

**CHAPTER III**

**RESEARCH**

**METHODOLOGY**

## CHAPTER-3

### RESEARCH METHODOLOGY

#### 3.1 INTRODUCTION

- a) In the first chapter, researcher presented with an introduction to the problem, stated the problem and brought out the rationale of the problem. Further researcher formulated objectives of the study and also framed research questions that guided the research work. At the end, the researcher has mentioned limitations of the study.
- b) In the second chapter, brief review of researches conducted by various researchers has been mentioned.
- c) In the present chapter, the methodology will be given. This portion is an important part of the dissertation. This is the portion that deals with the presentation of all the methods implemented to gather data and how the actual research work has been conducted by the researcher.

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 specific and valid manner. A good deal of objectivity and reliability of a research report depends upon the method used for the investigation. They indicate the various steps of the plan, which are to be adopted in solving a research problem. It is, therefore very important that a researcher must have a thorough understanding of all research methods- their strengths, limitations, applications and appropriateness.

The present chapter is concerned with the details of the techniques adopted in the study. It describes the methodological aspects of the study. It elaborates

- 1) Research Design
- 2) Population
- 3) Sample
- 4) Variables
- 5) Tools
- 6) Administration of tool
- 7) Statistical Technique

### 3.2 Research design:

A 'Mixed Method' research design (Convergent Parallel Design) has been used for the present study.

A Mixed Method research design is a procedure for collecting, analyzing and mixing both qualitative and quantitative methods in a single study or series of studies to understand a research problem.

(Creswell & Plano, 2011)

The purpose of convergent (or parallel or concurrent) mixed design is to simultaneously collect both qualitative and quantitative data, merge the data and use the results to understand a research problem. A basic rationale for this design is that one data collection form, supplies strengths to offset the weakness of the other form and that a more complete understanding of a research problem results from collecting both qualitative and quantitative data.

The present study focuses on investigating opinions of teachers on school discipline practices and substantiates their opinions based on the arguments they make in favor or not in favor of negative discipline practices. It also involves a survey of children's opinion of negative discipline in the school setting. As the emphasis is on real practices, their magnitude and prevalence, students' experiences and their accounts on discipline practices in school will be explored through experience sheet and checklist. For the self esteem of students, a self esteem scale (adapted from standardized Rosenberg self -esteem scale) has been constructed. Henceforth, the study adopts a mixed method of using quantitative as well as qualitative research methods that would complement each other makes it an intensive study of school discipline practices.

### 3.2 Population

Population or universe means the entire mass of observations which is the parent group from which a sample is to be formed. In the present study, the students of class XI of Model Higher Secondary School forms the population.



### 3.3 Sample

“Sample is a part taken from the population which represents the population wholly and truly.”

Kerlinger

For conducting the present research study keeping in view the limitation and resources available with the researcher, the method of purposive sampling (qualitative data) and random sampling (quantitative data) has been used for sample selection. In purposive sampling, the researcher collected sample with a purpose in mind. That is, the researcher has certain predefined group in mind. Purposive sampling can be very useful for situations where we need to reach the targeted sample quickly. Purposive sampling allows the researcher to select those participants who will provide the richest information. In random sampling, the selection of units from the population is done in such a manner that every unit in the population has an equal chance of being chosen, and the selection of any one unit is in no way tied to the selection of any other.

The sample of the present study are :-

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- 92 students of XI std(B & C) studying in Model Higher Secondary School of Bhopal
- 28 teachers of Kamla Nehru School, Bhopal

### 3.4 Variables:

“Any measurable attribute of objects, things or beings is called variable.”

D’Amato(1970)

A variable is any characteristic or quality that varies among the members of a particular group. Several kinds of variables are studied in educational researches, the most common being independent and dependent variables. An independent variable is a variable presumed to affect or influence other variable. When independent variable is directly manipulated by the experimenter it is called as Type E independent variable whereas when independent variable is not manipulated experimentally by the experimenter, rather, it is manipulated through selection, it is known as Type S independent variable. Dependent variable is a variable about which the investigator makes prediction. It is a variable presumed

to be affected by one or more independent variables. There are two variables in this study. As discipline is a part of any 'school culture', the discipline practices, in this study particularly, becomes an independent variable as the discipline becomes invariably indispensable part of schooling process. The other variable, i.e., self esteem becomes a dependent variable which keeps on evolving/ changing in the context of school life of a child.

### **3.4 Tools and Techniques:**

Keeping in view the mixed method and the nature of the problem, researcher has developed tools. The tools are- Opinionnaire on discipline practices, Experience sheet, Checklist, Self Esteem Scale, Focus Group Discussions.

To study teacher's opinion an opinionnaire was developed, to elicit their opinion on discipline practice in their school. It focused on the experiences of children and their perspective on school discipline. And to elicit opinions of students on discipline practices in schools, a group discussion was organized. A checklist was also given to the students which were in the form of a pamphlet which carries illustrations of children receiving various kinds of punishment. The children were expected to look at each illustration and respond whether they have had experienced the same or not. The illustrations in the projective tool presented two kinds of punishments. The first category included those punishments in which pain is inflicted by the direct action of a teacher and the second category includes those punishments in which the child's body is used to inflict pain, that is, the child is asked to sit or stand in postures which result in pain and suffering, referred to as posture punishments in this study. The punishments involving verbal abuse were also investigated by using projective tool. In addition, a few questions were being asked about the frequency of punishment and the reasons for punishment.

### **3.5 Procedure of data collection:**

- i. Firstly school like Model Higher Secondary School and Kamla Nehru schools were selected by the researcher.
- ii. The opinions and views about discipline practices and discipline in school was collected from teachers through opinionnaire.

- iii. The opinions and views about discipline practices and discipline in school was collected from students through focus group discussions.
- iv. The experience of students was gathered with the help of checklist and experience sheet.
- v. Group of students was identified that were undergoing various discipline practices and was categorized as students undergoing high degree or low degree of discipline practices.
- vi. Self esteem test was administered on the students undergoing more and less discipline practices.

Before administration of test both the students and teachers were taken into confidence. They were assured that the data collected is only for the dissertation purpose and non of their data would be disclosed to anyone.

### **3.6 DATA ANALYSIS**

Analysis of data is done according to objectives/ hypotheses. Firstly teachers and students opinion was gathered with the help of opinionnaire which was constructed by the researcher. Studying the relationship between teachers and students attitude on discipline practice is very much pertinent for this study because both the students and teachers are actors in the school who constantly keep on interacting on a regular basis to meet the ends of the school. This will provide a status about the discipline practice in school in a holistic manner. As the central idea of the proposed research is to study the influence of discipline practices in schools on the self esteem of students, a self esteem scale was administered on school children and an attempt was made to establish a relationship between discipline practice and the self esteem of students. To see the significant difference between self esteem score of students undergoing less and high discipline practices ‘t-test’ was used by the researcher..Furthermore, to have an in-depth analysis of the process of discipline practice in schools, group discussions was made to cull out various discipline practices in school both with teachers and students. In this process, researcher not only identified the types and magnitude of various discipline practices in school but also identified the students who were undergoing rigorous discipline practice in school. Henceforth, this study proposes to use mixed methods to arrive at the conclusions that are

unknown that would answer the hypotheses and the research questions of this proposed study.