CHAPTER - III

PLANNING AND PROCEDURE
CHAPTER-3

PLANNING AND PROCEDURE

3.1 INTRODUCTION

3.2 ORIGIN OF THE STUDY

3.3 POPULATION OF THE STUDY

3.4 SAMPLE OF THE STUDY

3.5 METHOD OF THE RESEARCH

3.6 TOOLS OF THE STUDY

3.7 PROCESS OF TRANSLATION AND ADAPTATION OF ASPIRATION QUESTIONNAIRE

3.8 COLLECTION OF THE DATA

3.9 SCHEME OF CLASSIFICATION AND ANALYSIS OF DATA

3.10 EXPERIENCES DURING COLLECTION OF DATA

3.11 CONCLUSION
CHAPTER-3

PLANNING AND PROCEDURE

3.1 INTRODUCTION

The present chapter is about the planning and procedure of this study. The importance of planning cannot be ignored for completing any task successfully. The research process can be successful if the planning of the whole process is scientific, logical and well planned. The research without precise planning is like a boat without a sailor.

Research is endless quest for knowledge or unending search for truth. It is rather a speech that provides knowledge for solution of problems in the field of education; so it is the need to carry research in every field. In this chapter the details of techniques adopted by researcher, the sample selection, and the tools and their description, administration, scoring and statistical technique are describe.

Planning of educational research cannot be done without a detailed design of investigation. Design is considered as the heart and soul of the investigation; because if a wrong decision is made, the whole study may be criticized on the grounds of inappropriate design or even worse as
being scientific. A research design indicates a plan of an action to be carried out in connection with a proposed research work.

Research design provides guideline to the researcher to enable him to keep right track of actions and know the goal. Good research planning is the specification of methods and procedures for acquiring the information needed. It is the overall operational pattern of the project that stipulates what information is to be collected from different sources, by what procedures. It is a strategy or blue print specifying which approach will be used for gathering and analyzing the data.

In any research work, methodology of the study plays an important role. A clear visualization of the methodological step is an imperative need for the successful completion of the research project; so the suitability of the method to be used in a particular study is most important and must be determine in the first instance.

### 3.2 ORIGIN OF THE STUDY

There are some factors that play an important role in origin of any problem. Researcher was motivated to conduct the study on the problem what he has experienced or on the thrust areas where there is need of the research. Unsolved questions and confusions create the platform for research. Even there is need of conducting research where many researchers derived or showed different result of the same problem. Researcher is a resident of Ahmedabad city and he has felt his own teaching experience and observation in education also played a significant role in the selection of this problem. Past studies of the related literature were also useful for the selection of this problem more precisely and firmly.

Researcher came to know through the deep study of this topic that there were some provisions for the needs, facilities, education and financial help for the orphan children of the government, semi government, private and NGOs. Central and state government and NGOs are continuously plan for provided the better facilities to live in the society, clothes, drinking water and education for the better life of the orphan children. In spite of
providing all these facilities researcher feels that the people of the society does not seem the orphan children with respect. More negligence and mercy have to be keep towards them by the society. That is why the orphan children feels low confidence. It seems the negative effect on the adjustment and scholastic achievement in the society. Researcher noticed in his M.Ed. course that there were rare research works have been done on this particular problem and researcher also noticed through the discussion with the supervisor that there is need to do work on the orphan children. So many further benifitial projects can be plan through these type of research for orphan children. Orphan children are also a part of the society and they also contribute in the society significantly. Researcher kept all these points in the mind and selected the present study about the aspirations, adjustment and scholastic achievement of orphan children.

3.3 POPULATION OF THE STUDY

In any study, the selection of sample is a difficult task till the population is not properly defined and research work cannot proceed and so on the valid findings cannot be derived. According to Dr.K.D.Pandya\(^1\) (1975),

“For whom the study is done or assumption of implement the finding on which group is called as population.”

According to Dr.Rowntree\(^2\) (1981),

“The entire set of entitles on events that are relevant to the subject of enquiry”

According to Dr.C.R.Kothari\(^3\) (2008),

“Population means the well defined class of people phenomenon or objects.”

In short, population means group of such subjects, members who have one or more than one common attributes. Population is made of all the person of special types or a limited part of that group. The research process should be carried on each members of the group but researcher
cannot observe the whole group or interview or visit is not possible. To avoid all these issues, a representative or members are selected from the population and process is carries out on that representative group and results apply to population that is known as sample.

Population of the present study is limited to the Gujarat state only. Researcher selected the orphan children from the orphanages run by the Government, Semi-Government, Private and NGOs of the Gujarat state. Researcher selected the students studying in the standard- 8, 9 and 10 from these orphanages. Thus the orphan children of the orphanages studying in the standard of 8th, 9th and 10th of the Gujarat state was the population of this study.

There are total 95 orphanages for the orphan children in the Gujarat state. Researcher divided in to the 5 (Five) zones of Gujarat state like North zone, South zone, Middle zone, Saurashtra zone and Kutch zone. Then researcher randomly selected 4 (Four) orphanages from the each zone. Thus researcher selected 20 (Twenty) orphanages from the Gujarat state. Researcher included all the 800 orphan children of these 20 orphanages in the study. Thus the orphan children of these 20 (Twenty) orphanages were represent the total orphan children of the Gujarat state.

3.4 SAMPLE OF THE STUDY

Selection of proper sample is necessary for making study more easy and successful. The good sample which represents population is. ‘The question is- Is any research arise on whom the study would carried out? If there are mistakes in sampling then the result or conclusion would also affect and selection of proper sample by different sampling method avoids these mistakes.

According to Cochram (1959),

“In every branch of science we take resources to study more than a frequent of the phenomena that might advance our knowledge”
According to Francis G. Cornell\(^6\) (1960),

“A good sample of a population is the one which would reproduce the characteristics of the population within great accuracy”

According to C.R.Kothari\(^6\) (2008),

“A sample is a small proportion of a population selected for observation and analysis”

It is difficult to select sample without any bias. There are different sampling methods in research according to different objectives. When the area of interest is infinite, list of population is not available and when the individuals of the population is scattered geographically then cluster random sampling is most suitable method for selection of sample. In cluster sampling the unit is not an individual but the natural or intact group. It is also used when there is convince of selection of group of people.

<table>
<thead>
<tr>
<th>ZONE</th>
<th>URBAN/ RURAL</th>
<th>ORPHANHOME</th>
<th>ORPHAN BOYS</th>
<th>ORPHAN GIRLS</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>NORTH</td>
<td>URBAN</td>
<td>Childran Orphan Homes, Shri Shubash Chandra Oarmar, Hanumar Tekri, palanpur Dist.- Banaskantha</td>
<td>02</td>
<td>04</td>
<td>01</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Childrens Anathashram, Mehtapura, Himmatnagar, Dist.- Sabarkantha</td>
<td>02</td>
<td>06</td>
<td>03</td>
</tr>
<tr>
<td>RURAL</td>
<td></td>
<td>Anath Balko no Niwas, Jai Bharat Society, National Highway, Mehsana,</td>
<td>03</td>
<td>05</td>
<td>04</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Childrens Home, C/o</td>
<td>04</td>
<td>05</td>
<td>02</td>
</tr>
<tr>
<td>Region</td>
<td>Type</td>
<td>Organization</td>
<td>Address</td>
<td>Contact Numbers</td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td>------</td>
<td>--------------</td>
<td>---------</td>
<td>-----------------</td>
<td></td>
</tr>
<tr>
<td>SOUTH</td>
<td>URBAN</td>
<td>Social Defense office, Room No-11, B-block, Gorund floor, jill seva sadan, patan</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>LAKSHYA TRUST, (NGO) 547, Japan Mkt., Ring Road, SURat-395002</td>
<td>02 02 00 06 07 02</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>HOLISTIC EDUCATION MISSION Orphan Homes, 147, Jagiri, Dharmpur, Valsad</td>
<td>06 04 01 05 08 04</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RURAL</td>
<td></td>
<td>GRAM SEVA TRUST, Orphan Homes, N.H. 8, Kharel, Ta.-Gandevi, Navsari</td>
<td>02 02 03 03 01 00</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>MAHAJAN ANATH BALASHRAM, Opp Gpdani circle, main road, katar gam, surat-395004</td>
<td>14 15 18 18 19 20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CENTRAL</td>
<td>URBAN</td>
<td>MAHIPATRAM RUPRAM ASHRAM, Outside Raipur darwaja, Ahmedabad-380022</td>
<td>21 23 21 24 36 49</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Child Havan International, Gandhinagar</td>
<td>08 06 03 11 11 03</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RURAL</td>
<td></td>
<td>Shri Jalaram Sevashram Sanchalit Anathashram, 1/17, Navdurga Society, Near Gyani petrol Pump, Nizampura, Baroda</td>
<td>20 09 08 04 06 00</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Matru Chhaya Orphanages, Vaishali Road, Nadiad</td>
<td>09 01 02 10 13 15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOURA SHTRA</td>
<td>URBAN</td>
<td>ShriVikas Vidhyalaya Vadhan Sanchalit Anathashram, Vadhvan city, Majeshwar Baug, Vadhvan, Surendranagar-363030</td>
<td>07 04 07 03 06 02</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
In the present study, researcher divided in to the 5 (Five) zones of Gujarat state like North zone, South zone, Middle zone, Saurashtra zone and Kutch zone. Researcher selected 4 orphanages from the each zone randomly. Thus researcher selected total 20 orphanages from all 5 zones of Gujarat state. Researcher included all orphan children of secondary section (standard- 8, 9 and 10) from these 20 orphanages. Thus researcher selected total 800 (Eight hundred) orphan students as a sample of this study. Table No.-3.1 shows the information regarding the list of orphanages and total number of orphan students selected by the researcher from the Gujarat state.

<table>
<thead>
<tr>
<th>Zone</th>
<th>Orphanage Details</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>RURAL</td>
<td>Shri Tapibai Ranchoddas Gandhi Vikasgruh, Near New Filter, Bhavnagar</td>
<td>05</td>
</tr>
<tr>
<td></td>
<td>Shikshan Ane Samaj Kalyan Kendra, sDhirendra Vaghela, 31, Om-Nagar (3), Amreli-365601</td>
<td>06</td>
</tr>
<tr>
<td></td>
<td>Shri kadhiyawad Nirashrit Balashram, Malviya Road, Rajkot</td>
<td>04</td>
</tr>
<tr>
<td>KUTCH</td>
<td>RURAL Aldya Samaj Gandhidham, Mahrshri Dayanand Marg, DBZ-157, Near Zanda Chowk, Gandhidham- 380201</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>Sampark Balashram, Plot No.-51,52,59,80, Khetar Park, Dadanagar, behand Vaishali Cinema, Anjar, Kutch-370110</td>
<td>02</td>
</tr>
<tr>
<td>URBAN</td>
<td>Sivanand Balakasram, Tapkeshwari Road, near Rotary Education complex, Village-Kutch-370001</td>
<td>04</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>132</td>
</tr>
</tbody>
</table>

Total 132 121 116 170 148 113 800
3.5 METHOD OF THE RESEARCH

It is necessary for the selection of research method after identifying various components related to research. The proper selection of method helps in completing the work very fast, precisely and in proper way. In the present study, researcher has used **Survey method**.

According to Sukhia\(^7\) (1974),

“The decision about the method depends upon the nature of the problem selected and the kind of data necessary for its solution”

In the present study researcher want to collect regarding data of aspiration, adjustment and scholastic achievement from the orphan children’s orphan homes. It could be possible only by approaching the children directly and get the information related to their aspiration, adjustment and scholastic achievement. Survey method was most suitable and can give justice to the objectives of the study. Thus researcher selected **survey method** for the present study.

3.6 TOOLS OF THE STUDY

In any research data are collected and hypotheses are tested on the bases of tool. The data can be collected by different tools and instruments specially designed for data collection related to the study.

According to Shuttleworth Martyn\(^8\) (2008),

“In the broadest sense of the word, the definition of research includes any gathering of data, information and facts for the advancement of knowledge.”

There are many techniques for data collection and used accordingly. In the present study, two standardized tools were used. Gujarati adaptation of ‘Aspiration Questionnaire’ constructed by Sneh Anand for measurement of aspirations of orphan children, ‘Desai Anukulan Sanshodhanika’ (Adjustment Inventory) by K.G. Desai used for
measurement of adjustment and the marks obtained by the students in final exams of previous year was taken as students’ Scholastic Achievement.

3.6.1 Aspiration Questionnaire

In the present study, researcher used Gujarati adaptation of standardized test of Aspiration Questionnaire by Dr. Sneh Anand for data collect of orphan children aspiration. There are 11 areas in this Aspiration Questionnaire. There are different options in each area students have to give preference to all options of each area. The time limit for given answer was 60 minute only.

3.6.2 Desai Adjustment Inventory by K.G.Desai

Through this tool, researcher can collect the information about person’s own environment. Which consists his family, own self and for society, researcher can find the scale about person’s response related to above 8th standard students to adult students. It consists 100 items are selected from the Gujarati adaption of Minnesota Multiphasic Personality Inventory. Out of 100 items, there are 67 positive items whose right answers are “Yes” and 23 negative items whose right answer are “No”. Respondent have to give their response by making circle on the ‘Yes’ or ‘No’. Researcher check all the items and give 1-mark for each right answer. Total score shows the maladjustment of the students.

3.6.3 Scholastic Achievement

The total marks of the annual examination of previous standard were taken as scholastic achievement of the students. These marks are converted into standard score and Mean, SD and converted into t-score was found out.

3.7 PROCESS OF TRANSLATION AND ADAPTATION OF ASPIRATION QUESTIONNAIRE

The aim of this process is to achieve Gujarati language version of the English language version of Aspiration Questionnaire that was conceptually equivalent. That is, the questionnaire was be equally natural and acceptable and was practically performed in the same way. The focus
was on cross-cultural and conceptual, rather than on linguistic equivalence. Researcher used well-established method to achieved this goal was to used forward-translation and back-translation method. Researcher followed following steps for this method:

### 3.7.1 Forward translation

One translator, preferably a education professional, familiar with terminology of the area covered by the Aspiration questionnaire has given this task. The translator was knowledgeable of the Hindi-speaking culture but his mother tongue was the Gujarati culture. Instructions were given in the approach to translating, emphasizing conceptual rather than literal translations, as well as the need to use natural and acceptable language for the students. The following instructions were considered in this process:

- Translator aim was at the conceptual equivalent of the word or phrase, not a word-for-word translation, i.e. not a literal translation. The translator considered the definition of the original term and attempted to translate it in the most relevant way.
- Translator strived to be simple, clear and concise in formulated question. Fewer words were better. Long sentences with many clauses were avoided.
- The Gujarati version aimed for the most common students. The translator considered what the respondents would understand when the students saw the questions.
- Translator was avoided the terms that could not be understood by common students in everyday life.

### 3.7.2 Expert panel

Researcher included original translator, one expert in psychology, as well as one expert with experience in tool development and translation as expert panel. The goal of this step was to identify and resolved the inadequate expressions or concepts
of the translations as well as any discrepancies between the Gujarati translation and Hindi version of the questions if any. The expert panel also suggested some words or expressions and suggested alternatives. Researcher amended the tool as per given suggestion by the experts. The result of this process produced a complete translated Gujarati version of the Aspiration questionnaire.

3.7.3 Back-translation

Researcher used the same approach as followed in the first step, the Aspiration questionnaire was translated back to Hindi by independent translator, whose mother tongue was Hindi and who had no knowledge of the Aspiration questionnaire. This back-translation was limited to selected items that were identified by the researcher based on those terms and concepts that were key to the questionnaire and those that were suspected to be particularly sensitive to translation problems across cultures. As in the initial translation, emphasis in the back-translation was on conceptual and cultural equivalence and not linguistic equivalence. Particularly problematic words or phrases that did not completely captured the concept addressed by the original item would be brought to the attention of researcher.

3.7.4 Pre-testing

It was necessary to pre-test the Aspiration questionnaire on the target population. Pre-test respondents were included individuals representative of those who would be administered the questionnaire. Pre-test respondents were 20 and they were boys and girls from 12 to 15 year of age. Researcher administered pre-test and systematically debriefed. In this debriefing, researcher asked respondents what they thought the question was asking, whether they could repeat the question in their own words, what came in their mind when they heard a particular term or phrase. It was also asked them to explain how they choose their answer. These
questions were repeated for each item. The answer of these questions were compared to the respondent’s actual responses to the tool for consistency. Respondents also asked about any word they did not understand as well as any word or expression that they found unacceptable or offensive. Finally, when alternative words or expressions existed for one item or expression, the pre-test respondent asked to chosen which of the alternatives conformed better to their usual language.

3.7.5 Final version

The final version of the Aspiration questionnaire in the Gujarati language was made after the all iterations described above. Thus the final Gujarati version of Aspiration questionnaire (Appendix-A) was formed.

3.8 COLLECTION OF THE DATA

Researcher has followed below procedure for data collection.

First, researcher got the list of orphanages run by the Government, Semi-Government, Private for the orphan students from the office of Gujarat Information Department, Sachivalaya, Gandhinagar. Researcher got the list of the orphanages run by NGOs in the Gujarat through internet. Then researcher divided Gujarat state in to 5 zones (North, South, Middle, Saurashtra and Kutch). Then researcher selected 2 orphanages from the rural area and 2 orphanages from the urban area from the each zone through random sampling method. Thus researcher selected 4 orphanages from the each zone. Researcher selected total 20 orphanages from the all 5 zones through random sampling method. Researcher included all the orphan students who were studying in secondary section (standard-8, 9 and 10) of 12 to 18 age group through cluster sampling method.

After the selection of sample, researcher personally visited the orphanages and met the trustees and taken permission for data collection as per selected sample. As per given time by the trustees of different orphanages, researcher personally taken visit to the orphanage and met to
the orphan students lived in that orphanages. Then researcher established rapport with the students and gave necessary information and instructions. Researcher gave the primary information regarding tools of this study.

First, Gujarati adaptation of ‘Aspiration Test’ and then ‘Desai Adjustment Inventory’ was administered to the students. The test papers and answer keys were taken back after the completion. Then researcher collected total marks of the final examination of the previous standard of the student from the school record. Thus the data was collected from total 800 orphan students.

3.9 SCHEME OF CLASSIFICATION AND ANALYSIS OF DATA

The data are analyzed according to decided objectives in research design. Data analysis means the study of tabulated data of natural facts and meaning.

In the present study, Gujarati adaptation of ‘Aspiration Test’ by Sneha Anand and ‘Desai Adjustment Inventory’ by K.G. Desai was used for data collection. The raw scores obtained of 11 areas of Gujarati adaptation were converted into standard score by this tool. For the adjustment inventory P.R. (Percentile Rank) was found from these scores. While the marks obtained in previous year annual exam of students also converted in standard score and percentage was find out. Data were classified in context of level of different variables. After all these, Mean, SD and Standard error of mean were also calculated. The hypotheses formulated according to objectives of the study were tested by t-value. For calculating the correlation between the adjustment and scholastic achievement researcher used Karl pearson’s coefficient of correlation.

M S Excel programme was also used for the necessary statistical analysis in this study.
3.10 EXPERIENCES DURING COLLECTION OF DATA

Many things can be borrowed in life but experiences cannot be borrowed. Seeking permission for data collection is the pre-condition in any researches and it is difficult to get an appointment from orphanages for the orphan students. Time limit would be increased for orphan students for filling their responses in tests. Researcher can conduct the study successfully with the help of the trustees and principals, teachers and students of the orphanages. They are the main stakeholder for the success of the present study and overall researcher has good experiences.

3.11 CONCLUSION

In this chapter, researcher included origin of the study, population and sample of the study, researcher method, tools, data collection and classification, data analysis. Researcher also described the experience what he felt during the data collection. In the next chapter researcher describe the analysis and interpretation of data.
REFERENCES


