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QUANTITATIVE AND QUALITATIVE RESEARCH METHODS: SOME STRENGTHS AND WEAKNESSES

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INTRODUCTION

Educational research has made extensive contributions to educational policies, principles of teaching and learning, curricula, classroom instruction, etc. Several methods were used. It can be broadly classified as quantitative and qualitative. Both methods aim to collect data to achieve the research objective. The two methods are not mutually exclusive. They can be used independently or collaboratively. This article discusses both categories of research methods, namely quantitative and qualitative, their historical background, some examples of each method, and their relative strengths and weaknesses. Finally, triangulation methods are suggested. It concludes by looking at how these methods can be used effectively to give a complete picture of the issues raised in education.

QUANTITATIVE RESEARCH

According to Borg and Gall (1989) the main objective of quantitative research is to find causal relationships between variables. In quantitative research, information about the observed behavior of samples is obtained through statistical data collection. The collected data are analyzed numerically (Borg and Gall, 1989; Gall et al., 1996). This type of research is more concerned with objectivity and validity of what is observed. The sample size involved is usually large (Babi, 1989; Bogdan & Bicklen, 1989).

Some techniques are used to collect data. These include interviews, questionnaires or experimental research. Such data can be collected either quantitatively or qualitatively (Smith et al., 1994). Additionally, data, for example interview transcripts can be analyzed in any way (Smith et al., 1994). An important characteristic of quantitative research is that the process of data collection can combine both descriptive and analytical summaries (Smith et al., 1994). Most quantitative research aims to test hypotheses and theories. Alternative explanations of the results and the need for further study are often provoked and challenged (Borg and Gall, 1989).

Generally, quantitative research involves systematic measurement, experimental and quasi-experimental methods, statistical analysis and mathematical models. Quantitative research is more structured, logical, measured, and comprehensive than qualitative research, which is more intuitive, subjective, and focused on fewer subjects. Therefore, Bouma and Atkinson (1995, p. 208) state: "Some topics are best investigated using quantitative approaches while for others, qualitative approaches will yield better results. However in some cases both methods can be used."

Survey Method

The survey method is the most frequently used form of self-research reporting (Gay, 1987). It provides the researcher with an opportunity to collect data from a population to determine the current status of that population with respect to one or more variables. It has been used in many fields such as political science, education and economics.

The survey method is a formative research method and can be considered as a systematic data collection tool used in large-scale investigations (Borg and Gall, 1989; Smith et al., 1994). Survey instruments include questionnaires and personal interviews. Information collected through such methods is often quantifiable (Borg and Gall, 1989). When conducting a survey, several tools can be used alone, in combination or in triangulation. The most common tools used in survey research are

mailed questionnaires, face-to-face interviews, and telephone interviews (Gay, 1987). Other methods used to collect survey data include examination records.

Whatever instruments are used, the main purpose of survey research is to obtain standardized information from all subjects in the sample in order to generalize the findings (Gall et al., 1996).

Type of Survey and Data Analysis

Borg and Gall (1989) mention two types of surveys. They are cross-sectional survey and longitudinal survey. Cross-sectional survey data are collected from a predetermined population sample (Borg and Gall, 1989). The information is collected in a moment although the actual time to complete may take more than a day or a month. Generally, it can be analyzed in two ways, i.e. description of single variables and exploration of relationships.

In the description of single variables, the data represents the result of the total sample distributed which may include multiple alternative responses in a single questionnaire. In the second type, surveys are used to explore the relationship between two or more variables (Borg and Gall, 1989). Questionnaire items can refer to past, present, and future events.

In longitudinal surveys, data are collected at different points in time (Borg and Gall, 1989). The aim is to enable the study of change or time-series associations. While cross-sectional studies are limited by time factors, longitudinal surveys are not. As a result, respondents' faulty recall does not distort the data (Borg and Gall, 1989).

Questionnaire

Most data in quantitative research can be obtained through questionnaires (Smith et al., 1994). Questionnaires are often used for large-scale surveys because they are less time-consuming and less expensive (Gay, 1987). Although questionnaires are usually mailed, they can also be administered in person.

The first step in designing a questionnaire is to define the problem and list the specific objectives to be achieved or the hypotheses to be tested by the questionnaire. It is important to keep in mind the methods of data analysis used to analyze the returned questionnaires that form the questionnaire (Borg and Gall, 1989).

The second step is pattern recognition. It is important to include appropriate subjects who are knowledgeable and willing to provide information (Borg and Gall, 1989). However, there are cases where questionnaires need to be sent to groups that do not have the desired information, but most questionnaire studies conducted in education are aimed at specific professional groups or authorities (Borg and Gall, 1989).

Advantages of questionnaires, particularly mailed questionnaires, include low cost and speed of dissemination and collection (Gay, 1987; Borg and Gall, 1989). It can also cover a much wider geographical area than other tools such as interviews or experimental research. In fact, self-administered questionnaires have similar advantages to the use of interviews.

It enables establishing good rapport with the respondents, clarifying the purpose of the study and clarifying things (Gay, 1987). This allows for a larger number of subjects to be sampled. It simply requires being literate in the subject matter and understanding the questions (Kathwohl, 1993).

Questionnaires have been widely used in quantitative research because their standardized, highly structured design is compatible with quantitative approaches. They are easy to use and analyze but on the other hand, the design is by no means simple. The main decisions to be made while designing a questionnaire are the type of questions and the overall format of the questionnaire.

The questionnaire, however, does not allow the respondents to express their opinions and feelings freely. Another disadvantage is that it is impossible to modify items after the questionnaire is distributed, even if they are unclear to some respondents (Oppenheim, 1992; Borg & Gall, 1989). After that no ambiguity can be clarified. Therefore, the items should be carefully paraphrased and

segmented so that the response is definite and there is no confusion about the meaning of the response.

A serious problem with questionnaires is non-response (Kratwohl, 1993). Since it usually involves a large sample of volunteers, the researcher has no right to force them to return the questionnaire, even if self-addressed envelopes with stamps are used. Sometimes the return can be delayed (Bryman, 1989).

QUALITATIVE RESEARCH

Qualitative research models were primarily developed in social science research. It involves a certain philosophy and strategy to boot. These types of research include naturalistic, ethnographic, participant observational, case studies, and subjective or post hoc studies. Although each has a slightly different approach, they are similar in certain respects although they vary from user to user and over time (Bogdan & Biklen, 1982; Borg & Gall, 1989).

According to Denzin and Lincoln (1994), qualitative research is "multimethod in its focus, including an interpretive, naturalistic approach to its subject matter. This means that the qualitative researcher studies things in their natural settings, trying to make sense or interpretation of phenomena.

In terms of meaning, people brought to them." (Denzin and Lincoln, 1994, p. 2). Manen (1983) in Borg and Gall (1989) defines qualitative method as "a range of interpretive techniques that attempt to describe, decode, translate, and otherwise attune to meaning, not frequency, but some more or less naturally occurring phenomenon in the social world." (Manen, 1983, p. 9).

A qualitative researcher is a 'first informer' (Bogdan & Binklen, 1982) who obtains information by primarily collecting oral data through intensive case studies and then analyzes the data. This is one of the reasons why qualitative research is more difficult because the researcher himself/herself is the main instrument of data collection (Borg and Gall, 1989).

Qualitative researchers also avoid approaching studies to test specific questions or hypotheses (Bogdan & Binklen, 1982; Borg & Gall, 1989). Instead, they believe that finding answers to questions should be one of the products of data collection rather than proving a hypothesis. Research can be structured through the study itself, not through the presentation of any preconceived ideas or precise research design.

Because qualitative researchers are themselves the primary means of data collection, they rely partly or entirely on their feelings, impressions, and judgment when collecting data (Borg & Gall, 1989; Bogdan & Binklen, 1982). They rely heavily on their own interpretations to make sense of their data. Findings are reported in the form of verbal descriptions rather than as quantitative summaries as in statistical analysis.

According to Borg and Gall (1989) this type of research encourages close interaction with the respondents. The data generated from these interactions reveal people to the researcher and impressions of the researcher. Such "collaborative inquiry," as labeled by Torbert (1981), can improve the validity and utility of findings. This is because most of the phenomena of interest to researchers are internal phenomena such as perceptions and emotions rather than overt behavior.

Qualitative researchers base their research on the assumption that social environments are transient (Borg and Gall, 1989). They therefore develop knowledge by collecting primary verbal data through intensive case studies and subjecting these data to analytical induction.

Qualitative researchers use the natural setting as a direct source of data of which they are the primary instrument (Bogdan and Binklen, 1982). They will go to a particular setting to assess the context, because they believe and assume that the setting influences human behavior in the context in which it occurs and therefore should be observed.

The results are presented in a descriptive manner (Bogdan and Biklen, 1982). This can be in the form of quotations to explain and support the presentation, for example, interview transcripts, field notes, videotapes, personal documents, etc. All findings will be analyzed as closely as possible to the form from which they were recorded or transcribed. Although all are seen as useful aids to comprehensive assessment (Bogdan & Binklen, 1982), only a small amount of data will eventually be used. What is ultimately presented in the research report is "the very tip of the iceberg in that area, and transcript extracts are selected as representative and frequently observed examples of action" (Salisbury, 1986, p. 23).

Qualitative research emphasizes process (Bogdan & Binklen, 1982) and no hypotheses are formulated and tested. Planned strategies indicate how expectations are translated into everyday activities and are activated to explore why and how such situations occur.

Qualitative researchers are more likely to study individual cases (Borg and Gall, 1989) because each individual, class, culture or society is likely to have a particular set of values, feelings and beliefs that can only be explored through an in-depth study of that individual. ,school or class.

According to Bouma and Atkinson (1995) the essence of qualitative research is to see phenomena from the perspective of the people being studied; Their way of thinking and their view of the world etc. Qualitative research requires the researcher to empathize with the people studied.

This is why qualitative research includes a longitudinal component because the subjects of study are studied over a period of time and the emphasis is on how things happen and change. Qualitative researchers typically provide detailed descriptions of the settings they investigate (Bogdan & Binklen, 1982).

This type of research is relatively unstructured. Because it is so open, the examiner often does not decide in advance what to examine. This open approach allows the researcher to explore unexpected topics that may only be revealed after the investigation begins. Qualitative researchers often reject construct theories until they have begun an investigation.

In summary, qualitative research refers to any social science study that produces results that cannot be obtained through statistical procedures or other methods of validation. Although some data may be quantified, the analysis is generally qualitative. It can refer to research related to people's lives, their stories and behaviour, and it can also be used to examine institutions, relationships and social movements. Research conducted in this way produces descriptive data such as people's own spoken or written words or observable behavior. Methods used by qualitative researchers include: participant observation, unstructured interviews, life history.

Ethnographic Method

One research method, which is classified as qualitative research, is ethnography. Anthropologists have introduced and widely used ethnographic methods of research over the years. Although this is a new method in the field of education, the importance of this method has attracted many educational researchers. It provides a thorough and analytical description of the intact culture view (Borg and Gall, 1989).

In this method the researcher tries to immerse himself in a setting and become part of a group, in order to understand what meaning and importance people place on their own and others' behavior (Smith et al., 1994). Everything that happens in the setting will be constantly monitored and researchers will try to literally record it while it exists. Data will be collected from several variables over an extended period of time. According to Gay (1987), variables to be investigated are studied where they occur naturally and are not under any environmental control of the researcher.

In education, the setting is usually on a smaller scale such as a classroom or even a school. This is because an educational institution has a great influence on the behavior of its people such as

students, teachers and principals. Ethnographers work by observing many aspects of learning environments to identify factors associated with effective and/or ineffective environments (Feinberg, 1979). Ethnography is a method of research based on the belief that behavior is significantly influenced by the environment in which it occurs. "...if we are to generalize our findings to real-world settings, the findings must be drawn from research conducted in a real-world setting" (Gay, 1987, p. 121).

To conduct a study, the ethnographer first plans the research study, defines and refines the research problem in which they are interested, and finds the most appropriate environment or study setting and effective level of participants. Their purpose is not to test any hypothesis. Attempts will be made to derive specific, testable hypotheses that explain the observed behavior (Gay, 1987; Borg and Gall, 1989; Gall et al., 1996).

This type of research may use participant observation and/or non-participant observation (Gay, 1987; Borg & Gall, 1989). According to Gay (1987), ethnographic studies are characterized by some form of participant observation at an explicit level. When collecting data, ethnographers use a variety of strategies in conjunction with observation, both verbal and non-verbal (Pelto & Pelto, 1978). Verbal strategies include both structured and unstructured interviewing, in which there is interaction between the researcher and the subject to obtain the required data. Non-verbal strategies, for example, include tape recorders, field notes and diaries which according to Gay (1987) are less disruptive and less likely to affect the behavior being studied.

Participant Observation

It is one of the main techniques used in ethnographic research (Skager and Werberg, 1971). In this type of research the researcher's investigations are flexible and the details of the approach are often changed as the research progresses. According to Robson (1995) this is because a researcher who begins an investigation with a specific hypothesis may create misunderstandings in the setting. However, participants define the setting and their view may not be known until the investigation begins (Bogdan & Biklen, 1983; Walker, 1985; Gay, 1987). The observer becomes part of the field in which subjects are observed so that they can provide an inside view because the inside view can be very different from the outside view (Gay, 1987; Bouma & Atkinson, 1995).

The role of an observer is not easy. There are degrees of participant observation depending on the purpose of the study. Observation can be covert or overt (Gay, 1987; Smith et al., 1994). According to Gay (1987) an implicit situation is one where the observer is present and the subject's permission is sought. In contrast, covert observation is where the subjects are unaware of the researcher's presence. In this situation, the degree of involvement of the participants is high.

Researchers who wish to use this type of research should be well prepared and well trained before starting an investigation (Gay, 1987). A lot of reading and knowledge is required in preparation for understanding and responding to the incidents that are being investigated. When choosing a study site, Bouma and Atkinson (1995) suggested that if there is a choice, researchers should choose a site where subjects are unfamiliar because knowing the people to be investigated in advance can influence their behavior and responses. It is better to investigate a setting where the researcher does not have special expertise because the objective is to evaluate the person, service or performance rather than trying to understand and describe what is happening (Boma & Atkinson, 1995).

Participant observation, especially covert observation, can provide valid findings and useful data (Gay, 1987) because it provides accurate measurement and assessment of immediate experience in terms of settings and events occurring or occurring.

According to Robson (1995), participant observation is the most appropriate technique to gain access to real-life situations. Furthermore, it lacks artificiality compared to other techniques and has a

high potential to provide insight (Gay, 1987). Good reliability and validity are particularly likely to be obtained in formal observations (Robson 1995).

Time spent in observations helps establish a more intimate and informal relationship between the observer and the informant (Cohen & Mannion, 1989). The more time spent, the more data can be collected and the more information can be obtained. Participant's behavior will be its usual normal form.

Some researchers have questioned the validity of information and data obtained in this way (Skager & Weinberg, 1971; Gay, 1987). Participant observation is often criticized as being subjective, biased, impressionistic, idiosyncratic, and lacking in quantitative measurement (Cohen & Mannion, 1989). Observing people, especially without their knowledge, requires ethical standards of behavior, especially when recording their words and behavior (Gay, 1987; Borg & Gall, 1989; Robson, 1995).

The presence of an observer can also influence the participant's setting and behavior (Borg & Gall, 1989). The greater the observer involvement, the more biased the observation may be (Gay, 1987; Robson, 1995).

The observation method is also more time consuming compared to other methods of data collection (Borg and Gall, 1989; Gall et al., 1996). More time needs to be spent in the field to obtain information from informants and to record all the happenings and behavior. Analyzing data also takes time (Borgdan & Binklen, 1982).

When people are used as instruments, allowance must be made for some bias (Cohen & Mannion, 1989; Robson, 1995). Certain aspects of the surroundings may be given more attention than others. Personal factors like interest, experience, expectation, knowledge etc. can affect observation. Participant observation is more likely to involve the study and group members emotionally (Skager & Weinberg, 1971). This may reduce the objectivity of the study.

Non Participant Observation

In this type of observation the researcher is not directly involved in the observed situation (Gay, 1987; Borg and Gall, 1989). The observer looks in from the outside and does not interact with the subjects. Gay (1987) divided these types of observation into: naturalistic observation and imitative observation. An example of naturalistic observation is that used by Piaget in his study of children's cognitive development. In his study, specific behavioral development according to cognitive theory was observed without any control or intervention in the subjects. General behavior that occurred during observation was studied and recorded. Other examples of naturalistic observation include behavior of students in the canteen during recess and behavior of teachers during meetings etc.

Cohen and Mannion (1989) suggested that the best way to be a non-participant observer is to sit at the back of the classroom and record what happens. But the presence of an observer often changes the observed situation (Gall et al., 1996). Moreover, observational data can only be partially observed due to the absence or distraction of the observer (Gall et al., 1996). Although reliability and validity are high, it may lose complexity and completeness because informants find it difficult to provide accurate information and act in the same manner (Robson, 1995).

In some cases it is difficult to be objective, especially if the observer already has prior knowledge of the informants' way of life (Robson, 1995). Although trust can be easily developed with informants, there may be difficulties in gaining respect from other group members when faced with the role of an observer. As a result, behavior and actions can become artificial and hesitant. In educational settings such as schools where hierarchical structure is important, more senior staff may resent being observed or questioned by a more junior member (Robson, 1995).

Interview

Interview is a commonly used technique in quantitative and qualitative research. It is used to gather information and develop hypotheses through dialogue (Cohen & Mannion, 1989). Cannell and Khan (1968) defined research interview as 'a conversation between two persons initiated by the interviewer with the specific purpose of obtaining relevant information'. It focuses on the content specified by the research objectives and the direct verbal interaction between the researcher and the informant. It is a verbal exchange between individuals and the response may be limited to one word or may require a long verbal discussion.

Cohen and Mannion (1987) stated three purposes of interviewing. First, the interview enables respondents to express their feelings, preferences and beliefs. Another purpose of the research interview is to test the hypotheses of the new ideas proposed by the researcher and to identify variations and relationships between them. Finally, interviews can be used with other research methods to follow up on unexpected results, test the validity of other methods, or learn about respondents' motivations and reasons for behaving as they do (Kerlinger, 1970).

According to Cohen and Mannion (1987) four types of interviews are typically used as research tools: structured interview, unstructured interview; Undirected interview and focused interview. Usually only the first two are used for academic research purposes. A structured interview is one in which the content and procedures are organized in advance and the sequence is planned. The wording of the questions is determined by the schedule and the interviewer has little freedom to make changes (Cohen & Mannion, 1987). A structured interview involves a series of closed-form questions and does not follow up on answers to gain more depth.

In contrast, an unstructured interview is more open, allowing more flexibility and freedom for both researcher and subject, although the researcher has control over the research purpose, questions, content order, and wording (Kerlinger, 1970). This type of interview is more casual but planned. The objective is to establish a good rapport between the informant and the interviewer as per the structured format. In a semi-structured interview, the researcher as the interviewer asks carefully worded questions and probes more deeply using open-ended questions. The aim is to get more in-depth information. Finally, an unstructured interview does not involve any detailed guidelines. Questions are asked that prompt the respondents to provide the desired information. It is highly subjective and time consuming (Borg and Gall, 1989).

Different types of interviews are used depending on the purpose and interest of the researcher. Three major types of interviews have been developed for a specific purpose and research context: key informant interviews, survey interviews, and group interviews (Borg et al., 1996).

Survey interviews are used to supplement data collected through other methods of research. Goetz and LeCoupte (1984) described three methods of survey interviewing: confirmatory survey interviewing, participant-structured interviewing, and project techniques. A confirmatory survey interview is a structured interview, which confirms previous findings. This can be useful in large-scale questionnaire studies where in-depth interviews cannot be conducted due to large numbers of respondents or geographical constraints. Participant construct interviews are used to obtain information about the participant's physical structure and social world. The projection technique uses ambiguous stimuli that cannot be observed in the natural environment to create subconscious perceptions (Borg and Gall, 1989).

Group interviews consist of a group of individuals who have been brought together for a specific purpose of research and are asked questions at the same time and place.

A major advantage of interviews is their adaptability. A skilled interviewer can follow up on a respondent's answer to elicit more information and clarify unclear statements (Borg et al., 1996).

Because subjects can establish rapport and trust with the interviewer, all questions can be explained more clearly to increase interest and encourage response. This makes it possible to obtain information that the individual might not otherwise have provided (Borg et al., 1996).

However, these advantages are offset by some limitations. It is difficult to standardize the interview situation so that the interviewer cannot influence the respondents to answer the questions in a certain way (Borg et al., 1996). Interviews cannot remain anonymous for respondents. Respondents must disclose their identity to the interviewer, although the interviewer may analyze and report the interview data so that participants' identities are not revealed (Borg et al., 1996).

Each of the methods discussed above has its own strengths and weaknesses and are not necessarily mutually exclusive. Each can be used either independently or in conjunction with the others. According to Robson (1995), in almost all cases research questions can be answered using more than one method. Meanwhile, Babbie (1989) referring to the study of McRay (1981) states that the best research is that which uses both quantitative and qualitative methods.

TRIANGULATION

Triangulation is the process of using more than one source to confirm information and data from different sources and to confirm the observations of different observers and different methods of data collection (Kratwohl, 1993, p. 329). Triangulation has the advantage of giving the study high validity, accuracy and reliability (Abrahamson, 1983; Borg and Gall, 1989; Cohen and Mannion, 1989; Smith et al., 1994; Gall et al., 1996) and confirms the reliability of the collected data (Babbie, 1989).

As Baby (1989) points out there is no single foolproof method. In fact, recently there has been a trend towards using both methods of data collection and analysis in educational research. In fact, Robson (1995) supports this by stating that using more than one method can provide significant benefits. The triangle is not an end in itself; This is an ingenious way to maximize the data collected (Todd, 1979).

Which Methods for Educational Research?

The scientific paradigm has very successfully dominated social inquiry for the past half century. This early dominance in the social sciences was established by the quantitative approach using large-scale survey techniques, and the term measurement became central to the survey and empirical traditions. This tradition, reflected in quantitative indices such as intelligence tests, attitude measurements, and systematic interaction observation schedules, celebrated the scientific paradigm of inquiry. This relates to generalizations to the wider population.

Quantitative methods of inquiry emphasize the use of the following strategies: survey questionnaires, structured interviews and statistical procedures of analysis as their hallmarks. It follows the general basic rules for the validity of scientific propositions: research design, hypotheses, controlled comparisons and data collection, processing of data, statistical analysis for significance, and testing of hypotheses. These types of research methods were in high demand by policymakers who believed in the power of quantitative data for policy-making (McDonald and Walker, Hamilton et al., 1977: 81).

Stake (1967) labeled these methods formal assessment checklists, structured visits by peers, controlled comparisons, and standardized testing. In their zeal to establish the superiority and merits of the methodology, proponents termed it a rigorous, objective, and rigorous approach with a high degree of generalization at the level of analysis. Essentially a form of scientific inquiry with specific specifications and with specific objectives in mind for the collection of specific types of data, in most cases pre-test post-test, firmly anchored on a product-oriented design.

Qualitative methods, on the other hand, emphasize a wide range of strategies, including fieldwork, field research, ethnography, case studies, participant observation, semi-structured and unstructured open-ended interviews, and interpretive processes.

Qualitative evaluators pointed to the inadequacies of the hypothesis-generating approach that characterized the empirical traditions of quantitative methods. This group of educational researchers, for example, Lacy and Gluckman, rooted in social anthropological traditions, argue that educational problems and processes are more complex than can be met within the confines of an agro-botany discipline. Here, the researcher is concerned with reactions, theories, hypotheses and phenomena rather than thinking in terms of parameters, factors and variables.

The versatility of the qualitative approach, as exemplified in participant observation, allows the semi-structured interview technique to observe an event, its antecedents and aftermath, and the interpretation of its meaning by participants and audiences before, during, and after its occurrence. (Sieber, 1977). This approach is interested in providing a deeper understanding of the characteristics of the totality of a situation (Vulliamy et al., 1990:12).

Opting for a strong qualitative tradition, J. Finch asserts that "quantitative work can only document correlations but cannot itself account for them" (Finch, 1985:114). Barry McDonald and Rob Walker also agree, "experimental methods and numerical analyzes cannot adequately answer some of the questions raised" (in Hamilton et al.(ed), 1977). "Such questions are directed at the experience of participants and the nature and variety of transactions that characterize the program's learning environment" (ibid, 181).

Despite these positive statements, the qualitative approach is often characterized as soft, non-rigorous and subjective (Burgees, 1985:3). As mentioned earlier, the qualitative approach includes methods that interact with the subjects of study using these techniques: observation; Formal and informal interview; some systematic calculations; Some documents and artefacts are freed towards collection and study (McCall and Simons, 1969:1).

Stake (1967:523) assigns the term 'informal evaluation' to the qualitative tradition. It provides the following characteristics for this type of assessment. It depends on contingent observation, underlying goals, rules of initiative, and subjective judgment; Often of precious quality—sometimes penetrating and insightful, sometimes superficial and distorted. Sieber (1973) has argued that the historical antagonism between these two approaches prevents either of the two groups from recognizing their strengths and capitalizing on them for the benefit and enrichment of research results. But authorities like Trow and Zeldich (McColl and Simmons, 1969:5-19; 332-337) set the mood for reconciliation and mediation. Trow, in particular, pointed out that no single technique can claim a monopoly on the possibilities of inference. Some methods are appropriate for a particular research problem; He claims that the method of investigation properly determines the problem under investigation. In particular, Zeldich says researchers should ask themselves some pertinent questions. What methods are relevant to the particular topic under investigation? What kind of information is relevant? How can methods be evaluated? The usefulness of methods can be determined by the criteria of 'efficiency' and 'information adequacy' of the particular methods used to collect data.

Sieber (1973) not only states that methods should be used alongside each other but should be integrated over the course of a research project. Depending on the information needs of the research, we can leverage a wide range of techniques. Where methods are not interchangeable, each method can be greatly strengthened by drawing on the unique qualities of the other method. This is because the inherent power of each method is incomparable to other techniques. Therefore the integration of research techniques in a single project opens up great opportunities for mutual benefit in the three major stages of research such as design, data collection and analysis. According to Sieber (1973), the

researcher should ask what methods would be best for the research problem rather than looking for the "best" method.

Mediation between advocates of survey research and field methods led to the new school of researchers using both techniques and seeing little of either in any given study.

Observation, interviews, questionnaires, documentary analysis and so on "are neither inherently qualitative nor quantitative. All dimensions involve judgments in the form of qualities, and all qualitative statements require hierarchy, number and shaping meaning" (Burgees, 1985: 290).

The whole question of reconciliation between the two methods is well summarized by Lacy in a working paper examining the relationship between case studies and theory. He says: "The traditional enemy 'quantitative research' is no longer a polarized opposition. In some areas of research, its false claims are defeated, and in others it is seen as complementary: a friend not an enemy."

Parlett and Dearden (1977) briefly resolve the quantitative-qualitative conflict.

"The myth of the completely neutral researcher may have seen its day," he says. Reflective assessment, which uses both quantitative and qualitative methods and data, can contribute to understanding educational matters in a more realistic way. Each approach has something to do with understanding school systems, and a combination of strategies may well eliminate false claims of superiority of any one method of data collection and interpretation.

CONCLUSION

Thus, no single research method can provide an objective, clear understanding and insight into a problem. Judicious use of strategies from both methods can provide the greatest insight into research questions. Researchers must at the same time keep in mind the limitations of each method and use strategies to reduce contamination.

In the final analysis, it is possible to mix methods without limiting or restricting the positivist or interpretive role of the researcher. An eclectic approach combining both forms of reporting findings may provide an acceptable answer. Qualitative data are presented in the form of measurement and prediction. Qualitative data is used to describe various situations. In a sense it is a mixture of styles and techniques from both quantitative and qualitative methods of inquiry and reporting. The main determinant of methods should be the logical relationship between the chosen field of study and the formulation of research questions and the selection of appropriate research techniques to explore the questions.

An important factor in any research is the selection of research methods that best answer the investigated problem. We do not always need to use the pure form of any research method. Constraints of time and resources, in some situations, do not allow the researcher to adopt the research method in its purest form. Instead, strategies that are useful, efficient and informative will have to be adopted to provide information and approaches to problems and issues. Methodology and strategies should complement and complement each other to inform and clarify issues. It is necessary to provide an opportunity to combine methods and information to present a composite picture.

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Challenges before Secondary Data Based Research in Social Sciences

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Introduction:

Data gathering and analysis are critical components of social science research. Without data collection or secondary data, social science study is meaningless. There are two main approaches for gathering data. The first is the primary data collecting method, while the second is the secondary data collection approach. Both primary and secondary data gathering methods, as well as collected data, have constraints that raise questions about their quality and authenticity. In primary data collection, researchers normally accept and declare the accuracy and authenticity of primary data, however when using secondary data gathering methods and collecting secondary data, the question of accuracy and authenticity emerges. In this article, researchers attempted to identify problems before doing secondary data-based research in the field of social science.

Before proceeding to the analysis and interpretation of obtained data for the aim of analysing issues in the secondary database of research in social sciences, we will examine secondary data-based research. Second data is data, which can be easily obtained using printed or electronic equipment. For example, a newspaper story, an article that is easily accessible in a reputable journals or periodicals, or data that has already been published in a report explicitly produced by Government authorities or any accountable institutions. When a researcher believes in data that is widely available in society and conducts study on it, the research will be classified as secondary data. It presents its own issues. In this article, the researcher discusses the main problems that exists before conducting secondary data-based research.

Challenges to secondary data-based research in social sciences have been comprehensively examined in the following manner:

1) Lack of relevance:

Secondary research rarely yields all the answers you need. The objectives and approach utilized to obtain secondary data may not be suitable for the problem at hand. Given that it was meant to identify solutions to a different problem than yours, there will most certainly be gaps in the responses. Furthermore, the data gathering methods utilized may not give the data type required to support the business decisions you must make.

2) Lack of Accuracy:

Secondary data may be partial and inaccurate, depending on.

- i. Research design: exploratory, descriptive, causal, primary vs. secondary data, analytical approach, etc.
- ii. Sample design and sources, including target audiences and recruiting methods.
- iii. Data collecting methods (both qualitative and quantitative)
- iv. Analysis: focus and omissions.
- v. Reporting stages: preliminary, final, peer reviewed.
- vi. The rate of change in the examined topic (slow vs. quick, such as technology adoption).
- vii. Disagreement between data sources.

3) Secondary Research Data Sources:

Secondary data collecting might be faster and cheaper than primary research, depending on the sources used.

Secondary data can come from internal or external sources.

Internal secondary data sources comprise ready-to-use data or data that requires further processing and is available in your company's internal management support systems (for example, invoices, sales transactions, Google Analytics for your website, and so on).

Secondary data is frequently derived from the company's previous primary qualitative and quantitative research. They frequently create further questions and contribute to the development of new primary research needs.

However, if there are no internal data collection methods or past study, you will have limited relevant secondary data.

Secondary data can be obtained from the following external sources:

- i. Published materials.
- ii. External databases.
- iii. Syndicated services.

Check problems and prospects before secondary based data research researcher have frame the following objective.

1) To Check challenges before secondary data-based research.

Methodology Used:

Researcher has used survey method to collect primary data from respondents. To fulfil the about that objectives researcher have discussed number of questions with 100 respondents in Solapur city and by having primary data from that 100 respondents researcher have examined properly using statistical methods the data received from 100 respondents and after careful examination and analysis of the received data table and graphs researcher have concluded that there shall be accurate data publication at the point of original source so that user of that particular data will certainly believe and depend on it.

Researcher have used up ranking method to find out the challenges before secondary database research. Researcher have asked five basic challenges to all one hundred respondents and depending on the ranks given by one hundred respondents researchers have concluded the above statement. Questionnaire was prepared using google form and shared with all researchers in Solapur city.

Five basic challenges which was discussed in survey was –

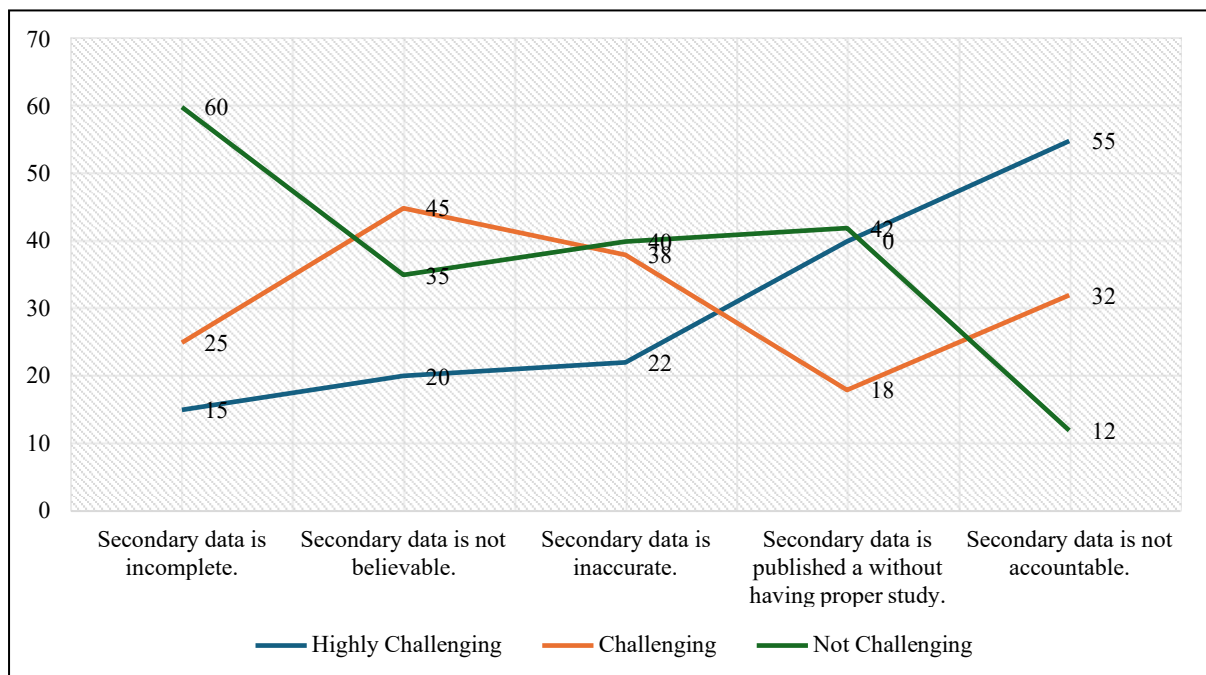
- 1) secondary data is incomplete.
- 2) secondary data is not believable.
- 3) secondary data is inaccurate.
- 4) secondary data is published a without having proper study
- 5) secondary data is not accountable.

After careful examination and analysis of received data researcher have concluded the above objectives and statement as below. In below table and diagram ranking by one hundred

respondents to the above mentioned five challenges before secondary data based on the research is presented.

Sr No.	Challenge	Highly Challenging		Challenging		Not Challenging	
		Responses	%	Responses	%	Responses	%
1	Secondary data is incomplete.	15	15	25	25	60	60
2	Secondary data is not believable.	20	20	45	45	35	35
3	Secondary data is inaccurate.	22	22	38	38	40	40
4	Secondary data is published a without having proper study.	40	40	18	18	42	42
5	Secondary data is not accountable.	55	55	32	32	12	12

The above-mentioned table is presented with the use of below line diagram for clear and better understanding of the data for user of this article.



From the above table and line diagram it is noticeably clear that there were five challenges which was discussed with all one hundred respondents in a survey and three options were given to respondent to rank that challenge. All respondents have replied to the ranking challenges. According to received statistics, table, and line diagram secondary data is incomplete was highly challenged by fifteen respondents, twenty-five respondents have mentioned that incomplete second data is challenging and at last 60% respondents have clearly

mentioned that secondary data is incomplete is not a challenge. Talking about second challenge which was discussed with all one hundred respondents out of one hundred respondents 20 respondents have mentioned that secondary data is not believable is high challenge, 45% respondents have mentioned that trustworthiness of secondary data is a challenge and at last 35% respondents have clearly mentioned that trustworthiness of secondary data is not a challenge. When talking about third challenge, third challenge was secondary data is inaccurate and while replying or ranking to this challenge 22% respondents have ranked it is highly challenging challenge 38% respondents have ranked that it is challenge and 40% respondents have mentioned that secondary data and its inaccuracy is not a challenge. Talking about 4th challenge which was discussed with all the 100 respondents in a survey and that was secondary data is published without having proper study while replying or ranking to this challenge 40% population is replying that it is highly challenging question before secondary data based research according to 18 respondents in a survey it is a challenging question in secondary database in the research and according to 42 respondents in a survey out of 100 respondents it is not a challenge according to them secondary data is published having a careful scientific study. When researcher have discussed a fifth challenge with all one hundred respondents in a survey the challenge was secondary data is not accountable. All 100 respondents have asked to rank this challenge in highly challenging challenge, challenging challenge, and not challenging challenge while ranking this challenge according to 55% population accountability of secondary data is highly challenging challenge according to 32% respondents accountability of second data is a challenge and according to only 12% population in a survey accountability of secondary data is not a challenge according to that particular 12 percent of population it is accountable.

Conclusion:

After careful examination of received statistics table line diagram and analysis it is truly clear that accountability of secondary data is not a challenge while on the other hand incomplete secondary data is excessively big challenge before secondary data-based research in social sciences.

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“Effectiveness of Co-operative Teaching-Learning Method to Enhance English Communication Skills at Undergraduate Level”

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Abstract

The present research article tends to explore co-operative teaching-learning method. Hitherto, either teaching or learning aspect of ELT has been explored that to primary and secondary level. Tertiary level has always been less explored domain of research in respect to co-operative teaching-learning method. Theoretical teaching-learning of a language either mother tongue or a foreign language has its own limitations. It requires situational, participatory engaging teaching-learning strategies. Hence, it is the need of the time to inculcate pragmatic aspects into the curriculum. It certainly fosters creativity, critical thinking ability, communication skills etc. like soft skills. The present research paper intends the same.

Keywords: ELT, EAP, Teaching-learning methods, Co-operative method, Social Interdependence theory.

1. Introduction:

English, the most practiced language globally, has been regarded as the lingua-franca of the globe. However, it has evolved as a global language during the era of globalization. From linguistic imperialism to linguistic globalization, the percentage of English language users has drastically increased. Consequently, it became a language of international trade and commerce, science and technology etc. English is a native language or mother tongue in countries like the USA (ENL); in the countries like India, English is an official language (ESL); in the rest of the countries, it is only a foreign language (EFL). It is imperative that at present it is not only a link language but also a language of career opportunities and world affairs too.

1.1. ELT in India

English, as a medium of instruction was introduced in India by Britishers during the colonial period through Lord Macaulay's 'Minutes of Education' in 1835 and 'Charles Wood's Dispatch' in 1854. It was confined to primary education, which later resulted in the phenomenal development of the English medium in secondary and higher secondary education system. In 1964, Kothari Commission, appointed by Government of India, suggested the 'Structural Approach to Teaching English'. India, since colonial times, has had the following fundamental approaches to studying English namely:

1. English for Academic Purpose (EAP)
2. English for Occupational Purpose (EOP)
3. English for Specific Purpose (ESP) (3)

It was Lord Macaulay who wanted the people Indian in blood and English in taste and opinion. Later, the Secondary Education Commission emphasized that 'English, must continue to be studied. It is a language which is rich in literature, humanistic, scientific and technical'. In 1958, The Central Institute of English was started in Hyderabad along with regional institutes at Bangalore and Chandigarh. Multiple ELT methods have been practiced that are achievement-oriented, not

performance oriented. Eventually Communicative ELT approach was introduced during the 1980s. Nowadays, Blended approach is widely popular. Even though, the fellow learners fail to achieve mother-tongue-like competence in English language to the large extent. And the question remains unsolved that how to make classrooms more interactive, inclusive, and performance-oriented. Indeed English language has become an important area of investigation since its inception as an official language. Indian classrooms are less-equipped, or ill equipped, therefore inclusive teaching-learning method is required at all levels. Moreover, NEP 2020 emphasizes ‘the importance of universal access to knowledge, and it is indeed the English language that provides global career opportunities and skills of English language to every learner. Therefore flexible, learner-centric, and inclusive ELT strategies should be implemented in the ELT classes to satisfy learners’ needs. Cooperative teaching-learning method is a strategic method to strengthen India as a global knowledge superpower in the world.

2. Objectives

1. To identify the content useful for implementing co-operative teaching-learning method.
2. To identify and implement co-operative teaching-learning methods for undergraduate students in order to enhance their English communication skills.
3. To find out effectiveness of cooperative teaching-learning method at tertiary level.

3. Research Methodology

Out of the colleges affiliated , 05 colleges will be selected for the present research purpose. Using the purposive sampling method. A target class from art, commerce and science will be selected. Thenceforth, controlled and experimental groups will be segregated to meet the objectives set for this research. Then the syllabi of the select target class will be analyzed. Afterwards, a diagnostic test will

be conducted for the select target class to assess their English language skills. The researcher will refer standard English language teaching-learning methods used for undergraduates during this process. Accordingly, experiment will be carried out on the target group using co-operative teaching-learning method. Based on observation, pre-test and post-test, evaluation and analysis of the collected data will be done. Finally, conclusions will be drawn.

4.Data Collection and Analysis:

For the present research purpose, the data will be collected from primary and secondary sources. Primary sources include:

1. Pre-test and post-test
2. Observation
3. Questionnaire
4. Interactions

While secondary sources include:

1. Reference Books on ELT and Cooperative method
2. Research articles and journals on ELT and Cooperative learning
3. Internet, blogs, etc.

Further, the researcher will seek help from the experts in the field of ELT.

The collected data will be evaluated, interpreted and analyzed through qualitative, quantitative measures. In addition to that, tables, Statistical tools, diagrams, charts, etc., will be used as per requirements.

5. Hypothesis

A cooperative teaching-learning method is efficient enough to enhance communicative skills in English at undergraduate level.

6.Review of Literature:

Incredible research is done in the field of ELT in India. It is quite a great change from teacher dependence to learner interdependence, from teacher tutoring to peer tutoring, and from learning by collecting to learning by sharing; thus,

learners and teachers need to be patient and persistent as they explore ways to use the power of cooperation (Baloche, 1998). In his article 'Cooperative Learning: Review of Research and Practice, Australian Journal of Teacher Education 41(3) (2016), Gillies R M explores the cooperative learning method of the English language. Besides, Patel Dharmeshkumar Fatesinh's work 'Effectiveness of cooperative learning approach on English language teaching in ELT' (2016) has contributed to cooperative learning strategy. Devi Archana Mohanty and Basuprada Roy, in an article 'Effectiveness of Cooperative Learning in Indian Language Classroom: A study, mentions that, when students work cooperatively together, they show increased participation in group discussions, demonstrate a more sophisticated level of discourse, engage in fewer interruptions when others speak, and provide more intellectually valuable contributions (Gillies, 2006; Webb & Farivar, 1999). By working cooperatively, students develop an understanding of the unanimity of purpose of the group and the need to help and support each other's learning which, in turn, motivates them to provide information, prompts, reminders, and encouragement to others' requests for help or perceived need for help (Gillies, 2003a; Gillies & Ashman, 1998). Ross and Smyth (1995) describe successful cooperative learning tasks as intellectually demanding, creative, open-ended, and involve higher order thinking tasks. Research also suggests that cooperative learning brings positive results such as deeper understanding of content, increased overall achievement in grades, improved self-esteem, and higher motivation to remain on task. Cooperative learning helps students become actively and constructively involved in content, to take ownership of their own learning, and to resolve group conflicts and improve teamwork skills. Cooperative learning strategies have been shown to improve academic performance (Slavin, 1987), lead to great motivation toward learning (Garibaldi, 1979), to increase time on task (Cohen & Benton, 1988), to improve self-esteem (Johnson & Johnson, 1989), and to lead to more positive social behaviors (Lloyd, et.al, 1988). Simmi from Jamia Milia University has done

a significant research on 'Effectiveness of Cooperative learning strategies in developing English language skills of students at secondary level' in 2019, in which she argues that cooperative learning approach requires right planning and time management to get fruitful results. Aruna, in her thesis entitled 'Effectiveness of cooperative learning through individually prescribed instruction in relation to achievement of fifth grade learners in English' (2019) in which she asserts that 'cooperative learning is a teaching strategy which is the part of Inclusive education. It is useful in increasing higher achievement, higher self-esteem, greater collaborative skills and helping the students to add more engaged learners'.

All these attempts reveal the significance of cooperative teaching-learning approach at all levels. However, the effectiveness of Cooperative teaching-learning for English Language acquisition at undergraduate level has not been studied so far in Indian context. It is highly required to develop an inclusive and performance-driven approach that strengthens English language communication skills among the learners. Co-operative method has proved its effectiveness in acquiring any new knowledge or skill thereof. There is need to implement co-operative teaching-learning strategies for the undergraduate students and study its effectiveness. So, the present study is proposed to address this need.

7.Co-operative learning: A conceptual Framework

Together we stand, divided we fall.

---Watchword of the American Revolution

Paul Grice introduces the cooperative learning principle in his Pragmatic theory, wherein he argues, 'make your contribution such as is required, at the state at which it occurs, by the accepted purpose or direction of the talk exchange in which you are engaged'. He further divides the cooperative principle into four maxims of conversation namely Quantity, Quality, Relation and Manner, which are effective in pursuit of communication skills.

Researchers have also defined cooperative learning as, 'Cooperative learning exists when students work together to achieve joint learning in groups'. A big portion of studies indicate that the use of cooperative teaching-learning techniques can lead to positive attitudes towards cooperative learning and increased speaking skills (Suhendan & Bengu, 2014; Ning and Hornby, 2010; Ning, 2011; Pattanpichet, 2011; Yang, 2005).(7) along with that Classroom social interaction, according to Mackey (2007) and Ellis (2003), is beneficial to overall language development.

Cooperative learning is a type of group work and is defined as the instructional use of small groups to promote students working together to maximize their own and each others teaching (Johnson. et al., 2008). It has been observed that students who interact and speak achieve better oral skills in most cases than those who always keep silence. (Khadidja, 2010).

Each definition mentioned above emphasizes the existence of cooperative, responsible, positive, participatory and active involvement of learners to achieve common goals. Cooperative learning methods, which differ from traditional learning methods as shown in below table:

Table1: Cooperative vs Traditional learning

Cooperative	Traditional
• Positive interdependence • Individual accountability • Heterogeneous - Teacher selected groups • Cooperative skill instruction - Concern for peer learning - Shared leadership - Task and maintenance emphasized - Student reflection and goal setting	• No positive interdependence • No individual accountability • Homogeneous • Student selected groups • No cooperative skill instruction • Little concern for peer learning - One appointed leader - Only task emphasized - No student reflection and goal setting

• Teacher observation and feedback • Group problem-solving interactor. • Equal opportunity for success	• No teacher observation and feedback • Group problem-solving intervener • Uniform standard for success
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Traditional teaching methods are teacher centric while cooperative learning is learner centric approach in which learner is more active. However it has been regarded as creative and effective teaching theory and strategy. Cooperative learning helps all the participants to enrich their abilities. Now it is widely adopted and highly recommended teaching method at all levels of learning. All the participants are active in the learning process. Each is responsible to achieve common goals. Cooperative learning inculcates the abilities like listening, empathy, negotiation, transferring their abilities and knowledge to others. It has two major properties; they are positive interdependence and individual's responsibility. In this process, the participants have to internalize the idea of 'we either swim together or sink together'. Group achievement is more important than the individual achievement. (Johnson and Johnson, 1999).

Thus, inclusiveness aspect of cooperative method has productive outcomes. Hence cooperative method of teaching-learning is an effective method in heterogeneous classes to enrich language skills from primary to undergraduate level.

8.Social Interdependence Theory:

Social Interdependence theory is the foundation upon which cooperative learning is built. Social Interdependence Theory is based on Gestalt's Psychology and Lewin's Field Theory; however it was formally conceptualized by Morton Deutsch. He has extended Lewin's theory as he asserts 'the basic premise of social interdependence theory is that how participants' goals are structured, determines how they interact, and the interaction pattern determines the outcomes of the

situations'(Deutsch, 1949a, 1962). The work of Piaget and related theorists are based on the premise that when individuals cooperate in the environment, socio-cognitive conflict occurs that creates cognitive disequilibrium, which in turn stimulates perspective-taking ability and cognitive development. While Vygotsky and related theorists' contribution is based on the principle that 'knowledge is social, constructed from cooperative efforts to learn, understand, and solve problems'. The behavioral theory perspective focuses on the impact of group reinforcement and rewards on learning. Moreover D. W. Johnson & Johnson asserts that 'social interdependence exists when the outcomes of individuals are affected by each others actions'.

Thus, the cooperative approach is by and large, productive for language learners as it rests upon social interdependence principle. Proper ambience is created by the facilitator in cooperative method wherein participants express themselves without hesitation. They perform better and learn the best as participants are accountable for each others' actions and their own also.

Conclusion

Traditional English language teaching practices terrify students to learn English interestingly and creatively. Hence there is a great scope to reform ELT practices. The words teaching and learning may be separately used, but the teaching learning process may not be separated. However, hitherto either effective teaching or learning strategies have been studied. It is therefore envisioned by the researcher to study the Effectiveness of cooperative teaching-learning method to sort out the issues related to the English language skills at undergraduate level. Cooperative method is widely acknowledged ELT method up to tertiary level, however its outcomes are productive, hence researcher has great scope to implement this approach for quality of education through English. Even, in NEP 2020 it is envisioned to impart education practically. So that OJT like concepts have emerged. Assigning a task or activity is a sort of OJT wherein students learn from real life

experience instead of theoretical lessons. When the learners are engrossed in the activity, their self-confidence, belief, presentation style etc. like personal and professional attributes are sharpened. Phobia of using language is reduced to the greater extent. They feel comfortable to share their thoughts, feelings, opinions etc. before the students of their age group. Teacher's role is reduced to an observer and learners role is extended as presenter.

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The Role of Research Design in Empirical Investigations

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Abstract:

This paper provides a comprehensive overview of research design's pivotal role in scientific inquiry. It explores its definition, components, types, and significance in empirical investigations. Understanding research design's core components—such as research questions, variables, sampling plans, and data analysis—is crucial for designing robust studies. Different types of research design, like descriptive, experimental, and mixed-methods designs, offer unique advantages. The significance of meticulous research design lies in its impact on the validity, reliability, and generalizability of findings. This paper serves as a valuable resource for researchers, enhancing their understanding of research design's role in shaping credible and quality empirical investigations, thereby contributing to the advancement of scientific knowledge.

Keywords: *Research design, empirical investigations, methodology*

1. Introduction:

The introduction of any research paper is critical as it sets the stage for understanding the importance and relevance of the topic at hand. In this paper, we delve into the fundamental aspects of research design, an indispensable component of empirical investigations. Research design serves as the bedrock upon which scientific inquiries are constructed, providing the blueprint that guides researchers in systematically addressing their research questions or hypotheses. At its core, research design entails the meticulous structuring, strategizing, and methodological planning necessary for conducting rigorous studies. It encompasses a range of considerations, including the formulation of research questions, selection of appropriate variables, design of sampling plans, implementation of data collection methods, application of data analysis procedures, and establishment of a timeframe for the study. Each of these components is intricately interconnected and collectively shapes the direction and methodology of the research endeavor.

The significance of a well-constructed research design cannot be overstated. It serves as the linchpin for ensuring the validity, reliability, and generalizability of research findings. By providing a systematic framework for inquiry, a robust research design enables researchers to draw accurate conclusions and make meaningful contributions to their respective fields of study.

Throughout this paper, we will undertake a comprehensive exploration of research design, delving into its various components, types, and the critical role it plays in the research process. By elucidating these fundamental concepts, we aim to equip researchers with the necessary knowledge and insights to develop sound methodologies that yield credible and impactful findings. Through this exploration, we endeavor to highlight the importance of research design in fostering rigorous scientific inquiry and advancing knowledge across diverse domains.

2. Definition and Components of Research Design:

Research design serves as the roadmap guiding the research process, comprising various essential components that shape the study's direction and methodology. Below, we explore each component in detail:

2.1. Research Questions or Hypotheses: Research questions or hypotheses form the crux of any study, framing the inquiries that the research aims to address. These questions guide the research process, directing the focus of the investigation and shaping subsequent decisions regarding methodology and data analysis. Clear, concise, and well-defined research questions are essential for ensuring the coherence and relevance of the study.

2.2. Variables: Variables represent the factors or phenomena under investigation in a research study. They can be categorized into independent variables (manipulated or controlled by the researcher), dependent variables (outcomes measured or observed), and control variables (factors held constant to minimize confounding effects). Identifying and operationalizing variables is critical for designing experiments, surveys, or observational studies, as they determine the scope and boundaries of the research.

2.3. Sampling Plan: The sampling plan outlines the method used to select participants or cases from the population of interest. It involves decisions regarding sample size, sampling technique (e.g., random sampling, stratified sampling), and sampling frame (the list or source from which the sample is drawn). A well-designed sampling plan ensures the representativeness and

generalizability of study findings, minimizing bias and enhancing the external validity of the research.

2.4. Data Collection Methods: Data collection methods refer to the techniques employed to gather relevant data for the study. These methods can vary widely depending on the research questions, objectives, and the nature of the variables under investigation. Common data collection methods include surveys, experiments, interviews, observations, and archival research. Selecting appropriate data collection methods is essential for obtaining reliable and valid data that align with the research objectives.

2.5. Data Analysis Procedures: Data analysis procedures involve the statistical or qualitative techniques used to analyze collected data and draw conclusions. Depending on the research design and objectives, data analysis may involve descriptive statistics, inferential statistics, content analysis, thematic analysis, or other methods. Rigorous data analysis is crucial for interpreting findings, identifying patterns or trends, and drawing meaningful conclusions that address the research questions or hypotheses.

2.6. Timeframe: The timeframe allocated for conducting the study encompasses the duration for data collection, analysis, and reporting. Establishing a realistic timeline is essential for planning and managing the research process effectively, ensuring that the study progresses within specified deadlines. Time management is crucial for meeting research objectives, adhering to project timelines, and maintaining the overall integrity of the study.

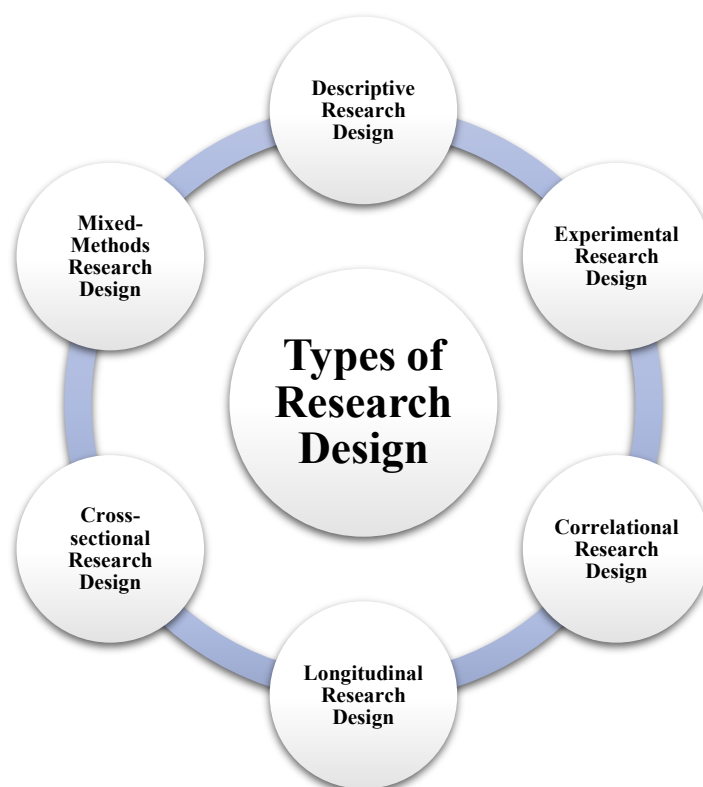
Each component of research design plays a vital role in shaping the methodology and execution of a research study. By carefully considering these components, researchers can develop robust methodologies that yield valid, reliable, and meaningful findings, advancing knowledge within their respective fields.

3. Types of Research Design:

Research design is a critical aspect of any research endeavor, shaping the methodology and approach taken to address research questions or hypotheses. Understanding the different types of research design is essential for researchers to select the most appropriate approach based on their objectives, methods, and timing. This section explores common types of research design:

3.1. Descriptive Research Design: Descriptive research aims to provide an accurate depiction of the characteristics, behaviours, or phenomena of interest without altering or manipulating

them. This type of design is often used in exploratory studies or when researchers seek to gain a better understanding of a particular subject or topic. For example, a study examining the demographic characteristics of a specific population would employ a descriptive research design to provide detailed descriptions without influencing the variables under investigation.



3.2. Experimental Research Design: Experimental research involves manipulating one or more variables to observe the effects on other variables under controlled conditions. This type of design allows researchers to establish cause-and-effect relationships by systematically controlling for confounding variables. For instance, a pharmaceutical company testing a new drug would use an experimental research design to determine its efficacy compared to a placebo or existing treatment.

3.3. Correlational Research Design: Correlational research examines the relationship between two or more variables without establishing causation. This type of design is useful for identifying patterns or associations between variables, but it cannot determine causality. For example, a study investigating the relationship between socioeconomic status and academic achievement may use a correlational research design to determine if a relationship exists between these variables.

3.4. Longitudinal Research Design: Longitudinal research tracks changes in variables over an extended period, allowing researchers to study development or trends. This type of design is particularly useful for examining how variables change over time and identifying potential causal relationships. For instance, a longitudinal study following individuals from childhood to adulthood could investigate the long-term effects of early intervention programs on educational attainment.

3.5. Cross-sectional Research Design: Cross-sectional research collects data from a diverse group of participants at a single point in time to compare different groups or variables. This type of design provides a snapshot of a particular population or phenomenon at a specific moment in time, allowing researchers to make comparisons across groups or variables. For example, a cross-sectional study comparing the prevalence of depression among different age groups would collect data from participants of varying ages at a single time point.

3.6. Mixed-Methods Research Design: Mixed-methods research integrates quantitative and qualitative approaches within a single study to gain a comprehensive understanding of the research problem. This type of design allows researchers to triangulate findings from multiple sources of data, providing a more nuanced understanding of complex phenomena. For example, a mixed-methods study exploring the impact of a community health intervention may use quantitative surveys to collect numerical data on health outcomes and qualitative interviews to gather insights into participants' experiences and perceptions.

Understanding the various types of research design enables researchers to select the most appropriate approach for their study objectives, methods, and timing. Each type of research design offers unique advantages and considerations, allowing researchers to tailor their methodology to best address their research questions or hypotheses.

4. Significance of Research Design:

Research design plays a pivotal role in shaping the quality, credibility, and ethical conduct of scientific inquiry. Its significance manifests in various aspects, including validity, reliability, generalizability, and ethical considerations.

4.1. Validity: One of the primary objectives of research design is to ensure the validity of study findings. Validity refers to the extent to which a study accurately measures what it intends to measure. A well-designed research study minimizes biases and confounding variables, thus enhancing the validity of the results. For instance, in a clinical trial investigating the effectiveness of a new treatment, careful control of variables such as dosage, administration

method, and participant characteristics ensures that observed outcomes can be attributed to the treatment rather than extraneous factors.

4.2. Reliability: Research design also influences the reliability of study findings. Reliability reflects the consistency and stability of research results, indicating the extent to which findings can be replicated under similar conditions. By employing standardized procedures, protocols, and measurement tools, researchers can enhance the reliability of their findings. For example, in a psychological study measuring cognitive abilities, consistent administration of standardized tests across multiple sessions increases the reliability of the obtained data.

4.3. Generalizability: Another critical aspect of research design is its impact on the generalizability of study findings. Generalizability refers to the extent to which research findings can be applied to populations, settings, or contexts beyond the study sample. Researchers enhance generalizability by employing appropriate sampling methods, considering relevant variables, and ensuring diversity within the study sample. For instance, in a survey examining public opinion on a social issue, employing random sampling techniques and ensuring demographic diversity increases the likelihood that findings can be generalized to the broader population.

4.4 Ethical Considerations: Ethical considerations are integral to research design, ensuring the protection of participants' rights, autonomy, and well-being. Ethical research design involves obtaining informed consent, maintaining participant confidentiality, minimizing potential risks, and adhering to relevant ethical guidelines and regulations. For instance, in studies involving human subjects, researchers must obtain informed consent, protect participant privacy, and minimize any potential physical or psychological harm.

Research design serves as the foundation of scientific inquiry, shaping the validity, reliability, generalizability, and ethical conduct of research studies. By prioritizing these aspects within the research design process, researchers can ensure that their studies produce meaningful, trustworthy, and ethically sound findings, thereby advancing knowledge and contributing to societal well-being.

5. Challenges and Considerations in Research Design:

Designing a research study involves navigating numerous challenges and considerations to ensure the validity, reliability, and ethical integrity of the findings. This section discusses the significant challenges and considerations in research design, highlighting key aspects that researchers must address.

5.1 Selection of Appropriate Research Methods and Techniques: Choosing suitable research methods and techniques is paramount to aligning the study design with its objectives effectively. Researchers must select methods that best suit the research questions and hypotheses, taking into account factors such as feasibility, resources, and ethical implications. The decision between qualitative, quantitative, or mixed-methods approaches depends on the nature of the research inquiry and the depth of understanding sought.

5.2 Balancing Internal and External Validity: Achieving a balance between internal and external validity is essential in research design. Internal validity pertains to the extent to which the study accurately measures the relationship between variables, while external validity concerns the generalizability of findings to broader populations or settings. Balancing these two types of validity ensures that the study's results are both internally consistent and applicable to real-world contexts.

5.3 Addressing Potential Biases and Confounding Variables: Identifying and addressing potential biases and confounding variables is critical in research design. Researchers must take proactive measures to minimize biases introduced by factors such as sampling, measurement instruments, or researcher subjectivity. Additionally, controlling for confounding variables ensures that observed relationships between variables are not spurious or misleading.

5.4 Ensuring Adequate Sample Size and Representativeness: Ensuring adequate sample size and representativeness is crucial for the reliability and generalizability of research findings. Sample size calculations based on statistical principles help researchers determine the minimum number of participants needed to detect meaningful effects with sufficient power. Efforts should also be made to recruit a diverse and representative sample that accurately reflects the population of interest, enhancing the external validity of the study.

5.5 Adhering to Ethical Guidelines and Obtaining Informed Consent: Conducting research in an ethical manner is fundamental to research design. Researchers must adhere to ethical guidelines, including obtaining informed consent from participants, protecting their confidentiality and privacy, and minimizing potential risks or harms associated with the research. Upholding principles of respect, beneficence, and justice is essential in ensuring the ethical integrity of the study.

Designing a research study involves addressing various challenges and considerations to ensure the validity, reliability, and ethical integrity of the findings. By navigating issues such as method selection, validity, biases, sample size, and ethics, researchers can enhance the

quality and credibility of their research designs, ultimately contributing to the advancement of knowledge in their respective fields.

6. Conclusion:

Research design emerges as the linchpin of empirical inquiry, providing the necessary structure and direction for researchers to navigate the complex terrain of scientific investigation. Through a thorough understanding of its components, types, and significance, researchers can elevate the caliber and precision of their studies, fostering advancements in various fields of inquiry. The components of research design, including research questions or hypotheses, variables, sampling plans, data collection methods, analysis procedures, and timeframe, collectively form the scaffolding upon which research endeavors are built. A nuanced grasp of these elements empowers researchers to craft robust methodologies tailored to address specific research objectives effectively.

Moreover, familiarity with the diverse types of research design—ranging from descriptive and experimental to correlational and mixed-methods—enables researchers to strategically select the most suitable approach for their inquiries. Each type offers unique advantages and considerations, allowing for flexibility and customization in research design. The significance of research design cannot be overstated, as it profoundly influences the validity, reliability, and generalizability of research findings. A meticulously designed study ensures that results accurately reflect the phenomena under investigation, thereby enhancing confidence in their interpretation and application within relevant contexts. ultimately, this paper serves as a valuable resource for researchers seeking to fortify their understanding of research design's pivotal role in shaping the quality and credibility of empirical investigations. By embracing the principles and insights elucidated herein, researchers can propel the frontiers of knowledge forward, driving innovation and discovery across diverse disciplines.

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Emerging Trends in Online Payment Systems: Security and Usability

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Abstract:

This paper examines emerging trends in online payment systems, focusing on security and usability from a commerce educator's perspective. As e-commerce grows, innovations like mobile wallets, biometric authentication, blockchain technology, and one-click payments are transforming digital transactions. These technologies enhance security and streamline user experiences but also pose challenges. Commerce educators play a vital role in equipping students with the skills to navigate these advancements. By fostering a culture of cybersecurity and entrepreneurship, we prepare future generations for a digital economy reliant on secure and efficient online payment systems.

Keywords: *Emerging Trends, Online Payment, E-commerce*

1. Introduction:

The classroom walls may not seem like the epicenter of a technological revolution, but as a commerce teacher, I witness firsthand the dramatic shift towards online shopping. This surge in e-commerce necessitates a parallel evolution in online payment systems. Gone are the days of students simply needing to understand cash register operation and check writing. Today, they must navigate a complex digital landscape fraught with security concerns and usability challenges. This paper delves deeper than a basic overview, exploring the exciting new trends in online payment systems through the lens of a commerce educator, with a particular focus on the critical aspects of security and usability.

2. The Rise of E-commerce and its Payment Challenges:

The convenience and accessibility of e-commerce are undeniable. Imagine a classroom filled with teenagers after school, browsing a global marketplace for the latest sneakers, all from the comfort of their smartphones. This accessibility, however, presents unique challenges compared to traditional brick-and-mortar stores. Unlike a physical transaction where a customer hands over cash and receives merchandise, online shopping introduces a layer of digital trust. Customers entrust sensitive financial information, such as credit card numbers and

banking details, to online retailers. This raises concerns about security breaches and fraudulent activity. A data breach at a major retailer can have devastating consequences, not just for the company but also for the countless customers whose information is compromised.

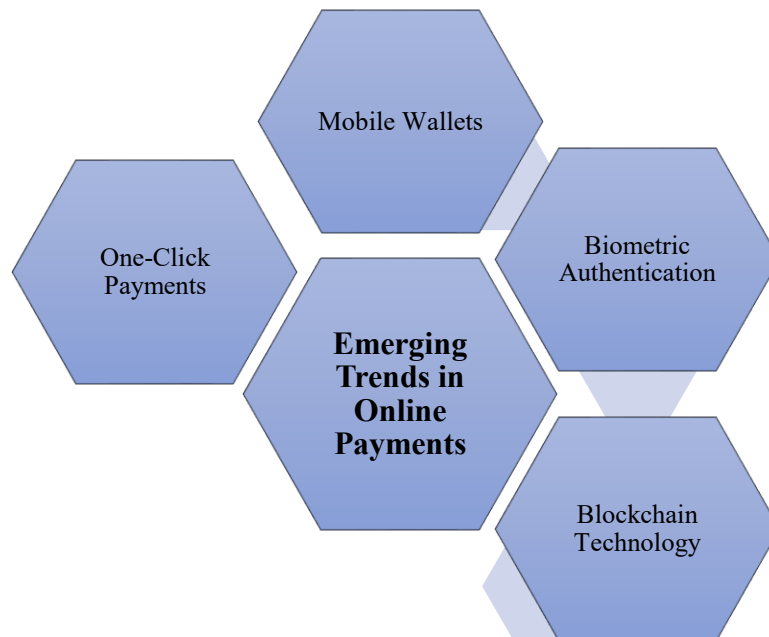
Furthermore, complex payment processes can frustrate users and lead to abandoned carts. Imagine a student finally finding the perfect pair of headphones online, only to be met with a convoluted checkout process requiring multiple clicks, account creation, and manual data entry. This frustration can lead to cart abandonment, a phenomenon where customers add items to their online shopping cart but leave the website before completing the purchase. Studies by Baymard Institute <https://baymard.com/> suggest that cart abandonment rates can reach as high as 70%, highlighting the importance of a user-friendly and efficient payment experience.

3. Emerging Trends in Online Payments:

The world of online payments is constantly innovating. Here are some key trends shaping the future and their implications for both students and educators.

- I. **Mobile Wallets:** These secure digital wallets stored on smartphones are revolutionizing the way we pay. Imagine a student at the school cafeteria simply tapping their phone on a contactless reader to pay for lunch. Mobile wallets like Apple Pay, Google Pay, and Samsung Pay offer a secure and convenient alternative to carrying physical cards. Their ease of use and speed of transactions are driving widespread adoption, particularly among younger generations. For educators, this trend necessitates a shift in focus from traditional payment methods to mobile technology. Integrating discussions on mobile wallets and their security features into the curriculum prepares students for a future where physical cards may become obsolete.
- II. **Biometric Authentication:** Fingerprint scanners, facial recognition, and iris scans are no longer the stuff of science fiction movies. These biometric authentication methods offer a more secure and user-friendly alternative to traditional passwords. Imagine a student logging into their online bank account with a simple fingerprint scan instead of having to remember a complex password. Biometric authentication provides an additional layer of security by utilizing unique physical characteristics that are difficult to forge. This trend presents an interesting discussion point for commerce classes. Educators can explore the benefits and potential drawbacks of biometric authentication,

including concerns around data privacy and potential biases within facial recognition technology.



- III. **Blockchain Technology:** While the concept might seem complex, its potential impact on online payments is significant. Imagine a decentralized and secure ledger system that verifies transactions without the need for intermediaries like banks. Blockchain technology offers this very solution. By creating a transparent and tamper-proof record of transactions, blockchain can revolutionize online payments by reducing transaction fees and increasing security. For educators, understanding the basics of blockchain is crucial. While a deep dive might be beyond the scope of a basic commerce class, introducing students to the concept equips them with knowledge about a technology that is likely to shape the future of online transactions.
- IV. **One-Click Payments:** Streamlining the checkout process can significantly improve the customer experience. Imagine a student seamlessly purchasing a new book online with a single click, thanks to pre-saved payment information stored on a secure platform like Amazon Pay or Google Pay. One-click payment options promote faster transactions and reduce cart abandonment. Educators can emphasize the convenience of these options while also stressing the importance of using them only on trusted and secure platforms.

4. Security Considerations for Commerce Educators:

While these trends offer exciting possibilities, security remains paramount. As commerce educators, we have a responsibility to equip future generations with the knowledge and skills to navigate these advancements safely. Here are some key areas of focus:

- **Educating Students (Continued):** We can teach students how to create strong passwords using a combination of upper and lowercase letters, numbers, and symbols. Additionally, encouraging them to enable two-factor authentication (2FA) on their accounts adds an extra layer of security. Demonstrating how to check for secure website indicators like HTTPS encryption in the address bar empowers students to make informed choices when shopping online.
- **Data Protection:** The digital age has blurred the lines between public and private information. Highlighting the importance of data privacy and responsible online behavior empowers students to protect their personal information. Educators can discuss the concept of data breaches and the consequences of sharing sensitive information online. Encouraging students to be cautious about what information they share on social media platforms and only use reputable online retailers reinforces responsible data practices.
- **Building Trustworthy Businesses:** While educating consumers is critical, fostering a culture of trust in the online marketplace is equally important. We can encourage future entrepreneurs to prioritize secure infrastructure with robust encryption protocols to safeguard customer data. Educators can discuss industry regulations like PCI DSS (Payment Card Industry Data Security Standard) and the importance of adhering to these protocols to build trust with customers. Transparency in data collection and usage practices is also crucial. By emphasizing these principles, we can help shape the next generation of businesses that prioritize customer security.

5. Usability and the Customer Experience:

Usability is not a secondary concern; it goes hand-in-hand with security. Here's how commerce educators can ensure a smooth and positive online shopping experience for future generations:

- **Simplicity:** Imagine a student trying to purchase a new t-shirt online, only to be met with a convoluted checkout process with endless forms and confusing layouts. This scenario highlights the importance of simplicity in online payment systems. Educators

can emphasize the importance of clear user interfaces (UIs) that are intuitive and easy to navigate. A well-designed checkout process with minimal steps and clear instructions reduces frustration and encourages customers to complete their purchases.

- **Multiple Payment Options:** Not everyone prefers the same method of payment. Imagine a student who doesn't have a credit card yet but wants to buy an e-book online. Offering a variety of payment methods caters to diverse customer preferences. Educators can discuss the advantages and disadvantages of different payment options, including traditional credit cards, debit cards, mobile wallets, and digital currencies like cryptocurrency. Encouraging businesses to offer a variety of payment methods ensures a more inclusive online shopping experience.
- **Mobile-first Design:** The smartphone has become an extension of ourselves, and online shopping habits have adapted accordingly. Imagine a student browsing for clothes on their phone during lunch break. With the increasing use of mobile devices for online shopping, optimizing the checkout process for smartphones is essential. Educators can highlight the importance of mobile-responsive design, ensuring a seamless shopping experience regardless of the device used. Testing websites on various devices and ensuring a smooth checkout process on mobile platforms is crucial for businesses to stay competitive.

6. The Future of Online Payments: A Collaborative Effort:

The future of online payments is a collaborative effort. Technology developers, businesses, educators, and consumers all play vital roles in shaping a secure and user-friendly landscape. As commerce educators, we have a responsibility to stay informed about emerging trends and adapt our curriculum accordingly. By integrating discussions on these trends into our classes, we equip students with the knowledge and skills to navigate the complexities of online payments. Additionally, ongoing collaboration with industry professionals can provide valuable insights into real-world practices and ensure our curriculum remains relevant and practical.

Further Research and Considerations

This paper has provided a glimpse into the exciting world of online payment systems. Here are some areas for further research and consideration for commerce educators:

- **Accessibility:** The digital divide persists, and not everyone has equal access to technology or the internet. Educators can explore ways to ensure emerging payment methods are accessible to all demographics, including those in underserved communities.
- **Global E-commerce:** The internet has created a global marketplace. Educators can delve deeper into the impact of these trends on international e-commerce, exploring the challenges and opportunities presented by cross-border transactions and currency fluctuations.
- **Regulatory Landscape:** As technology evolves, regulations need to adapt. Educators can stay informed about the evolving regulatory landscape surrounding online payments, including data privacy laws and consumer protection regulations. By understanding these regulations, we can better prepare students for responsible participation in the online marketplace.

By fostering a culture of innovation and responsibility, we can ensure that the future of online payments benefits both businesses and consumers. This collaborative effort requires:

- **Ethical considerations:** As new technologies emerge; ethical considerations must be at the forefront. Educators can discuss the potential impact of online payment systems on financial inclusion, data privacy, and consumer behavior. Encouraging critical thinking about the ethical implications of these advancements empowers students to become responsible participants in the digital economy.
- **Fostering a culture of cybersecurity:** Educators can play a crucial role in promoting cybersecurity awareness. By integrating discussions on topics like phishing scams, malware, and password security into the curriculum, we can empower students to protect themselves from online threats. Additionally, encouraging open communication with students about their online behavior and the importance of responsible data sharing fosters a culture of cybersecurity within the classroom and beyond.
- **Fostering a culture of entrepreneurship:** The future of online payments will be shaped by innovative entrepreneurs. Commerce educators can encourage students to think creatively about new payment solutions that address existing challenges. Entrepreneurship workshops and competitions can provide a platform for students to develop their ideas and contribute to the evolution of the online payment landscape.

7. Conclusion:

The classroom may not seem like the epicenter of a technological revolution, but commerce education plays a vital role in shaping the future of online payments. By equipping students with the knowledge and skills to navigate the complexities of online transactions, we empower them to be both secure and savvy consumers. Furthermore, by fostering a culture of innovation and responsibility, we can ensure that future generations can participate in and contribute to the secure and efficient evolution of online payment systems.

As technology continues to evolve at a rapid pace, the need for continuous learning and adaptation is paramount. Commerce educators must remain committed to staying informed about emerging trends and integrating them into our curriculum. The future of online payments is bright, and by working together, we can ensure it benefits everyone involved.

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“नवीन शैक्षणिक धोरणातील विद्यार्थी आणि नवीन शैक्षणिक धोरण नसलेल्या विद्यार्थ्यांमधील भावनिक बुद्धिमत्तेचा तुलनात्मक अभ्यास.”

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* गोषवारा:

डॉ. मुजुमदार म्हणतात “ज्या देशाची शिक्षण व्यवस्था चांगली असते, तो देश विकसित असतो. ज्या देशात ज्ञानसंपदा असते, तो देश जगाच्या केंद्रस्थानी असतो.” बऱ्याच वर्षां नंतर आमलात आलेल्या नवीन शैक्षणिक धोरणामुळे शिक्षण व्यवस्थेत अमुलाग्र असे सकारात्मक बदल होत आहे. हे शैक्षणिक धोरण (NEP 2020) प्राथमिक अवस्थेत आहे, पण असे असले तरीही या मध्ये केंद्रीभूत असणाऱ्या विद्यार्थ्यांचे सर्वांगीण विकास म्हणजे भावनिक, शारीरिक आणि सामाजिक आरोग्यावर लक्ष केंद्रित केला गेलेला आहे. शिक्षण म्हणजे विद्यार्थ्यांचे भावनिकदृष्ट्या (मानसिक), शारीरिकदृष्ट्या, आणि सामाजिकदृष्ट्या परिसीमिय क्षमतेपर्यंत विकास करणे होय. भावनिक बुद्धिमत्ता आणि सामाजिक बुद्धिमत्ता यांचा शैक्षणिक यश आणि त्यांचे परिणाम म्हणून विद्यार्थ्यांच्या जीवनातील यशाशी खूप जवळचा सहसंबंध आहे. भावनिकदृष्ट्या निरोगी असणाऱ्या विद्यार्थ्यांची कार्याची गुणवत्ता सकारात्मक असते. असे विद्यार्थी त्यांच्या घरातील, शाळेमधील आणि सामाजिक कार्ये सकारात्मकपणे करू शकतात. भावनिक

बुद्धिमत्ता उत्तम असणाऱ्या व्यक्तींना त्यांच्या कार्याचे अंतर्गत आणि बाह्य मुल्ये आणि नियंत्रण यांची उत्तम जाण असते. विद्यार्थी त्यांचे बरेच सक्रिय वेळ शाळेत घालवतात, त्यामुळे नवीन शैक्षणिक धोरणा मधील असणाऱ्या अभ्यासक्रमात विद्यार्थ्यांच्या भावनिक आणि सामाजिक बुद्धिमत्तेकडे आणि चौफेर व्यक्तिमत्त्व निर्मितीकडे विशेष लक्ष दिलेले आहे. या संशोधनात दोन शैक्षणिक धोरणातील असणाऱ्या विद्यार्थ्यांचे भावनिक बुद्धिमत्तेमधील असणारे फरक शोधण्यावर भर दिला आहे.

*** परिचय :**

नवीन शैक्षणिक धोरण 2020 (NEP2020) :-

काळाच्या ओघात टिकून राहण्यासाठी आणि भारताने स्वीकारलेल्या शाश्वत विकास उद्दिष्ट 2030 (SDG4) मध्ये 'जागतिक शिक्षण विकास कृती कार्यक्रम' अंतर्गत 'सर्वांना सहज शिक्षण, समता, गुणवत्ता, परवडणारे शिक्षण आणि उत्तरदायीत्व या पाच मुलभूत स्तंभांवर राष्ट्रीय शैक्षणिक धोरण 2020 हे 29 जुलै 2020 स्थापित झाले. जवळ - जवळ 34 वर्षां नंतर आमलात आलेल्या नवीन शैक्षणिक धोरणामुळे शिक्षण व्यवस्थेत अमुलाग्र असे सकारात्मक बदल होत आहेत. या शैक्षणिक धोरणामध्ये विद्यार्थ्यांना केवळ ज्ञान देणे अपेक्षित नाही तर, विद्यार्थ्यांचा सर्वांगीण विकास अपेक्षित आहे. या मध्ये विद्यार्थ्यांचे सर्वांगीण विकास म्हणजे भावनिक, शारीरिक आणि सामाजिक बाजूवर लक्ष केंद्रित केला गेलेला आहे. एक कार्यक्षम, कार्यशील, कार्यकुशल आणि समाज उपयुक्त व्यक्तिमत्त्व निर्मितीवर भर दिलेले दिसते.

राष्ट्रीय अभ्यासक्रम आराखड्यामध्ये एकविसाव्या शतकातील कैशल्ये, व्यवसायिक शिक्षण, नाविन्यपूर्ण अध्ययन - अध्यापन पद्धती, कृतीसंशोधन

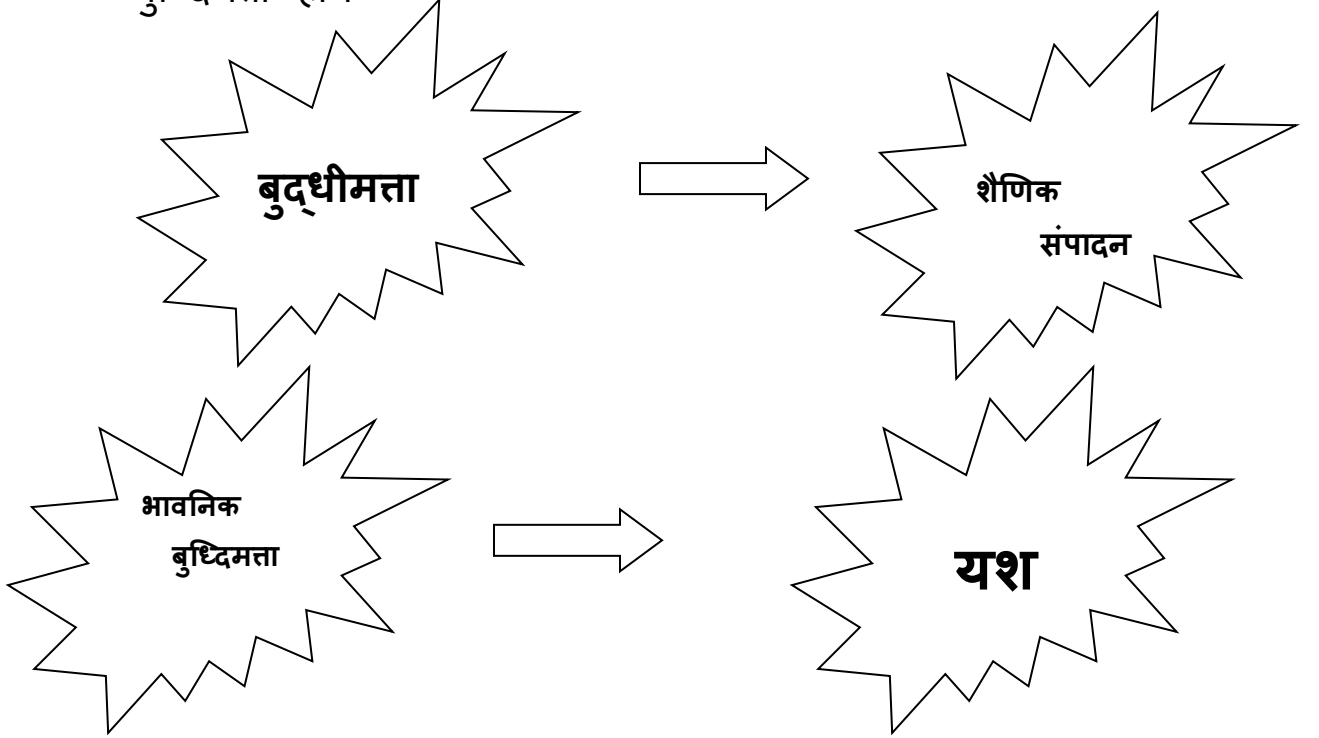
, नवोपक्रम, प्रभावी नेतृत्व, माहिती तंत्रज्ञानाचा शिक्षणात प्रभावी उपयोग, सर्व स्थरातील मुलांचे शिक्षण इ. विविध घटकांचा समावेश करण्यात आलेला आहे. या घटकाच्या आधारे एक अष्टपैलू व्यक्तिमत्व निर्माण करण्याचा उद्दिष्ट आहे. पण हे उद्दिष्ट त्याच वेळेस साध्य होईल ज्या वेळेस व्यक्तिमत्वा मधील सर्व घटक विकसित असतील. बुद्धिमत्ता व्यक्तिमत्वातील असा एक घटक आहे की, तो सर्व क्षमतांना व्यापतो. आता सद्याच्या मानसशास्त्रीय दृष्टीकोनातून बुद्धिमत्तेच्या संदर्भात नवनवीन आधुनिक प्रवाह उदयास आलेले आहेत उदा. भावनिक बुद्धिमत्ता, सामाजिक बुद्धिमत्ता, कृत्रिम बुद्धिमत्ता इ. वरील घटक एक यशस्वी व्यक्तिमत्व घडविण्यात महत्वपूर्ण भूमिका बजावतात.

बुद्धिमत्ता (Intelligence):-

आपण दररोजच्या व्यवहारात बुद्धीमातेविषयी बऱ्याचदा बोलतो व ऐकतोही. अगदी नर्सरी पासून ते उच्च शिक्षणाच्या परीक्षांचा निकालपर्यंत सर्व वयोगटातील मुलांनी मिळविलेल्या यशावरून आपण त्याचा बुद्धीमातेविषयी अंदाज लावत असतो. परंतु केवळ परीक्षेत मिळालेल्या गुणावरून बुद्धिमत्तेचा अंदाज लावणे संकुचितपणा आणि अयोग्य आहे. उदा- भाजीवाली की जी कधीच शाळेमध्ये गेलेली नसेल तर तिला बुद्धिमत्ताच नाही का?. मानसशास्त्राच्या दृष्टीकोनातून बुद्धिमत्ता ही संकल्पना खूप व्यापक आहे.

“जगाला समजून घेण्यासाठी, तर्कनिष्ठ विचार करण्यासाठी आणि आव्हानांना सामोरे जाताना उपलब्ध संसाधनांचा उपयोग करून घेण्यासाठी वापरली जाणारी व्यापक क्षमता ‘बुद्धिमत्ता’ होय.”

- टर्मन - “ अमूर्त पातळीवर विचार करण्याची क्षमता म्हणजे ‘बुद्धिमत्ता’ होय.”
- वेश्लर - “ सहेतूक कृती करण्याची, तर्कशुद्ध विचार करण्याची आणि परीवेशाशी प्रभावीपणे जुळवून घेण्याची व्यक्तीचे सर्वकष क्षमता म्हणजे ‘बुद्धिमत्ता’ होय”



भावना (Emotion) :-

WHAT IS EMOTION



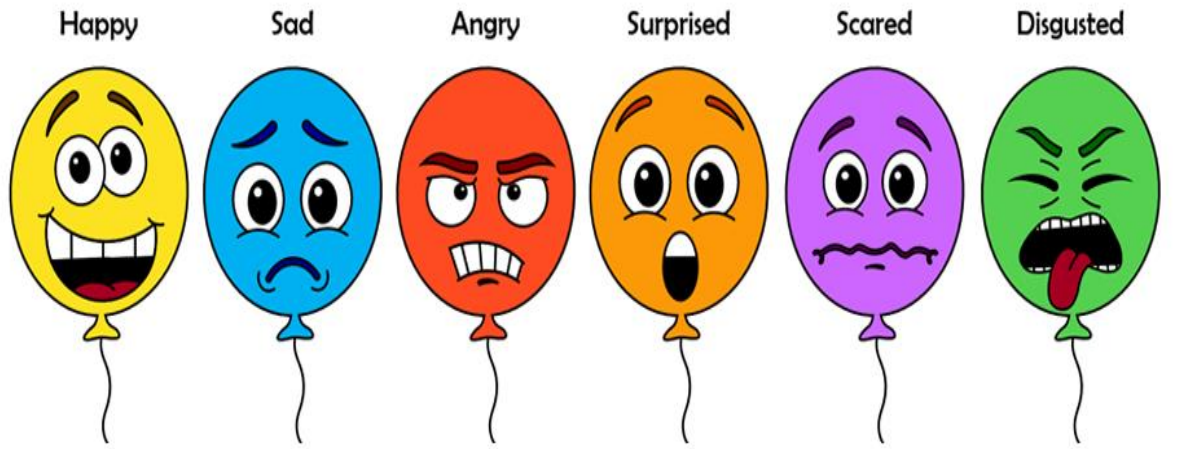
भावनेला इंग्रजी मध्ये Emotion असे म्हणतात. हा शब्द Emover या लॅटिन शब्दापासून तयार झालेला आहे. ज्याचा अर्थ मनाला हलवणे/ ढवळणे असा होतो.

मानवी जीवनात भवनांना खूप महत्वाचे स्थान आहे. भावना विरहीत जीवनाची आपण कल्पनाही करू शकत नाही. जसे अन्नपदार्थां मध्ये मीठ नसेल तर तो बेचव लागतो. अगदी त्या प्रमाणे जीवनात भावनाच नसतील तर जीवन निरस बनेल. याच भावना आपणास वर्तनास प्रवृत्त करीत असतात. भावनाचे दोन मूळ प्रकार पडतात पहिला सकारात्मक दुसरा नकारात्मक. भावनिक चढ - उतार जीवनात असल्याने जीवन जगण्यात आनंद मिळतो. आपण ज्या भावनेचा चष्मा परिधान केलेला असतो त्याच प्रमाणे आपणास जगाचे संवेदन होतो. म्हणजे सकारात्मक भावना अनुभवत असाल तर सर्व जग आपणास आनंदी भासेल, पण दुःखाचा चष्मा असेल तर सर्व जग आपणास दुःखमय भासेल.

“ एका बाजूला मानसिक बदल व दुसरीकडे शारीरिक बदल यांचा अंतर्भाव असलेली मानवी गुंतागुंतीची अवस्था म्हणजे भावना होय”

थोडक्यात “बाह्य परिस्थितीला / उद्दीपकाला अनुसरून मानसिक स्थिरावर दिलेली प्रतिक्रिया म्हणजे भावना होय”

* मुलभूत भावना/ प्रथमिक भवना (Primary Emotion) :-



भावनिक बुद्धिमत्ता (Emotional Intelligence) :-

आजच्या स्पर्धेच्या युगात यशस्वी होण्यासाठी आपणाला सामाजिक, आर्थिक, व्यावसायिक, आणि शैक्षणिक आव्हानांना सामोरे जावे लागते. अशा आव्हानांना सामोरे जाताना निर्माण होणाऱ्या भावनिक प्रतिक्रियांची माहिती असणे व त्याचे नियमन करता येणे आवश्यक ठरते.

जॉन मेयर आणि पीटर सॅलोव्ही या मानसशास्त्रज्ञांनी 'भावनिक बुद्धिमत्ता' या संज्ञेचा सर्वप्रथम वापर केला. पण नंतर 1995 साली डॉ. Daniel Golman यांनी "Why can it matter than IQ" या त्यांच्या पुस्तका मध्ये पहिल्यांदा "भावनिक बुद्धिमत्ता" या संकल्पनेचा प्रकर्षाने उल्लेख केला आहे.

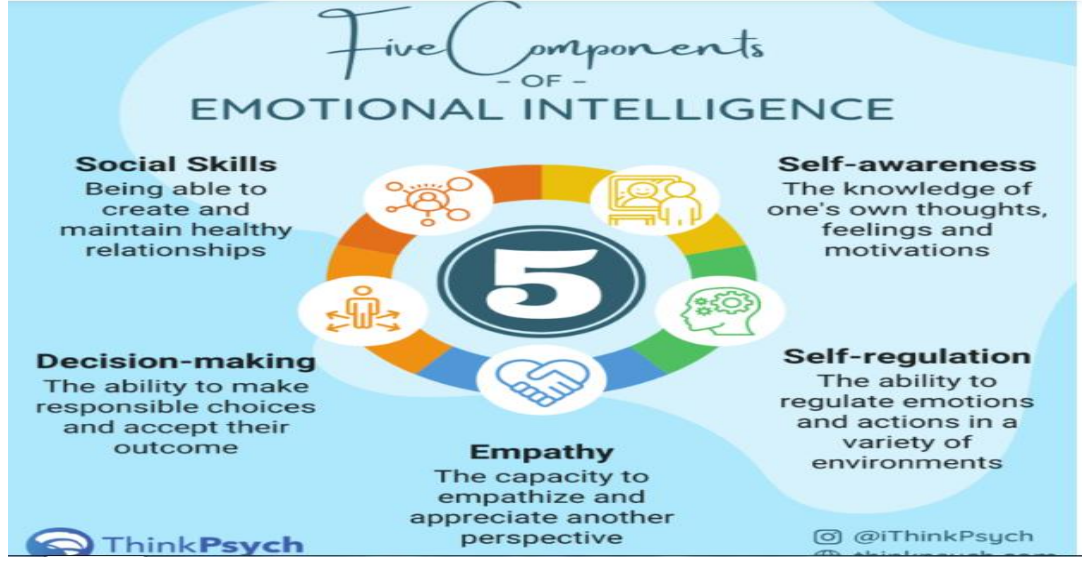
"आपल्या भावना समजून घेण्याची आणि व्यवस्थापित करण्याची तसेच आपल्या सभोवतालच्या लोकांच्या भावना ओळखण्याची आणि प्रभावित करण्याची क्षमता म्हणजे भावनिक बुद्धिमत्ता."

* भावनिक बुद्धिमत्तेचे यशातील सहभाग :-

जिवन यशस्वी / समाधान होण्यासाठी बुद्ध्यांक 20% संबंधित तर भावनिक बुद्धिमत्तेचे संबंध 80% चा असतो. म्हणजे ध्येय/ यश संपादन करण्यासाठी सामान्य बुद्धिमत्तेपेक्षा भावनिक बुद्धिमत्ता अधिक गरजेचे असते. उदा. अंबानी.

* भावनिक बुद्धिमत्तेतील घटक :- (सॅलोव्ही & मेयर)

- १) आत्मभान (self Awareness) :-
- २) आत्मनियंत्रण (self Control) :-
- ३) आत्मप्रेरण (self Motivation) :-
- ४) परानुभूती (Empathy) :-
- ५) सामाजिक कौशल्य (Social Skills) :-



या पाच घटकाच्या आधारे गोलमन यांनी 1998 साली Emotional intelligence Dimensions हि संकल्पना मांडली.

१) आत्मभान / स्व- जाणीव (self Awareness) :-

“स्वतःचे निरीक्षण करणे आणि घडणाऱ्या भावनांना मान्यता देणे.”

या मध्ये भावनाची जाणीव, आकलन, स्पष्टता, प्रकटीकरण, संयोजन, संतुलन इ.चा समावेश होतो.

स्वतःचे वस्तुनिष्ठपणे निरीक्षण करून संवेदना व भावना ओळखणे. प्रत्येक क्षणी बदलणारी भवनिक स्थिती ही केवळ त्या व्यक्तीलाच समजू शकते. ज्या व्यक्तीला भावनामुळे होणाऱ्या शरीरिक परिणामाची जाणीव होत असते.

२) आत्मनियंत्रण/ स्व- नियमन (self Control) :-

यास भावनांचे व्यवस्थापन करणे असे ही म्हणतात. विशिष्ट भावना निर्मिती होण्या मागे काय कारण आहे, हे कारण समजून घेण्यासाठी भावना योग्य रीतीने हाताळणे. स्व- नियमनामुळे भीती, अस्वस्थता, राग, उदासवृत्ती, दुःख यातून मार्ग काढता येतो.

स्वतः च्या भावनांचे व्यवस्थापन केल्यामुळे आपल्या भावना योग्य पद्धतीने व्यक्त केल्या जातात. प्रसन्न/ त्रासदायक असलेल्या भावनेचा मागोवा घेऊन त्यामागचे कारण स्पष्ट होते. योग्य कारण समजल्या नंतर योग्य ती प्रतिक्रिया देता येतात. आत्मनियंत्रणामुळे एक प्रकारचे भावनिक सामर्थ्य आणि आत्मविश्वास निर्माण होतो.

३) आत्मप्रेरण/ अभिप्रेरण (self Motivation) :-

ध्येयाच्या दिशेने भावनांना मार्गी लावणे, अतिरिक्त भावना नियंत्रण, समाधान व संतोषला उशीर होणे, उर्मी गुदमरून जाणे.चांगल्या प्रेरणा मुळे चांगली भावना उद्दीपित होते.त्यातून चांगले वर्तन घडते. ज्या ठिकाणी आत्मनियंत्रण निर्माण होते तिथेच एक प्रकारची सकारात्मक आत्मप्रेरणा निर्माण होते

“भावना अशा पद्धतीने व्यक्त करणे की ती व्यक्त करण्याची क्रिया सामाजिक उद्दिष्ट साध्य करण्यासाठी उपयोगी ठरेल.”

४) परानुभूती/ तदनुभूती (Empathy) :

इतरांच्या भावना बाबत संवेदनाशीलता व त्यांच्याशी संपर्क व संबंध, तसेच व्यापकतेने लोक कसा विचार करतात आणि भावना कशा व्यक्त करतात. त्याबद्दल मतभेद असले तरी ते समजून घेणे. यास सहवेदन किंवा परकाया प्रवेश असेही म्हणतात. म्हणजे स्वतः दुसऱ्या ठिकाणी ठेवून विचार करणे.

यामध्ये दुसऱ्यांच्या भावनांची अनुभव घेणे त्यांच्या भावना दुखावल्या जाणार नाहीत याची काळजी घेणे. परानुभूती ही निर्मळ अंतर वैयक्तिक संबंध उपयुक्त असते. यामध्ये इतरांच्या भावना याविषयीची संवेदनशीलता

आणि त्यांच्या दृष्टिकोन व गोष्टी आणि घटनांचा अर्थ बोध समजून घेण्याचा क्रियेचा समावेश असतो.

५) सामाजिक कौशल्य (Social Skills) :-

यालाच संबंध हाताळणे असे देखील म्हणतात. दुसऱ्यांच्या भावनांचे व्यवस्थापन करणे, सामाजिक क्षमता व सामाजिक कौशल्य जपणे, यामध्ये परस्पर संबंधाचे दृढीकरणावर भर दिले जाते. अंतर वैयक्तिक संबंध हाताळणे, इतरांच्या भावनेचे व्यवस्थापन करण्याच्या क्रियांचा समावेश यामध्ये होतो, सर्व प्रकारचे संप्रेषण कौशल्य आणि योग्य प्रगटीकरणाबरोबरच वाटाघाटीची कौशल्य यामध्ये समावेश होतो.

आत्मभान $\Rightarrow$ आत्मनियंत्रण $\Rightarrow$ आत्मप्रेरण $\Rightarrow$ परानुभूती $\Rightarrow$ सामाजिक कौशल्य = यशस्विता

* भावनिक बुद्धिमत्ता वाढवल्यास :-

- शिक्षणातील अंतर्गत व बाह्य समस्या सूटतील.
- अध्ययनातील अडचणीवर मात, आरोग्य, उत्पादनक्षमता, नेतृत्व, सर्जनशीलता व सहकार्य यात नाविन्यपूर्ण विचार वाढतील
- उत्साहीपणे काम करण्यास पूरक वातावरण निर्माण होईल.
- व्यक्तीची सामान्य बुद्धिमत्ता किती चांगली असली तरी त्याला भावनिक बुद्धिमत्तेची जोड असणे गरजेचे असते. नाहीतर यश मिळवणे खूपच कठीण असते.

• **अभ्यासाचा उद्देश :-**

हया अभ्यासाचा मुख्य उद्देश संगमेश्वर महाविद्यालय मधील नवीन शैक्षणिक धोरण लागू असणारे विद्यार्थी (बी.ए.।) आणि नवीन शैक्षणिक धोरण लागू नसणारे (बी. ए ॥) विद्यार्थींच्या भावनिक बुद्धिमत्तेचा तुलनात्मक अभ्यास करणे.

1. संगमेश्वर महाविद्यालया मधील नवीन शैक्षणिक धोरण लागू असणाऱ्या विद्यार्थींचे (बी.ए.।) भावनिक बुद्धिमत्ता शोधणे.
2. संगमेश्वर महाविद्यालया मधील नवीन शैक्षणिक धोरण लागू नसणाऱ्या विद्यार्थींचे (बी.ए.।) भावनिक बुद्धिमत्ता शोधणे.
3. संगमेश्वर महाविद्यालया मधील नवीन शैक्षणिक धोरण लागू असणारे विद्यार्थी (बी.ए.।) आणि नवीन शैक्षणिक धोरण लागू नसणारे (बी. ए ॥) विद्यार्थींच्या भावनिक बुद्धिमत्तेचा संबंध शोधणे.
4. संगमेश्वर महाविद्यालया मधील नवीन शैक्षणिक धोरण लागू असणारे विद्यार्थी (बी.ए.।) आणि नवीन शैक्षणिक धोरण लागू नसणारे (बी. ए ॥) विद्यार्थींच्या भावनिक बुद्धिमत्तेतील फरक शोधणे.

गृहीतक :-

१. नवीन शैक्षणिक धोरणानुसार अभ्यासक्रम असणारे विद्यार्थ्यांन मध्ये नवीन शैक्षणिक धोरणानुसार अभ्यासक्रम नसणारे विद्यार्थ्यांन पेक्षा भावनिक बुद्धीमातेची पातळी उच्च असेल.
२. नवीन शैक्षणिक धोरणानुसार अभ्यासक्रम नसणारे विद्यार्थ्यांन मध्ये नवीन शैक्षणिक धोरणानुसार अभ्यासक्रम असणारे विद्यार्थ्यांन पेक्षा भावनिक बुद्धीमातेची पातळी उच्च असेल.

३. नवीन शैक्षणिक धोरणानुसार अभ्यासक्रम असणारे विद्यार्थी आणि नवीन शैक्षणिक धोरणानुसार अभ्यासक्रम नसणारे विद्यार्थ्यांमध्ये भावनिक बुद्धीमातेची पातळी समान असेल.

*** कार्यपद्धती :-**

डेटाचा स्रोत

सध्याच्या अभ्यासासाठी संगमेश्वर महाविद्यालयातील बी.ए. I आणि बी.ए. II शिकत असलेल्या विद्यार्थ्यांचे निवडल केले गेले.

*** नमुना निवड :-**

यादृच्छिक नमुना निवड पद्धतीचा वापरून अभ्यासासाठी 40 विद्यार्थ्यांची निवड करण्यात आली होती. ज्या मध्ये 20 विद्यार्थी बी.ए. भाग I (नवीन शैक्षणिक धोरण असणारे अभ्यासक्रम) आणि बी.ए. भाग II (नवीन शैक्षणिक धोरण नसणारे अभ्यासक्रम) असणारे विद्यार्थी होते.

*** डेटा गोळा करण्यासाठी वापरलेली चाचणी :-**

संशोधनासाठी डॉ. शीतला प्रसाद यांचे “भावनिक बुद्धिमत्ता चाचणी” या प्रमाणित चाचणीचा वापर करून डेटा गोळा केला गेला. या चाचणी मध्ये एकूण 40 प्रश्न आहेत, आणि प्रत्येक प्रश्नाचे उत्तर पाच पर्याया पैकी एका पर्यायाचे निवड करून द्यायचे आहेत. उदा. आत्मविश्वासपूर्ण, विश्वासाह, नाविन्यपूर्ण, प्रामाणिक आणि समायोजित.

*** डेटा संकलन :-**

संशोधनाशी संबंधित डेटा हे भावनिक बुद्धिमत्तेच्या प्रमाणित प्रश्नावलीच्या आधारे गोळा केला गेला. गृहीतकांची चाचणी घेण्यासाठी संशोधकाने घेतलेला सध्याचा अभ्यास लक्षात घेऊन. डॉ. शीतला प्रसाद यांनी तयार केलेली "इमोशनल इंटेलिजेंस स्केल (EIS) प्रश्नावली" नावाची प्रमाणित

प्रश्नावली संगमेश्वर महाविद्यालयामधील नवीन शैक्षणिक धोरणानुसार अभ्यासक्रम असणारे विद्यार्थ्यांना आणि नवीन शैक्षणिक धोरणानुसार अभ्यासक्रम नसणारे विद्यार्थ्यांना वैयक्तिकरित्या या अभ्यासासाठी डेटा संकलित करण्यासाठी वितरित करण्यात आली. 'टी' चाचणी वापरून डेटाचे विश्लेषण केले गेले आहे.

* डेटा विश्लेषण :-

डॉ. शीतला प्रसाद यांनी तयार केलेल्या “इमोशनल इंटेलिजेंस स्केल” आधारे नवीन शैक्षणिक धोरणानुसार अभ्यासक्रम असणारे विद्यार्थ्यांना आणि नवीन शैक्षणिक धोरणानुसार अभ्यासक्रम नसणारे विद्यार्थ्यांना यांनी दिलेल्या प्रतिक्रिये वरून कच्चे गुणांक मिळवले. त्या नंतर कच्च्या गुणांकाचे विश्लेषण “मॅन्युअल ऑफ इमोशनल इंटेलिजेंस स्केल” आधारे केले गेले. उपलब्ध डेटाचे विश्लेषण आंतर-सहसंबंध मॅट्रिक्समधील सांख्यिकीय तंत्र उत्पादनक्षण पद्धत वापरून केले गेले.

* निष्कर्ष :-

सध्याच्या अभ्यासासाठी, संगमेश्वर महाविद्यालय, सोलापूरमधील नवीन शैक्षणिक धोरणानुसार अभ्यासक्रम असणारे विद्यार्थी (बी.ए.।) आणि नवीन शैक्षणिक धोरणानुसार अभ्यासक्रम नसणारे विद्यार्थ्यांचे (बी.ए.।।) डेटा गोळा करण्यात आला. मिळालेल्या डेटाचे सांख्यिकीय विश्लेषण केले गेले आहे आणि ते खाली दिलेल्या स्वतंत्र तक्त्यामध्ये दर्शविले आहे. नवीन शैक्षणिक धोरणानुसार अभ्यासक्रम असणारे विद्यार्थी आणि नवीन शैक्षणिक धोरणानुसार अभ्यासक्रम नसणारे विद्यार्थ्यांकडून गोळा केलेला डेटा डॉ. शीतला प्रसाद यांनी तयार केलेल्या मानदंडांचा संदर्भ दिला. भावनिक बुद्धिमत्तेच्या डेटाचा परिणाम खाली दिलेल्या तक्त्यामध्ये दर्शविला आहे.

• **Findings:-**

Table 1:

Showing the table of Mean, S.D, M.D, S.E, 't' ratio for Emotional Intelligence of Students who are not under the new education policy and students who are under the new education policy.

	Mean (M)	Standard Deviation (S. D)	Mean Difference (M.D)	Standard Error (S.E)	'T' Test
NEP Student	90.74	6.85	0.1	1.15	0.47
Non NEP Student	90.64	5.58			

Non NEP:- Students who are not under the new education policy

NEP:- students who are under the new education policy

तक्ता क्रमांक 1 नुसार नवीन शैक्षणिक धोरणांतर्गत असलेल्या विद्यार्थ्यांचे सरासरी गुण 90.74 आणि नवीन शैक्षणिक धोरणांतर्गत नसलेल्या विद्यार्थ्यांचे सरासरी गुण 90.64 होते. 't' गुणोत्तराची गणना 0.47 आहे. हे सारणी दर्शविते की लक्षणीय फरक आहे.

* निष्कर्ष:-

अभ्यासाच्या मर्यादांसह आणि संकलित केलेल्या आकडेवारीच्या सांख्यिकीय विश्लेषणातून असा निष्कर्ष काढण्यात आला आहे की नवीन

शैक्षणिक धोरणांतर्गत असलेले विद्यार्थी आणि नवीन शैक्षणिक धोरणांतर्गत नसलेल्या विद्यार्थ्यांच्या भावनिक बुद्धिमत्तेत लक्षणीय फरक आहे.

प्राप्त झालेल्या निकालाच्या आधारे खालील निष्कर्ष काढता येतील:

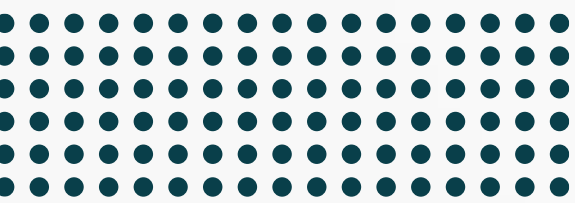
1. नवीन शैक्षणिक धोरणांतर्गत असलेल्या बहुतेक विद्यार्थ्यांकडे आहे भावनिक बुद्धिमत्ता उच्च पातळी.
2. नवीन शैक्षणिक धोरणांतर्गत असलेले विद्यार्थी आणि विद्यार्थी जे नवीन शैक्षणिक धोरणांतर्गत नाहीत त्यांची पातळी वेगळी आहे भावनिक बुद्धिमत्ता.

*** पुढील अभ्यासाची शिफारस:-**

1. इतर मानसशास्त्रीय चला मधील संबंध जाणून घेण्यासाठीही असाच अभ्यास केला जाऊ शकतो.
2. असाच अभ्यास विविध मानसशास्त्रीय विकारांवरही केला जाऊ शकतो.
3. असाच अभ्यास नवीन शैक्षणिक धोरणांतर्गत असलेले मुले आणि मुली यांच्या मध्ये तुलनात्मक अभ्यास केला जाऊ शकतो.

संदर्भ:-

1. मुजीब-उर-रहमान आणि डॉ. रमणीक जैन. ऍपेक्स युनिव्हर्सिटी जयपूर
राजस्थानच्या महिला खेळाडू आणि महिला गैर-क्रीडा व्यक्ती
यांच्यातील भावनिक बुद्धिमत्तेचा तुलनात्मक अभ्यास.
2. ई.आर.हिलगार्ड आणि आर.सी. ऍटकिन्सन. परिचय मानसशास्त्र
3. डॉ. निशा मुंदडा आणि डॉ. शशिकांत खलाणे. मानसशास्त्राची मुलतत्वे
4. <https://www.verywellmind.com/theories-of-intelligence-2795035>



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