CHAPTER - III

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A. TYPE OF RESEARCH:

"The Normative survey Method of Research" will be followed.

Apart from the normative survey method, there are, various other methods also which are employed in research in education. The researcher feels that it will be appropriate if we discuss these in short here.

1) HISTORICAL METHOD:

It is the application of the scientific method of inquiry to historical problems. It’s procedure consists of first of all collection of data, it’s criticism and then presentation of facts. The sources of collecting data for this type of research are primary like remains or relics associated with a person, group, event or person; oral or written testimony kept by witnesses or participants in an event, and secondary sources like the report of a person who relates the testimony of an actual witness or participant in an event.

This method is used for a wide range of problems like information concerning the effects of certain post-educational practices, concerning the development of certain concepts like child centered education and understanding of the deep rooted causes of the present-day educational problems etc.
(2) EXPERIMENTAL METHOD:

This is the most scientifically sophisticated research method as it can be defined as observation under controlled conditions. It seeks to establish the cause and effect relationship by observing changes occurring due to deliberate and controlled modifications of conditions, leading to an event.

This method seeks to study the effect of an independent variable on a dependent variable but its disadvantages are that certain variables have to be controlled which brings artificiality to the situation, and there are many intervening and extraneous variables which can not be controlled.

This method is used in education to study problems like the effectiveness of different methods of teaching; the effect of immediate reinforcement upon learning etc.

(3) CAUSAL COMPARATIVE METHOD:

This method seeks to establish causal relationships by comparing the circumstances associated with observed effects and by noting the factors present in those instances in which a given effect occurs or does not occur. We can say that this method seeks to find out the causes of certain current (and not past) occurrences or non-occurrences as they actually happen for they can not be arranged or pre-planned by the researcher.
This method is used in education to study problems like delinquency, under achievement, teacher effectiveness etc. and its biggest disadvantage is that it is essentially dichotomous i.e. both results and causes are thought of as either occurring or not occurring, either present or absent and does not give any evidence of the interrelation and interdependence of these causal factors.

(4) **THE CORRELATION METHOD**

This method traces the relationship of measured variables over definite periods of time and approaches the problem of cause and effect in terms of degrees, not only dichotomies. In this regard it is an improvement over the causal Comparative Method.

This method is used in education to measure the strength of association between two or more factors; to make predictions based on association or correlation among variables like prediction of teaching success and selecting teachers according to a composite criterion of teaching success; to analyse cause and effect in classroom situations etc.

(5) **THE CASE STUDY METHOD**

This method investigates the different factors that make up the individuality of a social unit like a person, family, group or community. This method involves solving a particular problem at the individual level and for that it studies and analyses the interaction between various factors.
leading to or influencing the situation under study.

It involves, first of all, selecting typical cases exemplifying the problem area under investigation and then collecting the required data by various means like observing behaviour, administering tests, collecting data from available records etc, after this the likely causes are tentatively diagnosed and a remedy is intituted. If this remedy brings about desired changes in the situation, then the diagnosis is judged as correct.

In education this method has been employed to study the problem cases, maladjusted pupils, truants, scholarship difficulties etc.

(6) **THE GENETIC METHOD**:

This method investigates the origin, direction, trend, rate, limit and decline of growth. We can say that it covers a long time investigation of biological phenomenon and is interested simply in the pattern of development.

In the field of education, this method has been employed to successfully study the characteristics of gifted individuals, to provide a record of past events in the development history of individuals or groups under study and helps in determining changes in the characteristics of various individuals as well as groups etc.

(7) **NORMATIVE SURVEY METHOD**: 

Last of all we will discuss the method chosen by us for
this present study.

This method attempts to describe and interpret what exists at present in the form of conditions, practices, processes, trends, effects, attitudes, beliefs etc. It seeks to answer the question "What are the real facts with regard to the existing conditions." We can say that this method involves gathering of the data regarding current conditions for the purpose of ascertaining which is the normal or typical condition or practice.

For the study at hand, the researcher chose this method because she found this method to be fulfilling all her requirements, and hence better suited compared to all other research methods, as discussed below -

(a) Compared to the Historical Method, this method is more suitable as it deals with the present and not with the past as in the former.

(b) Compared to the experimental method, this method is better as it is oriented towards the determination of the status of a given phenomenon, as is required by the researcher in the present study, rather than towards the isolation of causative factors as in the former.

(c) This method is better than the case study method as it is based on large cross-sectional studies and, not intensive and longitudinal studies of the case study method, as was the purpose of the researcher.
(d) Compared to the genetic, the correlation and the comparative methods, this method is more suitable because this study is neither concerned with studying the biological phenomenon, nor with studying the dichotomous study of the causes of certain occurrences, nor with the relationships of measured variables, respectively.

For the present study the researcher wants to find the present status regarding the contribution made to different prestigious vocations, by different types of schools and also regarding the factors helpful for the same, so she found that this method was the most suitable.

**B. DELIMITATION OF THE STUDY:**

1. The study in hand has been confined to the analysis of the educational back-ground and causes of success of person’s selection for Engineering, Medical and Armed Forces only so it does not include in its purview any other vocation.

2. This study is confined to assessing the contribution of various kinds of schools towards different vocations in India only, so it does not concern itself with the situations prevailing in other countries.

3. The study in hand has been confined to the students of Medical College, Jhansi, Roorkee Engineering University and I.M.A., Dehradun only. Hence it does not include in its purview students of other universities or institutions.
C. POPULATION :

This research project will study the educational and family backgrounds of people selected for mainly three vocational courses i.e. Engineering, Medical and Armed Forces.

These three professions are such that command a lot of prestige in our society and are highly sought-after thus giving rise to a lot of competition for selection to the same. These vocations are also very different from each other and are expected to project the diverse nature of our society correctly.

D. SAMPLE :

All the freshers, i.e. the first-year students selected for the above-mentioned vocational courses will be taken into consideration so that the information given by them regarding their schooling and home atmosphere does not suffer from any memory lapse and also to get a more or less homogeneous group in terms of age.

The institutions selected for study attract and receive students from all over India so the results obtained are expected to mirror the situation prevailing in the whole country.

E. TOOLS USED :

Basically two tools have been used, that is, Questionnaire and Interview. Questions asked in the
questionnaire and interviews were the same and they were pertaining to the educational and social background of students, study atmosphere in their homes etc. The questions asked were of different types. Some questions required a free response, like the name and address of the candidate etc, in some questions many choices were given and candidates were asked to select the ones suiting to them the most; some required only Yes/No type of response while in others check-lists were provided and students were asked to check as many given facts as applied to them.

The following questions were asked:

1. Your full Name - (space was provided for the candidate to write his name)
2. Age -
3. Male or Female -
4. Married or Unmarried -
5. Educational qualification -
6. Name of the school where educated till 12th (including the name of the city/village, state and country).
7. Percentage of marks obtained by you in the selection exam for the present vocation.
8. Percentage of marks obtained by you in the 12th standard exam.
9. The monthly income of your father/guardian at the time of your selection.
10. Tick mark the correct answer in the following - etc. (See Appendix).
A few students of the Engineering University, Roorkee and medical college, Jhansi were interviewed personally by the researcher, but no trainee at the IMA could be interviewed as permission was not granted for the same.

**DEFINITIONS OF TERMS USED**

1. **Student of Medical college**: This study will consider only the first year students of the Medical College.

2. **Engineering Students**: Only the first year students of various branches of Engineering (like Civil, Mechanical, Electrical etc.) will be taken into consideration.

3. **I.M.A. Cadets**: Only the freshly selected cadets belonging to the first term, will be considered. Here I.M.A. stands for Indian Military Academy.

4. **Vocational Courses**: This term in the present study means Technical education like Medical, Engineering and Education for defence services.

5. **Educated parents**: This term implies a minimum Graduation-level study done by parents.

**F ADMINISTRATION OF TOOLS**

Typed questionnaires were distributed to all the first-term / year trainees of I.M.A., Engineering University and the Medical College. A small request given below, was attached to each questionnaire with the aim to elicit full and frank answers from students.
A REQUEST FROM THE RESEARCHER

The researcher requests you for full co-operation and will be highly obliged if the data furnished by you is absolutely true as this is required for Research work and hence the conclusions ultimately drawn will also be factual. This will go a long way in dispelling the doubts, if there are any from the minds of people regarding the necessity or otherwise of English medium education and many other factors which might/might not be helpful to a person in his/her selection for vocations which are considered prestigious in the society. The researcher assures you that your identity will be kept a secret and your or your father/ guardian’s name will not be published anywhere.

Please fill absolutely Factual Data.

As mentioned earlier, a few students were interviewed by the researcher herself. These interviews cleared a few doubts about the written questionnaire also like, most of the Engineering students had not given any response to Q 7 of the questionnaire (percentage of Marks obtained in the selection exam). After interviewing some students the researcher came to know that it was because they were not told the marks of their selection exam. In the same manner, some students had left Q15 unanswered, that is they had not ticked as their father’s occupation, any of the four choices given. It was during an interview that a student responded that his father was employed in ‘Agriculture’ and not in any
of the choices provided, by this the researcher realised that these students may not be clear as to what all can be included in the term 'business'. In Q 12 also, some of the interviewed students told the researcher that they were neither taught by their parents nor by any other family member nor by a private tutor, but, instead they did studies on their own, with very little or no help from anybody. This explained why many students had not chosen any of the three responses provided in the questionnaire.

Interviews were completed on the spot only but a few days’ time had to be given to students for filling up the questionnaires.

One fact that the researcher noticed during the course of a few interviews was that the candidates were reluctant to disclose the monthly income of their parents. Though, as is clear from the collected data, majority of students belong to the middle income group only, but still some students looked uncomfortable with the fact that they did not belong to well-to-do families. Probably that is the reason why as many as 15 have not responded to this query in the questionnaires.