Chapter III
Methodology

The purpose of the present study is to see the effect of wellness program on adolescence from Pune city. According to purpose the study was divided into three stages. The first phase of the present study was related to construction and standardization of wellness Inventory for school children from Pune city. The Descriptive approach which aims primarily at gathering knowledge (i.e. descriptions and explanations) about the object of study but does not wish to modify the object. The target is to find out how things are, or how they have been. Normative approach tries to define how things should be, which means that it will be necessary to define also the subjective point of view that shall be used. This approach has sometimes been called "applied research." The second phase of the study was related to check the present status of adolescent school children’s wellness from Pune city. Hence the descriptive survey method will used for this study. Further researcher will check the cause and relationship of wellness program on the adolescent school children; hence experimental method was used for this present study.

3.1 Research Method
The first phase of the study was related to the development and standardization of wellness inventory for school children from Pune city. Descriptive normative survey method was used for this study. The survey is the most commonly used descriptive method in educational research, and gathers data at a particular point in time. The descriptive survey aims to estimate as precisely as possible the nature of existing conditions, or the attribute of population. Descriptive research unlike assessment and evaluation is concerned with all of the following: hypothesis formulation and testing, the analysis of the relationships between non manipulated variables, and the development of generalization. The second phase of the study was related to check the present status of adolescent school children’s wellness from Pune city, hence the descriptive survey method will used for this study. In the third phase of this study experimental method was used. To see the effect of wellness program on adolescents from Pune city this method was used.
3.2. Population and Sample
All the adolescent school children age between 14 to 17 yrs. from Pune city were considered as population of this study.

With the help of purposive sampling technique 505 adolescent school children from Pune city were considered as a sample for this study. In the third phase of this study 80 students were selected by using non probable convenience sampling technique. These 80 were from two classes. The selection of experimental and control group was made by lottery method. The whole class was considered as experimental and control group.

3.3 Research design
The Pre-Test-Post-Test non Equivalent group design was used. The research design is as follow:

\[
\begin{align*}
R_1 & \quad X \quad O_2 \\
R_3 & \quad C \quad O_4
\end{align*}
\]

(Where, \(O_1 \& O_3 = \text{Pre-Test}, O_2 \& O_4 = \text{Post-Tests} \quad X = \text{Treatment}, C= \text{Control})

3.4 Research variables
Independent variable: A training program and a wellness program
Dependent variable: student wellness

3.5 Research Framework

![Diagram](Figure 3.1: The Research Framework)
3.6 Threats

Internal Threats

Previous Knowledge: Some of the subjects were familiar with good dietary habits, a better understanding of a cleaner environment and were knowledgeable about values and ethics in education.

Understanding Level: The understanding level of individual students was different which may have affected their ability to cope up with the wellness program.

Academic Program: Along with the wellness program they had their own academic study and scheduled routine. There is a possibility of a similarity between the content of the wellness program and academic programme.

External Threats

Availability of class: The program was conducted during school hours only. There was no fixed time for the program. The free period of the day was used for the program which may have affected the students’ approach and the focus towards the program.

Priorities: Academic subjects, sports participation, other co-curricular activities; exam preparation etc; may have been given priority which could have affected the implementation of the program.

3.7 Pilot Study

Pilot Study 1

Objective: To check the content understanding of the wellness Inventory.

Means and Method: Descriptive survey method was used.

Participants: 60 participants from bachelor degree were selected using non probable sampling technique.

Wellness Inventory: The Wellness Inventory is comprised of 60 questions which were used to assess an individual’s wellness perceptions in all dimensions physical, emotional, social, intellectual, spiritual, occupational and environmental. Responses to the questions were rated on a 3 point scale ranging from. (1= Never, 2= Sometimes and Always = 3).

Results: The pilot study was conducted to check the understanding of the content of the wellness inventory by the students and the clarity of the questions. At the initial stage of construction the wellness inventory had 60 questions. After analysis of the data the researcher found that some questions were repetitive and difficult to
understand. The pilot study resulted in 22 questions being eliminated and the final wellness inventory consisted of 38 questions.

Pilot study 2

Objective: The objective of this study was to assess the administrative feasibility of the wellness inventory.

Means and method: The descriptive survey method was used for this pilot study.

Participants: 84 participants in the age group 14-17 were selected using convenient sampling technique.

Wellness Inventory

The Wellness Inventory is comprised of 38 questions which were used to assess an individual’s wellness perceptions in all dimensions physical, emotional, social, intellectual, spiritual, occupational and environmental. Responses to the questions were rated on a 3 point scale ranging from. (1= Never, 2= Sometimes and Always = 3).

Results

The wellness inventory consisted of 38 questions printed in two pages. The time taken for administering the test was 30 minutes per class. Only one test administrator was required to administer the test. The objective of the study was to assess the administrative feasibility of wellness inventory. The administrative feasibility of the tool was good.

3.8 Tool of data collection

Wellness Inventory

The Wellness Inventory is a 38 questions instrument which was used to assess an individual’s wellness perceptions in all dimensions physical, emotional, social, intellectual, spiritual, occupational and environmental). Responses to the questions were rated on a 3 point scale ranging from. (1= Never, 2= Sometimes and Always = 3).

Objective: To measure the wellness of adolescent students.

Equipment: Wellness Inventory, pencil or pen.

Validity: Content validity
In this research the data collection tool was Wellness Inventory. With the help of 12 experts the content validity was established for this tool. In this process the content was selected through the review of related literature. The researcher found that the validity of previously established wellness Inventories were not suitable for present characteristics of the sample. The lifestyle, growth and development, psychological awareness, and the social activities were different.

**Reliability:** 0.98 (test retest reliability)

**Procedure:**
Instructions for administering the inventory

Let the students be seated with proper seating arrangement. Make sure that the respondent has a pencil or pen. Assure students that the responses obtained on the test will be kept secret. Any doubts raised by the students should be answered frankly. Distribute the booklet of wellness inventory to the students. Let all the entries of the response booklet be filled one by one. Ensure that the instructions are clearly given from the test booklet, while the individuals read silently. Ensure that the instructions have been understood correctly. Invite doubts or queries and clear them before they start responding the questions. If someone needs to know the meaning of certain words, a test administrator should be told. However the responses have to be decided independently by the candidates themselves.

**Instruction to students**
Read the following instructions from the inventory:

38 items are there in Wellness inventory. Against each item there are three responses. You have to read each carefully and respond to it by making a tick (√) on any one of the three responses given against that item, which you think, describe you well. There is no right or wrong answer. The right answer is only what you feel about yourself. Try to give your responses according to what you feel about yourself with reference to that statement. Your answer will be kept confidential.

**Scoring method**
The respondent is provided with three alternatives to give his responses ranging from acceptable description of his wellness. The alternatives or responses are arranged in a way that the scoring system for all the items will change according the statement. The positive items have 1, 2, 3 scoring and negative items have 3, 2, and 1 scoring method. In positive items if the respondent put (√) mark for first alternative the score
is 1, for second alternative the score is 2 and last alternatives score is 3. And the negative items if the respondent put (√) mark for first alternative the score is 3, for second alternative the score is 2 and last alternatives score is 1. The summated score of all the 38 items provide the total wellness score of individual. A high score in this inventory indicates a higher Wellness, while low score shows low wellness.

**Norms**

**Table 3.1**

<table>
<thead>
<tr>
<th>Category</th>
<th>Need Improvement</th>
<th>Satisfactory</th>
<th>Good</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Wellness</td>
<td>Less than 18</td>
<td>19-20</td>
<td>21 &amp; Above</td>
</tr>
<tr>
<td>Social &amp; Emotional wellness</td>
<td>Less than 23</td>
<td>24-25</td>
<td>26 &amp; Above</td>
</tr>
<tr>
<td>Intellectual Wellness</td>
<td>Less than 11</td>
<td>12-12</td>
<td>13 &amp; Above</td>
</tr>
<tr>
<td>Spiritual Wellness</td>
<td>Less than 10</td>
<td>11-11</td>
<td>12 &amp; Above</td>
</tr>
<tr>
<td>Environmental Wellness</td>
<td>Less than 12</td>
<td>13-14</td>
<td>15 &amp; Above</td>
</tr>
<tr>
<td>Occupational Wellness</td>
<td>Less than 11</td>
<td>12-12</td>
<td>13 &amp; Above</td>
</tr>
<tr>
<td>Total Wellness</td>
<td>Less than 86</td>
<td>90-93</td>
<td>94 &amp; Above</td>
</tr>
</tbody>
</table>
3.9 Wellness Training Program

Adolescent Wellness Program

- Program Duration: 12 Weeks
- Number of session: 36
- The duration of session: 30 minutes
- The frequency of session: 3 sessions per week
- The Content areas of wellness Program

**Physical wellness:** It is ability to take charge of your health by making conscious decisions to be healthy. Physical activity, Nutrition, Healthy habits, Overall health and Quality of life and its maintenance

**Spiritual wellness:** Meaning and value, To establish peace and harmony, Meaning and purpose of life, Intellectual wellness, Critical thinking, Curiosity and Creativity, Desire to be lifelong learner, Ability to be open to new experiences and ideas in order to continue growing.

**Emotional wellness:** Emotions, Feelings, Emotions of sorrow, joy and love and cope-up with emotions

**Occupational wellness:** Ability to establish balance between work and leisure, Soft skills, Satisfaction in work/study and Management of daily activity.

**Environmental wellness:** Hygiene- individual and environmental and Conservation of natural sources such as water, electricity etc.

**Social wellness:** Relationships, Respect, Community Interaction, Participation in social event and Roles and Responsibility in society

3.10 Justification of the program

Researcher has prepared the wellness program for adolescent school children from Pune city. The lecture based program included all the dimensions of wellness. Papenfuss & Beier (1984) has also developed a wellness behaviour inventory and wellness educational program. The result of the present experimental study was justified with above study. They also found the behavioural change wellness of 10th grade students. The duration of the wellness program was 12 weeks. To justify that duration the researcher has reviewed similar research done by Chilton, Hass and
Gosselin (2014) study. They studied the effectiveness of wellness program on female adolescents. The age group of the sample was 14-19 years. They implemented the 12 weeks wellness intervention on the sample population. They found the significant effect of the program on the wellness of adolescents. The intervention had the potential to improve wellness in adolescent females. In the present study too significant results have been found. On the contrary the test of Well High School Edition does not detect many changes in wellness following a structured 12 week lifetime wellness program. Based on the above reviews and discussions researcher concludes that the implementation of the wellness program may have a positive effect on the results.

3.11 Procedure of the study

This study has three phases. In the First phase, development of wellness inventory and standardization process was done. The instrument construction consisted of writing of test items, and questionnaire items. The items were based on physical, emotional, social, intellectual, occupational, and spiritual dimensions of wellness. The items were reviewed by experts in order to ensure that they are unambiguous, and they will elicit the required information. After constructing and standardizing the Wellness Inventory the researcher in the Second phase conducted a survey to know the status of wellness among the school going adolescents in Pune city. Based on the survey reports in the Third phase the researcher designed and implemented a customised wellness program for the same population.

3.12 Statistical Tools

For this present study the researcher used descriptive statistics, correlation, and cross tabulation. To establish the wellness score norms researcher used percentile norms. The obtained score from Wellness inventory was in ordinal scale, so researcher applied Wilcoxon signed rank test for effectiveness of wellness program. For all the statistical process 0.05 significant level was considered.

Summary:

In the above chapter the researcher has explained about the methodology used for the study and the analysis of the collected data are explained in the next chapter.
References


