CHAPTER IV

METHODOLOGY

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METHODOLOGY

1. Introduction

This chapter deals with the methodology and research design adopted for the purpose of the study. Methodology plays an important role in research. So the success of an investigation depends mainly on the selection of suitable methods and techniques. The method selected should also be appropriate to the problem under selection. The investigator should bear in mind the objectives of the study while selecting appropriate techniques. The use of the right type of tools is important, because the relevance of the findings and the validity of the conclusions depend mainly on them.\(^1\)

2. Methods of Data Collection

2.1 Primary Data

The scope of adult education is fast changing in the Kerala context. The present state of affairs has been studied by survey method in selected sample libraries using questionnaires and observation as tools. The survey method is considered the most suitable method to gather data regarding current conditions. Survey method is that method of investigation which attempts to describe and interpret what exists at present in the form of conditions, practices, processes, trends, effects, attitudes, beliefs etc. It is an organised attempt to analyse, interpret and report the present status of a social institution, group or area.\(^2\)

2.2 Secondary Data

The earlier activities of the Kerala Grandhasala Sangam(KGS) were studied by referring to documents such as the annual reports of the KGS and affiliated libraries, various old records and registers of the KGS, minutes of various meetings of the adult education committee of the KGS, the diary of the founder of the KGS, P.N. Panikaran and published
articles in journals and newspapers of those days. The organisational structure and administrative set up etc. were studied by referring to the Gazetteders, Public libraries Act, Public Libraries rules, and other ammendments published by the Government.

Data were collected through questionnaires, structured interviews and documents. All the available materials including published and unpublished materials were used for preparation of the work. In addition to these, personal discussions were held with experts in this field to make the researcher acquainted with the problem clearly.

3. Sample Design

The universe of study is the public libraries which are affiliated to the KGS in all the 14 districts of Kerala. Five districts were taken as sample for the survey. From each of these selected districts 10 to 15 libraries were selected by random sampling to collect data. Altogether 53 libraries were surveyed. Authorities of fifty three libraries, 47 Instructors and 54 learners were the respondence of the study.

3.1 Rationality of sample selection

A pilot survey was conducted to identify the different activities of the libraries and the information needs of different communities. Thus the varied regional problems and the information needs of different parts of Kerala were identified.

The five districts chosen by purposive sampling were:-

1. Malapuram District which is an educationally backward district with mostly Muslim population and having highest population as per the census -1991 -2001, in the northern part of Kerala

2. Kottayam District- which is most educationally advanced district in the central part of Kerala. Kottayam municipality was declared as the first totally literate municipality in the TLC of Kerala.

3. Trivandrum District is the capital of Kerala in the southern region from where we get a cross section of the culture of Kerala.
4. **Alappuzha**—The coastal district which is the birthplace of KGS. It was a centre of revolutionary movement of Kerala in the middle of the last century. In the coastal regions of the district there is mainly educationally backward fishermen population.

5. **Palakkad District**—is a hilly region, border to Tamil Nadu with bilingual population. Chittoor Taluk, which is having the largest number of illiterate people (in 2001 census), is situated in Palaghat district.

### 3.2 Sample at a glance

Map of Kerala showing the districts selected for the study is attached as appendix IV.

Table 4.1 shows the number of the samples from each district.

<table>
<thead>
<tr>
<th>Districts</th>
<th>No. of Library</th>
<th>No. of Resource</th>
<th>No. of Beneficiaries of the programme</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Authorities</td>
<td>person/instructors</td>
<td></td>
</tr>
<tr>
<td>Trivandrum</td>
<td>12</td>
<td>17</td>
<td>22</td>
</tr>
<tr>
<td>Kottayam</td>
<td>11</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Allappuzha</td>
<td>10</td>
<td>10</td>
<td>7</td>
</tr>
<tr>
<td>Palakkad</td>
<td>11</td>
<td>7</td>
<td>10</td>
</tr>
<tr>
<td>Malappuram</td>
<td>9</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>53</strong></td>
<td><strong>47</strong></td>
<td><strong>54</strong></td>
</tr>
</tbody>
</table>

As the public libraries are part of the non-normal education stream cent percent uniformity cannot be seen in the NFE programmes organised by libraries. These programmes are organised according to the needs of the target groups and availability of resources.
4. **Tools and techniques**

For each and every type of research we need certain instruments to gather new facts or explore new fields. The instruments thus employed are called tools. According to Best, “like the tools in the carpenter’s chest each is appropriate in a given situation.”

According to S.P. Sukhia, “the selection of suitable tools or instruments is of vital importance for successful research” In order to make the study effective and meaningful the following tools and techniques were adopted for the collection of data.

4.1 **Document analysis**

Relevant documents of secondary and tertiary sources of information had been analysed and studied to collect data regarding the earlier activities, background of KGS and different aspects related to organisation, administration, finance management etc. The following are the main documents analysed:

- Annual reports of KGS
- Public libraries Act 1989
- Public libraries Rule 1991
- Amendment of Rules 2000
- Budget of KGS for the year 2003-04
- Directories of District Library Councils
- Silver and golden jubilee souvenirs of KGS

4.2 **Questionnaire**

Questionnaire is perhaps the most flexible tool which possesses unique advantages over other kinds of research tools in collecting data both qualitative and quantitative. According to Barr “it is the systematic compilation of questions that are submitted to a sampling of population from which information is needed.”

The questionnaire affords wider geographic range and coverage of content. It places little pressure on the subject for immediate responses. It is easy to administer. But the construction of a good questionnaire demands time, patience, hard work and insight. Though questionnaire has been subjected to severe criticism, it is a very useful tool of educational research and the investigator
prepared questionnaires to collect much of the data pertaining to the present study.

Two sets of questionnaires were administrated to collect data.
2.1. Questionnaire A was given to authorities of affiliated libraries, usually Secretary or President of the libraries.
2.2. Questionnaire B was designed to collect data from resource persons/instructors of the non-formal education programmes organised through public libraries

4.3 Interview

The investigator felt it necessary to conduct interviews with people who involved in active library movement, officials and administrators of KSLC, professional experts, to gather information and suggestions. Beneficiaries of the Non Formal Education Programme were interviewed with structured interview schedule.

Two types of interviews conducted were;

3.1 Structured: The structured interview was conducted to collect data from the beneficiaries /learners of the NFE programmes as the learners were of various types of course or training

3.2 Unstructured: Interviews were conducted with the officials/administrators of State Library Council, experts and persons connected with the library movement and professionals in Library science, to view the actual facts and to share their experiences.

4.4 Observation

Research on performance has exhibited a wide variety of methodological approaches of which observation is an important one. It provides reliable and valuable data for any research programme. The investigator has employed observation as a technique for the present study in order to understand the
actual field reality. Libraries were visited and observations were recorded. This enabled her to secure a clear idea about the physical facilities provided, mode of instructions, number of participants in the programmes, teaching, learning materials and aids used and the attitude of the people involved.

**Preparation of questionnaires and interview schedule**

The questionnaires and interview schedule were prepared on the basis of extensive reading in the area under consideration and discussion with experts in the fields. The questionnaire begins with a personal letter to the respondent, stating the problem and purpose of the study. In this letter the investigator has ensured the secrecy of the responses. Open and closed questions are used in the questionnaire as per the need of the situations. For most of the questions the respondent need to put only a tick mark. For the remaining cases enough space was provided for their responses and suggestions. The questionnaires and interview schedule were prepared in Malayalam for ensuring better responses from the respondent. English versions are given in the appendix.

(a) **Questionnaire A** (for the authorities of the library)

This questionnaire consists of eight parts with 45 questions which were directed towards the data relating the following aspects. First part consists of questionnaires regarding in the Profile of the library- Name & address, Year of establishment, Locality, Grade, Qualification of librarian and infrastructure facilities.

Second part consists of questionnaires regarding in the resource strength and financial position. It includes questions on Book collection and periodical subscription of the library, Funding agencies, Means of support etc.

In the third part questions regarding their NFE activities such as Literacy classes, Functional literacy, Continuing education programmes, Health Education,
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Awareness programmes, Cultural development activities and other Extension activities.

Questions about target groups, relevance, and effectiveness of the programmes are included in next part.

Questions which reveals the community interaction activities of the library such as Celebrations, Awareness programmes, Cultural programmes Social survey etc. were included in the fifth part.

The sixth part is for collecting data about the organisational structure and administration of the library.

Seventh part was to get information about the support and co-operation received from KGS authorities, public and from media for organizing and conducting these programmes. In the eighth part they were requested to list the problems and suggestions for improving the quality and effectiveness of the activities of the library.

(b) Questionnaire B (for resource persons/instructors of the NFE programme)

There were 6 parts with total 28 questions in this questionnaire which are mainly aimed at the following aspects.

1. Personal data regarding their qualification, age and professional status.
2. Training programmes conducted by the agencies of these programmes.
3. Quality of the teaching and learning materials provided.
4. Opinion about the support received from the library authorities, authorities of KGS, for the ongoing programmes (financial, resource and moral support)
5. Opinion about the follow-up programmes.
6. Problems and suggestions for improving the quality of the programmes.

(c) Interview schedule
Structured interview was conducted with the beneficiaries of the programmes to gather their opinions, observation and suggestions. The schedule is mainly focused on.

1. The social and educational background.

2. Their opinion about -
   a. The relevancy and effectiveness of the programmes.
   b. The quality of programmes.
   c. Resource persons and
   d. Teaching learning materials.

3. Motivational factors by which they became interested to participate and co-operate in the programmes.

4. Follow up supports received from the library.

5. Problems and suggestions for getting more benefits from the programmes.

While designing the questionnaires for Instructors and learners, care was taken to ensure that on each point, corresponding questions were asked to both the groups so that both sides of the picture could be seen clearly.

(d) Interview (Unstructured)

In the interview conducted with the administrators and officials of State Library Council some details about the following aspects were collected.

1. Organizational structure and Administration of Library Council,

2. Financial management

3. Non-formal education programmes of KGS organized through the affiliated libraries

4. Various kinds of supports provided to affiliated libraries

5. The methods of evaluation and monitoring the programmes of libraries

6. Media support.

6. Efforts for improving the quality of the NFE activities of libraries

In order to find out the relevant aspect of the problem a team of experts in this field
and prominent personalities involved in the library movement had been identified
and unstructured interviews were conducted to discuss the various dimensions of
the problem and to collect their suggestions for exploring the possibilities in the
field. List of experts consulted is given in Appendix V.

5. **Try out and finalization of questionnaires & Interview Schedule**

“Pilot studies are essential in order to foresee the flaws and handicaps which might
be encountered in the full scale study”. In accordance with this advice the draft
questionnaires were tried out and tested in 5 libraries. The following modifications
were made considering the different types of NFE programmes they pursue.

1. Some questions were irrelevant, they were changed.
2. Some questions were made clear and simple.
3. Answers were not given to some questions, for such questions possible answers
   were given as choice.
4. Some questions were lengthy, they were shortened.

The draft questionnaires and interview schedule were given to experts in the field of
educational research for criticism and suggestions and necessary modifications were
made accordingly before finalising the tools for administration.

Thus after finalizing the tools the questionnaires were given to the selected libraries to
get them filled. The investigator herself visited all the 53 libraries surveyed and got the
first questionnaire filled. The questionnaires for the instructors/resource persons were
given in the library to get it filled from the instructors in case of not meeting them.

In many cases it was not possible to get exact and accurate data as most of the rural
libraries did not maintain full and detailed records. In such cases it was considered
better to collect approximate data rather than none. As in all survey method it was
found that respondents were unwilling to answer some of the questions.
The interviews and personal visits were time consuming. The interviews were quite interesting and enjoyable. Most of the library authorities and librarians showed keen interest in the topic and encouraged the researcher.

6. Data analysis

The Statistical Package for Social Science (SPSS) was used for computer tabulation and analysis of data. “SPSS is the most widely used program for statistical analysis by social scientists” Pie diagrams and Bar graphs were also made to represent the data. The analysis and interpretation of data are given in the next chapter.
REFERENCES


6. Ibid.