CHAPTER 4

METHODOLOGY OF THE STUDY

4.0 INTRODUCTION

Methodology includes the description of the techniques or methods and the tools the researchers has used for collecting, logically organizing, analyzing and interpreting information. Its gives detailed descriptions of the research methods and procedures. This chapter deals with describing philosophical methods of enquiry and the various methods of research for arranging the information in the light of the research problem. To fulfill the objectives of the study some of the most relevant philosophical methods of enquiry such as deduction, induction, dialectic, analysis and synthesis have been used by following the strides of qualitative research. Content analysis has been used as a vital apparatus for establishing and analyzing the various concepts that form the crux of the present study. All these methods which helped in the analysis and interpretation of the present study have been portrayed below.

4.1 TYPES OF RESEARCH

Methods of research according to Good, Barr and Scats may be classified from many points of view; the field to which applied: education, history, philosophy, psychology sociology etc, purpose, description, prediction, determination of causes, determination of status etc, place where it is conducted data gathering devices employed : tests rating scales, questionnaires etc; nature of the data collected; objective, subjective, quantitative, qualitative etc; forms of thinking : deductive, inductive etc. Research methods when classified in the above manner give rise to a comprehensive list with much overlapping among the different methods. Yet despite this lack of clear-cut distinction among the methods, most authors agree on three basic categories:

4.1.1 Historical Methods

Historical research has been defined as the systematic and objective location, evaluation and synthesis of evidence in order to establish facts and draw conclusion about past events. It involves critical inquiry of a previous age with the aim of reconstructing a faithful representation of the past. Historical research is a type of
analytical research. According to Monaghan and Hartman there are four major approaches to the study of past, these are

a. Qualitative approach: The sources of qualitative history ranges from manuscripts such as account books, school records, marginalia, letters, diaries and memoirs imprints such as textbooks, children’s books of the period under consideration.

b. Quantitative approach: Here the researcher intentionally looks for evidence that lends itself to being counted and that is therefore presumed to have superior validity and generalisability. Researchers have sought to estimate the popularity of a particular textbook by tabulating the numbers printed, based on copyright records. The assumption is that broader questions such as the relationship between education and political system in India or between textbooks and their influence on children can thus be addressed more authoritatively.

c. Content Analysis: Here the text itself is the focus of examination. This approach uses published works as its data and subjects them to a careful analysis that usually includes both qualitative and quantitative aspects. Content analysis has been particularly useful in investigating constructs such as race, caste etc.

d. Oral history method: Its purpose is mostly descriptive aiming at understanding some specific development in a particular period of time or in a particular culture or it could be explanatory, trying to test and accept widely held assumptions. Besides it also aims at describing all particular situations understand in its search for the truth.

4.1.2 Descriptive Method

This is a method of investigation to study, describe and interpret what exists at present. The descriptive research attempts to describe, explain and interpret conditions, practices, structures, differences or relationships that exist, opinions held, processes that are going on or trends that are evident. In the field of descriptive research following methods are used.

a. Co-Relational Method; Co-relational research uses numerical data to explore relationships between two or more variables. The degree of relationship is expressed in terms of a co-efficient of co-relation. The
exploration of relationship between variables provides insight into the nature of the variables or using these relationships. It typically investigates a number of variables expected to be related to a major complex variable. Those variables which are not found to be related to this major complex variable are omitted from further analysis. And those which are found related are further analysed in a casual: comparative or experimental study so as to determine the exact nature of the relationship between variables under consideration.

b. Casual- comparative Analysis: It is a type of descriptive research since it describes conditions that already exist. It is a form of investigation in which the researcher has no direct control over independent variable as its expression has already occurred or because they are essentially nonmanipulable. Another name for this type of research is ex post facto research since both the hypothesised cause and the effect have already occurred and must be studied in retrospect.

c. Documentary Analysis: The method of documentary analysis enables the researcher to include large amounts of textual information and systematically identify its properties. It aims at determining the presence of certain words or concepts within text or set of texts. Researcher here analyzes meanings and relationship of such words and concepts then make inferences about the messages within the text. It is a technique for the objective, systematic and quantitative description of manifest content of communications. Text in documentary analysis may be defined broadly as books, chapters, essays, interviews, discussion, newspaper, headlines and articles, historical document, speeches, conversation, advertising and any other occurrences of communicative languages.

d. Ethnography: It is holistic in nature founded on the idea that human beings are best understood in the fullest possible context including the place where they live and the culture they have. The emphasis in ethnography is on studying an entire culture.

e. Case Study: Case Study research involves describing and interpreting events, conditions, circumstances, situations, that are occurring in the present. Case study seeks to engage with and report the complexities of
social activity in order to represent the meanings that individual social actors bring to their social settings. Case studies emphasize detailed contextual analysis of a limited number of events or conditions and their relationships.

f. Analytical Method: It involves the identification and interpretation of data already existing in documents, pictures, and artefacts. It is a form of research in which events, ideas, concepts, or artefacts are examined through analysis of documents, records, or other media. Here contextual information is very essential for accurate information of data.

4.1.3 Experimental Method

It provides a method of investigation to derive basic relationships among phenomena under controlled condition underlying the occurrence of a given phenomena.

Research in these fields either emphasize logical positivism, which uses experimental and quantitative methods or may be addressed more appropriately with a phenomenological or qualitative method from the humanities, particularly history and philosophy or with qualitative methods from the social sciences (e.g. ethnography from anthropology).

4.1.4 Basic Research

Basic research is used to explore the fundamental bases of behavior, without having any relation to how these bases are manifested in the real world. Basic research focuses on fundamental principles and testing theories. The history of science is replete with examples of basic research leading to real world applications.

4.1.5 Applied Research

Applied research examines a specific set of circumstances, and its ultimate goal is relating the results to a particular situation. Applied research is designed to solve practical problems of the modern world rather than to acquire knowledge for knowledge’s sake.

4.1.6 Action Research

Action research is inquiry used in the context of focused efforts to improve the quality of an organization and its performance. It is typically designed and conducted by
practitioners who analyze the data to improve their own practice. It is a systematic approach to investigation that enables people to find effective solution to problems they confront in their everyday life. Action research focuses on specific situations and localized solutions.

Besides this classification research can be divided into two broad categories: quantitative research and qualitative research. Quantitative research consists of research in which the data can be analyzed in terms of numbers.

4.1.7 Philosophical Method

Philosophy is the study of processes that govern thought and conduct, of the principles of laws that regulate the universe and underlie all knowledge and reality. Philosophy projects the meaning derived from experience and from knowledge in terms of purposes appropriate for the guidance of man’s choices and conduct.

These types of studies are possible only by philosophical method. Researcher defined philosophical method as a systematic method to understand and formulate the ideas / philosophies of a person or school of thoughts progress in philosophy inspired by a variety of factors has projected to the forefront a view of philosophy that puts its analytical critical function at the centre. Philosophy of education on this view is the activity of analysis, clarification and criticism exercised on the concepts, statements and theories of education. Philosophical method in educational research aims at assessment of the status of knowledge through analysis of meaning and relationships of different concepts and exposition of underlying assumptions and a fruitful ideas from different fields concerning educational theories and practices with the help of this method, a researcher identifies appropriate norms and standards for educational practices through cross examination of ideas reflected by different thinkers in the field of education.

Philosophical method is generally used as for the following purposes:

1. Study of the educational philosophy of a thinker or a group of thinkers in order to present their ideas on education in a consolidated, formal and systematic form.
2. Study of the educational philosophy propounded by a particular school of thought.
3. Study of the philosophical bases of curriculum. There are several issues related to theoretical as well as practical aspects of education which have philosophical bases and can be resolved through rational increases.

4. Study of the philosophical bases of instructional processes.

5. Study and philosophically analyse the contributions made by psychology towards education.

6. Study and philosophically analyse social theories which influence education.

The philosophical method is largely subjective, since the solution of the problem is accomplished through critical thinking. However this thinking is based upon whatever evidence that may be available.

Reason is applied to this evidence and is supplemented by astute observation of the passing scene and the historical forces that brought it into being. The philosophical method is the application of critical thinking but the thought processes are guided by available facts and current pioneer thinking.

Philosophical method is the study of how to rationalize the belief of an individual. A common view among philosophers is that philosophy is distinguished by the methods that philosophers follow while answering certain questions. But some common features of the method that philosophers follow are:

**Method of Doubt:** a systematic process of being skeptical about or doubting the truth of one’s belief.

**Argument:** provide an argument or several arguments supporting the solution.

**Dialectic:** present the solution and argument for criticism by other philosophers and help them judge their own.

The methods employed in philosophical reasoning’s and enquiries include the basic presuppositions of scientific approach in general and endeavour to discover ways of considering and knowing the facts implied in the phenomena of experience. Descartes, in his Discourse on Method, gives an outline of the procedure followed in philosophical enquiry. The first is to avoid precipitation and prejudice in judgments. The second was to carry the reflections in due order commencing with objects that were simplest to understand, in order to rise by degrees to knowledge of the more
complex. And the last is in all cases to make enumerations so complete and reviews so general that nothing should be omitted.

The true philosophical method should not be lopsided, should not be based to any particular or special dogma but comprehend within itself the processes of reflection and speculation and reconcile the deductive and inductive methods of reasoning.

Philosophy, being the way of the knowledge of truth, its methods is in agreement with the nature of the truth. It is presumed that in philosophy end always determines the nature of the means.

The immediate objects of our experience are the entities of the physical universe and means of our knowledge of them are our senses which too partake of physical characteristics. The goal may be matter, mind or spirit and accordingly it may become materialists, idealists or mystics. The instrument of knowledge may be the senses, understanding, reason or intuition. And the theories of knowledge may lead us to be empiricists, rationalists, transcendentalists, absolute idealists or spiritual intutionists. All these resort mainly on two processes, contemplation of what is considered to be indubitable and real and a searching analysis and critical study of empirical experience, including all the methods and conclusion of science. The former gives a greater knowledge of the goals of philosophy and the latter to a disavowal of false values and vindication of the methods and fundamental principles of philosophy. The theories of knowledge and reality generally subject the existing ones to a critical investigation as to the nature and content and found strong systems of thought after protracted contemplation on the possible nature of reality.

**Philosophical Enquiry**

Research always conveys a commitment to philosophical beliefs even if this is unintended and even though it remains implicit and unacknowledged. Researchers cannot evade the responsibility for critically examining and justifying the philosophical ideas that their enquiries incorporate. It follows that philosophical reflection and argumentation are central features of the methods and procedures of educational research.

**Need of Philosophical Enquiry**

The need for philosophical research can be understood from the following points:
1. Education is a moral undertaking and therefore our practice within education must be open to inquiry.

2. To engage in philosophical inquiry is to theorize, to analyze, to critique, the raise questions about the problem that which is being investigated.

3. Theory can be derived from other systems of thought, derived from social, political or economic situation and constructed from practice.

4. Philosophical enquiry is concerned with the investigation about the nature of reality, knowledge and value.

5. Philosophical inquiry can be descriptive, normative or analytic. It can be interpretative / or critical.

6. Modes of philosophical inquiry have interests. Interpretative enquiry has an interest in understanding. Critical enquiry has an interest in emancipation.

7. Critical enquiry is a mode of philosophical enquiry that questions reality, looking for contradictions critical enquiry is change / action oriented.

8. The major task of philosophy is the posing of questions. It is the foundation of research without good question there is no enquiry.

4.2 EDUCATION AND RESEARCH

Research in education is a disciplined attempt to address questions or solve problems through the collection and analysis of primary data for the purpose of description, explanation, generalization and prediction.

Educational Research is primarily a problem solving process as opposed to testing of hypothesis.

Educational Research is based on systematic and objective observation, recording and analysis. It seeks to find general principles and theories which can lead to the prediction of behavior and events in the future. Its goals are understanding, prediction and ultimately control controlled accurate observation and recording information allow for prediction to be accurately measured and assessed.

In a nutshell educational research is the systematic process of discovering how and why people in educational settings behave as they do.
Anderson (1990) also identifies four different levels at which educational research takes place: descriptive, explanatory, generalization, and basic or theoretical. It is within the basic theoretical level that Anderson places philosophy as an associated discipline.

While philosophy does not typically incorporate primary source data, empirical evidence, or observation, it is included as an associated discipline since it relies on similar approaches to other forms of theoretical research.

There is another domain of investigation which some scholars consider research. It includes philosophical analysis, especially conceptual analysis, the situation of educational issues within philosophical traditions, the examination of epistemological and axiological assumptions, criticism, and so forth. The principal component is the lack of data in these approaches which rely entirely on critical thinking and analysis of existing literature and theory.

Philosophical inquiry can illuminate, inform, call in question, the preconceived notions that we have. Philosophical inquiry and analysis can help conceptual clarification as well as inform our points and vice versa.

### 4.2.1 Traditional Philosophical Questions

The western tradition in philosophy has wrestled with the following questions:

- What is real? (metaphysics / ontology)
- How do we know? (epistemology)
- What is of value? (axiology)

Understanding and identifying the nature of reality, what counts for knowledge and what is value are all philosophical positions. We use the term philosophical inquiry to mean a form of questioning (inquiring) into the nature of reality, knowledge, and value. This notion of inquiry is the beginning of doing philosophy, of inquiring into the nature of things (Greene 1974).

The three questions / positions regarding the nature of reality, knowledge, and value also identify the nature of the concerns of schooling as well as forming the basis for philosophical inquiry.
If this aspect stands that than the lives of educators / researchers are rooted in philosophical and moral struggles and questions and consequently they cannot view their work as a neutral enterprise. Their lives are rooted in philosophical, moral and non-neutral relatives because educators, schools, communities, interest groups, legislators, religious organisations, private and corporate enterprise etc. presuppose some conceptions of reality that they wish to transmit.

The study of philosophy / philosophy of education can provide greater insight and understanding into the complexities of schooling.

Wingo (1974) identifies the complexities of school sitting. Behind every approach to teaching method, behind every plan for administrative organization of the schools, behind the structure of every school practice reflects the interests of divergent groups. The metaphysical / ontological, epistemological and axiological questions of philosophy are educational questions as well as research in education reflects this.

School curricula reflect multiple world views. Curricula reflect the possibilities of human kind curricula can raise critical questions about the nature of the social world or how we know that world or it can dogmatically repress such exploration.

The concept of moral as used here is from child’s work (1950), Education and Morals. He refers moral as the more elemental fact that choices among genuine life – alternatives are inescapably involved in the construction and the actual conduct of each and every educational programme. These choices necessarily have consequences in the lives of the young and through them in the life of the society viewed from this perspective, education undoubtedly ranks as one of the outstanding moral undertakings of the human race. Boyd (1997) echoes this notion of education as a moral undertaking. He states that to be involved in education is to be engaged ultimately with the question of what it means to be fully human. He further states that education is one of the main ways we have as humans to define our humanity, to practice our humanity, to maintain our humanity and to change our humanity. It is how we seek to connect ourselves today with ourselves of the past and it is how we project ourselves into the future.

If education is a moral undertaking as child rightly suggests and a way for us to define humanity as Boyd suggests, it is incumbent on educators to “inquire into their work”
to question their theory and practice. Philosophical inquiry provides various ways of doing that.

4.3 PHILOSOPHY AND INQUIRY

The process of philosophical inquiry includes conceptual analysis, situating educational issues within a philosophical tradition and examination of epistemological and axiological assumptions, criticism etc. critical thinking and analysis of existing literature and theory as part of philosophical inquiry is also very profound.

What is the nature of reality? What is the nature of knowledge? And what is value? All these questions provide a conceptual framework that gives co-herence to the study of philosophy. These questions also identify the major concerns of education and provide the possibility for coherence in educational practice coherence implies a basis for educators with a possible framework for posing questions from multiple perspectives that allow us to reflect on our own work. For example it allow us to pose multiple questions regarding the nature of curricula. It helps us in examining whose knowledge we are promoting and even prior to that what knowledge is of most worth. Questions of value ask why we choose this particular knowledge and leave all the rest out etc.

Another framework we can use in looking at the relationship among philosophy, research and education is an examination of the differing approaches to the study of philosophy. These may also be considered as the three main functions of philosophy the descriptive, the normative and the analytic.

To engage in descriptive philosophical inquiry a student would be involved in the study of history of philosophy, the meaning of philosophy and the general development of philosophical thought.

To engage in normative philosophical inquiry a student would be involved advocating some ends and objectives (values) which are desirable and stating the reason for their desirability. The main concern is on what ought to be and not on what is.

To engage in analytic philosophical inquiry is to engage in the analysis of language, concepts, and theories and so on. This is the practice that analytic philosophers consider doing philosophy. It aims to improve understanding of education by clarifying our educational concepts, beliefs, arguments, assumptions. For example
analytic philosophy of education would attempt to understand such questions as what is experience. What understands?

Anderson (1990) referred analytic perspective as conceptual analysis. The framework of the “functions” of philosophy suggests the foundations position mentioned earlier. Each of these three functions can provide multiple possibilities for educational research and more specifically philosophical enquiry. The descriptive, normative and analytic forms of philosophical enquiry suggest in-depth study of the philosophy of education viewing the different philosophical traditions with regard to metaphysics / ontology, epistemology and axiology requires study in philosophy. Movements in education e.g. reconstructions perennialism, Marxism and education one more recent movements rooted in critical theory, post modern analysis and renewed emphasis on democratic schooling and forms of emancipatory practice represent major areas of study for researchers. The descriptive perspective works out of systems of philosophical thought, schools of thought offering foundational positions from which to work, the normative perspective offers a “process of inquiry into ideas and basic beliefs that will enable us to form reasoned attitudes about the important issues of our times (Wingo 1974). The analytic perspective allows us to enquire into the use of language, the meaning and clarification of language. This is philosophical research / inquiry.

Education is a complex social understanding having myriad important dimensions that can be examined from psychological, sociological and political perspectives yet there is one question that is uniquely philosophical “the question of determining the ends of education. Another important issue involved at this juncture is the various paradigms (research). This framework research paradigm intends the more traditional descriptive, normative and analytic perspectives by looking at methodological / epistemological view points. The paradigms identified are the positivistic and interpretative and the critical approaches to social and educational research.

4.4 THEORY AND PHILOSOPHICAL INQUIRY

Theorizing is a mode of philosophical inquiry. It is an important mode of inquiry in that as educators / researchers we take a theoretical stance with regard to the work concerned.
Stated simply theory is a world view, a way of looking at and explaining a set of phenomena. In relation to philosophy and education Gutek (1997) refers to the theory as a “grouping or clustering of general ideas or propositions that explains the operations of an institutions such as school, teaching-learning process and upholds that these ideas are sufficiently abstract or general that they can be transferred and applied to situation other than those in which they are directly developed. Gutek discussed three sources of educational theory. Educational theory can be derived from philosophers or ideologies. Educational theory can be constructed from reaction to certain “social, political and economic situations and theories can be constructed from educational practices. Each of these sources is discussed below:

Theories are derived from philosophies and ideologies. This is the study of philosophy of education. Education is examined within the broader content of individual philosophical system. Although these systems may not have dealt specifically with education, educators, writers, and scholars derive educational positions from these philosophies and apply principles from their study to schooling e.g., progressivism blending of pragmatism and naturalism, Marxian ideology and implementation in schooling etc.

Second educational theory can be developed from reactions to certain socio-political and economic situations. Finally educational theories can be constructed from educational practice. The effective school movements provide an example of theory derived from practice. Schools, teachers, administrators are Single best for their effectiveness in bringing about higher level of student’s achievements. These theorizing are a mode of doing research.

Another way of talking about theory, is to identify the nature of differing theoretical positions and view theory in relation of methods and interests.

This analysis is based on the work of Habermas (1971) and this has a philosophical position within critical theory. Habermas theory of knowledge and interests has three forms / processes of inquiry: Empirical-analytic, historical, hermeneutic and critical.

Theory helps us in the interpretative and reflective mode of understanding. Thus it can be assumed that philosophical inquiry is to theorize, to analyse, to critique, to raise about and to pose as problematic that which we are investigating. Philosophical
inquiry is concerned with the nature of reality, knowledge and value. Philosophical inquiry may be descriptive, normative or analytic. It can be interpretative or critical.

Modes of philosophical inquiry have an interest in understanding critical inquiry has an interest in emancipation. Critical inquiry is a mode of philosophical inquiry that questions reality, looking for contradictions. The major tasks of philosophy are the posing of questions. It is the foundation of research without good questions there is no inquiry.

4.5 RESEARCH PARADIGMS IN PHILOSOPHY

Depending on the nature of the research questions data gathering tools are being constructed. Researchers who use quantitative tools, techniques that emphasize measuring and counting are called positivists. Those who prefer the qualitative tools of observation, questioning and descriptions are called naturalists. Post positivism is both a spin-off of positivism and a reaction to it. Positivists presuppose that knowledge is politically and socially neutral and can be obtained with quantitative precision through an accumulation of facts that build a close approximation to reality that exists independently of human perception. Positivism assume that data can be collected independent of the social and political perspectives of the researcher while post positivists acknowledge that all data gathering is impacted to some extent by preexisting social or political theories. These paradigms can be better realized if it is analyzed in the context of the present study which again needs to be explained in the light of qualitative research.

4.6 QUALITATIVE RESEARCH, CONCEPT AND DEFINITION

Qualitative research is a field of inquiry that cross cuts discipline and subject matters and the reasons that govern such behavior. The term quality comes from the Latin word qualities which means of what kind? Quality when it comes to tents carried by one or more of the media, involves matters such as the tent’s properties, degree of excellence and distinguishing characteristics. There is an element of evaluation and judgement and taste connected with the term quality. It may be defined as an essential and distinguishing attribute of something or someone. It is a degree or grade of excellence or worth. The concept of quality in each and every discipline carries a very
important connotation. In the field of science and technology the concept of quality denotes an essential property of a substance or a matter.

Quality in business and manufacturing has a pragmatic interpretation as the non-inferiority or superiority of something. In the organizational content, quality indicates efficiency. It relates to the characteristics by which customers or stakeholders judge an organization product or service. Like that in the field of research, the term quality also signifies some unique attributes. Quality is termed as qualitative in research which involves the use of qualitative data, such as interviews, documents and participant observation data to understand and explain social phenomena.

Qualitative research can be applied in many disciplines and fields using a variety of approaches, methods and techniques. Qualitative research methods were developed in the social science to enable researchers to study social and cultural phenomena. The motivation for doing qualitative research, as opposed to quantitative research, comes from the observation that if there is one thing which distinguishes humans from the natural world. Qualitative research methods are designed to help researchers understand content in which they live. The phenomenon of qualitative research developed as reaction against positivist research which according to some critics does not provide an accurate view of reality. This type of research reduces all social phenomena to specific propositions and only studies a limited set of variables. It does not explain the true complex patterns and reciprocal influences that operate in human interaction. The knowledge that is derived from positivistic research is often so limited that it provides few practical applications in the real world.

The world views and perspectives of oppressed groups are often not reflected in the research questions or in the results. In response to the situation, researchers in social work, sociology, psychology, education and other disciplines have developed alternative research approaches and methods. And thus the concept of qualitative research came into existence.

### 4.7 HISTORICAL BACKGROUND FOR THE DEVELOPMENT OF QUALITATIVE RESEARCH

Qualitative research was one of the first forms of social studies conducted by Malinowski, Elton Mayo. In the 1950’s and 1960’s – as quantitative science reached
its peak of popularity, it was diminished in importance and began to regain recognition only in the 1970s. Prior to that the concept of qualitative approach began in sociology in the 1920s and 1930s with the Chicago School of sociologists who felt that descriptive, qualitative methods were best for the study of how people interact in groups. During the same time in anthropology pioneering field researchers such as Margaret Mead developed qualitative methods for the intensive study of the customs and culture of primitive societies. During the 1970s and the 1980s qualitative research began to be used in other disciplines and became a significant type of research in the fields of educational studies, social work studies, nursing service studies, women studies, disability studies, information studies, management studies, human service studies, psychology and communication studies and other. Qualitative research occurred in the consumer products industry during this period.

Qualitative approaches study phenomena using general description to describe or explain. Qualitative researchers tend to use narrative description of persons, events and relationships. Their findings may be presented in the form of categories or general statements about the complex nature of persons, groups or events. The term qualitative research however is now widely used to describe a research paradigm that is an alternative to positivistic research.

Qualitative researchers have been more creative in devising procedure and methods. In a sense they are more concerned with a deep understanding of their study participants than with a standard method. Unlike in positivistic research, in qualitative research, the choice of research procedure is not set in advance. The qualitative researcher uses whatever research tools are best for the situation often on a reliance on a variety of methods. In the social sciences, qualitative research is often referred as a broad term that focuses on how individuals and groups view and understand the world and construct meaning out of their experience. It essentially is narrative – oriented and uses content analysis methods on selected levels of communication content. Other researchers consider it simply to be research whose goal is to estimate statistical parameters but to generate hypothesis to be tested quantitatively.

In statistics, qualitative analysis consists of procedures that use only dichotomous data – that is data which can take only the values 0 (zero) and 1 (one). These techniques
are suitable where events or entities can only be documented and artifact analysis. Each of these techniques represents a continuum from less to more structured.

4.8 QUALITATIVE RESEARCH, THE PHILOSOPHICAL PERSPECTIVE

All research whether qualitative or quantitative is based on some underlying assumptions about what constitutes valid research and which research methods are appropriate. The term philosophy on the other hand refers to love of wisdom which means evolving new knowledge and an enquiry into the nature of things. It arises out of an attempt to arrive at the solution of a problem. Each and every concept in the world has certain philosophical basis, because it is concerned with the nature of reality which cannot be answered by the application of scientific method. These noumena and not phenomena can be analysed only through introspection. It is a method through which one can realize the reality and bring out the hidden truth.

Therefore in order to conduct or evaluate research, it is therefore important to know what such assumptions on which are the foundation of qualitative research lies. The most pertinent philosophical assumptions are those which relate to the underlying epistemology which guides the research. Epistemology in this particular sense refers to the assumption about knowledge and how it can be obtained in the sphere of qualitative research. Guba and Lincoln (1994) suggest four underlying paradigms for qualitative research; Positivism, post-positivism, critical theory and constructivism. Orlikowski and Baroudi (1991) following Chua (1986) suggest three categories based on the underlying research epistemology; positivist, interpretative and critical. However it is noteworthy fact that while these three research epistemologies are philosophically distinct in the practice of social research these distinctions are not clear cut. The word qualitative is not a synonym for interpretative qualitative research may or may not be interpretative, depending upon the underlying philosophical assumption of the research. The choice of a specific qualitative research method is independent of the underlying philosophical position adopted.

Qualitative research: 1) Positivist 2) interpretative 3) critical

4.8.1 Positivist Research

Positivists generally assume that reality is objectively given and can be described by measurable properties which are independent of the observer (researcher) and his or
her instruments. Positivist studies generally attempt to test theory, in an attempt to test theory, in an attempt to increase the predictive understanding of phenomena. Data gathering is meant to move towards universal theories and prediction of behavior, information can be used in practice may be relevant to theory or may be the basis of proposed action. There is a single uniform reality that researchers attempt to measure in a precise, objective and natural manner. The goal is to obtain theories that are universal in their application usually use quantitative measures to show relationship between a small number of variables abstracted from content.

4.8.2 Interpretative Research

Interpretative researchers start out with the assumption that access to reality is only through social construction such as language, consciousness and shared meanings. Interpretative studies generally attempt to understand phenomena through the meaning that the people assign to them. Interpretive research does not pre-define dependent and independent variables but focuses on the fall complexity of human sense making as the situation emerges. The naturalists paradigm emphasizes the importance of context of complexity of examining situations in which many factors interact within the naturalist paradigm. Here the core of understanding is learning about what people feel about the world they live in, how people interpret what they encounter and how they assign meanings and values to events and objects. Meanings and understandings are plural, individuals and groups see and interpret reality through their lenses understanding is subjective. The goal is to describe particular events, processes or culture from the perspective of the participants usually using qualitative techniques. It is interested in contending and overlapping versions of reality and many truths are possible.

4.8.3 Critical Research

The critical perspective maintains that the purpose of research should be discovery and remediation of social problems. Rather than advocating neutrality, critical researchers emphasize action research, arguing that research should redress past oppression, bring problems to light with this approach. Knowledge is considered subjective depending on the perspective. As a part of the critical perspective, feminist researchers pay particularly close attention to issues to dominance and submission especially. Feminist research emphasizes the importance of cultural affinity between
the researchers and the conversational partner. Another aspect of this critical perspective is postmodernism. Researchers who identify themselves as postmodernists also reject much of positivism. Postmodernism assumes that reality is not fully knowable and that truth is impossible to define because everyone has interests and attitudes that influence how topics are selected, what questions are asked and what means of analysis are considered appropriate.

Critical researchers assume that social reality is historically constituted and that is produced and reproduced by people. Although people can consciously act to change their social and economic circumstances, critical researchers recognize that their ability to do so is constrained by various forms of social, cultural and political domination. Critical research focuses on the opposition, conflicts and contradictions in contemporary society.

Eric Sheffield in his research paper entitled “Beyond Abstraction: Philosophy as a practical qualitative Research Method” explained what is philosophical method and why it should be viewed as an important qualitative research method.

As with all enduring human enterprises, philosophical endeavours are a part of the social experience that exists when one is borne and that will continue when one dies. Philosophy is in this regard an important social practice. As Mac Intyre (1984) explains social practice “involves standards of excellence and obedience to rules as well as the achievement of goods”. That is social practices such as research paradigms take their cues from an established tradition to create a vision of what is desired for the future. In explaining what philosophy is and what philosophers do, scholars such as Feur (1969) are trying to return this essential social practice to its place as a qualitatively relevant enterprise.

Other philosophers of merit have slightly different description of philosophy’s process and purpose. Sydney Hook (1969) describes philosophy as having three major aims:

1. Helping to understand the history and nature of our civilization

2. Making explicit our allegiance to the ideals on behalf of which we are prepared to live

3. Achieving awareness and self-consciousness through the use of logical analysis.
Harold Titus (1969) writes that “in a general sense a person’s philosophy is the sum of his fundamental beliefs and convictions. He fleshes out his definition by testing five specific views of philosophy that includes philosophy as a personal attitude towards life, a method of reflective thinking, an attempt to a view of the whole, logical analysis of language and clarifying of ideas and a group of specific problems.

Giarellie and Chambless (1988) on other hand organize their definition of philosophy around the goals of clarity (logical accuracy and focus), content (the building and understanding of the entire qualitative situation under investigation) and consciousness (a grasping of the problem and the need for problem solving action).

That essence has been captured in the following working definition of philosophic method, “the analysis, clarification and criticism of the language, concepts and logic of the ends and means of human experience (Sherman 1995). This definition characterizes what and the how of philosophical method, the conceptual and qualitative nature of philosophical research method. These working definitions suggest that philosophers are essentially concerned with analyzing, clarifying and criticizing.

In analysis one reduces complex ideas or explicates human situations into understandable relational concepts closely related to analysis is clarification. One responsibility philosophers have is to challenge and ultimately clarify those constructs we use to make sense about the world. The final tool available with the researcher is criticism. Criticism means making judgements as to value. Philosophers judge the instrumental / practical value of those concepts for driving concepts / practice and in that critical interpretative mode build new and better conceptual understanding.

The philosophers’ tools allow him or her to investigate and then mediate experience and thereby formulate solutions to problems. It is clear that in extracting conceptual constructs that drive actual practice, philosophy is a very important qualitative, experimental method. Philosophy attempts to make clear the way we think about human experience so that reasonable actions (means) might evolve which can lead us to just and good socially established goals within the human experience. Philosophers investigate real problems that might be alleviated through further conceptual understanding. It is in this regard, a social practice that is very qualitative in nature.
4.9 METHODOLOGY ADOPTED IN THE PRESENT STUDY

4.9.1 Content Analysis

Content analysis is a research tool used to determine the presence of certain words or concepts within texts or set of texts. Researcher quantify and analyze the presence, meanings, relationships of such concepts and words, then make inferences about the message within the text, the writers, the audience, even the culture and time of which these are a part. Texts can be defined broadly as books, chapters, essays, interviews, discussion, newspaper headlines and articles, historical documents, speeches, conversations or any account of communicative language. Texts in a single study may also represent a variety of different types of occurrences such as Palmquist’s 1990 study of two composition classes in which he analyzed student and teacher interviews, writing journals, classroom journals, discussions and lectures and out of class interaction sheets. To conduct a content analysis on any such text, the text is coded or broken down into manageable categories on a variety of levels – word, word-sense, phrase sentence or theme and then examined using one of content analysis’s basic methods conceptual analysis and relational analysis.

4.9.2 Conceptual Analysis

Conceptual analysis begins with identifying research questions or choosing a sample or samples. Once chosen the text must be coded into manageable content categories. By reducing the text to categories consisting of a word, set of words or sentences, the researcher can focus on and code for specific words or patterns that are indicative of the research question.

Steps in conceptual analysis:

1. Decide the level of analysis
2. Decide how many concepts to code for
3. Decide whether to code for existence or frequency of a concept
4. Decide how one will distinguish among concepts
5. Develop rules for coding the text
6. Decide what to do with irrelevant information
7. Code the texts
8. Analyse results
4.9.3 Relational Analysis

Relational analysis like conceptual analysis begins with the act of identifying concepts present in a given text or set of texts. It explores the relationship between the concepts identified. The focus of relational analysis is to look for meaningful or semantic relationships. Individual concepts are viewed as having no inherent meaning. Rather meaning is a product of the relationships among concepts in a text. Carley (1992) asserts that concepts are “ideational kernels”. These kernels can be thought of as symbols which acquire meaning through their connection to other symbols. In the realm of relational analysis, cognitive science approach helps in representing relationship between ideas, beliefs, attitudes and information available to an author when making a decision within a text. These represents causal, inferential and sequential relationships.

Steps in relational analysis:

1 Identify the question.
2 Choose a sample or samples for analysis.
3 Determine types of analysis.
4 Reduce the text to categories and code for words or patterns.
5 Explore relationship between concepts.
6 Code the relationships.
7 Perform statistical analysis.
8 Map out representation.

Usage of this Method

This method has been used to analyse some of the ideas propounded by modern, postmodern thinkers like Habermas’s Communicative Action and Derrida’s Of Grammatology how these texts help in elucidating the concept of modernism and postmodernism in relation to philosophy of education. Besides that how modernism and postmodernism exhibit their presence through the concepts of constructivism, structuralism and deconstruction. Conceptual analysis help in establishing the link between research questions and the objectives of the study. Relational analysis has been used to analyse the objective envisaging an alternative type of curriculum and
pedagogy in the context of modernism, postmodernism and beyond postmodernist interpretation of philosophy of education.

4.10 PHILOSOPHICAL METHODS OF INQUIRY

The use of research methods are purely based on the nature of study. To discuss the methods of Inquiry in philosophy Mr. Marvin Farber, the American philosopher suggested the methods like –

1. Direct observation
2. Induction
3. Deduction
4. Speculation
5. Intuition
6. Revelation
7. Comparative analysis
8. Authoritarian method

In the present study some of the most relevant methods has been used by the researcher. How and where these are applied will be clarified from the following brief discussion.

4.10.1 Method of Speculation

A hypothesis is a tentative explanation that serves to unite a set of facts and to find out new facts. There is another kind of hypothesis which is not verifiable and which does not possess any of the values of the usual scientific hypothesis. This is the speculative variety. As an aid to thought and in calling attention to alternative possibilities in an investigation it has been and will continue to be useful.

Usage of this method

In the context of the present study speculative method has been used to analyse the modernist interpretation of philosophy of education and how postmodernism questions the basic premises of modernism. It has also been used as a vital means to dissect Nietzsche’s critique of modernism and how that resulted in the advent of postmodernism.
4.10.2 Methods of Induction

According to J.S. Mill, ‘Induction is the process by which we conclude that what is true of certain individual or what is true at certain times will be true in similar circumstances of all times. Induction is of two types: perfect and imperfect. Perfect induction is the establishment of a universal proposition or an examination of all particular instances covered by it. While imperfect induction is the establishment of a universal proposition, on an examination of specific cases only. In induction the conclusion is always more general than the premises.

Usage of the method

The different theories, philosophies, ideas of modern and postmodern age help us to determine the relevant philosophies of contemporary world. Here different philosophies of modern age for example – idealism, naturalism, pragmatism realism, logical positivism, etc helps to evolve a general theory of education. Likewise the postmodern age what are the different philosophical developments? From all these we can infer some important aspect about the educational system. The inductive method is used to derive the following points Modernism creates space for individual self or nature Educational system in this age is based on theoretical assumption or practical use. In modern age, scientific and experimental methods are used to gain knowledge postmodern age gives value to narratives or relative nature of objects educational system should be based on natural setting, so that students can gain knowledge and experience on practical basis such as Pedagogy as an important component of the educational system, Pedagogy and its new evolution in the postmodern age.

4.10.3 Method of Deduction

Deduction is the opposite of induction. Here the premises are as summed to be true. And the conclusion can be more general than the premises. In the deductive system a set of proposition is assumed, which stands for all the propositions of the system, e g. all men are mortal, Ram is a man, and therefore Ram is mortal.

Usage of the method

This method is used in the analysis of some of the major aspects of the study: In the explanation of modern educational system according to the perspective of philosophers of that period e.g. Rousseau, Dewey and Habermas as well as in the
discussion of different educational system of postmodern philosophers e.g. Foucault, Derrida and Lyotard to provide the advantages and drawbacks of different philosophies and isms, to discuss the evolution of pedagogical sciences.

4.10.4 Method of Intuition

Mr. M Farber said the method of intuition as one of the non logical methods, because the knowledge gathered by this method cannot be tested. This method was popularized by Mr. Henri Bergson in the philosophical studies.

Usage of this method

This method is used by the researcher in the following points-

1. To understand and explain the concept of modernism and postmodernism.
2. To analyze the extent to which modernism and postmodernism as influenced the field of contemporary philosophy of education.
4. To discuss the contribution of Indian thinkers like Gandhi, Tagore and Vivekananda towards modern and postmodern philosophy of education.
5. To develop a perspective beyond modernism and postmodernism on the basis of the ideas of Indian and western thinkers
6. To envisage the possibility of an alternative curriculum on the basis of modernism postmodernism and a perspective beyond these in the field of philosophy of education.

4.10.5 Dialectical Method

This is a natural method of philosophical thinking. When we think about a problem we arrive at certain positive facts. This is known as thesis. Now after sometime we come to know some facts which are contradictory thesis; this is antithesis. Now these thesis and synthesis cannot live together for long and hence they are synthesised into a synthesis. Thus knowledge grows in a dialectical process through thesis, antithesis and synthesis. To illustrate, in the beginning a philosopher takes the world to be real as it is. As he progresses in the knowledge and experience he finds that the world is unreal, when he proceeds further in the realm of knowledge and experience, he finds
that the world is neither real nor unreal but both. Thus it enhances philosophical thinking. This method is used throughout the study, for example at first the investigator spaces out that this is a modern age, but after going through the study, the researcher comes to know that after modern age there is the advent of postmodern age. It is a wrong assumption that still we are living in a modern age. During the course of the completion of the work the researcher gains the knowledge that there is a philosophical epoch which is known as ‘postmodern era’.

4.10.6 Analysis

Analysis means the process of distinction between different elements involved in a particular state of experience so that they might be clearer. Realist philosophers have emphasized this procedure while absolutists have advanced arguments against it.

In this work, this method is widely used. For example – At first the researcher comes to know how different ages have entered, after that their philosophies and isms, after that their respective philosophers and educationists, then its implication to education. As such to get the philosophical implication to education in an age, we analyze all these elements to gather knowledge.

4.10.7 Synthesis

This process involves connecting together the scattered elements in a particular experience which brings into light new patterns and facts. The Idealist philosophers have laid emphasis on synthesis. But as has been already pointed out, philosophical thinking requires both analysis and synthesis. Analysis, therefore, cannot be banished from the field of philosophy though it might be useless in certain condition. To get a conclusion the researcher has used this method of analysis and synthesis.

4.10.8 Normative Method

In philosophy normative statements make claims about how things should or ought to be, how to value them. It is only with David Hume in the 18th century that philosopher’s began to take cognizance of the logical difference between normative and descriptive thinking and statements. Normative statements are fundamental for prioritizing goals and organizing and planning thought, belief, emotion and action and are basis of much ethical and political discourse. This method has been used for analyzing the objective like envisaging an alternative type of curriculum and
pedagogy on the basis of modernism, postmodernism and beyond postmodernist interpretation of philosophy of education.

4.10.9 Critical Research

The word critical stems from the idea critique which was used in distinct ways by Immanuel Kant and Karl Marx. It is a term that is used to identify approaches that challenges taken for granted norms and aim to expose structure of power and domination. This method is used for understanding, uncovering, illuminating transforming how educational aims, dilemmas are related to social division and power differentials.

4.11 CONCLUSION

Education is an applied science. It aims at solving most of the practical problems which are faced by teachers, educational planners, administrators, curriculum planners etc. It deals with problems of real life situation. Ross has put it “Education however is very much concerned with aims, ideals, standards and values and these in themselves are beyond the province of psychology. It is philosophy that may help education to perceive the problem as a whole comprising its past present and future.”

Philosophy of education utilises deductive, inductive reasoning, experience of different types and intuitions to arrive at inner as well as total truths. Philosophical method is multidimensional. Though the researcher has mentioned a few of them, but all the methods are applicable. In the present study an integrated approach has been made to carry out the study.

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