CHAPTER I

METHODOLOGY

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INTRODUCTION:

Science is not only a body of knowledge of a particular kind of subject-matter but it is also a method of investigation. The success in obtaining the results and their verification depends on the methods employed to study a problem. The present investigator has prepared himself for the subject, he intended to investigate, surveyed existing literature in the field and formulated a plan of study. Mainly, he has used questionnaire method. Further, he has also interviewed some of the subjects to have the insight into the dynamic aspects of problems of adolescence.

PLACE OF STUDY:

The investigator has selected Rajkot City as the place of study. In more ways than one, Rajkot City has its own importance. It is a district headquarter of Gujarat State and the biggest city of Saurashtra region. It is also the seat of Saurashtra University. Many students from various parts of Saurashtra are constantly pouring every year into the city for higher education. People from various sections and stratum of society bring different ideologies and cultures are assembled here. There are also certain missionary schools playing an important role in giving a different set of culture. It is a place where education is imparted at all levels from pre-primary to post-graduate including research. During last decade, the Saurashtra University has witnessed grave unrest among students from time to time. Rajkot faces
a greater number of problems of students unrest than any other place in Saurashtra. Further, the unrest among youth is probably more acute due to centralized units of students with different political bias. The students are often treated as tools by local political parties. During the last seven years, examinations had to be postponed due to student agitations. Lock outs of University offices, strikes, agitations violent demonstrations have created problems of absenteeism, indiscipline, degrading teachers, protest against legal conduct of examinations. To top it all, the city witnessed in 1974, a campaign for mass promotion.

Language and culture also play an important role in inducing unrest among adolescents. Different languages and cultures are a hindrance to an amiable interrelationship among students. With students from many villages dotted around Rajkot studying in the city, the student population represents both urban and rural cultures. This factor also has, therefore, to be taken into account while considering various problems concerning the student community in this city.

S A M P L E:

For the purpose of the study, the population was defined as students studying in standard X and XI of high school and pre-university and F.Y. Classes of colleges located in the city of Rajkot. There are in all 33 secondary schools teaching standard X and XI, out of
which 24 schools are either boys schools or girls schools and 9 schools of co-education. There are 9 colleges of Arts, Science and Commerce faculty. Out of these 9 colleges, there is co-education in 7 colleges while 2 are women's colleges. Most of the colleges impart education in more than one faculty. The investigator has selected the population of students of schools and colleges as shown in table given in Appendix C. The figures of the population of high school students in Rajkot were collected from the District Education Office, Rajkot and the figures of population of college students from the records of the Saurashtra University.

The total population of high school students of both sexes was 9500 and that of college students 6500. Thus the total population was 16,000. The sample for high school students was drawn from 12 high schools for either boys or girls and 3 high schools of co-educational. The list of high schools is at Appendix D. For college population, all colleges are imparting education in more than one faculty. However, the students from 3 Arts colleges, 2 Science colleges and 3 from Commerce colleges were selected in the sample. As regards the number of students 550 high school students and 450 college students were finally selected. Originally the data was obtained in respect of 1165 students as shown in the table from high schools and colleges in Rajkot City. The inventories of 165 students were discarded as they were incompletely filled in.
All the schools and colleges in Rajkot are shown in Map at Appendix B. The map indicates the selected and non-selected schools and colleges with different symbols.

The map indicates the geographical situation of schools and colleges in different areas. The schools and colleges selected have due representation of various localities and cultures in Rajkot. While selecting schools and colleges from the city, certain geographical locations as well as the types of schools and colleges were kept in mind by the investigator. The types of schools selected are given in Appendix F.

With regard to the selection of colleges, no strict norms were adopted as the students have to select the faculty of learning first and then the location or the situation of the college. The population of the students of colleges were distributed proportionately in the sample.

The sample under the study is a randomised stratified sample. For the purpose of randomisation, the roll-calls of students were collected from authorities and every fourth student was selected. The sample is stratified in the sense that the schools are selected in such a way that all strata of students could be included viz. socio-cultural, economic
condition, religion, co-education, medium of instruction, residential or non-residential schools.

MODE OF DATA COLLECTION:

Mainly the data was collected through questionnaire method. The heads of the selected institutions were contacted personally. They were explained the nature and type of help needed, such as providing rooms, change in the time-table for arranging the administration of the inventory etc. Initially institutions were reluctant to extend their cooperation. They, however, extended all cooperation and help when the purpose and importance of the study was explained. There were two institutions which did not cooperate in the project and they were dropped.

ADMINISTRATION OF THE INVENTORY:

The inventory was administered in a small group. A group of students consisted of 25 to 30 students depending on the size of the room provided. The head of the institution or the senior-most member of the staff introduced the investigator to students and appealed for fullest cooperation. The investigator addressed the students and briefly explained the aim and the purpose of the work and emphasized the importance of filling in the inventory. They were assured that the information they revealed will be
treated as strictly confidential and will be used for the purpose of research only. There was no time limit for taking the inventory but the group of students took about 50 minutes.

First, the subjects were asked to complete identifying information on the top of the inventory. Then they were asked to read the instructions for filling it and to proceed further.

INTERVIEW:

In order to understand the dynamic aspect of adjustment problems, conflicts, embarrassments etc., the investigator has interviewed one-fourth of the sample of students who filled in the inventory. The subjects for the interview were selected at random from the total number of students. The inventories were filled in by the subjects were arranged chronologically in ascending number of problems and every fourth number of the subject was selected for the interview.

The interviews were conducted at the place provided by the various institutions. However, there were few who could not be interviewed in the institutions either on account of the shortage of space in the school or the unwillingness of students to talk about their problems freely in the institution premises. Suitable other arrangements were made to interview the students. The entire interviews were conducted in permissive
atmosphere and they were encouraged to discuss their fears and anxieties. On an average the interview for one subject took about an hour.

**SOURCES OF THE INVENTORY:**

The scoring was done in the manner described in detail in the chapter on development of the tool.

**CODING OF THE INVENTORY:**

The identifying information was codified for the purpose of computerization. The details of coding of each item of information are given in Appendix 26 C.

**STATISTICAL ANALYSIS:**

For testing the significance of the differences among various areas, the technique of analysis of variance was used. Further, for testing the differences between the marking of the first five problems by males and females and by high school students and college students, 't' test was used. The level of significance was kept at .05 level.

**INTERVIEW SCHEDULE:**

The content analysis was carried out of each interview data. On the basis of content analysis, frequencies of problems in each area were calculated. The same data were correlated with inventory data. The obtained correlation coefficient was .84. The sample of content
analysis of the interview data is given in Appendix H. These calculated co-efficients of correlations is given in Appendix H.

In Appendix E, the interview of some of the selected cases are given.

PRESENTATION OF DATA:

The comparison of scores among the groups is presented in the tabular forms. Data concerning analysis of variance is also given.

As regards the markings of the first five problems in each area, an attempt was made to show the sex and level differences by employing 't' test. Two tables were prepared—one for sex differences and the other for level differences. In the column of difference in percentage, minus sign is shown in certain areas. In the table of sex, minus percentage of differences shows that girls have the greater number of problems than boys, whereas, the minus percentage of difference in table for level of education shows that college students have a greater number of problems than high school students.

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The inventory was checked against the interview data. For this purpose, students were interviewed. The interview was scored by two experts independently of each other. To determine the scores reliability, the scores were correlated through Spearman Rank Difference Method. The correlation was .94.

After that the mean of the two scores was correlated with inventory scores of the same individual. The obtained correlation was satisfactory. These are given in Appendix H.

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