CHAPTER - 3

BASE OF THE RESEARCH AND RESEARCH DESIGN

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CHAPTER-3

PLANNING AND PROCEDURE OF THE RESEARCH DESIGN

3.1 Introduction

The value lies in the method of study which involves observation and confusion. Research economizes efforts, prevents wastages increases efficiency and legacies to utilize and designing the work of the teacher. The primary purpose of the research is to discover principles that have universal application. The essential parts of the problems are

(1) Clarification of the problem.
(2) Analysis of the problem.

The choice of method of study information of tool and the study collection of the data arrangement of data and analysis of data are very important in the research but refer doing all this in research, it is necessary to select a proper sample to get proper information. The success in research depends on the perfectness maintained by the researcher at each stage.

Research may be defined as

“The systematic and objective analysis and regarding of development of generalization, principles of theories, resulting in production and possibility ultimate control of events” in this chapter, discussion regarding the method of study, selection of the sample and arrangement of data has been given”.1

Having selected the problem and formed hypotheses for the same, the researcher carries out a review of related literature through various sources such as journals, dissertations, survey volumes, periodicals and abstracts. This work of the previous chapter proves useful to the researcher in enhancing his knowledge of the present study. Research design formulates to be an important
step in a research. With the help of review of related literature, the researcher throws more light on the problem state.

The present chapter provides an overview of the proposed design and conceptual framework of the study. The components of research are selected keeping in mind the objectives of the study. Thus this chapter proves to be a base for all the main parts of the research project the sample, methods and measures which work united to address the research questions.

3.2 Origin of the Problem

Since World War II testing for educational and personal use have multiplied concept of large scale testing program has spread almost all over India with the explosion of knowledge and population, entrance exams are replacing the importance of scholastic achievement in all major fields like engineering, medical, defence, banking and etc. Selection of a candidate is done on the basis of scores obtained in entrance exam. According to Gerberich, Greene and Jorgensen (1962)

“Failure in developing numerical ability is like to neglect an educational responsibility. Human ability predicts about how one’s understand ideas expressed in numbers as well as about how clearly can one think reason with numbers”.²

To select a problem for the purpose of research is the most crucial moment in the life of a researcher. Research is a process wherein a series of systematic activities are to be carried out in order to reach to the solution of a problem. Therefore, it needs to be a careful and unbiased investigation. Attitudes are by no means fixed and certain. They vary from time to time, depending upon the person. Attitudes are formed by direct or indirect experiences and so they may change with the acquisition of new experiences. The attitude of parents plays a significant role in moulding and shaping the lives of their children. They are constantly influenced by various conceptions regarding education, the changing education system, the introduction of new and modern technologies, the varying patterns of examination and many more.
All this has lead to attitude formation of parents towards education, sometimes with a positive approach and many a times negatively. Thus the need of the hour is to study such attitudes of parents and try to modify them to help create better understanding and need of education.

3.3 Research Design

The research design is defined as, “the plan for collecting and utilizing the data so that desired information can be obtained. A research design is a plan of action. It is a tentative blue print and therefore, changes in the design are permitted and dictated by considerations during the operations of the research. It is a series of guide-posts which keeps one headed in the right direction.

It suggests the direction of observation. It also suggests how many observations should be made, which variables are active and what type of statistical tools should be used. A good research design will help the researcher to draw out possible conclusions from statistical analysis. An ideal research design concerns itself with specifying the optimum research procedure that should be followed and no practical restrictions should hinder it.

3.4 Population of the Study

Population or universe means the entire mass of observation, which is the parent group from which a sample is to be formed. The sample observations provide only an estimate of the population characteristic.

“Population in its sample sense means all elements of a well-defined class of people, phenomena or object.”

-K. P. Pandey

In the present study, researcher has taken students of standard XI and XII studying in higher secondary schools of Ahmedabad District considered as population.

3.5 Sample of the Study

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According to David S. Fox,

“In the social science, it is not possible to collect data from every respondent relevant to one’s study but only from same fractional part of the respondents. The process of selecting the fractional part is called sampling.”

After defining a population and listing all the units, a researcher selects a sample of units from the sampling frame. The process is called sampling. In order to serve a useful purpose sampling should be unbiased or representative. It is difficult to study the whole population for different reasons and hence it becomes next to impossible. Even if it is possible, it is a waste of time, energy and resources. To select a group of some elements from the totality of the population is termed as the sample. When we select some of the elements with the intention of finding out something about the population from which they are taken, we refer to that group of elements as a sample.

3.5.1 Methods of Sampling

Sampling methods vary in type and number. The selection of sampling method is determined by the purpose for which sampling is sought and the nature of the population. The basic idea, the representative character of the sample, should always be ensured by various methods.

3.5.2 Probability Sampling

(1) Stratified Random Sampling
(2) Systematic Sampling
(3) Cluster Sampling
(4) Multistage Sampling

In the present study, multistage sampling has been used by the researcher.

Sample selection of the study
"A Sample is a small representative of a big population"\textsuperscript{5}  

- Goode and Hat

**Multi-Stage Sampling**

Multi stage sampling is used in a large scale survey for a more comprehensive investigation. In this procedure from east and west zone of different schools of Ahmedabad District were selected. The selection of the school were done by keeping in mind the two different zones their students belong in either nuclear and joined family of the Ahmedabad District that is data were collected from higher secondary schools. The list of the selected schools is shown in the appendix.

It is the most comprehensive and representative of population. In it the primary sample units are inclusive groups and secondary units are sub-groups. Within these the ultimate units to be selected which belongs to one and only one group. Whenever stratification is done by researcher, stages of a population are usually available within a group or population. The individuals are selected from different stages for constituting the multistage sampling technique.

The sample of the study was 1000 students of standard XI and XII from higher secondary schools students, along with administration of attitude test on the students, the marks of every individual student of the particular school, so as to after that, taking the scores of overall marks. Then their respective attitude scores were kept in tabular form. By this way the whole sample (1002 students of standard XI and XII students studying in schools).

In the present study, the multistage sampling technique has been used by the researcher. The researches schools of Ahmedabad District located in east and west zone and students belongs to either nuclear or joined family, it is further divided into different classes from which different category will be selected and will be divided to boys and girls. In this way 1002 students are the sample of the study will be selected.

**Merits**

(1) It is a good representative of the population,
(2) It is an improvement over the other method,
(3) It is an objective method of sampling, and
(4) Its observation may be used for inferential purposes.

**Limitations of the Multi-Stage Sampling**

(1) It is difficult and complex,
(2) It involves errors while considering primary and secondary stages., and
(3) It is subjective.

![Diagram of sampling distribution]

**Table No. 3.1: Multi Stage Sampling**

**Non-Probability Sampling**

(1) Purposive Sampling,
(2) Convenient Sampling, and
(3) Random Sampling

**3.5.3 Probability Sampling**

The question of chance or probability arises when one is not sure about something, when one does not have sufficient information or when one is only made to guess. When one is not sure of something,
he has only to accept what is the most probable. In other words, probability means that the population value will not differ from the sample value by more than a certain amount.

3.5.4 Characteristics of Probability Sampling

(1) The probability included in the sample can be specified by the researcher.

(2) It makes possible the formulation required to have a given degree of confidence.

(3) Probability sampling alone makes it possible to estimate the errors in the research.

3.5.5 Simple Random Sampling

Simple Random Sampling is often misunderstood as selecting any element of the population by any means. In the true sense, it involves much caution and ascertains that method whereby each element of the population has equal chance for selection as a sample. The mechanics of drawing a simple random sample include enumerating all the elements in the population and drawing numbers by different methods of randomization. Where some elements are purposely excluded from the sample, the resulting sample is not a random one. Sometimes, the researcher chooses to exclude certain elements from the sample because of their inaccessibility or chance of risk. Sampling can be with or without replacement. Sampling with replacement means the elements, once drawn, will be replaced in the bowl. Sampling without replacement means the elements once drawn, will not be replaced in the bowl.

3.5.6 Advantages of Simple Random Sampling

(1) It is the easiest of all probability sampling techniques.

(2) It ascertains equal and independent chance to each element of the population for selection in the sample.

(3) It does not require much knowledge about the population.

(4) It is free from subjectivity and personal error.

(5) It serves as a foundation for all type of random samples.

(6) The sampling error can be easily computed.
(7) The observation of the sample can be used for inferential purposes.

### 3.5.7 Characteristics of Good Sample

1. **True Representative:** A good sample is the true representative of the population corresponding to its properties.
2. **Free from Bias:** It does not permit prejudices, preconceptions and imagination of influence its choice.
3. **Objective:** It refers to objectivity in selecting procedure.
4. **Accurate:** It maintains accuracy. It yields accurate estimates and does not involve errors.
5. **Economical:** It should be economical from energy, time and money point of view.
6. **Approachable:** The subject of good sample is easily approachable. The research tools can be easily administered on them and data can be easily collected.
7. **Feasible:** A good sample makes the research work more feasible.
8. **Practical:** A good sample has the practicability of research situations.

### 3.6 Methodology of the Sample

“Method is only on the abstract as logical entities that one distinguishes between matter and methods, in reality, they form an organic whole and matter determines method analogous as an objective determines the means and contents and spirit determine style and form in literature.”

- R. A. Sharma

Many, in fact most researchers pay a great deal of attention to the extensive variety of research methods which are available and in use. There are many ways of thinking and categorizing the wide variety of methods available for designing, carrying out and analyzing the results of the research.
One can never empirically or logically determine the best approach. The research method which we select must be directly linked to the problem statement and the goals of research because they may change with the change in different methods of research. Various psychologists have classified research methods according to their knowledge and understanding. But three basic and primary methods of research have been accepted and acknowledged by all. They are as follows:

**Types of research method**

1. Historical method,
2. Descriptive Method, and
3. Exponential Method.

**Types of Descriptive Method- Survey Method**

1. School Surveys,
2. Job analysis,
3. Content analysis,
4. Social Surveys, and
5. Public Opinion Surveys

**Interrelationship Studies**

1. Case Study,
2. Casual Comparative Study, and
3. Co-relation Study

**3.6.1 The Historical Method**

History is referred to know what happened in the past and to know how the past can affect the present. It is a critical inquiry of the facts. Historical research method is thus essential to know how and why many of the practices and theories were evolved and provides a stand to know what may overcome in the near future.

Historical research includes classical studies, documentary research and bibliographical research like the history of a great personality, an institute, a culture, a country, an idea or any legal research.

**3.6.2 The Experimental Method**

Experimental method is a method of testing the hypotheses. A research carried out with a strong base of well organized experiment, it
is sure to succeed. It deals with the control, observation and interpretation of the elements.

Experimental method is lively in the sense that it develops an interest not only in the experimenter but also the subject who is eager to know the outcome of the experiment conducted on him. Thus experimental method is the one where the researcher is constantly on his toes and requires accurate attention.

3.6.3 The Descriptive Method

The descriptive research requires a clear specification of who, what, when, where, why and how of the research. It does not simply mean to collect data but consists of research objectives and hypotheses.

A good descriptive study involves prior knowledge about the phenomenon to be studied. It guides the research and the researcher in a specific direction by involving one or more specific hypotheses. It also involves the relationship between two or more variables. The statistical tests unveil the relationship between the variables. Descriptive studies include the Survey method and the Trend method. We shall study the Survey method in detail as this method has been used in the present research.

3.6.4 The Survey Method

The word survey itself clarifies the meaning of survey method. Survey research method is considered to be one of the most significant areas of measurement in applied social research. Survey has more to do about the present scenario, the ideas, notions, attitudes, trends and culture prevailing in the present condition.

“Survey method is concerned with conditions or relationship that exist, practices that prevail, belief, point of view or attitude that are held, processes that are going on, effects that are being felt or trends that are developing.”

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Survey research, means studies of large and small populations by selecting and studying samples chosen from the population to discover the relative incidence, distribution and inter-relations of sociological and psychological variables. Survey method proves to be useful both in formulating the hypotheses and later in putting those hypotheses to test. Thus survey generally refers to the concept of asking questions to a group of people in order to arrive at a conclusion in a research.

### 3.6.5 Characteristics of Survey Method

1. Data is collected from a considerably large group at a time,
2. It includes definite objectives,
3. The data collected should be accurately analyzed and interpreted,
4. The findings should be presented logically and skilfully,
5. It judges the current trends and resolves the present problems,
6. It proves useful in enhancement of knowledge, and
7. Although complex in nature, it helps in formulating the tools to carry out a research.

### 3.6.6 Factors to be considered for the Survey

1. The content, scope and purpose of the question have to be kept in mind.
2. The right kind of response format should be selected for collecting information from the respondent.
3. To frame the question in such a way which arouses the interest of the respondent?

### 3.6.7 Types of Survey Method

Depending upon the sources of data collection, surveys can be classified into Questionnaire, Interview and Controlled observations. There are many ways of doing a survey with the help of score cards, rating scales, tests and checklists. Surveys can be conducted on a school, profession, document, public opinion, society and appraisal.

### 3.6.8 Uses of Survey Method

1. Survey method proves to be useful in organizing educational programmes.
(2) It results into being a medium of valuable knowledge concerning human behaviour.

(3) It is useful in solving many problems at school and in the society.

(4) Surveys help in formulating assumptions about the future.

(5) The answers obtained from individual interviews can be summed up to give results of the whole sample.

Thus after studying all the methods briefly, the researcher has selected the Descriptive method, of which the Survey method has been finalized considering the various aspects of reliability and appropriateness. This method being the most accessible and apt has been selected to study the attitude of adolescent’s boys and girls of Ahmedabad District.

3.7 Tool of the Study

If one wants to cross the river either one should know swimming or a ship should be there. Here the swimming skill and ship both of them act as a tool to cross the river and reach the destination point. Likewise in a research for collecting data medium is used to collect data. Now this medium is termed as tool in research language. We can save that a tool is a device which act as an aid to collect data. The major data gathering tools of research are classified broadly into follow categories.

(1) Psychological tests (Intelligence test, aptitude test, creativity test, achievement test, Personality test etc.),

(2) Enquiry forms (Questionnaire, schedules, check lists, rating scale, score card, Opinionnaire, or attitude scale,

(3) Observation method,

(4) Interview technique, and

(5) Social metric technique.

Finalizing the tool for the study is the next important step after selecting the appropriate sample and methodology. The success of any research depends on the findings which in turn depend on the tool or instrument with which the data or information is collected. Tools are useful in research to depict the qualitative or quantitative measures.
Tools have always been the best medium of evaluation. A wide range of tools have been used since years and considered as the most appropriate way of evaluating an individual. There are two types of tools to conduct on samples. These are:

1. Standardized and
2. Non-standardized

3.7.1 Standardized Test

Standardized tests mean the selection of content base upon the experience, application of appropriate norms, objective evaluation, appropriate analysis and establishing its reliability and validity. Standardized tests are useful tools assessing student’s achievement. Standardized test include multiple choice, true-false, essay questions, or nearly any other form of assessment.

3.7.2 Non-Standardized Tool

Non-standardized tests are the one which are self-made, generally prepared by the teachers in school. An information register which tries to measure a person’s attitude and beliefs is called an Attitude scale. It is useful tool to examine the values, attitude, opinions or related experiences to as identified theme, idea or major events. Attitude scale is a self-made or researcher made tool which is applied in schools to measure the adolescent’s attitude towards their parents and teachers.

In the present study, researcher will be used attitude scale self made tool for the research study. In this tool attitude scale has 100 items related with six dimensions of the 6 factors of adolescence attitude towards parents and 4 factors towards their teachers. There are 60 statements for parents and 40 statements towards teacher including in it, and it has 5 point attitude scale. The present study deals with ‘Adolescents Attitude Scale (AAS)’ are an instrument designed by self to measure the adolescent’s attitude towards their parents and teachers of schools as perceived by the pupils. It provides a measure of the quality and quantity of the social support that has been available to the adolescent’s students during their life in terms of parents –pupil and teacher-pupil interactions. Adolescents Attitude Scale (AAS) contains
100 items related to the six dimensions of the adolescent’s attitude towards their parents and teachers of schools as perceived by the pupils. The instrument required pupils tell the frequently with which a particular parents–pupil and teacher pupil interaction behaviour is expressed in his or her parents and teacher i.e. he/she is requested to tell whether a particular parents and teacher-behaviour occurs- “Always”, ‘Often’, ‘Sometimes’, ‘Rarely’ and ‘Never’. There is no time limit for this tool.

To test the attitude of XI and XII standard students are studying in higher secondary Schools of Ahmedabad, the researcher has used the self-made attitude scale to check their adolescent’s attitude towards their parents and teachers. The title of the present thesis topic is the study of adolescent attitude of students studying in standard XI and XII, have important variables in Ahmedabad. As the researcher include higher secondary Schools, it was compulsory for the researcher has decided to select or use attitude scale in English version only. In this condition, researcher has decided to select or use self made attitude scale because its demand of present scenario. Moreover it has been standardized on the students of standard XI and XII belongs in east and west zone of Ahmedabad District.

The self made tool checked by various experts Professors and suggestion taken to make good, reliable and valid attitude scale which help researcher for fruitful research.

<table>
<thead>
<tr>
<th>Sr. No</th>
<th>Name and Institution of the Expert</th>
<th>Suggestions given by Experts</th>
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<tbody>
<tr>
<td>1</td>
<td>Dr. A.J. Bharwad Associate Professor, School of Education, Gujarat University, Ahmedabad</td>
<td>Dr. Bharwad suggested that the language of the sentences should be simple and easy to understand.</td>
</tr>
<tr>
<td>2.</td>
<td>Dr. Satish Prakash S. Shukla Associate Professor, School of Education, Gujarat University, Ahmedabad</td>
<td>Dr. Shukla suggested that the Questionnaire statements should according to the level of students.</td>
</tr>
<tr>
<td>3.</td>
<td>Dr. Rohiniben P. Upadhyay Principal and Head of the Department, M.N.K Dalal College of Education,</td>
<td>Dr. Upadhyay suggested that the Questionnaire may be five or seven rating attitude scale.</td>
</tr>
</tbody>
</table>
Type of the tool: Likert Attitude scale

Details of the tool: The tool used in the study consists of two parts: A and B.

(A) 60 questions for attitude of adolescents towards their parents encompassing 6 dimensions.

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Sections</th>
<th>Number of Questions</th>
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<tr>
<td>(1)</td>
<td>Educational View</td>
<td>10</td>
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<tr>
<td>(2)</td>
<td>Educational Facilities at home</td>
<td>10</td>
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<tr>
<td>(3)</td>
<td>Home Environment</td>
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<tr>
<td>(4)</td>
<td>Parents Involvement</td>
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<td>(5)</td>
<td>Parents Expectations</td>
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<tr>
<td>(6)</td>
<td>Adolescents Behaviour</td>
<td>10</td>
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Total 60

(A) 40 questions for attitude of adolescents towards their teachers encompassing 5 sections.

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<th>Sr. No.</th>
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<tr>
<td>(1)</td>
<td>Teacher Quality</td>
<td>10</td>
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Administration of the Attitude Scale

Attitude scale can be administered in individual or group settings. To start with, students would be made familiar with the nature and purpose of measurement of attitude scale. Later, the procedure to be followed while marking responses on the booklet should be explained to them. They should be told to put ‘√’ mark on any cell indicating the five responses, whichever expresses their perception about the frequency with which a particular behaviour is exhibited by the adolescents towards their parents and teachers.

Students should feel assured about the confidential nature of their responses. Space between two individuals ‘when the attitude scale is group administered, should be adequate so that other students may not be able to guess about the response, made by another student against a particular item. Teacher’s help should be avoided during the administration of the inventory. Students responding to scale items should be allowed to omit items and put a sign of (√) of such items. This should be treated as a symbol of individual’s tendency to give socially-desirable responses. For research purposes, the scores of such students should not be used at all unless interviewing or any other technique is used to ensure the validity of their responses.

About the attitude test

This test has been devised to measure the attitude of the students studying in XI and XII standard of Ahmedabad. It is a written type of test in the form of booklet and can be administered on 1002 students. It has 60 items for adolescent’s attitudes towards their parents while 40 items for teacher and total time required to administrator the test of 100 minutes. Instructions are to be given in 10 minutes and after that students have to solve the 100 items in 100 minutes as stretch. As such the attitude scale consists of 100 questions; the total marks of this test are 40 that is one mark for each item (question). The

<table>
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<th>Teaching Methods</th>
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<tr>
<td>(3)</td>
<td>Extracurricular Activities</td>
<td>10</td>
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<tr>
<td>(4)</td>
<td>Adolescents Behaviour</td>
<td>10</td>
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<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>40</strong></td>
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students (sample) have to select the right option from four given options (select most appropriate answers from given four options) in the test booklet.

**Procedure of the Assessment of the Test**

The self-made test, each test paper has checked by the researcher one by one according to the tick against the statement by students and given 4 marks to ‘Always’, 3 marks to ‘Often’, 2 marks to ‘Sometimes’, 1 mark to ‘Rarely’ and 0 marks to ‘Never’.

**Method of Scoring**

Checking the problem list is easy work the student which have (√) against the question then counting is to be done section wise and noted in the first page of the tool and same time is to be done for all the 100 question.

**Scoring the Responses to AAS Items**

The responses are to be given on the booklet itself, against each item of the attitude scale have five alternatives are given in forms of cells indicating the intensity of the response. The particular item belongs to which area is indicated by alphabets near the serial number.

In the present study researcher has decided following criteria for the attitude scale. Researcher has dividing the students into two groups, that is, boys and girls, on the basis of their staying at east zone and west zone and belongs to may be in nuclear or joined family of Ahmedabad District, the researcher calculated the mean, standard deviation and t-test of the attitude score. Therefore, the researcher has chosen this test which is valid and reliable for the present study. The criterion related reliability of the test was found with test, retest method, logical reasoning method and split method was respectively.

**3.8 Data Collection of the Study**

Having formulated the research problem, developed a study design, constructed a research instrument and selected a sample, the researcher will collect the data from which he will draw inferences and conclusions for the study.

“Data collection is a term used to describe a process of preparing and collecting data.”

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Data collection is a term used to describe a process of preparing and collecting. The purpose of data collection is to obtain information to keep on record, to make decisions about important issues, to pass information on to others. Primarily, data is collected to provide information regarding a specific topic.

The purpose of data collection in research is to provide evidence for the experience it is investigating. The data serves as the ground on which the findings are based. In constructing the research report, the researcher draws excerpts from the data to illustrate the findings and to show the reader how the findings were derived from the evidential data.

In the present research, the researcher has collected the data by meeting the students studying in standard XI and XII of east and west zone and given instruction about type of family nuclear or joined family where they stay and instruct them to fill test all instruction proper and correct in school during their school hours.

3.9 Techniques of Analysis

Statics Technique Used

In order to analyze and interpret the data obtained by the administering the students numerical ability. The following statically techniques are used with the help of computer aid are as follow

(1) Mean,
(2) Standard deviation, and
(3) t-test

The test of the significance of the difference between two mean is known as t-test. In the present study, researcher used t-value because there is comparison between two variables. And it has following conditions.

It should be interval scale or ratio scale.

(1) It should have equal variance nearly equal variance.
(2) Data should be N.P.C. (Normal probability curve)

Analysis of data is a process of inspecting, cleaning, transforming, and modelling data with the goal of highlighting useful information, suggesting conclusions, and supporting decision making. Data analysis has multiple facts and approaches, encompassing diverse techniques under a variety of names.
“The process of evaluating data using analytical and logical reasoning to examine each component of the data provided.”

These parts are then brought together to determine inherent facts and interpret the data. Statistics is thus helpful in the analysis of data and so Mean, Standard Deviation and t-test were used to analyze the data.

3.10 Analysis and Interpretation of Data

Analysis and interpretation of data after the collecting if data, the next step in research is the organization, analysis and interpretation of data, analysis is a systematically identifying pattern of the information gathered and deciding how to do the organizing, classified, inter related compare and display it. Interpretation is the process by which the data you have collected and analyzed and compare that meaning with those advance by other. The data was then bifurcated according to the variables of the study. Mean, standard deviation, co relation would be calculated to further calculation of t value, later the t value obtained will be check with level of significance to confirm whether the formed hypothesis are rejected or non rejected.

3.11 Conclusion

Research not only enhances the knowledge but also clarifies the problem. It is devoid of order. It is a stage of research which plans logically and practically. The researcher has certainly to keep in mind the objectives and hypotheses of the research while framing and developing certain components of the design. Thus research design holds an important place in any scientific research. It helps the researcher in selecting and developing the components of research. Research design is a statement of the objective of the inquiry which suggests the effectiveness of the research process and that how a satisfactory way could be reached at.

References


8. en.wikipedia.org/wiki/Data_collection