

CHAPTER – III

METHODOLOGY

- 3.1.0 OVERVIEW
- 3.2.0 DESIGN OF THE STUDY
- 3.3.0 VARIABLES
- 3.4.0 POPULATION AND SAMPLE
- 3.5.0 INSTRUMENTATION
 - 3.5.1 CHILDREN SELF- CONCEPT SCALE (CSCS)
 - 3.5.2 SOCIAL VALUE QUESTIONNAIRE
- 3.6.0 STATISTICAL TECHNIQUES
- 3.7.0 DOCUMENTATION

CHAPTER – III

METHODOLOGY

3.1.0 OVERVIEW

The review of related studies has been presented in the previous chapter. This chapter deals with methodology. Research methodology involves the systematic procedure by which the researcher starts from initial identification of the problem to its final conclusion. The role of methodology is to carry on the research work in a scientific and valid manner.

Generally research design involves the following aspects:

1. objectives of the study
2. Hypotheses to the study
3. variables used in the study
4. Data collection and sampling
5. Construction of tools
6. Administration of tools
7. Statistics used

Out of these aspect objective, hypotheses and variables are discussed in detailed by researcher in chapter. This chapter deals with design, variables sampling, tools and their description, administration of tool data collection, statistical techniques.

3.2.0 Design of the study:

A Research design is the blue print of the procedure which provide the structure and strategy that controls investigator or

Experimenter. It enables researcher to test the hypotheses more systematically by reaching valid conclusions about the relationship between dependent and independent variables.

For this study **survey design** was used to find out the status of self – concept and social values of students of government and private schools, comparisons on the basis of type of school being done to find out the status of self-concept and social values Also comparison on the basis of area and gender being done separately to find out the status of self –concept and social values .

3.3.0 VARIABLES

A variable is a property that takes of different values, it is something that varies. The nature of the variables i.e. dependent or independent depends upon the statistical treatment given by the researcher in a particular study. .

In the present study, the nature of variables varies according to the objective.

- In the first objective the researcher aimed for the correlation of the self concept and social values. Therefore there were no dependent variables Researcher for his/ her convenience termed them as just variables.
- In the second, fourth and sixth objectives the dependent variable was self concept while independent variables were area , gender and type of school.
- In the third, fifth and seventh objectives the dependent variable was social values while independent variables were area, gender and type of school.

3.4.0 POPULATION AND SAMPLE

Sampling is the process of selecting a no of individuals or items for a study in a way that the individuals or items represent the large group from which they are selected. The individuals or items selected comprises "**samples**" and the larger group is referred to as "**population**". The purpose of sampling is to gain information about a population of interest.

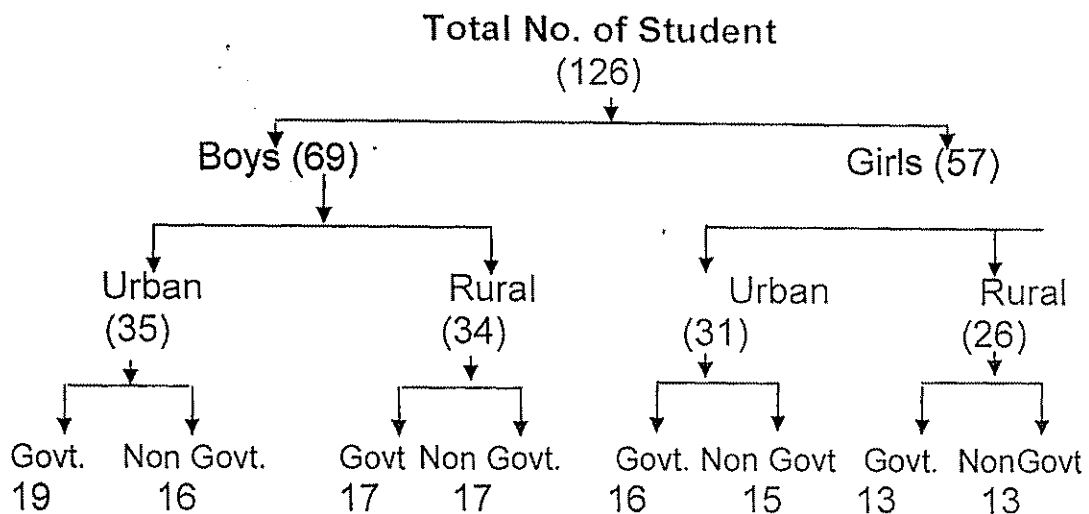
"Sampling is the selection of certain percentage of a group item according to a predetermined plan." Bogardus

The students of IX grade studying in Hr. Sec. schools of Shajapur Tehsil of M.P. constituted the the population of the study. The sample comprising of 126 students (69 Boys and 57 girls) were selected by employing **Random Sampling technique**. The sample was representative of gender, area and type of schools.

Table 3.1 Gender wise distribution of sample

S. N	Name of the school	Area	Gender		Total
			Boys	Girls	
1	Govt. Hr. Sec. School, Panwadi	Rural	17	13	30
2	Govt. School of Excellence , Shajapur	Urban	19	16	35
	Total (i)		36	29	65
3	Kisan Hr. Sec. School, Abhaypur	Rural	17	13	30
4	Sarsawati Hr. Sec School, Shajapur	Urban	16	15	31
	Total (ii)		33	28	61
	Grand Total = Total (i) +Total (ii)		69	57	126

Figure 3.1 Distribution of students



3.5.0 INSTRUMENTATION

In this study , data related to self concept were collected by administering the standardized tools. For assessing "social Values" the researcher had developed the questionnaire. The detailed information regarding these tools has been. given in the table 3.2

Table 3.2 Tool wise developer, target group, Language reliability and validity,

S.N.	Name of the Tool	developer	Target	Language	Reliability
1	Children self – concept scale (CSCS)	By Dr. S.P. Ahluwalia	12 to 18 years Boys and girls	Hindi	Test retest reliability-coefficient 0.83, split Half coefficient 0.74 face, factorial and Concurrent validity
2.	Social value questionnaire	By Investigator	secondary student	Hindi	test retest reliability 0.658, face, content and concurrent validity

3.5.1 CSCS:

Out of all the available tools for collecting data for self-concept the investigator chose the CSCS developed by Dr.S.P. Ahluwalia. It was an Hindi version of the original tool developed by Piers- Harris. The reason for selecting this particular tool was that out of all the available tools, this was the only one pertaining to the study undertaken by the investigator. In this study the investigator had taken secondary students into consideration. Therefore the tool developed by Dr. S.P. Ahluwalia is suitable as per the requirement of the study.

3.5.1.1 Description of components of CSCS

The CSCS consists of 80 highly discriminating (yes or No) type items. It includes 14 lie items to detect whether the subject has filled it accurately or not, It is a **verbal paper pencil test**. The six sub scales are included in it which are considered to be important in the Psychological world of childhood and adolescence. **The sub scales are :** Behaviour; Intellectual and school status; physical appearances and attributes; anxiety; popularity; Happiness and Satisfaction.

3.5.1.2 Reliability and validity of tool .

The **split- half reliability coefficient** was found 0.74 (for male) and 0.79 for female of Hr. sec. school (average age of sample 14.5 years). The content validity is determined by "Translation back translation method" The original version of Piers translated into Hindi by authors and then given to 5 experts in Hindi. The Hindi version of these scale was translated into English by 5 specialists in English language. Also it was checked by Dr. Piers and Dr. Ahluwalia that Whether the inherent and intrinsic ideas and

meaning of items are same or different. This instruments has **face and content validity** of high order. **concurrent validity** is found by inter correlating each sub scale . Inter correlation was found range from 0.397 to 0.621 . Factorial validity was also established by author .

3.5.1.2. Administration of the tool: The tool was administered on students of IX grade under the normal class room conditions in a group of 35 at a time. The investigator has given introduction and instruction of the test before starting the test. Only 15 to 20 minutes were usually required to administer the test, but as a rule being a power test there is no limits of time on this scale.

3.5.1.3 Scoring procedure : The responses of the students were scored based upon the procedure suggested by Dr. Ahluwalia. The items are scored in the direction of high (adequate) self – concept according to scoring stencil. One score is to be awarded to each statement either for 'yes' or 'No' as described in table 3.3

3.5.2 Social value Questionnaire (SV_q)

As standard tool for measuring social value was not available so the investigator developed the tool. It contains 30 items on 5 social values. These social values are: cooperation; Non – violence; Tolerance; honesty; kindness and sympathy . It is a verbal paper pencil test.

Table 3.3 Components of self concept

S.N.	Area of self concept	Response	Item No.
1	Behaviour	Yes No	12*,67,76 4,13,4,22,25,31,3 1,34,56,59*,64,78 ,80
2.	Intellectual and school status	Yes No	5,9,12*,16,17,21, 27*,30,33*,42,49, 57*,70, 7*,11*,26,53,66
3.	Physical appearances and attributes	Yes No	15,27*,29,41*,49, 54,59*,57*,60,63, 73, 8*
4.	Anxiety	Yes No	44,55* 6,7*,8*,10,20,28 37,40*,74,79
5.	Popularity	Yes No	33,49*,51,57*,69, 1,3,11*,40*,46,58, 77,
6.	Happiness and satisfaction	Yes No	2,8,36,39,41*,52 38,50,57*,59*

Note: * denotes those items which measure more then one area.

3.5.2.1 Components of SV_q:- It has been given in table 3.4

Table -3.4 Components of SV_q

S.N.	Components of social values	statement	Item No.
1.	Cooperation	positive Negative	1,6,13,18,23, 20
2.	Non – Violence	Positive Negative	2,7,10,21 15,26
3.	Kindness and sympathy	Positive Negative	3,8,14,16,22,25 -----
4.	Honesty	Positive Negative	30,11,27, 4,19,24
5.	Tolerance	Positive Negative	5,12,17 9,28,29

3.5.2.2 Construction of the tool:

After extensive screening of literature; research studies, published papers, reports and others documents have been undertaken with a view to enlist the social values, After the completion of list of 60 items on five social value discussions was held with a no of experts, teachers, school administrator in order to select the appropriate items. After the discussion with experts the first draft of questionnaire prepared and then given to experts to indicate if the questionnaire has clarity, brevity and necessary potential to obtain data to meet the objective of the study. The suggestion of experts has been incorporated in the draft and finalized it for collecting data. It was of 30 items on 5 social values. There were 6 items for each social value.

3.5.2.3 Reliability and Validity of the tool.

Reliability of the tool was measured by using **test retest method** in which the test was administered on a group of 20 secondary students. the reliability coefficient was found **0.658** (at 0.01 level)

To establish **validity** the test was given to 5 experts of Sociology and Psychology, to see the intrinsic ideas and meanings of items represents the social values or not and to know whether the items are capable or not to measure the social values. Thus face validity and content validity was established. Concurrent validity is found by inter correlating each sub area. Inter correlation was found range from **0.366 to 0.863**

3.5.2.4 Administration of the tool :-

The student of IX grade were administered the tool of social value under the normal classroom condition in a group of 35 at a time. The investigator has given introduction and instruction for test before stating the test. Only 10 to 15 minutes were usually required

to administer the test, but as a rule being a power test, here in no limit of time on this test.

3.5.2.5 Scoring procedure: Social value questionnaire is a 5- point rating scale which contains both positive and negative statement. Manual scoring could be done easily for it. Each item on positive statements should be scored 5 for strongly agree, 4 for agree, 3 for neutral, 2 for disagree and 1 for strongly disagree. Each item on negative statements should be scored 1 for strongly agree, 2 for agree, 3 for neutral , 4 for disagree and 5 for strongly disagree.

3.5.0 STATISTICAL TECHNIQUES :

The collected data were analyzed with the help of

- (1) Product moment correlation for finding the correlation between social values and self-concept.
- (2) 2x 2 Factorial designs ANOVA of unequal cell size was used to know the influence and interaction of 3 variables. (Area, gender and type of school)

3.7.0 DOCUMENTATION

- (1) Ahuja R. (2001) Research Methods, New Delhi: Rawat publications P. No. 156.

CHAPTER IV

DATA ANALYSIS

- 4.1.0 OVERVIEW
- 4.2.0 RELATIONSHIP BETWEEN SOCIAL VALUE AND SELF-CONCEPT
- 4.3.0 INFLUENCE AND INTERACTION OF GENDER AND AREA ON SELF CONCEPT.
- 4.3.1 INFLUENCE AND INTERACTION OF GENDER AND AREA ON SOCIAL VALUES.
- 4.4.0 INFLUENCE AND INTERACTION OF GENDER AND TYPE OF SCHOOL ON SELF-CONCEPT.
- 4.5.0 INFLUENCE AND INTERACTION OF GENDER AND TYPE OF SCHOOL ON SOCIAL VALUES.
- 4.6.0 INFLUENCE AND INTERACTION OF AREA AND TYPE OF SCHOOL ON SELF –CONCEPT.
- 4.7.0 INFLUENCE AND INTERACTION OF AREA AND TYPE OF SCHOOL ON SOCIAL VALUE
- 4.9.0 DISCUSSION
- 4.10.0 FINDINGS