CHAPTER - III

METHODS AND PROCEDURE
3.1 DESIGN OF THE STUDY

The present study was designed to find out the problems of primary school education as perceived by parents of primary school children in relation to their attitude towards primary education. The nature of the study led to the use of descriptive method of research. This method helps to study the conditions or events that already exist or that have already occurred and the researcher selects the relevant variables for an analysis of their relationships.

3.2 SAMPLE

To find out the problems of primary school education perceived by parents of primary school children and their attitude towards education, the sample was drawn from Ropar district of Punjab.

Punjab is divided into seventeen districts but only the Ropar district was selected in the present study.

The criteria for the selection of sample from Ropar district was, firstly the researcher being a resident of the district was familiar with the area and secondly, it was possible for the researcher to approach the parents of Government primary school children who mostly belonged to rural areas.

There are seventy seven affiliated Public Schools and 862 Government Primary Schools in Ropar district.

Ropar district is further divided into thirteen blocks and each block has Block Education Office (BEO) to look after primary education in the respective blocks. The following two of its blocks cover Mohali and its peripheral areas -
BEO Kharar 3 Mohali and
BEO Kharar 1 Mohali

There are approximately 126 Government Primary Schools and 23 affiliated Public Schools in the above mentioned two blocks. As it was not possible to include all the schools, only four Government Primary schools and four affiliated Public schools were included in the present study.

These schools were selected mostly from Mohali city and its peripheral area, as this city is a fair representative of the whole Ropar district. It is a developing city - it is being developed as an electronic centre.

In the electronic "industrial belt" of Mohali, the industrial growth can be traced back to 1970-71, various prestigious industries have been set up. JCT Electronics Ltd., which is a pioneer in the field of colour picture tube manufacturing in India, Punjab Wireless Systems (PUNWIRE), PCL (Punjab Communication Ltd.), Fujitsu- a multinational situated in Mohali, Punjab Tractors Ltd., health care units like Ranbaxy and many more small-scale units have been set up in Mohali.

Unlike other industrial cities like Ludhiana, Amritsar, etc, which are bursting at the seams, Mohali is well-planned. Besides, Mohali's proximity to City Beautiful makes it an idyllic locale as a prelude to societal development. People from various parts of Punjab and also from other states have settled here.
As education is a prerequisite of all development, new educational institutions are also being set up in Mohali. Besides Government schools, there are number of Public schools in and around the city. Many of the Public schools are not yet affiliated. However, for the present research four affiliated Public schools were included.

An overall sample in the study included 400 parents of primary school children, studying in eight different primary schools. All these eight schools were co-educational schools.

Following were the four Public schools selected randomly out of the 23 schools,

1. Shivalik Public School, Phase VI
2. Green Field Public School, Phase III B2
3. Sant Ishar Singh Public School, Phase VII
4. Paragon Public School, Phase I

A sample of 200 parents of Public school children was drawn randomly from the above mentioned four schools.

The following four Government Primary schools were selected randomly out of the total 126 schools,

1. Government Primary School, Mundi Kharar
2. Government Primary School, Sohana
3. Government Primary School, Matour
4. Government Primary School, Phase XI

A sample of 200 parents of Government primary school children was drawn randomly from the above mentioned four schools.

3.3 TOOLS

Different tools are suitable for collecting different kinds of information for various purposes. In the present study, to find out the perception of parents about the problems of primary school education of their children and to know their attitude towards education, the following tools were used.

3.3.1 Questionnaire: It was used to find out the problems of primary school education as perceived by parents of primary school children-

The tool used by Farajollahi (1991) to study the problems of primary school education as perceived by parents in Iran was adopted in the present study after making some changes and modifications so as to suit the Indian conditions. The changes and modifications were done on the basis of-

(i) thorough study of related literature, which provided additional information regarding some of the prevailing problems of primary education,

(ii) interviews and discussions with twenty parents of both Public and Government primary school children. Information was gathered from them regarding the problems they were facing in connection with the education of their children,
discussion with ten primary school principals and ten experienced primary school teachers, both from Public and Government Primary schools. These discussions helped to discover reasons regarding non-enrollment in primary classes, irregular attendance, poor performance of students in studies and school activities, wastage, stagnation, etc.

All this information from various sources i.e., related literature, parents, principals and teachers helped to make some additions and changes in the original questionnaire which contained fifty items. Twenty four items were added to it and four were deleted. Wording of some of the items was altered and some statements which were rather too lengthy were each rewritten as two separate statements.

The questionnaire thus prepared contained seventy items. It was then given to five experts in the Education Department of Punjab University for their valuable suggestions and advice for further improvement in it.

On the basis of opinions and advice of experts, certain modifications and changes were made in the questionnaire: certain words were replaced with better synonyms, which in turn gave clear meanings to the statements; and twelve statements were rejected as they were irrelevant.

The questionnaire had good face and content validity and contained total fifty eight statements. It was then translated into Punjabi language as per the requirement of the majority of the sample.
The translated version of the questionnaire was then administered on twenty parents, ten were those who had their children in Public schools and ten had their children in Government schools.

The responses and suggestions given by them regarding the questionnaire helped to make some modifications in the translated version of the questionnaire, so as to make more clear what the statements intended to convey.

All the fifty eight statements were grouped into four categories given in table 3.1

Table 3.1
Categorization of the Statements

<table>
<thead>
<tr>
<th>Categories</th>
<th>Serial number of statements</th>
<th>Total number of statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>A- Physical Facilities</td>
<td>A1, A2, A3, A4, A5, A6, A7, A8, A9, A10, A11, A12, A13, A14</td>
<td>14</td>
</tr>
<tr>
<td>B- Socio-economic, Motivational &amp;</td>
<td>B1, B2, B3, B4, B5, B6, B7, B8, B9, B10, B11, B12, B13, B14,</td>
<td>17</td>
</tr>
<tr>
<td>Recreational Activities</td>
<td>B15, B16, B17</td>
<td></td>
</tr>
<tr>
<td>C- Material and Methods of</td>
<td>C1, C2, C3, C4, C5, C6, C7, C8, C9, C10, C11</td>
<td>11</td>
</tr>
<tr>
<td>Instruction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D- Teaching staff, Administrative</td>
<td>D1, D2, D3, D4, D5, D6, D7, D8, D9, D10, D11, D12, D13, D14,</td>
<td>16</td>
</tr>
<tr>
<td>Aspects and Examination System</td>
<td>D15, D16</td>
<td></td>
</tr>
</tbody>
</table>

This questionnaire was then administrated on a sample of twenty parents, within an interval of fifteen days. The test - retest reliability was found
to be 0.80. The mean score of the test did not differ significantly. This questionnaire was thus ready to be used in the present investigation.

The second part of this questionnaire contained a 'Personal Information Data form,' to collect information regarding monthly income of parents, their educational level and number of male and female children studying in primary school.

3.3.1.1 ADMINISTRATION PROCEDURE

In case of parents of Public school children almost all of them were literate and could read the statements themselves.

So, in this case, the questionnaire containing problems of primary school education was sent to the parents through their wards studying in the concerned schools.

For this purpose, the investigator first fixed an appointment with the principals of the concerned schools and acquainted them with the purpose of the present research. After seeking their permission, the investigator visited the classes. With the help of the class teachers, the questionnaires were then distributed to randomly selected equal number of students from class I to V.

A letter of introduction which contained instructions for the respondent parents regarding the questionnaire was attached to each questionnaire.

The parents were requested to give their true and sincere responses to the statements and they were told that the answers should not be biased as it
would mar the purpose of the study. They were assured that their responses would be kept confidential.

In case of parents of Government school children, most of them were illiterate and were not in a position to even read the statements. So, the investigator decided to personally meet them and administer the questionnaire.

After a brief introduction and explanation regarding the purpose of the research work, the parents were requested to co-operate with the investigator. They were instructed not to be biased in giving their responses and were asked to give frank and sincere responses to the statements as it would help the investigator to reach the genuine conclusions. Parents were assured that their responses would be kept confidential.

The statements were read out to them one by one and the responses were noted down by the investigator herself. They were asked to feel free to ask if any word or statement was not clear to them.

3.3.1.2 SCORING

The scoring of the questionnaire containing problems of primary school education was done as follows:

The statements which were considered as problems by the parents were counted and scored. There were total fifty eight statements and out of these, twenty five statements were to be scored when answered `Yes' and thirty three were to be scored when answered `No' as some of the statements were positive and some were negative.
Table 3.2
Serial number of Positive and Negative Statements for Scoring

<table>
<thead>
<tr>
<th>Questionnaire page number</th>
<th>Serial number of statements To be scored when answered</th>
<th>Area of problems</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>2.</td>
<td>B1, B2, B3, B4, B5, B10, B12, B13, B15, B6, B7, B8, B9, B11, B14, B16, B17</td>
<td>Socio-economic, Motivational &amp; Recreational Activities</td>
</tr>
<tr>
<td>3.</td>
<td>C3, C4, C5, C6, C7, C9, C11</td>
<td>C1, C2, C8, C10</td>
</tr>
<tr>
<td>4.</td>
<td>D6, D13, D16</td>
<td>D1, D2, D3, D4, D5, D7, D8, D9, D10, D11, D12, D14, D15</td>
</tr>
</tbody>
</table>

The scores hypothetically can range from zero to fifty eight.

3.3.2 The Attitude Scale (Rundquist And Sletto, 1936)

Rundquist and Sletto (1936) developed the attitude scale with 22 - items to measure attitude of adults towards high school education.

This original scale as it is could not be used in the present investigation. Some changes and modifications were made to suit the conditions of the population.

The scale was reduced from 22-item scale to 21- item scale. The wording of some of the statements was altered so as to suit the requirements of the subjects. In some statements, the word high school education was replaced by school education. Some statements were altogether replaced by alternative statements.
This scale was then translated into Punjabi language as per the requirement of most of the respondent parents and was then administered on fifty parents of both Public and Government Primary school children. The split-half reliability of this scale was 0.84 based upon sample of fifty parents. The correlation between original English version and Punjabi translated version was 0.80. The translated version of this scale was thus valid and was measuring almost the same concept as being measured by the original English version.

Test-retest reliability was 0.83 for a sample of twenty parents. The test was repeated within an interval of fifteen days. The mean score of the test did not differ significantly and the scale had good content validity for attitude towards school education.

3.3.2.1 ADMINISTRATION PROCEDURE

This tool was ready to be used in the present investigation. The subjects were explained the purpose of the scale and rapport was established with them. They were instructed to give their opinion after reading each item carefully.

For those parents who were literate and could read the statements for themselves, the attitude scale was sent to them through their wards in the school along with instructions regarding the scale.

But for those parents who were illiterate and could not read for themselves, the following instructions were explained to them in Punjabi.

"There are twenty one items in this test and each item has five options i.e., Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree. You
have to be objective and careful while choosing any one of the options out of these five. There is no time limit but don't spend too much time on any one item. There is no wrong or right answer but your response should be based on your own experience."

3.3.2.2 SCORING

For items which were positive towards education, each strongly agreed response was given a score of five and strongly disagreed response was given a score of one. There were total twelve positive items out of twenty one.

Scores for negative items were reversed. Each strongly disagreed response was given a score of five and strongly agreed response was given a score of one. There were nine negative items out of twenty one.

The serial numbers of the positive and negative items are given in table 3.3.

<table>
<thead>
<tr>
<th>Positive Items</th>
<th>Negative Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>1, 2, 7, 8, 9, 10, 11, 12, 14, 15, 16, 17,</td>
<td>3, 4, 5, 6, 13, 18, 19, 20, 21</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>Strongly agree</td>
</tr>
<tr>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Agree</td>
<td>Agree</td>
</tr>
<tr>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Undecided</td>
<td>Undecided</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Disagree</td>
<td>Disagree</td>
</tr>
<tr>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>Strongly disagree</td>
</tr>
<tr>
<td>1</td>
<td>5</td>
</tr>
</tbody>
</table>
The subjects’ score was the sum of the selected alternative responses. High scores indicated positive attitude towards education. The maximum score on this scale could be 105 and minimum score could be twenty one.

3.4 DATA COLLECTION

For the purpose of data collection, total eight schools were selected, four were affiliated Public schools and four were Government Primary schools.

In all the eight schools, principals of the schools were contacted. They were explained the purpose of the present research work and also that their co-operation was needed in the process of data collection.

After seeking their permission, the respective class-teachers were contacted and with their help, a list of addresses of parents of primary school children was prepared. Students were selected randomly, from each class i.e., from class I to V.

In the case of children of Public Schools, most of the parents were literate and also they belonged to urban areas. So, after preparing the list of randomly selected students, the questionnaires were distributed to them, to be answered by their parents. An introductory letter, addressed to parents along with a request for their co-operation and containing the required instructions regarding the questionnaire, was attached to each and every questionnaire.

The questionnaires were then collected back through their wards in the schools after one week. These questionnaires were screened thoroughly. Some were totally blank, a few were partially filled up. Some of the questionnaires
were not returned at all due to one or the other reason. There were total 203 questionnaires which were fully answered as per the requirements. Out of these 203 questionnaires, three were picked up randomly to be rejected and thus a total of 200 questionnaires were left as required.

In case of Government Primary Schools, most of the parents of the students studying there belonged to rural areas and there were no proper addresses of their residences. So, the list of addresses containing name of the student, father's name and the name of the village where they were residing, was prepared.

As the investigator was not familiar with the lay out of the villages, it was difficult to locate the houses. So, in case of one of the schools, Sarpanch of the village was approached, and he agreed to help by appointing a local resident of that village who was familiar with the area and was also ready to accompany the investigator in locating the particular houses. In rest of the three Government schools, principals of the schools, on special request, allowed two of the students to accompany the investigator during data collection process in their respective villages.

As most of the parents were illiterate, the investigator first established a rapport with them and explained to them the purpose of the research work so as to make them agree to co-operate.
After the necessary instructions, each statement from the questionnaire was read out to them and their responses were noted down by the investigator herself.

In this way, data was collected from 200 parents of Government primary school children.

3.5 ANALYSIS OF DATA AND STATISTICAL TECHNIQUES USED

After data collection, each statement of problem of primary school education, perceived by the parents was analysed separately. Each category of problems was also analysed separately.

A comparison was then made among different variables, viz., parents of Public and Government Primary school children, parents having children of different sexes in primary schools, parents with different income and educational levels.

Chi-square of non-parametric statistics was used to find the significance of differences, which was calculated from the frequencies of the subjects. Percentage frequencies were also calculated and given in a tabular form, to get a clear picture of the results obtained.

In attitude scale, means of the scores were calculated. To find out the difference in attitude towards education, of parents of Public and Government Primary school children, parents having children of different sexes in primary schools, parents with different income and educational levels, analysis of variance was used.
Product-moment correlation method was used to calculate the correlation of variables viz., type of school i.e., Public and Government primary school- being attended by children, sex of the ward in primary school, income of parents, education of parents, their attitude towards education and total number of problems perceived by them.