

Chapter – III

Methodology

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METHODOLOGY

This chapter presents the methods and procedures adopted in executing the study. The research design and the data collection instrument are briefly discussed in this chapter. The variables influencing the study and the operational definitions are also stated. The chapter also contains plans for statistical analysis.

The step-by-step procedure adopted to carry out the investigation is presented in this chapter under the following heads.

1. Research Design
2. Variables
3. Conceptual Framework of the Study.
4. Operational Definitions.
5. Selection, Description and Development of the tool.
6. The Sample and Sampling Procedure.
7. Data Analysis.

1 Research Design: The research design of the study was descriptive in nature. A survey was conducted among selected three generation families to understand the dynamics of interpersonal communication. Case studies were undertaken for those families in which extent of communication was found to be low.

2 Variables under consideration: There were three sets of variables selected for the present research. The variables considered for youth, parents and grandparents were as follows.

2.1 Independent Variables :

A. Personal Variables

1. Age of the grandparent, parent and youth.
2. Sex of the youth.
3. Education of the parents and grandparents.
4. Occupation of the parents.
5. Values held by the youth, parents and grandparents.

B. Family variables

1. Size of the family
2. Income of the family

C. Situational Variables

1. Perception regarding home environment
2. Parent-child relationship

2.2 Intervening Variables

These are the variables which act as dependent variable in relation to independent variables but become independent variables in relation to dependent variable of the study. For the present investigation following were the intervening variables.

- 1 Extent of barriers to communication
- 2 Extent of conflict

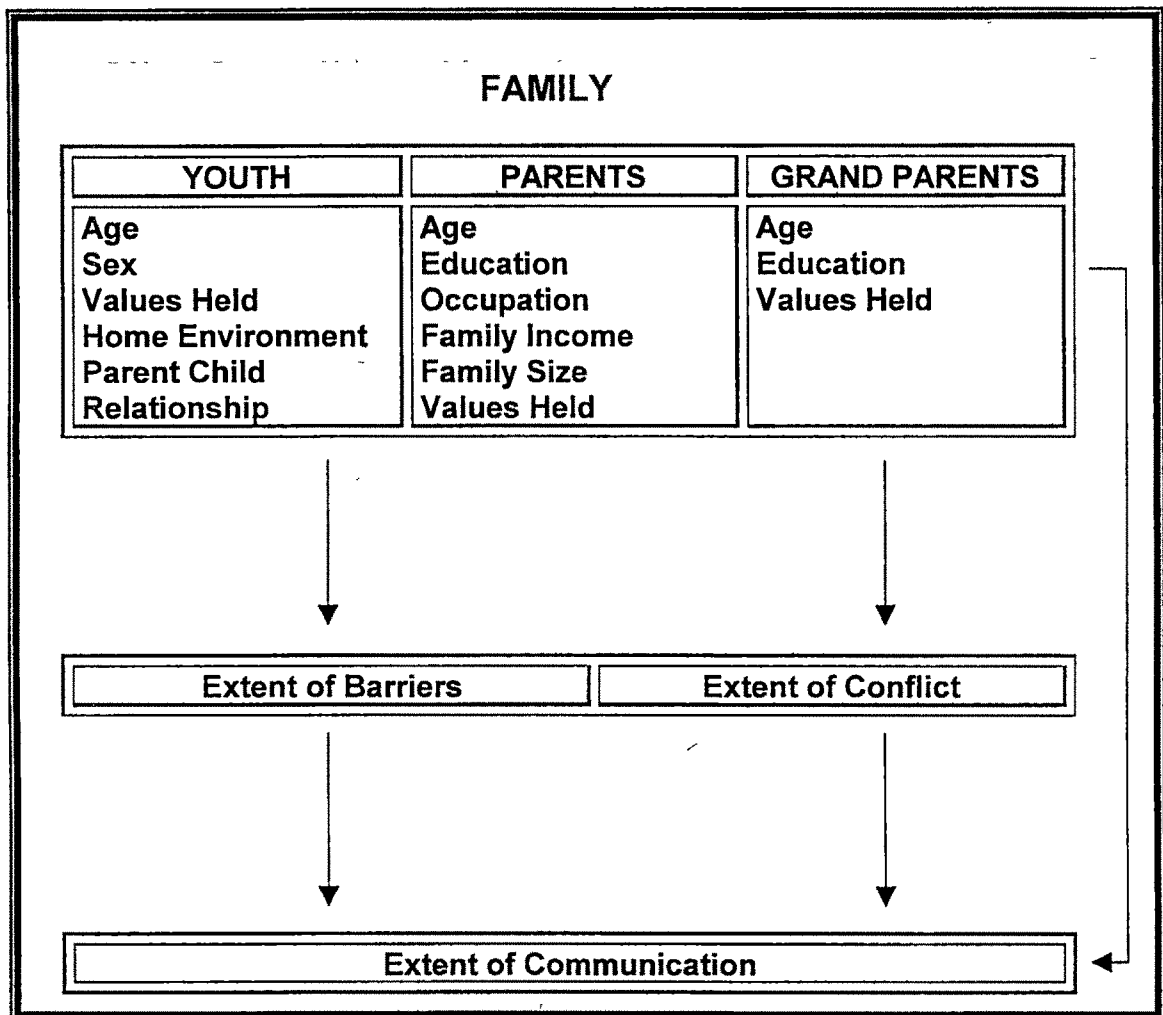
2.3 Dependent variables

1. Extent of Communication.

3 Conceptual Framework

The conceptual framework to study the interpersonal communication among three-generation families is shown in the figure.

CONCEPTUAL FRAMEWORK OF THE STUDY



Explanation of the conceptual framework: It was theorized that the extent of communication between three generations in a family may be influenced by age of the grandparent, parent and youth, sex of the

youth, education of the parents and grandparents ,occupation of the parents, and the values held by the youth, parents and grandparents. The size of the family, and income of the family may also influence the extent of communication. The perception of youth regarding home environment and parent child relationship may also have a relationship with the extent of communication between three generations. The extent of barriers and extent of conflict between the family members may be influenced by all these factors of the respondents. Extent of communication may be influenced by the extent of barriers and extent of conflict among members of three generation families.

4 Operational Definitions

Certain terms were operationally defined for the measurement of variables of the present investigation, which are described below.

- (1) Parents: Parents means the mother and/or father of the youth in question.
- (2) Youth: For the present study youth denotes the adolescent group ranging between the age of 18 to 21 years.
- (3) Grandparents : Grandparents considered for the present study are the mother and/or father of parent of youth in question.
- (4) Communication: Communication is a process by which information is exchanged between individuals. (Gross, Crandall and Knoll, 1980)
- (5) Barriers to communication : Barriers prevent messages from getting through and divide the inside from the outside of a system (Deacon and Firebaugh, 1981)
- (6) Extent of Communication : The extent to which (low-great) the individuals in the family communicate.

- (7) Content of Communication : The subject matter or the topic on which the communication takes place between parents, grandparents and youth in the family,
- (8) Extent of Conflict : The extent to which the difference of opinion exist which may/may not take the form of arguments between youth, parents and grandparents.
- (9) Methods of resolving Conflicts : The ways in which the conflicts are resolved by youth parents and grandparents. For the present study the following were considered. (1) Dominance (2) Voluntary Submission (3) Compromise (4) Integration.
- (10) Methods of effective communication : The way adopted by the individuals under study to increase the effectiveness of their communication.

5 Selection, Description and Development of the data collection instrument.

Interview schedule was used as an instrument for gathering data due to several reasons.

- (1) To establish rapport in order to elicit correct response and to clarify the issues.
- (2) To ensure completely filled in data sheets.
- (3) To safeguard against non return of the data sheets.

5.1 Development of the Tool

Based on the information collected through review of related literature, an interview schedule was prepared. While preparing the schedule, care was taken to include all such questions that

would elicit the information needed to attain the objectives of the study.

5.2 Description of the Tool

The interview schedule had mostly structured type of questions a except few. The schedule consisted of 10 sections.

1. Background information of the respondents
2. Values held by the respondents
3. Perception regarding Home Environment
4. Perceived Parent-Child Relationship
5. Extent ,content and time for communication
6. Purposes of interpersonal communication
7. Barriers to communication as perceived by respondents
8. Areas and extent of conflicts among three generations
9. Methods of resolving conflicts
10. Facilitators for effective communication

Section : 1 Background information of the respondents : This section contained questions regarding the background information of the respondents such as age, education, occupation etc. and also had a scale for the parents in which they had to indicate the frequency and the persons who takes major decisions regarding household matters in the family.

Section : 2 Values held by the respondents : This section contained summated rating scale having 47 statements reflecting the values held by the respondents such as Conservatism, Liberalism, Fatalism, Scienticism Hereditarianism, Environmentalism, Authoritarianism or Non Authoritarianism. It was a published scale developed by Ansari (1972).

The split half reliability was established the value of which was found to be 0.83. It was also validated.

Section : 3 Perception regarding home environment : This was a "Home Environment" summated rating scale which contained 74 statements which described the home environment such as personal freedom, critical/noncritical, social isolation, acceptance, understanding, severity of discipline, emotional stability in interdisciplinary action, neglecting/not neglecting rapport with parents, rapport with siblings, socio economic image, interpersonal relations and general satisfaction. Jawa (1974) developed this scale the reliability ($r = 0.88$) and validity of which were already established by the author.

Section : 4 Perceived parent child relationship : This was a "parent child relationship scale" developed by Rao (1988) which contained 100 statements. It was also a summated scale for the youth. . It contained certain statements, which describe different ways in which father and mothers act towards their children. The validity and reliability ($r=0.77$) were established by the author.

Section : 5 Extent, content and time for communication : This section contained various scales for extent, content and time for communication among the three generations. This was also a summated rating scale. It was developed by the investigator and the test-retest reliability ($r=0.70$) and validity were established.

Section : 6 Purposes of interpersonal communication : This section contained certain statements depicting the purposes of interpersonal communication in which the respondents had to indicate the frequency

for the purpose for which they communicated. It was developed by the investigator and the content validity was established.

Section : 7 Barriers to communication as perceived by respondents: This section contained various aspects which hinder or reduce the communication (barriers) between the family members. This was a summated rating scale developed by the researcher. Its content validity was established. The respondents were requested to indicate the frequency with which they experienced the barriers in communication.

Section : 8 Areas and extent of conflicts among three generations : This was a summated rating scale, which contained certain areas of conflicts between the three generations. It was developed by the research and its validity was established.

Section : 9 Methods of resolving conflicts : This section contained various methods of resolving conflicts in which several situations for conflict and four options for resolving conflicts were given which the parents and the grandparents had to choose. It was developed by the researcher and its validity was established.

Section : 10 Facilitators for effective communication : This scale was developed by the researcher to find out facilitators of communication. Its validity was established. Various facilitators for effective communication were listed. The respondents were requested to indicate the frequency with which they used the facilitators for effective communication.

5.3 Establishment Of Content Validity

The content validity of various scale viz, extent, content and time for communication, purposes of interpersonal communication, barriers to communication, areas of conflicts, methods of resolving conflicts and facilitators for effective communication was established. For this purpose the scales were given to a panel of 11 judges from the Faculty of Home Science, Faculty of Education and Psychology, Baroda High School and Navrachana School. They were requested to check the clarity and relevance of the content for each scale. They were also requested to state whether each statement fell in the category under which it was listed. A consensus of 80 % among the judges was taken as a yardstick for inclusion of the statement in the final tool.

A booklet was developed to give guidelines to the youth, parents and grandparents for improving their interpersonal communication. The matter of booklet was given for validation to 3 judges. They were asked to judge the content of booklet for their relevance, clarity and overall presentation.

5.4 Establishment of Reliability

The test-retest reliability of various scale viz, extent, content and time for communication, purposes of interpersonal communication, barriers to communication, areas of conflicts, methods of resolving conflicts and facilitators for effective communication, was established for the purpose of investigation. For this the questionnaires were distributed to 30 respondents. The reliability value was found out and again the questionnaires were given to the same respondents after a gap of 25-30 days. The reliability value was calculated. The reliability values were found to be high for all the scales.

Scale	Developed by	Reliability value
1. Values Orientation	Ansari(1972)	0.83
2. Perception Regarding Home Environment	Jawa(1974)	0.88
3. Parent-Child Relationship	Rao (1988)	0.77
4. Extent Of Communication	Researcher	0.72
5. Purposes Of Interpersonal Communication	Researcher	0.82
6. Barriers To Communication	Researcher	0.85
7. Extent Of Conflicts	Researcher	0.75
8. Methods Of Resolving	Researcher	0.81
9. Facilitators For Effective Communication	Researcher	0.78

6. The sample and sampling procedure

The sample of the study consisted of 50 three-generation families from Baroda city. Only those families were selected as sample that had all three generations in the family namely youth ranging between age of 18-21 years, parents and grandparents staying together in a house. Purposive sampling procedure was followed. The sample was identified through personal contacts. It took almost one year to identify the sample.

7. Data Analysis

The procedures used to analyse the data were categorization coding, tabulation and statistical analysis:

7.1 Categorization

Data related to age, employment, income, and education etc. were categorized for further analysis.

(1) *Age of the respondents :*

Age was measured in terms of number of full years completed by the respondent at the time of data collection. Based on the obtained information it was then categorized as follows.

Youth	Parents	Grandparents
18-19 years	40-50 years	55-70 years
20-21 years	51-60 years	71 and above year

(2) *Education of the respondents*

Formal education attained by the respondents was categorized as follows :

Education of the respondents

Mother	Father	Grandmother	Grandfather
Below graduate	Below Graduate	Illiterate	Below graduate
Graduate and above	Graduate and above	Literate	Graduate and above

(3) *Employment of the parents and grandparents*

It was categorized according to gainful employment of the respondents.

- (i) Employed
- (ii) Not employed

(4) *Total Monthly Income of the Family*

It referred to the monthly income of the family accrued from various sources.

It was categorized as :

(i) Rs. 10,000 – Rs. 20,000

(ii) Rs. 20,001 – Rs. 40,000

(5) *Total number of family members :*

The number of family members staying together under one roof at the time of data collection were categorized as follows:

(i) 3 - 5

(ii) 6 or more

(6) *Ordinal position of the child*

It referred to the position of the child by birth amongst all the children of the parents in question in the family.

(i) First

(ii) Second

(iii) Third

(iv) Fourth

(7) *Sex of the child*

(i) Male

(ii) Female

1. Value Orientation Scale

Value orientation scale was a published scale developed by Ansari (1972). Its reliability and validity were established by the author. It contained statements reflecting four sets of values.

- Conservation or Liberalism
- Fatalism or Scienticism
- Hereditarianism or Environmentalism
- Authoritarianism or Non-authoritarianism

The respondents were asked for their agreement or disagreement on the statements on a five-point continuum ranging from strongly agree, agree, undecided, disagree, strongly disagree. The scores of 5 through 1 were ascribed to the positive statements. The scoring was reversed for negative statements. The possible scores were divided almost equally into two categories showing positive or negative orientation towards the values held by the respondents. Categories were made for each value. Low scores indicated negative orientation and high scores reflected positive orientation.

2. Perception Regarding Home Environment Scale :

Jawa (1974) developed this scale the reliability ($r = 0.88$) and validity of which were already established by the author. The home environment scale had 13 sub categories viz, personal freedom, critical, social isolation, acceptance, understanding, severity of discipline, emotional stability in disciplinary action, neglecting, rapport with parent, rapport with siblings, socio economic image, interpersonal relations and general satisfaction. The scale contained five categories of responses namely, always, very often, sometimes, seldom and never. The scores of 1 through 5 were ascribed to the statements which were negative and 5 through 1 were ascribed to positive statements. The possible range of scores was divided into two categories, having almost equal interval of number (i) 73-218 and (ii) 219-365 which depicted the perception of youth as poor or good respectively.

3. Parent Child Relationship Scale

Rao (1988) developed this scale, the reliability and validity of which was already established. It contained 100 statements reflecting five sets of parent- child relationship namely'

- Symbolic Punishment – Symbolic reward
- Protecting – Neglect behaviour
- Rejection – Demanding
- Object Punishment – Object reward
- Indifferent –Loving

These categories described different ways in which fathers and mothers separately act towards their children. The youths had to apply them to each of their parents and write responses in the columns for each statement reflecting the frequency of reflected behaviour. If the behaviour was found

Always	they had to make 5 in the column
Many times	they had to make 4 in the column
Some times	they had to make 3 in the column
Rarely	they had to make 2 in the column
Very rarely	they had to make 1 in the column

The scores for each categories of parent child relationship were summated and possible range of score was divided into two categories (i) 103-308 and (ii) 309-515 having almost equal interval depicting respectively poor or good relationship between youths and parents.

4. Extent, content and time for communication.

These scales were developed by the investigator and the validity was established.

(I) Extent of Communication:

In this scale various areas of communication were listed namely educational, recreational, personal, religious, household, money, socializing and health. The respondents were asked to show the frequency with which the communication took place among youth parents and grandparents on the listed items. The responses were sought in terms of Always, Sometimes and Never. The scores of 3 through 1 were ascribed to each of the statement, which depicted their extent of communication. The possible range of score was divided into two categories having almost equal interval of number for each of the areas (i) 66-132 and (ii) 133-198 of communication, which depicted low or high extent of communication respectively.

(II) Time for Communication

In this section various areas of communication viz, education, money matters, personal, religious, household activities, recreation, socializing matters and health were listed and the respondents were asked to specify how much time approximately they spend in communication with each other during a day. The responses were sought in terms of time such as less than half an hour, half hour to one hour and more than one hour. The frequency and percentage for each areas of communication was found out to know the respondent's time for communication.

5. Purposes of Interpersonal Communication

This section was developed by the investigator and its validity was duly established. It contained a list of various purposes of interpersonal communication. The respondents were asked to indicate the frequency of using communication for each of the purposes which depicted their use of each of the purposes. The responses were sought in terms of always, sometimes and never. The scores of 3 through 1 were ascribed to each statement. The possible range of score was divided into two categories having almost equal interval of number (i) 22-46 and (ii) 47-69 which depicted low or great extent of the use of interpersonal communication among three generations.

6. Barriers to Communication

This section was also developed by the researcher and the validity was established. In this various aspects which hinder or reduce the communication between the family members were listed. The respondents were asked to indicate the extent to which the listed aspects acted as barriers in interpersonal communication. The responses were sought in terms of always, sometimes and never. The score were summated and the possible range of scores was divided into two categories having equal interval of number (i) 37-74 and (ii) 75-111 depicting low or great extent of barriers experienced in interpersonal communication among three generations.

7. Areas of Conflicts

It was developed by the researcher and its validity was established. It contained a list of areas of conflicts under various categories namely education, money, personal, religious,

household, recreational, eating habits, discipline and freedom for making decisions. The respondents were asked to indicate the frequency with which they had conflicts. The responses were sought in terms of always, sometimes and never. The scores of 3 through 1 were ascribed to the statements. The score was summated and the possible range of score for each area and that of total scale was divided into two categories having almost equal interval of number (i) 75-150 and (ii) 151-225 which depicted low or great extent of conflicts.

8. Methods of Resolving Conflicts

The researcher developed this section and its validity was established. In this section several situations for conflicts for various areas namely education, money religious matters, household activities, entertainment and socialization were given along with four options. The respondent was supposed to put a tick mark in the option which was most appropriate for the given situation. The four options given were based on the four major methods of resolving conflicts namely dominance, voluntary submission, compromise and integration. Their responses depicted the method they adopted. No scores were given. The responses were described in frequency and percentage only.

9. Facilitators for Effective Communication

This scale was developed by the researcher and its validity was established. Various facilitators for effective communication were listed. The respondents were requested to indicate the frequency, with which they used these facilitators for effective communication. Their responses were sought in terms of always, sometimes, and never. The scores of 3 through 1 were ascribed

to the statements and the scores were summated. The possible range of scores was divided into two categories of equal interval of number which depicted low or high use of facilitators for effective communication among three generations.

10. Weighted Mean Score

Weighted mean scores were calculated for each of the scales as well as for each item by summing scores of all the respondents on an item and dividing the sum by the total number of respondents. A list of such scores is presented here.

Weighted Mean Score				
Sr. No.	Scale	Range of Continuum	Responses	Range of weighted mean score
1	Value orientation	1-5	strongly agree, agree, undecided, disagree, strongly disagree	
2.	Perception regarding home environment	1-5	always, very often, sometimes, seldom, never	1-2 9 Low 3 0-5 0 High
3.	Perceived Parent-child relationship	1-5	always, manytimes, sometimes, rarely, very rarely	
4.	Extent of communication	1-3	always, sometimes, never	
5.	Purposes of communication	1-3	always, sometimes, never	
6	Barriers to communication	1-3	always, sometimes, never	1-1 9 Low 2 0-3.0 High
7.	Areas of conflicts	1-3	always, sometimes, never	
8.	Facilitators of effective communication	1-3	always, sometimes, never	

7.2 Coding

Code numbers were given to each answer then the information from each questionnaire were transferred on a coding sheet.

7.3 Tabulation

The data were transferred from coding sheet into a tabular form to give a clear picture of findings.

7.4 Statistical Analysis

The data were analysed employing descriptive as well as relational statistics.

7.4.1 Descriptive statistics

The data were presented in frequencies, percentage, mean and standard deviation.

7.4.2 Relational statistics

Statistical analysis was carried out to test the relationship between selected variables and the hypotheses postulated for the study

- i) t-test were computed to find out the difference in the extent of barriers, extent of conflict and extent of communication due to the respondents' personal ,family and situational variables.
- ii) Coefficient of correlation was computed to see the relationship between extent of barriers, extent of conflict and extent of communication and age, income, values, home environment and parent child relationship.
- iii) Coefficient of correlation was computed to see the relationship between the following:
 - Extent of barriers and extent of conflict.
 - Extent of conflict and extent of communication.
 - Extent of barriers and extent of communication.