CHAPTER – III

RESEARCH METHODOLOGY

3.0 INTRODUCTION

Research is a systematic effort in which research design is a plan, structure and strategy of investigation conceived so as to obtain answers to the research questions. The major responsibility of the investigator is to devise research design capable of providing the information necessary for the solution of the problem. It constitutes the blue print for collection, measurement and analysis of the data. In other words, strategy implies how the research objectives will be obtained and how the problems encountered in the research will be tackled.

Besides the above, a good research design must answer some important questions like what is the study about, where will the study be carried out, what type of the data is required, where can the required data be found, what periods of the time will the study include, what will be the sample design, what technique of the sampling will be used, how will the data be analyzed etc., the answer of all these questions should be reflected through the research design. Everything must be planned properly and designed carefully. This part helps the researcher to proceed directly without confusing with the committed events.

This chapter is devoted to the method and procedure followed in the present investigation and the same is given in the following sequence:

3.1 Research method.
3.2 Population and sample.
3.3 Tools used.
3.4 Procedure of data collection.
3.5 Statistical techniques used.
3.1 RESEARCH METHOD

The research method is the gateway of success in any research process. The decision about the research method depends upon the nature of the research problem selected and the kind of the data necessary for its objectives.

In general practice the following research methods have been adopted in the field of educational research.

i) The Historical Method;

ii) The Survey Method;

iii) The experimental Method and

iv) The Philosophical Method.

But, the final choice of research method depends upon the purpose of the study. The purpose and the nature of the research problem play an important role in the selection of a research method and its execution.

Keeping in view the nature of the present study, the Descriptive Survey Method was employed to collect the information. This method is most popular and widely used in the field of social sciences and education as well.

3.1.1 SURVEY METHOD

Often survey method is used simply to collect information, however, survey can also be used to explore relationships between different variables. This method of research brings to light the existing conditions of the variables under study. Survey refers to the method of securing information concerning phenomena under study from all or a selected number of respondents of the concerned universe. In a survey, the investigator examines those phenomena, which exist in the universe independent of his action.
Mouly (1970) states, “No category of educational research is more widely used than the type unknown variously as the survey, the formative-survey, status and descriptive research.” It attempts to describe and interpret what exists and presents in the form of conditions, practices, processes, trends, effects, attitudes, beliefs etc.

Thus survey research is the research strategy to study the present phenomena. It is an organized attempt to analyse, interpret and report the present status of a social institution, group of area. In doing survey research, one collects data from all and or part of a population to assess the relative incidence, distribution and interrelation of naturally occurring phenomena (Kerlinger, 1973).

In survey researches data is gathered mostly as verbal responses to predetermined questions that are asked from most or all the research subjects. This is in contrast with the unstructured interviewing done in participant observation. In the planning of surveys, careful attention is given to both the questions and to the way questions are presented to respondents.

Survey studies collect three types of information:

i) of what exists by studying and analyzing important aspects of present situation.

ii) of what we want by clarifying goals and objectives possibly through a study of the conditions existing elsewhere or what experts otherwise consider to be desirable.

iii) of how to get there through discovering the possible means of achieving the goals on the basis of the experiences of others or the opinion of experts.

Thus, the survey method is an important tool for the effective and practical investigation of the existing phenomena. So the researcher has used survey method in the present study.
3.2 POPULATION AND SAMPLE

Every researcher needs patience, hard work, money, time and the subjects related to the research work. Because all of the characteristics of accuracy, these objects are difficult to measure. To overcome these problems, every investigator has to select some population and sample from his related field because it is not possible to include the whole population for the investigation. The study of whole population requires the thousands of researchers, much time and money etc. On other hand sampling is a process by which a relatively small number of individuals are selected and analyzed in order to find out something about entire population from which it has been selected. Sampling refers to the methods used to select a given number of subjects and things from a population. The strategy of selecting a sample influences the quality of data and interferences that can be drawn from it. Therefore, sampling makes it possible to draw valid generalization by studying a relatively small proportion of the population selected for observation and analysis.

All the alternative schools in 21 districts of Haryana constituted the population for the present investigation.

The sample of the study was selected in three stages: At the first stage three districts namely Yamunanagar, Panipat and Sirsa were selected randomly out of 21 districts.

At the second stage, two blocks each of these three districts viz. (Yamunanagar, Panipat and Sirsa) were also selected randomly. Thus six blocks finally constituted the sample of present study. These were Bilaspur, Radaur of district Yamunanagar, Samalkha and Madlauda of district Panipat and Dabwali and Odhan of district Sirsa.

Finally at the third stage 118 alternative schools (Bhatha Pathshalas) of these blocks were selected for the sample of the present study. Apart from this, 2 community members and 2 parents of the
children studying in alternative schools were also selected from each school for the present investigation. The Cluster Resource Coordinators (CRCs), Block Resource Coordinators (BRCs), Assistant Block Resource Coordinators (ABRCs), Assistant Project Coordinators (APCs), District Project Coordinators (DPCs) and other officials associated with alternative schools of SSA (at district level) were also included in the sample. Moreover, 3DPCs (one from each district), 3APCs (one from each district), 6BRCs (one from each block), 24ABRCs/CRCs (four from each block) were selected as sample. The ABRCs/CRCs were randomly selected.

3.3. SAMPLING DESIGN

The following table represents the selected sample of the study. This table represents the sample of Districts, Blocks, Alternative schools, Parents and Community persons.

Table No. 3.1
Representation of the Sample

<table>
<thead>
<tr>
<th>S.No.</th>
<th>District</th>
<th>Block</th>
<th>Alternative Schools</th>
<th>Community Members</th>
<th>Parents</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Yamunanagar</td>
<td>Block-I (Bilaspur)</td>
<td>09 (All AS from these blocks)</td>
<td>9x2= 18 (two member from each school)</td>
<td>9x2= 18 (two parents from each school)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Block-II (Radaur)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Panipat</td>
<td>Block-I (Samalkha)</td>
<td>57 (All AS from these blocks)</td>
<td>57x2= 114 (two member from each school)</td>
<td>57x2=114 (two parents from each school)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Block-II (Madlauda)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Sirsa</td>
<td>Block-I (Odhan)</td>
<td>52 (All AS from these blocks)</td>
<td>52x2= 104 (two member from each school)</td>
<td>52x2=104 (two parents from each school)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Block-II Dabwali</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td></td>
<td></td>
<td>6 118  236</td>
<td>236</td>
</tr>
</tbody>
</table>
The following table shows the sample of SSA authorities like DPC, APC, BRC, and ABRC/CRC.

<table>
<thead>
<tr>
<th>S.No.</th>
<th>District</th>
<th>DPC</th>
<th>APC</th>
<th>BRC</th>
<th>ABRC/CRC</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Yamunanagar</td>
<td>01</td>
<td>01</td>
<td>02</td>
<td>04</td>
<td>08</td>
</tr>
<tr>
<td>2</td>
<td>Panipat</td>
<td>01</td>
<td>01</td>
<td>02</td>
<td>04</td>
<td>08</td>
</tr>
<tr>
<td>3</td>
<td>Sirsa</td>
<td>01</td>
<td>01</td>
<td>02</td>
<td>04</td>
<td>08</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>03</strong></td>
<td><strong>03</strong></td>
<td><strong>06</strong></td>
<td><strong>12</strong></td>
<td><strong>24</strong></td>
</tr>
</tbody>
</table>

3.4 TOOLS USED

After selecting the sample from the population the next step is to select suitable tools to collect the data. Various devices or tools can be used to collect the relevant data from the sample. One can use the devices which are capable to fulfil the objectives of the study under investigation. The selection of appropriate tools for a proposed study depends upon various considerations. Such as objectives of the study, the time schedule, availability of suitable tests, personal competence of the researcher to administer, scoring and interpretation of results and after all the nature of the proposed study. Taking these factors into consideration the tools selected for the purpose of data collection for the present study were as follow:

i) Self-developed School Information Blank was used to collect school information regarding centres of alternative schooling.

ii) Self-developed non-directive interview schedule was used for seeking views about alternative schools from community members and parents of children studying in Alternative Schools.
iii) A self-developed non-directive interview schedule was also used for seeking views from Educational Volunteers regarding centres of alternative schooling.

iv) A self-developed non-directive interview schedule was also used for seeking views from CRCs, BRCs and other officials associated with alternative schools of SSA.

3.4.1 PREPARATION OF THE SCHOOL INFORMATION BLANK

After going through the in-depth analysis of literature related to the present investigation and information collected during the pilot survey, a list of items in the form of comprehensive information blank covering different aspects on development of Alternative schools was prepared i.e. accessibility of alternative schools, drinking water facilities, electricity facility, stationery, general facilities (blackboard, sitting arrangement, chalk and duster etc.). It was necessary to collect the essential information about the Alternative Schools. The school information blank was given to a language expert for vetting and after making the necessary corrections it was given to the subject experts for their comments. The index was modified in the light of their valuable suggestions.

3.4.2 DEVELOPMENT OF NON-DIRECTIVE INTERVIEW SCHEDULES FOR EDUCATIONAL VOLUNTEERS AND DPCs/APCs/BRCs/ABRCs/CRCs

The second important tool used for the present investigation was a non-directive interview schedule for educational volunteers and SSA authorities associated with the scheme of alternative schooling. The interview schedule was administered on the educational volunteers and DPCs/APCs/BRCs/ABRCs/CRCs associated with alternative schools. Their opinion and views on various aspects of alternative schools their conditions and functioning were also collected. On the basis of studies
related to the present study, information collected during the pilot survey, experiences and opinions of some concerned officers and personal experience, an exhausted list of items pertaining to the different aspects such as advantages of alternative schools, curriculum in these schools, adjustment of educational volunteers, their suggestions, problems, training, supervision, session, timing, directions, meetings, facilities, appointments of teachers etc. was prepared. While framing the questions for the non-directive interview schedules for this purpose, some suggestions given in related literatures such as language, frame of reference, levels of statement, single item statement etc, were also considered. The interview schedules so constructed were given to the language expert for vetting and after making necessary corrections, it was given to the subject experts. The schedule was then modified in the light of their valuable suggestions.

3.4.3 PREPARATION OF THE NON-DIRECTIVE INTERVIEW SCHEDULE FOR COMMUNITY MEMBERS AND PARENTS OF CHILDREN STUDYING IN ALTERNATIVE SCHOOLS

The third main tool for data collection of the study was non-directive interview schedule for community members and parents of children studying in alternative school. As community participation and parents play a vital role in the smooth functioning of alternative schools. Keeping in view the role of community members and parents in alternative school a non-directive interview schedule was prepared. A list of items related to the awareness, views, perception of community members and parents towards alternative schooling, future expectations were included in the non-directive interview schedule. The non-directive interview schedule was given to a language expert for necessary language correction. An initial try-out was taken and the tool was modified accordingly.
3.4.4 FINAL TRY-OUT AND MODIFICATION OF THE TOOLS

The tools prepared for the collection of data were given to twenty percent subjects concerned with the study for the purpose of removing some of ambiguities, if exist, and to see if the items properly communicated what was intended. This initial try-out proved as a milestone in development of the tools for its effectiveness in attaining the intended purpose.

As per the results of tryout, some items/questions of the schedule were reframed in order to make the same more appropriate and easy to be understood by the respondents. The tryout of the tools was also heckled to establish link and to provide a sequence between the questions.

In the light of initial tryout and revised final tryout, the final drafts of the tools were prepared. The responses of respondents were to be recorded in ‘YES’ or ‘NO’ form and also in open ended forms, if required, depending upon the nature of the item.

3.5 PROCEDURE OF DATA COLLECTION

The investigator visited the offices/Alternative Schools personally for collection of the required data. He discussed in details about the investigation with the officials of respective offices and Educational Volunteers of alternative schools. Respondents were also conveyed that their responses will be kept strictly confidential. Each respondent was contacted individually and required information was obtained from him/her through a non directive interview schedule. At the end, the respondents were thanked by the investigators for their kind co-operation and help for providing the required information.
3.6 SCORING AND RECORDING OF DATA

The responses of respondents, collected through interview schedule, were recorded in ‘Yes’ or ‘No’. The ‘Yes’ and ‘No’ responses were counted for their frequencies. There were also some open-ended items and some those requiring response out of a few alternatives. Those items were scored accordingly.

3.7 STATISTICAL TECHNIQUES USED

Analysis of the data for the present study was made in conformity with the objectives as laid down earlier. After collection of data, the same was put into the tabular form to make the process of analysis easier and accurate. To study the nature of data, percentages were calculated.