Chapter III

RESEARCH METHODOLOGY

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- Operational Definitions of The Key Terms Used
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Research Methodology

In the first chapter, a detailed description about education for citizenship in democracy and related aspects regarding the conceptual background of the present study were discussed. This was followed by an elaborative review of related articles and researches in the second chapter. On the basis of their descriptions, a research design was prepared to execute the present study. Drawing upon the conceptual framework and the study of the related literature, a detailed research design for the study was developed. The methodological details of research include the objectives, hypothesis, nature and source of data, sampling, instrumentation, and scheme of analysis of data. The related aspects of the research design have been described in the present chapter.

3.1 Statement of the problem:
Education for Citizenship in Democracy: An Exploratory Study

3.2 Objectives of the study: On the basis of the review of studies and the statement of the problem, the following objectives were outlined:

1. To study the perception of school teachers towards the role of course content, transactional strategies, co-curricular activities, textbooks, evaluation procedures and the school environment in developing education for citizenship in democracy.

2. To study the perceptions of school teachers towards education for citizenship in democracy in relation to their personal factors.
   - Gender
   - Qualification
   - Teaching experience
   - Teaching subject

3. To study the perceptions of school teachers towards education for citizenship in democracy in relation to their professional factors.
   - Type of school
   - Demographic location of the school
   - Level of school
4. To analyse the course content of school textbooks with respect to its contribution in the development of education for citizenship in democracy.

3.3 Hypotheses of the Study:
1. School teachers have positive perceptions towards the role of course content, transactional strategies, co-curricular activities, textbooks, evaluation procedures and the school environment in developing education for citizenship in democracy.
2. School teachers have differing perceptions towards the role of education for citizenship in democracy differently in relation to their personal factors.
   • Teachers have differing perceptions towards the role of education for citizenship in democracy in relation to their gender.
   • Teachers have differing perceptions towards the role of education for citizenship in democracy in relation to their qualifications.
   • Teachers have differing perceptions towards the role of education for citizenship in democracy in relation to their teaching experience.
   • Teachers have differing perceptions towards the role of education for citizenship in democracy in relation to their teaching subjects.
3. School teachers have differing perceptions towards the role of education for citizenship in democracy in relation to their professional factors.
   • Teachers have differing perceptions towards the role of education for citizenship in democracy in relation to the type of school in which they teach.
   • Teachers have differing perceptions towards the role of education for citizenship in democracy in relation to the demographic location of the school in which they teach.
   • Teachers have differing perceptions towards the role of education for citizenship in democracy in relation to the level of school in which they teach.
4. The course content of school textbooks has the potential to contribute positively towards the development of the education for citizenship in democracy.
3.4 Operational definitions of the key terms used:

3.4.1 Democracy: The U.S. president Abraham Lincoln (1809-1865) defined democracy as, "Government of the people, by the people, for the people".

On the basis of above definition Democracy is the form of government in which supreme power is vested in the people and exercised by them directly or indirectly through a system of representation usually involving periodic free elections. Democracy is a government by the people; it is that government in which the sovereign power resides in the people as a whole, and is exercised either directly by them or by officers elected by them. The realization of sovereign power here stands for active participation of the citizens in democracy. It is the responsibility or one can say that it is the sacred duty of each citizen to perform his duties as active citizens. Democracy has come to imply universal suffrage, freedom of speech and the press, and the rule of law. In India, the federal form having both a government at the center responsible to the parliament and governments in the states is elected and equally responsible to their legislative assemblies. But the citizens who take part in the election of their representatives must be well-informed enough to see what is good for them and who will be the right people to represent them.

3.4.2 Citizen: According to Cambridge Advanced Learners Dictionary and Thesaurus, "A person who is a member of a particular country and who has rights because of being born there or because of being given rights, or a person who particularly reside in any country on some specific terms".

In the thesis citizen is defined as per the Indian constitution, whereby, Citizen is considered as a native or national of state, who enjoys civil and political rights, owes allegiance to that state and participates in the governing of the country.

According to CITIZENSHIP ACT, 1955 of the Indian constitution defines the

- Citizen as every person born in India, where both or one of whose parents is a legal citizen of India.
- A person born outside India shall be a citizen by descent if either of his parent is a citizen of India at the time of his birth.
- Citizenship by naturalization where an application is made in the prescribed manner by any person for the grant of certificate of naturalization.
3.4.3 Citizenship: According to the T.H. Marshall's analysis, modern citizenship refers to a status incorporating three clusters of rights – civil, political and socioeconomic.

The concept of citizenship, as a status, provides access to rights and powers. These rights and powers are related to civil, political and socio-economic spheres. For the present study, the researcher considers citizenship as the philosophy in which the citizens should work united towards the betterment of their community by active participation in its affairs. The Indian constitution provides for single citizenship for the whole country; it means a person can enjoy citizenship of one country only. In the thesis, citizenship concept is defined as per the Indian constitution.

3.4.4 Education for citizenship in democracy: For the purpose of this research, education for citizenship in Democracy means formal education provided in schools leading to the development of knowledge, understanding, skills and appreciation of Democracy and the role of citizens in Democracy. Education, here, will include the following components of formal education: course content, transactional strategies, co-curricular activities, evaluation procedures and the school environment. This Education should impart democratic values which enable students to adopt democracy not only as a form of government but as a way of life.

3.4.9 School teacher: School teacher refers to a person who has been appointed by the concerned authority to impart education to the student in the formal setting of school.

3.4.5 Type of School: The present study considers two types of school, that is private and government. Government school refers to a school which is run by the state. By private school, it is meant that any school which is not run by government and is managed by the private hands.

3.4.6 Demographic location of the school: For the present study, it refers to local habitation where the school is situated, either rural or urban.

3.4.7 Level of school: It refers to the standard up to which school is granted the authority to provide certification. In the present study both the elementary and secondary level will be considered.
3.4.8 Perception: Perception is the process of assigning meaning to information gathered by sensory organs from one’s environment. Teachers at present are the citizen of the country and they are in the process of nurturing future citizens for democracy through education for the purpose of this idea. The Teachers' experiences with regard to educational course content, transactional strategies, co-curricular activities and evaluation procedures form their perception of the role of education for citizenship in democracy.

3.5 Research Design: Exploratory study

The present study is an exploratory study of 'Education For Citizenship In Democracy: Exploratory study' is one which explores the behavioral or psychological phenomenon of the community or the institution. Exploratory study very often relates to field study and research in which the area of study is defined and the variables are explored in depth. In the present study, the teacher community and the school as an institution in which the teachers are teaching will be explored through the perception of school teacher. Exploratory study is usually carried out to explore the problem or the situation in greater depth.

3.5.1 Research Method: Descriptive Survey Method

The objective of this research is to study the out perception of school teachers towards education for citizenship in democracy. On the basis of this objective and the nature of the problem, descriptive survey method was considered most appropriate to carry out the research. Descriptive survey method was considered most suitable because through the study the researcher does not aspire to develop an organized body of scientific laws but wishes to provide useful information for the solution of the problem. In the survey method data are gathered from a relatively large number of cases at a particular time.

A survey is used to answer questions that have been raised to solve problems that have been posed or observed, to assess needs and set goals, to determine whether or not specific objectives have been met, to establish baselines against which future comparisons can be made, to analyze trends across time and generally to describe what exists, in what amount and in what context. Pinsonnault and Kramer (1993) defined a survey as a “means for gathering information about the characteristics, actions or opinions of a large group of people”. According to Singh (2006), Survey
method is concerned with the present and attempts to determine the status of the phenomena under investigation. Therefore, keeping in view the nature of the problem, the researcher carried out this study on the lines of survey method.

The present study aims at exploring the perception of school teachers in greater depth. The exploratory surveys are fruitful in analyzing political, social or economic conditions of the community or an institution. This descriptive survey was carried out to explore the perception of school teachers to know the role of education for democratic citizenship. In order to explore this aspect of education in democracy school as an institution was considered a unit of study.

3.6 **Sources of Data:** The school teachers teaching at elementary and secondary school were the sources of data of the study.

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Objective</th>
<th>Sources of data</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Perception of school teachers</td>
<td>School Teachers</td>
</tr>
<tr>
<td>2</td>
<td>Perception of school teachers related to personal factors</td>
<td>Teachers in different categories</td>
</tr>
<tr>
<td></td>
<td>• Gender</td>
<td>• Male and female Teachers</td>
</tr>
<tr>
<td></td>
<td>• Qualification</td>
<td>• Graduate and Postgraduate Teachers</td>
</tr>
<tr>
<td></td>
<td>• Teaching experience</td>
<td>• Teachers having Upto 10 years and Above 10 years</td>
</tr>
<tr>
<td></td>
<td>• Teaching subject</td>
<td>• Humanities and Sciences Teachers</td>
</tr>
<tr>
<td>3</td>
<td>Perception of school teachers related to professional factors</td>
<td>Teachers in different categories</td>
</tr>
<tr>
<td></td>
<td>• Type of school</td>
<td>• Govt. and Private School Teachers</td>
</tr>
<tr>
<td></td>
<td>• Demographic location of the school</td>
<td>• Rural and Urban School Teachers</td>
</tr>
<tr>
<td></td>
<td>• Level of school</td>
<td>• Elementary and Secondary School Teachers</td>
</tr>
</tbody>
</table>
### Contribution of Textbook

- **Language:**
  - English, Hindi
- **Social science:**
  - History, Geography, Civics & Political science
- **Maths and science:**
  - Maths and science

### Population of the Study:

Population is generally a large collection of individual or objects that is the main focus of a scientific query. Population comprises of the entire group of persons that is of interest to the researchers and on whom the research result can be generalized. As Delhi is the national capital territory, it can be considered as representative of the functioning of government in the nation as a whole. Being a capital, Delhi is the focal point of governance of Indian Federation. Delhi has numerous private and governments schools running in urban as well as rural areas. These schools cover the entire range from theory to development to skills of democratic citizenship. Of the massive population of Delhi, school teachers from two zones SOUTH and EAST were taken for the study. In total there are nine zones but in the study two major zones where the apex educational institutions are situated was considered. The two zones were selected because here the NCERT (Sri Aurobindo marg) and CBSE (preet vihar) are functioning. In the south zone one of the apex educational institutions National Council of Educational Research and Training is situated which is a national level body of knowledge for policy formulation in context of curriculum, textbooks, audio-visual programmes on learning of school subjects. In the east zone Central Board of School Examination is located that is responsible for implementation of policies related to school education under its aegis. On the basis of above explanation the population for the present study includes all school teachers teaching in rural and urban schools of the east and south zones of Delhi. School teachers of east and south zones of Delhi teaching in government and private schools at elementary and secondary levels in rural and urban settings formed the population from which a sample was selected.

Schools operational in the national capital region are expected to be an entity which strengthens the functioning of democracy, as the citizens in waiting are being nurtured in the school. That is why Delhi has been chosen as the area for this study. As per 64th round of National Sample Survey conducted by Directorate of Economics...
and Statistics, New Delhi there are 1,10,000 teachers distributed in 9 Zones. The number of school teachers in two zones therefore, roughly comes out to be 24000. These teachers constitute the population of the study.

3.8 Sample and Sampling Procedure:

Sample: For sample selection, details of Delhi schools were collected from the Directorate of Delhi. In total 18 schools were selected from two zones (east and south) for collecting data from the east and south zones of Delhi. A total of 2.5% of the population of teachers were taken as the sample of the study.

The sample selected is representing the teachers of east and south zones of Delhi. The teachers teaching in these schools, male as well as female were included in the sample. A sample of 560 school teachers (Male 303 & female 257) from these 18 schools was taken. A sample size of 560 teachers from the total population was considered sufficient after discussing with eminent academicians.

Sampling Procedure: For studying the perceptions of school teachers, the sample consisted of 560 teachers in all, approximately equal number from each of the school. The sample of 560 school teachers have been selected through stratified purposive sampling. This sampling procedure is best suited to study the variables involved in the study. The sample for the study is represented in the following figure:

<table>
<thead>
<tr>
<th>Rural 250</th>
<th>Government-145</th>
<th>Elementary – 75</th>
<th>Male – 30</th>
<th>Female -45</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Secondary – 70</td>
<td>Male – 32</td>
<td>Female -38</td>
<td></td>
</tr>
<tr>
<td>Private- 105</td>
<td>Elementary – 53</td>
<td>Male – 25</td>
<td>Female -28</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Secondary – 52</td>
<td>Male – 28</td>
<td>Female -24</td>
<td></td>
</tr>
<tr>
<td>Urban 310</td>
<td>Government-170</td>
<td>Elementary – 75</td>
<td>Male – 32</td>
<td>Female -43</td>
</tr>
<tr>
<td></td>
<td>Secondary – 95</td>
<td>Male – 55</td>
<td>Female -40</td>
<td></td>
</tr>
<tr>
<td>Private- 140</td>
<td>Elementary – 80</td>
<td>Male – 28</td>
<td>Female -52</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Secondary - 60</td>
<td>Male – 24</td>
<td>Female -36</td>
<td></td>
</tr>
</tbody>
</table>

Figure 3.8.1 : Sample of the research study

56 teachers (ten percent of the sample teachers) were interviewed to corroborate the data obtained through the perception scale.
3.9 Instrumentation:

The present study aimed to explore the perception of school teachers towards education for citizenship in democracy. At first, a search for the standardized tool was made. After rigorous search, it was found that there is non-availability of standardized tool specifically catering to the needs of the present study. Therefore, self-made tools were prepared by the researcher. The tools were developed according to the purpose of the study. These were developed with the help of experts from the field of political science, social sciences, education and research. The following data gathering tools were used for the study:

1. Perception scale for school teachers
2. Performa for content analysis of textbooks
3. Semi structured Interview schedule

3.9.1 Perception scale for teachers

After consulting relevant literature, 95 items were prepared in the preliminary draft. These items were based on 6 aspects: course content, transactional strategies, Co-curricular activities, evaluation procedures, text books and school environment.

In this preliminary draft, 18 items for course content, 16 for transactional strategies, 18 for Co-curricular activities, 18 for evaluation procedures, 12 for text books and 13 for school environment were prepared. First, the prepared items were shown to language experts for correction of any technical mistakes. A group of experts from the field of education, social science and political and other subjects of concern were consulted. Then the scale was sent to 5-6 subjects' experts for their suggestions and after getting their valuable suggestions it was revised again. The preliminary draft was tried out in the south and east zones of Delhi for validation of the test items. After collecting the filled in Performa's some items were deleted and some were modified as per the results. In the final stage of construction, it was checked by the supervisors of the research work and small modifications were done. It was then allowed to use in the field. Therefore, the final scale for measuring Teachers' perception consisted of 52 items.

The scale was developed by the researcher. An average subject requires approximately 20 to 30 minutes in completing the scale. The questionnaire consisted of 52 items involving a range of aspects relating to education for citizenship in
democracy. Further, the response format included a 5 point Likert scale so that respondents could indicate the degree to which they agree or disagree with the statements relating to the role education in democracy.

The questionnaire included the six major areas relating to school education.

a. Course content
b. Transactional strategies
c. Co-curricular activities
d. Evaluation procedures
e. Textbook
f. School environment

Section ‘A’ of the perception scale which is categorized as course content and contains items that aim to find out how teachers perceive the relation between the content democratic ideals and existence of values as per NCF 2005. They seek to gather information on the content of the common school subjects i.e. language, mathematics, science and social sciences as to whether the course content inherits in itself the basic knowledge of democracy or not. The potential of course content of school in terms of its ability to analyze sociopolitical realities is being explored through this aspect of perception scale.

Transactional strategies: Section B of the perception scale pertains to transactional strategies. This section is intended to explore issues like- What kind of teaching learning strategies are being utilized by the teacher?, How to teach the topic in the classroom?, How much share is being given to students decision making? Students involvement in deciding the topic, teaching method and discussion is also considered as important reflections of education for citizenship in democracy. NCF's 2005 recommendation of inter disciplinary approach to study one particular topic has also been explored. Students experience and knowledge is considered as a parameter to evaluate democratic ideals and values in classroom teaching learning process.

CCA: In Section C of the perception scale, co-curricular activities are taken as a criteria i.e. The importance given to CCA, its collaborative functioning, celebration of festivals in multicultural society, socio-economic background are the aspects that are being explored through teachers perception on this criteria. Through this teachers'
perception on CCA as a way to successful grouping and as a way of celebrating democracy (active citizenship) in school life is studied.

**Evaluation Procedures:** Section D pertains to various evaluation procedures being utilized in schools viz. paper pencil tests, observation, activity etc. Evaluation helps in preparing desired future citizens, so students should play an active role in deciding upon evaluation techniques. Some items in evaluation sub head relate to choosing a subject over other like mathematics over social science? Others relate to Teachers' perception on how they see the importance of citizenship skills which is an aspect of social science as a branch of study.

**Text book:** Section E pertains to items related to perception on textbook and its usage in elementary and secondary school. Are the school textbook cater to the needs of a multilingual society, are they really relating to the life outside the school, are they helpful in bringing out the daily life connections of knowledge and practicality, are socio political realities focused in textbooks, how much space is provided to local content over the textbook. These are some issues probed through this aspect.

**School Environment** Section ‘F’ pertains to School Environment in which students ability to think critically, students involvement in discussion, students space to express themselves freely, school students preparedness to hand problem in society is being explored. **Thus, the items on the scale can be categorized into the aspects in the following manner-**

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Aspect</th>
<th>Item Nos.</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Course content</td>
<td>1,2,3,4,5,6,7,8,9</td>
<td>9</td>
</tr>
<tr>
<td>2.</td>
<td>Transactional strategies</td>
<td>10,11,12,13,14,15,18,19,20,49</td>
<td>10</td>
</tr>
<tr>
<td>3.</td>
<td>Co-curricular activities</td>
<td>21,29,30,31,32,33,34,35,36,37,38,39</td>
<td>12</td>
</tr>
<tr>
<td>4.</td>
<td>Evaluation procedures</td>
<td>40,41,42,43,44,46,48</td>
<td>7</td>
</tr>
<tr>
<td>5.</td>
<td>Text book</td>
<td>22,23,24,25,26,27,28</td>
<td>7</td>
</tr>
<tr>
<td>6.</td>
<td>School environment</td>
<td>16,17,45,47,50,51,52</td>
<td>7</td>
</tr>
</tbody>
</table>

The response to these items was to be recorded on a continuum on a 5 point scale. In the beginning of the scale, directions were given and subjects were clearly instructed to tick (✓) any one against a statement after reading it carefully. School teachers expressed their views by going through the relative statements and marked
tick after selecting right and appropriate option for them. This scale in perception is a rating scale based or five point as –

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>Agree</th>
<th>Don’t know</th>
<th>Disagree</th>
<th>Strongly agree</th>
</tr>
</thead>
</table>

**Scoring:** For scoring, the five point Likert type scale was converted into three point for ease. The response on strongly agree and agree were clubbed together and responses on strongly disagree and disagree were counted together. Then, the item wise scores were to be transferred in table to obtain scores on different aspects. Manual scoring was done conveniently. The frequency of scores was considered as a measure of the perception of school teachers.

*A copy of the perception scale is attached in appendix-I.*

### 3.9.2 Proforma for content analysis of text books.

After the scrutiny of different tools used by various researchers for text book analysis, a proforma for content analysis of text books was developed by the researcher as per the requirement of the study. This proforma required filling in of descriptive details pertaining to four aspects of education for citizenship in democracy i.e. knowledge, understanding, skills and appreciation. The social and political science text book 6th to 12th were analyzed chapter wise for the present study. The above mentioned attributes of the democracy were recorded for each lesson with the help of the (√) symbol against each aspect.

For example, in lesson 2 of the text book if the democracy and its meaning mentioned in the content, then the symbol (√) is put against the aspect in the column mentioning the chapter. After this the content analysis was transformed to diagrammatical representation focusing the value reflection of each textbook. In each diagrammatical representation values recorded on knowledge, understanding, skills and appreciation were highlighted. This representation led the investigator to give conclusions related to gaps on education for citizenship in democracy.

*The copy of the proforma for content analysis is attached in appendices-II.*

Apart from the social and political science textbook analysis, the Content analysis of language (English, Hindi) textbooks, Content analysis of Social science (History, Geography) and Content analysis of Science, Mathematics textbooks were
also done. For these books the general value reflection of each chapter was recorded in words and then the same was presented through histogram.

3.9.3 Semi Structured Interview Schedule
Perception of teachers towards the role of education for citizenship in democracy is a very subjective area of study. In order to study subjective aspects, an in depth interview with teachers was considered necessary. For this, an interview guide was prepared in which topics and issues to be covered in the interview were decided out on the basis of review of related literature, content analysis of school subjects and the frequency of responses on perception scale. The interview guide was finalized in consultation with the subject experts, supervisors and fellow researchers. *A sample copy of the Semi Structured Interview schedule attached in appendices-III.*

3.10 Nature of data
The data is quantitative as well as qualitative in nature.

3.11 Research Procedure
The research was conducted in the following manner-

**Step-1** In the first step, the tools for data collection were prepared by the researcher. The following data gathering tools were prepared for the study:
1. Perception scale for school teachers
2. Performa for content analysis of textbooks
3. Semi Structured Interview schedule
The procedure and other details are already discussed at length in the instrumentation part.

**Step-2** In the second step, schools were selected from urban and rural areas of Delhi keeping in mind the personal and professional factors which were to be covered under the study.

**Step-3** In the third step, meetings were organized with school heads and teachers for seeking their approval to administer the perception scale and to conduct the interviews.

**Step-4** Thereafter, the collection of data was started. First of all an introducing and orientation address was given by the researcher to establish mutual understanding.
Before administrating the tool, instructions were made clear to the teachers. After that, frequency of the scores on the perception scale was tabulated. The responses were calculated by converting the five point scale into three point scale. After that the total tallies of all responses of all the items was calculated. This total became the raw score of the study. Side by side, the relevant textbooks were procured and analyzed using the proforma developed by the researcher. On the basis of the responses of teachers and the reflection of ideas of citizenship in democracy in textbooks, interviews were conducted with school teachers.

**Step-5** In the fifth step, on the basis of raw data separate master sheets of the data was prepared according to the objective of the study. Then the scores were divided on the basis of different categories such as:

- Gender: male, female
- Qualification: graduate, postgraduate
- Teaching experience: up to 10 years, above 10 years.
- Teaching subject: humanities, sciences
- Type of school: government, private
- Demographic location of the school: rural, urban
- Level of school: elementary, secondary

**Step-6** In the sixth step, appropriate descriptive analysis was done for all the mentioned categories according to personal and professional factors of the study. The data presented in the tables was compared as per the categories under consideration. Then the percentage analysis was added by giving description of the probable reasons which are responsible for gaps in the scores of different teachers on various aspects of Performa.

### 3.12 Analysis Procedure

3.12.1 The analysis of the raw data was done manually using frequency analysis which is among the most widely used techniques in descriptive research studies. For the analysis of data, raw scoring based on frequency analysis was entered into the master excel sheet and the percentage analysis of the whole data was done. After the preparation of excel sheets the data was analyzed and interpretation was done on the basis of percentage analysis of each factor considered in the study.
3.12.2 Interpretations were drawn on the basis of the data collected through perception scale and from the interviews. The comparisons of different categories led to drawing of conclusions.

3.12.3 Content analysis of school textbook was tedious job as it covered the NCERT textbooks of language and social sciences, Science and mathematics group. For language content analysis Hindi and English textbooks were taken. The science and mathematics content was also recorded chapter wise. The history and geography content was also recorded in the same manner. The democratic value reflection of each chapter was recorded and furthers it was represented through graphical mode for text-books of English, Hindi, Mathematics, Science, History and Geography. For civics and political science textbook analysis a Performa was developed by the researcher which especially focused on the knowledge understanding, skills and appreciation of democracy. After this the content analysis recorded on proforma was converted to diagrammatical representation focusing the value reflection of each textbook. In each diagrammatical representation values recorded on knowledge, understanding, skills and appreciation were highlighted. This representation led the investigator to give conclusions related to gaps on education for citizenship in democracy.

This chapter deals with objectives, terminology, sample selection and research procedure along with execution. In the next chapter, a detailed analysis and interpretation of collected data is being given.