Method

The objectives of the present study, the research design and methods used are described in this chapter.

Objectives

The study was conducted in two phases and had the following objectives.

Phase 1.

- To explore the relationship between personality traits, perceived parenting style and metacognition with career maturity.
- To explore the role of gender, socioeconomic status, type of college, stream of study and decision status with career maturity.

Phase 2.

- To explore personal and contextual factors that influence the career choices and decisions of adolescents studying in II PUC in Bangalore city.

Research Design

The purpose of the study guided the choice of the research design and methods used in the study. This study explored the various factors that have an impact on the career maturity and career decision-making process of adolescents. A mixed method design was used with a quantitative and a qualitative phase.

Choice of research methods. The use of mixed methods in research in Psychology can be traced to the 1950’s following which methods of triangulation emerged. Mixed method research is defined by Creswell, Plano, Clark, Gutmann, and Hanson (as cited in Hanson, Creswell, Clark, Petska, & Creswell, 2005) as “the collection or analysis of both quantitative and qualitative data in a single study in which the data are collected concurrently or sequentially and involve the integration
of the data at one or more stages in the process of research.” Mixed methods research is based on pragmatic knowledge claims which are not based on any one system of philosophy. Here the research problem is the most important thing that guides the choice of methods used in the study. Use of multiple methods, worldviews and assumptions are advocated if it aids in achieving the aim of the research (Creswell, 2003). Therefore mixed methods research is generally adopted when multiple research questions are present, and the researcher is of the opinion that the use of multiple methods will help understand the phenomenon being studied in a better manner than if any single method is to be used (McLaughlin, McLaughlin, & Muffo, 2001).

In the present study, the mixed methods design was used, as the data obtained from the qualitative and quantitative methods were expected to be complementary and strengthen the findings of the study. It was also expected to give a better understanding of the phenomena under study. A convergent parallel design is one where two independent strands of data are collected concurrently, analyzed independently, and results are mixed during interpretation. Convergence, divergence, contradictions and relationships between the two sources of data can be analyzed (Bian, n.d.). In the present study parallel research questions were formed for the quantitative phase and qualitative phase and data was collected simultaneously. The analysis was done separately for both phases, and the results are discussed.

Quantitative research is based on the philosophy of post-positivism which emphasizes on the study of cause-effect relationships by observation and measurement. This phase was planned to understand the relationship of specific factors with career maturity. Therefore a correlational approach was adopted. The approach also allowed us to find out the strength of the statistical relationships
between these variables.

Qualitative research, on the other hand, is based on the constructivist perspective to find meaning. This phase was designed to provide a comprehensive understanding of the individual and external factors that influenced the career decision-making of participants. The purpose was to gather in-depth information from information rich individuals.

The study was exploratory in nature with the aim of understanding the phenomenon of career development. The questions were framed keeping in mind the process of career decision making and career preparation beginning with their choice of course and stream of study and their future career plans on completion of their education. The steps in the research data collection and analysis have been shown in Figure 3.
Operational definitions. The terms used in the study have been defined in the following section.

Adolescent. The World Health Organization defines adolescence as “the period in human growth and development that occurs after childhood and before adulthood, from ages 10 to 19” (World Health Organization [WHO], n.d.-a). An adolescent is an individual who is in this developmental stage. In the present study, the term refers to students studying in II Pre-University in the Science, Arts, and Commerce streams in government and private colleges in Bangalore, India.

Career maturity. According to Super (as cited in Wu, 2009, p. 5) career maturity is “the degree to which an individual exhibits career behaviors and choices that are appropriate for his or her age”.
**Career decision making.** Refers to the process of making career and academic choices by adolescents (Ghuangpeng, 2011).

**Personality traits.** The big five model by Costa and McCrae (1992) describes personality as a combination of the traits of agreeableness, extraversion, conscientiousness, openness, and neuroticism. The descriptions of the traits are as follows:

- **Openness to experience.** It refers to the qualities of imagination, curiosity, aesthetic responsiveness, and intellectual independence (Haider et al., 2002).

- **Conscientiousness.** According to Costa & McCrae (as cited in Smith, 2011) it means orderly and rule following, but also includes aspects such as competence, discipline, and achievement orientation.

- **Extraversion.** It is defined by Costa and McCrae (as cited in Smith, 2011) as primarily a tendency towards being outwardly expressive. It contains “facets related to gregariousness (i.e., friendliness, cheerfulness, sociability), but also has facets related to dominance and energy (i.e., activity level, excitement seeking, assertiveness)”.

- **Agreeableness.** According to Costa and McCrae (as cited in Smith, 2011) it represents cooperative and harmonious behavior with others, while also encompassing features such as altruism, trust, and tender-mindedness.

- **Neuroticism.** According to Costa & McCrae (1995) it refers to the extent to which negative affects like sadness, anger, embarrassment and guilt are typically experienced by an individual.

**Parenting style.** Three styles of parenting were outlined by Baumrind in 1971 (as cited in Buri, 1991, p. 111).
Permissive parenting. Where parents are relatively less controlling and make few demands on their children (Buri, 1991).

Authoritarian parenting. Where parents are highly directive and insist on obedience from children (Buri, 1991).

Authoritative parenting. Where parents show disciplinary clarity moderated by flexibility and reason (Buri, 1991).

In the current study perceived parenting style refers to the perception of the adolescent regarding the parenting style (permissive, authoritative and authoritarian) adopted by their parents.

Metacognition. Metacognition is considered as the level of metacognitive awareness in the individual. The terms metacognition and metacognitive awareness have been used interchangeably in this research. Metacognitive knowledge and metacognitive regulation are considered as two aspects of metacognitive awareness.

Decision status. It refers to the decision status of the individual; i.e. if the individual has decided on his career choice or is still undecided about his future career choice.

Socio-economic status. In the present study socio-economic status was calculated using education, occupation and family income per month based on the criteria proposed in a revision of the Kuppuswamy Socio-economic Status Scale by Vijaya and Ravikiran (2013). Participants have been classified into upper, upper-middle, lower-middle and lower socio-economic status groups.
Quantitative Phase

Variables. The criterion variables and predictor variables in the study were as follows.

Criterion variables. The criterion variable was career maturity attitude and competence domains (self-appraisal, occupational information, goal selection, planning, and problem solving).

Predictor variables. The predictor variables were perceived parenting style (authoritarian, authoritative, permissive), personality traits (neuroticism, openness, conscientiousness, extraversion, agreeableness), metacognition, gender, type of college (government, private), socio-economic status (upper, upper-middle, lower-middle, lower) and stream of study (arts, science, commerce).

Research questions and hypothesis. Based on the objectives and review of literature the following research questions and hypotheses were proposed.

Research Q1: What relationship exists, if any, between big five personality traits (neuroticism, agreeableness, conscientiousness, openness, and extraversion) and the attitude and five competence scales (self-appraisal, occupational information, goal Selection, planning, problem solving) of career maturity?

Hypotheses 1:

1. Personality traits will have a significant relationship with career maturity attitude and competence.

   a. Agreeableness, conscientiousness, openness and extraversion will have a positive relationship with career maturity attitude and competence.

   b. Neuroticism will have a negative relationship with career maturity attitude and competence.
Research Q2: What relationship exists, if any, between metacognitive awareness and the attitude and five competence scales (self-appraisal, occupational information, goal selection, planning, problem solving) of career maturity?

Hypotheses 2:

2. The level of metacognitive awareness will be positively related to career maturity attitude and competence (self-appraisal, occupational information, goal selection, planning, problem solving).

Research Q3: What relationship exists, if any, between perceived parenting styles (authoritarian, authoritative, permissive) and the attitude and five competence scales (self-appraisal, occupational information, goal selection, planning, problem solving) of career maturity?

Hypotheses 3:

3. Perceived parenting style will not have a significant relationship with career maturity attitude and competence.
   a. Permissive parenting style will not have a significant relationship with career maturity attitude and competence.
   b. Authoritarian parenting style will not have a significant relationship with career maturity attitude and competence.
   c. Authoritative parenting style will not have a significant relationship with career maturity.
   d. There will be a significant difference in career maturity attitude and competence in children whose parents have an authoritative, authoritative and permissive parenting style.
Research Q4: Are there any gender differences in attitude and competence scales (self-appraisal, occupational information, goal selection, planning, problem solving) of career maturity?

Hypotheses 4:

4. There will be no gender differences in career maturity attitude and competence.
   a. There will be no significant differences in career maturity attitude based on gender.
   b. There will be no significant difference in career maturity competence based on gender.

Research Q5: Are there any differences in scores on attitude and competence scales (self-appraisal, occupational information, goal selection, planning, problem solving) of career maturity in students who belong to upper, upper middle, lower middle, and lower socio-economic status groups?

Hypotheses 5:

5. There will be no significant differences in career maturity between students who belong to upper, upper-middle, lower-middle, and lower socio-economic status groups.
   a. There will be no significant differences in career maturity attitude between students who belong to upper, upper-middle, lower-middle, and lower socio-economic status groups.
   b. There will be no significant differences in career maturity competence between students who belong to upper, upper-middle, lower-middle, and lower socio-economic status groups.

Research Q6: Are there any differences in scores on attitude and competence scales
(self-appraisal, occupational information, goal selection, planning, problem solving) of career maturity in students studying in government and private colleges?

Hypotheses 6:

6. There will be no significant differences in and career maturity attitude and competence between students studying in government and private colleges.

   a. There will be no significant differences in career maturity attitude between students studying in government and private colleges.

   b. There will be no significant differences in career maturity competence between students studying in government and private colleges.

Research Q7: Are there any differences in scores on attitude and competence scales (self-appraisal, occupational information, goal selection, planning, problem solving) of career maturity in students studying in Arts, Science and Commerce streams?

Hypotheses 7

7. There will be no significant differences in career maturity attitude and competence between students in studying in different streams.

   a. There will be no significant differences in career maturity attitude between students studying in Arts, Science and Commerce streams.

   b. There will be no significant differences in career maturity competence between students studying in Arts, Science and Commerce streams.

Research Q8: Are there any differences in scores on attitude and competence scales (self-appraisal, occupational information, goal selection, planning, problem solving) of career maturity in students who are decided and undecided about their career plans?

8. There will be no significant differences between students who are decided and
undecided about their career plans.

a. There will be no significant differences in career maturity attitude between students who are decided and undecided about their future career.

b. There will be no significant differences in career maturity competence between students who are decided and undecided about their future career.

Research Q9: Which factors uniquely predict the level of career maturity when personality traits, perceived parenting style, and metacognitive awareness are taken together with gender, type of college, decision status, socio-economic status, and stream of study?

**Sample.** The details of the sample are outlined in the following section.

**Research population.** The research population for the present study included the students studying in the II Year Pre-University under the Department of Pre-University Education in Bangalore city. Students from government and private colleges were included to ensure representation from both these categories of colleges as students studying in these colleges tend to belong to varied socio-economic backgrounds.

**Research Sample.** Purposive sampling method was used for selection of study participants from the colleges. Purposive sampling has been defined as “A form of non-probability sampling in which decisions concerning the individuals to be included in the sample are taken by the researcher, based upon a variety of criteria which may include specialist knowledge of the research issue, or capacity and willingness to participate in the research” (Oliver, 2006). In the present study typical case sampling method of purposive sampling was adopted keeping the study objectives in mind.

**Research sample for the quantitative phase.** A list of government and private
colleges offering Pre-University course in Bangalore city, India was secured. Students from colleges that gave permission to the researcher to carry out the study were recruited for the study. Within the college, the students to be included in the study from the Arts, Science and Commerce stream were randomly selected by the Principal or staff member nominated by the Principal. 600 students from eight private and seven government colleges studying in the Arts, Commerce, and Science streams participated in the study.

The following criteria were implemented for the purpose of selection of the study participants:

**Inclusion criteria.**
1. II Year Pre-university students in Science, Arts, and Commerce stream

2. Fluency in English or Kannada language

**Exclusion criteria.**
1. Any major psychiatric illness

2. Appearing for II year pre-university exams as a repeater

3. Studying under CBSE/ICSE scheme in 11th and 12th standard

4. Reading disability
Table 1

Sample Description across Gender, Stream of Study and Type of College

<table>
<thead>
<tr>
<th></th>
<th>Arts Male</th>
<th>Arts Female</th>
<th>Science Male</th>
<th>Science Female</th>
<th>Commerce Male</th>
<th>Commerce Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
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<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
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<tr>
<td>Government</td>
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<td>249</td>
<td>47</td>
<td>275</td>
<td>43</td>
<td>294</td>
</tr>
<tr>
<td>Private</td>
<td>45</td>
<td>52</td>
<td>50</td>
<td>57</td>
<td>50</td>
<td>56</td>
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<tr>
<td></td>
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<td>54</td>
<td>294</td>
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<td></td>
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<td></td>
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<tr>
<td>Total</td>
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<td>100</td>
<td>88</td>
<td>100</td>
<td>96</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

As seen in Table 1, the sample consisted of both government and private college students who comprised 46% and 54% each in the sample. In the sample 178 (32%) students were from the Arts stream, 184 (34%) students were from the Science stream, and 186 (34%) students were from the Commerce stream. 48% of the participants were male and 52% participants were female in the sample.

Measures used in the study. The following measures were used in the study.

Socio-demographic data sheet. A questionnaire designed by the researcher was used to collect demographic details of the student and his/her family. The students’ date of birth, contact information, nature of family, family income, the number of siblings, previous experience of career counseling, satisfaction with the current course and status of decision regarding further study/career options were collected. The format of the socio-demographic data sheet has been given in Appendix C.

Career Maturity Inventory (CMI). It was developed by Crites in 1978 and
adapted for Indian conditions by Dr. Nirmala Gupta in 1989. The inventory has two scales: Attitude scale and competence scale. The attitude scale explores the conative aspects of career development while the competency scales look into the cognitive facets of career development (Crites, 1972-73). Five attitudinal variables which are assessed are decisiveness in career decision making (degree to which a person is definite about making a career choice), involvement in career decision making (extent to which an individual is actively participating in the process of making a choice), independence in career decision making (degree to which an individual relied on others to make a career choice), orientation in career decision making (orientation towards task or pleasure in an individual’s attitude towards work) and compromise in career decision making (degree to which an individual is willing to compromise between needs and reality) (Wu, 2009). The attitude scale has 50 questions, and the participant has to choose between options yes and no for each question. One total score is obtained for this scale of the Career Maturity Inventory. A maximum score of 50 and a minimum score of 0 can be obtained on the scale. Higher scores indicate a more mature developed attitude towards career decision making.

The five parts of the competence scale are self-appraisal (knowing oneself), occupational information (knowing about jobs), goal selection (choosing a job), planning (looking ahead), and problem-solving (knowing what to do). There are 70 items in the competence scale with five answer options for each question with only one correct answer. The participant has to indicate the option of his choice on the answer sheet. The participant can score 0 or 1 for each question. Five total scores are obtained for the five subscales of the competence scale.

The construct and content validity of the Career Maturity Inventory has been established. The reliability coefficients for the adapted version of the Career Maturity
Inventory, attitude scale range from 0.70 to 0.92 and for the competence scales from 0.54 to 0.88 (Hasan, 2006).

**Neo Five Factor Inventory (Neo FFI).** Given by Costa & Mc Crae, in 1992, the Neo FFI is a shorter version of Neo Personality Inventory – Revised. It was designed to measure the big five traits of personality. It has 12 items on each of the subscales neuroticism, extraversion, conscientiousness, openness and agreeableness. It is a self-report measure on a five-point likert scale where 1= strongly disagree and 5= strongly agree. The scores on the items for each scale are summed up to form the total score for the specific sub-scale. The authors have reported internal consistency values of 0.86 (neuroticism), 0.77 (extraversion), 0.73 (openness), 0.68 (agreeableness), 0.81(conscientiousness) respectively (as cited in Hartman, 2006).

The validity of the five-factor model in the Indian context has been established by Dubey, Arora, Gupta, and Kumar (2010), and Lodhi, Deo, and Behelkar (2002). The Neo Personality Inventory was studied on a student sample of 205 technology students in India with the aim of establishing external validity for this scale in this population. Principal component analysis with varimax rotation revealed the replicability of the five factor model for scales neuroticism, agreeableness, and conscientiousness showing the validity of the Neo PI-R in this population (Singh, 2009).

**Metacognitive Awareness Inventory (MAI).** (Schraw & Dennison, 1994). It is a 52 item inventory to measure metacognitive awareness. Knowledge of cognition (metacognitive knowledge) and regulation of cognition (metacognitive regulation) are the two categories that are measured. The scale items have response options true or false. The lowest score possible is 0, and the highest score is 52. Higher scores indicate higher metacognitive activity and vice versa.
The scale gives the following subscales under the knowledge of cognition factor: Declarative knowledge, procedural knowledge, and conditional knowledge. The subscales under the regulation of cognition factor are planning, information management strategies, comprehension monitoring, debugging strategies and evaluation.

The validity and reliability of this scale have been widely established in literature. Factors were found to be reliable (Cronbach alpha = 0.90) (Schraw & Dennison, 1994). Factor loadings of the items range from 0.32 to 0.70. Internal consistency reliability coefficient was found to be 0.95 (Memnun, 2013). This scale has also been used on Indian population (Jayapraba & Kanmani, 2013).

**Parental Authority Questionnaire (PAQ).** It is a 30 item questionnaire developed by Buri in 1991 to assess parenting style as perceived by the child. It assesses three types of parenting styles: Authoritative, authoritarian and permissive. Students are required to read statements about his/her perceived relationship with parents when they were growing up. It is a five-point Likert scale with ten items for each scale with options ranging from 1 (strongly disagree) to 5 (Strongly agree). A higher score indicates a greater degree of that parenting style. The perceived parenting style with the highest score is taken as the dominant parenting style in this study.

The author has reported a test- retest reliability ranging from 0.77 to 0.92 for all three parenting styles for both parents. Datu (2012) has reported a high Cronbach Alpha of 0.82 in Filipino population. Natarajan (2010) in a cross- cultural study in USA and India reported Cronbach Alpha values of for the three parenting styles for mothers as ranging from 0.47 to 0.57 and for fathers from 0.53 to 0.67. In a study by Shalini and Acharya (2013) conducted on adolescents in Karnataka state, India on 973 students a Cronbach Alpha of 0.80 and 0.78 for father and mother were obtained for
the Kannada translation of the PAQ. This shows that the Parental Authority Questionnaire is a reliable instrument for use with adolescents in Karnataka.

This scale has been found to be valid and reliable on urban, middle-class Indian population as found in a study by Raval, Ward, Raval, and Trivedi (2012). The study was conducted on 195 College students in Northwestern India, and factor analysis revealed acceptable Cronbach alpha values ranging from poor to acceptable.

**Rationale and procedure of translation of questionnaires.** The medium of instruction in government schools in Bangalore is Kannada, and most students studying in government colleges were found to be more proficient in Kannada than in English. Hence the questionnaires used in the study were translated from English to Kannada. The World Health Organization has prescribed certain guidelines for the translation of questionnaires from English to regional languages. They focus on the need for conceptual rather than literal translation, simplicity, clarity and sensitivity to the culture being studied. The translation of scales for this study was broadly based on the guidelines outlined by the World Health Organization (World Health Organization [WHO], n.d.- b).

The translated scales were then back translated into English by another independent translator well versed with both the languages. The focus was on retaining the original meaning and content. Both the Kannada and English versions were compared with each other, and necessary modifications were made to the Kannada version.

**Collection of data.** Data was collected in two phases after the pilot study.

**Pilot study.** A pilot study was conducted with 30 students belonging to a private college. The procedure for the quantitative phase was followed. After
obtaining consent, the questionnaires were administered to the participants.

Some of the observations and modifications made after the pilot study for the main study were as follows.

- The students needed the instructions to be given in detail, and it was necessary to make sure that the instructions for each scale were understood correctly by the participants.
- Few participants clarified their doubts regarding certain questions during the administration.
- Distractibility level of the students was seen to be high when the group was large. Therefore the number of participants in every unit of data collection in the main study was limited to 25 per group.

**Main study. Phase I.** In the first contact session with the participants recruited for the study they were briefed about the objectives of the study and they were also assured of confidentiality. Informed consent forms to be signed by the parents of the participants were distributed in this session, and assent was obtained from the participants.

In the second and third contact session, the participants who obtained consent from their parents were administered the questionnaires. The participants were given a choice of completing the questionnaires in English or Kannada. The questionnaires took approximately two hours to be completed. The collection of data was done in two sessions of one to one and half hours each within a time span of a week. It was observed that government college students took more time than private college students to complete the questionnaires.
Qualitative Phase

The rationale for phase II. The quantitative phase was designed to understand the relationship of one specific aspect of career decision making, i.e. career maturity with personality, perceived parenting style, metacognition, gender, decision status, type of college, socio-economic status and stream of study (Arts, Science, Commerce).

Theory and previous research have put forth the role of family and social variables in the career decision-making process. Special relevance of these factors to the Indian context has also been highlighted. The second phase of this study aimed at exploring the role of personal and contextual factors in the career choices and decision making of the individual. It aimed to obtain knowledge of these aspects of career decision making to build and expand the results of the quantitative phase.

Research questions. The general research objective was refined to frame the following research questions

- What is the decision status of the individual regarding his career/academic choices and how did he arrive at this choice?
- What are his future career plans and career expectations?
- How has the individual gathered information related to career choices?
- What are the factors according to the individual that have influenced his career/academic plans?
- In addition to other factors specifically, what role does family play in the career decision making of adolescents?

Sample. A sample size between 20-30 has been suggested by Creswell (as
cited in Mason, 2010). Hence 30 male and female participants from Arts, Science, and Commerce streams in private and government colleges who were a part of the quantitative phase were selected by a staff member of the college to be a participant in this phase of the research. Details of the sample are given in Table 2.

<table>
<thead>
<tr>
<th>Sample Description for the Qualitative Phase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts</td>
</tr>
<tr>
<td>Male</td>
</tr>
<tr>
<td>Government</td>
</tr>
<tr>
<td>Private</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

Table 2 shows that the sample had 14 male and 16 female participants. Equal number of participants (15) were taken from government and private colleges.

**Semi-structured interview.** Semi-structured interview is defined as “a qualitative data collection strategy in which the researcher asks informants a series of pre- determined but open-ended questions” (Ayres, 2008). According to Mertens (as cited in Ghuangpeng, 2011) semi-structured interviews facilitate the collection of information about participant’s perceptions, opinions, and experiences about a particular aspect of the study. The aim of this phase of the study was to explore how students made career choices and their perceptions of the factors that influenced this decision. Hence semi-structured interview was selected as a tool for data collection.

The interview schedule was constructed on the basis of the theoretical premise
that personal and contextual factors influence career decision making. Adya and Kaiser (2005) propose a model for research in the field of career choice in the Information & Technology sector. They advocate exploration about the influence of social factors like family, role models, gender stereotypes and individual factors in career choice process of adolescents using techniques like semi-structured interviews. These guidelines were kept in mind when developing the interview schedule for this study.

The interview consisted of a combination of close and open-ended questions aimed at eliciting information about the following areas: career choices and factors, factors influencing career decisions, family and career decision-making. The interview was designed to understand better the perspectives of the participants of the above factors which may have influenced their career-related decision making.

The interview schedule was validated by three experts who have experience in the field of qualitative research. Based on the feedback from the experts the questions were modified, and a final interview schedule was drawn. Probes were formulated to be used when it was necessary to elicit deeper information in any aspect. The final interview schedule used in the study is attached as Appendix H.

**Collection of data. Pilot study and main study.** A pilot study was conducted with two participants to test and refine the interview protocol. Modifications were made where necessary, and the final interview schedule was drawn. The interview was conducted face to face individually with these participants in a room with minimal distractions and was audio recorded for further analysis. The participants were informed about the audio recording and consent was taken from them for the same. Consent was also taken from the participants to go on the record.
Ethical Considerations.

- Participation in the study was voluntary, and the participants were given freedom to withdraw from the study at any time.

- Consent was obtained from the Principals of the colleges. Written consent was obtained from the parents of the participants and the participants selected for the study through an informed consent form which described the overall study details and confidentiality issues.

- To protect the identity of individual participants, a unique identity number was assigned to each participant both in the quantitative and qualitative phase. All further references were made using this number.

- The computer in which the electronic data was stored and the device used for audio recording of the interviews was password protected with access only to the researcher.

- The hard copies of the data have been stored under lock and key with access only to the researcher.

- On request, individual results of the questionnaires were communicated to the interested participants.

Summary

The study design has been described in this chapter. Details regarding the research questions that guided the present study, the research hypotheses, and procedure followed for data collection in both the quantitative and qualitative phases and research sample details have been outlined in this chapter. The next chapter highlights the procedure followed for analysis and interpretation of data.