

*Method of Study*

## CHAPTER - III

### METHOD OF THE STUDY.

This chapter deals with the methods employed to achieve the objectives of the study. In this chapter, the methodological steps such as design, selection of the sample, description and administration of the tools have been included. In this study the survey method was used.

#### Design of the Study

The planning of educational research cannot be completed without a detailed design of investigation. This is to be considered as the heart and soul of investigation. In simple word, we can say that it is a blue print of the detailed procedure of testing the hypotheses and analyzing the obtained data.

*“A research design is a specification of operations for the testing of hypotheses under a given set of condition.”*

- Tuckman

For this study survey design was used to find out the status of self-concept, academic anxiety, and achievement of students of Kendriya Vidyalayas and Missionary Schools. Comparison of both the types of school was made to find out the status of self -concept and academic anxiety and achievement.

## Sample

The technique of selecting sample together with its size is an important aspect research and this enhances the reliability and validity and research findings.

The subjects of the study were the students of the class VII of 4, Kendriya Vidyalayas and 4 Missionary Schools of Bhopal city, who were chosen through purposive sampling technique.

**Table. 1**  
**Details of the Sample.**

Name of the Kendriya Vidyalayas	Boys	Girls	Total
1. Kendriya Vidyalayas No.1, Maida Meel.	18	18	36
2. Kendriya Vidyalayas No.2, Shivaji Nagar	12	16	28
3. Kendriya Vidyalayas No.3, Danish Nagar.	29	15	44
4. Kendriya Vidyalayas, Bairagarh	20	18	38
<b>Total</b>	<b>79</b>	<b>67</b>	<b>146</b>
Name of the Missionary Schools			
1. St. Mary School, Tulsi Nagar	20	25	45
2. St. Theresa Girls School, Piplani.	00	57	57
3. St. Paul School, Anand Nagar.	17	23	40
4. Champion Boys school, Arera Colony.	27	00	27
<b>Total</b>	<b>64</b>	<b>105</b>	<b>169</b>
<b>Grand Total</b>	<b>143</b>	<b>172</b>	<b>315</b>

## **Tools**

The following tools were used for the present study-

1. Self-concept Scale for children of Dr. Harmohan Singh and Smt. Saraswati Singh (1977).
2. Academic Anxiety Scale for children of Dr. A.K. Singh and Dr. A. Sengupta (1984).
3. For academic achievement the results of each student's of half-yearly examination were taken into consideration.

### **Self- Concept Scale For Children**

The Self-concept scale (Appendix -A) contained twenty-two items, which were trait descriptive adjectives such as friendly, happy, kind, brave, honest, likable, trusted, good, proud, lazy, loyal, cooperative, cheerful, thoughtful, popular, courteous, jealous, obedient, polite, bashful, clean, helpful. Each of these adjectives was with the phrase "I am..." and was followed by five point rating scale such as 'not at all', 'not very often', 'some of the times', 'most of the time' and 'all of the time'. Out of twenty-two items, nineteen were as positive or socially desirable attributes. They were friendly, happy, kind, brave, honest, likable, trusted, good, proud, loyal, cooperative, cheerful, thoughtful, popular, courteous, obedient, polite, helpful, clean and three were negative such as lazy, jealous and bashful:

Following instructions were given to the students-

Kindly mark (X) before any of the five alternatives not at all, not very often, some of the times, most of the times, many of the times and all the times, given against each trait. Mark before that alternative which best fit your feeling of "I would like to be". You are to mark against each trait

**Table 2**

**Distribution of items under Positive and Negative Attributes.**

No.	Type of items	Item No.
01	Positive	1,2,3,4,5,6,7,8,9,11,12,13, 14, 15,16,18,20,21,22,
02	Negative	10,17,19

### **Scoring**

A score of one was given on item if subject check the 'not at all', two for 'not very often', three for 'some of the times', four for 'many of the times'. And a score of five was given when subject checked 'all the times', except in the case of three negative items such as bashful, lazy, and jealous for them the scoring were in reverse fashion. A score on the self-concept scale was obtained for each subject by summing the rating ascribed to him-self /her-self on each item.

## **Academic Anxiety Scale for Children**

The academic anxiety scale (Appendix-B) had twenty items. The scale measured academic anxiety which is a kind of state anxiety which related to the impending danger from the environment of the academic institutions including teacher, certain subjects like English, Mathematics, etc.

Instructions given to the students were as follows-

For every statement two blocks are given, which would state 'Yes' or 'No' about these statements. Without any hesitation you mark (✓) on whatever answer are applicable for you.

In this test there were twenty items. Among it, there were two types of items-  
Positive, and Negative.

**Table 3**

**Distribution of items under Positive and Negative Types.**

No.	Type of Items	Item No.
1	Positive	1,2,3,5,6, 7, 8, 10, 11, 12, 13, 14, 15, 17, 19, 20,
2	Negative	4, 9, 16, 18

### **Scoring**

The maximum possible score of this test was twenty. In this scale each item of the test was scored as either 1 or 0. There were two types of items – positive and negative. In scoring all positive items, which were endorsed by the subjects as ‘Yes’, and some negative items like 4, 9, 16, and 18 were endorsed by the subjects as ‘No’ were given a score of 1. A score of 0 was given to other answers. Ultimately, high score on the test was shown the high academic anxiety and low score was shown the low type of academic anxiety.

### **Collection of Data**

The data concerning students self-concept and academic anxiety was collected by administering ‘Self-concept Scale’ and ‘Academic Anxiety Scale’. Both the scales were administered on groups among the VII class students of 4 Kendriya Vidyalayas and 4 Missionary Schools. During the administration of Self-concept and Academic anxiety scale, all the students were asked to sit very comfortably and rapport was

established with brief general talks with them. The students were asked to read all the printed instructions silently and carefully. If there was any confusion regarding instructions they were asked to raise their hands. There was no fixed time limit for the test. But generally the students took 10 to 15 minutes in completing the test. The researcher assured the students that the answers would always remain confidential. Ultimately, the test materials were collected while the students finished their work.

### **Academic Achievement**

For academic achievement the half-yearly result of class VII was collected from school record for each students.