CHAPTER II
DATA COLLECTION

2.1 Method and Procedure

Each researcher develops plan and procedure of his investigation to achieve the laid down purposes of the study and to test the hypotheses. Method and procedure of the study is based on the tested norms and processes undertaken by the pioneers in the field of education research.

There are mainly three types of research approaches in education i.e. Historical research, Descriptive research and Experimental research approaches (Best, 1981). But in recent years investigators have undertaken clinical studies, replicable studies and comparative studies. Thus, the scope of educational research has increased both horizontally and vertically.

In this present study "Descriptive Survey Method" has been used. The term 'survey' suggests gathering of related evidence to contemporary conditions. Survey research is a method of collecting and analysing data obtained from large number of respondents representing a specific population. It employs questionnaire, interview schedule and observation as tools of data collection.
"A descriptive study describes and interprets: What is? It is concerned with conditions and relationship and that exists, opinions that one held, processes that are going on, effects that are evident or trends that are developing. It is primarily concerned with the present, although it often considers past events and influence as they relate to current conditions. (Best, 1978).

In the present chapter an attempt has been made to present the method and procedure of the study. It includes the description of sample, tools, procedure of the data collection and statistical techniques used.

2.2 Sample

It is usually very difficult to measure every element in a given population. Therefore, a sample of elements is selected and measured. Inferences about the population are made on the basis of the information. The type of sample selected depends upon the nature of the problems. In this investigation sample has been selected from the Lahaul-Spiti District of Himachal Pradesh comprising Headmasters, teachers and community people of the schools of Kêlông, Kaza and Udaipur areas.

The data were collected on the basis of random selection where Headmasters and teachers were taken from fifty two schools, of Kêlông, Kaza and Udaipur areas of Lahaul-Spiti district. Besides Headmasters (30) and teachers
(80), incidental sampling technique was employed for the purpose of selecting 100 community people of the areas of Kêlong, Kaza and Udaipur. Area wise detail of sample is given in Table 2.1.

**TABLE 2.1**

**AREA/QUARTER-WISE DISTRIBUTION OF TOTAL SAMPLE**

<table>
<thead>
<tr>
<th>Sl.</th>
<th>Area/HQ's</th>
<th>Schools</th>
<th>Headmasters</th>
<th>Teachers</th>
<th>Community People</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Kêlong</td>
<td>30</td>
<td>20</td>
<td>40</td>
<td>61</td>
</tr>
<tr>
<td>2.</td>
<td>Kaza</td>
<td>09</td>
<td>04</td>
<td>15</td>
<td>19</td>
</tr>
<tr>
<td>3.</td>
<td>Udaipur</td>
<td>13</td>
<td>06</td>
<td>25</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>52</strong></td>
<td><strong>30</strong></td>
<td><strong>80</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Thus total sample comprised of 30 Headquarters, 80 teachers and 100 community people of the areas of Kêlong, Kaza and Udaipur headquarters of Lahaul-Spiti of Himachal Pradesh. Beside this, one district Education Officer (D.E.O.) of Lahaul Spiti was also included in the sample for the present study.

2.3. **Tools and Their Description**

In the course of studying any problem, the investigator may use different types of devices, which in technical language are called "tools" or "instruments" the
role of which is best illustrated by Best (1977) as follows:

Like the tool in carpenter’s box, researcher’s tool is appropriate in a given situation to accomplish a particular purpose. Each data gathering device has its own merits and hazards or limitations.

The following tools have been used for conducting the present study:

1. Questionnaire for
   * District Education Officer
   * Headmasters
   * Teachers

2. Interview schedule for community people

Both the tools were constructed by the investigator himself. The development and description of each tool is given below:

2.3.1 **Development and Validation of Questionnaires**

According to Good and Hatt (1952, p. 33) “questionnaire refers to advice for securing answers to a series of questions by using a form which the represent fills himself.”

Keeping in view the purpose of the study, it was decided to develop questionnaire for District Education
Officer, Headmasters and teachers. While preparing the questionnaire the following points were kept in view:

i) that all objectives should be covered by questionnaire,

ii) that the questions should be in simple language, as far as possible,

iii) that the questions should be specific and unambiguous,

iv) that the sequence of questions should be from general to specific,

v) that both open-ended and close-ended questions should be included,

vi) that the expert opinion should be considered and taken into account.

Validation of the Questionnaire

A pilot study was undertaken to validate the various questionnaires of the present study. According to Monley George, J. (1964) in conducting the pilot study competent persons are asked to fill-up the questionnaires and to indicate their reactions to every phase of its organisation.

This procedure was followed by the investigators. The first draft of the questionnaires were prepared with
the layout of each set of questions under different sub-heads. The questionnaires were first given to colleagues, teachers and guide. Their views were taken and necessary modifications were made. Each questionnaires were shown to the experts of the field under study and required improvement were made on the basis of their comments. When the tentative draft of each questionnaire was completed, these were discussed with the five teachers of the field of research concerned. Their reactions were noted down and improvements were made whenever it was thought necessary. Finally, questionnaires were given to two Headmasters and three teachers for the purpose of validating the questionnaires. Their responses were noted down and modifications were made accordingly. Thus the final draft of the questionnaire was prepared. Table 2.2 shows the number of items included in the final draft of three questionnaire.

**TABLE 2.2**

NUMBER OF ITEMS IN THE FINAL DRAFT OF QUESTIONNAIRE

<table>
<thead>
<tr>
<th>Sl. Questionnaire</th>
<th>Items in the preliminary draft</th>
<th>Modification</th>
<th>Rejection Item</th>
<th>Item in the final draft</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Distt. Education Officer</td>
<td>40</td>
<td>10</td>
<td>17</td>
<td>23</td>
</tr>
<tr>
<td>2. Headmasters</td>
<td>100</td>
<td>15</td>
<td>38</td>
<td>62</td>
</tr>
<tr>
<td>3. Teachers</td>
<td>50</td>
<td>08</td>
<td>19</td>
<td>31</td>
</tr>
</tbody>
</table>
2.3.1(a) Structure of Questionnaire for the District Education Officer:

This questionnaire was meant for District Education Officer of Lahaul-Spiti, regarding his bio-data, duties, and supervision, administration, problem faced by him and suggestions for improving the functioning of the schools in tribal area of Lahaul-Spiti. This questionnaire describes the schools in tribal area of Lahaul-Spiti. The brief description of each parts are given below.

First part consists 10 items regarding their name, sex, age, caste, educational qualification, procedure of appointment, job before D.E.O., government vehicle and their maintenance, contingency, language etc. All the responses were asked in the form of 'Yes' 'No'.

Second part is meant for getting details of duties and supervision of District Education Officer in this tribal area and consists 6 items. The questions were regarding the number of formal and non-formal institutions under their control, surprise visit of schools, his helpful help for teachers and Headmasters to solve school problems, about criteria, tools for evaluating the teachers, headmaster and non-teaching staff and views about the sufficient staff.
In third part of questionnaire the investigator deals with the administrative aspect of education in which the District Education Officer are involved at the time of supervision. All the responses were formed in 'Yes' or 'No' regarding financial help, scholarships/stipends and about the incentives which the government provided for the tribal students at different stages of education. The fourth item of this part is related to the recruitment of any special officer for tribal by government to check the incentives. Fifth item is concerned to the curriculum, co-curricular activities, physical facilities, school records, problems of schools and their results. Remaining two items seems to inform about the political interference while discharging the duty and meeting which organised by District Education Officer with headmasters and principals.

Last part of this questionnaire consists on the problems and suggestions related to administrative problems, academic problems, financial problems, supervisory and other problems which are faced by tribal students and in the last asked about his valuable suggestions in the field of educational development of tribal in the area of Lahaul-Spiti.

The copy of questionnaire is given in Appendix 1.
2.3-1(b) Structure of Questionnaire for Headmasters/Principals:

This questionnaire is meant for the heads of the schools and divided into 7 parts and consist 62 items related to Bio-data of the head's particulars of the schools, special incentives schemes for the tribal children, administration, supervision, and financial aspects of the schools. It also deals with the problems faced by head's of the schools and invites suggestions for the development of educational programmes in Lahual-Spiti of Himachal Pradesh.

The first part of bio-data consists 9 items regarding name, sex, age, educational qualification (academic and Professional), caste, and about the procedure of appointment as a head of the school. Next three items deals with their interest to serve among tribal, language of that area any government accommodation and house rent.

The second part consist 23 items regarding the particular of the school like, location of the school, management of the school, category and type of the school, medium of instruction, language taught, condition of the school building, shifts of schools. Item number 11 to 17 the investigator asked about physical facilities i.e. play ground, hostel facility, library facility and post of
librarian in the school, home science and laboratory facility and also computers facility in the school. Item 18 and 19 deals with the different courses which are available at higher secondary stage and sufficient teachers for each subjects.

In questions 20 to 23 the investigator asked about different facilities which are available in the school, i.e., co-circular activities, medical check-up facility, SUPW activity, teaching aids, etc.

The third part consists three items regarding special incentives schemes which are available in the school. First question inform about those incentives provided in tribal area i.e., mid-day meal, free books, free uniform, free and compulsory education, monthly stipends, scholarships, free medical aids and others of this part the investigator try to investigate that, whether these incentives provided to schools in time and also asked about the needs of more incentives.

Fourth part is regarding the supervision of the school by Headmaster. This is the main duty of the heads of the school to supervise the school and to go through their problems. This part consist 7 items regarding the supervision of teachers work, observe teaching while supervision, discussion about the academic
problems with teachers and asked about the suggestions for improving the teaching responsibility for academic progress, guidance from D.E.O.'s and supervisors. Last question invites the suggestion from heads of schools. In fifth part investigator asked about their role as a Head, about sufficient staffing of teaching and non-teaching, preference to female teachers and tribal teaching and non-teaching staff, provision of reorientation programmes for teachers and send progress reports to their parents, invites parents teachers meeting send progress D.E.O.'s Office, any difficulties in running the school, provision of guidance bureau in the schools and in the last asked about availability of vocational courses and technical courses.

In the sixth part the investigators asked about the financial aspect of the school. These aspects are, total budget of the school, all recurring and non-recurring expenditure, regular check-up of the budget of the institution, regular budget proposal to government, satisfied from present budget, sources of finances, funds which is charged from the tribal students, provision special grants which encourage the girl education in that area. In the last item of this part the investigators asked from heads that what are those financial facilities which are essential for students and teachers in this
tribal area and increased the educational development of tribal.

In the last part of this questionnaire the investigators tried to ask those problems which are the obstacles in the development of tribal education and invites suggestions which are essential for the development of tribal education in that area of Lahaul-Spiti. Problems related to administration, academic, supervision and financial were asked from heads of the school.

The copy of questionnaire is given under Appendix II.

2.3.1(c) Structure of Questionnaire for Teachers:

This questionnaire was developed for those who are working in Tribal District of Lahaul-Spiti. The investigator goes through their bio-data, particulars of the schools, problems faced by them and suggestions for improving the functioning of the school and comprised these facts into four parts.

First part deals with the bio-data of the teachers regarding their social and economic status and it contains 19 items. These items are regarding their name, sex, age, their caste, educational qualification, date of appointment, sufficient income, about languages, residential facility, behave of people of that area.
towards you and their co-operation, liking regarding their profession and satisfaction in job. Last 4 items of this category meant for getting the information of school distance and different approaches to reach the school, any provision of reward for efficient teachers and given incentives suitably and any political pressure and interference in transfer policies.

Second part of this questionnaire is meant for getting information method and techniques which is used by teachers in teaching and have five items. First two items regarding the medium and method of the instruction at primary, middle, secondary, and higher secondary stages. Third item regarding their language problem. In the last two items the investigators asked about the use of audio-visual-aids and techniques to measures the progress and standard of pupils.

Third category related with the duties of teachers and the facilities which they provided the students in the school. Five question asked under this part and all the responses were form in 'Yes' or 'No' about their daily checking of home work, discipline, invites parent-teachers meetings and also go through their duties towards maintaining the school and student records. Item 5 related with the provision of guidance bureau, and here they motivate the students for studies and vocations.
Problems and suggestions were the last two items of this questionnaire. First item was regarding administrative, academic and financial problems which is faced by teachers in this tribal area. Second items invites the best suggestions from the teachers for improving the functioning of the school in the tribal district of Lahual-Spiti. Both the questions are very important for researcher because the main objective of this study depends upon these two items.

The copy of questionnaire is given under Appendix III.

2.3.2 Development and Validation of Interview Schedule.

Interview schedule is a device consisting of set of questions an interviewer in a face to face situation with another person. The structured interview schedule was prepared by the investigator for getting relevant information from community people. First of all items which were to be taken in the schedule were determined and questions were prepared for each item. The items were arranged in sequence to ensure accurate and easy responses. The language of the items was simple and unambiguous.

Validation of Interview Schedule.

To collect the relevant information from the community people an interview schedule was prepared after
consulting experts and previous schedules. After preparing the schedule, its contents were discussed with colleagues and teachers. Their views were taken and necessary modifications were made. Again the schedule was given to the language expert and necessary modifications were made on the basis of comments given by them. When the tentative draft of schedule was complete, it was discussed with five teachers in the field of research concerned. Their reactions were noted down and modifications, improvements and additions/deletion were made whenever it was thought necessary. Finally 5 community people were interviewed as a trial out of the interview schedule. Their responses were noted down and final draft of the interview schedule was prepared. Table 2.3 shows the number of items included in the final draft of the interview schedule.

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Interview Items in the Preliminary Draft</th>
<th>Rejection Items in the Final Draft</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Community People</td>
<td>30</td>
</tr>
</tbody>
</table>
3-2(a) Structure of Interview Schedule for Community People

The interview schedule which was used in the present study was prepared by the investigator herself. The schedule was prepared in English language and consists of 25 items and divided into three categories.

The first category is related with the bio-data of the person such as name, sex, address, occupation, monthly income, educational qualification and the languages which they know and can speak. The main purpose of these seven items were to study their social and economic status.

The second category related to the school location and facilities and 16 items are under this category. The purpose of this category to know the real picture regarding the facilities and incentives, which government provided in these tribal areas to the students.

Third and last category related to the problems and suggestions. First item relates with the problems which were faced by educational institution and tribal students in Lahaul-Spiti and second item invites the suggestions for improving the functioning of educational institution in tribal area of Lahaul-Spiti.

A copy of the schedule is given under Appendix IV.