RESEARCH DESIGN

“Research is considered to be the more formal, systematic, intensive process of carrying on the scientific method of analysis. It involves a more systematic structure of investigation, usually resulting in some sort of formal record of procedures and a report of result or conclusions.”

Any research remains invalid unless its conclusions are found true. The findings are true if they are reliable as well as valid. They are reliable when they are repeatable and are valid when findings are justified what was to be found. Thus, reliability and validity of the research require the planning of inquiry i.e. the detailed study of strategy of how the research will be conducted. It was very much essential on the part of the researcher to determine appropriate method of research in solving the problem and in verifying the hypotheses formulated. A good research depends on three aspects of its designing:

1. **What one wants to find out**: (logical structure of enquiry).
2. **How to do it**: Collecting data through scientific and appropriate methods using effective methods and techniques of data analysis and rational and meaningful deductions.
3. **Why to do it**: Finding solutions to the or problems benefit the society by the finding.

Thus, the designing of research is concerned with making controlled scientific enquiry. The formidable problem that follows the task of defining the research problem is the preparation of the design known as research design.

**MEANING OF RESEARCH DESIGN**:  
Research design is a planning strategy to conduct research. Design means “drawing an outline” or “planning” or “arranging details”. It is a process of making strategy before the happening in which the decision has to be carried out.

“A research design is the arrangement of conditions for collections and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure.”

**Research design is a planning of**:  
What is to be observed, when and where is to be observed, why is it to be observed, how to record observations, how to analyze and interpret observations and how to generalize.

It includes preparation of blue print for collection, measurement and analysis of data. It also includes writing of
hypothesis and its operational implications to the final analysis of data.

William Zikmund said,

“A master plan specifying the methods and procedures for collecting and analyzing the needed information.”

Martin Blumer has described research design as:

“Research design is the specification of the problems, conceptual definitions and derivations of hypotheses to test and defining of population to be studied”.

Research design is, thus, a detailed plan of how the goals of research will be achieved.

Kerlinger asserts that research design has two basic purposes:
1. To provide answers to research questions, and
2. To control the variance reduced to the simplest terms.

“Research design is a mapping strategy. It is essentially a statement of the object of the inquiry and the strategies for collecting the evidences and reporting the findings”.

142
Keeping in view the above stated design decision; it can be split into following parts:

- **The sampling design**: the design that deals with the methods of selecting items to be observed for the given study;
- **The observational design**: the design that relates to the conditions under which the observations are to be made;
- **The statistical design**: the design that covers with the question of gathered are to be analyzed; and
- **The operational design**: the design that deals with the techniques by which the procedures specified in the sampling, statistical and observational designs can be carried out.

**NEED FOR METHODOLOGICAL RESEARCH DESIGN:**

Design is the heart of any research. Research design is needed because it facilitates the smooth sailing of the various research operations thereby making research as efficient as possible yielding maximal information with minimal expenditure of effort, time energy and money. Research design stands for advance planning of the methods to be adopted for collecting the relevant data and the techniques to be used in their analysis, keeping in view the objective of the research and the availability of staff time and money. Research design plays a very crucial
role in achieving the reliability of test result which constitute the firm foundation of the entire edifice of the research work.

Hence, the research design forms the very basis and foundation of effective research.

Need of research design felt by the Researcher:

Following are the needs felt by the researcher:

- Planning is to be done through design to collect the relevant data and appropriate technique used in its analysis. Planning should be done keeping in mind various other aspects as availability of time and money along with very important factor i.e. objectives of the research.

- Entire research should be design to get assurance of useful results. Researcher tried her best to avoid inadequacy or inaccuracy that may delude effect of objectivity of the research.

- In the research work, equal emphasis should be given to design of research as well as collection of data. Deliberate efforts are needed to choose the most appropriate statistical treatment to yield maximum outcome.
- Comparison plays a very crucial role in comprehension, analysis and interpretation in many researches and therefore should be channeled properly for better outcomes.

Finally it is stated that this research design helped the researcher to organize the ideas in such a way where in it will be possible for the researcher to look for flows and inadequacies during the course of research work.

**NEED AND SIGNIFICANCE OF THE PROBLEM:**

The socialization process includes learning of language and related cultural symbols and meanings. Beyond family, kin group and educational institutions, TV like other mass media has started playing an important role of agent of socialization. Like adults Indian children do view TV programmes. An analysis of children’s TV programme has indicated that the majority of TV programmes are for young children.

It is universally acknowledged that TV is an important source of info-entertainment as well as a source of learning. Like an animated picture book it present in an easy to digest format. In an entertaining way it presents a great deal of information about countries, natural world, history, current affairs and so on.
Question has rarely been whether TV is an influence but in what way and to what extent it affects children’s consequently it is important not only to examine TV content but also try to discover the nature and the degree of impact on children’s cognitive, social and emotional development. The TV set is tune on for several hours a day in the average household and children’s are exposed to TV from birth (early age of life). It capture the total attention of the viewers and carries the content and action of the film into the sub consciousness which affects the social behavior pattern of society. Recently entertainment has given way to the portrayal of increased violence, sadism, brutality, song and dances sequences are increasingly displaced by assault and other form of sexual vulgarity.

Most people would agree that TV has a medium is neither wholly good nor bad for children. TV can’t be easily characterized nor its content. Programming can be stimulating creative and of high quality or it can be dull and badly produced. It can display positive social interaction among people or it can portray violence and anti-social behavior.

So in present research, the researcher try to find out the determinants of children’s TV viewing behavior. Its amount of discovering the relationship between mother’s variables and children’s TV viewing behavior.
STATEMENT OF THE PROBLEM:

“A study of achievement, study habit and TV viewing behavior of secondary school students of Aurangabad District in relation to their mother’s educational status”.

OPERATIONAL DEFINITIONS:

I- Educational status: Those who passed or having passed certificate of particular stage(level).

a. Illiterate: No schooling at all.

b. Primary passed: Those who completed their education up to 4th standard (Board Examination)

c. Non Matric: Those who had schooling up to 10th but not appeared in board exam.

d. Secondary Passed: Those who passed matriculation i.e. S.S.C
e. Intermediate passed: Those who passed H.S.C (Higher Secondary Examination)

f. Graduate: Those who passed graduation in any faculty.

g. Post graduate and others: Those who passed post graduation in any faculty or higher qualification.

II- Student: Those in the age group of (11-16) years studying in 7th, 8th and 9th standards.

III- Relation: To have a connection.

IV- Achievement: The marks secured by the student in the annual examination of previous year will be obtained from school records and they are considered as the academic achievement of the students.

V- TV Viewing Behaviour: Observed responses by viewing TV.
VI- Study habits: The amount of time utilized per day by child in studies.

AIMS AND OBJECTIVES OF THE STUDY:
1. To study the mother’s educational status.
2. To study the child’s TV viewing behavior.
3. To study the children’s study habit and their scholastic achievement.
4. To study the relationship between educational status of mother and children’s TV viewing habit.
5. To find out the impact of TV viewing on achievement of children.
6. To find out the effect of literate and illiterate mothers on their children’s study habit and their scholastic achievement.
7. To suggest mothers and their children regarding TV viewing habits.

HYPOTHESES:
1. There is significant difference between study habit of children of literate and illiterate mother’s.

2. There is no significant difference between study habit and scholastic achievement of children.
3. There is no significant difference between literate and illiterate mother’s attitude towards children’s TV viewing habit.

4. TV viewing habit affects the scholastic achievement of the children.

5. There is no significant difference between literate and illiterate mothers and the academic achievement of their children

**POPULATION:**

English, Marathi and Urdu Medium high schools of Aurangabad District were taken as the population.

**SAMPLE:**

1,000 equal number of boys and girls students and their parents of English, Urdu and Marathi schools and schools of co-education were taken to constitute the sample for the study, which were selected by stratified random sampling method from the population of students studying in English, Urdu and Marathi medium of secondary schools in Aurangabad District. For the sampling, each taluka is considered as a strata.
RESEARCH METHODOLOGY:

This is a method which guides the researcher to solve his problem systematically. It helps the researcher to understand how research is done systematically. It deals with various steps that are generally adopted by a researcher while studying his research problem along with the logic behind them. Researcher not only need to know how to develop certain indices or tests, observations and interviews, but how to calculate the mean, standard deviation, chi-square, measure of relationship, significance of difference between mean and ANOVA etc, but they also need to know which of these methods or techniques are relevant and which are not, and what would they mean and indicate and why. All these means that it is necessary for the researcher to design his methodology for her problem as the same may differ from problem to problem.

Thus, research methodology is not only concerned with the research methods but also with the logic behind the methods used in the context of our research study. Thus, research methodology decides, as to which particular method or techniques is more suitable and appropriate to that specific problem and not the other method or technique. Better insight into the research methodology yield better research work and better findings.
RESEARCH:

Research is a powerful tool and is essential for man leading him towards progress. Each year new products, new facts, new concept and new ways of doing things come in to our lives due to ever increasing significant researches in physical, biological, psychological, advancement and betterment of society.

According to The advanced Learner’s dictionary the meaning of research is,

“A careful investigation or inquiry especially through search for new facts in any branch of knowledge.”

Research may be defined as the systematic and objective analysis and recording of controlled observations that may lead to the development of generalizations, principles, or theories, resulting in prediction and possibly ultimate control of events.

Therefore, research is a systematic activity that is directed towards discovery and development of an organized body of knowledge.

EDUCATIONAL RESEARCH:

“Educational Research is that activity which is directed towards development of a science of behavior in educational situations. The ultimate aim of such a science is to provide
knowledge that will permit the educator to achieve his goals by
the most effective method.”

Frances G Cornell has described educational research as,

“In education, teachers, administrators, or others engaged
in ‘educational research’ when they systematically and
purposefully assemble information about schools, school children,
the social materials in which a school or school system is
determined, the characteristics of the learner or the interaction
between the school and pupil.”

Educational research at one hand deals with various
aspects of teaching learning process as generating new ideas and
techniques, theories and practices in learning, and on the other
hand finding remedial measures and advancements in educational
problems. Application of various theories of philosophy,
psychology and information technology in the field of education
and teaching learning process provides further avenues of
researches.

Functions of educational Research:
Following are the main functions of educational research:
To improve educational procedures through the refinement and extension of knowledge.

To aid in making a decision concerning the refinement or extension of knowledge in this particular area.

To develop effective techniques for teaching.

To aid educational administrators to improve the educational systems.

To provide opportunities for generating new theories and practices in educational systems.

The secret of our cultural development has been research, pushing back areas of ignorance by discovering new truths, which in turn, leads to better ways of doing things and better products.

CLASSIFICATION OF EDUCATIONAL RESEARCH:

Depending on the elements of observation, descriptions and the analysis of happenings and circumstances, research is broadly classified into various categories.

- Historical Research
- Experimental Research
- Normative Survey method

1. Historical Research:

Historical research differs markedly from the sort of research conducting in science. History is a meaningful record of
human achievement. It is not merely a list of chronological events but a truthful integrated account of the relationships between persons, events, time and places. We use history to understand the past and try to understand the present in light of past events and developments.

It is a descriptive research which deals with “what was?”. The process involves investigating, recording, analyzing, and interpreting the events of the past for the purpose of discovering and generalizations that are helpful in understanding the past, understanding the present and to a limited extent, in anticipating the future.

2. Experimental Research:

This is most scientific method of enquiry. Its findings are more concrete, exact, precise and reliable. It describes, “what will be?” when certain variables are carefully controlled or manipulated. Major emphasis are on control of variables in findings the exactness of relationships.

3. Normative Survey Method:

Normative Survey method is directed towards ascertaining the prevailing conditions. It gives position of facts with regards to existing conditions.
NORMATIVE SURVEY METHOD:

The word ‘Survey’ has been derived from the word ‘Sur’ or ‘Sor’ and ‘Veeir’ or ‘Veior’ which means ‘over’ and ‘See’ respectively. The term Normative actually implies the determination of normal or typical conditions or practices. The term Normative Survey is generally used for the type of research that one intended to consider here i.e. the research, which proposes to ascertain what is the normal or typical condition or practice at the present time.

Normative Survey research is thus directed towards ascertaining the prevailing conditions. It seeks to answer the question, “what are the real facts with regard to the existing conditions?”.

This type of research is often called as Descriptive Research. John Best has preferred to use term “Descriptive Research”, where as Good preferred the term “Descriptive Survey Studies”.

The term Normative survey is generally used for the type of research which proposes to ascertain what is the normal or typical condition or practice at the present time. The word Normative Survey is applied in order to suggest the two closely related aspects of the study – “Survey” and “Normative”. The word survey indicates the gathering of the data regarding the current conditions and the word normative is used because
surveys are frequently made for purpose of ascertaining which
the normal or typical condition of practice is.

**Research designs:**

There are different types of research designs for different
kinds of researches. These are categorized broadly into different
categories as:

**Research designs in case of exploratory research studies:**

The major emphasis in such studies is on the discovery of ideas and insights. The research design appropriate for such studies must be flexible enough to provide opportunity for considering different aspects of a problem under study. Flexibility in research design is needed because the research problem, broadly defined initially, is transformed into one with more precise meaning in exploratory studies. It necessitates changes in gathering relevant data. Following three methods are usually employed for exploratory research studies as:

- The survey concerning literature.
- The experience survey.
- The analysis of insight stimulating examples.
Research design in case of descriptive and diagnostic research studies:

Descriptive research studies are those studies which are concerned with describing the characteristics of a particular individual, or of a group, where as diagnostic research studies determines the frequency with which something occurs or it is associated with something else. The studies concerning whether certain variable are associated are examples of diagnostic research studies.

Study concerned with specific predictions, with narration of facts and characteristics concerning individual, group or situation are all examples of descriptive research studies. In descriptive studies, the researcher must be able to define clearly, what he wants to measure and must find adequate methods for measuring it along with a clear cut definition of ‘population’ she wants to study. The research must make enough provision for protection against bias and must maximize reliability, with due concern for the economical completion of the research study.

The design must focus attention on the following;

- Formulating the objective of the study.
- Designing the method of data collection.
- Selecting the sample.
- Collecting the data.
- Processing and analysis of the data.
- Reporting the findings.
The problems of designing samples should be tackled in such a fashion that the samples may yield accurate information with a minimum amount of research efforts.

As data are collected, they should be examined for completeness, comprehensibility, consistency and reliability. The data collected must be processed and analyzed. This includes steps like coding the interview replies, observations, etc, tabulating the data; and performing several statistical computations. Reporting of the findings deals with the task of communication to be others and researcher must do it in an efficient manner.

**Research design in case of hypotheses testing research studies:**

The method is also called as experimental research. Professor R.A. Fisher’s name is largely associated with the development of such kind of studies. In this type of research, the researcher tests the hypothesis of casual relationships between variables. Such studies require procedures that will not only reduce bias and increase reliability, but will permit drawing inferences about casualty.

**Importance of Normative Survey Method:**
The researcher has selected Normative Survey method because,

- It serves as stepping stone to more precise investigation.
- At the most elementary stage the survey was concerned with determining the immediate status of a given phenomenon.
- Normative type of survey was often carried out as a preliminary step which is followed by research employing more vigorous controlled and objective methods.
- It secured historical perspective through a series of cross sectional pictures of similar conditions at different times.
- Normative or Descriptive study served as a direct source of valuable knowledge concerning human behaviour.
- It contributed to the advancement of knowledge in many ways.
- Its purpose was to prepare a back ground for a constructive programme of educational research.
- It suggests the course of future development and gave pertinent data to the planning for future.

Normative survey method thus ensures the existing normal or typical conditions or practice at the present time. It helps in planning various educational programmes. Therefore, keeping all the important aspects of the normative survey method, researcher has decided not only to find established relationship between the various educational status of mother’s and child’s TV viewing
behaviour but also the different means of improving the achievement. So, she found that the Normative Survey method is most suitable for finding the;

*Study of achievement, study habit and TV viewing behaviour of secondary school students of Aurangabad District in relation to their mothers educational status.*

According to *C.V Good*,

"It can be well said that no other unified undertaking so fully represents the normative survey method of research in all its various phases as does the schools survey".9

"The survey is an important type of study; it must not be confused with the mere clerical routine of gathering and tabulating figures. It involves a clearly defined problem and defines objectivities. It requires experts and imaginative planning, careful analysis and interpretations of the data gathered and logical and skillful reporting of the findings."

**KINDS OF NORMATIVE SURVEY METHOD:**
Normative survey investigations may be classified on the basis of the fields they study, the purpose to achieve and the geographical areas they cover or the techniques they employ.

Normative Survey in the educational field may be classified further according to:

- The major aspects of the school system they study; school plant, educational program, educational outcomes, behavior and attitude etc.
- The geographical areas they cover: local, state, regional, national or international.
- The type of preparation they aim at: general, teacher-training, engineering, medicine, law or social work.
- The level of investigation they investigate into: nursery, elementary, secondary and higher.
- The data gathering techniques or procedures employed: questionnaire, interview, observation, socio-metrics, rating and ranking.

**CHARACTERISTICS OF NORMATIVE SURVEY METHOD:**

Some characteristic of Normative Survey research are given below:

- It gathers data from a relatively large number of cases.
- It is essentially cross sectional, most of what actually exist.
- It is generalize static of the whole population or a sample and therefore not concern with an individual.
- It is an important type of research involving clearly defined problems and definite objectives.
- Description of content may be verbal or expressed in mathematical symbols.

These are some of the characteristics of Normative Survey method which has made it so much important and of high utility value in the context of educational research. It is because of these characteristics that Normative Survey method has become so important.

**SAMPLING :**

While conduction a survey, it is not possible to cover entire population to be studied. A large population can’t be studied in its entirety for reason of size, time, cost or inaccessibility. Population refers to all those people with the characteristics which the researcher wants to study within the context of a particular research problem.

When the population is relatively large and is physically not accessible, researchers survey only a sample. Sample is a portion of and is a representative of entire population. The process of sampling makes it possible to draw valid interference and generalization on the bases of careful observation of variables with in a relatively small proportion of the population. A
population is any group of individuals that have one or more characteristics in common that are of interest to the researcher.

Contrary to some popular opinion, samples are not selected haphazardly; they are chosen in a systematically random way. So that chance or the operation of probability error can be eliminated.

According to Manheim,

“A Sample is a part of the population which is studied in order to make inferences about the whole population.”

According to David S. Fox,

“In the social sciences, it is not possible to collect data from every respondent relevant to our study but only from some fractional part of the respondents. The process of selecting the fractional part is called as sampling.”

Hence, sampling is a very essential for occurrence of research with less time, more accuracy and effective utility of sources for better outcome.

**SAMPLING DESIGN:**

The researcher has to decide while selecting a sample from the population with some defined criteria that is called as sampling design. A sample design is a definite plan in front of a researcher that provides best representative of the entire
population. Authenticity of the result depends upon proper choice of sample and its interpretation and analysis. There are different types of sampling procedures and each of them is important on the basis of the problems in hand. One kind of sampling suits one type of research but it unscientific and illogical for another kind of problem and vice versa.

**TYPES OF SAMPLING:**

Sampling is one of the most important part of research work. We seek knowledge about the entire population by observing sample and extend our inference about the sample to the entire population. There are two types of sampling:

- Probability Sampling.
- Non Probability Sampling.

1. **Probability sampling:**

In probability sampling every unit of the population has an equal probability of being selected for the sample. It provides high degree of representation. This sampling today remains the primary method for selecting large, representative samples for social science and business researches. Following conditions required for probability sampling are:
- Complete list of subjects to be studied is available.
- Size of the universe must be known.
- Desired sample size must be specified.
- Each element must have an equal chance of being selected.

**Various forms of probability sampling:**

(i) **Simple Random Sampling:**

A random sampling is one selected in such a fashion that every member of the population has an equal chance to be selected. This means that each member must be selected independently of all others. One of the method is to number from 1 to N and a series of random numbers is drawn either by means of a table of random numbers.

(ii) **Stratified Random Sampling:**

In this sampling, the population is divided into a number of strata or sub-groups and a sample is drawn from each stratum. It is defined as;

"The method involving dividing the population in homogeneous strata and their selecting simple random samples from each of the stratum." \(^{13}\)

The division of the population into homogenous strata is based on one or more criteria; as sex, age, class, educational
level, residential background family type, religion, occupation and so on.

(iii) Systematic / Interval sampling:

This sampling is obtained by a collection of element by drawing every $n^{th}$ person from a pre-determined list of persons. For this type of sampling, population should be accurately listed. It is randomly selected by the first respondent and then every $n^{th}$ person after that ‘$n$’ is a number termed as sampling interval.

(iv) Cluster Sampling:

The area of cluster sample is a variation of the simple random sample that is particularly appropriate when the population of interest is finite, when a list of the members of the population does not exist or when the geographic distribution of the individuals is widely scattered.

(v) Multi-Stage Sampling:

In this method, sampling is selected in various stages but only the last sample of subject is studied.

For example, country is divided into zones, one state is selected from each zone, then one district is selected from each state, and then three villages are selected from each district. These villages serve as samples, to study the functioning of Panchayat system.
(vi) **Multi – Phase Sampling** :

This is simple to multi – stage sampling but is more refined. In multi – stage sampling only final sample is studied while in multi - phase sampling all samples are researched.

**Non probability sampling** :

Non probability sampling makes no claim for representation, as every unit does not get the chance of being selecting. It is the researcher who decides which sample units should be chosen.

(i) **Accidental (Convenience) Sampling** :

In this sampling, the researcher studies all those persons who are most conveniently available or who accidentally come in his contact during a certain period of time in the research.

(ii) **Purposive Sampling** :

The researcher purposely chooses who, in his judgment about some appropriate characteristics required of the sample members, are thought to be relevant to the research topic and are easily available to him.

(iii) **Quota Sampling** :
This is a version of stratified sampling with the difference that instead of dividing the population into strata and randomly choosing the respondents, it works on ‘quotas’ fixed by the researcher.

(iv) Snow ball sampling:

The researcher begins with a few respondents and consequently these respondents identify other respondents and sample is collected.

(v) Volunteer Sampling:

This is the technique in which the respondent himself volunteers to give information he holds.

Need for sampling in this research:

Aurangabad District has huge population. They are developing very fast and hence the number of educational institutions are also multiplying day by day. Purpose of the research problem is to study the achievement, study habit and TV viewing behaviour of students of grade 7th, 8th and 9th standard from Urdu, Marathi and English medium schools. This forms a very large population for the purpose of study. Hence the process of sampling was selected by the researcher for the following reasons:
- Sampling method saves time.
- It is manageable.
- It is less expensive.
- It reduces the elements of biasness.
- Authenticity of the findings is raised.
- To cover such a huge population needs group work and this research is an individual’s efforts, hence sampling serves the purpose best.
- It fulfills the requirements and purposes of the research by providing appropriate data representative of the existing population.
- It achieves greater response rate.

**Sampling Size:**

There is usually a trade-off between the desirability of a large sample and the feasibility of a small sample. The ideal sample is large enough to serve as an adequate representation of the population about which the researcher wishes to generalize and small enough to be selected economically, in terms of subject availability, expense in both time and money, and complexity of data analysis. There is no fixed number or percentage of subject that determines the size of an adequate sample.
Sampling size in this research:

Sampling for this research was done at various facets, they can be described as:

- Out of many medium, only English, Marathi and Urdu medium schools were selected, since the topic of research is a study of achievement, study habit and TV viewing behavior of English, Marathi, and Urdu medium school only, as they cover more than 95% of population admitted to secondary schools.
- Male and female forms 50% each of the total population, hence, the researcher took 50% of the sample as boys and 50% the sample as girls.
- Usually Urdu and Marathi medium schools have provision of separate schools for boys and girls along with co-education, therefore separate boys and girls schools were selected for better comparison of their achievement, when taught at separate boys or girls school.
- In all 1000 students and their parents were studied as sample, representing the 7th, 8th and 9th standard population of Aurangabad District.

Selection of population and sample:

A population may be defined as any identifiable group of individuals or as any collection or any aggregate of comparable measure. A population is any group of individuals that have one
or more characteristic in common which are of interest to the researcher. The population may be all the individual of a particular type or a more restricted part of that group.

Sampling has become a very effective means in the hands of a researcher to ascertain information necessary in answering certain questions about a specific population. A real population is that which actually exist.

**TOOLS AND TECHNIQUES:**

Evaluation of student’s behaviour is an integral part of teaching – learning. Educators, teachers and researchers are very often required to pass their judgment on various tasks and activities performed by the students. It implies that teachers and researcher should be well versed with the technique of evaluation. The techniques can be classified as:

i) **Subjective Techniques**: It is based on information supplied by the respondent or the information gathered by the researcher. The most commonly used subjective technique includes verbal or non – verbal conversation, self – report, observations, opinion of friends, relatives, parents, neighbours, teachers and colleagues etc, but the information elicited may not be accurate or realistic.

ii) **Projective Technique**: In this technique, semi – structured stimuli are presented and are tested to provide them
with a structure. The reactions of test are considered, analyze and interpreted to reflect his latent feelings and emotions.

iii) Objective Technique: It is rated to be more valid than other technique of evaluation and research. Under this technique, testing situation, procedure and assessment norms are pre-determined so as to ensure that different test administrators or investigators would arrive at the same conclusions.

Test:

A test is a means to elicit and gather responses which would provide legitimate evidence about the extent of acquisition of a particular attribute such as knowledge, skill, intelligence, aptitude or the like, by an individual or a group. Thus, a test presents a set of stimuli eliciting responses helpful in measuring a particular variable.

Purpose of Testing:

Following are the purposes where test results may be utilized are:

- Assessment of the present status of an individual on a particular trait or variable.
- Expressing the probability of future success.
- Diagnosing the causes of lack of expected performance and suggesting remedial measures.
- Providing academic and vocational guidance.
- Undertaking research to answer various questions.
- Formulating generalization and policy decision.

**Achievement Test:**

The achievement tests are controlling process for teaching learning activities. It helps in evaluating the effectiveness of teaching instructions. It also provides the focus to the students as well as to teachers.

Achievement test, main emphasis on content coverage or course. The achievement test has the focus on the realization of objectives of teaching learning.

**Purpose of achievement test:**

Achievement test are used mainly for the following purpose:

1. To measure whether students possess the pre–requisite skills needed to succeed in any unit or whether the students have objective of the planned instruction.
2. To monitor students learning and to provide ongoing feedback to both students and teacher during the teaching learning process.
3. To identify the learning difficulties – whether persistent or recurring.
4. To assign grade
Description of the tool and Test:

Questionnaire technique is used because it is supposed to be the most flexible technique and much better and effective tool in comparison with other traditional tools in collecting both qualitative and quantitative information.

A questionnaire generally contains two types of item closed and open form or unrestricted forms. Short statements are present in the closed form. Here the parents and students are expected to choose from the given responses or just mark ‘Yes’ or ‘No’ or just tick a list of suggested responses.

These items are deliberately used because they are easy to respond to and bring out the desirable results with more clarity. These items are also employed because they are relatively more objective in nature and effective in data collection. Selection for an appropriate tool for data collection was a difficult task. The different tool which were available, found unsuitable for the present study.

So, researcher with the help and guidance from research guide attempted to prepare a self–made test for the parents.

TOOLS IN THIS RESEARCH:

- Achievement (Last year’s percentage)
- Study Habit (PSSHI)
- Self made Questionnaire.
ACHIEVEMENT TEST:

Students last year’s percentage (i.e. scholastic achievement) was considered as their achievement. Students last year’s percentage were collected and confirmed from the school record.

STUDY HABIT INVENTORY:

This is a standardized study habit inventory given by M. N. Palsane and Anuradha Sharma. The study habits of the individual cover mainly the reading habits, learning techniques, memory, time schedule, physical conditions, examination and evaluation etc.

The following table shows items of the inventory belonging to eight areas:

<table>
<thead>
<tr>
<th>Sr. No</th>
<th>Areas</th>
<th>No. of items</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Budgeting time</td>
<td>1,2,3,4,32</td>
</tr>
<tr>
<td>2.</td>
<td>Physical conditions</td>
<td>5,6,7,8,9,43</td>
</tr>
<tr>
<td>3.</td>
<td>Reading ability</td>
<td>10,13,14,15,16,17,22,28</td>
</tr>
<tr>
<td>4.</td>
<td>Note taking</td>
<td>11,18,19</td>
</tr>
<tr>
<td>5.</td>
<td>Learning motivation</td>
<td>20,21,23,24,25,40</td>
</tr>
<tr>
<td>6.</td>
<td>Memory</td>
<td>12,26,27,37</td>
</tr>
<tr>
<td>7.</td>
<td>Taking Examination</td>
<td>29,30,31,34,35,36,38,39,42</td>
</tr>
<tr>
<td>8.</td>
<td>Health</td>
<td>41,44,45</td>
</tr>
</tbody>
</table>

**Total = 45**
Scoring :

Scoring procedure is quite simple. For ‘Always’ or ‘Mostly’ responses score of 2 is awarded, where as 1 and 0 score are to be given for ‘Sometimes’ or ‘Never’ responses respectively. In case of statement No.’s 6, 9, 13, 15, 24, 26, 34, 36, 37, 41, and 42 the weightage of scoring is reversed and it is as 0, 1 and 2 for ‘Always’, ‘Sometimes’ and ‘Never’ responses respectively. Higher score indicate good study habits.

Reliability and validity:

The reliability coefficient was found 0.88 by test retest and 0.56 by split half. The validity coefficient varies from 0.83 – 0.42. This indicate that the inventory has sufficient high validity with other similar inventories and allied

PREPARATION OF SELF MADE QUESTIONNAIRE FOR MOTHERS :

The researcher has first prepared the design of the questionnaire by considering the objectives and questions were framed accordingly. The questionnaire contains in all forty-five questions.

Item no. 1. is about name of the mother.
Item no. 7. is to know the standard of the child.
Following table shows the different areas in a questionnaire:

<table>
<thead>
<tr>
<th>Sr. No</th>
<th>Areas</th>
<th>No. of Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Age</td>
<td>2</td>
</tr>
<tr>
<td>2.</td>
<td>Qualification</td>
<td>3</td>
</tr>
<tr>
<td>3.</td>
<td>Working / Nonworking / office going</td>
<td>4</td>
</tr>
<tr>
<td>4.</td>
<td>Type of Family</td>
<td>5</td>
</tr>
<tr>
<td>5.</td>
<td>Annual Income</td>
<td>6</td>
</tr>
<tr>
<td>6.</td>
<td>Achievement</td>
<td>10,11,12,44,45</td>
</tr>
<tr>
<td>7.</td>
<td>Study Habit</td>
<td>16,19,20,21,38</td>
</tr>
<tr>
<td>8.</td>
<td>TV viewing behavior</td>
<td>8, 9, 13, 14, 15, 17, 25, 26, 27, 28, 29, 30, 31, 36, 40, 41</td>
</tr>
<tr>
<td>9.</td>
<td>Educational status of mother</td>
<td>18, 22, 23, 24, 32, 33, 34, 35, 37, 39, 42, 43</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>43</td>
</tr>
</tbody>
</table>

Since the questionnaire prepared was teacher made and it is not standardized. Hence, it was first verified by 4 experts in the field of education. The experts gave their opinions and suggestion according to which the researcher modifies the
questionnaire. The experts who guided during the test preparation are:

- Dr. S. A Khan: Principal, Marathwada College of Education Aurangabad.
- Dr. D. M. Khan: Principal, Marathwada College of Education Aurangabad.
- Mr. V. D Ketkar: Retired Senior Lecturer, Marathwada College of Education and Principal Marathi D.Ed College, Aurangabad.
- Dr. J. R Dhande: Retired Reader Marathwada College of Education Aurangabad.

As far as reliability of the questionnaire is concerned, it was done by administering the test on randomly selected some mothers of secondary school students of Aurangabad. They were asked to give responses Maximum duration for giving the responses was also noted.

This is how the test was made the data collected was made authentic valid and reliable. Questionnaire was first prepared in English approved by the guide and then it was translated in Urdu and Marathi Medium.

**Administration of the test**:

In order to collect the data from the students, permission will be obtained from the heads of the selected schools and the
test have been conducted. Before administration of the scale the researcher got herself acquainted with the test by reading the test manual carefully. The test was conveniently administrated. There is no time limit for parents to record their responses for achievement, study habit and TV viewing behavior of their child. The scholastic achievement of the students will be collected from the school record.

In order to facilitate interpretation and draw accurate inference, the data collected was analyzed and given statistical treatments in the next chapter entitled ‘Analysis and Interpretation of Data.’
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