



CHAPTER-III

RESEARCH METHODOLOGY

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3.1 Introduction:

This chapter outlines the methodology employed to investigate the role of guidance and counselling services in the academic achievement of secondary stage students. And this chapter presents an explanation of methods and tools used in carrying out the research. It comprises of the following sub topics: The research design, research area, population of the study, sample and sampling technique, construction of tool and method of data analysis and interpretation.

3.2 Research Design:

The present study had been conducted through **Descriptive Survey Research Design** to explore the role and of guidance and counselling services in enhancing the academic achievement of secondary stage students.

This design enables the researcher to collect information about the current practices, attitudes, opinions, and perceptions of both students and teachers regarding the availability, utilization, and role of guidance and counselling services. In this study, the design was chosen because:

- It allowed the researcher to describe and interpret the current situation concerning guidance and counselling services in secondary schools.
- It facilitated the collection of both qualitative and quantitative data through structured questionnaires from a relatively large and diverse sample of students and teachers.
- It provided a means to investigate the perceived impact of counselling services on students' academic outcomes.
- It helped in identifying gaps in existing guidance services and exploring the level of awareness, accessibility, and effectiveness of these services from the perspectives of students and educators.

Qualitative method had been used in the present study to study the role of guidance & counselling relation to academic achievement of the secondary stage students.

3.3 Population and Sample:

Population: The present study was conducted in Bhopal district of Madhya Pradesh. It was selected to represent a mix of urban, semi-urban, and rural areas, thereby allowing a more comprehensive understanding of the availability and role of guidance and counselling services at the secondary stage of schooling. The study was conducted in four CBSE affiliated Government & Private Schools in Bhopal. The selected schools are

1. Demonstration Multipurpose School, RIE, Bhopal,
2. Kendriya Vidyalaya No.1, Bhopal,
3. Kalchuri Convent Hr. Sec. School
4. Dynamic Public School.

Sample: Total population for the study has been taken 160 students from Classes IX and X (40 students from each class from each section) and total 100 teachers from schools and they were involved in teaching at the secondary level, with some exposure to guidance and counseling services was selected through random sampling technique.

Table:3.3 Sampling Frame

Category	Sampling Frame Description	Sample Size
Students	Class IX and X students from 4 secondary schools	160
Teachers	Subject teachers in 4 schools	100
Counselors	School Counselors in 2 Govt. schools	02
Schools	Government and/or private secondary schools (urban & semi-urban)	04

3.4 Tools Used for Data Collection

To collect relevant data for the study, two structured questionnaires were developed by the researcher—one for students and another for teachers and counselors. These tools were designed to gather quantitative and qualitative data. Focused group discussions and structured interviews were used to gain insights and the availability, accessibility, and perceived role of guidance and counselling services in secondary schools.

3.4.1 Student Questionnaire:

The student questionnaire included the following sections:

- Demographic Details(Gender, class, school type, etc.)
- Awareness & availability of Guidance and Counselling Services
- Utilization of Counselling Services
- Suggestions for Improvement.

3.4.2 Teacher & Counselor Questionnaire:

The teacher questionnaire aimed to assess:

- Availability of guidance and counselling infrastructure
- Teachers' involvement in the guidance process
- Perceived effectiveness of services on student performance
- Challenges faced in implementation
- Professional development and training in counselling.

Table: 3.4. Data Collection Tools

Tool	Target Group	Sample Size	Purpose
Structured Questionnaire	Students	160	Assess awareness, usage, and perceived quality of services
Teacher Survey	Teachers	100	Evaluate infrastructure, staffing, and administrative support
Semi-structured Interviews	Counselors	2	Deep-dive into challenges and resource gaps
Observation Checklist	Researchers	4 schools	Audit physical facilities (privacy, tools, etc.)

3.5 Tool Administration:

The method used to administer the questionnaire was the same for all the students. It was done in class as they were still attending their normal classes for the academic year. The procedure for the administration and return of the questionnaire was as follows:

- The questionnaires were administered in person by the researcher during school hours on pre-scheduled dates approved by the school administration.

- For students, the questionnaires were distributed class-wise in their classrooms. Instructions were read aloud to ensure understanding, and any questions were clarified by the researcher.
- For teachers, the questionnaires were distributed in the staff room or during free periods with brief instructions regarding how to fill them out.
- Participants were assured of the confidentiality and anonymity of their responses and were encouraged to respond honestly.
- Each participant was given 15–20 minutes to complete the questionnaire. No time pressure was applied to encourage thoughtful responses.
- The questionnaires were collected immediately after completion to ensure a high return rate and to prevent misplacement or delays.
- In cases where some teachers requested additional time, the questionnaires were collected on the following day.
- The overall response rate was high:
- Out of 162 questionnaires distributed to students, 160 were returned fully completed (95% return rate).
- Out of 110 questionnaires distributed to teachers, 100 were returned from schools (92% return rate).
- The returned questionnaires were checked for completeness and consistency before proceeding to data analysis. Incomplete or ambiguous responses were excluded from the final data set.

The administration and return of questionnaires were conducted in a systematic, ethical, and efficient manner. The high response rates from both students and teachers ensured that the data collected was sufficient and representative for meaningful analysis.

3.6 Statistical Technique Used:

The data obtained from the structured questionnaires (both student and teacher versions) was subjected to the following statistical techniques. Descriptive surveys allow the researcher to gather data from a representative sample to generalize findings to the larger population.

- **Descriptive Statistics: Frequencies and Percentages** were used to describe the demographic characteristics of the participants.
- **Means and Standard Deviations** were calculated to assess the central tendency and variability of responses on various items related to guidance and counselling services.

Inferential Statistics:

- **T-tests** was employed to determine if there were significant differences in perceptions based on variables such as gender, school type (government/private), and class level (IX/X).
- **Correlation analysis (Pearson's r)** was used to explore the relationship between availability/utilization of counselling services and academic performance as perceived by students and teachers.