

CHAPTER III

PLAN AND PROCEDURE

Procedure and plan are one of the significant parts of the research journey. The section of the research process help the researcher to sketch the outline of the research journey up to the final results of the study **(Kerlinger, 1973)**¹⁴⁵. Research design which provides systematic planning to the investigator to conduct his research work in a better way. It helps the researcher to arrive at valid conclusion of the problem which the researcher has taken. It helps to achieve the goal of the research. According to C.R Kothari “Research design stands for advance planning of the method to be adopted for collecting the relevant data and the techniques to be used in their analysis, keeping in view the objectives of the research to availability of staff, time and money. (Kothari, C. 2004)¹⁴⁶.”

The main concern of this section is to test the validity of hypothesis formed and presented in the first part of the research work. Plan and procedure is the important segment in the research journey which helps the researcher to reach to the perfect and valid solution of the problem. It is a kind of blueprint which an architect is using before the execution of the actual work, same is the case the researcher it also cats a blue print which guides him about the drawing the sample from the population. Furthermore, it also helps the investigator to use the valid instruments for the data collection, methods of investigation. It has a significant importance in the research journey which helps the researcher to achieve the goal of researcher and solve a particular phenomenon. The chapter is pertaining to the necessary details about the plan and procedure adopted in the following aspects mentioned as under.

1. Research method
2. Population
3. Selection of sample
4. Variables studied

¹⁴⁵Kerlinger, F.N. (1973). *Foundation of Behavioural Research*. New York. Holt. Rinehand&Hinston.

¹⁴⁶Kothari, C. (2004). *Research Methodology: Methods & Techniques*. PHI Publication, New- Delhi-India

5. Selection of tools
6. Administration of tools
7. Scoring of tools
8. Classification of sample
9. Statistical technique used

3.1 Research method

For this purpose of study researcher employed descriptive cum survey method. It designates and interprets the present conditions. The present study is about conflict Driven Frustration: A Critical Study of Psychological well-being and Academic Performance at graduate level.

3.2 Population

In the present study the population includes all the students of B.A, B.SC. part III students studying in government degree colleges of Anantnag, Budgam, Bandipora, Baramullah, Kupwara, Kulgam, Ganderbal, Pulwama, Srinagar, Shopian district of Kashmir division. A total 9169 students are enrolled in Govt. degree colleges of Kashmir division.

3.3 Selection of the sample

Multi stage random sampling technique was employed to draw the sample. Since the study was pertaining to all the 10 districts of Kashmir zone, the researcher first prepared a sampling frame of all Govt. Degree colleges of Kashmir division. The total number of colleges in Kashmir Division happened to be 46. The investigator decided to select 22 colleges i.e. 47% of the total number of colleges in the Kashmir Division as the rule of thumb suggests that 30% or above of the total population is a representative sample. Then the 22 colleges were distributed among ten districts of the study area according to the share of each district in total number of colleges and were selected randomly. After the random selection of sample from colleges the researcher decided to select a sample size of 1000 students comprising of Male, female, Rural , Urban, High and Low conflict college students studying in part third of the three year degree course in the sample government degree colleges. The sample of 1000 students was divided among sample colleges of each district using a standard formula. Finally

the sample respondents were selected randomly from the sample colleges. The details of the sample drawn from the 16 different Govt. degree colleges of Kashmir Division are given in Table 3.1 and 3.2.

Table 3.1 Composition of the sample

S.NO	ANANTNAG	Number of sample colleges in each district	Size of sample in the selected colleges of each district	GENDER WISE		LOCALITY WISE		STREAM WISE	
				M	F	R	U	SCIENCE	ARTS
1	GDC BOYS ANANTNAG	04	177	33	NIL	18	15	16	17
2	GDC WOMEN ANATNAG			NIL	68	43	25	31	31
3	GDC KOKERNAG			16	19	17	18	17	18
4	GDC UTRESSO			41	NIL	20	21	21	21
	BUDGAM	01	43						
05	GDC BUDGAM			22	21	22	20	21	21
	BARMULLAHA	03	151						
06	GDC WOMENS			NIL	61	35	26	30	31
07	GDC BOYS			60	NIL	35	25	28	32
08	GDC SOPORE			14	16	18	12	13	17

	BANDIPORA	02	102						
09	GDC BANDIPORA			20	20	20	20	20	20
10	GDC BANDIPORA			35	27	31	31	32	30
	GANDERBAL	02	75						
11	GDC GANDERBAL			28	27	27	18	24	31
12	GDC GANDERBAL			10	10	10	10	10	10
	KULGAM	02	74						
13	GDC KULGAM			NIL	14	07	07	05	09
14	GDC KULGAM			32	28	30	30	31	29
	KUPWARA	01	50						
15	GDC LANGATE			27	23	23	27	25	25
	PULWAMA	02	97						
16	GDC PULWAMA			34	16	23	27	24	26
17	GDC TRAL			22	25	23	24	20	27
	SHOPIAN	01	51						
18	GDC SHOPIAN			16	35	23	28	22	29
	SRINAGAR	04	181						
19	GDC SRINAGAR			17	18	16	19	17	18

20	SRI PRATAB SINGH COLLEGE		46	NIL	27	19	20	26
21	AMAR SINGH COLLEGE		30	30	30	30	30	30
22	ISLAMIA COLLEGE HAWAL		20	20	20	20	20	20
TOTAL		1000						

Table 3.2 College wise details of Sample Students

Districts	NO. of Colleges	Sample Size	Gender		Locality		Stream	
			MAL E	FEMA LE	RURA L	URBA N	SCIEN CE	ART S
ANANTNAG	04	177						
1	GDC Boys Anantnag	33	33	NIL	16	17	16	17
2	GDC WomensAna ntnag	68	NIL	68	43	25	34	34
3	GDC Kokernag	35	16	19	17	18	17	18

4	GDC Uttresso	41	41	NIL	20	21	21	20
BUDGAM	01	43	22	21	22	21	22	21
5	GDC Budgam	43	22	21	22	21	22	21
BARAMULLA HA	03	151	74	77	88	63	71	80
6	GDC Women's Baramullaha	61	NIL	61	35	26	30	31
7	GDC Boys Baramullaha	60	60	NIL	35	25	28	32
8	GDC Sopore	30	14	16	18	12	13	17
BANDIPORA	02	102	55	47	51	51	52	50
9	GDC Bandipora	40	20	20	20	20	20	20
10	GDC Hajin	62	35	27	31	31	32	30
GANDERBAL	02	74	38	37	37	37	37	37
11	GDC Gaderbal	54	27	27	27	27	27	27
12	GDC Kangan	20	10	10	10	10	10	10
KULGAM	02	74	32	42	37	37	36	38
13	GDC Kulgam	14	NIL	14	07	07	05	09

14	GDC Kilam	60	32	28	30	30	31	29
KUPWARA	01	50	27	23	23	27	25	25
15	GDC Langate	50	27	23	23	27	25	25
PULWAMA	02	97	56	41	46	51	44	53
16	GDC Pulwama	50	34	16	23	27	24	26
17	GDC Tral	47	22	25	23	24	20	27
SHOPIAN	01	51	16	35	23	28	22	29
18	GDC Shopian	51	16	35	23	28	22	29
SRINAGAR	04	181	113	68	93	88	87	94
19	GDC Srinagar	35	17	18	16	19	17	18
20	Sri Pratab Singh College	46	46	NIL	27	19	20	26
21	Amar Singh College	60	30	30	30	30	30	30
22	Islamia College Hawal	40	20	20	20	20	20	20
TOTAL	22	1000	522	478	516	484	484	516

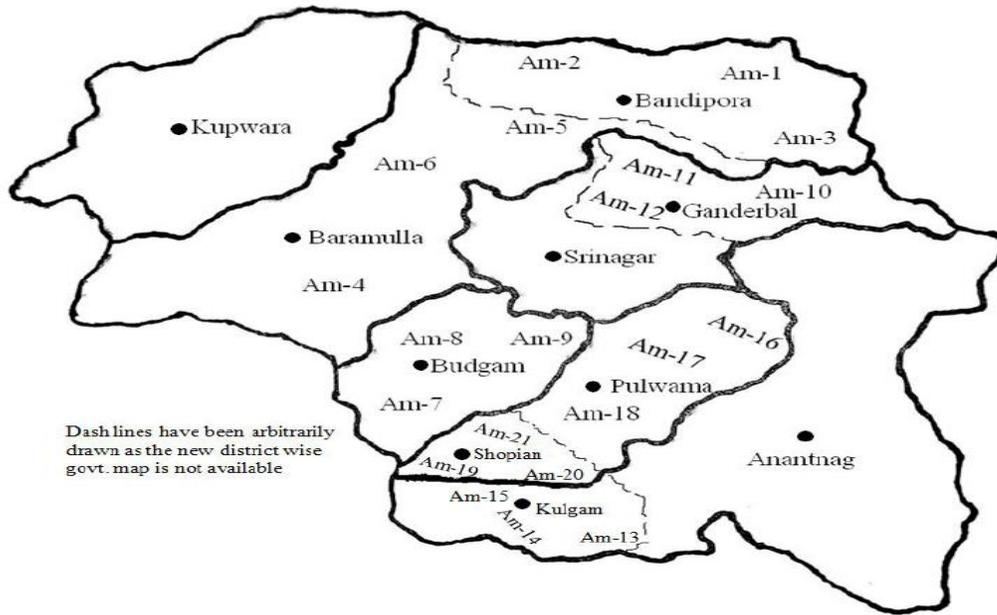


Figure 4: Map representing the map of Kashmir with districts

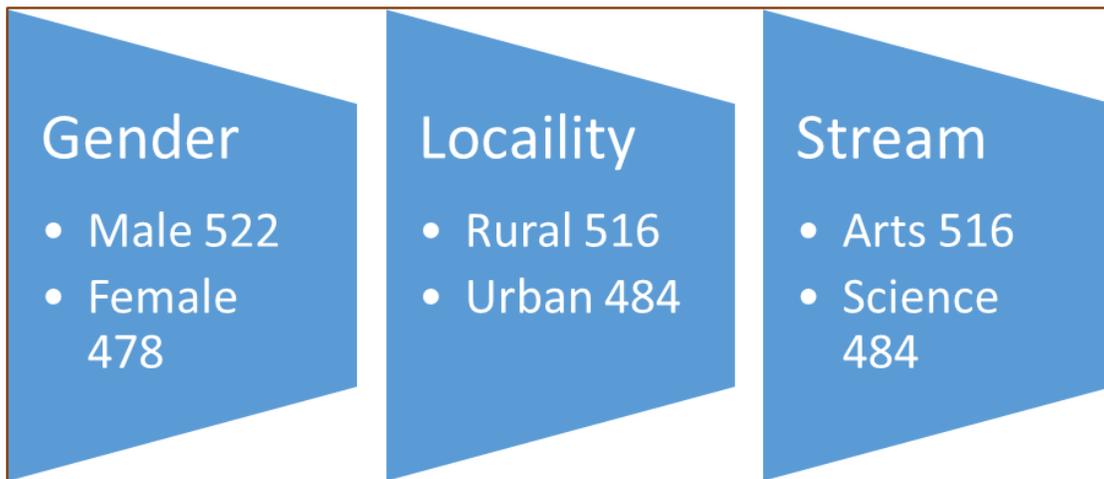


Figure 5: Representing the break –up- wise sample

3.4 Variables studied

Independent Variable

- ❖ Conflict Driven Frustration

Dependent variable

- ❖ Psychological well-being
- ❖ Academic Performance

3.5 Selection of the tool

Selection of tools is very important in any research study. If appropriate tools are not used, the investigator may be misled and the efforts of the investigator will go waste as he may not be able to achieve the objectives of the study. An investigator has to look for such procedural techniques and tools which will answer his pursuits or hypotheses objectively. A competent investigator therefore looks into possible measures which can help him in arriving at the desired results.

The investigator after selecting the topic, find various tools for the data collection. With the guidance of the supervisor after analyzing the problem as a whole, he then finally selects the tools which will be suitable and appropriate for the topic as he selected in the present study are:

- ❖ Conflict Driven Frustration
- ❖ Psychological well-being
- ❖ Academic Performance

3. 5.1 Description of Conflict Driven Frustration scale

Conflict happens in the arena of human societies it differs in degree and in the form of expression. It has many meanings in everyday life. To some it refers to behavior or action. It is a wide-ranging term, induced in the mutual vernacular and the scientific literature to propose a state of dissimilarity or disagreement. Conflict is an action based upon the perception of partially incompatible interest or intention between two or more persons. The popularly understood meaning of conflict is a quarrel between two persons or group. It can be defined when the scarce resources are available at the same time when the two or more actors want to achieve that resources that gives rise to tussle between the parties or the groups. College level period which is crucial stage and is considered backbone for the progress and development of the nation. When this stage passes through the conflicting situation that will effect on the psychological makeup of the students and it has

long lasting impact on the life stage of the students. So it is necessary to access the factors which led college students towards frustration.

3. 5. 2 Need to develop Conflict Driven Frustration Scale

Different research tools have developed from time to time for measuring the Frustration due to conflicting situation in foreign as well as in India. But no such scale has been developed which can access the driving forces which are responsible for the conflict. Hence a complete scale to assess the factors which are responsible of College Level Students towards the conflict was developed.

- **Preparation of preliminary draft:**

Once going through the available literature and earlier tools as discussed above, three dimensions which are grounded on three cited broad parameters were selected which are associated to the complete driving factors for the conflict. Social, political and Economic dimensions which provides an insight to overall conflict in the region. The items related with three dimensions were selected and the researcher selected the item according to the features of the concerned dimension. Items selected in the scale for the appropriate dimension, researcher consulted tools of frustration and studied the literature which helped the researcher to construct a scale. The preliminary draft was formulated with 112 questions and the three dimensions. The second process which was followed by the researcher is that the draft was sent for expert suggestions to various universities for the suggestions. On the basis of 80% of unanimously 58 questions were deleted and 54 items were retained, which are reported below along with operational definition of the dimensions:

Table 3.3: Dimensions with operational definition and number of items

Dimension	No. of Items
A. Social Dimension: “It includes production process and process related to income generation”.	25
B. Political Dimension: “It includes mobilization of citizenry around the issue involved in conflict, response of government and actions of parties involved in conflict”.	14
C. Economic Dimension: “Pertain to the social pressures, Norms, Stigma and community feelings that have some or significant bearing on the conflicts in area”.	10

- **Try-out of the tool:**

Preliminary draft which consisted of 54 items was administered on the sample of 100 College going students of Kashmir Division. The nature of the scale was to measure attitude towards Conflict Driven Frustration. The students were asked to tell the favorableness or unfavorableness whether they are Strongly Agree, Agree, Undecided, Disagree and strongly disagree correspondingly with the items in the scale.

- **Procedure of Scoring of responses to CDF:** this scale consists of five cells against every item of the scale, in each cell indicates the degree of agreement or disagreement. The five cells belong to five choices namely, ‘which are as under:

- Strongly Agree
- Agree
- Undecided
- Disagree
- Strongly Disagree

Furthermore, the dimension to which a specific item belongs has been showed by alphabetically on the serial number of the items. 5 marks were given to 'Strongly Agree', 4 marks to 'Agree', 3 marks to 'Undecided', 2 mark to 'Disagree', and 1 mark to 'Strongly

Disagree' responses. In addition to this, scoring for negative items was done in reverse order like 1,2,3,4,and 5 for Strongly Agree, Agree, Undecided, Disagree and Strongly Agree respectively. At the end marks were calculated which were assigned to three dimension and separate scores were put on the respective dimensions. The combined scores for all the three dimensions tell us about the attitude of students towards Conflict in the region.

- **Item Analysis:**

- Bi-serial correlation was adopted in the scale. The recorded responses of the students were composed and scored. The total score of the scale was correlated with the individual items. This was further refined by item analysis which was with the help of Item Vs Whole correlation method. Sum of the scores on each dimension of value was calculated. Then 'r' was calculated by correlating the individual item and the corresponding component score. The correlation coefficient at the 5% level of significance is 0.196 when the degree of freedom is 100. So the items having 'r' values 0.196 and above were selected. It was revealed that out of 53 items, 49 items possessed significant correlations with the overall score of the scale excluding 4 items which show no significant correlation with the whole scores of the scale. correlation table is as under:

Table 3.4: 'r' Values for /CDFS

Item	r value	Item	r value
1	.323**	29	.298**
2	.510**	30	.258**
3	.200*	31	.219*
4	.590**	32	.214*
6	.574**	34	.218*

7	.493**	35	.318*
8	.355**	36	.268**
9	.476**	37	.191*
10	.355**	38	.289**
11	.372**	39	.219*
12	.559**	40	.111
13	.465**	41	.113
14	.629**	42	.365**
15	.235*	43	.230*
16	.331**	44	.389**
17	.412**	45	.334**
18	.238*	46	.258*
19	.349**	47	.332**
20	.255**	48	.226*
21	.487**	49	.377**
22	.407**	50	.435**
23	.329**	51	.301**
24	.384**	52	.209*

26	.096	<i>Bold Italic items</i> not selected
27	.028	
28	.453**	

*Significant at 0.05

**Significant at 0.01

At last 4 unsuitable items were rejected from the scale and the total 49 items were retained in the total scale which was distributed in the 03 dimensions of Conflict Driven Frustration scale.

Table 3.5: Number of items and range of scores in each dimension of Conflict Driven Frustration Scale

Dimension		No. of Items	Possible range of scores
A	Social dimension	25	25-125
B	Political dimension	14	14-70
C	Economic dimension	10	10-50
Total		49	49-245

- **3.5.3. Evaluation of tool validity: it has rightly said that a test is valid if it measures that for what it has to measure (Best, 2006)¹⁴⁷.** To determine the validity of the test, the researchers used various methods like: discrimination validity,
 - construct validity
 - face validity.

¹⁴⁷Ibid.

- ❖ **Face validity:** in order to check the face or content validity, the scale was sent to experts ‘Conflict Driven Frustration Scale. From the assessment of experts it was observed that items were directly related to the various dimensions of Conflict Driven Frustration.
- **Construct validity:** for this purpose researcher used construct validity in order to calculate the correlation between the score of each dimension and total score of the test.

Table 3.6: Correlation between Each Dimension and Total Score

Dimension	r values
A	0.712**
B	0.684**
C	0.609**

From the above table 3.6, it can be inferred that the correlation coefficient of all three dimensions (.713, .684, and .609, respectively) are significant at .01 level. This shows that all dimensions are correlated to Conflict Driven Frustration and the scale has good construct validity.

- **Discrimination validity:** Difficulty level value and discrimination value was used in order to check out discrimination validity of the items. For thi‘t’ test technique was adopted for two independent samples with (high group and low group). Discrimination validity for each domain and whole test is given in the table no.3.7. It specifies that all ‘t’ values are significant at level 0.01 level of significance and the means of high group are also higher than low group which support the high validity of Conflict Driven Frustration scale.

Table 3.7: t -values for each dimension of the Conflict Driven Frustration Scale

Dimensions	Group	N	Mean	Std. D	Df	t value
A	High	27	28.32	1.44	52	36.03**
	Low	27	14.71	1.38		
B	High	27	24.17	1.94	52	31.00**
	Low	27	11.57	0.92		
C	High	27	24.17	1.18	52	32.58**
	Low	27	12.50	1.47		
TOTAL	High	27	245.39	16.60	52	29.70**
	Low	27	126.64	12.93		

**Significant at 0.01 level

3. 5.4 Reliability of the Conflict Driven Frustration Scale:

Reliability refers to degree of consistency among test scores. Reliability of the test was tested by calculating Cronbach’s alpha. The values of reliability coefficient for the dimension are shown below:

Table 3.8: Reliability coefficients of Conflict Driven Frustration Scale:

Dimensions	Alpha
A	.753
B	.774
C	.708
Total Reliability of the Scale	.895

Table 3.9: Item Presentation in the final form of Conflict Driven Frustration Scale

Dimension		Affirmative items	Negative items
A	Social Dimension	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,17,18, 19,20, 22,23,24,	16,21,25
B	Political Dimension	26,27,28,29,30,31,32,33,34,35,36,37	38,39
C	Economic Dimension	40,41,42,43,44,45,46,47,48,49	NO

Table 3.10: Scoring table for all dimensions of CDFS

Dimensions	A	B	C
Score			

3. 6 Description of Psychological Well-being scale

Psychological well-being, mental health and stability are considered vital components for the individual as well for the society struggle to remain well. Well-being refers happiness, joy which gives persons to attain the maximum happiness in life. There are different parameters on which we can measure the happiness of the person.

Psychological well-being is the subjective feeling of satisfaction, pleasure, happiness with the experience of life. It is very difficult to access and evaluate such things are not easy to measure, therefore emphasis is put on the “subjective” well- being.

Furthermore, well-being is positively related with the constructs of life which are satisfaction, achievement level and life patterns, and the negative attributes which are associated with life are psychoticism, and Neuroticism.

“According to Diner and Smith (1999), Psychological well-being or subjective well-being as a broad construct, encompassing four specific and distinct components including (a) pleasant or positive well-being(e.g. joy, elation, happiness, mental health), (b) unpleasant affect or psychological distress (e.g. guilt, shame, sadness, anxiety, worry, anger, stress, depression, (c) life satisfaction (global evaluation of one’s life) and (d) domain or situation satisfaction (e.g. work , family, leisure, health, finance, self)”.

“The term psychological well-being (PWB) connotes a wide range of meanings, usually associated with wellness. Most studies in the past defined ‘wellness’ as not sick, as absence of anxiety, depression or other forms of mental problems. The PWB includes meaning in life, absence of suicidal ideas, personal control, social support, absence of tension, and general efficiency (Bhogle and Prakash, 1995)”.

So far as Indian perspective is concerned which identifies four aspects which are the person or jeeve, the life or Ayu, and the health or Arogya. Well-being in Indian context which add the spiritual dimension to life which helps the person to remain connected with the outside as well as inside the person’s life. In addition to which connects the person’s life with the spiritual powers and avoids the individuals from the conflict.

- **Development of the scale**

This scale was developed by using Likert technique. Suggestions were invited from the experts from different fields such as psychology, sociology, human development, family relations and psychiatry. The final form of scale was thus prepared comprising of 50 statements with a view to measure several aspects of well-being like satisfaction, Efficiency, Sociability, Mental Health and Interpersonal Relations. This scale is considered likely to be useful in a variety of research and applied settings such as a quality of life index, a mental health status appraisal, and a measure of psychotherapy outcome evaluation and a social indicator of measuring population changes in sense of well-being over time.

Table 3.11: Dimension wise items of Psychological well-being

Sr. NO	Area	Item	Item wise Sr. NO
I	Satisfaction	10	1 to 10
II	Efficiency	10	11 to 20
III	Sociability	10	21 to 30
IV	Mental Health	10	31 to 40
V	Interpersonal Relations	10	41 to 50
Total Items		50	

- **Life satisfaction:** it is a state of life in which a person show desire, emotions in response of mind which is resulting from demands and desires.
- **Efficiency:** This refers to which is produced and can be achieved with the same consumption.
- **Sociability:** it is the ability of an individual to be friendly and sociable with others.
- **Mental Health:** means absence of mental- illness or we can say that a state of good functioning to deal with the day to day life challenges.
- **Interpersonal relations:** means maintaining good relationship with others like love and liking

3. 6. 1. Reliability

In order to see the reliability two methods were adopted (a) test- retest method and (b) internal consistency method. The test- retest reliability was 0.87 and the consistency value for the scale is 0.940

3.6. 2. Validity

- The scale was validated beside the external criteria and coefficient obtained was 0.94.

- **Norms:**

Norms for the scale are available for all the age groups. These norms should be regarded as reference point for interpreting well-being index scores. Norms are available for each of the five areas as well as for the entire scale.

An individual with score of 242- 250 may be considered to have very high level of well-being. Score ranging from 217-242 represent high level of well-being. The scores from 83-217 would represent normal individuals with moderate well-being. The low score i.e.58-83, would indicate people with low level of well-being whereas a score of 50-58 represents very low level of well-being. Person with lower level of psychological well-being needs counselling and psychotherapy. For each area, a score of 48-50 may be considered very high level of well-being. Score ranging from 43-48 represent high level of well-being. The scores from 16-43 would represent normal individuals with moderate well- being. The low score I.e. 12-16, would indicate people with low level of well-being whereas a score of 10-12 represents very low level of well-being.

- **Use of scale:**

The psychological well-being scale seems to be a reliable and valid tool. This scale is very easy which show relation with others variables and are also comparatively independent with other variables and show high correlation. This scale also used for therapeutic mediation and cab used to access the outcome. It has high reliability and consistency. It is likely to prove a useful tool in all situations.

- **Scoring:**

This scale has 50 items. All items are of positive manner. 5 marks to strongly agree, 4 marks to agree, 3 marks to undecided, 2 marks to disagree and 1 marks to strongly disagree responses are assigned. The total marks are calculated for the whole scale. From the scale it is observed that a person which is at higher score the person is more at well-being.

Table 3.12 Scoring Procedure of Psychological well-being

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
5	4	3	2	1

Table 3.13: Norms for interpretation of the raw scores (for each area)

Scores	Level of Psychological Well- Being
10-12	Very low
12-16	Low
16-43	Moderate
43-48	High
48-50	Very High

Table 3.14: Norms for interpretation of the raw scores (for entire scale)

Scores	Level of Psychological Well- Being
50-58	Very Low
58-83	Low
83-217	Moderate
217-242	High
242-250	Very High

3. 7 Challenges faced during data collection

It is very significant part of research journey; so far as the opinion of the researcher is concerned data collection is very herculean task. The researcher visited 23 colleges of Kashmir division which is now (Union Territory). During the field visit the researcher faced various problems while collecting data, i.e. some colleges Principals did not allow the researcher to collect the data pertaining to the research work, for that matter the researcher went personally

to different authorities to convince the college principals for permission. After receiving the permission, the second challenge was to face the students as well as concerned teachers of the college. During the 45 minutes duration of the class it was very difficult for the researcher to distribute the questionnaire and collect it back. Some students did not complete the items in the questionnaire during 45 minutes and they had to take the questionnaire to their home for its completion and the researcher had to wait for the second day to collect the questionnaire and some students did not reo the researcher, researcher put several request through the concerned teacher to get back the filled questionnaires. It was not the case in every college whom the researcher visited, some college principals and teachers cooperated very well with the researcher and helped him during the data collection process.

3.8 Processing of data

After collection of data another step is the processing of data, the researcher did scoring of the variables as per the manual instruction, the researcher put the raw data scores in the excel sheet for further analysis.

3.9 Handling ethical issues during data collection

While collecting data every researcher has to keep in mind to respect the sentiments of the respondents. First and foremost step in the data collection is to obtain permission from the authority is also an ethical practice. Furthermore, it is responsibility of the researcher to take the participants in confidence and to keep the identity of the respondents confidential which will develop trust among the participants. Moreover, one more aspect in the ethical issue in data collection is not to disclose the results of the project with others which are not part of the research process. In addition to this one more ethical issue which a researcher has to adopt in the data collection is, not to force the participants to participate in the data collection, instead, the researcher has to respect their wishes and to select other participants for data collection (Creswell, 2012)¹⁴⁸.

¹⁴⁸Creswell, J.W. (2002). Educational research, Planning, Conducting & Evaluating Quantitative & Qualitative research, 4th Edn.p.432

3.10 Conclusion

The outline of the chapter deals with the nature of the sample and the procedure followed, tools used, and method adopted for administration and scoring. Furthermore, the collected data was analyzed which occurs in detail in the chapters of this research work.

END NOTES

¹⁵⁴Kerlinger, F.N. (1973). *Foundation of Behavioural Research*. New York. Holt. Rinehand & Hinston.

¹⁵⁵ Kothari, C. (2004). *Research Methodology: Methods & Techniques*. PHI Publication, New- Delhi-India

¹⁵⁶Best, J. W. & Kahn, J. V. (2006). *Research in Education*, 6thEdn., p. 482.

¹⁵⁷Ibid.

¹⁵⁸ Diener, Ed; Suh, E.M.; Lucas, R.E.; Smith, H.L (1999). "Subjective well-being: Three Decades of Progress. *Psychological Bulletin*. **125** (2): 276–302. doi:[10.1037/0033-2909.125.2.276](https://doi.org/10.1037/0033-2909.125.2.276)

¹⁵⁹ Bhogle, S., & Prakash, I. J. (1995). Development of the psychological well-being (PWB) Questionnaire. *Journal of Personality and Clinical studies*, 11, 5-10.

¹⁶⁰ Creswel, J.W. (2002). *Educational research, Planning, Conducting & Evaluating Quantitative & Qualitative research*, 4th Edn.p.432.