Chapter -4
Methodology

CHAPTER –IV

METHODOLOGY

1.1 INTRODUCTION

In view of the objectives of the study presented in Chapter-I, this chapter presents methodological details about data collection, procedure that enabled the researcher to collect valid and adequate data to answer the research questions and achieve the objectives of the study. It also presents the data analysis methods as per the objectives of the study and certain methodological issues, challenges and limitations for the study.

1.2 CASE STUDY METHODS

This is an in-depth case study that warranted multiple methods and procedures for selected school in Bhopal city. Case study facilitates an in depth understanding of a phenomenon within a context. Yin (2003) has cited advantages of case studies as the evidences created from this type of study are more robust and reliable. Further, He states that multiple case study design can be used for two purposes: To predict similar results (literal replication) or to predict contrasting results but for predictable reasons (theoretical replication).The present study is intended to understand the method and procedure followed by the Museum school. Therefore **Institutional Case Study** approach is adopted in this study to develop comprehensive understanding about the pedagogical and administrative procedure followed by the *museum school*. The case study method will provide an opportunity to understand the purpose and pedagogical process followed by the school. It is important in the case study research that not all sources of data are relevant for all case studies (Yin, 1994) but each case will present different opportunities for data collection, data interpretation and information understanding; this will there by perform in developing comprehensive understanding about the concept of the case being studied.

1.3 TOOLS AND TECHNIQUES

Since Parvarish the Museum school was a pre-selected case for the study, hence, the research work may be called intrinsic case study (Stake, 1995) (An intrinsic case study is the study of a case e.g., person, specific group, occupation, department, organization where the case itself is of primary interest in the exploration. The exploration is driven by a desire to know more about the uniqueness) of the school's organization, culture and the teaching - learning processes. The emphasis is on completeness of the analysis, by taking into account every possible pertinent aspect of the case, i.e. detailed examination of one setting (Good and Scates, 1954).Put at its most basic, it consists of an observer sitting in a situation and describing the happenings as accurately, objectively and precisely as possible (Kerry and Eggleston, 1988:4). Collection of data through sustained contact with people in a setting where they normally spend their time helps to obtain the perspectives of the participants and illuminates the inner dynamics of the situation (Bodgan and Biklen, 1982:30).

Ethnographic approach to the school was undertaken (though not in its completeness) which primarily is dependent on the researcher as an essential component of the research process. It requires the researcher to take an attitude of a student attempting to study the particular group or culture. "Rather than studying people, ethnography means learning from people" (Spardley, 1979). It involves observation, discussion and reflection. Agar (1986) describes ethnography as representing content and process and states, "Such work requires an intensive personal involvement, an abandonment of traditional scientific control, an improvisational style to meet situations not of the researchers making, and an ability to learn from a long series of mistakes" (p. 12). It is neither subjective nor objective, but is interpretative, mediating two worlds through a third.

Validity of the interpretation of the school phenomena are sought in triangulation (Different methods for collection of data were used for cross-validating the findings).

Triangulation is the application and combination of several research methodologies in the study of the same phenomena (Denzin, 1984). The effectiveness of triangulation rests on the premises that the weaknesses in each single method will be compensated by the

counter-balancing strengths of another. According to Maanen (1979) triangulation helps to provide the researcher on a "feel" of the situation and further states that "this intuition and firsthand knowledge drawn from the multiple vantage points is centrally reflected in the interpretative process". The present study employed "methods" triangulation as it used different methods for collection of data and for cross-validating the findings. The main methods employed were observation, interview and questionnaire.

The present case study relies on a number of research methods viz. participant observation and talk, unobstructive methods (documents, records, phenomenological material) questionnaires and interviews. Each of the data collection methods is described below.

1.3.1   Non-Participant Observation

The firsthand account of the events in school was made by observing the various schools activities - formal as well as informal. Observations were recorded in personal diaries maintained by the researchers. They were recorded verbatim or as an accurate account of the happenings. A vivid description of the event observed was noted in order to recreate the scene at a later stage. The observations were precise in terms of date time, activity, the setting, participants, special observation or critical events. Anecdotes also helped to collect data of uncommon occurrences.

1.3.2   Participant Observation

The present study focuses on how the activities and interactions in a school setting give meaning to certain behaviors or beliefs, how the inhabitants are influenced by assumptions that they take for granted, which reflect the unique culture of the organization. Participant observation enables the researcher a direct access to these assumptions, hence is the method of choice. It helps to provide an understanding of the processes, events, relationships and the context of a social situation. The inhabitants are less likely to alter their behavior due to the outsider's presence; the researcher was accommodated rather than 'reacted to' with the passage of time. Another advantage of this method is that the context can be observed as it unfolds in everyday life. Establishing rapport is an important aspect of being a participant observer.

1.3.3   Interviews

Interviewing was used as a source of qualitative data in order to build up an understanding of the school processes. The initial interviews with administrator and teachers were structured as they dealt specifically with educational background, origin, entry in school and belief in ideology. Each and every teacher at this stage was

interviewed. These interviews were basically exploratory and helped in formulating questions for subsequent interviews.

The second phase of interviews were conducted with students and ex- students were semi-structured in nature as the idea was to explore issues like , teaching- learning process, discipline, future plans etc. A verbatim transcription was the method of recording data which was later substituted by an interview log. In the process of interviewing descriptive open-ended questions, or what Spradley (1980) calls "descriptive" and "grand-tour" questions were made use of.

1.3.4 Documents

Examinations of documents available to the researcher were only a few since the school officials expressed that they do not keep a written record of many things . The school functions largely on verbal communication as media. The primary documentary sources were registers and academic records maintained by individual teachers, and work done by the children. History of the school events however was narrated by some of the informants. Personal narrative also formed a source of data.

1.3.5 Focused group discussion

A focus group discussion (FGD) is a good way to gather together people from similar backgrounds or experiences to discuss a specific topic of interest. Focused group discussions enables researcher to have a deeper understanding of the topic discussed through different angles. In this particular research work a focus group discussion was conducted with the students ranging from class fourth to tenth in the school and topic was importance of school and contribution of *Parvarish the museum* school in their lives. It was recorded in different episodes.