CHAPTER-IV

METHODOLOGY OF THE STUDY

Introduction

Research Methodology is an integral part of any research. It is a way to solve the research problem systematically and scientifically. It involves all the steps that are adopted by the researcher while studying his or her research problem along with the logic behind them. It is concerned with the various processes and procedures that are adopted in solving research problem. It helps in successful completion of the research work.

This chapter deals with the design of the study, exploration of documents, population, sample, tools that are used for collection of data.

So far as objectives are concerned the present study includes under the descriptive research. This method describes and interpret what exists at present.

Exploration of the documents

The documents that were explored for the present study are as follows:

- Census Report of India-2001
- DISE Information SSA Dhubri-2006-07 and MIS
- Statistical Handbook of Assam-2005
- Statistical Handbook of Assam-2006
Population

The population of the present study comprises of all the provincialized lower primary schools (class 1-4) of Kokrajhar district. According to the statistical handbook of Assam there are 1080 lower primary schools in Kokrajhar district. But the DISE 2006-2007 & MIS, S.S.A., Dhubri shows that the district has total 1084 lower primary schools with five educational blocks i.e. Kokrajhar, Dotma, Gossaigaon, Kochugaon and Porbotjhora. In Dotma block there are 77 Assamese medium schools, 91 Bodo medium, 3 Bengali medium, 2 Hindi medium, 36 Ass+Bodo medium schools. Under Gossaigaon block there are 140 Assamese medium schools, 25 Bodo medium schools, 11 Bengali medium schools, 2 Hindi medium schools and 11 Assamese + Bodo medium schools. In Kachugaon block there are 95 Assamese medium schools, 107 Bodo medium schools, 34 Ass+Bodo medium schools and 1 Assamese + Hindi medium schools. In Kokrajhar block there are 122 Assamese medium schools, 128 Bodo medium schools, 14 Bengali
medium schools, 2 Hindi medium schools, 43 Assamese + Bodo medium schools and 1 Assamese + Bengali medium schools. On the other hand in Parbotjhora block there are 81 Assamese medium schools, 42 Bodo medium schools, 1 Bengali medium school and 15 Ass+ Bodo medium schools.

Sample of the Study

As per the objectives in the present study an equal proportion of 10% sample (total 108) schools representing each medium from five (5) educational blocks have been selected by using stratified random sampling technique. Then the selected schools are categorised into three as Bodo medium, Non-Bodo and Mixed medium. All the Assamese medium schools, Bengali medium schools and Hindi medium schools are included under the category of Non-Bodo medium schools and all the schools those have two medium of instructions are included under the category of Mixed medium schools. Hence out of 108 selected schools, 40 are from Bodo medium, 55 schools are from Non-Bodo medium & 13 are from mixed medium schools. Each and every teacher of selected sample schools are the respondents of the present study.

Tools used in the study:

Tools are the devices that are used for collection of the desired information or data. In any research work a researcher requires to use any data gathering tools according to the objective of his or her study or work. There are different types of data gathering tools and each tool is appropriate for the collection of certain type
of information or data. The researcher has to either select from existing available tools or has to construct his or her own.

In the present study, in order to collect the data from the schools, a school information schedule for the head of the schools, a questionnaire and a problem check list for the teachers were used as tools which were developed by the investigator herself. Through school information schedule general information of the schools regarding physical facilities, number of teachers and students, availability of teaching aids and materials, time table or workload, health and other facilities are collected from the Head Teachers of the schools. With the help of the questionnaire and checklist information regarding teaching learning process, implementation of teaching aids and various problems faced by teachers in teaching are collected from the teachers. Here Head Master of each school is also counted as teachers as they are also part and parcel of teaching.

**Procedure of construction of tools:**

At the very outset of construction of the school information, a draft consisting of 9 items dealing with different facilities of school was prepared. Then a questionnaire consisting of 12 items were also prepared dealing with educational and professional qualification of teachers, method of teaching used in the school, evaluation procedure etc. To know the problem of primary education a problem checklist was developed. It consists of 7 sections dealing with problems of general nature, problems related to time table, courses of study, resources of teaching and problem related in achieving qualitative improvement etc. When the first draft of the tools were ready, these were given to the experts to judge their
adequacy and appropriateness. On the basis of the opinion and views of the experts the tools were modified and subjected to a pilot study to check its suitability in actual situation.

**Pilot study:**

Pilot study is very important step to test the validity and reliability of the tools. No matter how carefully the tools are developed or designed, it is necessary to try them out with a few respondents before final investigation in actual situation. In the present study, primary school teachers and Head of the sample schools of whole Kokrajhar district of Assam were to give their views and comments on various aspects of primary education. Therefore, the tools used for data collection has to be made understandable to all of them. To ensure whether the language of the tools are understandable or not, whether the responses fulfill the objectives of the investigation, a pilot study was carried out in 3 primary schools of Kokrajhar district. Subsequently, some changes were made on the basis of the experiences gained in the pilot study. After modifying the tools the final draft was prepared. The final school information schedule consisted of 6 sections with 32 items and the questionnaire consisted of 10 sections with 60 items. Similarly, the final draft of the problem checklist consisted of 7 sections with 27 items.

**Data Collection:**

After having selected the samples and developed the tools, the next step to be taken was to collect the data from the sample schools. The researcher personally visited each of the selected schools and distributed the questionnaires and the checklists for the teachers of the sampled schools. After three days of the
distribution of the tools the investigator again went to those schools to collect the materials and at the same time she herself filled up the school information schedule in consultation with the head of the sampled schools.

**Procedure of analysis and interpretation of Data:**

In the present study, data of primary education were collected by administering three tools developed by the researcher for the purpose. The analysis of the school information schedule, the questionnaire and the problem checklist has been done separately. As per the objective of the study, the analysis and interpretation of the data are divided into four parts.

Different types of items were there in the school information schedule and questionnaire used for data collection. These were multiple choice types, Yes/No type, supply of figure and open ended type questions. The responses to each multiple choice type and Yes/No type were analyzed in terms of frequencies of the respondent’s agreement or disagreement with a particular statement. These frequencies were further converted into percentages. The responses of each item of supply of figure-type were recorded in a table for all the respondents and further analyzed suitably. The open ended type items were analyzed qualitatively. Items in the problem checklist were of the following type-

- Class load is very heavy
  - Always
  - Sometimes
  - Not at all
Teachers’ response to each item of the problem checklist was scored by giving appropriate weightage in the following manner:

- Class load is very heavy
  - Always : 02
  - Sometimes : 01
  - Not at all : 01

After scoring each item, the summated scores were obtained for each of the seven areas of the problem checklist. It was done to find out the relative position of the seven areas in terms of the intensity of the problem faced by the teachers.
REFERENCES

- DISE Information SSA Dubhri-2006-07 and MIS

