## CHAPTER - 4

### PLAN AND PROCEDURE OF THE STUDY

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4.1 INTRODUCTION

After the problem of research has been stated the aims and objectives have been fined and the main hypothesis for investigation have been framed it is mandatory to choose the design. It includes the methods to be used to gather and analyze the data. In other words, it implies how the research objectives encountered in the research will be tackled. The selection of an appropriate research design is very essential because it has the following two basic purposes:

1. To provide answers to research question as validly, objectively, accurately and economically as possible.

2. To control the experimental, extraneous and error variables of the particular research problem under study.

Research designs are carefully worked out to yield dependable and valid answers to the research questions epitomised by the hypotheses. Adequately, planned and executed design helps in permitting to rely on both observations and inferences.

The research designs have ranged from the simple design to factorial design. No one design is the best. The most important criterion in that the design must be appropriate for testing particular hypothesis of the study. The mart of a sophisticated design is not complexity or simplicity but rather appropriateness. A design that will do the job it is supposed to do is the right design

The present study aims at to compare the Self-concept and Emotional adjustment of visually impaired and normal adolescent students of Assam and finding out the significance of differences between the groups in respect of different
variables like self-concept of visually impaired and normal adolescent boys and girls, emotional adjustment of visually impaired and normal adolescent boys and girls, self-concept on behaviour, self-concept on intellectual and school status, self-concept on physical appearance and attributes self-concept on anxiety, self-concept on popularity, self-concept on happiness and satisfaction etc.

The methodology of educational research is a vast field growing literature combining various approaches to suit different problems relating to a wide variety of study areas of education. All researches, infact, involve the elements of observation, description and analysis of what happens under certain circumstance. For the present study, the casual comparative method of descriptive or normative survey research has used.

Descriptive survey method is that method of investigation which attempts to describe and interpret what exist at present. It investigates in to the condition or relationship that exists, belief, point of view or attitudes that are being felt and trend that are developing.

Descriptive Studies have been classified variously by various writers. Some have classified them on the basis of the purposes they achieve; some on the basis of the geographical areas they covers and some on the basis of the techniques they employ. There are three main categories of descriptive survey research-

i) Survey studies.

ii) Interrelationship studies.

iii) Developmental studies.
The casual comparative method of descriptive research falls under the category of interrelationship studies. In some investigations, the researcher attempts to explore not only what a phenomenon is like, but how and why it occurs. In such cases, the aim of the researcher is to compare the likeness and differences among phenomena to discover what factors or circumstances seem to accompany or contribute to the occurrence of certain events, conditions or practices.

The casual comparative studies are employed when a researcher can not manipulate the independent variable and establish the controls that are required in experiments. In a laboratory experiment, the experimenter controls all variables except the independent variable or variables which he manipulates to see what happens. But because of the complexity and nature of the social phenomena, a researcher while studying educational phenomena can not always select, control and manipulate the factors necessary to study cause-effect relationships.

The main purpose of the present study was to compare the self concept and emotional adjustment of normal and visually impaired adolescent students. The researcher justify it better to use the casual comparative method of descriptive research, so that the cause-effect relationship of the self-concept and emotional adjustment between normal and visually impaired adolescent could be find out very clearly and precisely.

This chapter, however, describes the design or plan and procedure of the study regarding the methodology to be adopted with respect to sampling design, selection of tools and techniques, procedure and method of data collection,
administration of the tools, statistical techniques which can provide scientific analysis and can help in providing results in appropriate way.

4.2 DESIGN OF THE STUDY

4.2.1 Objectives of the Study

The objective of the study is based on the following theoretical backgrounds:

(1) Self-concept refers to self-evaluation of self-perception and it represents the sum of an individual’s beliefs about his or her own attributes. Self-concept reflect how an adolescent evaluates himself or herself in domains (or areas) in which he or she considers success important. An adolescent can have a positive self-concept in some have and a negative self-concept in others research also suggests that each individual has a global (or overall) self-concept that reflects how the individual evaluates his or her self-worth as a whole.

(2) Adjustment is a continuous and life long process and life means continuous adjustment to changes in the physical and social environment. The adolescence passes through a different period of adjustment. Various familial, social, educational and specially emotional factors create problems of adjustment in adolescence.

Based on the above theoretical ground, the following general and specific objectives have been formulated:

A. General Objectives

(1) To compare the difference between normal and visually impaired adolescent students with respect to emotional adjustment.
(2) To compare the self-concept of normal and visually impaired adolescent students.

(3) To compare the self-concept of normal and visually impaired adolescent students with respect to different dimensions – Behaviour, Intellectual & School Status, Physical Appearance & Attributes, Anxiety, Popularity, Happiness & Satisfaction.

(4) To study the relationship between self-concept and emotional adjustment of normal adolescent students-
   i) Having high self-concept and having high emotional adjustment.
   ii) Having average self-concept and having average emotional adjustment.
   iii) Having low self-concept and having low emotional adjustment.

(5) To study the relationship between self-concept and emotional adjustment of visually impaired adolescent students –
   i) Having high self-concept and having high emotional adjustment.
   ii) Having average self-concept and average emotional adjustment.
   iii) Having low self-concept and low emotional adjustment.

B. Specific Objectives

1(i) To compare the normal and visually impaired adolescent boys with respect to emotional adjustment

(ii) To compare the normal and visually impaired adolescent girls with respect to emotional adjustment

2(i) To compare the self-concept of normal and visually impaired adolescent boys.
(ii) To compare the self-concept of normal and visually impaired adolescent girls.

3(i) To compare the self-concept of normal and visually impaired adolescent boys with respect to behaviour

(ii) To compare the self-concept of normal and visually impaired adolescent girls with respect to behaviour.

(iii) To compare the self-concept of normal and visually impaired adolescent boys with respect to intellectual and school status.

(iv) To compare the self-concept of normal and visually impaired adolescent girls with respect to intellectual and school status.

(v) To compare the self-concept of normal and visually impaired adolescent boys with respect to physical appearance and attributes.

(vi) To compare the self-concept of normal and visually impaired adolescent girls with respect to physical appearance and attributes.

(vii) To compare the self-concept of normal and visually impaired adolescent boys with respect to anxiety.

(viii) To compare the self-concept of normal and visually impaired adolescent girls with respect to anxiety.

(ix) To compare the self-concept of normal and visually impaired adolescent boys with respect to popularity.

(x) To compare the self-concept of normal and visually impaired adolescent girls with respect to popularity

(xi) To compare the self-concept of normal and visually impaired adolescent boys with respect to happiness and satisfaction.
To compare the self-concept of normal and visually impaired adolescent girls with respect to happiness and satisfaction

4.2.2 Hypotheses for the Study

To carry out the study, the following hypotheses have been formulated by the researcher.

**Objective-1:** To compare the difference between normal and visually impaired adolescent students with respect to emotional adjustment.

**H01:** Mean emotional adjustment scores of normal and visually impaired adolescent students do not differ significantly.

**Objective 1(i):** To compare the difference between normal and visually impaired adolescent boys with respect to emotional adjustment.

**H02:** Mean emotional adjustment scores of normal and visually impaired adolescent boys do not differ significantly.

**Objective 1(ii):** To compare the difference between normal and visually impaired adolescent girls with respect to emotional adjustment.

**H03:** Mean emotional adjustment scores of normal and visually impaired adolescent girls do not differ significantly.

**Objective-2:** To compare the self-concept of normal and visually impaired adolescent students.

**H04:** Mean self-concept score of normal and visually impaired adolescent students do not differ significantly.
Objective 2(i): To compare the self-concept of normal and visually impaired adolescent boys.

H05: Normal and visually impaired adolescent boys do not differ in mean self-concept score.

Objective 2(ii): To compare the self-concept of normal and visually impaired adolescent girls.

H06: Normal and visually impaired adolescent girls do not differ significantly in self-concept.

Objective-3: To compare the self-concept of normal and visually impaired adolescent students with respect to different dimensions.

H07: There exists no significant difference between normal and visually impaired adolescent students with respect to different dimensions of self-concept.

Objective-3(i): To compare the self-concept of visually impaired and normal adolescent boys with respect to their behaviour.

H08: The self-concept of normal and visually impaired adolescent boys do not differ with respect to behaviour.

Objective-3(ii): To compare the self-concept of visually impaired and normal adolescent girls with respect to their behaviour.

H09: The self-concept of normal and visually impaired adolescent girls do not differ with respect to behaviour.

Objective-3(iii): To compare the self-concept of visually impaired and normal adolescent boys with respect to intellectual and school status.
H010: Self-concept of normal and visually impaired adolescent boys do not differ significantly in intellectual and school status.

Objective-3(iv): To compare the self-concept of visually impaired and normal adolescent girls with respect to intellectual and school status.

H011: Self-concept of normal and visually impaired adolescent girls do not differ significantly in intellectual and school status.

Objective-3(v): To compare the self-concept of normal and visually impaired adolescent boys with respect to physical appearance and attributes.

H012: Self-concept on physical appearance and attributes of normal and visually impaired adolescent boys do not differ significantly.

Objective-3(vi): To compare the self-concept of normal and visually impaired adolescent girls with respect to physical appearance and attributes.

H013: Self-concept on physical appearance and attributes of normal and visually impaired adolescent girls do not differ significantly.

Objective-3(vii): To compare the self-concept of normal and visually impaired adolescent boys with respect to anxiety.

H014: The mean self concept score of normal and visually impaired adolescent boys do not differ significantly with respect to anxiety.

Objective-3(viii): To compare the self-concept of normal and visually impaired adolescent girls with respect to anxiety.

H015: Normal and visually impaired adolescent girls do not differ significantly in self-concept of anxiety.
Objective-3(ix): To compare the self-concept between normal and visually impaired adolescent boys with respect to popularity.

$H_0_{16}$: There exists no significant difference between the normal and visually impaired adolescent boys in relation self-concept on popularity.

Objective-3(x): To compare the self-concept between normal and visually impaired adolescent girls with respect to popularity.

$H_0_{17}$: There exists no significant difference between the normal and visually impaired adolescent girls in relation self-concept on popularity.

Objective-3(xi): To compare the difference between normal and visually impaired adolescent boys in relation to self-concept of happiness and satisfaction.

$H_0_{18}$: There exists no significant difference between the normal and visually impaired adolescent boys in relation to self-concept of happiness and satisfaction.

Objective-3(xii): To compare the difference between normal and visually impaired adolescent girls in relation to self-concept of happiness and satisfaction.

$H_0_{19}$: There exists no significant difference between the normal and visually impaired adolescent girls in relation to self-concept of happiness and satisfaction.

Objective-4(i): To study the relationship between high emotional adjustment and high self-concept of normal adolescent students.

$H_0_{20}$: There exist no significant relationship between high emotional adjustment and high self-concept of normal adolescent students.

Objective-4(ii): To study the relationship between average emotional adjustment and average self-concept of normal adolescent students.
H021: There exist no significant relationship between average emotional adjustment and average self-concept of normal adolescent students.

Objective-4 (iii): To study the relationship between low emotional adolescent and self-concept of normal adolescent students.

H022: There exist no significant relationship between low emotional adjustment and low self-concept of normal adolescent students.

Objective-5(i): To study the relationship between high self-concept and high emotional adjustment of visually impaired adolescent students

H023: There exist no significant relationship between high self-concept and high emotional adjustment of visually impaired students.

Objective-5(ii): To study the relationship between average self-concept and average emotional adjustment of visually impaired adolescent students.

H024: There exist no significant relationship between average self-concept and average emotional adjustment of visually impaired adolescent students.

Objective-5(iii): To study the relationship between low self-concept and low emotional adjustment of visually impaired adolescent students.

H025: There exist no significant relationship between low self-concept and low emotional adjustment of visually impaired adolescent students.

4.2.3 Variables Undertaken in the Study

A variable is any fact or event that does not always have the same quality or quantity. It also refers to any condition in a scientific investigation which may in any way affect the observation made. Things observed may also be called a variable.
After reviewing the related literature the investigator feels it necessary to compare the emotional adjustment and self-concept of the normal adolescent and visually impaired adolescent students of Assam and accordingly the following variables were taken into consideration –

**(A) Independent or stimulus variable:** A stimulus variable is any factor, condition or event in the environment or in the organism which produces a response. One particular stimulus is called the independent variable. The independent variables can be measured, manipulated or selected by the investigator to determine its relationship with dependent variables. In the present study the investigator has taken the following two factors as independent variable:

(i) Visually Impaired Adolescent students (both boys and girls)
(ii) Normal Adolescent students (both boys and girls)

**(B) Dependent or response variables:** A response variable is the reaction of the organism i.e. what the organism does when the stimulus variable is active. The dependent variable’s values depend upon the value of the independent variables. In the present study the investigator has taken the following two factors as dependent variable:

(i) Emotional Adjustment
(ii) Self-Concept
   (a) Self-concept and behaviour
   (b) Self-concept and intellectual and school status.
   (c) Self-concept and physical appearance and attribute
   (d) Self-concept and anxiety.
   (e) Self-concept and popularity.
   (f) Self-concept and happiness and satisfaction.
4.2.4 The Setting

The present study has been conducted in six special schools meant for the visually impaired and six normal (general) schools of Assam. Assam is one of the seven North-Eastern states of India. It is situated between 89.5° E and 96.1° E longitudes and 24.3° N and 28° N latitudes. It should be noted that the tropic of cancer (23.5°N latitude) passes just to the south of the state. The state is surrounded by hills and mountains on three sides. Assam is surrounded by seven Indian states and two foreign countries.

Just before independence Assam had eleven administrative districts and a large part of Arunachal Pradesh was administered through the Governor of Assam. Between 1947 and 1971 Nagaland, Meghalaya, Mizoram and Arunachal Pradesh emerged ad a new states. Now, there are 27 districts in Assam.

Geographically Assam is divided into three regions –The Brahmaputra plain, The Barak plain and Karbi- North Cachar Upland.

The Brahmaputra plain is a large one. It extends for about 720 km. from Sadiya subdivision in the east to the Dhubri subdivision in the west and there are 22 administrative districts. The Brahmaputra and its tributaries have created this plain. The Brahmaputra plain has many mines, rivulets, swamps and marshes. The plain produces crude oil natural gas and coal. The transport and communication systems are fairly developed over the plain.

The Barak plain is situated at the southern part of Assam. It is about 85 km. long from the east to the west and about 70 km. wide from the north to the south and there are three districts on this plain.
Fig. 2.1
Map of Assam (Location of the Sample District)
There is a high land region between the Brahmaputra plain in the north and Barak plain the south. This highland is covered by the districts of Karbi Anglong and North Cachar Hills.

The major religions of Assam are Hinduism, Islam, Christianity Sikhism, Buddhism etc. Assamese culture is traditionally a hybrid one developed due to assimilation of ethno-cultural groups in the past. Therefore, both local elements or the local elements in Sanskritised forms are distinctly found. Symbolism is an ancient cultural practice in Assam and still a very important part of Assamese way of life various elements are being used to represent beliefs feelings pride identity etc. *Tamol-pan, Sorai* and *Gamosa* are three important symbolic elements in Assamese culture.

Assamese and Bodo are the major indigenous and official languages while Bengali holds official status in the three districts in the Barak plain or valley. There are several important a traditional festival in Assam Bihu is the most important and common and celebrated all over Assam. Durga Puja is another festival celebrated with great enthusiasm.

Assam has rich tradition of performing arts. *Ankiya Nat* is a traditional Vaishnava dance-drama (*Bhaona*) form popular since 15th century A.D. It has a rich tradition of crafts; presently, cane and bamboo craft, bell metal and brass craft, silk and cotton weaving etc. and many more.

Economy of Assam today represents a unique juxtaposition of backwardness amidst plenty. Assam's one-third income and almost 70 percent population engaged in the field of Agriculture.
Table 4.1: Population of Assam and other data according to the Census Report of 2001

<table>
<thead>
<tr>
<th>Items</th>
<th>Figures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Area in sq. k.m.</td>
<td>78,438 sq. k.m.</td>
</tr>
<tr>
<td>Total population</td>
<td>2,66,38,407</td>
</tr>
<tr>
<td>Males</td>
<td>1,37,87,799 (51.78%)</td>
</tr>
<tr>
<td>Females</td>
<td>1,28,50,608 (48.23%)</td>
</tr>
<tr>
<td>Females per hundred</td>
<td>48.22</td>
</tr>
<tr>
<td>Population Density</td>
<td>340 per sq.k.m.</td>
</tr>
<tr>
<td>Females per1000 males</td>
<td>932</td>
</tr>
<tr>
<td>Urban population</td>
<td>33,89,413</td>
</tr>
<tr>
<td>Rural population</td>
<td>2,32,48,994</td>
</tr>
<tr>
<td>Literacy percentage</td>
<td>64.28</td>
</tr>
<tr>
<td>Literate persons</td>
<td>1,43,27,540</td>
</tr>
<tr>
<td>Literate Males</td>
<td>83,24,077 (71.93%)</td>
</tr>
<tr>
<td>Literate Females</td>
<td>60,03,463 (65.03%)</td>
</tr>
</tbody>
</table>


4.2.5 Population and Sample

The usual purpose of the educational research is to learn something about a large group of people by studying a much smaller group of people. The large group, about which it is wished to learn is called a population. As it is not possible to cover the entire target population for the study, the procedure of selecting the research sample comes to the scene.

The research sample is that representative smaller number of people from the research population which can give a statistical image of the population.
The population of the present study involved the normal adolescent students and visually impaired adolescent students of Assam.

Since the present study deals with the comparison of normal and visually impaired adolescent students, the simple random method of sampling has been used. The simple random method has been used because, in this method each unit of the population is given an equal chance of being selected. 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 law of chance is allowed to operate freely in the selection of such a sample and carefully controlled conditions are created to ensure that each unit in the population has an equal chance of being included in the sample.

To prevent the researcher from biasing the results by exercising direct control over the selection of units, several devices are employed to draw samples from populations. The researcher used here lottery method to draw a simple random sample. The sample is taken from special schools meant for the visually impaired children at Guwahati, Nagaon, Jorhat, Dibrugarh and Lakhimpur and also normal schools situated near these special schools to control the environment related variables.

The sample consists of 100 visually impaired adolescent students and 100 normal adolescent students from the institutions as depicted in Table 4.2 and 4.3 respectively.
Table 4.2: Name of the Sample Special Schools for the visually impaired adolescent students.

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Name of the schools</th>
<th>No. of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Guwahati Blind school</td>
<td>09</td>
</tr>
<tr>
<td></td>
<td></td>
<td>09</td>
</tr>
<tr>
<td>2.</td>
<td>Srimanta Sanker Mission Blind School</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>3.</td>
<td>Jorhat Blind Institution</td>
<td>08</td>
</tr>
<tr>
<td></td>
<td></td>
<td>08</td>
</tr>
<tr>
<td>4.</td>
<td>Assam Sishu Andha Vidyalaya</td>
<td>08</td>
</tr>
<tr>
<td></td>
<td></td>
<td>08</td>
</tr>
<tr>
<td>5.</td>
<td>Ghilamara Blind School</td>
<td>07</td>
</tr>
<tr>
<td></td>
<td></td>
<td>07</td>
</tr>
<tr>
<td>6.</td>
<td>Moran Janamangal Adarsh Blind School</td>
<td>08</td>
</tr>
<tr>
<td></td>
<td></td>
<td>08</td>
</tr>
<tr>
<td></td>
<td></td>
<td>N=50</td>
</tr>
<tr>
<td></td>
<td></td>
<td>N=50</td>
</tr>
</tbody>
</table>

Table 4.3: Name of the Sample General Schools for the normal adolescent students

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Name of the schools</th>
<th>No. of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Pilingkata High School</td>
<td>09</td>
</tr>
<tr>
<td></td>
<td></td>
<td>09</td>
</tr>
<tr>
<td>2.</td>
<td>Barhampur Swahid Smriti Adarsh H.S. School</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>3.</td>
<td>Kunwari Pukhuri High School</td>
<td>08</td>
</tr>
<tr>
<td></td>
<td></td>
<td>08</td>
</tr>
<tr>
<td>4.</td>
<td>Lohit Dikrong H.S. School</td>
<td>08</td>
</tr>
<tr>
<td></td>
<td></td>
<td>08</td>
</tr>
<tr>
<td>5.</td>
<td>Ghilamara H.S. School</td>
<td>07</td>
</tr>
<tr>
<td></td>
<td></td>
<td>07</td>
</tr>
<tr>
<td>6.</td>
<td>Moran H.S. School</td>
<td>08</td>
</tr>
<tr>
<td></td>
<td></td>
<td>08</td>
</tr>
<tr>
<td></td>
<td></td>
<td>N=50</td>
</tr>
<tr>
<td></td>
<td></td>
<td>N=50</td>
</tr>
</tbody>
</table>

4.2.6 Selection of sample

The simple random sampling method has been adopted in order to get the appropriate sample from the special schools meant for visually impaired student as well as from the general schools. The main characteristics of the sample are as follows –
(i) The sample comprises both group visually impaired and normal adolescent students.

(ii) The educational status of the visually impaired adolescent ranges from V to Grade X and of the normal adolescent from VII to XII.

The researcher found that the visually impaired student come late to school than their normal counterparts. So, differences in educational status between normal and visually impaired adolescent students lies here.

(iii) The age ranges from eleven to eighteen years of both the group of visually impaired and normal adolescents.

The following figure represents the sample for the present study.

![Sample of the Study](image)

**Figure 4.2: Sample of the Study**

### 4.3 BASIC ASSUMPTIONS

In the present investigation the following assumptions were made and the entire body of conclusions will be valid to the extent of the validity of these assumptions.
Basic Assumptions Related to Tools

It was assumed that an individual while responding to the various situations in different tests (Adolescent's Emotional Adjustment Inventory, Children's Self-Concept Scale) is identifying himself with the situation in the test items and reacts accordingly.

Basic Assumptions Related to Population and Sample

(i) The selected segment of the population on which the present investigation is based was a part of the total population.

(ii) The age reported and recorded by the subjects was considered as their correct age.

(iii) The result obtained on the basis of the small segment of the population under study is applicable to the total population.

4.4 TOOLS AND TECHNIQUES

Research requires many data gathering tools or techniques, which may vary in their complexity, design, administration and interpretation. Each tool is appropriate for the collection of certain type of evidence or information. The researcher has to select from the available tools, which will provide data for testing hypothesis. In selecting test for collecting data in research situation a research must evaluate their validity, reliability and suability. These evaluative criteria are considered desirable for a good test.
Further, various other considerations such as availability to suitable test, personal competence of the researcher to administer, score and interpreter the test results are affected the selection of a test.

Taking into consideration the above factors are carefully selected tools were used for the present study the following two tools were used to collect data

4.4.1 Tool I: Adolescent's Emotional Adjustment Inventory (AEAI)

The adolescent emotional adjustment Inventory is used to measure the emotional adjustment of normal and visually impaired adolescent students. This tool is designed by Dr. R.V. Patil (Karnataka). The present inventory is on useful device to assess emotional adjustment of Higher Secondary and college going pupils (Age Range 16 to 23 years). It can also be used for other age groups. In the final farm of this inventory thirty three (33) items with two alternative answers ‘Yes’ and ‘No’ has been included after proper item selection. The inventory has no time limit, but usually a subject takes 30 to 45 minutes to finish it the inventory can be administered individually as well as on groups.

Scoring – The scoring system of the inventory is very simple. Each item has two response i.e. Yes or No. For the subjects response of Yes, score of two (02) should be given and in case of no responses one (01) score should be given.

Reliability – For the determination of the reliability the inventory was administered to 300 pupils of Intermediate and College (Both Males and Females in equal number) and split- half reliability has been calculated. The reliability coefficient was 0.82. For the test- retest reliability, the inventory was administered
twice (with an internal of one month) to the 100 pupils of B.A. (Both Male and Female) and co-relation co-efficient was 0.87.

Validity – For the validity of emotional adjustment scale of this inventory, the present inventory and Tiwari and Srivastava Adjustment Inventory have been administered to a group of 150 undergraduate and post-graduate students. The validity of the two inventory (only two scales) has come out to be 0.77 and 0.80 respectively.

4.4.2 Tool II: Children's Self-concept Scale (CSCS)

The self-concept scale is used to measure the self-concept of an individual. In the present study the researcher used the children's self-concept scale (CSCS) developed by Dr. S.P. Ahluwalia (Sagar) in 1969. The scale contains eighty (80) terms in all with 'Yes' and 'No' responses. It includes fourteen (14) lie items to detect whether the children and adolescent have filled it accurately or not. It is a verbal paper pencil test. The six sub-scales which are included in the self-concept scale are considered to be important in the psychological world of childhood and adolescence. The sub-scales are –

(i) Behaviour,

(ii) Intellectual and school status

(iii) Physical appearance and attributes,

(iv) Anxiety

(v) Popularity,

(vi) Happiness and satisfaction.
Scoring- The scoring procedure for the self-concept scale is simple. The items are scored in the direct on of high (adequate) self-concept according to the scoring stencil. One score is to be awarded to each statement liter for 'Yes' or 'No'. The sum of the score for each sub-scale of the self-concept scale can be obtained by adding the scores. The total self-concept score can be obtained by adding scores of all the six areas, which can be used as a total self-concept. The maximum score for the total self-concept scale can be 78 whereas the minimum score can be zero.

Reliability- The test-testes and split-half reliability method was used and found 0.83 and 0.74 respectively. The co-efficient of correlation was significant beyond 0.01 level of confidence. This indicates that this self-concept scale is quite reliable as the obtained reliability coefficients are adequately high.

Validity- The validity of children's self-concept scale was found to be inter-correlated and ranges esteem all the six-sub scale. It has been determined in three different ways: Face Validity, Concurrent Validity and Factorial Validity. The values of the inter-correlations range from 0.384 to 0.621, which are statistically significant beyond 0.01 level of confidence.

Time requirements: Only 15 to 20 minutes are usually required to administer the scale, but as a rule being a power test there are no limits of time on this scale or its six sub-scales.

Grade level: The scale has been used successfully for children and adolescents who can read and write, of school class 3 to class 12.
4.5 PROCEDURES AND METHODS OF DATA COLLECTION

The collection of data from the selected institutions is the major part of the research work. It may be very difficult to obtain data from the visually impaired subjects because they do not readily mix with other normal or new individuals out of isolated feelings and inferiority complexes. The data was collected in phase wise.

In the first phase, to collect upto date information on the topic of the study, various books, journals, periodicals, dissertation, thesis were consulted. For that purpose the researcher visited the following libraries –

1. Krishna Kanta Handiqui Library, Gauhati University.
2. Lakshminath Bezboruah Central Library, Dibrugarh University.
3. LOKD Institute of Social Change and Development, Guwahati.

In the second phase of data collection, the investigator contacted the authorities of the selected institutions to take permission for administering the tests. The purpose of administering the test was stressed and the detailed programme of visiting the institutions for the entire data collection period was chalked out. In the meanwhile researcher had friendly discussions with the students to win their confidence. The investigator carried the required number of test booklet and answer sheets for the respondents on the date and time fixed earlier. The class teacher’s assistance was sought wherever needed. The researcher gave a short introduction to the students about the objectives and purpose of the research and that the result would be beneficial in improving their personality adjustment.
4.6 STATISTICAL TECHNIQUES USED

In the present study both descriptive and inferential statistical techniques were used to analyze the data.

Descriptive Statistics

Certain descriptive statistics were computed in order to describe the nature and distribution of the scores obtained on the scales. These were as follows:

1) Mean: The mean value was computed as a measure of central tendency of the distribution of scores on adolescent's emotional adjustment and children's self-concept.

2) Standard Deviation: This was computed to study the variation in the scores and to do other advanced computations.

3) Percentile point: Percentiles are the points which divide the entire scale of measurement into 100 equal parts. They are denoted by $P_0$, $P_1$, $P_2$, $P_6$, $P_{100}$. The percentile point of $P_{67}$ and $P_{33}$ has been considered to divide the self-concept and emotional adjustment of the normal and visually impaired adolescent students into high, average and low groups.

4) Pearson's co-efficient of correlation: The values of co-efficient of correlation were computed mainly to study the relationship between self-concept and emotional adjustment of normal as well as visually impaired adolescent students.

Inferential Statistics

The following inferential statistic was used in the present investigation to test the hypothesis of the study as well as to draw precise inferences on the basis of the obtained results:

't' Ratio: 't' ratios are computed to test the significance of differences between means of normal and visually impaired adolescent students in different aspects.
4.7 PILOT STUDY REPORT

In order to find out the feasibility and usability of the tools of the study, it was decided to go for a pilot study on the sample of sixty (60) adolescent students from six (06) schools of Assam, out of six schools three (03) were special schools meant for visually impaired and three (03) are general schools. The study had been undertaken in February-March (2008), during the regular class hours with due permission from the Headmaster/Headmistress of those schools. It had taken about one month to carry out the work. Samples were collected randomly.

4.7.1 Adaptation of the tools into Assamese Language

Prior the administration, the two scales “Adolescent’s Emotional Adjustment Inventory” (AEAI) and “Children’s Self-Concept Scale” (CSCS), which were originally in English version was translated by the researcher into Assamese. Then it was given to three specialists in the English language to evaluate the validity of the translation. To grant the content validity of the tools, it was given to four specialist in counseling and special education. According to their suggestions and recommendations, some of the items were modified to suit the Assamese environment. The reliability coefficient of the adapted translation of the tools was determined by using test-retest method and it was found (0.82), which is acceptable to be adapted in such study.

The tools were translated into Assamese language because the medium of instruction of the sample is Assamese and the students also feel free in answering the questions.
4.7.2 Administration of the Tools

In order to create an encouraging atmosphere with the normal and visually impaired adolescents the researcher made all favourable attempts i.e. greeting them warmly and talking to them in a friendly manner. The test administration involves physical preparations such as- seating arrangement, watching the subject’s expressions etc. then the actual tests were administered.

The researcher had distributed the adapted tools among the sample of normal adolescents to give their response. But in case of the visually impaired adolescents it was not possible because they could not see the questions of the tools. Transcription of the scales into Braille is also a difficult task. So, the researcher with the help of the class teachers of the concerned special schools had dictated the questions of both the scales to the visually impaired adolescent for their response and note it down accordingly. Proper time was given to the subjects to complete the task. On the basis of their reactions and responses necessary editing were done on the tools. Thus the tools were ready for final administration.

After decoding the responses of both the scales the researcher entered into the phase of scoring and statistical computation and on that basis the necessary analysis and interpretation was done.

4.7.3 Result of the Pilot Study

The result of the pilot study shows the following points – (1) Visually impaired adolescent students differ significantly from the normal adolescent students with respect to emotional adjustment; (2) Visually impaired adolescent boys and
normal adolescent boys do not differ with respect to emotional adjustment; (3) Normal and visually impaired adolescent girls do not differ from each other in relation to emotional adjustment; (4) There is no significant difference between normal and visually impaired adolescent students in relation to self-concept; (5) Self concept of normal and visually impaired adolescent boys do not differ; (6) There exist no difference between normal and visually impaired adolescent girls in relation to self-concept; (7) There is positive but negligible relationship between having high, average and low emotional adjustment and self-concept of normal adolescent students; (8) There is positive and low relationship between having high, average and low emotional adjustment and self-concept of visually impaired adolescent students.

The pilot study was found very useful in removing the drawbacks and helps the investigator to administer ‘Adolescent’ Emotional Adjustment Inventory’ and ‘Children’s Self-concept scale’ properly with appropriate instruction. On the basis of the result of the pilot study the researcher proceed for the final work.