



# **CHAPTER III**

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# CHAPTER III

## RESEARCH DESIGN

### 3.1 Objectives

The specific objective of the study are :-

- (1) To find out the difference if any in “Learning Readiness” among boys and girls to be admitted to class one.
- (2) To study the status of ‘Learning Readiness’ of urban children and rural children to be admitted to class one.
- (3) To study the status of ‘Learning Readiness’ of the children to be admitted in class one in urban area.
- (4) To study the status of ‘Learning Readiness’ of the children to be admitted in class one in rural area.
- (5) To study the status of ‘Learning Readiness’ of urban boys and rural boys to be admitted in class one.
- (6) To study the status of ‘Learning Readiness’ of urban girls and rural girls to be admitted to class one.
- (7) To study the status of ‘Learning Readiness’ of urban boys and rural girls to be admitted to class one.
- (8) To study the status of ‘Learning Readiness’ of urban girls and rural boys to be admitted to class one.
- (9) To predict the progress and possibilities of UEE and universalisation of primary education among the school going age children.



### 3.2 Hypotheses

- (1) There is no significant difference in the status of 'Learning Readiness' of Urban and Rural children to be admitted to class one.
- (2) There is significant difference in the status of 'Learning Readiness' among boys and girls to be admitted to class one.
- (3) There is significant difference in the status of 'Learning Readiness' among urban boys and urban girls to be admitted to class one.
- (4) There is significant difference in the status of 'Learning Readiness' among rural boys and rural girls to be admitted to class one.
- (5) There is no significant difference in the status of 'Learning Readiness' among urban boys and rural boys to be admitted to class one.
- (6) There is no significant difference in the status of 'Learning Readiness' among urban girls and rural girls to be admitted to class one.
- (7) There is no significant difference in the status of 'Learning Readiness' among urban boys and rural girls to be admitted to class one.
- (8) There is no significant difference in the status of 'Learning Readiness' among urban girls and rural boys to be admitted to class one.

### 3.3 Sample

A sample of 100 children comprising 25 boys and 25 girls of urban area and 25 boys and 25 girls of rural area were taken.

### 3.4 Sampling procedure

For sampling area was selected randomly and the selection of urban children and rural children was purposive.



### **3.5 Tools**

The tool for the study was interview schedule for testing learning readiness and taken from “Shikshak Prashikshan Manjusha” Department of Elementary Education,(NCERT), adapted by SCERT Allahabad U.P. As the children of 5-6 age group cannot read and write properly interview was considered to be the most appropriate tool to collect the data.

### **3.6 Variable s**

Independent Variable - Gender, Age

Dependent Variable - Learning Readiness

### **3.7 Statistical Technique used**

In order to find the meaningful interpretation of the raw scores the data was analysed by mean, standard Deviation, percentage and graphical representation was used and to find out the significant difference between two means related to different subgroups the ‘t’ test was used.

### **3.8 Graphical Representation**

The item wise analysis was done with the help of graph.

