

CHAPTER - III

METHODOLOGY

C H A P T E R - III

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This study focuses the concepts of personality competence with social context, and assessment of Scheduled Caste male adolescents studying in Junior Colleges and their families. All of the students who participated in the study were enrolled in the Junior College wings of the different Colleges in Kolhapur City. The data in the present study were collected at those colleges, hostels and in the homes of the adolescents.

A) SUBJECTS :

1) SCHEDULED CASTE ADOLESCENTS :

Totally 70 adolescents were selected who were enrolled in the Junior College wings targeted for this study. The mean age of all students was 17.42 years. (range 16-19). This age range was selected since it adequately includes groups of young men, who have arrived at fairly stable levels of competence or who are definitely moving towards the solidification of competence. (Atmanand Sharma 1973). A description of the Scheduled Caste -

adolescent subjects and their families is given in Table 2 and Table 9 respectively.

2) FAMILIES OF THE SCHEDULED CASTE ADOLESCENTS :

The family environment of 40 adolescents were observed, each family was interviewed and the family environment was noted. The families were selected and interviewed blindly i.e. prior to the divisions of the adolescents into competence grouping for data analysis.

Before administering tests and conducting interviews for participant subjects, researcher made clarification about scientific out look of the project. Also assured them that all information and test results etc. will be held in absolute confidence and specifically, names will never be used in the results of the project.

B) ASSESSMENT INSTRUMENTS :

The methods are needed which allow observations of personality to describe meaningfully on individual's personality in a manner which is possible to to quantify. A problem in personality assessment research has been g the difficulty of securing reliable and valid methods which allow for personality descriptions which encompass the whole person. A variety of measures were employed in this study to assess different aspects of competence. The measures fit into four general catagories :

- (1) Standard Test - Internal External Locus of Control Scale.
- (2) Self Report Measures - (a) Biographical Information Questionnaire, (b) Self Report Inventory.
- (3) Behavioral Measures - Peer Report Inventory
- (4) Interviews of family.

(1) STANDARD TEST :

INTERNAL EXTERNAL LOCUS OF CONTROL SCALE :

To measure variations in internality/externality among various groups of subjects, Phares (1957) test was used. Phare's initial scale has undergone many revisions. The revision that is most widely used is Rotter's 29 item scale. Some studies (Mirels-1970), indicate the possibility that the I-E scale tends it self to a two factor analysis, i.e. personal I-E beliefs that apply to felt mastery over one's own life and system I-E beliefs that apply to the person's felt mastery over social and political institutions. Personal I-E beliefs tend to be reflected in the I-E scale items which have a first person ("I" or "me" referent) and system I-E beliefs tend to be reflected in the I-E scale items that do not have a first person referent (e.g. Gurin, Gurin, La0 and Beattie, 1969). The Roma Pal's I-E scale(1981)

was used in this study and the scores obtained from the measures were analysed. Roma Pal's I-E scale is standardized in Indian conditions.

SCORING :

It is simple to calculate the I-E scale scores. The items which are related with externality have been given 2 marks and 1 mark to all those items which are related to internality. All the scores are added and interpreted the obtained scores of the subjects in accordance with the range of scores and categories given below.

<u>Range of Scores</u>	<u>Category</u>
77 and above	Extreme External
56 - 76	High External
40 - 55	The Average
28 - 39	High internal
0 - 27	Extreme Internal

2) SELF REPORT MEASURES :

a) BIOGRAPHICAL INFORMATION QUESTIONNAIRE :

Constructed for this study, this measure (Appendix B) sought to obtain academic and demographic information for both comparative and descriptive purposes.

b) SELF-REPORT INVENTORY (SRI) :

This inventory (Appendix E) consists of 30 items and was constructed for this study. All items are set up on a five point Likert scale format ranges from 1 (Low) 5 (High). It measures self-evaluations in relation to general aspects of the self and social environment. The SRI covers areas as family relations, personal autonomy, parental childrearing practices etc. are assessed. Sample items are : 'How well do your parents are understanding you in your College life"? "Do you blame your self for a lack of success at times ?", "What kind of life you have got ?".

After constructing the inventory it was administered twice to a group with the interval of one month. A short duration interview was arranged to detect the difficulties in understanding and reporting the SRI items. This time the inventory was administered on a group of some adolescents of Government B.C. hostel and coefficient of correlation between the first test scores and second test scores was .85.

3) BEHAVIORAL MEASURES :

PEER REPORT INVENTORY (PRI) :

This inventory (Appendix - D) was also constructed for this purpose which consists of 35 items.

It measures interacting ability with the environment and socially desirable attitudes.

A peer who in many cases had a fairly close relations with the subject, noted their past observations on the five point Likert Scaled (e.g. Best 1978), Peer Report Inventory. Of course, peer will serve as judge of the adolescent. Each peer report helped to determine the competence level of the Scheduled Caste adolescent studying in Junior College. The lowest score is 35 and highest score is 175 in case of P.R.I. The scores on P.R.I. helped to classify the subjects into three groups such as High Group (126 to 175), Moderate Group (81 to 125), Low Group (35 to 80).

Each subjects general personality was noted on Peer Report Inventory by at least one peer. In cases where two peers described personality of one subject. The two scores of one subject were composited and was used to determine competence level.

Before administering P.R.I. on participant subjects, a try out test was conducted in Government Hostel on S.C. students. Two groups of peers as judges were selected for a group of tentative subjects. Coefficient of corelation between the scores of two groups of judges was .09 . A short duration interview was arranged to know the difficulties in reporting

on P.R.I. (e.g. Hans Raj - 1979).

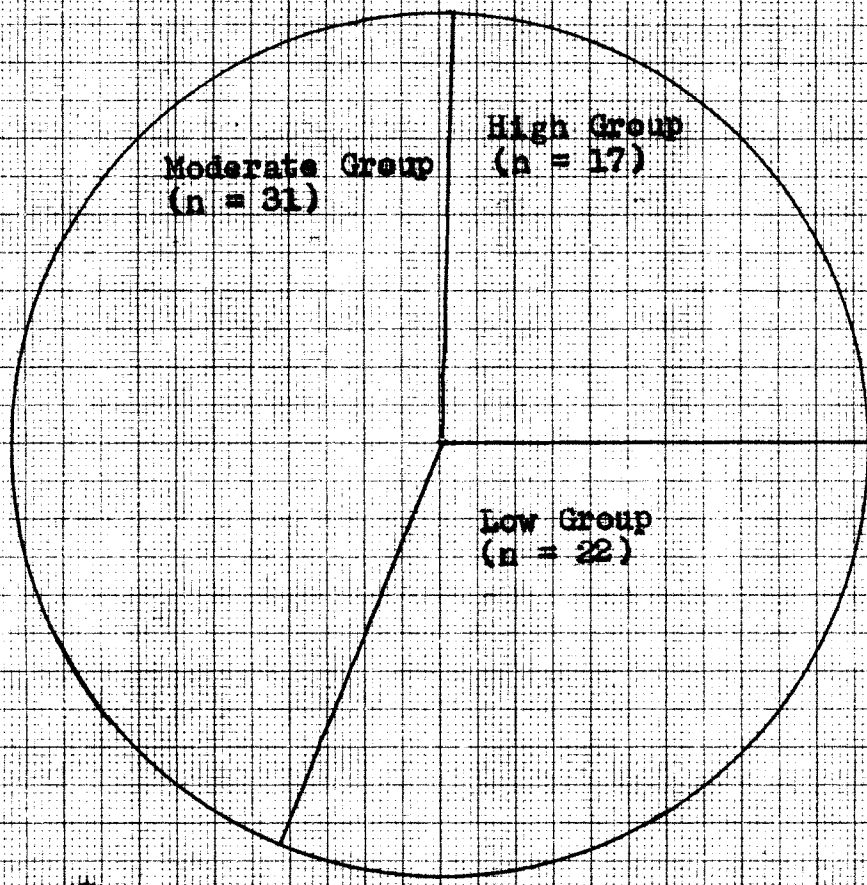
On the basis of competence group membership scores obtained from all other measures employed in the study were analysed. Thus peer's description of Junior College student belonging to Scheduled Caste served as the independent variable, and the subjects scores from the other measures used in this study served as the dependent variables. Out of 70 subject 17, 31 and 22 are belonging to High, Moderate and Low Groups respectively (Table - I). Relatively more percentage of population is belonging to Moderate Group.

#### 4) FAMILY INTERVIEWS :

Developed by Kroeber (1963) and modified for this study, the Family Interview (Appendix - F) shows child-rearing philosophy and practices, education and recreation, value about work, family rules, roles of mother and father, strength and weaknesses of parents, parents' evaluations of their sons' abilities, plans, attitudes and general personality, parental roles in their sons' education and so forth. The researcher made communication with the parents of the subjects to ask convenient time to arrange the interview but if possible the interview was <sup>arranged</sup> in the first visit. The intension of the research work was made clear to the parents. The - researcher and his friend jointly conducted and recorded the interview. In the beginning for a period of five to ten minutes



Classification of subjects : Sector Graph



High Group	n = 17
Moderate Group	n = 31
Low Group	n = 22
TOTAL	N = 70

TABLE - I

Classification of subjects in accordance  
with Competence Level

P. R. I.	High Group.	Moderate Group.	Low Group
Score Range	126 to 175	81 to 125	35 to 80
Number of Cases	17	31	22
Percentage Cases	24.2%	44.3%	31.5%

... 42/-

designed to establish rapport between parents and interviewers, the son left the room. Several areas of inquiry in the Family Interview were <sup>useful to</sup> verify the notations on self - Report Inventory and provided a basis of comparison of parental responses to adolescent responses.

C) ASSESSMENT PROCEDURE :

Before discussing the general design and procedure, it is important to note that the five point Likert scale is a major assessment procedure in this study and which tends to overlap with other assessment procedures.

1) RATING SCALE :

In this research work two inventories of rating type have been used, (1) Peer Report Inventory (Appendix - D) and (2) Self Report Inventory (Appendix - E). This method permits observation of a particular personality to be compared in quantifiable terms. The method is straight forward and it provides a fairly sophisticated and comprehensive description of personality. Thus, the instrument yields total score for each respondent.

Peer Report Inventory helped to classify the subjects in competence levels. The notations on Self Report Inventory by the subject were useful to study the familial

closeness, peer relations etc. of the subjects. In case of S.R.I. cluster analysis as well as itemwise analysis was undertaken.

24 DESIGN :

The subjects in this study completed the assessment measures in the following sequence. (Dependent Variables).

Phase - I :

The Biographical Information Questionnaire  
The Internal External Locus of Control Scale.

Phase - II :

The Self Report Inventory

Phase - III :

The Family Interview.

The Biographical Information Questionnaire of Phase - I gave the demographic and socio-economic status of their parents and also academic achievement scores of the subjects. Before beginning Phase - II, each adolescent was asked to ask his parents whether they would be willing to be interviewed regarding their son. In the meanwhile subjects completed Self Report Inventory of Phase - II. During Phase - III, the family interview was administered to the parents.

3) SELECTION OF SUBJECTS :

Three colleges and three hostels were selected which were having sufficient number of Scheduled Caste student population. After taking permission by the Principal of the college, Office was approached and a list of names, addresses of Scheduled Caste male students, who were enrolled at the institution was obtained. The student population was in the acceptable age range (16 - 19 years) for the study. One month after Dipavali Vacation, an attempt was made to contact each subject. Initially personal contact was attempted on college campus. Two twenty year old Scheduled Caste male students helped to contact the Scheduled Caste male subjects. 79 subjects (100%) responded favourably during the tests of Phase - I, of course, all of these completed most of the procedures as instructed. Some subjects dropped from the sample because of failure to respond to instructions. 70 subjects were tested in Phase - II and 40 families were interviewed in Phase - III. All the subjects were between the ages of 16 - 19 year at the beginning of the study, but were nearly two to three months older by the time all data were collected and data analysis was begun.

4) ADMINISTRATION OF MEASURES :

All the measures in Phase - I and Phase - II

were conducted by the researcher himself. Researcher made contact with those people who were having such type of experience of conducting tests. Possible difficulties were noted and efforts were made to avoid those. All Phase - I and Phase - II testing was done at the college. A large lecture hall designed to seat 75 students was used. Usually, fifteen, but never more than twenty subjects were tested at one time. The relatively large room and the small number of subjects, served the purpose of privacy.

Before Phase - I testing began for subject, the researcher introduced himself and about his work. At the end of Phase - II the Researcher thanked the subjects for their past participation. Each subject was permitted to work at his own pace on all measures. To obtain names of peers who knew the subjects, at the end of Phase - I testing, each subject was asked to list his peers and to provide two to three names of peers who knew them well enough to complete Peer Report Inventory.

Family interviews were carried out (two weeks after the completion of Phase - I and Phase - II) by the Researcher. All of these interviews occurred in the interviewee's homes. Interviews were approximately one hour in length. All responses were recorded and were later used for analysis and partially as a basis for family

environmental study.

5) DATA :

The data are, (1) Ratings by the subjects on S.R.I. and Ratings by their peers on P.R.I., (2) The scores of the assessment measures.

(a) PERSONALITY DESCRIPTION OF S.C. ADOLESCENTS :

A peer described a subject's general personality using P.R.I. In total 105 ratings of 70 youths were done (35 were rated twice).

(b) BIOGRAPHICAL INFORMATION DATA :

This data provides the demographic, socio-economic and academic achievement source.

(c) SELF REPORT INVENTORY :

This inventory provides the data to study the subject's family life, peer relations etc.

(d) I.E. SCALE DATA :

Helps to study, to what extent the subject believed in himself and in the socio-environmental factors.

(e) FAMILY INTERVIEW DATA :

This has provided the study of child rearing

philosophy and home environment also served as the basis to verify the notations on S.R.I. and P.R.I.

6) METHOD OF DATA ANALYSIS :

For the comparison 70 subjects were divided into three groups or competence levels. The division was based upon the peers' general description of the adolescent's personality. These three resulting groups were labeled High (Group - A), Moderate (Group - B) and Low (Group - C). The Ns are 17, 31 and 22 respectively. The data analyses were then carried out on the scores from the various assessment measures to determine how the three groups differ.

The nature of the different measures determined the type of data analysis that was employed. In general, the procedure was to perform analysis of variance and in one case F - Ratio and P - Values were calculated. The stepwise discriminant analysis followed by t - test was the common method, also sometimes correlational criteria was employed in try out tests. For data like, I - E Locus of control scale scores, Annual Examination Scores, calculation<sup>of</sup> percentage and mean criteria was used for other data and t - tests were used. Cluster analysis was employed when their use was appropriate.

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