

Emotion Management in Social Science Doctoral Research: The Concerns of Quality and Relevance

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Abstract

Doctoral research is one of the significant aspects which manifest the quality of higher education. It has been debated that the dimensions and process of social science research is quite complex and subjective. Since social sciences subject matter is not completely objective the emotions of researcher (research scholar) comes in to picture and thus may intervene with the process of data collection and analysis. Further owing to multifaceted nature of social science research and the nature of scholar-supervisor relation, managing emotions during the doctoral research becomes critical to the quality and relevance of research.

The present paper is of exploratory nature and is aimed at taking up scientific study using the primary mode of data collection. The present paper raises certain issues pertaining to emotions and its management while doing the doctoral research in social sciences.

Keywords – Emotion management, doctoral research, ethics, quality and relevance

Introduction:

Research in social sciences extends knowledge of human beings, social life and environment. It brings to light information that might never be discovered fully during the ordinary course of life. It establishes generalizations and general laws and contributes to theory building in various fields of knowledge. It verifies and tests existing facts and theory and these help in improving knowledge and ability. General laws developed through research may enable to make reliable predictions of events yet to happen. Research aims to analyse inter relations between variables and to derive causal explanations. Applied social science research aims at finding solutions

to socio-economic problems. It aims at developing new tools, concepts and theories for a better study of unknown phenomenon. It aids planning and thus contributes to national development. The social science doctoral research extends all the advantages of any social science research. Doctoral research is also a vital parameter to assess the level and quality of higher education in a social system.

Doctoral research is an intensive and extensive process involving multiple stakeholders, agencies, issues of scholarship, financial assistance and at a socio-psychological level managing multiple emotions pertaining to research. The number of scholars registering for doctoral research is witnessing steep rise owing to various factors including new career opportunities emerging in the field of research. Emotions as strong feelings are associated with the situations, objects, and people involving a series of physiological changes with respective psychological impact. Emotions are too complex to be understood and categorized since various factors are related to generation of emotions. The various key factors which influence the doctoral social science research scholar are:

- The subject matter of social sciences (area and topic of research)
- Methodology being used and experiences during data collection/fieldwork (Quantitative versus Qualitative Research)
- Concerns of Quality, Ethics and Relevance
- Academic Freedom
- Emotions of the Researcher
 - Socio-economic background and Motivation of research scholar
 - Interpersonal relation of the scholar with the research supervisor
- Emotion Management of Research Scholar

The Subject Matter of Social Sciences (area and topic of research):

Research in social sciences draws on various long-established traditions. Fundamentally, social science research is concerned with people and their life contexts and with philosophical questions relating to nature of knowledge and truth (epistemology), values (axiology) and being (ontology) which underpin human judgments and activities. The subject matter of social science research involves the collection of data about people and their social contexts by a range of methods and includes various disciplines like Anthropology, Sociology, Psychology, History, Political Science, and Economics etc. The notion of social scientist creating knowledge by bringing vision to interpretation of facts was central to the work of Mills (1959) [10] and more recently researchers such as Eisner (1991) [3] have emphasized the importance of social scientist as connoisseur. The very term social science indicates its emergence in relation to and sometimes in opposition to natural sciences.

The subject matter in social sciences is extremely diversified and relatively abstract in comparison to natural sciences which make the social science research quite challenging. As highlighted by Fenton et al there are certain critical research questions facing the doctoral social science research. [4]

How much social science research is reported? (Whether the topic and area of the research scholar stands the possibility of being reported and to what extent? For that matter how much of doctoral research is reported in India?)

Do certain mass media report a disproportionate amount of social science research? In what locations does social science research tend to get reported?

Do some topics receive greater attention than others? Are certain social science disciplines favored by mass media? (There are certain areas especially socio-political problems which are reported by the media persons purely from TRP point of view and not authentic research by the social science scholars)

Do the mass media tend to report research conducted by particular methods? What tends to prompt the reporting of social science research? (The reports in mass media is not scientific research, they are more guided by populism). Are researchers of a particular status or from certain institutions more likely to receive coverage than others? (There is certainly bias whereby certain institutions and researchers of certain status receive more coverage and attention)

The subject matter of social sciences itself generates various emotions since the researcher is part of social reality which is being studied. The abstractions of social sciences further intensify the heterogeneity in explanation of social and cultural facts.

Social science research differs from research in the natural sciences as a result of its focus on the people-individuals and groups – and their behaviors within cultures and organizations that vary widely socially and historically. There is unpredictability in the behaviour of human beings. Social Science researchers cannot develop powerful solutions to social problems since the mind enables individuals and groups to take decisions that vary with widely different motives. Human experience is characterized by complexity and the social science researchers need to resist the temptation to impose unwarranted order through the application of “one size fits all” theories. [14]. The subject matter or the main theme of the research selected by the scholar may have significant impact on his emotions and mental make up which may influence the research process. The tendency of identifying with the theme and respondents (or participants) is thus very high which may interfere with the research findings. In natural sciences research the scholar is not dealing with subjective beings, it instead concentrates on objects. However the divergence between the subject matter of the natural sciences and that of social sciences has not been carefully explored. The nature of one’s data affects the application of one’s research methods and the reliability and validity of one’s data.

Nature of data: There is a long standing controversy over just what is the proper field of study for the social scientists. Most would agree that social sciences does not study biological or physical phenomenon but concentrates upon social or cultural data. But what are social or cultural data? What is a social or cultural fact? But to get at the facts social scientists observe physical behaviour such as walking, waving of the arms, facial expressions and patterned sounds and the result of the physical behaviour. Yet these physical movements (or the products there of) are meaningful to the observer only in terms of scholar’s own conceptualization and acquired knowledge of the actor’s interpretation of them.

The manner in which the world is conceptualized in social science has been changing in the last two centuries. The most prominent of these are dichotomies such as traditional and modern societies and the old and new worlds both of which are products of colonialism; the trichotomy of the First, second and the Third world is an offshoot of the cold war. The subject matter of social sciences is so much prone to subjectivity; the possibility of feelings and opinions of the researcher influencing the research analysis is relatively high.[11] The doctoral research in social science thus faces the limitations of conceptualizing the operational definitions after understanding the theme of research.

Methodology of Social Sciences

Social Scientists have developed methods which conformed to methodology of the natural sciences. However since they deal with diverse areas of studies the methodologies will be different. The usage of different research methodologies give varied status and weightage to the research. Paradigms provide important frameworks of ideas for thinking about research methodology; their development has had the unfortunate effect of polarizing social sciences researchers. The statistical methods and interpretative methods generate the issues of objectivity and subjectivity strongly influencing the methodology. Elaborate methodologies have been developed in which particular understandings of knowledge, truth, values and being give firm foundations for research design and provide defense against external criticism. It is recognised that some methodological frameworks are incompatible with others. Social Science research is an art as well as a science and the skills of using appropriate methodology; knowledge needed for good doctoral research can be acquired only through experience over time. There are always judgments to be made and decisions to be taken about how best to go about research.

For a research scholar who has just entered the field of research, deciding upon the methodology of research is a challenge since the decision is influenced by social set up of the researcher. Further the justification for selection of a particular method may not convince others owing to variations in social and research orientations.

In scientific research the systematic investigation has to be tempered by a method or logic of inquiry. Methodology in social science research denotes a combination of a) technology of data collection, namely tools and methods of research such as questionnaire, schedule, interview guide, case study, life history, survey and participant observation methods and content analysis; b) analytical tools such as statistical tests and methods and c) philosophy, theory and epistemology of social science guiding the conduct of research in the definition and understanding of the problem and the logic of inquiry.

It is difficult for the research scholars to perceive the world without the help of concepts. At the same time concepts define and limit perceptions. It is no accident, as Herbert Blumer wrote, that conceiving has two meanings. One is as a way of looking at things. Another is as a way of bringing things in to existence. [1] The process of naming is also a process of conferring meaning on to objects and events. It is this issue-the categories, concepts and paradigms with which the social scientist operates

that is at the heart of current discussion of the possible roles of social science in contemporary society. The influence of social science on the meaning of things and events has affected the discourse with which public discussion is conducted. They develop the tools with which modern societies are given understandability

Some of the popular methods and tools of data collection are observation, interview schedule, and questionnaire etc. The social science research scholar cannot comprehend the complexities of social action or human motives merely by posing questions in a highly stylized, formal manner. The bias of the researcher is implicit within the framework and the detail of a questionnaire or schedule. The answers to the questionnaire are not answers to the questions asked but to what subject thinks is being asked, and there is little or no opportunity for the research scholar/ fieldworker using such a technique to discover the difference. *The same questions or set of questions can elicit consistent misunderstandings which may indicate fictitious uniformities or differences.* [17]. The researcher's theoretical assumptions structure his interpretation of data. But these premises are also shaped by the researcher's ideology and group membership, including his status therein.

Qualitative vs. Quantitative Methodology

The methodology being used by the research scholar-quantitative or qualitative is a key factor in not only nature of data but also in research analysis and sentiments of the scholar. The quantitative researchers are often portrayed as preoccupied with applying too much of measurement procedures to social life while qualitative researchers are seen as using words in presentation of data. [2]. In quantitative research, the research scholar's point of view is more important (thus the threat of subjectivity looms large) whereas in qualitative research the perspective of those being studied-what they see as important and significant provides the point of orientation. However it cannot be denied that what seems significant for the participant may be modified by the researcher sub consciously if the researcher doesn't share the same view point

With reference to relationship between researchers and research participants-the quantitative researcher seems to be involved with their subjects. And in some cases as in questionnaire the researcher may have no contact with them at all. Sometimes this lack of a relationship with the subjects of an investigation is regarded as desirable by quantitative researchers, because they feel that their objectivity might be compromised if they become too involved with the people they study. The qualitative researcher seeks close involvement with the people being investigated, so that he or she can genuinely understand the world through their eyes. A set of concepts bear on the research instruments being employed-theoretical work precedes the collection of data whereas in qualitative research concepts and theoretical elaboration emerge out of data collection. Quantitative research is highly structured so that the investigator is able to examine the precise concepts and issues that are the focus of the study; in qualitative research the approach is invariably unstructured so that the possibility of getting at actor's meanings and of concepts emerging out of data collection is enhanced.

Quantitative researchers want their findings to be generalisable to the relevant population, the qualitative researcher seeks an understanding of behaviour, beliefs, and values and so on in terms of the context in which the research is conducted. Quantitative data are often depicted as hard in the sense of being robust and unambiguous, owing to the precision offered by measurement. Qualitative researchers claim that their contextual approach and involvement in a setting engender rich data. Quantitative research is usually set up in macro settings whereas the qualitative research is set up in micro settings. Quantitative research is set up in artificial settings whereas Qualitative research is based in natural settings.

Errors, Research design, sampling, data analysis are critical factors in methodology having a strong impact on quality of research. Both the methodologies pose respective advantages and disadvantages. The skill of the research scholar thus lies in understanding the various facets of these approaches so that only social fact and reality are reported in the factual order and not in an emotional order. Irrespective of the method (quantitative or qualitative) being employed apart from thorough understanding of methodology and steps in research, the right emotional framework of the scholar is vital. This also influences the quality of research and the ethical principles being employed at various levels of research right from literature review to data collection and analysis.

Concerns of Quality, Ethics and Relevance:

Quality in social science research rests upon the persuasive power of its outcomes and therefore fundamentally upon how the researcher uses language to construct and represent meaning. Further social science research should generate coherent meaning. As a result of its focus on people, ethical issues are centrally important in social science research. Knowledge confers power, so in collecting data research scholars need to be guided by principles of respect for people and obtaining informed consent. The publication of outcomes confronts social science researchers with the need to consider possible impact of their reports on people who have been part of it. Standard procedures such as “anonymizing” participants and organizations raise further ethical issues and questions since people’s ideas can be seen as their intellectual property and in some cases it would certainly be unethical to quote them with acknowledging the source.

Springing from quality, moral and ethical principles, social science researchers vary considerably in terms of the kinds of relationship they establish with participants. Some adopt the stance of an outsider carrying out research on subjects some adopt the stance of a participant carrying out research in close contact with “informants” some adopt the stance of a partner, carrying out research with co-researchers, some adopt the stance of facilitators. These decisions all imply different ways of distributing power within the relationships, but whatever stance is adopted power differentials are never entirely within the researcher’s control and can never be excised. This in turn has impact on the quality and reliability of the data that can be collected. The research scholars need to establish a relationship of trust with the participants as necessary condition to carry out high quality research. It is difficult for the participants to reveal

all that is in their minds and with this has come issues of objectivity of the research design and outcome. Fundamental to the achievement of high quality is the preparedness and ability of research scholar to critique their work and reflect on how it could have been done differently and whether that might have changed the outcomes and if so how. Reflexivity, not techniques is the trait of good social science researcher.

Researchers must be prepared to deal with an array of ethical and political concerns. The ethical researcher protects subjects, conducts research honestly in accordance with code of ethics, avoids interference from sponsors and disseminates results in an open and clear manner. Researchers face economically or politically powerful groups in society or the government who attempt to limit what they can study, how they conduct research, or how they disseminate the findings of research. The relevance of the research is a significant factor which not only influences the quality but also emotions of the research scholar. There are various models suggested to gauge the relevance of social science research.

Models of Relevance

James Rule reviewed the positions that social researchers took toward their research and its use and argued that the positions can be categorized in to five basic types. The models of relevance are ideal types of the positions social scientist take. [12] The research scholars have thus an important responsibility to make their respective research relevant, but the question is “relevant for whom?” Before taking up the research this question has to be answered at least for clarity of thought of the researcher if not the beneficiary.

- **No net effects:** Social science findings produce no greater social good. Several famous social scientists who argue this are William Graham Sumner, Vilfredo Pareto, Herbert Spencer, Edward Banfield and James Q. Wilson. The social scientists see the products of research as capable of being used for any one’s self-interest and believe that, in the long run as much harm as good has come from the greater knowledge social science yields.
- **Direct and Positive Effects:** Social Science knowledge results in an improvement for all. Liberal social scientists like Robert Merton who adopt this stance see knowledge about social relations leading to a more rational world. Research results on social problems help us understand the social world much better, enabling us to know how we can modify it toward some greater good.
- **Special Constituency-Proletariat:** Social science should be used to advance the interests and position of the working class. This is the Marxist model of the appropriate use of social research. According to it all social science falls in to three categories: the trivial, that which helps the bourgeoisie, and that which aids the proletariat. Consistent with a critical science approach, research findings should be used to advocate and defend the interests of the working class and assist workers by exposing and combating exploitation, oppression, injustice and repression.

- **Special Constituency, the uncoopted:** Social Science should be used to aid any disadvantaged or underprivileged group in society. This model associated with Karl Manheim and C. Wright Mills is more general than the Marxian position. It sees many social groups as lacking power in society (women, consumers, racial minorities, gays, the poor etc) and argues that these groups are oppressed by the powerful in the society who have access to education, wealth and knowledge. The social researcher should defend those who lack voice in society and who are manipulated by those in power.. The powerful can use or purchase social science research for their own ends. Because they have unique role in society and are in a position to learn about all areas of society social researchers have obligation to help weak and share knowledge with them.
- **Special Constituency, Government:** Social sciences proper role is to aid the decision makers of society, especially public officials. It is similar to second model but adds the assumption that government is in the best position to make use of social research findings and is fully committed to eradicate social problems. It is also similar to the first model but implies selling or providing findings to the highest bidder within the limits of national loyalty. It assumes that the government operates in the best interests of everyone and that researchers have a patriotic duty to give what they learn to those with political power.

The sixth model which has been developed is:

- **Special Constituency: wealthy individuals and corporations.** It states that social research can reflect a researcher's personal political values and advance the political goals of wealthy groups who seek to maintain or expand their power.

The quality and relevance of research is also dependent upon the academic freedom available to the scholar and the ease with which the scholar can presents the research findings without any hesitation or fear.

Academic Freedom:

It is the existence of an open and largely unrestricted atmosphere for the free exchange of ideas and information. In democratic societies, many people value intellectual freedom and believe in providing the scholars with freedom from interference. This idea is based on the belief that fundamental democratic institutions, the advance of unbiased knowledge and freedom of expression require a free flow of ideas and information. Academic freedom is related to the autonomy of research. New ideas for research topics, the interpretation of findings, the development of theories or hypotheses, and the open discussion of ideas require academic freedom. Academic freedom is integral to good research. Scientific research involves more than knowing technical information like research design, sampling, methodology and data analysis etc.; it requires a spirit of free and open discussion, criticism on the basis of scientific

merit irrespective of values and inquiry in to all areas of social life. These values are threatened when academic freedom is restricted.

Emotions of the Researcher:

The researcher is subject to the same emotions and mental operations as are casual observers. Learning involves emotions. It requires particular ways of interpreting experience. Our hopes, fears and desires influence how we think, perceive and remember. [8]. Emotion is a call to further investigation as it indicates an area whether unconscious interpretation is more obviously at work.

The social scientist must cope with far greater range of variables than the natural scientist. Furthermore, the relationships among the variables in the social order are not as “stable” over time and space as those in the natural science. Herbert Spencer while referring to relationship of the social scientist with the subject matter in *The Study of Sociology* wrote: “Here, then, is a difficulty to which no other science presents anything analogous. To cut himself off in thought from all his relationships of race and country and citizenship-to get rid of all those interests, prejudices, linkings, superstitions, generated in him by the life of his own society and his own time-to look on all the changes societies have undergone and are undergoing, with reference to nationality, or creed, or personal welfare; is what the average man cannot do at all, and what the exceptional man can do very imperfectly” [15]

Lundberg, Schrag and Larsen argue: “It is not the business of the Sociologist (*read social science researcher*), in his work of arriving at scientific laws of group behaviour, to permit himself to be influenced by considerations of how his conclusions will coincide with existing notions or what will be the effect of his findings on the social order. However, the sociologist can exert his influence as a citizen to insure that scientific findings will be used only for the benefit of the community.” [9]. However it is difficult to demonstrate how this objectivity specifically the separation between the scientist role and citizen role can be achieved. Experimental method can be used for overcoming some of the biases. However the research scholar should be fully acquainted with his own and society’s impact upon experimental design. Moreover there are circumstances where even experimental designs are insufficient to overcome the biases that stem from the position of the social scientist as a “variable” in social science research. The changing value system in society is also associated with the shifts in doctoral research and the researcher’s orientation. The issues of credibility (how believable are the findings?), transferability (do the findings apply to other contexts), dependability (are the findings likely to apply at other times?), confirmability (has the investigator allowed his or her values to intrude to a high degree?) reflect the emotional frame work of the researcher

Research in practice rarely runs with textbook smoothness and first hand involvement in project work reveals the reality behind so called “hygienic” accounts of research. [16] Messes, mistakes and false starts do occur and researchers have to learn problem solving techniques to deal with them. The academic and dry treatments of methodology in text books come to life through the experience of conducting research oneself. The experience becomes fruitful if the scholar is managing the

emotions appropriately while keeping a check on the stress owing to various uncertainties of research.

Issues of Validity and reliability:

With all kinds of research, it becomes significant to understand how much value should be attached to our findings. Are they accurately representing what actually exists? The extent to which a test is really measuring what the researcher intends to measure. The research scholars assess the validity of their research by looking at evidence, at how the research was carried out, whether anything (emotions and biases) could have interfered with the research process and confused the results, and the nature of connection between evidence and generalizations. In natural sciences a finding may be valid in the laboratory where nothing has interfered (at least the emotions of the researcher) with the finding or confounded the results – but it cannot be applied to the real world where social interaction is more complex. Researchers are also concerned with whether or not their results can be replicated i.e. the extent to which a test would give consistent results if applied by different researchers more than once to the same people under standard conditions. Here the emotions of the respondents interfere with the research results on which the researcher has no control. Thus the researcher in order to make the test and data more reliable asks questions in different ways.

Social Sciences thus in order to contain the errors due to emotions and other intervening variables are using the technique of Triangulation i.e. using variety of research strategies, using different research methods and sources of data to examine the same problem.

The nature and adequacy of explanation:

There appear to be two major types of explanation employed within the social sciences: Verstehen or understanding and prediction. Prediction is the key criterion for adequate explanation, that the adequacy of one's data relative to one's hypotheses or theory lies in the resulting ability to predict patterns in a given realm. It is also contended that all social theory must be evaluated in terms of its predictive power. Of course it has been recognized that social sciences have attained only limited success in predicting, much less in controlling, and the course of human events. Nevertheless they would argue that more effective prediction and control will follow from more adequate theoretical formulations and research procedures. However the nature of social reality particularly the scientists' relationship to the data imposes functional limits upon social prediction and control which can be avoided only via novel and perhaps heretical (unorthodox) theories.

Socio-economic background and Motivation of research scholar

The socio-economic background of the researcher like age, caste, emotional make up, financial background influences the research process especially while doing the

doctoral research. With specific sociological context of India, it has been observed that caste plays a vital role in selection of the scholar by the research supervisor. Some scholars also report discrimination and caste abuses by the supervisor which has a strong impact on the mental make up of the scholar. Research involves substantial finances. If the research is supported by scholarships it helps the scholar, however in its absence managing the finances of the research and bearing the costs of preparation of schedules, data collection, and data analysis by using packages like SPSS. Further the skills like oral communication, teamwork, enthusiasm, motivation, initiative, leadership, commitment, interpersonal skills and organizing ability of the research scholar influences not only the quality of research but also conviction and confidence of the research scholar. Social science must be objective and unbiased as the natural sciences, however others maintain that value-free, objective social science without emotions is impossible. A person's social location in society shapes his or her ideas and view points. Yet social researchers are separate from others and are less shaped by their social position because they try to learn the viewpoints of other people and empathize with all parts of society. Social researchers are not beholden to powerful elites and they are less subject to shifts in popular opinion, fads and crazes. They can and should adopt a relational position-a position apart from any other specific social group, yet in touch with all groups.

Social system and Values of the research scholar

The value system of the research scholar is a significant factor influencing the emotions as well as the outcome of the researcher. [6]. Max Weber is considered as foremost exponent of value-free social science-that is, ethically and politically neutral. He did not argue that sociologists should not make value judgments. Weber then drew distinction between facts and values. Values were judgments about what was right and wrong, desirable and undesirable. Facts were the subject matter of science. Deciding when to stop in the search for causes involves what Weber called "value orientation". All scientists make decisions according to their own values. For instance in selecting the subject of study, in shifting the essential from details, in supplying reasons for establishing a relationship between various elements and the meaning we give them, in verifying propositions through clear rational thinking not just using personal experience or emotion. The other issues which become significant in emotions of the researcher are professional integrity, responsibilities towards research participants, and relationships with research participants and respect the anonymity and privacy of research participants.

The social scientist may select from among available norms or sets of norms. Such procedures of unit selection as random sampling or the case study approach – whatever he believes will enhance the search for truth or empirically search for truth or empirically grounded knowledge. In positively valuing certain methods and negating others, the social scientist is influenced not only by his theoretical commitment but by his role and status of society. To treat a scientist as a non-person is to ignore social reality. The role orientation of the researcher affects the selection of his theoretical assumptions and the application of his research methods and does

much to structure his analysis and the manner in which he writes up his findings.

There are significant differences among socio-cultural systems in the kinds of roles applied social scientists carry out. Three types seem universal. These are the roles of moralizer, mediator and technicians. As moralizer most methodologists reason that the scientific method cannot be employed to determine empirically what is right and what is wrong, particularly with respect to ultimate values and goals. In the most extreme instances the political climate makes it impossible for a social scientist to sustain the search for objective truth. Here the conflicting parties will not concede that neutral, objective observers exist-so intense are the feelings. The mediator is another kind of researcher-scientist whose commitment is to the broader society or if he functions on the international scene to various societies. The mediator formally espouses a neutral, objective position relative to divergent interest groups. The task of the researcher is to provide public or decision makers with the data upon which to base their judgments and formulate policy. The ultimate aim of researcher as mediator is to assist in alleviating the conflicts and strains that inhere in the relations among groups, particularly in pluralistic, industrial orders. As such the researcher-mediator has much in common with many newsmen who see themselves as supplying the citizenry with the facts they must have for democracy to function effectively. The researcher as technician contributes to scientific knowledge. In addition to rationalizing scientific activity to the public by demonstrating that it can indeed implement specific organizational goals, the technician focuses attention upon certain issues that the pure scientist would overlook or disregard. The salient requirements of the technician is that he be highly skilled in the techniques of research; he must know how to draw samples, code materials, punch cards, sort materials and so on. His role commitment is such as to minimize interest in abstract theorizing. To be sure technician role has its own built-in tensions as the technician-researcher strives to maintain his scientific integrity in the face of the incessant political demands of the organization. Not only does the scientist role serve to guide his research, but his status or social position, markedly affects the manner in which he carries out the obligations of a particular role, be he engaged in pure or applied research. [13]

The research scholar can never completely shed his own conceptual apparatus. He observes the phenomena in terms of some set of concepts which delimit and define what he observes. All societies and their sub systems as well, set various kinds of limits on research. There is no social system which is completely secular.

Social scientists acquire not merely a set of logical theoretical constructs particular to their own discipline but also a whole range of premises that stem from broader sociological order or from particular organization within which scientist carry out their research. In this manner the researcher's immediate social settings circumscribe the application of his theoretical constructs. Cultural value, significant though there may be, effectively inhibit research only when they articulate with the structural arrangement through which social power is wielded.

Plagiarism

A critical issue in research is that of Plagiarism which refers to the passing off of

another's work as if it were one's own by claiming credit for something that was actually done by someone else. Plagiarism is commonly regarded as a form of academic cheating and as such differs little if at all in the minds of many academics from other academic misdemeanors such as fabricating research findings. It is widely viewed that the internet is one of the main-if not the main-motor behind the perceived increase in the prevalence of plagiarism. The ease with which text can be copied from websites, e-journal articles, e-books, online essays sold commercially, and numerous other sources and then pasted in to essays is often viewed as one of the main factors behind the alleged rise in plagiarism cases among research scholars. There are several difficulties with plagiarism as an issue in higher education especially in terms of definition and response to plagiarism.

Interpersonal relation of the scholar with the research supervisor:

The Research scholar's relationship and the type of interaction with the supervisor is one of the most important factors which influence the emotions of the researcher to a great extent and also the quality of research. Infact almost every scholar apart from the concerns of theme, design and relevance of research is also concerned and at times anxious with regard to the type of supervisor one is likely to work with. Doctoral research is a very serious endeavor not only in terms of the degree which is awarded but also a check of scholar's interpersonal skills which has to be put in to use while continuous interaction with the supervisor. The subject knowledge, expertise and research orientation of the research supervisor is instrumental in motivating and guiding the research scholar in the right direction. Tom Gregor's study of selected Universities of Britain highlights the problems of the research scholars in the context of relationship with the supervisor. Gregor has argued that in many instances the scholars are harassed by various means and degrees. The supervisors tend to get the personal work done, claim the discovery or invention or innovative concept of the scholar as their own and also make racist remarks against the scholar. The research work and thesis submission is purposely delayed.

The relationship between supervisor and the scholar is along the spectrum of personal and professional ties. Prior to the doctoral research while pursuing graduation and post graduation the relation between the scholar (student) is in terms of one to many, but when it comes to MPhil/doctoral/post doctoral research the relation is one to one and interestingly that can be simple or very complex for both. With specific reference to India, the teacher-*Guru* has been given the status of God since it is the teacher (supervisor) who shows the way and guides to the right path. However this social reality (belief?) seems to be changing in rapidly globalizing India.

Emotion Management of the Research Scholar

Doctoral research is being considered as one of the criteria of status building. The scholars may be more driven towards the achievement of that status instead of a good research orientation. As a result of this there may be a sense of hurry or sense of force

from the side of the scholar. This also has a bearing on the scholar-supervisor relation. Sometimes the lack of interest in the research scholar or the supervisor generates different types of emotions.

There are three vital perspectives of emotions: Emotion Regulation, Emotional Labour and Emotional Dissonance. **Emotion regulation** includes all of the conscious and unconscious efforts to increase, maintain, or decrease one or more components of an emotion. [5] In regulation of the emotions the vision and objectives of the research; clear cut framing of research design, appropriate training and the institutional policies and ambience (of the institution, during data collection and at various stages of research) can be instrumental for the scholars to manage the undesirable emotions while doing research.

Individuals perform *Emotional Labour* when they regulate their emotional display in an attempt to meet expectations specific to their roles. Such expectations determine not only the content and range of emotions to be displayed [7], but also the frequency, intensity and the duration that such emotions should be exhibited. The research scholars perform intense emotional labour which can be very challenging if the interpersonal relationships of doctoral scholar and research supervisor are not appropriate. Research institutions/ Universities might explicitly inculcate or train research scholars to meet the challenges of research at different stages and provide all the required support and infrastructure for carrying on the research effectively. In expressing the desired emotions, research scholars perhaps experience *Emotional Dissonance*. This occurs when the actual feelings vary from expressed emotions. This difference or variation is owing to incompatibility between expectations of the scholar and actual feelings held by the scholar. The incompatibility can be due to different factors including difference in the supervisor-researcher value system and institutional core objectives and values; scholars' cultural ethos and the working culture. To eliminate or to control the incompatibility is a critical concern. Significantly and interestingly the continuity in emotional incompatibility can be the source of stress to the scholars.

How do doctoral scholars deal with such incompatibilities? This can be done by "Research Socialization" and "Emotion Management". This to great extent can help to tackle the emotional incompatibilities where by the scholars are trained to differentiate between the personal value system and what is needed for the effective performance as a social science researcher

Emotion management is easier if the research scholars develop the skills of ability to communicate, planning skills, teamwork and leadership, Specific abilities like computer literacy, numeracy and application of technology, self starting, motivation/drive, ability to work with deadlines, problem solving and decision making (willingness to tackle difficult as well as easy problems: the ability to review issues systematically and to make informed judgments), orientation to change (showing flexibility in a dynamic environment by evaluating the impact of one's own actions and learning from the experience) and willingness to continue learning.

Conclusion

Doctoral research in the real world offers the opportunities to engage with groups and organizations in the local community to meet their needs. This can be difficult but rewarding task. The kind of engagement is collaborative research in partnership with local organizations, which requires an ethical approach based upon openness and voluntary consent. Doctoral social research also provides the chance to develop personal transferable skills in terms of initiative, communication, problem solving and responsibility for achievement. Finally the ability to work in a team is increasingly being seen as an important outcome of scholars learning experience and one which is suited to practical research.

The research in social science has limitations which every research scholar faces. For instance the research scholar is a part of what is being studied, complexity of subject matter and lack of precise measurement, human problems and personal values, anthropomorphization – using observations obtained by sheer intuition or empathy and subjective decisions. To segregate the emotions of the researcher from the social reality under study is a difficult task since the researcher is part of the social system per se. Thus emotion management of the scholar is very important which can be attained by acquiring certain skills and maturity which comes with research experience. Apart from the technical expertise emotion management of the research scholar plays a vital role in ensuring the quality and relevance of doctoral research and thus enhancing the quality of higher education.

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