

CHAPTER-III

METHODOLOGY

3.1 INTRODUCTION:-

This chapter deals with the methodology employed to achieve the objectives of the study mentioned in chapter one. The paragraphs low presents , variables , selection of the sample, & their definition, Development of tools, steps involved in collection & analysis.

3.2 VARLIABLES:-

According to Morgan et al (1986)- “A variable is an event or condition which can have different values; ideally in experiments , an event or condition which can be measured and which varies quantitatively” .

In this study the following variables were studied.:-

- Independent variable was Joint Family and Nuclear Family.
- Dependent variable was Value-perception and personality-traits

The following table shows the variable type.

Table: 3.1 (a)

S.NO	NAME OF VARIABLE	TYPE OF VARIABLE
01	Joint Family	Independent Variable ✓
02	Nuclear Family	Independent Variable ✓
03	Value-Perception	Dependent Variable
04	Personality-Traits	Dependent Variable

According to Best, variables are the conditions or characteristics that the experiments manipulate, control, or observe. The independent variables are the conditions or characteristics that the experimenter manipulates in his or her attempt to ascertain their relationship to observed phenomena. The dependent variables are the conditions or characteristics that appear, disappear, or change as the experimenter introduces, removes, or changes independent variables.

3.3 POPULATION:-

Frankel(73): The group to which the researcher would like the results of a study to be generalized is called population. It includes all individuals with certain specified characteristics.

According to the above definition, the ideal population for the study is considered as the all the students studying in VII standard due to the availability of large number of children belonging to joint family. The researcher basing on the availability of children of joint family and convenience aspect selected the New Vidya Vihar, Kamla Nehru public school and Govt. Hr.Sec. School, Kotra, Bhopal. And Moreover the schools which was easily reachable.

3.4 SAMPLE:-

According to Borg & Gale (1983).”The larger group we wish to study is called a population, where as the smaller group we actually study is called the sample”. Thus, sample is a portion of the population, which represents the population.

The most scientific technique for selecting the sample is the random selection technique in which each individual has a chance to be included in the sample. However, this technique could not be used in the selection of the sample for present study on account of limited number of students belonging to joint family .

The subjects of the study were the students of class VII. The value perception questionnaire and CPQ-Test administered to all the student of class –VII.

Sample :-

The entire sample consisted of 100 students, 50 students of Joint family and 50 students of Nuclear family are randomized selected from 150 students. Following table shows the details of sample :-

Table :-3.4(a) ,

SAMPLE OF THE STUDY

FAMILY	NO. OF STUDENTS	TOTAL NO OF STUDENTS
NUCLEAR FAMILY	50	100
JOINT FAMILY	50	

3.5 Operational Definitions:-

Joint family:- A family , where the members of extended family such as paternal /Maternal grand parents, paternal/Maternal aunts, uncles (married/unmarried) lives together , is known as the Joint Family.

Nuclear Family:- A family constituting only of the parents and children without any member of extended family living in the house on permanent basis is known as the nuclear family.

Personality – Traits:- A particular quality of behaviour which characterises an individual in a wide range of his activities & is consistent over a period of time.

Value – Perception . The process of converting a sense impression of values into a meaningful situation is called value-perception.

3.6 **Tools:-**

- (I) Children's Personality Questionnaire .(CPQ).
- (II) Value-perception questionnaire

(I) **CHILDREN'S PERSONALITY QUESTIONNAIRE** **(CPQ)**

(a) **Introduction:-**

The children's Personality Questionnaire (CPQ) is a standardized test that can be given within a class period to single individuals or in groups , to yield a general assessment of personality development . The CPQ measures fourteen distinct dimensions or traits of personality which have been found by psychologists to come near to covering the total personality . By working out these fourteen scores, the psychologist can obtain predictions of schools achievements , creativity in the process of scholarship selection, vocational fitness , danger of delinquency & likelihood of leadership qualities . The test can be administered to all the students of 6 years to 12 years . The test has two form A and B.

The test booklets and the answer-sheet were given to all the students in the class. The students were given the following instructions:-

(i) Write your name, age, sex, name of your school and today's date in the places provided on the answer sheet.

(ii) Not to open the booklets unless & until asked to do so.

(iii) Give only one answer to each question none of the answers is wrong or correct.

(iv) Every answers on the answer-sheet has two or three squares for two or three alternatives.

e.g

	a	b	c
1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

put a (x) mark in the square You think appropriate , to give your answer

(v) There are 140 items, be careful, answer all the questions, do not skip over any of them, do not hesitate while giving answer.

(vi) The test has to be finished in one period .

After giving the above instructions the students were asked to open the booklets and start answering the questions.

When half the time was over the students were told that half the time was over and if they had not completed 70 questions – they should speed up.

After the time was over & completion of the test the answer sheets and booklets were collected from the student.

(c) **Scoring the CPQ:-**

The answer sheet is scored by a stream lined hand stencil key. The stencil key number 1 was placed on the left hand side of the answer sheet, adjusted it as described in the instruction given on the key itself. The raw scores for seven factors were got from this key. The maximum scores are also printed on the key. The same process was separated by key number 2 and the raw scores for the remaining seven factors were also got.

(d) **Interpreting the CPQ Scores:-** Each of the fourteen factors or traits of personality measured has a name, a common name or even several names, a technical name and also an Alphabetic symbol for convenience of rapid reference.

Each dimension is defined by two poles or extremes. The left hand one in description is a score at low end of the stens and right hand at the high end.

For example the factor-A.

In High Scoring - warm hearted, outgoing, easy going participating.

In Less Scoring - Reserved, detached ,critical , Aloof & Stiff.

The description of factors, which follows, should be looked upon only as an introduction , which can be prouended and depend by far more extensive descriptions & analysis of each traits, in the technical hand book it cites.

Table: 3.6(a) Brief description of the personality factors of CPQ.

Low Score Description		High Score Description
Reserved,detached,critical , Aloof , stiff	A	Warm hearted , outgoing ,easy going , participating
Less intelligent, Dull, Low mental capacity	B	High intelligent Bright, High mental capacity`
Affected by feelings, emotionally less stable, easily upset, changeable	C	Emotionally stable, mature, faces reality, calm
Undemonstrative, Deliberate inactive ,stodgy	D	Excitable , Impatient , Demanding ,overactive unrestrained .
Obedient, Mild, Easily Led, Docile, Accomodating	E	Assertive,Aggressive,Competative, Stubborn
Sober, Taciturn, Serious	F	Enthusiastic, Needless, Happy-go-lucky
Disregards, rules, expedient	G	Conscientious,persistent,moralistic,stoic
Shy,Timid,Restrained,Threat-sensitive	H	Adventerous, Thick skinned, socially Bold
Tough minded, Rejects illusions	I	Tender minded, sensitive, Dependent, over protected
Zestful, Liking Group Action	J	Circumspect individualism, reflective, internally Restrained
Forthright, unpretentious	N	Astute, Artful
Self assumed ,placid, secure ,complacent, serene	O	Apprehensive ,self-reproaching ,Insecure , worrying,Trobuled
Uncontrolled ,Lax, follows own urges, careless of social rules	Q3	Controlled ,exacting will power, social precise, compulsive, following self imag
Relaxed , Tranquil,Torpid , unfrustrated, composed	Q4	Tense ,Frustrated ,Driven, overwrought ,fretful

(II) VALUE -PERCEPTION QUESTIONNAIRE

The value-perception Questionnaire was developed by the investigator to obtain information about the perception of values.

Construction of the value-perception Questionnaire :-

(i) Planning :-

First of all the specification of the test content was done. The investigator selected values namely patriotism ,co-operation, sense of responsibility ,tolerance, honesty & environmental protection which are to be studied.

The values were selected, because of the various reasons for e.g. patriotism was selected as the investigator wished to know, how belonged, todays children to our country.

Co-operation was included because of the general thinking reflected in the media , that the children belonging to joint family learn to be a family at an early age. The Child in a joint family remains dependent on his/her elders for every personal needs, for a longer times as compared to a child belonging to nuclear family . This is the reason for selecting , sense of responsibility . The arising graph of crime in the society , become the basis for inclusion of tolerance and the honesty . The protection and conservation of natural environment is the need of the hour , hence the value of environmental protection was included.

The child's perception regarding each value was judged through five question, so in all there were 30 questions in the questionnaire . All the questions were of objective type with three options .

The respondents were expected to put right tick against the option which describe his/here behaviour .

The general information about the child and his/her family background was also collected through the same questionnaire.

(ii) Test-Layout:-

- first page general information about child and his/her family.
- Instructions to the respondents .
- Questions to corresponding to the values in order like patriotism ,co-operation , honesty, sense of responsibility, tolerance and environmental protection.

(iii) Administration of Test:-

The students were given the questionnaire and were instructed to fill the information blank. General instructions regarding how to answer the questions were given then respondents were encouraged to attempt the questions by taking their own time.

The following instructions were given:-

- (a) Write your name, class and name of school and tick the mark against the family members.
- (b) There are 30 questions and each question has three option. You have to put a right tick mark against the right option.

- (c) Your answers will be kept secret.
- (d) Put only one tick mark before one option

(iv) Scoring :-

Each question carried maximum two marks and minimum zero . The distribution of marks to the option was done on keeping in mind the ideal behaviour in the given situation

For example :- If your classmates unable to complete his homework , then you will

- (a) Help him for the completion of home work.
- (b) Make a complaint to the teacher.
- (c) Avoid him.

The ideal behaviour in these option was the first (a) which has the 2 mark and the general condition which was (b) has the mark -1 and the lowest condition /behaviour (c) has the zero marks.

Thus , the maximum marks were 60, as there were 30 questions.