

CHAPTER - III

METHODOLOGY



Chapter - 3

Methodology

This chapter describes the planning of the educational research. It is a type of blue print of detailed procedures of selection of sample, tool used for data collection, administration of tool and statistics that is going to be used for analysis the collected data.

3.1 Sample

Proper selection of sample and its size increases the reliability and validity of research findings. Therefore, keeping the time, objectives, hypotheses of the present study in mind, a purposive sample was selected. It included the students of VIII Class only of all the four Kendriya Vidyalayas of Bhopal city. A sample of 171 students were selected as follows :-

S. No.	Name of School	No. of Students	Boys	Girls
1.	K.V. No. 1, Bhopal	38	17	21
2.	K.V. No. 2, Bhopal	39	22	17
3.	K.V. No. 3, Bhopal	50	28	22
4.	K.V. Bairagarh, Bhopal	44	21	23
Total		171	88	83

3.2 Tool Used

As the major purpose of the test was to find out the relationbetween self evaluation skill and scholastic ahchievement of the

students, hence to measure self evaluation skill, a tool named as " Self Evaluation Skill Questionnaire " was used while for scholastic achievement, the percentage of marks of half-yearly examination were taken into consideration.

3.3 Description of Tool

The tool in present study " Self Evaluation Skill Questionnaire " was developed on the basis of a tool " Self evaluation and Development skills test, " which was constructed by Mrs. Sunita Awasthi in the supervision of her guide Dr. Shiv Kumar Gupta in 1989 for the purpose of her study. " A comparative study of Self Evaluation and Development Skill among first generation learners and others ". In this study, the tool was constructed on the basis of U.S. College Entrance Examination Board (1978) and on the lines of Indian adaptation done by Dr. Shiv Kumar Gupta in his Ph.D. study. He adapted career awareness and career decision making skills tools.

The tool constructed by Sunita Awasthi was made in Hindi language under the guidance of her guide Dr. S.K. Gupta. It was a multipurpose and self instructional test, which was designed to measure concepts and terms used to describe personal characteristics such as abilities, interests, values and aptitudes. It explored the basis of individual differences and investigated the importances of evaluating individual attributes objectively. It assessed respondent's ability to interpret at test results and other form of evaluation and their understanding of certain personal characteristics that can be modified through self management. The same tool was transformed into English language with some minor modifications as per the purpose of the present study.

The following modifications were made in that tool to fulfill the objectives of the present study :-

1- Item number 7, 8, 9, 10, and 12 of the previous tool were modified and reduced into item numbers 6, 7, 8, and 9 in the tool of present study. Only the pattern was changed while the objective of items were kept same.

2- Item number 22, 23, and 30 of the previous test were based on component "applying self knowledge to career opportunities". These were replaced by item numbers 24 and 27 of component "evaluating individual characteristics".

3- Item number 13, 14, and 20 have been changed to make the question in simple language, though the basis of questions were kept same on component "Changing personal characteristics". These changed items 22, 23, 26 were presented in relation to academic performances in keeping the objectives of the present study in mind.

4- Finally item number 30 and 25 were added to know the application of self knowledge of students to career opportunities in very simple language.

Remaining items were placed same, only the change was of language. Besides introduction of 5 items of components "evaluating individual characteristic" and "changing personal characteristics" in relation to academic performances, no major changes were made. These changes were necessary because of following reasons :-

1- As the present study was conducted on the students of english medium schools, so it became necessary to translate the ' Test ' of Self Evaluation and Development Skills into english language and in a very simple language so that it will become easily accessible to VIII Class students.

2- The study was conducted on VIII Class students, hence the career awarness is not as much important as it is important for IX Class onwards i.e. for students of senior secondary stage.

3- The main focus of the study was to see the self evaluation skill in

relations to academic performances, so more items should be there in the tool which will help to investigate evaluating characteristics of students in the field of academic performance.

3.4 Components of Tool

This Self Evaluation Skill Questionnaire consist of following five components :-

- 1- Understanding Individual differences.
- 2- Evaluating Individual characteristics and interpreting test results.
- 3- Changing personal characteristics.
- 4- Locating, interpreting information about self.
- 5- Applying self knowledge to career opportunities.

I- Understanding Individual Differences :-

This component is aimed to assess that, the students should be able to understand the terms and concepts which are used to describe and differentiate the various attributes of individual differences. The students should be able to recognize the possible reasons for these individual differences such as heredity and environment.

This component consist of four sub-components Social , Emotional, Academic, Interest.

- Item number 2, 3, and 4 are the best example of above written four sub components including example question of the Questionnaire.
- Item number 18, 26 and 29 shows the understanding of personal attributes which are influenced by heredity and environment.

2- Evaluating Individual characteristics and understanding

test results :-

This component describes that the students should be able to draw approximate inferences about the characteristics and observed performance of an individual. Students should be able to interpret the different test results. Hence item numbers 5, 6, 7, 8, 9, 10, 24, and 27 are based on this component.

- According to item number 10, 24 and 27 students should be able to answer questions that call for understanding or interpretation of the information present.
- Item number 5, 7 and 8 evaluate an student's academic performance by understanding or interpreting the information presented.
- Item number 6 and 9 assess student's ability to understand and apply the concept of percentile rank.

3- Changing personal characteristics :-

This component analyses respondents ability to understand the personal characteristics that can be modified through self management or through maturation and experiences.

- In item number 11 given the sets of statement in which student should be able to demonstrate an answer that certain personal attributes are subject to change through maturation and experience.
- Item number 12, 14, 16, 19 and 20 are best example to assess the ability of students to demonstrate an awareness that certain personal attributes and behaviours are subject to change through the application of self management skill.

choice type of questions have been followed for selecting the best answer out of three alternatives.

Finally, the tool was given to the four experts for further editions or correction like language mistakes and representativeness of the newly introduced items. After the experts' consultation and corrections made as told by them, the tool was adopted for administration with 30 items after rejecting 14 items.

3.5 Administration of Tool

The tool was administered on 171 students of VIII Class students of 4 Kendriya Vidyalayas of Bhopal city only. It was ensured that the test should be taken place in quiet and free atmosphere. Except investigator, no one will be able to interrupt the students in that duration of conduction of tool. The test was given in a pleasant but business like manner which avoids producing undue nervousness or tension in the students. When the appropriate instructions were given properly to the students for administering the test, they were asked whether they have understood the instructions clearly or not. Their queries were satisfied by giving appropriate answers. Finally they were explained the procedure of filling the answer sheet by giving an example to them and it was made clear that the students have understood the procedure. Afterwards, they were asked to proceed for actual exercise of the questionnaire. No help was given during actual exercise by the investigator in answering the items.

The time limit for the completion of the questionnaire was kept 30 minutes only but they were provided with 10 more minutes to respond all the 30 items. Finally the answersheets were collected after ensuring that no items was remained unanswered.

3.6 Scoring

All the answersheets were scored with the help of key and rechecked for mistakes if any. The self evaluation skill questionnaire contained 30 multiple choice type of items, with one mark for each correct reponse and zero marks for imcorrect response. The correct responses were identified by counting the cross (x) marks in the box of correct alternative. The total numbers of correct responses were counted to make raw scores of every individual seperately. Finally these raw scores were converted into percentage to make them standard scores with respect to percentage of academic achievement