CHAPTER III

METHOD OF THE STUDY
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This chapter deals with method of study, is an important part of the research. The main purpose of this chapter is to present detailed description about the style of conducting research, which is most appropriate to the nature of the problem and the procedure that has been adopted for this study. The methodology, sample, tools and techniques and statistical analysis used in this research are reflected in this chapter.

3.1 Methodology

For the present study Descriptive Survey Method was adopted to determine the status of Awareness on Human Rights and Fundamental Freedoms among the teachers of Odisha. This study involves the teachers in Primary schools, Secondary schools and Teacher Educators in Teacher Training Institutions i.e. Secondary Training School, DIET, CTE and IASE.

3.2 Population

For the present study the population consists of Teacher Educators, Primary and Secondary school teachers of Odisha.

3.3 Sample

For the purpose of the present study Multistage Random Sampling procedure was followed.

3.3.1 Selection of District

The undivided 13 districts of Odisha have been divided into 4 regions, i.e. East, West, North and South. One district from each region was selected randomly. The selected districts were Cuttack, Bolangir, Balasore and Ganjam respectively from East, West, North and South region of Odisha.

3.3.2 Selection of Institutions

Though the number of Primary and Secondary schools varies in the concerned Districts, the investigator has randomly selected 15 Primary and 10 Secondary schools and 1 Teacher Training Institution from each of the
selected Districts. Thus the sample includes 60 Primary schools, 40 Secondary schools and 4 Teacher Training Institutions. For the present study care was taken to select IASE, CTE, DIET and ST school as the selected TTI.

3.3.3 Selection of Teachers

Four number of teachers were selected from each Primary schools, 6 teachers were selected from each Secondary schools; 5 teacher educators were selected from each TTI. So this study includes 240 Primary school teachers 240 Secondary school teachers and 20 Teacher educators. All these teachers were selected on random basis and care was also taken to include both Rural and Urban area schools, Male and Female teachers and from Science and Arts background. The details description of sample is given in the Table-3.1 and 3.2

**Table-3.1**
District wise number of Schools and number of Teachers Selected as the Sample

<table>
<thead>
<tr>
<th>District</th>
<th>Total no. of Schools</th>
<th>Total no. of Teachers</th>
<th>No. of Schools Selected</th>
<th>No. of Teachers Selected</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Primary</td>
<td>Secondary</td>
<td>Pri.</td>
<td>Sec.</td>
</tr>
<tr>
<td>Cuttack</td>
<td>2349</td>
<td>481</td>
<td>5971</td>
<td>4653</td>
</tr>
<tr>
<td>Bolangir</td>
<td>2225</td>
<td>285</td>
<td>5479</td>
<td>2096</td>
</tr>
<tr>
<td>Balasore</td>
<td>2223</td>
<td>526</td>
<td>6327</td>
<td>4199</td>
</tr>
<tr>
<td>Ganjam</td>
<td>3600</td>
<td>509</td>
<td>10178</td>
<td>4189</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td>60</td>
<td>40</td>
</tr>
</tbody>
</table>

Source: Districts at a Glance-Odisha-2013 Directorate of Economics and Statistics, Odisha, BBSR.
Table- 3.2
Detail Distribution of Samples

<table>
<thead>
<tr>
<th>Selected District</th>
<th>Cuttack</th>
<th>Bolangir</th>
<th>Balasore</th>
<th>Ganjam</th>
</tr>
</thead>
<tbody>
<tr>
<td>Types of Institution</td>
<td>Rural</td>
<td>Urban</td>
<td>Rural</td>
<td>Urban</td>
</tr>
<tr>
<td>M F M F</td>
<td>M F M F</td>
<td>M F M F</td>
<td>M F M F</td>
<td>M F M F</td>
</tr>
<tr>
<td>Primary</td>
<td>18 12</td>
<td>18 12</td>
<td>18 12</td>
<td>18 12</td>
</tr>
<tr>
<td>Secondary</td>
<td>18 12</td>
<td>18 12</td>
<td>18 12</td>
<td>18 12</td>
</tr>
<tr>
<td>S.T.School</td>
<td>1 4</td>
<td>3 2</td>
<td>1 4</td>
<td>3 2</td>
</tr>
<tr>
<td>DIET</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CTE</td>
<td>4 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IASE</td>
<td>2 3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>36 24 38 27</td>
<td>36 24 39 26</td>
<td>36 24 40 25</td>
<td>36 24 37 28</td>
</tr>
</tbody>
</table>

M- Male, F = Female

3.4 Tools
In order to undertake the present study, the investigator developed a Questionnaire based on 3 different dimensions of Human Rights and Fundamental Freedoms like (i) Human Rights Context, (ii) Human Rights and Social Development and (iii) Impact of Mass Media and Human Rights Awareness. With the intention to measure the levels of awareness among teachers on Human Rights and Fundamental Freedoms, the questionnaire was developed as per the following steps.

3.4.1 Planning and Preparation of the Questionnaire
The investigator has personally consulted Professors in P.G. Department of Law and Professors in Political Science, Readers in Education, Reader in English, Senior Lecturers (Law) and Teacher Educators in IASE, CTE and DIET for planning of the Questionnaire. Consultation with ST school teachers, Secondary school teachers and Primary school teachers and on basis of their valuable suggestions and views of subject experts in Law, Political Science and Education the investigator has modified and prepared the questionnaire consisting of 100 questions. (The list of selected experts is given in Annexure –A)
The investigator prepared 100 questions, out of which 40 MCQ questions were asked on Knowledge Objectives and 60 questions were prepared on Understanding objectives. All the Knowledge based questions were multiple choice types, based on the 1st dimension- Human Rights Context. The second part of the questionnaire carried questions related to the dimensions like -Human Rights and Social Development and Impact of Mass Media and Human Rights Awareness based on Understanding objectives. The investigator again personally discussed with the experts and teachers about the test items and incorporated their valuable suggestions for improvement. Finally as per the experts views, suggestions, investigator prepared total 84 questions for Try-out; out of which 20 questions on Human Rights context, 31 questions on Human Rights and social Development and 33 questions on Impact of Mass Media and Human Rights Awareness. The expected answer for these Understanding questions were collected on 3 Point Rating Scale.

In the preparation stage, importance was also given to time factor, educational level of the respondents and language etc. after consultation with English and Odia language experts (B.S.E.O, Cuttack) i.e. (i) Mr. Baidyanath Rout, Expert (English) (ii) Dr. Meenakshi Dash, Expert (Odia); (iii) Sri Krushna Chandra Sarangi (Odia). The English and Odia version of the Questionnaire were prepared to cater wider samples belonging to rural areas and primary school teachers. The investigator also prepared Scoring Key for evaluation.

3.4.2 Try-out

With the intention to find out ambiguous or improper worded test items, difficult questions and to know the adequacy of time needed to complete this test and to prepare a good questionnaire, try- out of the same was done by the investigator. The Pilot study was conducted and the prepared questionnaire was administered on 20 Primary school teachers, 20 Secondary school teachers, and 10 teacher educators of Teacher Training Institutions to determine the reliability and validity of the test itself. On the basis of try-out and item analysis, the investigator rejected 29 questions; out of which 5 questions in first dimension 11 questions in
second and 13 questions in third dimensions of Human Rights respectively. Finally, the investigator prepared final draft of the questionnaire consisting of 55 questions in different dimensions of Human Rights. In the final questionnaire 15 knowledge-based questions in the 1st dimension i.e. Human Rights context, 20 understanding objective based questions in 2nd dimension - Human Rights and social development and 20 understanding based questions in 3rd dimension-Impact of Mass Media and Human Rights awareness were asked. (The final questionnaire is annexed in Appendix-B)

The content validity of the questionnaire was established by the views of experts and the reliability was measured by KR 21 formula. The reliability of the questionnaire was found to be 0.78 on the basis of the try out. 90 minute was fixed for conducting the test.

The Questionnaire

Part- I A

This part is meant for collection of Demographic variables and Personal data of the respondents.

Part- I B

This part consists of 15 MCQ questions based on knowledge. It includes awareness on Human Rights concept, definition, UN Declaration, Constitutional Provisions, International and National Agencies etc. for promotion and protection of Human Rights. All the multiple choice type questions have 4 choices out of which one is the correct answer.

Part – II

This part of the questionnaire contains 20 understanding questions based on different parameters for social development related with human development for better realization of Human Rights with respect to social context.

Part-III

This part consists of 20 understanding questions based on impact of Mass media and Human Rights Awareness.
3.4.3 Scoring Procedure

The total score was 135 and the scoring procedures for 3 major parts of the questionnaire were described below.

Part – I B

It contains 15 MCQ items and each item has 4 choices out of which one is the correct answer. A score value of ‘1’ (one correct and (zero) ‘0’ for incorrect answer) is to be given. The obtainable score range was from 0 to 15.

Part – II

In this part, stated items are given and they are to be measured on a 3 point scale ranging from Agree to Disagree. The given score in positively stated items were 3, 2, and 1 for A, U and D. The score range was ‘20 – 60’.

Part – III

All the stated items measured on a 3 point scale. The same scoring procedure of part-II was also followed in this part. The obtainable score range was ‘20 – 60’.

3.5 Interpretation

Interpretation was made by using scores obtained by the respondent in different parts of the questionnaire. The researcher classified teachers awareness level in Human Rights into five categories like lower level 30 %, below average 30-45%, average 45-60 %, above average 60-75% higher level above 75%.

3.6 Administration of the Questionnaire

After preparation of the final questionnaire, the investigator prepared required number of copies of the tools. The questionnaires were administered among the sampled teachers to ascertain the levels of awareness about Human Rights and Fundamental Freedoms. As per the sample, the investigator personally visited to different schools and Teacher
Training Institutions of Cuttack and Balasore Districts and collected the 
data. At first, the investigator sought the permission from the Head of the 
Institutions to administer the questionnaire on teachers. The investigator 
described the purpose of the study as well as how to respond to the tool to 
the teachers and requested them to give their views on Human rights. 
Doubts raised were clarified by the Investigator to facilitate their 
understanding about answering procedure before starting of the answer 
and 90 minutes was given to answer.

In Ganjam and Bolangir District, the questionnaires were sent and 
collected by postal service. Along with the questionnaire stamped self 
addressed envelops were provided to each institutions for data collection. 
The Headmaster of each educational institution and Principals were 
requested by the investigator to administer the questionnaires and collect 
the answers within the stipulated time. To some places reminder was also 
sent to the Headmasters for quick despatch of responded sheets without 
any delay. All total the returned answer sheets were only 60% of the total.

3.7 Statistical Techniques

For the present study statistical techniques like Percentage 
Distribution, Mean, Standard Deviation, and 't' test were applied by the 
investigator to analyse the levels of awareness of teachers on Human 
Rights and Fundamental Freedoms and the differences that exit with 
reference to different variables.