



**CHAPTER-III**  
**RESEARCH METHODOLOGY**

### **3.0 Introduction:**

The main objectives of the present study are to know the status of pre-primary education in Assam in terms of school's leadership, human resource development, infrastructural facilities, curricular process and problems faced by the schools as well as parents to educate the young children. The study demanded an introspective investigation about the process and activities that are going on in the pre-primary schools of Assam. Since the pre-primary schools in Assam are under private body therefore, there has been no record found about the total number of pre-primary schools in Assam. Also, no uniform guideline or policies found from the govt regarding the pre-primary school education. Therefore, the researcher adopted the exploratory research method to find out the total scenario of pre-primary schools in Assam.

### **3.1 Methodological design of the present study:**

Research refers to a process of steps that used to gather data and analyse the data to develop understanding of a phenomenon. So, research is a systematic attempt to present answers to a phenomenon in a meaningful way. In the field of education, the main moto of research is in the search of knowledge to present solutions to an issue (Creswell,2013). Adopting a proper research design helps in making correct decision in every step of the study. It helps in creating the work constructive and interesting by providing evidence in every step of the process. There are several types of research design available based on the approaches- quantitative and qualitative and mixed method. In carrying out the present study the researcher has been adopted qualitatively driven mixed method approach and the adopted design is exploratory research design to explore the complete scenario of pre-primary education in Assam; to have the clear picture an exploratory study has been conducted by adopting qualitatively driven mixed method approach.

### **3.2 Qualitative research approach:**

Qualitative research consists of various orientation and approaches, which can draw from a wide range of theoretical and methodological traditions, it often yields novel approaches to data collection and analysis. The goal of qualitative research is to systematically investigate a phenomenon by following a defined set of steps and amassing data from first

hand observation. The implications of the qualitative study's findings extend far beyond their immediate context. Qualitative research excels at elucidating nebulous phenomena through detailed descriptions. Beliefs, functions, categories, descriptions of a classification, norms, social and economic status, identifying factors and types, etc. are all common topics in educational research. Qualitative research is particularly useful for making sense of and making sense of the complicated reality of a given situation.

Since, the of the main objective of the present study is to know the complete scenario of pre-primary education in Assam in terms of its school environment, school management process, curricular process, facilities provided. Thus, qualitative design has been adopted.

### **3.3 Qualitatively Driven Mixed Method Approach:**

Qualitatively driven mixed method approach often collect the qualitative data and some of its components are transform into the quantitative counts for analysis. This design basically aimed with qualitative enquiry of data and the components of the research are related; one is qualitative and supplemental components address quantitative (Morse & Cheek, 2014). The more weightage has been provided on the qualitative information. The Qual+quan method's elements can be seen commonly in Explanatory and Exploratory design (Gay, Millis & Airasian,2011). The present study has been adopted Qual+quan sequence; since, the majority of data has been analyzed qualitatively and some of its component has been presented in quantity. Here, the exploratory method has been adopted in order to explore the complete scenario of the pre-primary education in Assam which has not been studied clearly yet.

### **3.4 Exploratory Research Method:**

According to Bhatt, (2019) *“Exploratory research used to investigate a problem which is not clearly defined. It is conducted to have a better understanding of the existing research problem, but will not provide conclusive results. The researcher starts with a general idea and uses this research as a medium to identify issues, that can be the focus for future research.”*

Exploratory research methods used to investigate a problem which is not clearly defined and there has been no past data available or only a few studies for reference are available. This research serves as a tool for initial study that provides a theoretical idea of the problem. It may not offer concrete solutions to the problem but helps in determining nature and it starts with a general idea and uses this research to identify issues, causes that can be focus for further research. This research design usually adopted to have a better understanding of an existing phenomenon. There are several methods which can help the researcher to explore a new scenario; as per the studies demand the researcher can adopt a suitable techniques or method in conducting exploratory design research. The present study demands an introspective investigation of pre-primary education in Assam thus, the researcher has adopted exploratory research design.

### 3.5 Methodological Design

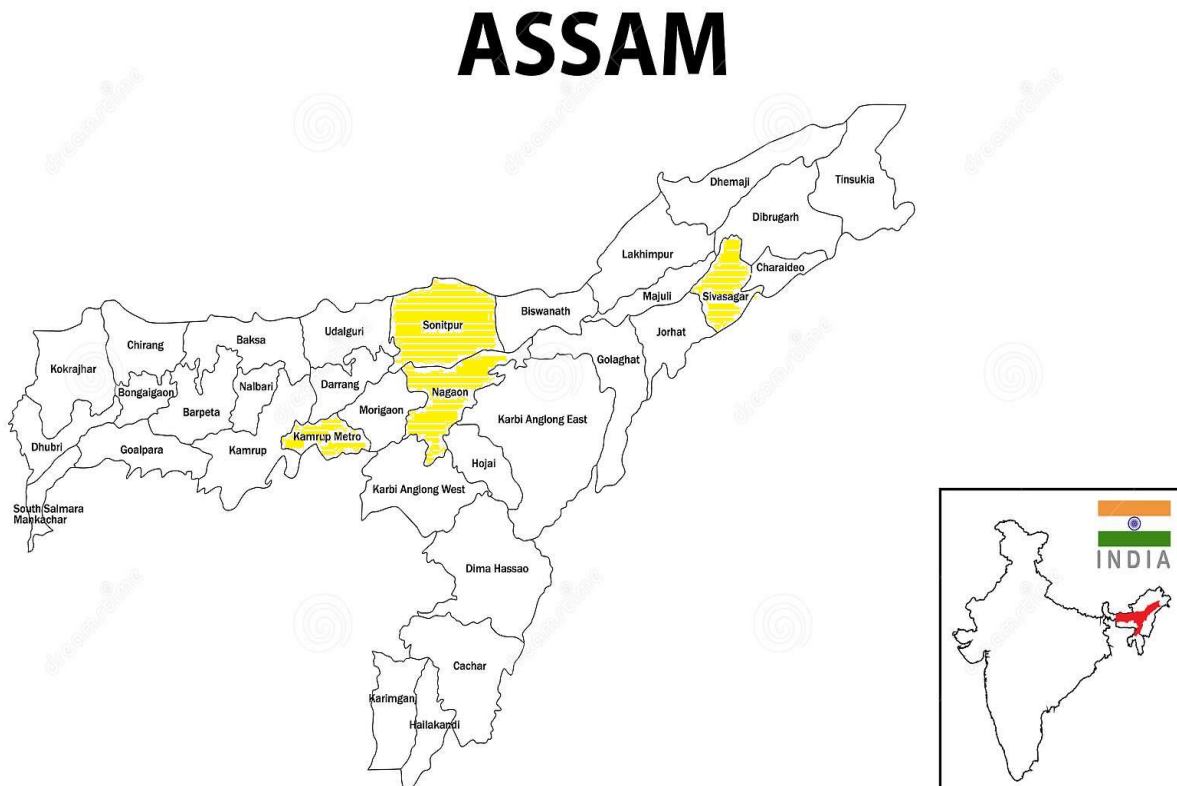
Design		Exploratory Research Design			
<b>Approach</b>	Qualitatively driven mixed method approach (Qual-quan)				
<b>Population</b>	Pre-primary schools of Assam				
<b>Sampling Techniques</b>	<b>Simple Random Sampling</b>			<b>Convenient Sampling</b>	
	Adopted in Selection of districts			Adopted in selection of schools	
<b>Sample</b>	<b>No of districts</b>	<b>Respondents</b>	<b>Techniques adopted</b>	<b>Target group</b>	<b>Total sample</b>
	4 districts of Assam (Sivasagar, Sonitpur, Nagaon, Kamrup (Metro))	Head of the institutions, Teachers, Parents.	Semi structured, interview Questionnaire (Open ended)	10 schools From each district, (1head of the institutions, 3 teachers, 5parents; from each school)	<b>360</b> (40 head of Institutions, 120 Teachers, 200 Parents)
<b>Tool Used</b>	<b>Tool -I</b>		<b>Tool-II</b>		<b>Tool-III</b>
	Semi structured Interview Schedule		Open ended questionnaire		Semi structured interview schedule
	Objectives-1&2&4		Objectives-1&2		Objectives-3&4
<b>Method of Data collection</b>	<b>Tool -I</b>		<b>Tool-II</b>		<b>Tool-III</b>
	Semi structured Interview Schedule  <b>Target group-</b> Head of the Institutions		Open ended questionnaire  <b>Target group-</b> Teachers		Semi structured interview schedule  <b>Target group-</b> Parents of the students
<b>Interpretation techniques</b>	Objective-1		Objective-2		Objective-3
	Content Analysis & Transcription Analysis		Content Analysis & Transcription Analysis		Objective-4 Content Analysis, Transcription Analysis & Percentage
					Content Analysis Transcription Analysis & Cartoon

### 3.6 Study Area:

The area of the present study is Assam and the sampled area of the present study covers four districts of Assam:

- i) Sivasagar
- ii) Sonitpur
- iii) Nagaon
- iv) Kamrup (Metro)

**Figure: 3.0 Map of the study area**



### **3.7 Method of the study:**

The present study has been carried out using exploratory research method with qualitatively driven mixed method (Qual+quan) approach.

There are four types of mixed method design exists (Creswell, 2013)-

1. Convergent
2. Explanatory
3. Exploratory
4. Embedded Design

The present study adopts 'Exploratory Research' design which is a mixed method approach; here, firstly gathers qualitative information and analysis is being done using both qualitative and quantitative data.

The data for the present study has been collected by conducting semi-structured interviews with the head of the pre-primary schools and parents of the children, observations of school scenario and through an open-ended questionnaire data were gathered from the teachers.

### **3.8 Nature of the data:**

The present study has been comprised data from both primary and secondary sources; they are as mentioned below:

**a. Primary data:** The primary data has been collected by conducting semi structured interviews with the head of the institutions and the parents of the children from the pre-primary schools of the selected districts and through observations of the school scenario and providing an open-ended questionnaire to the teachers along with one information schedule.

**b. Secondary data:** The secondary data has been collected from the related studies and written documents which are already published. It includes NCERT documents on Pre-primary education, the national survey report on child care, government policies towards child development, UNICEF reports, journals, thesis and from various websites.

### **3.9 Population:**

The population for the present study comprises the pre-primary schools in Assam. Since, the pre-primary education sector in Assam is under private sector therefore, there has been no record found regarding the population. Every district of Assam has a good number of pre-primary schools, which are mainly run under privately managed organizations as well as charity foundations. Hence, all the Pre-primary schools of Assam both from English and vernacular medium has been considered as the population for the present study. The population comprises Head of the institutions, Teachers and Parents of the students from the Pre-primary schools of Assam.

### **3.10 Sample & Sampling Technique:**

In the present study simple random sampling technique has been adopted to select the districts from Assam and convenient sampling technique has been adopted to select the schools from the districts as because there has been no record found about the total number of pre-primary schools in Assam.

The sample comprises of four districts of Assam, as mentioned below:

- i) Kamrup (Metro)
- ii) Sonitpur,
- iii) Nagaon
- iv) Sivasagar.

10 Pre-primary schools have been selected from each district. Again, from each school 1 head of the institution and 3 teachers and 5 parents have been selected as the sample for the present study.

The total size of the sample are 120 teachers 200 parents and 40 head of the institutions. The distribution of sample is given in the following table:



**Table 3.1.0 Distribution of sample**

Sl. No	Name of districts	No. of Schools	No. of Head of the institutions	No. of Teachers	No. of Parents	Total
1	<b>Kamrup (Metro)</b>	10	10	3X10=30	5X10= 50	110
2	<b>Nagaon</b>	10	10	3X10=30	5X10= 50	110
3	<b>Sonitpur</b>	10	10	3X10=30	5X10= 50	110
4	<b>Sivasagar</b>	10	10	3X10=30	5X10= 50	110
<b>Total</b>			<b>40</b>	<b>120</b>	<b>200</b>	<b>360</b>

**Table- 3.2.0 Sampled group:**

No of respondents	Target group	Technique for data collection	Area
40	Head of the Institution	Interview (Semi structured)	4 districts (10 schools from each district)
120 (3 Teachers from each)	Teachers of the schools	Open ended questionnaire	4 districts (10 schools from each district)
200 (5from each school)	Parents of the students	Interview (semi structured)	4 districts (10 schools from each district)

### 3.11 Tool used for the study:

#### **Tool I: A semi structured interview schedule for the head of the Pre-primary schools:**

The present tool is a semi-structured interview schedule; it is prepared for the head of the institutions to know the school administrative style, curricular process, human resources and infrastructural facilities of the Pre-Primary schools of Assam.

The present tool has been categorized into 3 sections with different dimensions and sub dimensions as mentioned below:

<b>Dimensions</b>				
<b>School Leadership</b>				
<b>Section-A</b>	Dimension-1	Dimension-2	Dimension-3	Dimension-4
	<b>School Administration</b>	<b>School management</b>	<b>Teachers' recruitment</b>	<b>Admission process</b>
	<b>Sub-dimensions</b>			
	Vision	SMC	Advertise	
	Organizational structure	PTA	Selection	
	Supervision	Working day	Committee	
	Finance	Holiday		
	Salary			
	Fee structure			

<b>Section-B</b> <b>Curricular Process</b>	<b>Section-C</b> <b>School Environment</b>
<b>Sub-dimensions</b>	
Curricular activities	Infrastructure
Co-curricular activities	Learning environment
Pedagogy	Teacher-child relationship
Evaluation process	

The items of the present tool have been developed as per the mentioned dimensions and the present tool includes 44 items based on the dimensions as per the categories.

**Tool II: A semi-structured interview schedule for the parents:**

One semi structured interview schedule has been developed for the parents of the pre-primary school children. The present tool has been prepared to know the problems faced by the parents.

The dimensions of the present tool have been mentioned below:

<b>Administrative Problem</b>	<b>Curricular process</b>	<b>Infrastructural problem</b>
Admission	Curricular Activity	
School Management	Co-curricular activity	
PTA	Evaluation & assessment process	

The present tool includes 27 items based on the mentioned dimensions.

### **Tool III: An open-ended questionnaire for the teachers:**

The researcher has developed an open-ended questionnaire for the teachers. On developing the present questionnaire; emphasis has been given on following dimensions:

- a. Method of Teaching,
- b. Curricular and Co-curricular Transaction Process,
- c. Evaluation Systems
- d. Classroom Management Style.

The present tool consists of 28 items based on the above-mentioned dimensions.

All the mentioned 3 tools used in the study has been enclosed in the Appendixes.

### **3.12 Procedure of tool development**

#### **a. Construction of the tools:**

The researcher has gone through different aspects in order to construct the tools for the present study, since, there has been no uniform policy or guideline found for the pre-primary education from the government; the documents that are gone through such as: Child Right Act 2008, Child psychology, Development of Pre-primary Education in India, Developmental Psychology, NCERT's Exemplar Guidelines for ECCE Curriculum Framework, Early Childhood Development (UNICEF strategic plan for 2018-20), Early Childhood Care and Education by UNICEF, Early Childhood Development Kit Guidance by UNICEF, National Early Childhood Care and Education (ECCE) Curriculum Framework by Ministry of Child Development, "National Education Policy 2020 by MHRD, Govt of India", etc.

National Education Policy 2020 has given utmost importance on early childhood education, it is clearly mentioned that special care and education during the periods helps in holistic development of the children since 85% of cumulative brain development occurs during the early childhood period.

NCERT Guidelines on curriculum framework for ECCE suggested to provide adequate and appropriate opportunities for the children for their holistic development by creating a sound learning environment through play-way activities and focused on eliminating the

downward extension of primary education curriculum which has been used by most of the pre-primary schools. Most of the documents of early childhood education stressed on providing appropriate curricular practices instead of focusing on formal 3 R's learning as well as making the parents and the pre-primary school facilitators aware about the proper methods and ways to deal with the young learners.

After gone through the mentioned documents the researcher has identified dimensions for the tools and the dimensions are divided into different sections and sub dimensions, based on the dimensions the items were prepared.

Since, the present study is exploratory in nature and it aimed with exploring the facts that are not known till date therefore, to find out the facts in a holistic way, the researcher prepared two different interview schedules for two different groups in semi-structured form so that according to the demand of the situation the questions may be added or clapped. Similarly, one-open ended questionnaire was prepared for the teachers to gather data objectively as well as to know their opinion regarding certain aspects.

**b. Item analysis:**

The items for the tools have been developed in three phases as mentioned below:

**Phase1:** At the first phase the researcher has discussed with the supervisor and co-scholars and identified various dimensions and items were prepared accordingly in order to be specific and gather in-depth information to meet the objectives of the research.

**Phase2:** In the second phase the prepared items were analyzed and checked its appropriateness to meet the objectives and after discussion with the supervisor some items were removed and identified new items.

**Phase3:** The items were finalized and sent for the expert opinion.

**c. Expert opinion:**

The tools were sent for the expert opinion to Prof. Deb Raj Goel, NCERT (Retired Professor of M.S. University, Boroda, Gujarat)

Positive comments have been received from the expert regarding the tools. No modification was suggested.

Also communicated with Prof. Padma Yadav and Dr. Romila Soni, Department of Early Childhood Education, NCERT, New Delhi; in the initial stage of tool development, invaluable suggestions have received on the construction of tools.

**d. Try out of the tools:**

After receiving the expert opinion about the tools; the researcher has done a pilot testing of the tools in 6 Pre-primary schools in Tezpur town of Sonitpur district. The sample for the try-out was 30 including: 1 Head, 2 teachers, and 2 parents (From each school).

The researcher has visited the following schools for try out:

1. Shankardev Sishu Vidya Niketon, Majgaon, Tezpur
2. Kidzee, Ketekibari, Tezpur
3. Shamrock School, Tezpur
4. GLO Pre School, Tezpur
5. Euro Kids, Tezpur
6. Kali Prasad Memorial School, Tezpur

The researcher has visited the schools and communicated to the head of the institution, by establishing a rapport with them tried to gather information by asking different questions related to the study. The researcher has also consulted with the teachers and the parents of the pre-primary school children.

**3.13 Try-out of the tool:**

**Tool 1: Semi structured interview schedule for the head of the institution:**

On collection of data for the first tool basically the questions were asked based on School administration process, School Environment and Curricular transaction process.

All the head of the institutions has responded very well.

And no item has been rejected from the schedule.

### **Tool 2: Semi structured interview schedule for the parents of the children:**

On conversation with the parents the researcher came to know many obstacles and benefits from their child education and parents were responded very well to all the questions asked to them.

### **Tool 3: One open ended questionnaire for the teachers:**

On collection of data for the present tool questionnaires were distributed among the teachers. The present tool consists of 28 items and all the questions were responded by the teachers.

### **3.14 Procedure of data collection:**

The researcher personally visited the schools from the selected district and data has been gathered accordingly from the targeted respondents i.e., Head of the institutions, Teachers and Parents.

#### **i) Respondent group 1: Head of the institutions:**

Semi structured interview has been conducted with the head of the institutions. On interaction with the head of the institutions tried to know the entire school environment such as; administration process of the schools, curriculum transaction process, infrastructural facilities, teacher child relationship, relationship with the parents and guardians of the students, problems faced by the school authority in smooth transaction of the educational process and also suggestions have been taken from them in order to make the pre-primary school education system sound.

#### **ii) Respondent group 2: Teachers:**

Through the help of open-ended questionnaire data were gathered from the teachers. The main focus was to know the curriculum transaction process, school environment, strategy to deal with the young children, problems and relationship with the child as well as parents and mainly focused on the dedication to the preschool education system. Also, suggestion and viewpoints has been taken from the teachers to establish an ideal pre-primary school for better society.

### **iii) Respondent group 3: Parents**

On interaction with the parents of the pre-primary school children the researcher came to know about many obstacles from their child education. Parents have also expressed about the expectations they have from the schools and their view points on how pre-primary education should look like.

#### **3.15 Tabulation of the Data:**

The collected data has been transcribed and classified according to the various dimension of the tools. The transcription process involved careful observation of the recorded and noted data and meaningful arrangement of the data as per the pre-determinate themes.

On tabulating the data, firstly, the qualitative data which has been gathered through the interviews and the questionnaire were transcribed and placed according to the pre-determined themes as per the various dimensions of the study. Secondly, the quantitative data has been arranged orderly and displayed in the statistical tables for the analysis.

#### **3.16 Analysis Techniques of the Data:**

The data of the present study has been analyzed by adopting qualitatively driven mixed method approach (Qual-quant). The following are the techniques that have been used in analysing the data:

##### **i) Transcription Analysis:**

Transcription analysis refers to the careful reading and observation of the recorded and noted data and meaningful phrasing of the data into texts. In the present study through the transcription analysis firstly, the qualitative data which has been collected were carefully observed and arranged according to the dimensions of the tools. Then, the arranged data has been conceptualized as per the objectives of the study and the results have been written.

##### **ii) Content Analysis:**

Content analysis is a method used to describe or analyse content collected from the interview, visuals and documents etc., (Parveen & Showket,2017). In the present



study, the data that has been gathered from the interviews and questionnaires were categorized as per the various pre-determined dimensions by checking its rationality. Here, through the content analysis, the qualitative data has been described and organized meaningfully in order to present a clear scenario of the pre-primary schools as per the objectives of the study. The main purposes of adopting content analysis technique in the present study is to present the content or the information which were gathered from the schools in a systematic and meaningful way so that the real picture of the pre-primary education program can be understood in detailed manner.

**iii) Percentage:**

To analyse the satisfaction level of the parents regarding school facilities percentage has been used.

**iv) Bar diagram:** Through the bar diagram the problems faced by the parents regarding school infrastructure has been presented.

**v) Cartoons:** Through the cartoon tried to present the different facilities which has been expected from the schools and different teaching strategies that teachers can adopt to teach the young children has been presented.

**vi) Flowchart:** Through the flowcharts and diagrams as per the objectives of the study, different curricular content, teaching strategies, facilities that are found in the schools has been presented.

**3.17 Conclusion:**

The adopted design and the method assisted in creating this study constructive and smooth. Since, the present study adopted 'Exploratory' research design thus, the approach qualitatively driven mixed method had been a greater accompaniment. The tool used in the present study helped in collecting a wide range of data in order to present the clear picture of the pre-primary education program in Assam through the mentioned analysis techniques.