors of fathers' scores and three factors of mothers' scores.