

C H A P T E R - III

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CHAPTER - III

PLAN AND PROCEDURE

Pursuance of objectives of the study and testing of null hypotheses called for :

1. Selection of an appropriate method of research.
2. Selection of a suitable scale for assessment of total self-concept scores of the secondary school students.
3. Selection of a sample of students using appropriate sampling technique.
4. Administration of 'Children's Self-Concept Scale' and collection of data.
5. Scoring procedure of self-concept on the 'Children's Self-concept Scale'.
6. Selection of Students for interview.
7. Use of interview technique on randomly selected students.
8. Selection of qualitative analysis for analysis of data.
9. Selection of appropriate statistical techniques for the analysis of data.

The procedure followed in respect of above steps are described in detail in this chapter.

METHOD OF RESEARCH

Survey and descriptive methods of research were found to be appropriate for the present study.

DESCRIPTIVE RESEARCH

Descriptive research sometimes known as non-experimental research deals with the relationships between variables, the testing of hypotheses, and the development of generalization, principles, or theories that have universal validity. It is concerned with functional relationships. The expectation is that if variable 'A' is systematically associated with variable 'B' prediction of future phenomena may be possible and the results may suggest additional or competing hypotheses to test.

The method of descriptive research is particularly appropriate in the behavioural sciences, because many of the types of behaviour that interest the researcher can not be arranged in a realistic setting. Introducing significant variables may be harmful or threatening to human subject. Ethical considerations often preclude exposing human subject to potentially harmful manipulation.

Some experimental studies of human behaviour can be appropriately carried on, both in the laboratory and in the field. The prevailing research method of behavioural science is descriptive. Under the condition that naturally occur in the home or in the classroom can be systematically examined and analyzed.

Descriptive research describes what is, describing,

recording, analyzing, and interpreting conditions that exist. It involves some type of comparison or contrast and attempts to discover relationships between existing non-manipulated variables.

The present study deals with the whether there is relationship between the self-concept and grade, area, sex these variables, the testing of hypotheses and the development of generalization. It also involves the comparison between the two variables. The study analyze and interpret the conditions that exist in the realistic setting. This study helps us in planning educational programmes. It suggests the course of future development and gives pertinent data to persons who are engaged in planning for the future.

SURVEY METHOD : The survey method is one part of descriptive research. The survey method gather data from a relatively large number of cases at a particular time. It is not concerned with characteristics of individuals as individuals. It is concerned with the generalized statistics that result when data are abstracted from a number of individual cases. It is essentially cross-sectional.

The survey is an important type of study. It must not be confused with the mere clerical routine of gathering and tabulating figures. It involves a clearly defined problem of definite objectives. It requires expert and imaginative planning, careful analysis and interpretation of the data gathered, and

logical and skillful reporting of the findings.

The present study consists of data from a relatively large number of cases at a particular time. It is concerned with the generalized statistics that result when data are abstracted from a number of individual cases. It involves a clearly defined problem and definite objectives. It requires a careful analysis and interpretation of the data and skillful reporting of the findings.

ADVANTAGES OF SURVEY METHOD

1. Accumulation of information from individuals is possible at relatively low cost.
2. Generalizability to a larger population is more legitimate.
3. Unlike experimentation, surveys are flexible, Data is collected with the use of a variety of data collection tools.
4. Survey sensitize the researcher to potential problems that were originally unanticipated or unknown.
5. Surveys may be used as good tools for verifying theories.

Limitations of the survey method as seen by Gattling John (1969) and an attempt to overcome them are discussed below:

1. The researcher has no control over individual response. Control was not required in the present study as the individuals perception was needed.

2. Problems of verbal Vs non-verbal, manifest Vs latent data are not pronounced in this study as the data was collected from an educated sample.
3. Statements about population from which sample are obtained are tentative. If it is well understood that any social study is a reflection of a society at a particular time.

DATA GATHERING TOOLS

1. CHILDREN'S SELF-CONCEPT SCALE

A standardised tool, "Children's Self-Concept Scale" by Dr.S.P.Ahluwalia (English version) was translated into Marathi by the investigator, and given to experts both in English and Marathi language as well as experts in Psychology for checking the linguistic accuracy and adequacy of the items. It was used to measure the self-concept scores of urban and rural secondary school students. It is economical in relation to time, money and person engaged, easy to administer, score and interpret and acceptable to all circumstances. Its item has fixed norms such as age, sex, class variables. It contains eighty items in all with 'yes' or 'No' responses. It includes fourteen lie items to detect whether the children have filled it accurately or not. It is verbal paper-pencil test. The six sub-scales are included in the self-concept scale which are considered to be important in the psychological world of childhood.

The names of these sub-scales have been given in Table 1.

T A B L E - 1

The Six Sub-Scales of the CSCS

S.No.	Name of the Sub-scale
I.	Behaviour.
II.	Intellectual and School Status.
III.	Physical Appearance and Attributes.
IV.	Anxiety.
V.	Popularity.
VI.	Happiness and satisfaction.

The scale items are scored in a positive or negative direction to reflect the evaluation dimension. A high score on the scale is presumed to indicate a favourable self-concept, which is interchangeable with the term "self-esteem" or "self-regard".

Authors of the tool has taken a phenomenological definition (Wiley, 1974) of self-concept as the starting point and the foundation. It operationalises the self-concept or self-structure as "an organized configuration of perceptions of the self which are admissible to awareness" (Rogers, 1951). The self-concept as measured by this scale is in accord with the phenomenological approach and is assumed to refer a set of relatively stable self-attitudes which are not only descriptive but also evaluative.

The children's self-concept scale consists of 80 items to assess the self-concept of secondary school students in urban as well as rural area. The subject is required to respond to each item/statement on two point scale in such a way as to describe the way he/she feel about himself/herself of the self-concept problems.

2. INTERVIEW

The interview is, in a sense, an oral questionnaire, instead of writing the response the subject or interviewee give the needed information verbally in a face to face relationship.

With a skilled interviewer, the interview is often superior to other data gathering devices. One reason is that people are usually more willing to talk than to write. After the interviewer gains rapport or establishes a friendly secure relationship with the subject, certain types of confidential information may be obtained that an individual might be reluctant to put in writing. The interviewer can explain the purposes of his investigation, and can explain more clearly just what information she needs. If the subject misinterpretes the question, the interviewer may follow it with a clarifying question at the

same time she may evaluate the sincerity and insight of the interviewer. It is also possible to seek the same information in several ways at various stages of the interview thus providing a check of the truth-fullness of the responses. Through the interview technique the researcher may stimulate the subject to greater insight into her own experience.

The interview in this study was taken to find out the reason why the child had given a particular answer to the children's self-concept scale item.

SAMPLE

In this study a sample of 1980 pupils were initially drawn among 11 high-schools in urban and rural area belonging to VIII, IX, X standards in which one section is selected in each class. The high-schools are co-educated Marathi medium from Karveer Taluka (Dist. Kolhapur). The final sample drawn out consisted of 1591 pupils.

The names of the selected schools are as follows :

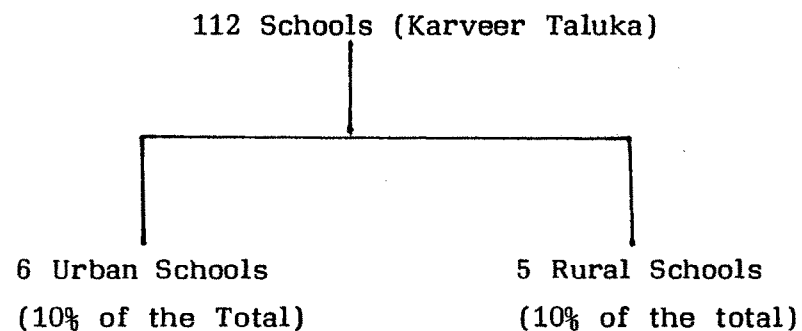
The names of the schools selected from Urban Area are as follows :

1. Vikram High School, Kolhapur
2. Shahu Dayanand High School, Kolhapur
3. Vidyapeeth High School, Kolhapur
4. Harihar High School, Kolhapur
5. Branch Vikram High School, Kolhapur
6. Rajarshi Chhatrapati Shahu Maharaj High School, Kolhapur.

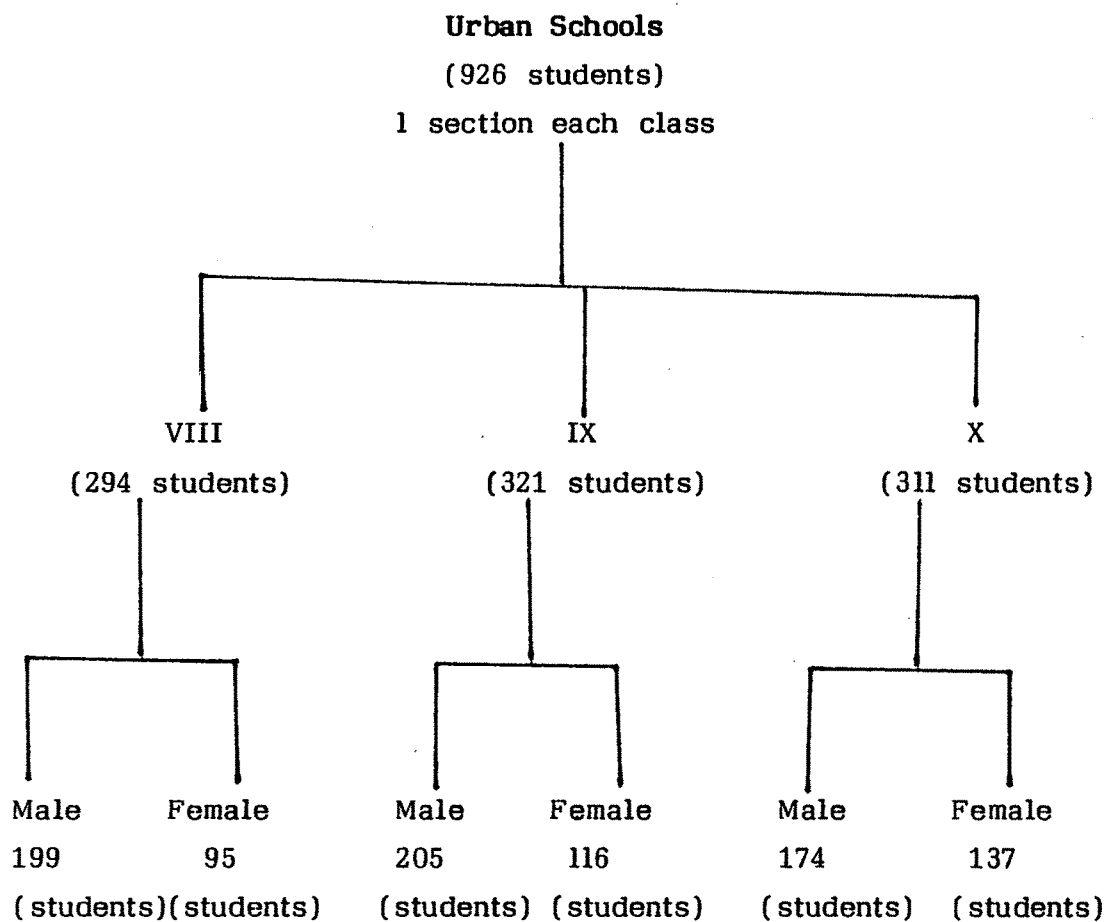
The names of the schools selected from Rural Area are as follows :

1. Shree Hanuman High School, Kerle,
2. Shree Bhairavnath High School, Mahe.
3. Shirol High School, Shirol (Mal)
4. Shiye High School, Shiye.
5. Shri Kaleshwar High School, K. || Beed.

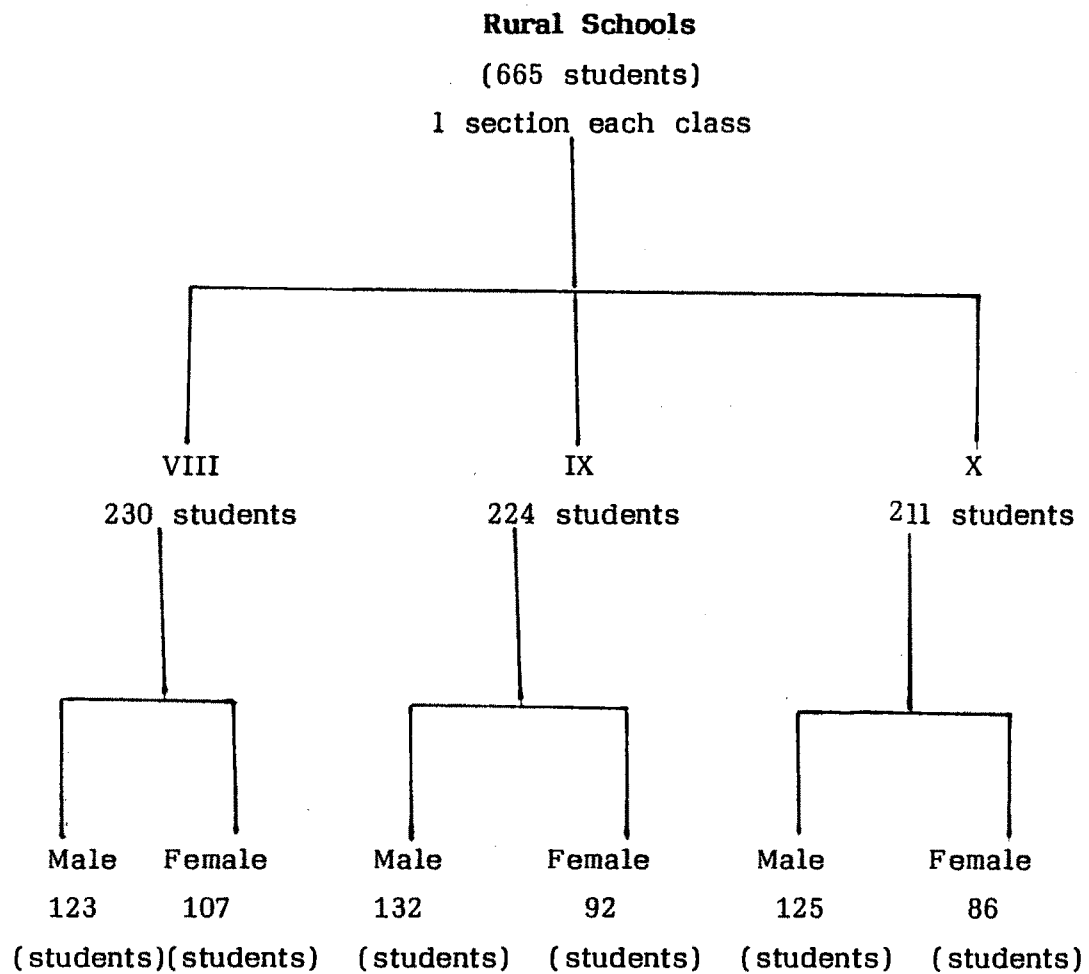
I. Selection of schools, class and students for this study is as shown below :



II Selection of urban school students is as shown below :



III. Selection of Rural school students is as shown below:



Karveer Taluka has 112 schools in all of which 63 schools are in urban area and 49 schools in rural area 10% of the schools from each area were randomly selected for this study. Thus 6 schools were randomly drawn from urban area and 5 schools from rural area. From each school 1 section of VIII, IX and X were randomly selected, each consisting of both

male and female. Hence a total of 11 schools, 33 classes and about 1591 students had been taken sample for the study. The sample had been taken from Marathi Medium Secondary Schools in Karveer Taluka.

Two students (1 male and 1 female) from each class had been taken randomly for interview. A total of the 66 students had been taken for interview method.

COLLECTION OF DATA

Children's Self-Concept Scale (CSCS) by Dr.S.P.Ahluwalia (English version) had been translated into Marathi by the investigator. It was then given to 2 experts in English language (Lecturers), 2 experts in Marathi language (Lecturers) and 1 expert in Psychology subject (Lecturer) for checking the linguistic accuracy and adequacy of the items. Some corrections were suggested. With these corrections again the translated scale was given to English Expert. Then that scale was administered to the secondary school students involved in the study. Necessary directions for responding to the items of the scale were also given.

Two students (1 male and 1 female) from each class had been chosen randomly for interview and their opinion had been taken regarding their response on the certain items of the Children's self-concept scale.

SCORING PROCEDURE

As directed in the manual, the scoring of the scale was done.

The mode of responses to each item of the scale were in the form of 'Yes or 'No'. One score was awarded to each item either for 'Yes' or 'No' (as described in Table 2) according to scoring scheme of the children's self-concept scale. The sum of the scores for each sub-scale of the Children's Self-Concept Scale had been obtained by adding the scores. The total self-concept score had been obtained by adding scores of all the six areas, which had been used as a total self-concept score.

TABLE - 2
Details of Scoring Procedure

S.No.	Area of Self-Concept	Response	Item No.
I.	Behaviour	YES	12*
		NO	4, 13, 14, 22, 25, 31, 32, 34, 56, 59*, 6, 67, 76, 78, 80.
II.	Intellectual and School status	YES	5, 21, 27*, 30, 33*+, 42, 49, 57*
		NO	70. 7*, 9, 11*, 12, 16, 17, 26, 53, 66.
III.	Physical Appearance and Attributes	YES	15, 27, 41, 49, 54, 55*, 57, 60, 63, 73.
		NO	8*, 29.
IV.	Anxiety	YES	44, 55.
		NO.	6, 7, 8, 10, 20, 28, 37, 40*, 74, 79.
V.	Popularity	YES	33, 49, 51, 57, 69.
		NO	1, 3, 11, 40, 46, 58, 77.
VI.	Happiness and satisfaction	YES	2, 8, 36, 39, 52
		NO	38, 50, 59.
	LIE SCORE ITEMS		18, 19, 23, 24, 35, 43, 45, 47, 48, 61, 62, 65, 68, 71, 72, 75.

* Some of the items measure more than one area. As such their score is to be added to the respective sub-scales in which they have appeared.

The maximum score for the total self-concept scale can be 78, whereas the minimum score can be Zero. A detailed analysis of the possible maximum and minimum scores on different sub-scores has been given in Table 3.

TABLE - 3
Details of Maximum and Minimum Possible Scores on Different Sub-Scales

S.No.	Area	POSSIBLE SCORE	
		Maximum	Minimum
I	Behaviour	16	0
II.	Intellectual and School status	18	0
III.	Physical Appearance and Attributes	12	0
IV.	Anxiety	12	0
V.	Popularity	12	0
VI.	Happiness and Satisfaction	8	0
	Total Score	78	0

As some of the items measure more than one component of self-concept, their score is to be added to each sub-scale in which they have appeared e.g. the item number 8 had occurred in three sub-scales namely (i) Physical Appearance and Attributes, (ii) Anxiety, and (iii) Happiness and satisfaction. If the testee answers item 8 in 'No' as given in scoring key

one score is to be added to each of the three sub-scales which this item is supposed to assess.

METHOD OF ANALYSIS OF DATA

The data collected from the secondary school students on the Children's Self-Concept Scale were analysed using the statistical measures such as Mean, Standard Deviation (S.D.) in pursuance of the objectives of the study stated in Chapter I. 't' test was used to test the null hypotheses of the study.

The data collected by interviews were qualitatively analysed.

The Analysed data is tabulated, interpreted and presented in Chapter IV.