

CHAPTER – III

RESEARCH METHODOLOGY

Research Design

The present study has been exploratory and descriptive in nature. The aim of the present study is to explore the influences of socio demographic variables on the level of career aspirations and academic achievements. The study helps to understand the extent to which the associations and correlations are found among tested socio - demographic variables. Considering the nature of phenomena under study, it attempted to answer questions about career aspirations of youth and factors influencing them through quantitative approach and content analysis of open ended responses.

In the present study, a sample of 423 respondents studying under various undergraduate courses from the colleges situated in Surat city was taken up using structured questionnaire and interview guide for the Principals and various Head of the Departments of the colleges. In addition, secondary data such as census reports, Surat Municipal Corporation handbook, annual reports of Veer Narmad South Gujarat University (VNSGU), website of Government of Gujarat were consulted to ascertain the information about youth in the state, in the district and in the city.

Aim of the Study

Aim of the study is to understand and describe career aspirations and academic achievements of youth and to explore their influencing factors. The study tried to understand the impact of socio-demographic variables like gender, age, various facets

of schooling like type and place of schooling, medium of instruction at school level, socio-economic status of parents which included level of education and level of income among parents, status of working mother, type of college and course in which respondent was studying, participation in extracurricular activities, status of working students on the level of career aspirations, academic achievements and career anxiety and meaning in life as an outcome.

The specific **objectives of the study** are:

- (1) To study the career aspirations and academic achievements of the final year undergraduate college students.
- (2) To assess socio demographic factors influencing career aspirations and academic achievements among respondents.
- (3) To assess academic performance from 10th standard onwards to undergraduate (UG) level.
- (4) To study the perception of parent's aspirations through respondents.
- (5) To establish associations between career aspirations, academic achievements, career anxiety and meaning in life.
- (6) To explore the scope of career guidance and counseling services at U G level, Secondary and Higher Secondary level.
- (7) To make suitable suggestions for social work intervention based on the findings of the study.
- (8) To identify implications of the study in terms of advocacy to influence the youth policy at government level and advocate for implementation of the same at various levels of education.

The study addressed the following **research questions**:

1. What are the career aspirations of youth? Are those, who are high on academic achievements, having higher aspirations?

2. Who have the higher aspirations, parents or their wards? What are the career aspirations of parent?
3. Does the socio economic status of parents influence career aspirations and academic achievements of the youth?
4. Does the educational level of parents influence career aspirations and academic achievements of the youth?
5. Does the child of working mother have higher aspirations?
6. What are the gaps between career aspirations and academic achievements?
7. Is there any association between academic achievements, career aspirations and career anxiety? Do career aspirations, academic achievements contribute to meaning in life?

Operational Definitions

The following terms were used in the study as per the definitions or explanations given below.

1. **Youth:** The present study considered the age group of 15-35 years as youth, this consideration is with the government of India that defines, “youth as persons in the age group of 15 to 35 years of age” (Ministry of youth and Sports Affairs 2003: 1) but in the current Policy Document (2014 NYP) the youth age-group is defined as 15-29 years.
2. **Academic Achievement:** Academic achievement or performance is the outcome of education – the extent to which a student has achieved their educational goals. Academic achievement is commonly measured by examinations or continuous assessment. The present study refers to the report card received at the academic year of 10th, 12th standard and at under graduate level.

3. **Career:** As career aspiration is literally defined as the desire to achieve a particular vocation (Merriam-Webster, 2004). The term career, in the present study, is used to describe an occupation or a profession that usually involves special training and formal education.
4. **Career Aspiration:** The career aspirations refer to the strong desire about future job and further study.
5. **Non-Professional Courses:** Non professional category of courses refers to traditional courses like Bachelor of Arts, Science, and commerce where practical training is not the part of curriculum.
6. **Professional Courses:** Professional Courses refer to the courses which provides practical and specialized knowledge in the field which can be practiced professionally.
7. **Technical Courses:** Technical courses refer to the courses which impart special skill or practical knowledge especially in a mechanical or scientific field.

Types of the Colleges

8. **Self-Financed Colleges:** A self-financed college is one which does not receive any financial aid from the Central Govt. of India or from the State Govt. where it is located. They also do not get any financial grants from the UGC but an institute finances itself through the fees paid by the students who enroll for the courses and affiliated to VNSGU.
9. **Grant-In-Aid Colleges:** Colleges which are affiliated with University/ University level Institutions – Under Section 12A(1)(b), which provides for a course of study for obtaining any qualification from a university and which, in accordance with the rules and regulations of such university.

Types of Family

10. **Joint Family:** The term refers to two or more generations of members who are adult and living together under one roof.
11. **Nuclear Family:** A married couple living with their children and without any other extended relatives living in the household with them.
12. **Extended Family:** A married couple staying with unmarried sisters, brothers, parents or other extended relatives.
13. **Socio-Economic Status:** Socioeconomic status (SES) is an economic and sociological combined total measure of a person's work and of an individual's or family's economic based on income, education, and occupation.
14. **Parents Monthly Income:** Parents monthly income is the total income told by the respondent which is earned by father and mother or by only mother or by only father with whom the respondent is staying.
15. **Working Students:** working students refers to those students who were studying and working and they got paid for the work.
16. **Self-employed:** A self employed person is an independent proprietor who reports income earned from self-employment. Self-employed person control who s/he work for, how the work is done and when it is done.

Status of School

17. **Private and GIA School:** Schools managed by an individual, trust or a private organization and are receiving regular maintenance grants either from a Local body or the Central/State Governments.
18. **Private and Non GIA:** Schools managed by an individual, trust or a private organization and do not receive regular maintenance grants either from Local Body or Government (Central/State).
19. **Central School:** Schools managed and financed by Central/State Governments, having autonomous organizations set up by the Central/State Governments.

20. **Municipal School:** Schools managed and financed by Municipal Corporation, District Board, Municipal Board, Town Area Committee, Panchayat Samiti, Zila Parishad etc. are classified as local body institutions.

Place of School

21. **Urban:** Urban school refers to the school situated in urban area which is identified by census with population more than 1 lakh and above and less than 10 lakh and have Municipal Corporation as a local body of governing.
22. **Rural:** Rural school refers to the school situated in rural area which is recognized by census as rural with population of less than 10,000 and has Panchayat as a local governing body.
23. **Semi-rural:** An area between consolidated urban and rural regions which has population of 10,000 and above and less than 1 lakh and has Nagarpalika as a local governing body.
24. **Extra Curriculum Activities:** Extracurricular activities refers to the activities which fall outside the realm of the normal curriculum of school or university education, performed by students
25. **Entrance Test:** An entrance examination is an examination that many educational institutions use to select students for admission. These exams may be administered at any level of education, from primary to higher education, although they are more common at higher levels.
26. **Placement Cell:** It means a cell provides guidance to students on career opportunities. The counselor arranges for campus interviews, entrance exams and aptitude tests. News bulletins giving information and details of employment are displayed on notice boards in the college premises. Audio Visual lectures and talks are arranged periodically for the students to acquaint them with the various avenues open to young graduates.

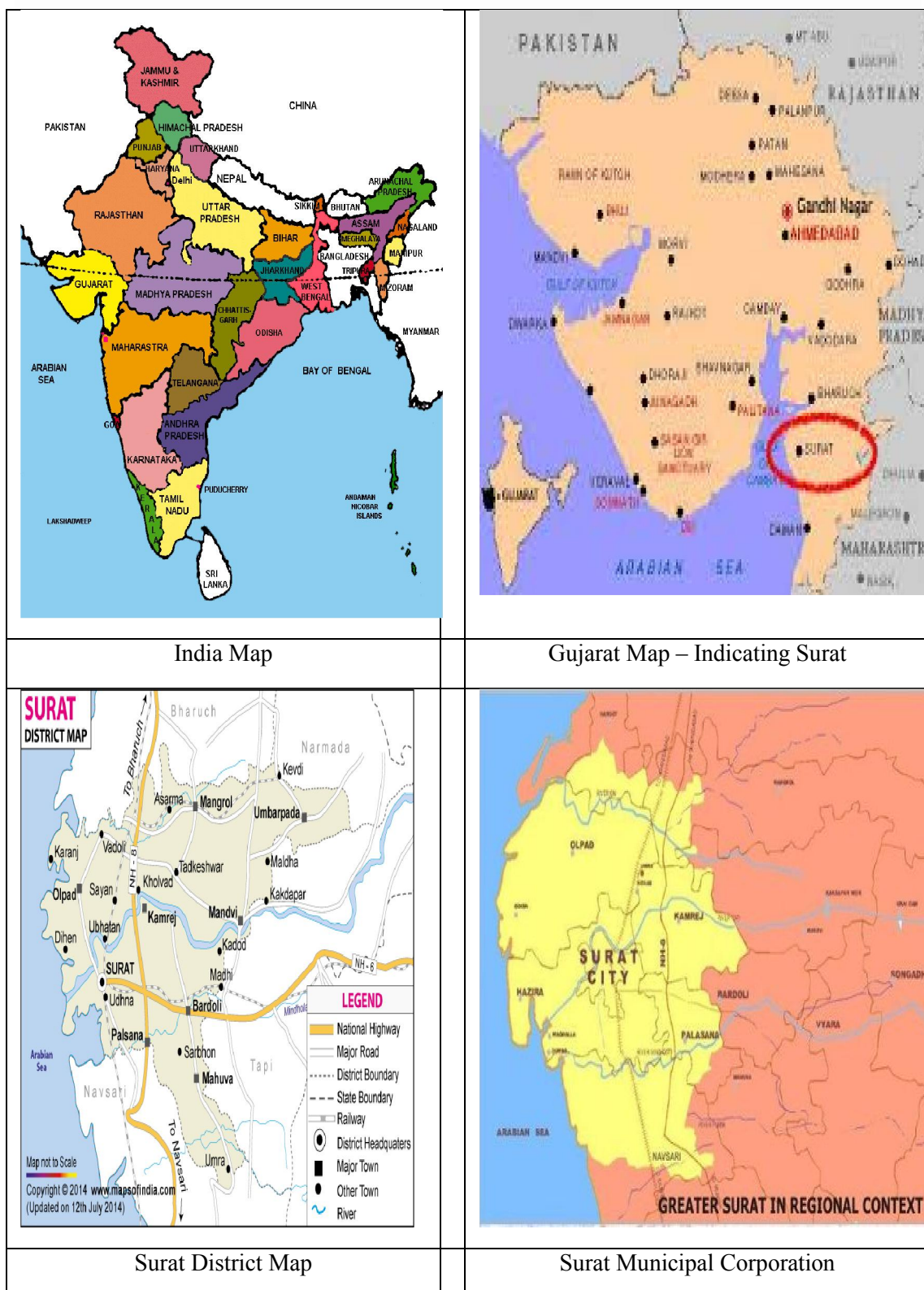
27. **Job Tasks:** A job tasks refers to the awareness about expected type of work and level of working relationships with other people in the organization: Supervisory level, managerial requirements, and relationships with other colleagues.
28. **Career Guidance Program:** It refers to the services intended to assist individuals, of any age and any point throughout their lives, to make educational, training and occupational choices and to manage their careers

Research Settings

Surat is one of the cleanest cities of India and is also known by several other names like "THE SILK CITY", "THE DIAMOND CITY", "THE GREEN CITY", etc. The Surat Municipal Corporation (SMC) area was taken for the purpose of selection of colleges. Surat is a city located on the western part of India in the state of Gujarat. It is one of the most dynamic cities of India with one of the fastest growth rate due to immigration from various parts of Gujarat and other states of India.

The city of Surat has glorious history that dates back to 300 BC. The origin of the city can be traced to the old Hindu town of Suryapur during 1500 – 1520 A.D., which was later colonized by the Brigus or the King from Sauvira on the banks of River Tapi. In 1759, The British rulers took its control from the Mughals till the beginning of the 20th century. The city is located on the River Tapi and has about 6 km long coastal belt along the Arabian Sea. Due to these reasons, the city emerged as an important trade centre and enjoyed prosperity through sea trade in the 16th, 17th and 18th centuries.

Fig. – 3.1: Research setting: India, Gujarat State-Surat District-Surat City (Muni. Corp)



Source: Maps of India

It is the city where the British first landed in India. The Dutch and the Portuguese also established their business centers in Surat, the remnants of which are still preserved in the modern day Surat. In past this was a glorious port with ships of more than 84 countries anchored in its harbor at any time.

Even today, Surat continues the same tradition as people from all around the country flock in for business and jobs. Surat has practically zeroed percent unemployment rate and jobs are easier to get here due to very fast development of various industries in and around Surat City.

During the post-independence period, Surat has experienced considerable growth in industrial activities (especially textiles) along with trading activities. Concentration of these activities combined with residential developments has resulted in considerable expansion of the city limits. At present Surat city has area of 326,515 sq. Km, divided in to seven Zones and 38 election wards with population of 44, 66,626 (2011). The district has 91.22% of male and 83.44% of female literacy and total literacy rate of 87.89 % higher than India. The city has four major universities: three deemed universities namely Auro University, Sardar Vallabhbhai National Institute of Technology (SVNIT) and Uka Tarsadia University, and one statewide university VNSGU.

Colleges of VNSGU and GTU are preferred for under graduate and Post graduate courses by youth of city.

Fig. – 3.2: VEER NARMAD SOUTH GUJARAT UNIVERSITY (VNSGU)



Source: vnsgu.ac.org

Table – 3.1: District wise Distribution of College (2011-2012)

<u>District</u>	<u>Affiliation</u>		<u>Total</u>
	<u>Grant In Aid</u>	<u>Self Finaced</u>	
AHWA & DANG	2	0	2
BHARUCH	12	15	27
NARMADA	6	2	8
NAVSARI	11	18	29
SURAT	28	72	100
TAPI	7	3	10
U.T. (DAMAN)	2	1	3
VALSAD	11	21	32
Outside Uni. Area	2	5	7
<u>Total</u>	81	137	218

Source: vnsgu.ac.org

The VNSGU, a semi-urban University located on the outskirts of the Surat city, has a campus spread over 210 acres. It has been awarded B++ by the National Accreditation and Assessment Council in 2004 and re-accredited 'B' with 2.82 CGPA in 2011, was originally established under the South Gujarat University Act, 1965 passed by the Gujarat State Legislative Assembly. It became functional from the academic year of 1966 and was incorporated as a University on 23 May 1967. Recognized by the University Grants Commission in 1968, it was renamed as Veer Narmad South Gujarat University in 2004 after the great Gujarat poet Veer Narmad

whose real name was Narmadshankar Lalshankar Dave. The mandate of the University is to meet the developmental needs of the seven districts of Surat, Navasari, Valsad, Narmada, Dangs, Bharuch and Tapi and one Union Territory of Daman. The University has 81 Grant-in-aid Colleges, 137 Self-financed Colleges/institutions (2011-2012) and 100 Post-graduate Teaching Centers attached to affiliated colleges. There are 22 Post Graduate Departments and Self Finance Programme on the University campus that offers various courses with multiple specializations, besides M.Phil. and Ph.D. There are 24 Self Financed Programmes on the campus. The University offers 119 Graduate and 35 Post Graduate Programmes in all, including self-financed programmes. The central library with over 1.72 lakh books subscribe to over 242 national and international journals and 6000 e-journals. The University has faculties of Arts, Commerce, Science, Education, Management Studies, Rural Studies, Engineering and Technology, Medicine, Law and new constituted Computer Science, Homoeopathy and Architecture. There are over one lakh students currently enrolled in various courses in the University.

Gujarat Technological University

Gujarat Technological University (International Innovative University), commonly referred as GTU, is a statewide institution affiliating many engineering, pharmacy, and management colleges and varsities across the western Indian Districts of Gujarat. The university is headed by the state government and came into existence on the 16th of May 2007.

Universe of the Study

The Universe of the study is comprised of students studying in the final year of the under graduate degree courses from the colleges situated within the boundary of Surat Municipal Corporation (SMC) and affiliated to Veer Narmad South Gujarat University (VNSGU) and Gujarat Technological University (GTU).

Criterion for Sampling

The following criteria were kept in mind while selecting the colleges, courses and students.

Inclusion Criteria

Colleges:

- (a) The colleges which were situated within the boundary of SMC were included in the study.
- (b) Both, Grant in Aid (GIA) and Self financed (SF) colleges affiliated to Veer Narmad South Gujarat University (VNSGU) and Gujarat Technological University (GTU) were included in the study.

Courses:

The different courses offered at the Under Graduate level in

- (a) Various faculties
- (b) Courses offered in both Gujarati and English medium

Students: Those who were on the roll as regular students in the final year of the course were included in the sample frame.

Exclusion Criteria

The colleges, courses and students were excluded on the basis of following criteria.

Colleges:

- (a) Colleges offered Diploma courses and other courses through distance education.
- (b) Colleges which were established after 2010 onwards.
- (c) Colleges which are not situated within the boundary of SMC.
- (d) Colleges which are not affiliated to VNSGU and GTU.
- (e) Hindi medium college (only one)

Courses:

- (a) Courses which had less than 40 students in the final year.
- (b) Courses which offered integrated courses till Masters Degree.

Students: External students who had registered for the degree course.

Sampling Procedure

Multistage sampling method has been followed. It is the purposive random sampling method used in the selection of respondents from all the disciplines included in the sampling frame.

At the very first stage, the list of Grant in Aid and Self Financed colleges situated within the boundary of SMC and affiliated to VNSG University and GTU had been prepared to understand and develop the Universe and the sample frame work. There were 28 GIA and 72 SF colleges which were listed as per inclusive and exclusive criterion, thus the total of 100 colleges were listed for the sampling frame.

At the second stage, the list was prepared on the basis of courses offered under various faculties at Under Graduate level.

At the third stage, total strength of students studying in various courses was prepared.

At the fourth stage, all the courses were divided in to three different criteria namely, (1) Non Professional (2) Professional and (3) Technical (Table – 4.2).

Further, care was taken to have equal sample from GIA and SF colleges including equal girls and boys studying in Gujarati medium and English medium colleges (Annexure – I).

Thus the final list of courses and colleges was prepared. The total strength of the final year of all the courses, considering inclusion and exclusion criteria, included in the sampling frame was **13085**. The researcher opted for proportionate sampling of **400** as a reasonable size of sample for the study. Sample size had been calculated for all included courses in proportion of 400. In the course of L.LB, Medical, Homeopathy, Physiotherapy, Pharmacy, Architecture the proportionate sampling were very minimal therefore the researcher opted for minimum six number of sample and hence the total actual data comes to 423 for the present study.

Table – 3.2: Information Related to Universe of Each Course and Sample Size in Proportion

Sr. No.	Name of the Course	Total No. of Students in Faculty	Required as per proportion of 400	Actual Data Collection
1	Non Professional			
i	B.A.	1335	41	41
ii	B.Sc.	505	16	16
iii	B.Com.	4087	126	126
		5927	183	183
2	Professional			
iv	B.B.A.	1498	46	46
v	B.C.A	1512	47	47
vi	B.Ed.	1313	41	41
vii	L.LB.	259	8	10
viii	Medical	270	8	10
ix	Homeopathy	75	3	6
x	Physiotherapy	97	3	6
xi	Pharmacy	56	2	6
		5080	158	172
3	Technical			
xii	Engineering	2013	62	62
xiii	Architecture	65	2	6
		2078	64	68
	Total	13085	405	423

Data Collection Instruments

- (A) A structured questionnaire (Annexure – II) with closed and open ended questions was prepared to collect information from students. The questionnaire schedule comprised of questions covering socio demographic variables like various facets of schooling which included type and place of schooling, medium of instruction at school level, socio-economic status of parents which included level of education and level of income among parents, status of working mother, type of college and course in which respondent was studying, participation in extracurricular activities, status of working students, aspirations related to future studies, job and academic achievements. Measures like Meaning in Life (The Meaning in life questionnaire (MLQ) Michael F. Steger, 2010), Occupational Aspirations Scale (Occupational Aspiration Scale – Dr. J S Grewal) and Career Anxiety Inventory (adopted from Muna Saif Al-Kalbani, “Career Decision Making Constructs and Five-Factor Model”, 2010) also formed the part of questionnaire schedule. All the tests are standardized and applied in Indian context.
- (B) **Interview Guide** was prepared for the principals and Head of the departments of the colleges to know their perceptions about students’ career aspirations, the influential factors of career decisions of students, particularly selecting the course of the study, problems in career choice, the level of achievements during U G years, their future plans related to jobs and study, and scope of career counseling service etc. (Annexure – III).

The detailed description of the three measures used is as follows:

(a) The Meaning in Life Questionnaire (MLQ) by Michael F. Steger (2010)

MLQ is a 10-item measure of the Presence of Meaning in Life and the Search for Meaning in Life. The MLQ has been used to help people understand and track their perceptions about their lives. It has been included in numerous studies around the world. It has been translated into over two dozen languages and shows robust psychometric properties across gender, age, racial and national groups. A number of studies have used MLQ which reliably provided information to therapists about levels of experience and sought meaning among their clients. Most of the research conducted using the MLQ has focused on well-being and health. It has been found that Presence of meaning has been positively associated with many other indicators of well-being, including positive Self-esteem, life satisfaction, optimism, hope, happiness, curiosity, self-actualization, and daily positive social interactions in addition to more positive perceived health. These positive findings also extend into people's positive attitudes and experiences with work including positive relations with work enjoyment, job satisfaction, perceived meaningfulness of work, career decidedness and viewing one's work as a meaningful and socially important calling (Annexure – II).

(b) Occupational Level of Aspiration (OLA)

A scale for measuring the Level of Occupational Aspiration was developed by Haller and Miller (1967) to provide a scientific and well standardized procedure for measuring the occupational aspirations of youth. The scale was developed on the basis of rank ordering of 90 representative occupations out of a list prepared by the National Opinion Research Centre (NORC, 1947) of the U.S.A. The NORC study was done by means of a quota-controlled national sample of adults numbering 2920 persons. Haller and Miller utilized

the NORC list of 90 occupations to prepare an Occupational Aspiration Scale (OAS) consisting of eight multiple-choice type items. Each item contains ten occupations nearly of all occupational status level arranged in a mixed order. The Indian adaptation of the scale has been developed by Dr. J.S. Grewal, by getting the prestige rating of 150 occupational titles, identical with the NORC list. These titles were taken from Dictionary of Occupational Titles of India. Eighty out of 150 occupations of different prestige values were arranged in mixed order in eight multiple choice items in the format. The responses are scored with the help of a scoring key. The scores of each item ranges from '0' (lowest) to '9' (highest). An individual's score for the whole inventory ranges from 0 to 72. The coefficient of stability as determined by the test-retest method was found to be 0.84. The OAS has been validated against Haller and Miller Occupational aspiration Scale and the coefficient of validity was found to be 0.75 (Annexure – II).

(c) Career Anxiety Inventory

Inventory has been adopted from the 'Career Decision Making Indicators and Big Five Model' developed by Salleh, A. and A. Al-Kalbani, Mastor, 2010. The authors developed and validated the CDMI along the eight dimensions: decidedness, comfort, career choice anxiety, external barrier and need for information readiness, career salience, and inconsistent information. The CDMI was found to be reliable and valid tool. Each CDMI scale consists of scales with 3 to 9 statements to which respondents are asked to express agreement or disagreement by selecting one of five labeled choices strongly disagree, disagree, undecided, agree, strongly agree. The researcher has sought permission to use only one dimension of career anxiety from five factors Model which was granted by author and scoring guideline was also provided.

Standardization of Translated Tools

The three measures i.e. The Meaning in Life Questionnaire, Occupational Level of Aspiration, Career Anxiety Inventory and questionnaire have been translated in Gujarati language. It was validated through expert's comments from Department of Gujarati, VNSG University and was pretested with 10 Gujarati speaking respondents during pilot testing. On the basis of their feedback, necessary changes in the languages were made to the measures.

Pre-testing of the Structured Questionnaires

Before finalizing the Questionnaire, a pilot study was carried out with 15 respondents studying in various courses, from Gujarati and English medium colleges. The average time taken by respondents was 40-50 minutes to complete the questionnaire. The questionnaire schedule was revised on the basis of the analysis and feedback of the pilot study.

Data Collection

Data collection was started with the beginning of second half of academic session i.e. from January 2013 to May 2013. On an average it took 55-60 minutes to complete the questionnaire. It was administered in a group of minimum 10 respondents to maximum 20 respondents at a time. The researcher also tried to complete interviewing Principal and HODs of the various departments of the college during the same visit which required 15 to 20 minutes. On an average, it took minimum two to two and half hours to complete data collection from one college. The researcher visited approximately 35% of listed colleges of the universe.

Ethical Assurance

The researcher carried a letter for data collection, duly signed by the Dean faculty of social work and research guide and submitted to seek permission from colleges well in advance to prepare data collection schedule accordingly. Further it helped the principal to adjust the lecture schedule of the teacher. The respondents were given written and verbal assurance to maintain confidentiality of provided information and it would be used for only research purpose and not on individual basis.

Data Management

The researcher carefully checked some of the information while collecting filled questionnaires from the respondents, particularly information related to parent's income, and made sure to get it filled before leaving the class room. Researcher checked the filled questionnaires and discarded schedules which had many missing information. Thus out of 463 questionnaires, after discarding 40 schedules, 423 questionnaires were finalized for the analysis.

Analysis of Data

A code book for the questionnaire schedule was developed and codes were entered in the schedule across the each item. The code of each schedule was fed into SPSS data file and data of the 423 respondents were entered into the SPSS programme. After cleaning the data for any errors, relevant statistical methods such as measures of central tendency, cross tabulations, correlations, and inferential statistics such as Chi-square, ANOVA were used to understand relationships between the study variables. Appropriate tables, graphs and other data displays as needed were developed from the data. The description has been developed from the content analysis of open ended questions. The scoring of the scales was done as per given standardized norms. The responses of the interview guide have been narrated through qualitative analysis

Experiences during Fieldwork

Researcher herself visited all the colleges and collected data. The principal of the colleges were approached personally with a request of permission letter. On being explained the purpose of the study, they had readily agreed to spare the lecture and nominated a teacher, or HOD or G S to coordinate with the work of data collection. The majority of the principals were found very supportive in sparing time for the interview on the same day. However, very nominal number of the principal asked to come on some other day with prior phone call, but they did not show readiness to spare time of 20 minutes even at the next time.

Researcher experienced that no teacher was ready to spare the lecture but insisted to continue filling up of the questionnaire by some selected respondents while they were teaching. Usually it sounded that they might have expected that it would take 15-20 minutes so both the work, teaching and data collection could be completed simultaneously, at that time researcher had explained the requirement or went again for data collection. Some of the teachers went through the questionnaire schedule and found it very lengthy, one senior teacher appreciated meaning in life measure for the youth.

The researcher always began with the introduction of self and aim of the study. The respondents were seemed curious to fill the information. One group of respondents expressed their happiness for asking about career, and said, “Nobody asked such questions to us”. Further they sounded curious to know the result, what will I do with? How can they know results? Overall the researcher felt contented with the efforts put for five months for data collection.

Strengths and Limitations of the Study

The study being exploratory with a random purposive sampling, generalization of the findings will be limited. Further the study is limited to undergraduate degree courses; hence it will not throw light on aspirations of youth from diploma and integrated courses. Sample respondents are limited to colleges affiliated to VNSGU and GTU and hence it cannot be generalized to youth of Surat City, as there are many other colleges affiliated to other Universities in the Surat City.

The representation of the sample from various fields reflects the approximate composition of undergraduate students; the findings may be useful in developing insights in to the influences of variables on career aspirations of youth.

In absence of many studies pertaining to youth and their aspirations from city of Surat and Gujarat, the in depth exploration and description about different aspects of career aspirations, academic achievements and their correlation will bring in valuable insights.

The report will be prepared in following chapters.

- Chapter 1- Introduction
- Chapter 2- Review of Literature
- Chapter 3- Research Methodology
- Chapter 4- Data Analysis and Interpretation which can be further divided in to
 - (a) Association between socio-demographic variables and level of career aspirations among the respondents.
 - (b) Association between level of career aspirations and level of academic achievement.
 - (c) Association between level of career aspirations, academic achievement, career anxiety and meaning in life.
 - (d) Correlation with socio-demographic variables

(e) Qualitative analysis based on findings from Interviews of the Principals and HODs.

- Chapter 5- Major Findings, Discussions and Conclusion

Summary

This chapter outlines the research design based on the nature of the study topic and envisages the aim and specific objectives of the study. Quantitative and Qualitative methods are used to obtain data. The details about the operational definitions of the concepts and the measures used are provided. A brief description of the research setting of the study as well as the universe of the study sample is defined. A short account of the inclusive and exclusive criterion and sampling procedure led to final study sample. A portrayal of the data collection instruments used in the study has been given. The process of data collection, data management and data analysis are discussed in brief, followed by sharing of the field work experiences of the researcher. The strengths and limitations of the study are duly mentioned.