CHAPTER – IV

METHODOLOGY

INTRODUCTION

Research Methodology involves systematic procedures starting from the initial identification of the problem to its final conclusion. Its role is to carry on the research work in a scientific and valid manner. Research methodology provides the tools and techniques by which research problem is attacked. It is concerned with the processes and procedure adopted to achieve the particular objective of a research study.

The present chapter gives detail information regarding the approach that has been adopted for achieving the objectives of the research work. It includes detail information about the sources of data, tools and techniques, population and sample, data collection procedure, scoring and analysis procedures.

In the present study the investigator followed descriptive survey method. Descriptive research studies are designed to obtain pertinent and precise information concerning the current status of phenomena and wherever possible, to draw general conclusions from the facts discovered. They collect and provide
three types of data - of what exists with respect to variables or conditions in a situation, of what we want by identifying standards or norms with which to compare the present conditions or what experts consider to be desirable, of how to achieve goals by exploring possible ways and means on the basis of the experience of others or the opinions of experts.

EXPLORATION OF DOCUMENTS

The Basic Documents that were explored are:

Census of India 1991

Census of India 2001

Census of India 2001 (Assam)

DISE Information SSA Kokrajhar 2008-2009

DISE Information SSA kokrajhar 2009-2010

DISE Information SSA Kokrajhar 2010-2011


List of Institutions under, B.T.A.D Area. (Office of the Director of Education B.T.C.)

School Wise Educational Database or Statistics (As on 01-01-2007)

Statistical Handbook of Bodoland (2005)
The population of the present study comprised the headmasters, teachers of various primary schools and experts of kokrajhar districts. The investigator consulted different authorities like Deputy Inspector of schools, Inspector of schools, Office of the District Mission Coordinator SSA kokrajhar for obtaining information regarding the total number of primary schools in Kokrajhar district. From the official record it was found that there were in total 1256 primary schools in kokrajhar districts. The exact location of each school was gathered from different Sub-Inspectors of school in-charge of different circles and from the office of the District Mission Coordinator, S.S.A kokrajhar.

A Sample is a small proportion of a population selected for observation and analysis. It is a collection consisting of a part or subset of the objects or individuals of population which is selected for the express purpose of representing the population. By observing the characteristics of the sample, one can make certain inferences about the characteristics of the population from which it is drawn. Stratified random sampling was used in the present study.
In kokrajhar district, the total number of lower primary school was 1256. Five educational blocks are there in the district i.e Kokrajhar, Gossaigaon, Kachugaon, Dotma and Parbotjhora Block. In Kokrajhar block there were 366 lower primary school, 216 in Dotma Block, 219 in Gossaigaon Block, 192 in Parbotjhora Block and 263 in Kachugaon Block. 10% schools were selected from each block.

Sample school taken from the blocks were, kokrajhar - 37 schools, Dotma -22 schools, Gossaigaon - 22 schools, Parbotjhora – 20 schools and from Kachugaon 26 schools. In total 127 primary schools were randomly selected. 431 teachers were working in 127 primary schools at the time of data collection (2009-2010) in Kokrajhar district of which 323 primary school teachers were respondent for the study. The sample of 323 teachers included 127 head teachers and 196 assistant teachers of provincialised primary schools of Kokrajhar district.

TOOLS

The devices that are used to collect data are called tools. It is an instrument which are required for collecting data in each and every type of research work. Different types of tools are used by researcher according to their needs. In the present study, for collecting data the investigator developed a School Information Blank for the head of the schools, a Questionnaire and a Problem check list for all the teachers, an Interview scheduled for the experts keeping in view the main objectives of the present study. An attempt was made to
bring the following aspects while preparing the School Information Blank, Questionnaire, Problem check list and Interview Scheduled. Such as:

(1) Physical Infrastructure.

(2) Instructional Programme.

(3) Teacher’s qualification, professional training and teaching experience, classload etc.

(4) Teaching aids and materials.

(5) Assessment procedure followed in school.

(6) Health care and other facilities etc.

Thus a draft questionnaire consisting of 33 items dealing with academic and professional qualification, experience of the teachers, teaching aids and materials, methods of instruction followed etc were prepared. A School Information Blank consisting of 38 items dealing with physical infrastructure, instructional programme, teaching aids, assessment procedure, health care and other facilities etc. were prepared. A problem check list consisting of 30 items regarding the problems related with physical facilities, time table, syllabus etc. were prepared in order to know if there any problem involved in implementing the curriculum. An interview scheduled consisting of 21 items were also prepared by the investigator for collecting the data. The draft tools were further given to experts to judge their adequacy and appropriateness. The tools were modified and subjected to a pilot study in actual situation on the basis of the opinions and views of the experts.
PILOT STUDY

Pilot study is very important to check the validity and authenticity of the tools and procedures to be used for the final study in a research work. In the present study the primary school teachers were to give their viewpoint on various topics related to primary education, so the questionnaire and its language had to be made understandable to all of them. Also the teachers of the primary schools are not well aware about the research related to education and they may find a bit difficulty in handling this type of questionnaire in general. So, to make the questionnaire understandable and to ensure that the respondents follow the instruction with care, a pilot study was planned and conducted in 15 primary schools, three primary schools in each of the five blocks i.e Dotma, kokrajhar, Gossaigaon, Kachugaon, Parbothjhora of Kokrajhar District. Subsequent to the analysis of the responses of the pilot study, the tools were modified to make them ready for use. The interview schedule was also validated with the help of opinion of experts. All the tools were finalised in this way and printed copies of final school information blank, questionnaire, check list and interview scheduled were prepared by the investigator. The school information blank, questionnaire, problem check list and interview scheduled are given in Appendix A, B, C and D respectively.
DATA COLLECTION

The next step after selecting the sample and preparing the tools was to collect the data from the schools. Personally, the investigator visited each of the selected schools and gave the questionnaires and check lists to the teachers of the sampled schools and the investigator herself filled up the school information blank by consulting the head of the sampled schools. The researcher also visited personally to each of the experts and give the interview scheduled for getting relevant information regarding primary education.

ANALYSIS AND INTERPRETATION OF DATA

For the present study, data for the elementary education was collected by administering four tools developed by the researcher for the purpose. The analysis and interpretation of the data were divided into four section based on the objectives of the present study.

Different types of items were there in the school information scheduled and the questionnaire used for data collection. These were Yes/No, multiple choice and open end types. The response to each Yes/No and multiple type were analysed in terms of the frequency of the respondent’s agreement or disagreement with a particular response. Further the frequency was converted into percentages. Each item responses were recorded in a table for all the respondents and further analysed suitably. Qualitatively the open end items type were analysed. Items in the check list were of the following type -
In-sufficient building for classroom.

Always  Sometimes  Not at all

Teacher’s response to each item of the checklist was scored by giving appropriate weightage as follows:

Always : 2

Sometimes : 1

Not at all : 0

After scoring each item, the summated score were obtained for each of the six areas of the check list. It was done to find out the relative position of the six areas in terms of the intensity of problems faced by the teacher.

The data obtained from the interview of Deputy Inspectors, Block Elementary Education Officer, Sub-Inspector of Schools and other members engaged with Sarba-Siksha Abhiyan Mission, Kokrajhar were analysed and interpreted descriptively.