

CHAPTER 3

METHODOLOGY

3.1 INTRODUCTION

This chapter discusses research design, method, population, sample, sources of data, research tools, pilot study, validity and reliability, data collection, data analysis, and ethical considerations.

3.2 RESEARCH DESIGN

The present study adopted both qualitative and quantitative research design. Qualitative research design was adopted because, the researcher wanted to collect data regarding the lived experiences of the respondents about the effects of ethnic conflict on the students and was also interested in collecting information about the impact of ethnic conflict on the education of the students. The researcher also wanted to know about the impact of ethnic conflict on the psychosocial, economic and cultural status of the students in the district. Qualitative research describes social phenomena as they occur naturally.

It aims at studying real world situations as they unfold naturally without any manipulation and pre-determined constraints on outcomes. It employs inductive or ‘bottom-up’ approach. The researcher generates new hypotheses and grounded theory from data collected during field work. It aims to discover important categories, dimensions, and interrelationships (Koul, 2009). Quantitative research design was also adopted in this study because the researcher wanted to emphasize the concepts

and their measurements in numbers. It describes, explains and predicts the social phenomenon.

3.3 METHOD

The study adopted a descriptive survey method. This method has been adopted because it describes and interprets what exists at present. It obtains pertinent and precise information concerning the current status of phenomena and, whenever possible, to draw valid general conclusions from the facts discovered. It is more than just a collection of data; it involves measurement, classification, analysis, comparison, and interpretation. It describes phenomena in natural setting. The descriptive investigations are of immense value in solving problems about children, school organization, supervision and administration, curriculum, teaching methods and evaluation (Koul, 2009).

3.4 POPULATION

The population of the study included 163 high schools in Kokrajhar district. The two types of management of the high schools i.e., Government and Private high schools in three sub-divisions of Kokrajhar district were included in the study. It also included 163 head teachers of the high schools and 6,420 class nine students in all the high schools in the district. One Inspector of the schools and all the parents of the students were also taken in the present study. The sample of the study was drawn from this population.

The details of the high schools and head teachers, on the basis of sub-division, type of management of school, urban and rural areas are shown on Table 3.1 on page no.36.

Table 3.1

Table showing the population of the high schools and head teachers, on the basis of sub-division, type of management of school, urban and rural areas.

Sl. No	Sub-division	Type of management of school				Total no. of schools and head teachers
		Government=91		Private=72		
		Urban	Rural	Urban	Rural	
1	Kokrajhar	18	30	06	23	77
2	Gossaigaon	10	20	07	18	55
3	Parbatjhora	03	10	04	14	31
4	Total	31	60	17	55	163

Source: Inspector of schools, Kokrajhar circle office, Kokrajhar (2017)

The details of the students' population on the basis of sub-division, type of management of the schools, gender, urban and rural areas are shown on Table 3.2 as follows:

Table 3.2

Table showing the population of the students on the basis of sub-division, type of management of high schools, gender, rural and urban areas.

Sl. No	Sub-division	Type of management of school								Total no. of students
		Government=4,030				Private=2,390				
		Urban		Rural		Urban		Rural		
		M	F	M	F	M	F	M	F	
1	Kokrajhar	511	359	374	369	255	256	184	168	2,476
2	Gossaigaon	371	350	320	521	250	236	167	243	2,458
3	Parbatjhora	250	271	213	121	236	109	128	158	1,486
4	Total	1132	980	907	1011	741	601	479	569	6,420

Source: Inspector of schools, Kokrajhar circle office, Kokrajhar (2017)

3.5 SAMPLE

Stratified random sampling method was used in the present study. The sample of the study was selected in three phases. In the first phase, 40% of the high schools from each sub-division and type of management of the high schools based on the urban and rural areas were selected by using simple random sampling. So a total of 65 high schools were randomly selected for the study. The details of the sample of the school are shown as follows:

Table 3.3

Showing sample of the high schools and head teachers on the basis of sub-division, type of management of schools, urban and rural areas

Sl. No	Sub-division	Type of management of school				Total no. of schools and head teachers
		Government=36		Private=29		
		Urban	Rural	Urban	Rural	
1	Kokrajhar	07	12	02	09	30
2	Gossaigaon	04	08	03	07	22
3	Parbatjhora	01	04	02	06	13
4	Total	12	24	07	22	65

Source: Researcher

In the second stage, the student sample was selected from the 65 sampled high schools randomly. The total no. of students from 65 sampled schools was 2093. So, 20% of the students from 2093 were selected from each sub-division and type of management of the schools on the basis of gender, urban and rural areas in the district. So a total of 418 students were selected for the study. The details of the sample of the students are given on table 3.4 on page no. 38.

Table no. 3.4

Showing sample of the students from 65 sampled schools on the basis of sub-division, type of management of the schools, gender, urban and rural areas

Sl. No	Sub-division	Type of management of school								Total no. of students
		Government=226				Private=192				
		Urban=82		Rural=144		Urban=60		Rural=132		
		M	F	M	F	M	F	M	F	
1	Kokrajhar	16	26	37	35	10	9	21	33	187
2	Gossaigaon	13	11	30	18	10	8	19	23	132
3	Parbatjhora	9	7	14	10	10	13	19	17	99
4	Total	38	44	81	63	30	30	59	73	418

Source: Researcher

The researcher also selected 65 head teachers from the sampled high schools and one inspector of schools for the purpose of interview. Through snowball method 36 parents were selected for focus group discussions (FGDs). So, there were 3 FGDs groups consisting of 12 members in each three sub-divisions in the district.

3.6 SOURCES OF DATA

Data were collected both from primary and secondary sources. Primary sources were mainly collected through questionnaire, interview schedule, focus group discussions, records maintained by the heads of the institutions, office of Inspector of schools Kokrajhar district circle and from concerned school offices.

Secondary sources were collected from published and unpublished reports, periodicals, text-books, booklets, journals, magazines, newspapers, articles and

websites.

3.7 RESEARCH TOOLS

For achieving the objectives of the study, the researcher used four sets of tools which were self-constructed based on the background of the study, significance of the study, objectives of the study, literature reviewed and study design. These tools included closed and open-ended questionnaire (Appendix A) for the sampled students, interview schedules (Appendix B) for the head teachers, another interview schedules (Appendix C) for the inspector of schools, Focus Group Discussions (Appendix D) for the parents. The tools were examined and checked thoroughly by the supervisor. In order to ensure the validity of the tools, pilot study was conducted.

3.7.1 Questionnaire

A questionnaire is a device consisting of a series of questions dealing with some psychological, social, educational, etc. topics sent or given to an individual or a group of individuals, with the object of obtaining data with regard to some problems under investigations (Koul, 2009).

3.7.1.1 Development of Questionnaire

The researcher had developed a set of questionnaire for the students based on the research questions, significance of the study and objectives of the study. Both the closed-ended and open-ended questions were included. After preparing the questionnaire for the students, the researcher had given it to the supervisor to evaluate and give his views and suggestions. All the suggestions given by the supervisor were incorporated and necessary modifications were made. In this way, with the help of the

supervisor, the draft questionnaire was prepared. The draft questionnaire was then given to a few experts to evaluate the content validity and for their views and comments. The experts had thoroughly checked the draft questionnaires and had given their views and valuable suggestions for further improvement. Their suggestions and comments were accepted and rectifications were done. In this way, the final form of questionnaire was developed and administered to the respondents.

3.7.2 Development of Interview Schedule

The researcher had prepared an interview schedule with regard to the fifth objective of the study i.e., to find out the problems faced by the head of the institutions in management of the schools during ethnic conflict. The draft interview schedule was prepared by the researcher with the help of supervisor's guidance. Throughout the preparation of an interview schedule, the supervisor had given his valuable suggestions and views. After constructing the draft interview schedule, the researcher gave it to some of the experts for their comments and suggestions. Their comments and suggestions were accepted and modifications were made. In this way, final interview schedule was developed by the researcher and an in-depth interview schedule for the head teachers of the secondary schools and Inspector of schools was conducted. The researcher had conducted the interview schedule according to the convenience of the head teachers and inspector of schools. In the interview schedule, the personal information and questions regarding different problems faced in management of schools during ethnic conflict were asked.

3.7.3 Focus Group Discussions

The researcher had also used focus group discussions as a method of data collection.

It is good way to gather people from similar background or experiences to discuss a specific topic of interest. The group of participants is guided by a moderator who introduces topics for discussion and helps the group to participate in a lively and natural discussion amongst them. Before discussion, the researcher had met the parents individually and given them proper information on the topic of the discussion. The discussions were conducted according to the convenience of the participants. Each and every participant was invited properly in order to make a fruitful discussion. Thorough and proper discussions were made among the participants in order to get proper information, keeping in mind the objective of the study. All 36 parents had participated in focus group discussions from all the three sub-divisions in the district. The meeting was conducted in the school premises itself in order to maintain the decorum. The meeting was conducted in three different groups after consultation with the head of the institutions. All the parents took active part and the discussion was successful with different views and opinions. Their views and opinions were accepted and noted down by the researcher.

3.8 PILOT STUDY

A pilot study plays an important role in any research work. The researcher therefore had taken up pilot study in order to make the research instruments reliable. A pilot study was conducted in the month of January to April 2017. The purpose of conducting a pilot study was to examine the feasibility of an approach that is intended to be used in a larger scale study and to find out if there were ambiguities or inadequate items in the tools. The tools prepared by the researcher were discussed with supervisor who had examined thoroughly and gave useful suggestions for improvement of the items. In order to increase the validity and reliability of the test

items the researcher conducted a pilot study. The test items were pre-tested at some of the high schools in the district, which were not involved in the main study. Pilot study involved class nine students from different schools in the district. So, a total of 209 students were involved in the study, 33 head teachers from the respective schools and 18 parents of the sampled children. Responses from the pilot study were carefully noted and coded according to different categories. All the unnecessary, inadequate and vague items found in the pilot study were modified after discussing with the supervisor. Valuable suggestions and corrections from the pre-testing were integrated in the final tools of data collection. In this way, pilot study helped to validate the tools and improve the reliability.

3.8.1 Validity

The Face validity is the extent to which a test is subjectively viewed as covering the concept it purports to measure. It refers to the transparency or relevance of a test as it appears to test participants (Wikipedia). The face validity of the research tools were made through specialist views and judgment. A panel of two experts was selected to evaluate and check the validity of items of the study. All the instruments were checked properly by the experts and their suggestions and recommendations were integrated in the final tools.

3.8.2 Reliability

Test reliability refers to the degree to which a test is consistent and stable in measuring what it is intended to measure. In the present study, Test-Retest reliability was carried out in order to ensure the reliability of the test items. Measures of stability of the items were obtained by administering a test twice i.e. the same test was

administered on two occasions to the same group with a considerable time interval of 15 days and two sets of scores was obtained. The correlation of the two set of scores was computed with the help of Pearson's Product Moment Correlation method and it was found that it had a very high positive correlation ($r= 0.95$).

3.9 DATA COLLECTION

Regarding data collection, first and foremost the researcher visited different high schools in the district, met the head teachers and discussed about the purpose of the visit to the schools. After getting due permission from the head teachers, the researcher met the sampled students and interacted with them and told about the purpose of her visit. Before distributing the questionnaires to the respondents, all the important and necessary instructions were given to them. The respondents were told that their answers to the items in the questionnaire would be used only for research purpose and that their responses would be kept confidential. After that Questionnaires were distributed among the respondents and proper instructions were given, on how to go about with it. Questionnaires were distributed to all the 418 respondents. Data was collected in the month of June to December 2017.

The researcher had requested the respondents to return the questionnaire as early as possible and kept in touch with them till the completion of data collection. After several requests the questionnaires were returned by all the respondents. Incomplete items were again made to fill up by the respondents by making a personal contact with them. Interview schedules were administered to 65 head teachers of the schools and one Inspector of schools in the district. For focus group discussions, the head teachers from different schools made the arrangement in all sub-divisions as to where

the meetings would be held. The researcher requested all the selected members of FGDs to be present in the school premises for a period of two hours on the day of the meetings. Both the Boro and Assamese language was used in discussions. Sufficient time was allotted for discussions.

3.10 DATA ANALYSIS

Microsoft Excel was used to code and tabulate the data collected from the students, head teachers, Inspector of schools and from parents through questionnaires, interview schedules and Focus Group Discussions. The raw data were organized coded and tabulated properly. Different tables, charts and percentages were used to indicate the respondents' responses with regard to the objectives of the study by using Microsoft Excel and Microsoft Word. After coding and tabulation of data, data were analyzed and interpreted systematically.

3.11 Ethical Considerations

First and foremost, the researcher had obtained permission from the respective principals and head teachers of the sampled high schools in the district, before data collection. After getting due permission from the principals, data was collected from the sampled students of the high schools. The researcher had assured confidentiality to all the participants that their names and identity will be kept secret and the findings of the will be used for research purpose only.