CHAPTER-III

METHODOLOGY

3.0 Introduction:

Research is a systematic search for new facts, truth, cause and effect relationship, objective analysis and recording of controlled observations that may lead to the development of generalizations and its verifications, principles or theories resulting in predictions and possibly ultimate control of events and solutions to problems. It is a personal and organisational search for new knowledge and application which contribute to the advancement of knowledge and brings about development to the society and mankind. Therefore, such a huge task cannot be carried out haphazardly, there should be a system. Proper research methodology should be followed to obtain a good research work which can be reliable and valid. Methodology of research means following certain rules, principles and techniques to select research method, locate population, choosing sampling technique and draw sample, what kind of data and how to be collected, decide the kind of tools to be used, how to analyse the data collected- Quantitatively or Qualitatively or both and what statistical technique to be used for analysis and interpretation of the data etc. In other words, research methodology is the scientific study of how a research is done and should be done to solve research problem.

In this chapter, an effort has been made to show what and how procedures were followed to obtain data necessary for the present study. An effort has been made to describe research method used, total population, sampling technique, sample of the study, tools used for collecting relevant data and how it was developed, how to analyse and statistical technique to be used are given.

The present study is descriptive in nature as it involves survey and fact on the contribution of Pre-School education to the social and emotional development of children in Ukhrul District of Manipur. Whatever practices have been observed in the Pre-School education has been recorded in this study. This Study is also analytical in the sense that the facts or information obtained have been analysed to make a critical evaluation and that the observation made have been put into scrutiny with a view to make suggestion for general improvement of the overall situation of Pre-School education in Ukhrul District of Manipur.
3.1 Research Method:

Descriptive Research method was adopted for the present study as it is a method of investigation to study, describe and interpret what exists at present. It is assigned to obtain pertinent and precise information concerning the current status of phenomena and whenever possible to draw valid general conclusions from the facts discovered. This is concerning with conditions and relationships that exist, practices that prevail, points of view or attitudes that are held. This method was ideal because the present study was to find out whether Pre-School Education was currently contributing to the social and emotional developments of children in Ukhrul District of Manipur.

3.2 Population:

The population of the present study comprised of Pre-Schools (223) attached to Primary schools and all teachers (661) teaching there, Headmasters of these schools (223) and 813 Workers from 6 (Six) ICDS Projects and all parents of all Pre-schools and Integrated Child Development Scheme (ICDS) and Anganwadi Centres (1049) from 6 (Six) ICDS Projects of Ukhrul District. It is presented systematically in the table below:

Table-3.2 Showing the population of the study

<table>
<thead>
<tr>
<th>Ukhrul District</th>
<th>No of Pre-Schools/Anganwadi Centres</th>
<th>No. of teachers/Workers</th>
<th>Headmasters</th>
<th>Parents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-School</td>
<td>223</td>
<td>661</td>
<td>223</td>
<td>13,761</td>
</tr>
<tr>
<td>ICDS</td>
<td>1049</td>
<td>813</td>
<td>-</td>
<td>17,734</td>
</tr>
<tr>
<td>Total</td>
<td>1272</td>
<td>1474</td>
<td>223</td>
<td>31,495</td>
</tr>
</tbody>
</table>

Sources: “Statistical Abstract, Manipur 2007” published by the Directorate of Economics & Statistics, Government of Manipur, Imphal. (29th June, 2008) and first hand information or primary data from District Programme Officer (DPO) of ICDS, Ukhrul District, Manipur.

3.3 Sample:

Many problems in systematic research cannot be solved without employing sampling technique. Since most educational phenomena consist of a large number of units, an investigator cannot always interview, test or observe each unit and therefore sampling techniques solve this problem, for they help a researcher to select representative units from which he can gather data that permit him to draw inferences about the nature of the entire
population. Sampling saves time, money and provides means of probing into problems that are too unwieldy to be tackled by the conventional method. Since the analysis of the evaluation is delimited. Sampling Technique was used to draw the sample from the population to offer a high degree of representativeness. Simple Random Sampling was used to take the sample in the present study.

The sample of the present study comprised a representative of random sample of 60 Headmasters and 120 teachers from 60 Pre-Schools attached to Primary Schools and 622 of Anganwadi Centres along with 622 Anganwadi Workers from 6 (Six) ICDS Projects. Since it was difficult to reach all the parents, the investigator took only those parents she could meet in the Pre- schools. A sample of 38 and 184 parents from Pre-School and Anganwadi Centres respectively were taken. The same is shown in a table below:

Table-3.3.Showing the sample of the Study

<table>
<thead>
<tr>
<th>Ukhrul District</th>
<th>Pre-Schools/ Anganwadi Centres</th>
<th>Teachers/ Workers</th>
<th>Headmasters</th>
<th>Parents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-School</td>
<td>60</td>
<td>120</td>
<td>60</td>
<td>38</td>
</tr>
<tr>
<td>ICDS</td>
<td>622</td>
<td>622</td>
<td>-</td>
<td>184</td>
</tr>
<tr>
<td>Total</td>
<td>682</td>
<td>742</td>
<td>60</td>
<td>222</td>
</tr>
</tbody>
</table>

3.4 Data Collection:

Data collection begins after a research problem has been defined and research design chalked out. Data were collected by using various tools from 2 (two) sources known as Primary data and Secondary data.

3.4.1 Primary Sources of Data:

Primary sources of data included documents and oral testimony. Documents cover unpublished official records collected at the ICDS Centres. Data were derived from various Governmental and Non-Governmental records and reports; published/unpublished; besides books, journals and records maintained by the respective Pre-Schools and ICDS blocks were also consulted. Data were collected from primary sources keeping in mind the objectives, sample and appropriate tools. Tools such as questionnaire, Interview Schedule and
Observation Schedule were used to collect primary data directly from schools, teachers and parents because they were the first witness to a fact.

3.4.2 Secondary Sources of Data:

The secondary data from Secondary sources used in the present study cover the magazine, Report of the government statistical data which have already been collected by the government, bulletin, internet, articles in the newspapers and the like besides books, journals maintained by the respective Pre-Schools and ICDS blocks which were also consulted.

3.5 Tools Used for data collection:

The following tools were developed and used by the investigator for data collection.

(i) Questionnaire: Separate sets of questionnaire were developed for the following:
   (a) Headmaster/Headmistress.
   (b) Pre-School teachers and Anganwadi workers.

(ii) Interview Schedule was used for collecting data from Parents.

(iii) Observation Schedule was used to study Pre-School and Anganwadi children.

3.5.1 Construction and administration of Tools:

Construction of the above tools - Questionnaire, Interview Schedule and Observation Schedule were done after a lot of comprehensive readings were carried out on the research topic and detailed studies were made based on various objectives of the study to make tools useful. Further, in depth studies were also done about the tools to gain a proper understanding of what made them a good tools and how to construct them to be able to gather the data necessary for research. Each tool is useful for eliciting certain type of data needed. Therefore, they were chosen wisely after comparing all. The procedures for the construction of following tools are given below:

3.5.2 Questionnaire:

It consisted of a number of questions printed or typed in a definite order on a form or set of forms usually used in case of large sample. This tool was used to gather data from
Headmaster or Headmistress and Pre-School teachers and Anganwadi workers about children’s behaviour and Pre-school programme. Before this tool was framed, the objectives of the study were kept in mind. The questionnaires were framed both in closed and open-ended questions followed by proper sequencing of questions with clear instructions to respondents how to answer.

After identifying the area, items and questions related to each aspect were prepared. After completion, it was shown to the Supervisor for corrections making necessary modification and addition. Some ambiguity, repetitions and difficulties faced by the respondents were identified which were not seen before. The necessary changes and arrangement were again made and given to teachers who are experts from the department for corrections, judgements and suggestions for improvements. Taking the suggestions from experts, technical defects were removed and edited and finally ready to be used. Thereafter the investigator went for try out or pilot study in few schools. On the basis of feedback received from the try out, the first draft of this questionnaire was modified. The final form of questionnaires (shown in Appendix I-IV) was printed and administered to the sampled respondents.

Thereafter, teachers, workers and Headmasters were met personally, explained the purpose, seek cooperation and distributed the questionnaire. Proper instructions were also given to avoid mistakes and clarified in case of confusion. However, there were some teachers who were not met personally due to various reasons, therefore, it was sent through friends and mailed through the post office.

3.5.3 Interview Schedule:

This is a set of structured questions which were put to the respondents in face to face situation in the order of the questions listed in which answers were recorded by the interviewer herself. It was used to collect data from parents of Pre-School and Anganwadi children to note the difference in behaviour of children before and after attending Pre-School programme to find out whether development has taken place or not. Before this tool was framed, the problem under study was kept in mind, what data to be collected for which objective was determined and then set forth to frame it making sure it asked questions which needs to be answered. After completion, it was shown to the Supervisor for corrections making necessary modification and addition thereafter to make the Interview Schedule clear.
and easy to understand. Some ambiguity, repetitions and difficulties were identified which were not seen before. The necessary changes and arrangement were again made and then given to experts who comprised of faculty members in the department and other experts in the field for corrections, judgements and suggestions for improvements. Taking the suggestions from experts, technical defects were removed and edited and finally ready to be used. The investigator then went for a try out in few schools and according to the feedback received, modification were made and thereafter finalised the Interview Schedule.

Thus, parents who came to drop children to school were met, explained the purpose and were made comfortable after securing their co-operation the investigator conducted the interview to collect relevant information. Guidelines for successful interviewing were also consulted for optimum result.

3.5.4 Observation Schedule:

This is a set of structured questions framed on the basis of which the investigator observed the subjects or children either in a controlled or uncontrolled situation and record the findings himself/herself. Observation Schedule was used to study or observed the behaviour of Pre-School and Anganwadi children by the Investigator to find out whether children have developed socially and emotionally after attending Pre-School programme. Before this tool was framed, the problem under study was kept in mind, which objective to be observed was determined and then set forth to frame it making sure it included questions which need to be answered through observation.

After completion, it was shown to the Supervisor for corrections making necessary modification and addition thereafter to make the observation Schedule clear and easy to administer, the same was given to teachers who are experts from the department for corrections, judgements and suggestions for improvements. Taking the suggestions from experts, technical defects were removed and edited and finally ready to be used. The investigator then went for try out or pilot study in few schools. Some ambiguity, repetition of questions and difficulties faced by the observer were identified which were not seen before.

Thus, to administer, permission from Headmasters were taken to observe their Pre-school children. The final Observation Schedule was used to observe children in classroom situation as well as free play and activities in school campus.
3.6 Analysis and Interpretation of the Data:

When data collection was done by using tools like questionnaire, interview schedule and observation schedule from Primary sources and secondary sources like Governmental and Non-Governmental records and reports; published/unpublished; besides books, journals etc, then, analysis of the data were done quantitatively and qualitatively. Percentage was used as a statistical technique for analysis of the data and interpretation of the data was then made accordingly. Then only can findings be made which is an important step.