CHAPTER-V

PLANNING

AND

PROCEDURE
## CHAPTER-V

**PLANNING AND PROCEDURE**

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5.0 INTRODUCTION:

In the previous chapter, the researcher discussed about the framing of statements for the scale and the full description of the procedure and criteria for selecting the statements for the final form of the scale (Questionnaire), description of methods to be adopted to establish the reliability and validity of the scale.

This chapter was aimed to discuss about the planning and procedures adopted for data collection. Planning helps the investigator to make his work possibly faultless. For better and scientific planning of the work the main objectives of the research must be constantly kept in view. The main objective of present study was to develop Secondary School Curriculum on Environmental Education based on the opinion of Experts and Students in A.P. State and modifications needed to improve the Existing Secondary School Curriculum on E.E. based on NCERT directives.

This chapter deals with basic Elements of Research Design, Demography of Sample selection, Profiles of Expert Sample & Student Sample and Procedure adopted for data collection from the sample.

5.1 Methodology:

There are different methods of Educational Research that are very commonly used in the field. The difference in the methodology is largely due to the difference in the purpose and approaches only. Descriptive Survey studies serve as direct source of valuable knowledge concerning human behaviour. They help in identifying the status of educational programmes and in planning desirable changes. They also seek to answer the questions related to real facts with regard to the existing condition on the current practices.

The investigator selected Descriptive Survey Method for the present Study. The Survey Method was adopted since it was found suitable for collecting the data regarding the existing status with regard to the Curriculum on Environmental Education at Secondary School Level based on the opinion of
the Experts and Students. The study is both Quantitative and Qualitative since their opinions given in the Questionnaire are measured and quantified whereas the Open ended Questions for the suggestions given by Experts are connected to Qualitative information.

5.2 Basic Elements of Research Design:

Basic elements of any research method comprises of Variables, Hypothesis, Research Tools Used, Demography of Sample, Selection of Sample and Execution of Tool (Questionnaire) to collect Data.

5.2.1 Variables:

Variables are the dynamic parts of the Research. In every study design, the investigator tries to find out the effect of connected Variables of the Study. Mostly two types of Variables, i.e.: Independent Variables and Dependent Variables are functioning in the Research Design.

1. Independent Variables:

A) Experts:

- Sex: Male and Female
- Age: Below 36 yrs. and Above 36 yrs.
- Qualification: Graduate and Post-graduate
- Profession: Teaching, Govt. service (other than teaching) and N.G.O.
- Experience: Less than 10 Yrs., 11-20 Yrs., 21-30 Yrs. and Above 31 Yrs
- Area of working: Urban, Semi-urban and Rural.
B) Students:
- Sex: Male and Female
- Age: 13 yrs., 14 yrs. and 15 yrs.
- Class: 8th, 9th and 10th
- Medium of instruction: Telugu, Hindi and English
- Type of school’s management: Government and Private
- Area of school: Urban, Semi-urban and Rural.

2. Dependent Variables

Secondary School Curriculum on Environmental Education with its Components.
- Content
- Teaching-learning strategies
- Exemplar activities
- Learning outcomes
- Evaluation
- Enrichment material
- Teacher education and training

The Variables as per the above description were incorporated in the study paved way to the formation of the Hypotheses that were really to be tested after the data collection.

5.2.2 Hypotheses:

In common usage in the 21st century, a hypothesis refers to a provisional idea whose merit requires evaluation. For proper evaluation, the framer of a hypothesis needs to define specifics in operational terms. A hypothesis requires more work by the researcher in order to either confirm or disprove it. In due course, a confirmed hypothesis may become part of a theory or occasionally may grow to become a theory itself.
The Null Hypotheses were formulated for the present study are mentioned below:

1) There will be no significant difference between the mean scores of the opinions of experts on the existing secondary school curriculum on environmental education, about …
   A. Content
   B. Teaching-learning strategies
   C. Exemplar activities
   D. Learning outcomes
   E. Evaluation
   F. Enrichment material
   G. Teacher education and training

2) There will be no significant difference between the mean scores of the opinions of experts on the existing secondary school curriculum on environmental education, based on....
   A. Sex
   B. Age
   C. Qualification
   D. Profession
   E. Experience
   F. Area of working

3) There will be no significant difference between the mean scores of the opinions of experts on the secondary school curriculum to be modified on environmental education, about ....
   A. Content
   B. Teaching-learning strategies
   C. Exemplar activities
   D. Learning outcomes
   E. Evaluation
   F. Enrichment material
   G. Teacher education and training
4) There will be no significant difference between the mean scores of the opinions of experts on the secondary school curriculum to be modified on EE based on....
   A. Sex
   B. Age
   C. Qualification
   D. Profession
   E. Experience
   F. Area of working

5) There will be no significant difference between the mean scores of the opinions of Experts between the existing and to be modified secondary school curriculum on EE.

6) There will be no significant difference between the mean scores of the opinions of experts between the existing and to be modified secondary school curriculum on EE, about ....
   A. Content
   B. Teaching-learning strategies
   C. Exemplar activities
   D. Learning outcomes
   E. Evaluation
   F. Enrichment material
   G. Teacher education and training

7) There will be no significant difference between the mean scores of the opinions of Experts between the existing and to be modified secondary school curriculum on EE, based on....
   A. Sex
   B. Age
   C. Qualification
   D. Profession
   E. Experience
   F. Area of working
8) There will be no significant difference between the mean scores of the opinions of students on the existing secondary school curriculum on environmental education, about …
   A. Content
   B. Teaching-learning strategies
   C. Exemplar activities
   D. Learning outcomes
   E. Evaluation
   F. Enrichment material
   G. Teacher education and training

9) There will be no significant difference between the mean scores of the opinions of students on the existing secondary school curriculum on environmental education, based on ....
   A. Sex
   B. Age
   C. Class
   D. Medium of instruction
   E. Type of school’s management
   F. Area of school

10) There will be no significant difference between the mean scores of the opinions of Students on the secondary school curriculum to be modified on EE, about ....
    A. Content
    B. Teaching-learning strategies
    C. Exemplar activities
    D. Learning outcomes
    E. Evaluation
    F. Enrichment material
    G. Teacher education and training
11) There will be no significant difference between the mean scores of the opinions of students on the secondary school curriculum to be modified on environmental education, based on:

   A. Sex
   B. Age
   C. Class
   D. Medium of instruction
   E. Type of school's management
   F. Area of school

12) There will be no significant difference between the mean scores of the opinions of students between the existing and to be modified secondary school curriculum on EE.

13) There will be no significant difference between the mean scores of the opinions of students between the existing and to be modified secondary school curriculum on EE, about:

   A. Content
   B. Teaching-learning strategies
   C. Exemplar activities
   D. Learning outcomes
   E. Evaluation
   F. Enrichment material
   G. Teacher education and training

14) There will be no significant difference between the mean scores of the opinions of Students between the existing and to be modified secondary school curriculum on EE, based on:

   A. Sex
   B. Age
   C. Class
   D. Medium of instruction
   E. Type of school's management
   F. Area of school
15) There will be no significant difference between the mean scores of the opinions of experts and students on the existing secondary school curriculum on EE.

16) There will be no significant difference between the mean scores of the opinions of experts and students on the existing secondary school curriculum on EE, about ....
   - A. Content
   - B. Teaching-learning strategies
   - C. Exemplar activities
   - D. Learning outcomes
   - E. Evaluation
   - F. Enrichment material
   - G. Teacher education and training

17) There will be no significant difference between the mean scores of the opinions of experts and students on the existing secondary school curriculum on environmental education, based on....
   - A. Sex
   - B. Age
   - C. Qualification / Class
   - D. Occupation (Employee / Student)
   - E. Area of working / Studying

18) There will be no significant difference between the mean scores of the opinions of experts and students on the secondary school curriculum to be modified on EE.

19) There will be no significant difference between the mean scores of the opinions of Experts and students on the secondary school curriculum to be modified on environmental education, about ....
   - A. Content
   - B. Teaching-learning strategies
   - C. Exemplar activities
D. Learning outcomes
E. Evaluation
F. Enrichment material
G. Teacher education and training

20) There will be no significant difference between the mean scores of the opinions of Experts and students on the secondary school curriculum to be modified on environmental education, based on....
   A. Sex
   B. Age.
   C. Qualification / Class
   D. Occupation (Employee / Student)
   E. Area of working / Studying

21) There will be no significant difference between the suggestions and recommendations of the experts for innovative teaching of EE at secondary school level, based on....
   A. Sex
   B. Age
   C. Qualification
   D. Profession
   E. Experience
   F. Area of working

5.2.3 Tools Used:

The data was collected during last quarter of 2007, by using the following tools developed by the researcher:
   A) A standardized questionnaire.
   B) A bio-data form to collect the personal details from the sample.
5.2.4 Demography of Sample: Figure – 1

Demography of Sample

India

Andhra Pradesh

TELANGANA
1. Adilabad
2. Khammam

RAYALASEEMA
5. Chittoor
6. Kadapa
A. P. CAPITAL
7. Hyderabad
Demography of Sample is confined to Andhra Pradesh state only. Based on the Geography of the state, Andhra Pradesh was identified with three geographical zones, i.e.: Telangana, Coastal Andhra, and Rayalaseema areas. The researcher has chosen two districts from each geographical zone, i.e.: Telangana, Coastal Andhra, and Rayalaseema areas of Andhra Pradesh along with its State Capital, Hyderabad as the area of his study.

Telangana Area comprises of 9 Districts out of which Adilabad & Khammam districts were randomly selected. In the same way Guntur & West Godavari districts from Andhra area (9 Districts) and Chittoor & Kadapa districts from Rayalaseema area (4 Districts) were randomly selected.

In brief, Adilabad & Khammam districts from Telangana area, Guntur & West Godavari districts from Andhra area, and Chittoor & Kadapa districts from Rayalaseema area were selected by Stratified Random Method as the area of study & Hyderabad was selected purposefully as it was State Capital of Andhra Pradesh. (Figure-1).

5.2.4.1 Distribution of Expert Sample with respect to Districts:

Adilabad & Khammam districts from Telangana area, Guntur & West Godavari districts from Andhra area, and Chittoor & Kadapa districts from Rayalaseema area were selected (Stratified Random Method) and from Hyderabad, the State Capital (Purposeful) to select Expert Sample.

A total of 240 Experts were selected from different fields from the above six districts of A.P. and from Hyderabad, the State Capital. (Stratified Random & Purposeful Sampling respectively). The frequency distribution of Expert Sample with respect to Districts was given in the above Table-5.
### Table - 5

<table>
<thead>
<tr>
<th>S. No</th>
<th>District</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Adilabad</td>
<td>53</td>
<td>22.08</td>
</tr>
<tr>
<td>2</td>
<td>Khammam</td>
<td>34</td>
<td>14.17</td>
</tr>
<tr>
<td>3</td>
<td>Guntur</td>
<td>43</td>
<td>17.92</td>
</tr>
<tr>
<td>4</td>
<td>West Godavari</td>
<td>31</td>
<td>12.92</td>
</tr>
<tr>
<td>5</td>
<td>Chittoor</td>
<td>20</td>
<td>8.33</td>
</tr>
<tr>
<td>6</td>
<td>Kadapa</td>
<td>26</td>
<td>10.83</td>
</tr>
<tr>
<td>7</td>
<td>Hyderabad</td>
<td>33</td>
<td>13.75</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>240</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>

The same data was presented below in Figure-2 as Pie Diagram.

**Figure -2**

Pie Diagram showing Frequency Distribution of Experts(n-240) from various Districts

![Pie Diagram showing Frequency Distribution of Experts(n-240) from various Districts](image-url)
5.2.4.2 Distribution of Student Sample with respect to Districts:

Table - 6

<table>
<thead>
<tr>
<th>S. No</th>
<th>District</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Adilabad</td>
<td>75</td>
<td>15</td>
</tr>
<tr>
<td>2</td>
<td>Khammam</td>
<td>75</td>
<td>15</td>
</tr>
<tr>
<td>3</td>
<td>Guntur</td>
<td>75</td>
<td>15</td>
</tr>
<tr>
<td>4</td>
<td>West Godavari</td>
<td>74</td>
<td>14.8</td>
</tr>
<tr>
<td>5</td>
<td>Chittoor</td>
<td>76</td>
<td>15.2</td>
</tr>
<tr>
<td>6</td>
<td>Kadapa</td>
<td>75</td>
<td>15</td>
</tr>
<tr>
<td>7</td>
<td>Hyderabad</td>
<td>50</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>500</td>
<td>100.00</td>
</tr>
</tbody>
</table>

Adilabad & Khammam districts from Telangana area, Guntur & West Godavari districts from Andhra area, and Chittoor & Kadapa districts from Rayalaseema area were selected (Stratified Random Method) and from Hyderabad, the State Capital (Purposive) to select Student Sample.

Figure -3

Pie Diagram showing Frequency Distribution of Students (n-500) from various Districts.
A total of 500 Students were selected from different schools of the above six districts of A.P. and from Hyderabad, the State Capital. (Stratified Random & Purposive Sampling respectively). The frequency distribution of Expert Sample with respect to Districts was given in the above Table-6. The same data was presented below in Figure-3 as Pie Diagram.

5.2.5 Selection of Sample:

Sample Population of the present study was delimited to the Experts from different fields and the Secondary school Students, selected from six districts of A.P. along with Hyderabad, the State Capital. (Stratified Purposive & Multistage Stratified Random Sampling respectively).

Experts are those persons who have knowledge on the Secondary school Curriculum on EE, i.e.: teachers of secondary school, teacher training institutions, employees working with organizations connected to environmental concerns and N.G.Os.

The Sample of Experts was selected from different fields from the six districts of A.P. and from Hyderabad, the State Capital. (Stratified Random & Purposive Sampling respectively).

Students are those who are studying regularly at secondary school level, i.e.: 8th, 9th and 10th classes with different media of instruction and from the schools of Government & Private managements which spread over in Urban, Semi-Urban & Rural Areas.

One Town (Urban Area), One Mandal Head-Quarter (Semi-Urban Area) and One Village (Rural Area) were randomly selected from each of the above mentioned 6 districts along with the State Capital, Hyderabad.

Two schools (One under Govt. & Another from Private management) were randomly selected from each of the Urban, Semi-Urban and Rural Areas of every District.

With this Stratified Random Sampling, 6- Schools from every district and in turn, a total of 36-Schools from Six Districts along with 2-Schools (Urban) from Hyderabad were selected.

Thus, from the total of these 38- schools, Student sample was picked up randomly from every school.
5.2.5.1 Sample Profile of Experts:

A total of 240 Experts were selected from different fields from the above six districts of A.P. and from Hyderabad, the State Capital. (Stratified Purposive Sampling).

i) Distribution of Expert Sample with respect to Variables & Districts:

TOTAL SAMPLE OF EXPERTS : 240

- Sex : Male - 126 (53%) : Female - 114 (47%)
- Age : Below 36 yrs - 121 (50%) : Above 36 yrs - 119 (50%)
- Qualification : Graduates - 31 (13%) : P.Gs - 209 (87%)
- Profession : Teaching - 193 (80%) : N.G.O. - 47 (20%)
- Experience : Less than 10 Yrs - 140 (58%) : 11-20 Yrs - 56 (23%)
  21.30 Yrs - 40 (17%) : Above 31 Yrs - 04 (2%)
- Area of working : Urban - 115 (48%) : Semi-urban - 75 (31%)
  : Rural - 50 (21%)

The frequency distribution of Expert Sample with respect to Variables & Districts was given in the Table-7. The data with respect to Variables was presented in Figure-4 as Stack Bar Graph.
5.2.5.2 Sample Profile of Students:

A total of 500 Students were selected from different schools as discussed above from the six districts of A.P. and from Hyderabad, the State Capital. (Stratified Random Sampling).

i) Distribution of Student Sample with respect to Variables & Districts:

TOTAL SAMPLE OF STUDENTS : 500

- Sex : Male-251 (50 %) : Female-249 (50 %)

- Age. : 13 yrs.-156 (31 %) : 14 yrs.-146 (29 %) : 15 yrs.-198 (40 %)

- Class : 8th -165 (33 %) : 9th - 164 (33 %) : 10th - 171 (34 %)

- Medium of instruction : Telugu -245 (49 %) : English- 255 (51 %)

- Type of school’s management: Government -214 (43 %) : Private -286 (57 %)

- Area of school: Urban -197 (39 %); Semi-urban -150 (30 %); Rural -153 (31 %)
### Table-7

District wise Frequency Distribution of Experts based on Variables

<table>
<thead>
<tr>
<th>Variable</th>
<th>Sex</th>
<th>Age (in Yrs)</th>
<th>Qualification</th>
<th>Profession</th>
<th>Experience (in Yrs)</th>
<th>Working Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>District</td>
<td>M</td>
<td>F</td>
<td>T</td>
<td>%</td>
<td>&lt;36</td>
<td>37-</td>
</tr>
<tr>
<td>Adilabad</td>
<td>27</td>
<td>26</td>
<td>53</td>
<td>22.08</td>
<td>09</td>
<td>44</td>
</tr>
<tr>
<td>Khammam</td>
<td>19</td>
<td>15</td>
<td>34</td>
<td>14.15</td>
<td>07</td>
<td>27</td>
</tr>
<tr>
<td>Guntur</td>
<td>15</td>
<td>28</td>
<td>43</td>
<td>17.92</td>
<td>36</td>
<td>07</td>
</tr>
<tr>
<td>Godavari</td>
<td>22</td>
<td>09</td>
<td>31</td>
<td>12.92</td>
<td>16</td>
<td>15</td>
</tr>
<tr>
<td>Chittoor</td>
<td>12</td>
<td>08</td>
<td>20</td>
<td>8.33</td>
<td>12</td>
<td>08</td>
</tr>
<tr>
<td>Kadapa</td>
<td>13</td>
<td>12</td>
<td>26</td>
<td>10.83</td>
<td>19</td>
<td>07</td>
</tr>
<tr>
<td>Hyderabad</td>
<td>18</td>
<td>15</td>
<td>33</td>
<td>13.75</td>
<td>22</td>
<td>11</td>
</tr>
<tr>
<td>Total</td>
<td>126</td>
<td>114</td>
<td>240</td>
<td>100</td>
<td>121</td>
<td>119</td>
</tr>
<tr>
<td>Percentage</td>
<td>52.5</td>
<td>47.5</td>
<td>100</td>
<td>50.4</td>
<td>19.58</td>
<td>100</td>
</tr>
</tbody>
</table>

M - Male  
F - Female  
UG - Under Graduate  
PG - Post Graduate  
TR - Teacher  
U - Urban  
SU - Semi Urban  
R - Rural  
T - Total  
% - Percentage
### Frequency Distribution of Experts based on Variables (n=240)

<table>
<thead>
<tr>
<th>Variables</th>
<th>31 Yrs &amp; above</th>
<th>21-30 Yrs</th>
<th>11-20 Yrs</th>
<th>5-10 Yrs</th>
<th>Below 5 Yrs</th>
<th>Semi-Urban</th>
<th>Urban</th>
<th>Rural</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>Female</td>
<td>114 (47.5%)</td>
<td>47 (19.6%)</td>
<td>19 (7.9%)</td>
<td>20 (8.3%)</td>
<td>50 (21.0%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>126 (52.5%)</td>
<td>47 (19.6%)</td>
<td>19 (7.9%)</td>
<td>20 (8.3%)</td>
<td>50 (21.0%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Age</td>
<td>37 Yrs &amp; above</td>
<td>119 (49.6%)</td>
<td>47 (19.6%)</td>
<td>19 (7.9%)</td>
<td>20 (8.3%)</td>
<td>50 (21.0%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>36 Yrs &amp; below</td>
<td>121 (50.4%)</td>
<td>47 (19.6%)</td>
<td>19 (7.9%)</td>
<td>20 (8.3%)</td>
<td>50 (21.0%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Qualification</td>
<td>U.G</td>
<td>31 (12.9%)</td>
<td>193 (79.8%)</td>
<td>19 (7.9%)</td>
<td>20 (8.3%)</td>
<td>50 (21.0%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>P.G</td>
<td>209 (86.3%)</td>
<td>193 (79.8%)</td>
<td>19 (7.9%)</td>
<td>20 (8.3%)</td>
<td>50 (21.0%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Designation</td>
<td>NGO</td>
<td>47 (19.6%)</td>
<td>193 (79.8%)</td>
<td>19 (7.9%)</td>
<td>20 (8.3%)</td>
<td>50 (21.0%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Experience</td>
<td></td>
<td>193 (79.8%)</td>
<td>193 (79.8%)</td>
<td>19 (7.9%)</td>
<td>20 (8.3%)</td>
<td>50 (21.0%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Area</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>76</td>
<td>115</td>
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Table 8
District wise Frequency Distribution of Students based on Variables

<table>
<thead>
<tr>
<th>Variable</th>
<th>Sex</th>
<th>Age (in Yrs)</th>
<th>Class</th>
<th>Medium</th>
<th>Management</th>
<th>Study Place</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>F</td>
<td>T</td>
<td>%</td>
<td>13</td>
<td>14</td>
</tr>
<tr>
<td>Adilabad</td>
<td>40</td>
<td>35</td>
<td>95</td>
<td>15</td>
<td>18</td>
<td>25</td>
</tr>
<tr>
<td>Bhima</td>
<td>40</td>
<td>35</td>
<td>95</td>
<td>15</td>
<td>21</td>
<td>26</td>
</tr>
<tr>
<td>Guntur</td>
<td>36</td>
<td>39</td>
<td>75</td>
<td>15</td>
<td>22</td>
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<tr>
<td>W. Godavari</td>
<td>37</td>
<td>37</td>
<td>74</td>
<td>14.8</td>
<td>34</td>
<td>18</td>
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<tr>
<td>Chittoor</td>
<td>40</td>
<td>36</td>
<td>76</td>
<td>15.2</td>
<td>26</td>
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</tr>
<tr>
<td>Kadapa</td>
<td>38</td>
<td>37</td>
<td>75</td>
<td>15</td>
<td>27</td>
<td>15</td>
</tr>
<tr>
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<td>20</td>
<td>30</td>
<td>50</td>
<td>10</td>
<td>08</td>
<td>25</td>
</tr>
<tr>
<td>Total</td>
<td>251</td>
<td>249</td>
<td>500</td>
<td>100</td>
<td>156</td>
<td>246</td>
</tr>
</tbody>
</table>

M - Male
G - Govt/ZZP
F - Female
P - Private
TM - Telugu Medium
U - Urban
EM - English Medium
SU - Semi Urban
R - Rural
T - Total
% - Percentage
Figure-5

Frequency Distribution of Students based on Variables (n=500)
The frequency distribution of Student Sample with respect to Variables & Districts was given in the above Table-8.

The data with respect to Variables was presented in the above Figure-5 as Stack Bar Graph.

5.3 Execution of Tool (Questionnaire) to collect Data:

For administration of the tool, the work was started with the preparation of the tool and then got printed. The researcher designed a schedule for data collection from Experts and Students from different districts to avoid wastage of money and time.

Questionnaires were given to a sample of 650 Experts and 750 Students of the districts selected for study. Out of the above, 245 - Questionnaires were received back from Experts and 564 - Questionnaires were returned from Students.

Of these, 5 - Questionnaires from Experts and 64 - Questionnaires from Students were found with faults related to bio-data and incomplete responses to the test items. So, these Questionnaires were eliminated from the study.

The remaining Questionnaires of 240 from the Experts and 500 from the Students were taken in to consideration for Data Computation and Analysis.

The data was collected in last quarter of 2007, by using the following tools developed by the researcher.

A) A bio-data form to collect the personal details from the sample.

B) A standardized questionnaire.

5.4 Resume:

In this chapter, we discussed about Methodology, Basic Elements of Research Design, Variables related to study, Hypothesis to be tested, Tools Used, Demography of Sample with respect to Districts, Procedure for Selection of Sample along with its Profile and Execution of Tool (Questionnaire) to collect Data were discussed.