CHAPTER-III

PLAN AND PROCEDURE

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PLAN AND PROCEDURE OF THE STUDY

3.0 INTRODUCTION

In the preceding two chapters, introduction and review of related literature have been presented and the present chapter deals with 'Plan and procedure of the study'. It includes research method, population, sample, variables studied, tools used, administration of tool, scoring of the tools, categorization of data and statistical techniques used.

According to Best and Kahn (2007), "Research is considered to be the more formal, systematic, intensive process of carrying on the scientific methods of analysis. It involves of the more systematic structure of investigation, usually resulting in some sort of formal record of procedures and a report of result or conclusions".

Thus, research needs proper planning, and it helps the researcher to proceed smoothly in the research and procedure of the study means the techniques used for the collection of the data. The methods adopted in drawing out the sample and the procedure employed in tabulating and organizing data gives an idea about the sample which is the basis for research. In addition to this, it also provides a picture of the instruments used, data collection techniques employed for the analysis of data. Since it is not possible to survey the entire population, there is a need to use appropriate tools for measuring the attributes concerned and to administration these tools.

This study is designed to know the "socio-emotional competence and academic achievement of adolescent students". Thus, plan and procedure of the present study is given in the following points:

1. Research Method

2. Population

3. Sample

4. Tools used

5. Administration of tool

6. Scoring procedure

7. Classification and tabulation of data

8. Statistical techniques employed

3.1 RESEARCH METHOD

Aggarwal (2008), "Descriptive research is devoted to the gathering of information prevailing conditions or situation for description and interpretation". The method used by the researcher not only tabulates the facts but also fulfils the purpose of analysis, interpretation, comparison, relationships, and identification of trends. This study is an attempt to study socio-emotional competence of adolescents with socio-demographic variables and academic achievement. Therefore, keeping in view the objectives, descriptive research method was used.

3.2. POPULATION

All the secondary school students of Anantnag district of Jammu and Kashmir Union Territory constituted the population of the present study.

3.3 SAMPLE

Sampling is fundamental and has vital importance in any research. It is a part and parcel of the strategy of research. The process of selecting a fraction or a part of the whole population is called sampling. In educational research, the sampling helps to make generalizations that remain valid for the entire population. The portion of the population that represents the whole population is known as the sample.

For drawing the sample of the present study, multi-stage sampling technique was used. At the first stage, Anantnag District was selected from 10 districts of the Kashmir division of Jammu and Kashmir Union Territories. At the second stage, out of total secondary schools of this district, 10 schools (05 private and 05 governments) based on random sampling. After that, the researcher makes the strata of the population based on gender and locality and selected 400 adolescents from 10 sample schools. The details of the sample are given in the table 3.1.

Table 3.1 Details of the Sample of the Study

Sl. No.	Name of the School	No. of Respondents
1	Govt. High School Khiram, Anantnag	45
2	Modern Public High School, Khiram, Anantnag	36
3	Iqra English Medium High School, Srigufwara, Anantnag	33
4	Govt. Higher Secondary School, Hard Tooru, Anantnag	40
5	NICE Secondary School, Srigufwara, Anantnag	37
6	Boys Higher Secondary School, Bijbehara, Anantnag	48
7	Govt. Girls Higher Secondary School, Bijbehara, Anantnag	43
8	Public School English Medium, Bijbehara, Anantnag	44
9	Govt. Higher Secondary School, Srigufwara, Anantnag	38
10	Govt. Higher Secondary School, Mahind, Anantnag	36
Total		400

3.4. TOOLS USED

Tool selection is essential in any type of research. If the tools used are not suitable, the researcher may be misunderstood and his efforts will be washed as the researcher fails to achieve the objectives of the study. The details of tools which are used for data collection are given below:

3.4.1   Socio-Emotional Competence Scale (SECS) developed by Mingming Zhou and Jessie Ee. (2012) was used to study the socio-emotional Competence of school students and this tool measured five dimensions i.e. self-awareness, social awareness, self-management, relationship management and responsible decision-making.

3.4.2.   To measure academic achievement of adolescents, result of the previous class i.e. 8th Class (marks and percentage) was used.

3.4.1. Description of the Tool

The Socio-Emotional Competence Scale is developed by Dr Mingling Zhou and Dr Jessi E. It measures Socio-emotional competence based on five dimensions of socio-emotional competence such as "self-awareness, self-management, social awareness, relationship skills and responsible decision-making". The SEC Scale contained five dimensions and each dimension contains five items. It is used to measure the socio-emotional competence of individuals of the age range of 9 years to 20 years (grade 3 to 12th). In beginning, many statements were prepared based on the traits of socio-emotional competence reported in the literature. These statements were given to different experts. Only those statements which yielded a correlation coefficient of 0.05 and above were retained. Thus, the scale finally consists of 25 statements under, 05 Dimensions.

3.5.2. Reliability and Validity

The reliability coefficient of the socio-emotional competence scale was computed by the test re-test method and the correlation coefficient was found 0.89. The validity coefficient was tested and was found 0.84.

3.5. ADMINISTRATION OF THE TOOL

To collect the data, the researcher visited all the selected sample schools of the Anantnag district by employing the socio-emotional competence scale (2012). After data collection, the scoring was performed strictly according to the instructions in the test manual. For academic achievement, previous class results of the respondents were collected from official school records.

3.6. SCORING PROCEDURE

There are 25 statements in the scale and all are positive statements that show socio-emotional competence. The SEC Scale contained five dimensions and each dimension contains five items. The 5 dimensions are "self-awareness; social awareness; self-management; relationship management and responsible decision-making". The SEC Scale was administered in the English version. This scale has responses from 1 (not at all true of me) to 6 (very true of me). 1 mark has been given to (not at all true of me), 2 marks has been given to (Somewhat untrue of me), 3 marks has been given to (Neutral), 4 Marks has been given to (somewhat true of me), 5 marks has been given to (true of me) and 6 marks have been given to (very true of me).

3.7. CLASSIFICATION AND TABULATION OF THE DATA

Data was categorized on the basis of levels of socio-emotional competence and academic achievement. The details of classification of socio-emotional competence are given in Table 3.2.

Table 3.2 Levels of Socio-Emotional Competence

Levels of Socio-Emotional competence	Number of students	Percentage
High Socio-Emotional competence	87	21.75
Average Socio-Emotional competence	204	27.25
Low Socio-Emotional competence	109	51

Secondly, the academic achievement was classified as high, average and low academic achievers, which was done by employing the formula- $M \pm 1/2$ SD. The same is given in the table 3.3:

Table: 3.3. Levels of Academic Achievement

Levels of Academic Achievement	Number of students	Percentage
High academic achievers	150	37.5
Average academic achievers	123	30.75
Low academic achievers	127	31.75

3.8. STATISTICAL TECHNIQUES EMPLOYED

In this study, the following statistical techniques used:

- Frequencies
- Percentage
- Mean
- Standard Deviation
- t-value
- Pearson Correlation Coefficient