

Chapter-III

Research Methodolog

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General Idea of the Chapter:

Laying the objectives, the broad research questions for the study, as mentioned in chapter-I, a comprehensive study of the previous literature done in the context, situation, the factors, affecting the educational status among the Muslim community was undertaken. In addition, the stakeholders in the educational institutions and the roles played by them was exhaustively studied in Chapter-II, which weaved the thread of conceptualizing the study design.

This chapter discusses in detail the study statement, significance of the research methodology, the objectives of the study, the operational definitions of certain terms used for the study. The chapter also mentions about the tool used for data collection, the adoption of sampling techniques, the process of validation of the research tools, the course of data collection, the techniques incorporated for the data analysis and the limitations encountered by the researcher during the course of the study.

3.0 STATEMENT OF THE STUDY

Studying the role of various stakeholders involved in the education of Muslim girls and knowing the career aspirations of Muslim girls studying in higher secondary classes of Muslim managed schools in and around Vadodara.

3.1 OBJECTIVES OF THE STUDY

- 1) To study the number of Muslim girls in secondary and higher secondary classes in and around Vadodara .
- 2) To explore the roles of the stakeholder in the education of Muslim girls.
 - a. Exploring the role of School as an Educational Stakeholder
 - b. Exploring the role of Parents of Muslim girls as an Educational Stakeholder.
 - c. Exploring the role of Community as an Educational Stakeholder.
 - d. Exploring the role of Government as an Educational Stakeholder.
- 3) To understand the home environment of Muslim girls.
- 4) To find out the career aspiration of Muslim girls.

3.2 EXPLANATION OF THE TERMS

- 1) **Stakeholders:** Stakeholder denotes to an individual who expresses one's curiosity and demonstrate concern in an association. With reference to educational institutions, a stakeholder is an individual who directly or indirectly partakes conferred concentration towards the accomplishment of the objectives and the wellbeing of an educational institute.
- 2) **Career Aspirations:** A career aspiration characteristically mentions an enduring and continuing career vision that an individual desires to accomplishing future.
- 3) **Muslim Managed Schools:** According to the present study, the Muslim managed schools are those schools, which are managed by Muslim trusts/ organization in Vadodara and around.
- 4) **Higher Secondary Section:** In relevance with the current study, the Muslim girls enrolled with the Muslim managed schools in Standard XI and Standard XII refer to the higher secondary section.
- 5) **Home Environment:** In context with the present study, the home environment involves the socio-economic position of the parents, the emotive support extended by parents, the facility of encouraging and motivating the educational process of Muslim girls.
- 6) **Career Aspirations:** The present study deals with the ambitions of the Muslim girls studying in higher secondary classes, after finishing their school education.

3.3 STUDY VARIABLES

The current study has Muslim Girls: Education as dependent variable, the schools, the parents of the Muslim girls as independent variable, the family income of the families of the Muslim girls, the educational status among the parents of the Muslim girls as moderate variable, the type of family and the number of children within the family of Muslim girls as moderate variable.

3.4 RESEARCH DESIGN

The research design for the current study is “Descriptive”- the descriptive studies are those studies, which describes the characteristics of a particular group. The main purpose of the descriptive research is to bring about the description of the particular group, community or the society as it persists at the time of undertaking the research. The study is empirical, the investigator has collected the responses from the respondents in order to meet the study objectives.

3.5 UNIVERSE OF THE STUDY

The universe of the study comprises of Muslim managed schools in Vadodara city from all the four directions: North, South, East and West and also some Muslim managed schools from rural areas such as Karjan, Savli, Bodeli, Chhotaudaipur and Dabhoi around Vadodara city.

3.6 SELECTION OF SAMPLE FROM TOTAL POPULATION AND SAMPLE SIZE

a) Total number of populations from different respondents:

- I) Total number of Principal = 21 (Equivalent to the number of Muslim managed schools in and around Vadodara city)
- II) Total number of Teachers = 452 (Number of teachers in the Muslim managed schools in and around Vadodara city)
- III) Total number of Muslim girls in higher secondary classes = 751 (Number of enrolments of Muslim girls in higher secondary classes)
- IV) Total number of Muslim parents = 751 (Corresponding to the number of enrolments of Muslim girls in higher secondary classes).

b) Sample size and Sampling technique

- The Sample size of the Muslim Managed school was 21- which was selected through stratified random sampling method

The following figure explains the diagrammatic representation of sampling techniques.

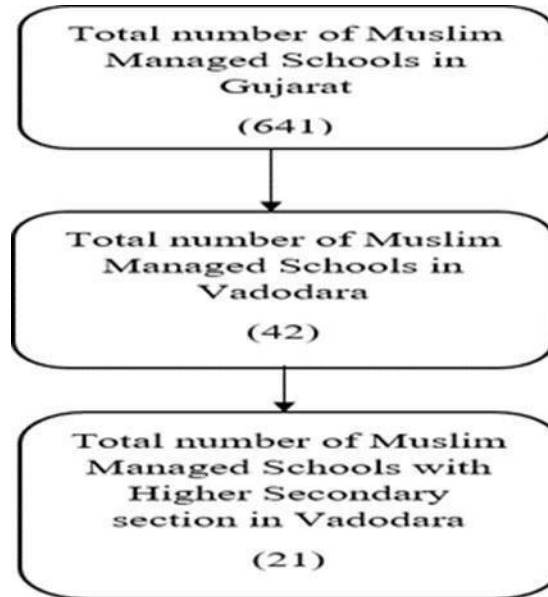


Figure3.0 Diagrammatic representation of Sampling technique

Purposive sampling was chosen, to gather the responses from 21 higher secondary school principals.

- Purposive sampling technique was used to fetch the data from 91 higher - secondary school teachers.
- To gather the data from the Muslim girls studying in higher secondary classes, purposive sampling technique was used on a sample size of 330.
- Convenient sampling and Snow ball technique was used to select the data on sample size of 100 parents of Muslim girls.

3.7 Overview of the Total Sampling

Sr. no	Particulars	Total Size	Sample
1	Total Number of Muslim Managed School with Higher Secondary classes	21	
2	Total Number of Principals as respondents	21	
3	Total Number of Teachers of Higher secondary classes as respondents	91	
4	Total Number of Muslim girls studying in Higher secondary classes of the selected schools	330	
5	Total Number of Parents of Muslim girls studying in higher secondary classes of the selected schools	100	
Total Sample size of the Study (Comprising of all the respondents of each category)		542	

3.8 TOOLS USED FOR DATA COLLECTION

Separate tools were designed to gather response from all the categories of respondents:

I) Tools used for the principals of the Muslim managed school:

Questionnaire was used as a research tool, both in English as well as in regional - Gujarati language. The tool was categorized from Section A to Section F, comprising of general information of the respondent, information about the school, information about the teachers and the Supporting staff, views on quality in education, views on school effectiveness, views on education among Muslim girls and attitude of Muslim Parents towards girl's education.

(Questionnaire for Principal in English enclosed in Appendix – III (A) (1))

(Questionnaire for Principal in Gujarati enclosed in Appendix – III (A) (1I))

II) Tools used for the Teachers of Higher Secondary classes of the Muslim managed school:

Questionnaire was used as tool, in both the languages English as well as in regional- Gujarati language. The questionnaire for the higher secondary teachers was categorized from Section A to Section D including aspects like information of the Respondent, views on infrastructural facilities, views on teaching quality and teachers, views on education among Muslim girls and attitude of Muslim parents towards girl's education, views on support from community and Government in rendering quality education to Muslim girls.

Questionnaire for Teachers in English enclosed in Appendix-III(B)(I)

Questionnaire for Teacher in Gujarati enclosed in Appendix-III(B)(II)

III) Tools used for Muslim girls studying in Higher Secondary classes.

A semi structured interview schedule categorized from Section A to Section E was used as data collection tool to gather responses from the Muslim girls studying in higher secondary classes on information of the respondent, views on Muslim girls on school infrastructure, views on quality teaching and teacher, views on home environment, views on educational status, parent's involvement & community support.

(Interview Schedule for Muslim girls in English enclosed in Appendix – III(C))

IV) Tools used for Parents of Muslim girls studying in Higher Secondary classes.

In order to gather response from the parents of the Muslim girls, a semi structured interview schedule was used for data collection, which was categorized from Section A to Section F, including information of the respondent, ratings on the parent's satisfaction with the infrastructural facilities of the schools, the teaching quality and the methods used in teaching by the teachers, the approach of the principal and the teachers, the curriculum, the guidance to the parents from the teachers and the principal, opinion on the school infrastructural facilities, quality of teachers and teaching, views on the education of Muslim community/ government in the education of Muslim girls, views on the education of their girl child through open ended questions.

(Interview Schedule for Muslim girls in English enclosed in Appendix – III(D))

3.9 TOOL CREATION

With the help of the preliminary tools designed to undertake the pilot study from 10 schools of Vadodara, classifying 5 schools from the urban vicinity of the Vadodara city and 5 from the rural setting – Bhayli, Bill, Padra, Sangma and Chapad village, considering a sample size of 100 respondents.

The pilot testing of the tool was undertaken during June - July 2019, at the commencement of new academic year. The tools developed were analyzed on the following mentioned criteria's:

- 1) The flow of the questions in the tool
- 2) The over lapping questions within the tools
- 3) The nature of questions
- 4) The question refrained from speaking

- 5) The question “Not Answered”
- 6) The question Suggested
- 7) The question giving two meaning
- 8) The translation of the questions
- 9) The lead questions
- 10) The repetition of the question

Based on the data evaluation, so gathered during pilot testing and on the analysis of the tools on the above-mentioned criteria, the final construction of the tools was done.

3.10 TOOL VALIDATION

The research tools so designed were sent for the review and validation to the 7 experts. The feedbacks and the comments and their expertise is described in the following table: (List of Experts is enclosed in Appendix- D)

Table :3.10 Expert’s feedback on research tool validation

Expert	Field of Expertise	Suggestions/ comments
A	Teacher from School	The expert commented as the topic was very relevant and pointed out certain grammatical errors in the tools.
B	Academics from School	No specific comments/ suggestion was given
C	Academics- Language	The expert commented as interesting study topic and pointed few grammatical errors in the statements of the tool and gave suggestions in the study objectives
D	Academics- Social work and Management	The study findings will be very informative and Suggested changes in the income range in the tool designed for Parents and Muslim Girls. Additionally, some minor changes in the statement of the question
E	Academics- Social work	The expert said that good objectives and findings will be very useful for policy matters and Muslim community. Moreover, the expert Suggested to avoid few questions for principals and teachers
F	Academics- Education and Psychology	The expert commented it to be a very comprehensive study. Suggested to avoid few questions for principals and teachers looking in to the objective of the study. Minor changes in the sentence for the study findings. Suggested to have five points rating scale instead of four. Reduce the number of questions

G	Academics- Education and Psychology	Suggested to avoid some questions and reduce the number of questions Minor grammatical errors Suggested for five points rating scale Suggested Three-point rating scale in Section -B a) in the tool for parents
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3.11 SOURCE OF DATA COLLECTION

The data collected for the study purpose, is both through primary and secondary sources. Primary source was used for designing of research tools for all the categories of the respondents, by contacting school authorities, visiting schools on the decided time. During the given scheduled time by the school authority's interaction with Muslim girls of higher secondary classes was done, the researcher noted the contact address of the girls willing their parents to participate for the further home visits to the Muslim girls' residences and attending parents meeting arranged by the school authorities. The information gathered by Millat Educational directory for the contact details and the address of the schools was the secondary information used for the study.

3.12 PROCESS OF DATA COLLECTION

a) DATA COLLECTION FROM THE SCHOOLS

The researcher through telephonic appointments, approached the school principals. On the schedule day of the visit in a particular school, formal meeting was undertaken with the head of the schools and the higher secondary teachers of the selected school, wherein the objectives, the purpose of the study was informed to them and then the questionnaire as a research tool designed separately for the principal and the higher secondary teachers was disseminated. The response of the questionnaire from the head of the schools and the higher secondary teachers, in some cases- as it took the whole day in interviewing the girls, the teachers and the principals were able to respond and return the filled- up questionnaires on the same day, whereas some of them requested to collect it some other day, and in case of distant areas, the filled in questionnaire was returned digitally. Some principals returned the questionnaire the same day, during the presence of the researcher in the school premises, whereas, some of them responded through email.

Correspondingly, on the scheduled day of the visit, Muslim girls studying in XI and XII classes, and those willing to participate in the study process, were interviewed in the school premises and during the school hours only. While interviewing the girls, the researcher had recorded their personal residential address and the contact details of those girls who were willing to participate the researcher at their residence for the purpose of data collection from their parents.

b) DATA COLLECTION FROM THE PARENTS

Based on the contact information collected during interviews of Muslim girls, the appropriate timings and the date was scheduled with the parents of the Muslim girls at their residence, based on the contact details, the parents were telephonically consulted to confirm their availability and the suitable timings for the interview. Hence, on the scheduled day of the home visit, with a prior phone call to confirm about the availability, interviews with parents were undertaken and thus 38 home visits were undertaken by the researcher

While for the remaining respondents, the school had permitted to interview the parents during the Parent Teacher's Meeting held in the school premises, hence the interviews were undertaken with parents ready to participate after the scheduled meetings by the school authorities.

3.13 PROBLEMS FACED DURING DATA COLLECTION

While interviewing Muslim girls, because of the introvert nature of some girl's student, it was difficult to gather their views openly, as they did not feel comfortable sharing their home background. On questioning the career aspiration of the Muslim girls, it was noted that though the interviews were undertaken turn by turn of each girl, the response on the career aspiration were repeatedly shared in common by some of the Muslim girls as their peers.

During the home visits, mostly the researcher interacted with the mother – as the father did not interacted with the female researcher. Moreover, in the presence of other family members, the responses of the mother of the Muslim girls were answered by other family members, while in some cases the mothers confirmed with other family members about the information shared specifically the family income. Hence the information was not openly shared with the researcher and was

difficult to take the correct views.

3.14 DATA ANALYSIS

The data so collected was systematically analyzed according to the study objectives. Frequency table, bivariate table, the cross-section table, statistically one-way ANOVA test was done using the IBM SPSS statistic 21 and Microsoft Excel was used to analyze the quantitative data. The qualitative data – of open-ended question was analyzed using Content Analysis.

3.15 DE LIMITATION OF THE STUDY

- 1) The study is conducted in a sample size of 21 Muslim managed schools, in and around Vadodara city, hence the data cannot be generalized.
- 2) The responses from the Muslim girls studying in higher secondary classes is also selected from the limited sample size from the Vadodara city and around, hence the data also cannot be generalized as well as there could be variations in terms of geographical locality and the area of residence.

3.16 LIMITATION OF THE STUDY

- 1) The study bears the limitations of the tool used for the study purpose, the questionnaire was used for the principal and teachers, hence there was no direct conversation with the school authorities.
- 2) Some of the responses from the girls' students were having commonality which was influenced by their peer responses.
- 3) While doing Home Visits to collect the data from the parents as respondents, the responses were not very accurate as, mostly the mothers were not very open in sharing their opinions with the researcher.
- 4) Some general lessons are derived from the study, which is limited to the selected sample size only, which cannot be commonly generalized to similar such educational institutions.