CHAPTER- 3
RESEARCH DESIGN
3.1. Introduction:

In simpler way, research means invention of something. In any kind of research, findings are there. The findings of the research should be utilized and the research should be useful to the society to take corrective actions on the problem raised. Anthony G Picciano, in his book, ‘Educational Research Primer’ has given the origin of the word research. It is as follows:

“The word research derives from the French word meaning to travel through. The formal definition of educational research is a careful systematic investigation of, or “traveling through”, any aspect of education. In the broadest sense of the word, the definition of research includes any gathering of data, information and facts for the advancement of knowledge.”

In applied fields of study, research is defined as a process of creating new and unique knowledge specific to an applied field of study. It takes the form of systematic investigation into phenomena of concern to the field of study using a range of quantitative and qualitative approaches, the results of which add to, confirm, or reject what is already known. Research must be systematic and follow a series of steps and a rigid standard protocol. Research design is the conceptual structure within which research is conducted, constitutes blue print for collection, measurement and analysis of data.

Research design provides the glue that holds the research project together. A design is used to structure the research, to show how all of the major parts of the research project - the samples or groups, measures, treatments or programs, and methods of assignment -- work together to try to address the central research questions.
3.2. Significance of Research Design:

(i) Smooth and efficient sailing (sets boundaries & prevents blind search) in the voyage from known to unknown; serves as a guidepost

(ii) Yields maximum information (avoids collection of unnecessary data) with least efforts; helps in better collection of material and testing of hypothesis

(iii) Costs least in terms of efforts, time & money

(iv) Maximizes reliability of results; gives optimum reliability and efficiency

(v) Provides firm foundation to the endeavour and more accurate results

(vi) Averts misleading conclusions and thoughtless futile exercise; leads to desired type of study

(vii) Helps organising ones ideas

(viii) Gives chance to force flaws and inadequacies (anticipates problems)

(ix) Incorporates by learning from others critical comments and evaluations

(x) Like a successful journey

(xi) Broadens your mind

(xii) Gives fascinating and exciting experience

(xiii) Gives insight into world around you

(xiv) Provides opportunity to meet people

(xv) Gives fun and reward, but at times, very tedious and monotonous too.

Research design involves:

I. Planning the research

II. Collection, scoring and tabulation of data

III. Analysis and interpretation of data
IV. Summary and conclusion
V. Findings and suggesting measures.

3.3. Methodology of Study:

It is difficult task to classify educational research into methods because there is too much overlapping in their purposes and procedures. Thus there is no natural system of categorizing research methods which may put the different methods neatly in clear-cut compartments.

M.S. Khan, in his book, ‘Educational Research’ has classified educational research as:

a) Basic research of fundamental research
b) Applied research
c) Action research.

Educational research can also be classified area-wise.

There are different types of research methods available namely, the experimental, the historical, and the descriptive method. Within the descriptive design there is case study, comparative study, the survey method, the cross cultural study, correlation study and so on. But the selection of the research procedure or method is always done by keeping in mind the nature and the purpose of the study, the objective of research, the tool available for research, and the conditions under which research is conducted.

The main aim of the study is to see how the classroom interaction techniques be made useful to develop speaking, writing, reading and listening skills for business communication.

3.3.1. The Descriptive Method:

Descriptive method is also known as the survey method. It is concerned with the present and attempts to determine the status of the phenomenon under investigation.
Dr. N.K. Upasani in his book, ‘Conducting Educational Research’, has explained descriptive method as follows:

“Descriptive research is concerned with the observation and description of the factors which exist in a given situation. However, in addition to description, it is concerned with analysis and interpretation of what is described. Data may be collected by a variety of means in descriptive research. Questionnaires are widely used to obtain facts about current conditions and practices and to make inquiries concerning attitudes and opinions. A second research instrument frequently used in descriptive research studies is the interview. There are three types of descriptive research: survey research, case studies and developmental research.”

The descriptive method describes and interprets ‘what is’ it involves the descriptive analysis and interpretation of principle, composition or process phenomenon. It involves some type of comparison and contrast. The descriptive research is concern with hypothesis formation and testing of the relationships between non-manipulated variables and the development of generalizations. The process of descriptive research therefore goes beyond more generalizations and tabulation of data. It involves an element of interpretation of meaning of significance so as to assert similarities and differences between the variables.

3.4. Tools of Research:

To carry out the research investigation data gathered, from F.Y B.Com and F.Y.B.M.S. students from Greater Mumbai and suburbs of Mumbai. Five rating scale statements are given to the students and questionnaire with five options are given to the professors’ those who are teaching the subject ‘Business Communication’. Statements and
questionnaire is chosen as the tool for the research study. The data gathering devices are proven useful in educational research including psychological tests, inventories, interviews, observations, tests, opinionnaire, questionnaire, Q-methodology, check-lists, rating scales, score cards etc. Different tools are available for collecting different type of data. Use of particular tool depends upon the type of research proposal. The researcher may use one or more tools in combinations for the use of authentic tools contribute to the validity of inference.

As this research is descriptive survey type, researcher found opinionnaire with five rating scales for students and questionnaire with five options for teachers and some of the descriptive questions included to express their view is an appropriate tool for the present study.

3.4.1. Inquiry Forms – The Opinionnaire/Questionnaire:

Questionnaire is a very powerful tool used to collect data or the responses of various groups. In the ‘Dictionary of Education’, C.V. Good, has defined, “Opinionnaire is a type of questionnaire designed to elicit opinions to contrast to objective facts much same as expressionnaire.” Through the use of questions or by getting peoples expressed reaction to statements, a sample of their opinions is obtained.

The opinionnaire for students and questionnaire for teachers are used to measure the attitude and the belief of the respondents. Opinionnaire and questionnaire are also a type of information forms, also known as attitude scale. The opinionnaire and questionnaire are devised with view to probing into the minds of the people. The researchers analyze the responses and reach to a conclusion about the beliefs or attitude pattern of the respondents. The expressed reactions to a statement show their attitude towards the matter in the statement/question. However, it is not always possible to get to the real feelings of the people merely by what they say.
For the present study, the researcher has referred various similar studies, questionnaire related the research topic and he himself is been teaching the subject business communication from last ten years, on the basis of his references, observations and experiences he has developed two opinionnaire of five rating scales i.e. always, quite often, often, sometimes and never for the students of F.Y.B.Com and F.Y.B.M.S.  

A) Opinionnaire was about classroom interaction techniques.  
B) Opinionnaire was about developing language skills. The researcher has also developed a questionnaire with five options for the teachers those who are teaching the subject ‘Business Communication’ and some of the questions to express their view about classroom interaction, developing language and the subject business communication.

The opinionnaire consisted of a set of forty (40) language skills and thirty (30) classroom interaction techniques statements. The students were given a range of possible responses.

A= 5 (Always)  
B= 4 (Quite often)  
C= 3 (Often)  
D= 2 (Sometimes)  
E= 1 (Never)

Table No. 3.1. Table showing total number of items of classroom interaction techniques used by the researcher into the final tool:

<table>
<thead>
<tr>
<th>Classroom Interaction Techniques</th>
<th>No. of Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Questioning</td>
<td>05</td>
</tr>
<tr>
<td>Narration</td>
<td>05</td>
</tr>
<tr>
<td>Illustration</td>
<td>05</td>
</tr>
<tr>
<td>Role-play</td>
<td>05</td>
</tr>
<tr>
<td>Classroom Management</td>
<td>05</td>
</tr>
<tr>
<td>Presentation</td>
<td>05</td>
</tr>
</tbody>
</table>
Table No. 3.2. Table showing total number of items of language skills used by the researcher into the final tool:

<table>
<thead>
<tr>
<th>Language Skills</th>
<th>No. of Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaking</td>
<td>10</td>
</tr>
<tr>
<td>Writing</td>
<td>10</td>
</tr>
<tr>
<td>Reading</td>
<td>10</td>
</tr>
<tr>
<td>Listening</td>
<td>10</td>
</tr>
</tbody>
</table>

3.4.2. Face Validity:

The judgment that an instrument is measuring what it is supposed to is primarily based upon the logical link between the questions and the objectives of the study. Hence, one of the main advantages of this type of validity is that it is easy to apply. Each question or item on the scale must have a logical link with an objective. Establishment of this link is called as face validity.

In this regard, Ranjit Kumar in his book, ‘Research Methodology’, has explained face validity as follows:

“It is equally important that the items and questions cover the full range of the issue or attitude being measured. Assessment of the items of an instrument in this respect is called content validity. Validity of a tool or measuring instrument depends upon the fidelity with which it measures what it purposed to measure.”

Face validity of the tool was done by the researcher himself. It was seen that whether selected six class-room interaction techniques are used and how it will help to develop language skills i.e. speaking, writing, reading and listening.
3.4.3. Content Validity:

For the purpose of testing content validity of the items- the item tool prepared by the researcher was presented to twenty experts in the field of English and Education for their guidance and suggestions. Experts had given suggestions for adding some new items and cancel a few items and modifying some statements. On this basis the researcher made final tool of opinionnaire (five rating scale) for:

a. Assessing classroom interaction techniques used by communication teacher:

<table>
<thead>
<tr>
<th>Item</th>
<th>Preliminary Statements</th>
<th>Final Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Questioning</td>
<td>09</td>
<td>05</td>
</tr>
<tr>
<td>Narration</td>
<td>10</td>
<td>05</td>
</tr>
<tr>
<td>Illustration</td>
<td>10</td>
<td>05</td>
</tr>
<tr>
<td>Role-play</td>
<td>09</td>
<td>05</td>
</tr>
<tr>
<td>Classroom Management</td>
<td>12</td>
<td>05</td>
</tr>
<tr>
<td>Presentation</td>
<td>12</td>
<td>05</td>
</tr>
</tbody>
</table>

Note- After getting the opinionnaire from the experts – in questioning four, in narration five, in illustration five, in role-play four, in presentation seven and in classroom management seven statements were cancelled.
b. Assessing language skills used by communication teacher:

*Table No.3.4 Final Statement on Language Skills*

<table>
<thead>
<tr>
<th>Item</th>
<th>Preliminary Statements</th>
<th>Final Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaking</td>
<td>20</td>
<td>10</td>
</tr>
<tr>
<td>Writing</td>
<td>20</td>
<td>10</td>
</tr>
<tr>
<td>Reading</td>
<td>20</td>
<td>10</td>
</tr>
<tr>
<td>Listening</td>
<td>20</td>
<td>10</td>
</tr>
</tbody>
</table>

Note: After getting the opinionnaire from the experts- from each skill of language ten statements were cancelled.

3.4.4. Item Analysis of the Tool:

After ascertaining the validation of the items researchers has proceeded to the next level.

The item analysis was conducted with the help of ‘DRY-RUN’.

For this the researcher has selected fifty-fifty students from commerce and management colleges. The tools were distributed among them. Proper directions were given and filled opinionnaire were collected back from those students. The suggestions, opinions and difficulties given by them were noted and appropriate action was taken.

The scoring was done for each item and discriminating index (DI) of each item was checked by using this formula:

$$ DI = \frac{UL - LL}{N} $$

Where, DI (Discriminative Index) = [upper level (UL) – lower level (LL)] / sample size (N)

The items showing DI above 0.20 was considered.
3.4.5. Scoring Pattern:

The five point scale showed responses- Always, Quite often, Often, Sometimes, Never

These responses were marked as per the scoring pattern shown below:-

*Table No. 3.5 Table showing weight-age of the statement*:

<table>
<thead>
<tr>
<th>Nature of the Statements</th>
<th>A (Always)</th>
<th>B (Quite often)</th>
<th>C (Often)</th>
<th>D (Sometimes)</th>
<th>E (Never)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Statements are positive</td>
<td>05</td>
<td>04</td>
<td>03</td>
<td>02</td>
<td>01</td>
</tr>
</tbody>
</table>

3.5. Sampling:

Sampling is the process of selecting a few (sample) from the bigger group (the sampling population) to become the basis for estimating and predicting the prevalence of an unknown piece of information, situation or outcome regarding the bigger group. A sample is a subgroup of the population you are interested in.

According to the Borg and Gall, “Sampling involves the selection of the portion of a population of a representation of the population.”

In the book of ‘Research Methodology: A step by step Guide for Beginners’ by Ranjit Kumar has defined, “Sampling is a trade-off between certain losses and gains.”

The three main advantages of sampling are that the cost is lower, data collection is faster, and since the data set is smaller it is possible to ensure homogeneity and to improve the accuracy and quality of the data. It also results in education of cost in terms of money and members.
3.5.1. Population:

Every sample principally corresponds to a population or ‘universe’ behind it. A population may be said to be a collection of things or people that one could like to say, his sample has selected form.

For the present study, the population was all students in first year B.Com and first year B.M.S. from Greater Mumbai and Suburbs of Mumbai.

3.5.2. Sampling Techniques:

Sampling technique is a process of selecting a representative of a population which truly reflects the major characteristics of the population. The use of appropriate method of sampling makes it possible to draw valid inference or generalization of variable within a relative proportion of the entire target population. The type of sampling mainly depends upon the nature of population and the type of information required for the study.

A variety of sampling methods can be employed, individually or in combination. Factors commonly influencing the choice between these designs include are given on the website <http://www.en.wikipedia.org/wiki/sampling-statistics>

(i) Nature and quality of the frame
(ii) Availability of auxiliary information about units on the frame
(iii) Accuracy requirements, and the need to measure accuracy
(iv) Whether detailed analysis of the sample is expected
(v) Cost/operational concerns"8

Stratified Random Sampling:

To get correct and an appropriate data, the sampling should be done randomly. In the book of ‘Conducting Educational Research’ by Dr. N.K. Upasani, stratified random sampling is explained as follows:
"With stratified random sampling the population is first divided into desired groups or strata on one or more criteria such as sex, socio-economic status or age. The population elements are then randomly selected from each stratum, and these sub-samples are combined to form the total sample. Stratification is used when it can produce more accurate estimate of population characteristics than simple random sampling designs."\(^9\)

The present study attempts to study classroom interaction techniques used by communication teachers to develop language skills for business communication. Therefore, the researcher has applied stratified random sampling.

This sampling method involves dividing the population into subgroups based on variables known about those subgroups, and then taking a simple random sample of each subgroup. This would assure the administrator that he was accurately representing not only the overall population, but also key subgroups, such as students with low attendance or minority groups. This method can be tricky for the uninitiated, as the researcher must decide what weights to assign to each stratification variable.

For the present study, stratified random sampling is applied.

a) The **commerce colleges** selected to collect sample from students are following: (four colleges affiliated to the University of Mumbai and one conducted by SNDT Women’s University, Mumbai)
### Table No. 3.6. Name of the Commerce Colleges

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Name of the College</th>
<th>Address</th>
<th>No. of Samples</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>‘Peoples Education Society’s Siddharth College of Commerce &amp; Economics.</td>
<td>Fort, MUMBAI</td>
<td>50</td>
</tr>
<tr>
<td>2.</td>
<td>‘Modern Education Society’s D.G. Ruparel College of Arts, Commerce &amp; Science.</td>
<td>Matunga Road (W), MUMBAI</td>
<td>50</td>
</tr>
<tr>
<td>3.</td>
<td>K.J. Somaiya College of Arts, Commerce &amp; Science</td>
<td>Vidyavihar (E), MUMBAI</td>
<td>50</td>
</tr>
<tr>
<td>4.</td>
<td>‘Deccan Education Society’s – Kirti M Doongursee College of Arts, Commerce &amp; Science.</td>
<td>Dadar (W), MUMBAI.</td>
<td>50</td>
</tr>
<tr>
<td>5.</td>
<td>‘S.N.D.T. Women’s University’s Arts, Commerce &amp; Science College for Women’</td>
<td>New Marine Lines, MUMBAI</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td><strong>Total=</strong></td>
<td></td>
<td><strong>250</strong></td>
</tr>
</tbody>
</table>

b) The **management colleges** selected to collect sample from students are following: (four colleges affiliated to the University of Mumbai and one affiliated to the SNDT Women’s University, Mumbai).

### Table No. 3.7. Name of the Management Colleges

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Name of the College</th>
<th>Address</th>
<th>No. of Samples</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>‘Peoples Education Society’s <strong>Siddharth</strong> College of Commerce &amp; Economics.</td>
<td>Fort, MUMBAI</td>
<td>50</td>
</tr>
<tr>
<td>2.</td>
<td>‘Modern Education Society’s <strong>D.G. Ruparel</strong> College of Arts, Commerce &amp; Science.</td>
<td>Matunga Road (W), MUMBAI</td>
<td>50</td>
</tr>
<tr>
<td>3.</td>
<td>K.J. <strong>Somaiya</strong> College of Arts, Commerce &amp; Science</td>
<td>Vidyavihar (E), MUMBAI</td>
<td>50</td>
</tr>
<tr>
<td>4.</td>
<td>‘<strong>Aacharya College</strong>’ of Arts, Commerce &amp; Science.</td>
<td>Chembur (E), MUMBAI.</td>
<td>50</td>
</tr>
<tr>
<td>5.</td>
<td>‘S.N.D.T. Women’s University’s **M.N. College for Women’’</td>
<td>Ville-Parle (W), MUMBAI</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td><strong>Total=</strong></td>
<td></td>
<td><strong>250</strong></td>
</tr>
</tbody>
</table>
Total No. of Samples= five hundred (500) (Two hundred (250) from first year degree of commerce and Two hundred (250) from first year degree of management studies).

c) Twenty (20) professors those who are teaching the subject ‘Business Communication’ were given multiply choice twelve questions.

3.6. Data Collection:

Every research problem involves the collection of data. There are two categories of data. The first one is primary data which is collected by the researcher himself. He can collect it either through observation or through experiment. The second one is secondary data which is much in common with literature searching.

In the book, Educational Research’, M.S. Khan has explained the process of data collection as: “personally administer data to the students and the professors and also explain the title, aim and objectives of the study.”

Data collection is a term used to describe a process of preparing and collecting data - for example as part of a process improvement or similar project. The purpose of data collection is to obtain information to keep on record, to make decisions about important issues, to pass information on to others. Primarily, data is collected to provide information regarding a specific topic.

Good data collection involves:

1. Following the defined sampling process
2. Keeping the data in time order
3. Noting comments and other contextual events
4. Recording non-responses

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The researcher took a letter of introduction from his Principal, P.V. Polytechnic, S.N.D.T. Women’s University regarding the nature of the study and requested to allow collecting the necessary data from that institute. The researcher visited to the Head/Principal of the institute and necessary briefing about the research being conducted and tools and the methods of the data collection lead to the researcher being given permission to conduct the test in the respective institutes. Some of the principals scanned through the tools before consenting to the application of the test. The institute head, teachers and assistants cooperated and extended support to the researcher whole-heartedly and the researcher in debt to them and assistance rendered. The students were assured that these responses will not be disclosed to any one, which promptly removed the element of anxiety among the students.

3.7. Quantification of Tabulation of Data:

After collection of data, responses were quantified by assessing scale values of the items and the scores were so organized that the processes of tabulation become an easy task.

Tabulation is a part of the technical process in the statistical analysis of the data. Tabulation refers to the recording of classified scores. The essential element in the tabulation is the summarization of the results in the form of statistical table. The method of tabulation depends upon the aims and the objectives of the study. The present study required the data to be tabulated on the basis of various needs.
3.8. Scoring of the Tool:

3.8.1. Scoring Pattern of the Interaction Techniques Tool:

In order to analyze the data using statistical techniques, quantification of responses was necessary. The scoring was done on five point scale namely – always, quite-often, often, sometimes, never. All the points were positively worded. The scale is shown in the table below:

*Table No.3.8. Rating Scale for Interaction Techniques Tool:*

<table>
<thead>
<tr>
<th>Always</th>
<th>05</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quite-often</td>
<td>04</td>
</tr>
<tr>
<td>Often</td>
<td>03</td>
</tr>
<tr>
<td>Sometimes</td>
<td>02</td>
</tr>
<tr>
<td>Never</td>
<td>01</td>
</tr>
</tbody>
</table>

3.8.2. Scoring Pattern of the Four Skills of the Language:

The scoring for speaking, writing, reading and listening skills of language was done on five point scale namely - always, quite-often, often, sometimes, never. All the points were positively worded. The scale is shown in the table below:

*Table 3.9. Rating Scale for Four Skills of Language:*

<table>
<thead>
<tr>
<th>Always</th>
<th>05</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quite often</td>
<td>04</td>
</tr>
<tr>
<td>Often</td>
<td>03</td>
</tr>
<tr>
<td>Sometimes</td>
<td>02</td>
</tr>
<tr>
<td>Never</td>
<td>01</td>
</tr>
</tbody>
</table>
3.9. Data Collection:

The data collection was done in the month of November 2009 and January 2010. For the collection of data, the first step was seeking permission from the principal of the Institute. The researcher personally visited places contacted the principals and sought their permission. On the appointed date and time the researcher was directed to meet the professors and students. The researcher introduced himself and mentioned the purpose of his visit. The tool was then administered to the students. The students were taken into confidence. The title of research and its objectives were explained to the students. Fifty (50) students from commerce and fifty (50) students from management were randomly selected to fill up the opinionnaire. The five commerce colleges selected among them four are affiliated to the University of Mumbai and one is conducted by SNDT Women’s University, Mumbai and five management colleges selected among them four are affiliated to the University of Mumbai and one is affiliated to SNDT Women’s University, Mumbai. From Kirti College, Dadar, data was collected from the fifty students of F.Y.B.Com and from Aacharya College, Chembur, data was collected from fifty students belonging to F.Y.B.M.S. and from Siddharth, Ruparel and K.J. Somaiya College; data was collected from fifty students of F.Y.B.Com and fifty students of F.Y.B.M.S. From each college hundred students were randomly selected. There were also two another colleges selected to collect data from students- One is conducted and another one is affiliated to the S.N.D.T. Women’s University, MUMBAI. Arts, Commerce and Science College for women, New Marine Lines, fifty students from F.Y.B.Com and S.N.D.T. University’s M.N. College for women, Ville-Parle (w), fifty students from F.Y.B.M.S were randomly selected. The students were told that the data would be kept confidential. In this way, researcher collected data personally. Another type of questionnaire made with five options for the professors’ those who are
teaching the subject ‘Business Communication’ to the students of F.Y.B.Com and F.Y.B.M.S. It was given to the twenty professors’ including the professors of the above mentioned colleges and other colleges.

3.10. Analysis of Data:

Data analysis embraces a whole range of activities of both the qualititative and quantitative type. It is usual tendency in educational research that much use of quantitative analysis is made and statistical methods and techniques have got a special position in research because they provide answers to educational problems.

In the book of ‘Educational Research’, M.S. Khan defines data analysis as “studying the organized material in order to discover inherent facts.”\textsuperscript{11} The data are studied from as many angles as possible to explore the new facts.

Description, construction of measurement scale, generating empirical relationships and explanation and prediction are the main purposes of data analysis.

Research consists of two main steps: gathering of data and the analysis of data. Analysis of data refers to study the organized material in order to discover inherent facts. According to Wilkinson and Bhandarkar, “The analysis of data involves number of closely related operations that are performed with the purpose of summarizing the collected data and organizing them in such a manner that yields answers to research questions.”\textsuperscript{12}

The data that was edited is systematically classified, tabulated and then analyzed for the present study. The tabulated data were scientifically and systematically studied in order to determine the inherent facts or relationships. The ultimate purpose of any research is to develop generalizations that may be used to explain the phenomena and explain further occurrences.
The statistical techniques used for these purposes are:

1) Descriptive statistical analysis.

2) Inferential analysis.

1] **Descriptive Statistical Analysis:**

Descriptive statistical analysis describes the characteristics of the sample. They limit generalization through the particular groups of individuals observed or studied. No conclusions and extended beyond this group. The measures of descriptive statistics used for the present study are as follows:

1. Measures of central tendency – Mean.
3. Graphical method – Graphical representation often facilitates the understanding of the data at a glance. It provides a pictorial display of events and an instant opportunity to understand the peculiarities of the sample under study.

The method of graphical representation used is bar graphs.

2] **Inferential Analysis:**

This refers to testing of the null hypothesis. It involves the application of the statistical techniques in order to arrive at the conclusion about the nature of data and the relationship between various aspects of the sample. These generalizations arrived at can be extended to the larger population. In order to test the hypothesis for the present study, the statistical techniques used for inferential analysis were Pearson’s product – moment coefficient of correlation.

3.11. **Conclusion:**

Research design is a blue print in the hands of the researcher which is full of activities and stages. To march towards the proper direction and to achieve the set goal; the research design helps the researcher. One cannot complete his research and will not go to the findings of the research if one does not have the proper planning to conduct and carry the research.
Works Cited:


12. 14/04/2012 <http://www.goobookce.net/Wilkinson-bhandarkarresearch-methodology>