CHAPTER-III
PLAN AND PROCEDURE

In the forgoing chapter, the backgrounds of the study followed by review of related literatures have been provided. Subsequently, the plan and procedure of the present study is discussed in this chapter.

Plan and procedure constitute a significant part of research. No research project can be undertaken without proper thinking and planning. The plan is an overall scheme or programme of research. It includes an outline of what the investigator will do from writing the hypotheses and their operational implications to the final analysis of data. (Karlinger, 1973). A well thought plan of action in advance followed by a systematic execution brings out fruitful results. This helps the researcher to proceed directly without confusing with the concomitants events. Anything to be done properly must be planned before hand. Research is not a haphazard task but it requires proceeding with a definite direction done with definite intention of taking a specific problem and tries to find a solution in a scientific manner. In any scientific
investigation, the accuracy of results depends upon the accuracy and reliability of the data. The sanctity of data is the sheet anchor of any research project as it is the data that the research owes its success to. In a research study, the investigator has to describe the technique s/he used for collection of data for her/his investigation. S/he has to describe the reliability and validity of the tools used and the method s/he adopted in drawing out the sample of the study. S/he is required to discuss and explain the procedure of administering the tools and their scoring. Finally, s/he is required to determine the technique how the data will be analyzed and conclusions reached.

This chapter is confined to the description of the plan and procedure under the following sub-headings:

3.1 Research Method
3.2 Population
3.3 Sample
3.4 Tools Used
3.5 Procedure of data collection
3.6 Statistical Techniques Used
3.1 RESEARCH METHOD

Research methods are no more than the tools of the trade. Research methods refer to the methods, the researchers use in performing research operations. This is an unfortunate tendency to think that research begins and ends with methodology. This is just not so. It is important to be aware of the range of methods available and to understand how they work appreciating their advantages and disadvantages. The essential thing is to be able to select the methods that are most likely to achieve the objectives of the research.

The present researcher, considering all the above-discussed facts, chose for the survey type descriptive research. The survey type descriptive research studies are designed to obtain pertinent and precise information concerning the current status of phenomena and to determine the adequacy of the status by comparing it with established standards. Here in the present study, the major objective was to make relation of between conflict management and organizational health of sports coaches. With this background, survey type descriptive research method was justified and used.
3.2 POPULATION

The term population in research is used in broader sense than its commonplace meaning as a population of people. The entire group from which the sample has been selected is called as the population. That group may consist of persons, objects, attributes, qualities, behaviours of people and animals, cities, families, answers to various items of a test and the like. According to nature and scope of the research in hand a population should be well defined in terms of geographical limits, age, grade, sex, physical attributes and psycho-social behaviour. The sports coaches of various organizations of Haryana constituted the population for the present research investigation.

In survey type research, it may be physically or financially impossible to include an entire population. Here the sample comes to the rescue of the researcher.

3.3 SAMPLE

A sample is a smaller representation of a larger whole i.e. a population. A sample survey involves the selection of a subset of the population. Selecting an appropriate sampling design is also very sensitive issue. A
good sampling design should meet certain requirements. Kish (1965) has identified four broad criteria for a good sampling design such as (i) Goal orientation (ii) Measurability (iii) Practicability (iv) Economy.

Keeping in mind the above stated criteria, the researcher went in for the stratified (equal allocation) random sampling. For the present study, a sample of 240 sports coaches of Haryana giving coaching at various organizations like sports authority of India, Patiala, university level, college level, school levels and district officers were selected using simple random sampling technique.

3.4 TOOLS USED

Research is based on the collected data. This data is collected by applying certain tools. A researcher goes for a particular type of tool after judging its criteria like validity, reliability, practicability etc. Keeping in mind these criteria the researcher decided to go in for the following two standardized psychological tools to measure conflict management and organizational of sports coaches of various organizations in the present study:

(a) Background Information Form (BIF) developed
by the investigator himself.

(b) Conflict Management Questionnaire (CMQ) by Uday Pareek (1990)

(c) Organisational Health Questionnaire (OHQ) by Miles Indian adaptation by Darji and Dongre)

3.4 (a) **Background Information Form (BIF):**

The Background information form was originally developed by the investigator himself with the aim to obtain personal information's from the sportsmen or Haryana state. This form consisted of the items like name of the sportsmen, name of the institution, age, sex, no. of family members, family's monthly income, profession of parents and residing in rural or urban areas or sportsmen. These information were essentially required to incorporate the psycho-social variables included in the background information form.

**Scoring**

1. **Age**  Scores according to number of years in age are assigned e.g. a sportsman in 23 years gets 23 scores on this variables.

2. **Sex**  Score of 1 is assigned to male and 2 to female.

3. **No. of Family Members**: Scores according to number
of members in their family are assigned e.g. a sportsman writes 11 members gets 11 scores on this variables.

4. **Monthly Income:**

   Score 1 shows Rs. 15,000 and above
   Score 2 shows Rs. 10,001 to 15,000.
   Score 3 shows Rs. 5001 to 10,000
   Score 4 shows upto 5,000

1. **Place of Living:**

   Score of 1 is assigned to rural and 2 to urban areas.

2. **Class/ Course**

   Score of 1 is assigned to undergraduate and 2 to postgraduate.

3.4 (b) **Conflict Management Questionnaire (CMQ) by Pareek**

   Conflict management considered to be troublesome phenomena and can have disruptive and counter productive results. But not all conflicts are harmful and thus to be avoided. The very structure of the organization itself creates conflicts. The process by which conflict are meet the criteria of both parties in question, yet create higher levels of performance a positive attribute as for as
the organization is concerned.

A more realistic way of viewing conflict is that it cannot be avoided. It is inevitable and may be the result of many different factors. Again there is a belief that conflicts can not be abolished - not should be attempted to be made - because a certain amount of conflict simply means that organizational members at all levels must attempt to resolve creatively whatever barriers exists in individual and group goal attainment.

In order to study the conflict resolution behaviour of college teachers, the conflict management questionnaire by Uday Pareek was used. The questionnaire measure eight conflict management strategies or dimensions viz. resignation, withdrawal, appeasement, defusion, confrontation, arbitration, compromise and negotiation. In all there are 24 statements. The subjects are to indicate their degree of agreement for each statement on a five point scale from strongly disagree, disagree, half agree and half disagree, agree and strongly agree. For each conflict management strategy there are three statements. The eight strategies or dimensions are defined as:
I. Resignation

If a possibility of, exists, certainly one way to eliminate conflict is through resignation i.e. accepting the conflict without any complaints. The conflict is neither effectively resolved nor permanently eliminated by this strategy. Yet in some conditions the strategy of resignation is a noble alternative.

II. Withdrawal:

Withdrawal strategy of resolving conflict may be observed when the field of conflicts is left by one or more parties. As result, another party may "win" by being in sole possession of the goal in dispute. Alternatively, the goal may be redefined through mutual withdrawal from the field and the redefinition of other and non-overlapping goal priorities.

III. Appeasement:

Another strategy to resolve conflict is appeasement i.e. giving some concessions to the opponents in the conflicting situation. When the parties seek to appease their opponents, they may be willing to place their opponents interest above their own. In order to maintain cordial relationship one party is willing to be self-sacrificing.
IV. Defusion:

Another way to resolve conflict is waiting for sometime so that the conflict gets defused automatically. Under these strategies, an attempt is made to deactivate the conflict and cool off the emotions and hostilities of the group involved.

V. Confrontation:

Conflict can also be resolved through direct confrontation with the opponents. Under this strategy, which is at the other end of the continuum from resignation, all issues are brought into the open and the conflicting mutually satisfactory solution. This may involve mutual problem solving or even formally redesigning jobs or responsibilities in order to resolve the conflicts.

VI. Arbitration:

Conflict may be effectively resolved through the hierarchy. If resolution can not be attained by two parties, they may take issue to a common superior who will resolve the conflict by making a decision. Such judgment is usually accepted by both parties.
VII. Compromise

Compromising is a well accepted method of resolving conflict, yielding neither a definitive loser nor a distinct winner. A decision does result even through it may not be the 'perfect' one for either of the parties.

VIII. Negotiation

In this important from of social exchange, individual or their representative meet to engage in a mutual trading of offers and hopefully, concession. If this process is successful, an agreement acceptable to both parties may be abandoned, and other, less desirable approaches adopted. The facts that negotiations have begun in no way guarantee that an agreement will actually be reached.

The first four strategies i.e resignation, withdrawal, appeasement and diffusion are grouped under avoidance mode of conflict resolution and the last four i.e confrontation, arbitration, compromise and negotiation are grouped under approach mode of conflict resolution.

Scoring:

The score for the each of the eight conflict resolution strategies selected were calculated by adding the rating of
all the statements measuring that strategy. The minimum and maximum possible scores on each strategy were ranging between 03 to 15. a high score indicates agreement for that strategy. The conflict management questionnaire contains the following 5 possible response to each question:

1: strongly agree
2: disagree
3: half agree and half disagree
4: agree
5: strongly agree

The responded were requested to write a number from 1 to 5 provided space on left hand side of the statements to indicates their opinion. Then a scoring key was used in order to quantify the information disclosed in the conflict management questionnaire. The items were scores as per the scoring key:

1. Strongly Disagree =1 4. Agree = 4
2. Disagree =2 5. Strongly Agree=5
3. Half agree and half disagree= 3
The different items included in each dimension are follows:

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Name of the dimensions</th>
<th>CMQ No.</th>
<th>Dimensions items</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>resignation</td>
<td>I</td>
<td>1, 9, 17</td>
</tr>
<tr>
<td>2.</td>
<td>withdrawal</td>
<td>II</td>
<td>2, 10, 18</td>
</tr>
<tr>
<td>3.</td>
<td>appeasement</td>
<td>III</td>
<td>7, 15, 23</td>
</tr>
<tr>
<td>4.</td>
<td>defusion</td>
<td>IV</td>
<td>8, 16, 24</td>
</tr>
<tr>
<td>5.</td>
<td>Confrontation</td>
<td>V</td>
<td>3, 11, 16</td>
</tr>
<tr>
<td>6.</td>
<td>Arbitration</td>
<td>VI</td>
<td>6, 14, 22</td>
</tr>
<tr>
<td>7.</td>
<td>Compromise</td>
<td>VII</td>
<td>5, 13, 21</td>
</tr>
<tr>
<td>8.</td>
<td>Negotiation</td>
<td>VIII</td>
<td>4, 12, 20</td>
</tr>
</tbody>
</table>

This questionnaire has already been successfully used by Hindal (1990), Pritma Choudhary (1994) and Savitri Devi (1997) in the respective doctoral level studies.

3.4 (c) Organizational Health Questionnaires

The organizational health questionnaire developed by Mathew miles and adapted in Indian conditions by D. K. Sharma for educational organizations measures ten dimensions of organizations are “task centred” dimension which deals with organizational goals, the transmission of communications and the way in which decisions are
made. These are three maintenance centred dimension of organizational health namely “resource utilization” “cohesiveness” and “morale”. This group of dimensions deals with the internal state of the system and the maintenance needs of its inhabitants. The remaining four dimension of organizational health with “growth and changefulness. They are innovativeness, autonomy, adaptation and problem solving adequacy. The dimensions are defined below:

1. **Goal focus:** In a healthy organization, the goals of the system are reasonably clear to the system members and reasonably well accepted by them.

2. **Communication adequacy:** Since organizational simultaneous face to face systems like small groups. The movement of information within them becomes crucial. This dimension of organization implies that there is communication ‘vertically’, ‘horizontally’, and across the boundary of the system to and from the surrounding environment.

3. Optimal power equalization: In a healthy organization, the distribution of influence is relatively equitable and justifiable. Subordinates can influence upwards,
inter-group struggles for power would not be bitter.

4. Resource utilization: At the organization level 'health' would imply that system's inputs, particularly the personnel, are used effectively. The overall coordination is such that people are neither overloaded not idling.

5. Cohesiveness: Since organization is run by men, needs of men and the inter-relation between groups of men are important. People working in it should feel attached to it. The question is whether its members feel attracted to membership in the organization? Do they want to stay with it, be influenced by it, and exert their own influence in the collaborative style?

6. **Morale**: it is a summated set of individual sentiments, centering on feeling of wellbeing, satisfaction, and pleasure, as opposed to feeling of discomfort, unwished for strain and dissatisfaction.

7. **Innovativeness**: a healthy system would tent to invent new procedures. Move towards new goals, produce new kinds of products, diversify it, and become more rather than less differentiated over time. In a sense, such a system could be said to grow,
develop and change, rather then remaining routinsed and standard.

8. **Autonomy**: a healthy organization would not respond passively to demands from the outside. It would not respond destructively or rebelliously to perceive demands either while it would have meaningful transaction with outside agencies, it would not treat their responses as determinative of organizational behaviour.

9. **Adaptation**: effective contact with the surrounding would enable on organization to restructure its process for continued coping of the organization which changes in the outside system.

10. **Problem Solving Adequacy**: an adequacy has well-developed structure ad procedures for sensing the existence of problems for inventing possible solutions for deciding on the solutions, for implementing them, and for evaluating their effectiveness.

**Scoring**:

Scoring of various items of the organizational health questionnaire in each dimension was done as follows.

1. Completely agree = 5
2. Agreed to a great extend = 4
3. Agreed to some extend = 3
4. Agreed to little extend = 2
5. Disagree = 1

The score for each of the ten dimensions of organizational health were calculated by adding the rating of all the statements measuring that dimension. The minimum and maximum score possible on each dimension was as follows.

<table>
<thead>
<tr>
<th>Dimensions</th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Goal focus</td>
<td>6</td>
<td>30</td>
</tr>
<tr>
<td>B. Communication adequacy</td>
<td>7</td>
<td>35</td>
</tr>
<tr>
<td>C. Optimal power equalization</td>
<td>8</td>
<td>40</td>
</tr>
<tr>
<td>D. Resource utilization</td>
<td>7</td>
<td>35</td>
</tr>
<tr>
<td>E. Cohesiveness</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>F. Morale</td>
<td>7</td>
<td>35</td>
</tr>
<tr>
<td>G. Innovativeness</td>
<td>6</td>
<td>30</td>
</tr>
<tr>
<td>H. Autonomy</td>
<td>7</td>
<td>25</td>
</tr>
<tr>
<td>I. Adaptation</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td>J. Problem solving adequacy</td>
<td>6</td>
<td>30</td>
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</tbody>
</table>
3.4 PROCEDURE OF DATA COLLECTION

After selecting the sample and deciding the tools and techniques for data collection, arrangements were then made to carry out the administration of tests in the institutions. The investigator visited all the schools personally for the administration of tools and collection of data. The principals were contacted for this purpose in advance. The whole plan of the administration of test was settled with them. After meeting the principals/directors personally, the investigator settled with them the specific time and date for the administration of the tests. The time for the work was sought during the working hours. First, because the students may not do it lastly in a hurry to go back to hostel. Secondly, so that they may not take it as a task disinterestedly.

Three days before the beginning the task of data collection, the investigator again contacted all the principals/directors/teachers and requested them that this being a research works, all possible facilities are provided for successful completion. The principals and the concern teachers helped the investigator in every respect and made suitable arrangements for the conduct
of the study. They agreed to leave the students at the disposal of the investigator.

The investigator reached the institution a little before the schedule time and met the teachers through principals/director. The investigator explained the whole of the programme and purpose of the study to the teachers as well. Seating arrangement was made. The investigator then took charge of the whole class. The confidence and cooperation of the subjects was secured developing a good rapport with the subjects, and then the tests were administered.

The data was collected in different phases. In the first phase Deo Mohan achievement motivation scale were administered. General Mental Ability tests were given in the second phase. In third phase Dimensional Personality inventory scales were administered. Thus the tests were administered under proper testing conditions. Then the investigator got the all the tests filled from the respondent. The investigator established rapport with the students and told frankly that it was not an ability test or academic test so the students should feel themselves free and open minded while giving their responses. The
students were given test instructions in detail.

During the test, the researcher explained the meaning of difficult words to the students from time to time. The researcher was very cautious about omitting questions. Therefore, helped the students and requested them to answer the questions patiently and carefully. The investigator discouraged the tendency to change answers.

In this way, the investigator collected the all the tests together and thanked the students and their teachers for their kind cooperation. The same procedure was followed in all the institutions.

3.5 STATISTICAL TECHNIQUES USED

The raw data of the subjects on the three variables were subjected to t-test to transform into information. Further, product moment coefficient of correlation used to find out the relationship between different selected variables. Further the mean scores of different groups on selected variables such as achievement motivation, intelligence and personality characteristics have been depicted in Bar Graphs.

With this background, we may now turn to the next chapter of analysis and interpretation.