CHAPTER - III

METHODOLOGY

3.1 Introduction:

Research methodology is the pivot of any research project. Effective findings are possible, if the researcher can use appropriate research methodology. 'Research methods are of utmost importance in a research process. They describe the various steps of the plan of attack to be adopted in solving a research problem, such as the manner in which the problems are formulated, the definition of terms, the choice of subjects for investigation, the validation of data gathering tools, the collection, analysis and interpretation of data, and the processes of inferences and generalizations. Methodology of any research project is used, to obtained, in the proper manner the pre-planned objective, related to a particular problem. Research methodology is a way to systematically solve the research problem. Research methodology has many dimensions. The scope of research methodology is very wide.

Methodology, in the context of study refers to the approach to be adopted with respect to population and sampling design, tools and instruments used in collection of required data and the techniques used for the analysis of data. Basic requirement in this context is a proper and
appropriate methodology. The and then only findings will adjust with the above mentioned areas. All the research, in fact, involves the elements of observation, description and the analysis of what happens under certain circumstances. Research methods are generally classified in three general categories:

(1) Historical
(2) Descriptive
(3) Experimental.

The present research work is of descriptive one. "Descriptive research studies are designed to obtain pertinent and precise information concerning the correct status of phenomena, and whenever possible to draw valid general conclusions from the facts collected. The study of present kind has measurement, classification, analysis, comparison and interpretation. The present investigator investigated the related phenomena in their natural setting. Description of different findings with statistical implication are the basis of present study.

The following pages of this chapter deals with techniques and tools that have influenced this study. Along with the above subjects, sampling design, collection of data, mode of analysis are also dealt with.

This study have covered
(1) Check-list
(2) Questionnaire.
In this study, the investigator seeks to examine the impact of present pre-school education on pre-school children. The condition of the pre-primary school was investigated through the check list prepared by the investigator himself to study about the following areas:

1. Organisational structure of pre-school
2. Finance
3. Infrastructure
4. Teaching personal.
5. Educational activities.

Questionnaires were used to know about the viewpoints of Heads of the institution, teachers, and parents of the pre-primary school regarding the pre-primary education system.

3.2. Check-list:

A check-list is a simple device consisting of a prepared list of items which are thought by the researcher to be relevant to the problem being studied. After each item a space is provided for the observer to indicate the presence or absence of the item by checking ‘yes’ or ‘no’ or by giving tick mark in appropriate item in the check-list. A check-list draws the attention of the observer to relevant factors and enables him to record the data quickly and systematically.

Thus the responses to the check-list items are a matter of ‘fact’ not of ‘judgement’. The check-list is an important tool in gathering facts
for educational surveys, check-lists are sometimes used in the form of a questionnaire which are completed by the respondent rather than by the observer. Hasntshone and May used this method for evaluating children with respect to character.

Guilford (1954, p-271) suggests that the check-list items may be in multiple choice form rather than in true-false form.

3.3. Questionnaire:

This tool of data collection is quite popular, particularly in case of big enquiries. It is being adopted by private individuals, research workers, private and public organisations, and even by government. A questionnaire is a device consisting of a series of questions dealing with some psychological, social, educational etc. topic(s) sent or given to an individual or a group of individuals, with the object of obtaining data with regard to some problems under investigation. Good and Halt (1952, p-33) state that in general the word 'questionnaire' refers to a device for securing answers to a series of questions by using a form which the respondent fills in himself. Barr (1953, p-65) define questionnaire as a systematic compilation of questions that are administered to a sample of population from which information is desired. The method of collecting data by mailing the questionnaires to respondents in most extensively employed in various economic and business survey. The merits claimed on behalf of this method are as follows:

(1) There is low cost even when the universe is large and is widely spread geographically.
(2) It is free from the bias of the interviewer, answers are in respondent’s own words.

(3) Respondents have adequate time to give well thought out answers.

(4) Respondents, who are not easily approachable, can also be reached conveniently.

(5) Large samples can be made use of and thus the results can be made more dependable and reliable.

The main demerits of this system can also be listed here:

(1) Low rate of return of the duly filled in questionnaires, bias due to no response is often indeterminate.

(2) It can be used only when respondents are educated and co-operating.

(3) The control over questionnaire may be lost once it is sent.

(4) There is inbuilt inflexibility because of the difficulty of amending the approach once questionnaires have been despatched.

(5) There is also the possibility of ambiguous replies or omission of replies altogether to certain questions, interpretation of omissions is difficult.

(6) It is difficult to know whether willing respondents are truly representatives.

(7) This method is likely to be the slowest at all.
3.4 Identification of population:

The primary requirement of any research work is the defining the population. To begin the research, the researcher first will have to identify the population in the right direction and then drawing out a representative sample from the main population. So it is needed to justify the population, in order to proceed with the selection of the sample. If the population is not defined correct manner and specified, it will be difficult to adopt proper sampling procedure and arrive at a representative sample. So for the above reason a clear description of population specified has been justified here.

The present study is aimed at the investigation of the present condition of pre-primary education with special reference to organisational structure, finance, infrastructure, teaching personal and educational activities. Along with this the investigation also seeks to see about the teacher, parent and head of the pre-school institutions’ view points regarding the pre-primary education. The period of study was 1999-2000. As the study was restricted in Sonitpur district of Assam the total private pre-school institutions in one hand and the teachers, parents and heads of the institutions on the other hand constitute the total population. Medium of instruction was neglected in the selection of the population.

3.5 The sampling design:

The sampling design is the next and most important activity after
the defining the population of the study. An adequate and representative sample for the investigation has to be drawn, as it is not possible to cover the entire research or target population for the study. Therefore, the question of selecting the research sample comes to the scene. In order to serve a useful purpose, sampling should be unbiased or representative. A good sample must be as nearly representative of the entire population as possible and ideally it must provide the whole of the information about the population from which the sample has been drawn. The research sample may be defined, as the smaller representative portion of the total research population, which can give a statistical image of the population. It is not so easy to draw a research sample in a hasty manner. Because of this reason, only through a careful planning and appropriate procedure, a representative sample may draw from the target population.

In the present investigation, research or target population was all the pre-primary schools of Sonitpur district of Assam. Along with this the total number of pre-school teachers, heads of the pre-primary schools and the parents of the pre-primary schools of 5 towns of Sonitpur district also are taking as a target population.

Sonitpur district is situated on the north bank of the Brahmaputra covering an area of 5324 sq.k.m. with total population of 1424287 (1991 Census). The district has 5 (five) towns where there has 35 private pre-primary schools.

As per the objectives of the study sampling has been done at four
levels (1) Private pre-primary school (2) Teachers of the private pre-primary schools (3) Parents of private pre-primary schools and (4) Heads of the private pre-primary schools.

As a representative sampling pre-primary school of 5 towns of Sonitpur district were selected on the basis of purposive sampling method. Following are the number of schools from each of the towns:

<table>
<thead>
<tr>
<th>Sl.</th>
<th>Town</th>
<th>Total No. of Schools</th>
<th>Selected Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1)</td>
<td>Gohpur</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>(2)</td>
<td>Biswanath Chariali</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>(3)</td>
<td>Rangapara</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>(4)</td>
<td>Dhekiajuli</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>(5)</td>
<td>Tezpur</td>
<td>11</td>
<td>7</td>
</tr>
</tbody>
</table>

Total 35

Total 20

It is seen from the above table that in 5 towns of Sonitpur district there had 35 private pre-primary schools and out of these only 20 institutions were taken for the study.

In the second level, purposive sampling was done to select the representatives of teachers, parents and heads of the institution. Purpose sampling which is also called the non-probability sampling is use by the researcher at his discretion to fulfil his research purpose. So this sampling has been used in the present study.
The total number of teachers who served in the 20 pre-primary schools were selected to know their viewpoints about the different aspects of pre-primary education. There were total 75 teachers. Again all the heads of the 20 institutions were also taken for the purpose. 100 parents of the said 20 institutions were taken according to the judgement of the researcher. At the time of selection of parents 5 numbers from each of the 20 pre-primary schools were taken.

3.6 Tools used:

In every research work, a researcher has to collect required data to test the research hypothesis. The use of wrong tools may give wrong interpretation of the research sample. Because of this, it demands the right selection of research tools by which the objectives of the research study can be achieved fruitfully. So tools used in the investigation for data collection must have its requisite norms.

In the present investigation, efforts have been made to see the present pre-primary schools in the light of its present condition along with the viewpoints of teachers, parents, and heads of the pre-primary schools which have direct impact on the pre-school children. To find out the required data following tools were used in the study:

1. Check-list for the school (CLS) by investigator.
2. Questionnaire for teacher's viewpoint (Q.T.V.) by investigator.
3.6 (1). Use of Check-list for the institution:

In the present study one of the objectives was to study the present condition of pre-primary schools in Sonitpur district of Assam with special reference to—

1. Organisational structure.
2. Finance.
3. Infrastructure.
4. Teaching personal.
5. Educational activities.

So to get the information about the above directions a check-list was prepared by the investigator with the expert comment and also touched all the directions of the objective cited above. In the check-list there are some specific questions and statements related to the pre-school education, which were prepared to get the information about the schools. A copy of the check-list for the institution is given as Appendix-I.

3.6 (2). Questionnaire for teachers view point:

To get the view points about different aspects of pre-primary education, a questionnaire was prepared by the investigator.
Construction—The items that are included in the questionnaire deal with the following aspects of the problem—objective of pre-primary education, Arrangement of the School, Teacher training, Method of teaching, Curriculum, Evaluation of pre-school children, Punishment, Job satisfaction, Parent-teacher relationship and system of pre-primary education.

The questionnaire consists of 42 items selected to collect information on different aspects viz.,

(1) Objective of the school .... .... 4
(2) Arrangement of school ... .... 6
(3) Teacher training ... .... 3
(4) Method of teaching ... .... 8
(5) Curriculum ... .... 4
(6) Evaluation of the performance of children 2
(7) Punishment ... .... 2
(8) Job satisfaction ... .... 5
(9) Parent-teacher relationship... .... 5
(10) System of pre-primary education ... .... 3

Total 42

Validity—Like other tools of measurement, it is important to determine the validity of the questionnaire. Each question of the questionnaire must be related to the topic under investigation. The content validity of the questionnaire for the teacher has been determined by presenting the questionnaire to subject experts for their judgement.
Reliability—The reliability has been determined on the basis of consistency of responses to the questions by applying the test-retest method on a small sample of respondents.

Administration—The questionnaire was administered to the sample of teachers working in different pre-primary schools. The investigator personally met the teachers and gave them the questionnaire to fill in.

The questionnaire was prepared by the investigator himself and it was Yes/No type questions. The questionnaire for the pre-school teachers was given to the teachers and they were asked to give tick marks against the answers which they considered to be correct. Space was given for every question to give tick mark.

Scoring procedure—For every positive response of the question, was given Score-1 and for negative response it was 0 (Zero). Percentage of Yes or No responses were calculated and that were inserted in a table for each area. A copy of questionnaire for teachers’ view point is given in Appendix—II

3.6 (3) Questionnaire for parents’ view point:

Construction—in the pre-school education system the involvement of the parents cannot be over looked. To know about the view points of parents regarding the pre-school education, a questionnaire was prepared
by the investigator himself and was taken the consent of the expert. It was used to gather data for the purpose. In this questionnaire all the questions were of Yes/No type. The items that were included in the questionnaire dealt with the following aspects of the problem—Need of pre-primary education, View point about teacher, Punishment, School activity, Home work, Location of the school, Teacher-parent relationship, Play activity, Government involvement, and Admission procedure.

The questionnaire consists of 45 items selected to collect information on different aspects—

(1) Need of pre-primary teacher ... ... 5
(2) View point about teacher ... ... 4
(3) Punishment ... ... ... 6
(4) School activity ... ... ... 8
(5) Home work ... ... ... 3
(6) Location of the school ... ... ... 5
(7) Teacher-parent relationship ... ... ... 6
(8) Play Activity ... ... ... 2
(9) Government involvement ... ... ... 1
(10) Admission procedure ... ... ... 5

Total 45

*Validity*—To determine the validity of this questionnaire each question of the questionnaire was prepared carefully. Content validity was determined for the questionnaire by presenting the questionnaire to
subject experts for their judgement. Adequate care was taken so that each question of the questionnaire was related to the topic under investigation.

**Reliability**—The reliability was determined on the basis of consistence of responses to the questions by applying test-retest method on a small sample of respondents.

**Administration**—The questionnaire for the parents of the pre-school children of the selected school was given individually and asked them to give tick mark against the correct answer which they considered to be correct. Space is also given for every question to give tick mark. All questions are of Yes/No type.

**Scoring procedure**—It was given 1 score for every positive response of the respondent and 0 (zero) to the negative response. Percentage of positive and negative responses was calculated and was inserted in a table for each aspect. A copy of questionnaire for parent view point is given in Appendix—(Q.P.V.) 3.

3.6 (4). Questionnaire for heads of the pre-primary schools view point:

**Construction**—A questionnaire for heads of the pre-primary schools was prepared by the investigator himself to know their view point regarding the pre-primary education. It was used as a data gathering
device. Here also the questions were of Yes/No type. There were 10 areas on which the items were prepared. The areas were—Management of school, Qualities of teacher, Parent-teacher relationship, Method of teaching, Objective of pre-primary education, Curriculum, Punishment, Performance evaluation procedure, System of education, and Play activity.

The questionnaire consists of 44 items selected to collect information on different aspects—

(1) Management of school ... ... 8
(2) Qualities of teacher ... ... 3
(3) Parent-teacher relationship ... ... 5
(4) Method of teaching ... ... 4
(5) Objective of pre-primary education ... ... 3
(6) Curriculum ... ... ... 6
(7) Punishment ... ... ... 3
(8) Performance evaluation procedure ... ... 2
(9) System of education ... ... ... 5
(10) Play activity ... ... ... 5

Total 44

Validity—Like other tools of measurement it is important to determine the validity of the questionnaire. Each question of the questionnaire must be related to the topic under investigation. The content validity of the questionnaire for the heads of pre-primary schools, was
determined by presenting the questionnaire to subject experts for their judgement.

**Reliability**—For this questionnaire also the reliability was determined on the basis of consistence of responses to the questions by applying the test-retest method on a small sample of respondents.

**Administration**—The questionnaire for the heads of the pre-school institutions of the selected schools, was given individually and asked them to give tick mark against the correct answer which they considered to be correct. Space is also given for every item to give tick mark.

**Scoring procedure**—It was here also given 1 Score for every positive response, and 0 (zero) to every negative response. Percentage of positive responses was calculated and inserted in a table for each aspect. A copy of questionnaire for heads view point is given in Appendix-IV.

3.7 **Data Collection**:

Data for the purpose of the present study were collected from primary source and also from the secondary source.

The primary date were collected by the researcher through survey. Tools were prepared by the investigator for collection of data in the field. One check-list and three questionnaires were prepared. Check-list
for the pre-primary schools and questionnaire for the teachers, parents and heads of pre-school institutions to get their view points about different aspects of pre-primary education.

The date pertaining to the objectives of the study were collected with the help of the tools prepared by the investigator. The tools were administered on the sample by the investigator personally visiting different pre-primary schools and also by meeting the parents of the pre-primary schools.

The check-list and questionnaire prepared for the pre-primary school and for the teachers, parents and heads of the pre-primary schools were administered in the school of urban (town) areas of Sonitpur district. The schools were Kamala Prasad Memorial School, Mission School, Sishu Bikash Vidyalaya, St. Joseph's Convent, Sacred Heart Montessori, Moonlit, Tribeni Bidya Mandir of Tezpur, Stuart Sentpoul School, Ankur Bikash Jatiya Bidyalaya, Green dole School of Rangapar, Little Star School Sankardev Sishu Niketan, North East School of Biswanath Chariali, Guru Nanak Model School, Devendra Chandra Dey Memorial English School, Tea Buds English School, Prathamic Bidyalaya of Dhekiajuli, Lord Macalay School, Jhon Bosco School and Sishu Niketan School of Gohpur. These institutions were visited by the investigator personally.

The present investigator also met all the sample of the study such as teachers, parents and heads of the institutions personally and administered the questionnaire and also collected the questionnaire by
The secondary data were collected from different reports of different committees and commissions and also from the statistical Handbook of Assam 2000.

3.8 Library work:

In any research study a careful review of the books, research journals, dissertations, thesis and other sources of information on the problem to be investigated is one of the important steps. The investigator collected relevant information from literature consulting the K.K. Handique Library, Gauhati University, Kurukshetra University Library, Himachal Pradesh University Library, Nehru Library and also the Library of NIPCEED, Guwahati.

3.9 Classification, Analysis and Interpretation:

Keeping in view the objectives of the present study the data obtained by the check-list and questionnaires were classified. Quantification of the data were made by counting the positive responses to each question and then tabulation was done. The questions which sought positive responses were analysed in terms of percentage. Bar diagram and pie diagram were also drawing where needed. Comparison was also done on the views points of the teachers, parents and heads of the institutions in respect of some aspects of pre-primary education in the form of percentage.
References:


