CHAPTER III
DESIGN OF THE STUDY

3.1 Method of Research

The present study followed the descriptive survey method to survey the moral behaviour of the students of different schools giving formal moral education and not giving formal moral education.

3.2 The Sample

The population of this study consisted of all the students studying in the high and higher secondary schools of Punjab, their teachers and their parents. The population was very large in number and vastly scattered over a large geographical area so it was difficult to contact it within the limited resources of the investigator. Moreover, it seemed unnecessary to carry on the study with the whole population where a representative sample could furnish the required information. The sample was selected at five stages.

At the first stage to delimit the geographical area it was decided to select only two district headquarters from the twelve districts of Panjab. Simple random sampling technique was employed for this purpose. Two district
Headquarters i.e. Amritsar and Ludhiana were selected.

At the second stage twenty schools were selected randomly from the schools of Ludhiana and Amritsar, to give equal representation to schools where formal moral education was given and the schools where formal moral education was not given; ten schools were such where formal moral education was given and the other ten were those where no formal moral education was given.

At the third, fourth and fifth stage of selection the students, the teachers and the parents were selected.

The students sample was taken through random sampling method. One group was of one hundred students from such schools where formal moral education was given; mentioned as group one; henceforth and the second group was of one hundred students from such schools, where formal moral education was not given; mentioned as group two henceforth. Thus a total of two hundred students, divided into two groups, i.e. group one and group two were selected.

The teacher sample was drawn from twenty schools through purposive sampling method. Six teachers from each school were included, making a total of one hundred and twenty, sixty given teachers from the schools where formal moral education was given and six
teachers from the schools where no formal moral education was given. The plan was that only those six teachers should be selected who were actually teaching the students constituting the student sample and each teacher was to rate five students. Out of six teachers three were to rate five students only and the other three were to rate the other five students of their classes. Each student was to be rated by three teachers, so there were three groups of teachers mentioned as group first, group second and group third henceforth.

The parents sample was also taken through purposive sampling method. Only one of the parents of each student available at home constituted the sample. If both the parents were available then only father was selected. Thus one hundred parents of the students getting formal moral education and one hundred parents of the students not getting formal moral education, making the total of two hundred parents, constituted the sample.

3.3 The tools

Tools used for the present place of research were the Questionnaire and the Opinionnaire.

3.3.1 The Questionnaire

The questionnaire employed for the present study was divided into two parts, namely Part 'A' and Part 'B'.
Part A of the questionnaire consisted of twenty four questions related to moral behaviour of the students. Part B of the questionnaire consisted of twenty one questions related to moral education.

3.2.2 Construction of the questionnaire

Since the moral behaviour differs from one society to another, it was decided to obtain the accepted norms of the behaviour expected from students in Punjab. For this purpose investigator made a survey of related literature and consulted with thirty experts from the related fields of education, religion, morality, psychology, sociology and philosophy. Then a list of two hundred items was prepared. These items were scrutinized with a view to retain only directly related items with behaviour and moral education. Thus ninety seven items were kept on the list. These items were divided into two parts. First fifty four items which constituted Part A of the questionnaire were retained for the judgement of moral behaviour of the students and the next forty three items which constituted Part B of the questionnaire were retained for the judgement of moral education. Items in Part A were put on a five point scale of: Strongly agree, agree, undecided, disagree, strongly disagree; the items in Part B were put on three point scale of: Yes, undecided, no. These items included both positive and negative statements.
The questionnaire was forwarded to one hundred experts from various fields such as, heads of the departments and teachers of various departments of Panjab University, Chandigarh, Punjabi University, Patiala and Guru Nanak Dev University, Amritsar, principals and teachers of teacher training colleges and school principals.

3.3.3 Validating the questionnaire

For the standardization and validity of the questionnaire item analysis was computed. Item analysis was restricted to the determination of indices of item validity. The extend to which a particular item discriminated between high and low group was taken as an index of validity.

The procedure adopted included dividing the total group into two groups namely the higher group and the lower group. Division of these two groups was on the basis of their scores. Regarding this division the frequency distribution of the scores were drawn and P 75 and P 25 were determined. Mean and standard deviation of the upper and lower groups respectively were worked out and significance of the difference between the two means was computed next to get critical ratio. The value of the critical ratio was analysed for a two tailed test for the given degree of freedom. If the value of a critical ratio was significant beyond 1.66 level of significance the particular subject item was considered to possess genuine discriminating power and it was considered
a valid item for inclusion in the questionnaire.

3.3.4 Final Form of the Questionnaire

Through item analysis twenty four items numbered 2, 6, 8, 13, 15, 17, 18, 19, 21, 22, 23, 31, 32, 34, 35, 36, 38, 40, 42, 43, 45, 50, 52, 54 were retained out of the total of fifty four items in Part 'A', and items numbered 1, 3, 4, 5, 7, 9, 10, 11, 12, 14, 16, 20, 24, 25, 26, 27, 28, 29, 30, 33, 37, 39, 41, 44, 46, 47, 48, 49, 51, 53 were eliminated.

Twenty one items out of forty three items in Part B which numbered 1, 2, 3, 6, 7, 9, 13, 14, 16, 21, 26, 27, 33, 34, 36, 38, 39, 40, 41, 42, 43, were retained and item nos. 4, 5, 8, 10, 11, 12, 15, 17, 18, 19, 20, 22, 23, 24, 25, 26, 29, 30, 31, 32, 35, 37 were eliminated.

On the basis of the item analysis the questionnaire was reduced to forty five items. The actual version of the questionnaire Part A consisting of twenty four items was prepared in different forms befitting the students, the teachers and the parents to get accurate knowledge of the behaviour of the students. The number and meaning of the items remained the same but the way of addressing the subsets of the sample had to be done in different wording. Part B of the questionnaire consisting of twenty one items was on the moral truths, so it could be forwarded to the sample without any change in the wording. The first three items and the tenth item dealt with the different meanings
of moral education, fourth to ninth item dealt with the importance of moral education and the eleventh to twenty first items were related to the teaching of moral education. Items in Part A were also changed into three point scale of 'Yes', 'Undecided' and 'No'.

Reliability of the Questionnaire

To make the questionnaire reliable test re-test method was employed. For this purpose the questionnaire was administered to a group of hundred students on two occasions with a time interval of three months.

The correlation between the scores obtained on the two administrations of the test came out to be .91 for Part A of the questionnaire and .72 for Part B of the questionnaire which is quite high.

3.3.6 Opinionnaire

An opinionnaire was also constructed for the purpose of getting suggestions from parents, teachers and students in order to change the present school curriculum. It included four questions dealing with students observed behaviour and inviting suggestions for the curriculum improvement. These were open ended questions.

All the opinions were compiled and have been presented as suggestions.

3.4.1 Collection of Data

The data was collected personally by the investigator. Respondents were assured that information sought from them was for research purpose only and it would remain confidential.
Items of Part B of the questionnaire were divided into three groups for calculating the total scores. Items numbering one through three and ten constituted part one, that is meaning of moral education, items numbering fourth through ninth constituted part two, that is importance of moral education, and items numbering eleventh to twenty first constituted part three, that is teaching of moral education.

3.5 Statistical Techniques Used

In order to test various hypotheses, the following statistical techniques were used:

3.5.1 Descriptive Statistics

The following measures of central tendency and variability were computed to study the principal characteristics of the various sets of data:

- Frequency distributions, means, medians and standard deviations of all the variables for all groups and significance of mean.

- Measures of skewness and Kurtosis of all groups to see the correspondence of curves for Normality of distribution. Frequency polygons and smoothed frequency polygons for all the groups and variables.

3.5.2 Analysis for testing of hypotheses

To test the various research hypotheses the following statistical analysis was planned:

- Significance of difference between means of
different groups was studied and critical ratio computed to see whether real difference exists in the behaviour of the students.

Analysis of variance was computed to see whether real difference exists in the behaviour of the students when rated by students themselves, their parents and their teachers.