CHAPTER III

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3.1 Sample:

The sample of the study was selected at multiple stages. At the first stage one province had to be selected out of twenty four provinces of Iran. Initially the investigator wanted to select the provinces where the rate of literacy is low like Baluchistan or Kordastan, but could not do so due to civil war and political unrest prevalent in these two provinces. Other provinces with low literacy rate like Lorastan, Kohkiloya and Boearamad and Charmahal Bakhtsary could not be considered for selection due to lack of proper transportation in their rural areas and access to proper information in these provinces. So finally, for the present study the province of Isfahan was selected to survey the Factors Impeding Compulsory Elementary Education. The province of Isfahan was selected due to the following reasons:

1. There is more political stability in this province.

2. Familiarity of the researcher with this area.

3. Availability of better transport facilities and easy access in terms of time and money to approach the research field.
4. Size of the province to include a variety of people: Isfahan is a large province with a big population which according to the last census in Iran in Autumn 1976 was about 2,172,678. It is also a province with hundreds of scattered villages and sub-villages. So it provides a good representation of different types of people and areas.

5. Because of its under-development, like many other provinces of Iran it has not developed rightly and properly. The gap between its rural areas and urban areas, in all aspects of life, is quite wide. Only Isfahan City, which is the capital of Isfahan province, is one of the best developed and modern cities, not only in Iran but also in the whole of Middle East. This city has also types of living facilities including education up to the highest level. Other main cities of this province have educational facilities up to higher secondary level. These facilities are not fully available in the rural areas of this province. Most of the rural areas lack basic facilities like approach roads, medical care, electricity and healthy drinking water. Most of the rural
people are poor and are living in sub-standard ways in filthy houses along with their cattle. Sub-villages with small population ranging from three to six families lack schooling facilities. The eligible children of these families are either not going to the school or they are forced to go to other villages nearby where there is a school.

Thus selecting the province of Isfahan as a research field, due to above mentioned reasons, for surveying the factors impeding compulsory elementary education could provide factual knowledge regarding the factors standing in the way of compulsory elementary education in the province of Isfahan in particular and applicable to Iran in general.

At the second stage choice had to be made regarding the areas out of the province of Isfahan to be considered for research. The selective stratified sampling technique was employed to pick up the areas. To explore the problem from all angles, it was necessary to get the data from urban as well as rural areas of the province on the one hand and the respondents to be selected from all walks of life, especially those concerned with teaching and learning process, on the other. From the urban areas five main cities were selected on the basis of stratified sampling out of a total
of eleven, keeping in mind that all geographical areas are adequately represented. The capital city of Isfahan was excluded from the field because compulsory elementary education is not impeded here. It has a highly developed educational infrastructure up to the university level. But for the selection of villages, one village was selected from the jurisdiction of the Isfahan city because the villages around Isfahan city show a great disparity of educational facilities. The five selected cities are Shahraza, Najafabad, Nasin, Golpayagan and Kashan and four main villages, one each from the jurisdiction of the four selected cities except Shahraza. The population of the cities was not less than 23,000 and the population of the villages was not less than 9,00 (Appendix E, Table 3.20). The distance from the cities to the villages under study ranged from five kilometers to 75 kilometers. The distance of the main cities under study to the capital city of Isfahan ranged from 30 kilometers to 204 kilometers (Appendix E, Table 3.21).

At the third stage, the investigator intended to collect information from teachers, principals, administrators, planners, educationists, parents and above all the children in the age group of 6 to 14 years who were drop-outs or completely illiterate. For this purpose a survey had to be conducted and the sample of respondents was selected at
random on the following techniques:

Group I: comprised of 200 children aged 6 to 14 years, either completely illiterate or drop-outs from the school. For this purpose 100 boys and 100 girls were picked up at random, from five selected cities and five selected villages, ten boys and ten girls from each city and village making a total of 200 children.

Group II: comprised of 200 parents of those children who were selected from the five cities and five villages. Only one of the parents was interviewed, generally the father. In case the father was not available, then the mother was interviewed.

Group III: comprised of the 120 experts including ten planners; ten educationists; ten administrators; ten principals and eighty teachers. Education from primary up to higher secondary in Iran is nationalized and centralized. The national policy of planning and educational decision-making is designed and finalized by the planners and educationists at the central level by the Ministry at Tehran. Thus, ten planners and ten educationists were selected at random from the Central Department of Elementary Education in the Ministry of Education, Tehran. Planners and educationists are highly qualified in policy-making. So they were considered as experts. Ten administrators were selected - one from each of the selected five main cities and one from the rural zone.
of Jarghoya and four from the Central Department of Education in the capital city of Isfahan because of the fact that no other rural area under study except the zone of Jarghoya had provision for the post of administrator. These ten administrators were considered as experts due to their qualifications, experience and due to their supervision and direction in the teaching and learning process. Ten principals were also selected - taking five from the main cities and five from the main villages under study. They were considered as experts due to their knowledge and experience in school life. Finally, eighty teachers were selected (forty men and forty women) taking eight from each selected city and eight from each selected village. Teachers were also considered as experts due to their direct contact with students and as the policy implementors at the grass-roots. To facilitate analysis of data the researcher classified Group III into three sub-groups coded in the present research as follows:-

**Sub-group 1**

Sub-group 1 consisted of eighty teachers only.

**Sub-group 2**

In Iran principals and administrators are almost in the same line and after getting experience, a principal may be promoted to become an administrator. So, they were grouped together and were placed in sub-group 2. The total number was twenty.
Sub-group 3

Educationists and planners are also almost in the same line and mostly with the same qualification. So they were grouped together and were placed in sub-group 3. The total number was twenty.

Table 1
Grouping of experts and the code used

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Sub-group</th>
<th>Code used</th>
<th>No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Teachers</td>
<td>s-g₁</td>
<td>80</td>
</tr>
<tr>
<td>2</td>
<td>Principals and Administrators</td>
<td>s-g₂</td>
<td>20</td>
</tr>
<tr>
<td>3</td>
<td>Educationists and Planners</td>
<td>s-g₃</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td></td>
<td>120</td>
</tr>
</tbody>
</table>

3.2 Tools

The following tools were employed for data collection:

1. Questionnaire
2. Structured interview.

1. The Questionnaire: It constituted of two parts -

   Part I: After a thorough study of related literature the investigator prepared a list of questions. Then he consulted his thesis supervisor as well as twenty more educational experts from India for improvement of the
questionnaire. Some questions had to be modified and/or reframed. So the questionnaire was improved and finalized after expert advice. As the data was to be collected in Iran, the questionnaire was translated into Persian and the investigator left for Iran. In Iran the investigator consulted twenty educational experts and planners for their advice on the questions for the present problem. They found the questionnaire to be very good. So it was got cyclostyled and distributed to the three sub-expert groups namely teachers, principals and administrators, educationists and planners. The first part of the questionnaire which was in the close-ended form (yes or No) consisted of 29 statements. Statements number 1 and number 2 were concerned with educational planning, budgeting and financing. Statement number 3 was concerned with implementation of the educational policy. Statement number 4 was about supervision and direction in education. Statement number 5 was formulated to ask whether there is corruption in administrative organization of education. Statement number 6 was about mobilization of national resources. Statements number 7, 8 and 9 were concerned with curriculum, system of examination and teaching technology. Statements number 10, 11 and 12 were related with shortage of trained teachers, shortage of schools and shortage of equipment. Statement number 13 concerned with illiteracy of the parents. Statement number 14 was about
poverty of the parents. Statement number 15 was related with superstitions among illiterate families. Statement number 16 was about undesirable distribution of means of production. Statement number 17 concerned centralization of education. Statements number 18 and 19 concerned lack of scientific research and lack of scientific census. Statements number 20, 21 and 22 concerned isolation of professional teachers and planners, isolation of local community from educational authorities and isolation of parents and school authorities. Statements number 23 and 24 were connected with lack of healthy re-creation in the schools and lack of hygienic conditions in the rural areas. Statements number 25 and 26 were about geographical and climatic factors. Statements number 27 and 28 were about poor transportation and communication in the rural areas. Statement number 29 was about migration of the villagers to the cities.

Part II: In the second part of the questionnaire the experts were given an open choice to comment and/or mention other causes which may stand in the way of Compulsory Elementary Education in the province of Isfahan.

2. Structured Interview:

The second tool used to collect data was structured interview. Two sets of structured-interview were developed
by the investigator. One set was for collecting information from the illiterate and drop-out children and the second was for collection of information from the parents of the same children. The interview tool had to be used because of illiteracy and low literacy of the children and their parents. The interviews were structured to get a uniform type of information from the children and their parents. The structured interviews were made tentatively after a thorough study of related literature by the investigator.

For improvement of the questions of both structured interviews, the investigator consulted his thesis supervisor as well as twenty more educational experts from India. Some questions had to be modified and/or reframed. So the statements of the two structured interviews were improved and finalized after expert advice. As the data was to be collected in Iran both the structured interviews were translated into Persian. The investigator also consulted twenty education experts in Iran for their comments on the questions for the present problem. They also found the questions of both the structured interviews to be very good. Thus they were cyclostyled and distributed among children and their parents.

The first set of the structured interview which was developed for illiterate and drop-out children consisted of three parts. Part a and Part b were in the close-ended
form (Yes or No). Part a consisted of 35 statements. Statement number 1 was about availability of the school in the locality of the child. Statement number 2 concerned distance of the school to the residence of the child. Statement number 3 was about complete elementary school. Statement number 4 was concerned with conveyance facilities to the school. Statements number 5, 6 and 7 were connected with handicapped, emotionally disturbed and mentally deformed children. Statements number 8 and 9 concerned the child's intelligence. Statements number 10 to 16 were connected with income and financial position of the family of the child. Statements number 17 and 18 were concerned with child's help at home and child's help in father's job. Statements number 19 to 24 were connected with education, curriculum, text books, home-exercises and examination. Statements numbers 25 to 29 were concerned with teachers and teaching methods. Statement number 30 was connected with male teachers in girls' school. Statement number 31 was about scolding of the child by the teachers. Statements number 32 to 35 were related to the environment of the school, over-crowded classes, healthy recreation and hygienic facilities in the school.

Part-b contained 5 statements which were concerned with child's position, for example, whether the child was an
orphan, if he or she had a step-mother or step-father.

In Part-c the children were given an open choice to comment and/or mention other causes which may stand in their way for not going to school.

The second set of the structured interview which was for the parents of the same children who were selected for the first interview had two parts. Part-a of this structured-interview which was in the close-ended form (Yes or No) consisted of 35 statements. Statement number 1 was related with the availability of the local school. Statement number 2 was concerned with distance of the school to the residence of the child. Statement number 3 was about complete elementary school. Statement number 4 was concerned with conveyance facilities to the school. Statements number 5, 6 and 7 were connected with handicapped, emotionally disturbed, and mentally deformed children. Statements number 8 and 9 were concerned with child's intelligence. Statements number 10 to 16 were about income and financial position of the family of the child. Statements number 17 and 18 were about child's help at home and child's help in father's job. Statements number 19 to 24 were connected with education, curriculum, text books, home-exercises and examination. Statements number 25 to 29 were concerned with teachers and teaching methods. Statement number 30 was concerned with male teachers in
girls' schools. Statement number 31 was about scolding of the child by the teacher. Statements number 32 to 35 were related to the environment of the school, over-crowded classes, healthy recreation and hygienic and ventilation facilities in the school.

In Part-b the parents of the children were given an open choice to comment and/or mention other causes which may stand in the way of their not sending the children to school.

3.3 Collection of Data

In order to collect proper data from respondents and to avoid some difficulties, misunderstanding and to enhance feasibility of the procedure, the investigator collected an official introductory letter from the Central Ministry of Education in the capital city of Iran-Tehran for the Central Office of Education in the capital city of Isfahan for their full cooperation with the investigator. This letter was taken by the investigator personally and was submitted to the educational authorities in Isfahan city. Later, the investigator was also introduced through five official introductory letters to the administrators of five main cities where data had to be collected through central office of Education in Isfahan city. These five letters were personally
submitted by the investigator to each administrator separately in their cities. Besides this, one representative from office of education and one representative from school were with the investigator to guide and introduce the investigator to the respondents. Representative of office of education helped and guided the investigator in his city and representative of the school helped and guided the investigator in his village. The copies of questionnaire for planners and educationists were presented to them personally by the investigator in their offices in Tehran. They were also collected by the investigator in their offices in Tehran. The questionnaire for administrators, principals and teachers were also presented personally by the investigator to them in their offices, schools or residences indifferent cities and villages and were collected personally by the investigator at different places under study. The interviews with the children and their parents were conducted indifferent places wherever they were available like their places of residence, workshops, shops and farms. Thorough instructions and explanations were given to all of them by the investigator before conducting interviews. Interview was conducted mostly in the morning and sometimes in the afternoon or late in the evening. In most of the cities and villages under study traffic facilities like
jeep or car belonging to the Education Department were arranged for the investigator. In some places where these facilities could not be arranged by educational authorities the investigator hired a taxi or jeep and sometimes a car belonging to the friends of the investigator was used for the purpose. The whole procedure including distribution of the questionnaire, collection of the filled in questionnaire and interview schedules conducted took about six months of research period. The investigator received full cooperation from all respondents in all places where data was collected.

3.4 **Statistical Techniques Used for the Analysis of Data**

Information collected from different sources, that is the experts, parents and children for factors impeding compulsory elementary education in the province of Isfahan, Iran, was analysed through the following techniques:

(a) **Chi-Square Test:**

The information collected from three sub-groups of experts on Part-a of the questionnaire was in the form of frequencies. The response was bi-polar in nature and concentrated on two extremes. Therefore, assumption of normality could not be undertaken. Chi-square test was applied on 29 items for three sub-groups of experts on their combined opinion. The divergence of observed results on each statement from those of the expected ones was tested.
on the basis of null hypothesis. The value of the chi-square was calculated through computer and significance was worked out at .05 and .01 level of significance. Statistically significant factors impeding compulsory elementary education for the province of Isfahan were studied for the three sub-groups of experts for their combined response. For calculating chi-square ($X^2$) the following formula was used:

$$X^2 = \left( \frac{f_o - f_e}{f_e} \right)^2$$

in which $f_o = \text{frequency of occurrence of observed facts}$;

$$f_e = \text{expected frequency of occurrence on some hypothesis.}$$

(b) **Frequencies, Percentages and Rank Position:**

Information collected from the three sub-groups of experts on part 'b' of the questionnaire was in the open-ended form. To analyze this, the investigator had pooled and categorized the suggestions and found out the category-wise percentage of respondents on each statement and ranked them to emphasize the weightage given by them.

Information collected from children (drop-outs and completely illiterate) and their parents was analyzed on the basis of percentage of positive responses (checking Yes). The propositions were ranked accordingly. The percentages were employed, because the information collected from children and their parents was factual, first-hand and real.