

CHAPTER –III

METHODOLOGY

3.0 INTRODUCTION

This chapter discussed the research methodology that was adopted for the study such as how to collect and analyze the data to address the central research questions posed. It described the methodological framework and instruments which were used for data collection and explains the rationale behind the selection of the research methods.

Cohen et al. (2007) contended that there is no single blueprint for planning research. They suggested that it is the purposes of the research that determine the methodology and design of the research. This argument is sound when we see a variety of research designs and methodology. This implies that a researcher can select a suitable design and methodology to conduct his/her study.

3.1 SAMPLE

Data collection is an important part of the research. Data is collected from a selected sample and the sample is the representation of population. According to Borg and Gall (1983), "The larger group we wish to learn is called population, while the smaller group we actually study is called sample. "Thus sample is a portion of the population which represents the population".

A good sample must be as nearly the representative of the entire populations possible and ideally it must provide the whole of the information about the population as from which the sample has been drawn.

Demonstrations Multipurpose School, there are two sections of class 10th strength of 60 students and three section of class 12th strength of 65 students. The researcher has taken 40 students of class 12th adopting random sampling technique. So, the sample of urban school consisted 40 students.

3.2 DESIGN OF THE STUDY

A research design provides a framework for the collection and analysis of data (Bryman, 2008). The type of research design is determined by the aim, rationale, and type of data that will be collected. To achieve the objectives of this study, a descriptive survey research design was used. A descriptive survey allows the researcher to use both the quantitative and qualitative methods which provide rich Data that lead to important recommendations (Kothari, 2004).

According to Creswell (2012), a mixed-methods research design is defined as is a procedure for collecting, analyzing, and —mixin both quantitative and qualitative methods in a single study or a series of studies to understand a research problem. The basic assumption is that the uses of both quantitative and qualitative methods, in combination, provide a better understanding of the research problem and question than either method by itself.

This study used experimental research design, the researcher used single group pre-test post-test design to find out the, effect of ‘Pariksha Pe Charcha’ And ‘Manodarpan Programmes’ Of MoE initiative on examination stress of class 12th students of DMS Bhopal.

The design of the study is specified in table below:-

CHARACTERISTICS	EXPERIMENTAL GROUP
Entry status	Pre test
Treatment	Program shown of 'Pariksha Pe Charcha' and 'Manodarpan Programmes
After treatment	Post Test

3.3 RESEARCH METHOD

In the present study researcher adopted experimental research method which was experimented in classroom through online and offline 'Pariksha Pe Charcha' And 'Manodarpan Programmes' Of MoE initiative Sessions program two test were taken, one each for pre-test and post-test.

Pre-test of examination fear and stress was done for the students of the class regarding the Board Exam.

Children were shown sessions for several days of Manodarpan & 'Sahyog' And 'Paricharcha' Sessions program after that post-test was taken.

3.4 RESEARCH TOOLS

To select or construct appropriate tools for the study is an important aspect of any research study. Sometimes, the researcher uses tools which have been constructed by others which are standardized; sometimes the researcher has to construct tools to fulfill his/her purpose.

In the present study, the researcher has use 1 readymade tools.

- 1. Exam stress questionnaire:** -This tool was developed by farmer DCGC student of RIE Bhopal.

The scale is applicable to use on individuals of adolescence students. In this scale there are 30 items and it's a 5-point Likert scale i.e. Strongly agree, Agree, Can't say, Disagree, Strongly disagree. You can put right tick in the column which you feel correct for you.

3.5 SCORING

A. Exam stress

This questionnaire consists of 30 question which are related to following dimensions

1. External factors –(question no. 1 2 3 4 5 6 7 8 9 10 11 12 13)
2. Learning styles –(question no. 19 20 24 25 26 27 28 29 30)
3. Psychological factors –(question no. 14 15 16 17 18 21 22 23)

This questionnaire consists of 2 kind questions Positive question and Negative questions.

Negative question are 13,18,22,24,26,27,28 and rest of questions are positive.

Scoring pattern:

	Strongly agree	Agree	Can't say	Disagree	Strongly disagree
Positive	5	4	3	2	1
Negative	1	2	3	4	5

Examination stress categories/Scale

S.No.	CATEGORIES	SCORES
1	Low Stress	30-70
2	Moderate Stress	71-110
3	High Stress	111-150

3.6 DATA COLLECTION

Data was collected with the help of the tools described in the preceding section.

The tools were administered personally by the researcher, spread over two session in the same day in the school. The researcher first established a rapport with the students. After taking the students into confidence they were motivated to answer the questions with case and honesty. The students were psychologically prepared by the researcher to do their utmost to sincerely respond to the items of tools & leave

no un responded. They were also assured that the whole process had nothing to do with their required examinations.

This is how researcher completed the pretest process.

After completing the pre-testing of student's, they showed the Ministry of Education Manodarpan & Sahyog Session programs to children continuously for a week through YouTube and some children were shown these programs by sharing the YouTube link and the “Pariksha Pe Charcha” program was shown in the presence of entire staff teachers and Principal of DMS Bhopal after that the post test was taken.

3.7 STATISTICS FOR DATA ANALYSIS

This tabulated data was then processed for obtaining score of components wise percentage to analyse the difference as aimed in the objectives of the study and the various statistical techniques such as mean, standard deviation and T test are employed in the study.