

CHAPTER IIIPLAN AND PROCEDURE OF THE STUDYPAGE No

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### CHAPTER III

#### PLAN AND PROCEDURE OF THE STUDY

The present study undertakes to answer some questions which were raised and put in the form of objectives of the study in the first chapter. In the present chapter, the details, or plan and procedure of the study are examined.

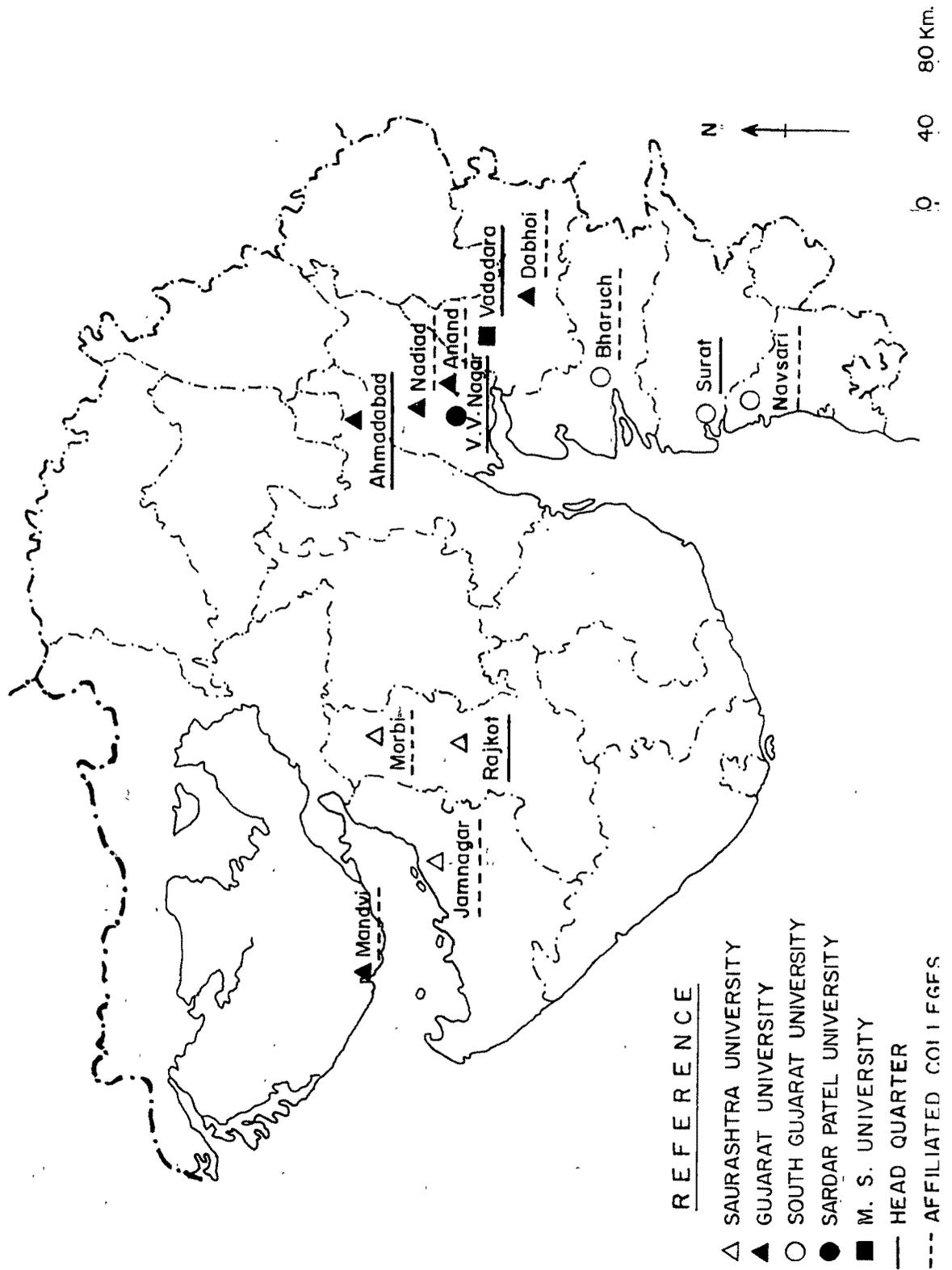
#### 3.1 SELECTION OF UNIVERSITIES FOR THE STUDY

The factors that were to be considered in selecting the state of Gujarat for the present study are discussed in chapter I. The study of any one university would not have served to provide accurate information as to the correct state of affairs. Therefore, a total of five universities, the major ones in the state of Gujarat, were selected for this study. These five universities are :-

<u>UNIVERSITY</u>	<u>HEADQUARTER</u>
1. The Gujarat University	Ahmedabad
2. The Maharaja Sayajirao University	Baroda
3. The Sardar Patel University	V.V. Nagar
4. The South Gujarat University	Surat
5. The Saurashtra University	Rajkot

The M.S.University is different from the other universities in that it is a unitary residential and teaching university. All faculties and institutions are on

LOCATION OF VARIOUS UNIVERSITIES AND AFFILIATED COLLEGES  
SELECTED FOR PRESENT STUDY OF GUJARAT STATE



the same campus, and students belonging to all the different faculties are eligible for , and get the same amenities and welfare benefits. The other universities have their affiliated colleges spread out over different towns, and while the regular teaching schedules are the same, the students, teachers and administrators are different.

Taking into consideration the above mentioned points, the universities of Gujarat State have been selected for this study. The names of the affiliated colleges and institutions undertaken for the study are shown in Appendix

### 3.2 DATA REQUIRED FOR THE PRESENT STUDY

To achieve the formulated objectives of the study, the following data are required, i.e., major causes of student unrest, expectations of students from the universities, welfare activities provided at the university level, and the campus climate of the university, on the basis of the opinions of the university students. The opinions of the deans of students of the faculties and institutions were also sought with regard to the above mentioned subjects.

### 3.3 SOURCES OF DATA

The sources of the data required, mentioned in the preceding section, are as listed below :-

1. Data regarding the major causes of student unrest,

expectations of the students from the universities, campus climate of the university, provisions of different welfare activities in the university. The students themselves were the sources of this data.

2. The data regarding the dean of the students, the opinion about the causes of unrest of their universities - the deans of the students of the universities were the sources.

#### 3.4. SAMPLE FOR THE STUDY

It has been discussed in the preceding section, about the delimitations of the study in Chapter I, that is, that a total of five universities of Gujarat State have been selected for the study. Data required for the study were to be collected from different sources. The student population of these five universities is very large, so the problem here was whether to take all the students for the study, or to take a sample of them. To decide upon this, the objectives of the study had to be specified. Taking into consideration the objectives number one and two of the study, the sample of this study is restricted to students of final year degree course and post - graduate courses, because, during this age, students are aware of their responsibilities of academic career and proper behaviour in the university, plus they are familiar with the environment of their campus. Generally, at this stage, they have passed more than two years in the university campus, and during this time, they might have come across such type of activities of unrest. Their experiences can be helpful to

find out the real picture of the problem. Because of the large population, the sample is selected randomly. While selecting the sample, three major aspects were constantly kept under focus, i.e., its representation, randomness and adequacy. So, the sample can be from different groups of population. A total of five hundred students from all these five universities has been selected as the sample. Now, considering the third objective of the study, that is, to have the opinion of the dean of students and regarding student unrest and welfare activities of the five universities. Here, dean of the students were interviewed orally during the data collecting period.

The specific presentation of the sample of three students is described below from their bio-data sheet in the present questionnaire, i.e., refer from table 1 to 6.

Table 1 : UNIVERSITY-WISE NUMBER OF STUDENTS TAKEN FROM DIFFERENT STREAMS OF THE FIVE UNIVERSITIES

STREAMS	SU	GU	SGU	SFU	MSU	TOTAL
ARTS	10	20	10	10	10	60
FINE ARTS	-	10	-	13	07	30
COMMERCE	12	10	12	10	10	54
SCIENCE	12	14	10	10	08	54
HOME SCIENCE	10	-	10	-	07	27
B.ED.	19	16	25	25	06	91
ENGINEERING	14	10	35	22	10	81
MEDICINE	10	10	08	-	12	40
LAW	13	10	-	-	10	33
B.B.M.	-	-	-	10	-	10
MUSIC	-	-	-	-	10	10
MSW	-	-	-	-	10	10
	100	100	100	100	100	500

Table no.1 indicates the total sample of respondents from different streams of all the universities. Refer graph no.

Table 2 : UNIVERSITY - WISE PERCENTAGE OF AGE - GROUPS OF THE STUDENTS

YEAR	SU	GU	SGU	SPU	MSU	TOTAL	PERCENTAGE
20	16	41	36	20	23	136	27.2
21	12	24	18	17	31	102	20.4
22	08	10	16	14	18	66	13.2
23	13	08	02	11	07	41	08.2
24	11	07	04	05	14	41	08.2
25	17	10	15	10	05	57	11.4
26	14	-	09	14	02	39	07.8
27	09	-	-	04	-	13	02.6
28 & above	-	-	-	05	-	05	01.0
	100	100	100	100	100	500	100.0

Table no.2 indicates the percentage distribution of the sample by age group. The age group ranges from 20 to 28 years. Generally, higher education degree courses commence as soon as students complete their schooling, i.e., 10 + 2, and also, the minimum age is normally 17 years. The sample of the present study is taken from the final year degree course and post - graduate courses like B.Ed., Law, M.S.W.,etc. Therefore, the age group is mostly between 20 to 28 years.

As indicated earlier, here again, these age groups

are divided into two major groups : the normal age at which a degree is attained is generally 20 to 24 years. This group, young and volatile, is the one often responsible for any tension or unrest on campus. This group forms 77.2% of the campus population. The second age group of 25 and above is mature and peaceful and accounts for 22.8% of the student population.

Table 3 : UNIVERSITY - WISE PERCENTAGE OF STUDENTS AS PER SEX, RELIGION AND NATIONALITY

VARIABLE	SU	GU	SGU	SFU	MSU	TOTAL	PERCENT	
SEX	A	55	75	54	54	62	300	60.0
	B	45	25	46	46	38	200	40.0
		100	100	100	100	100	500	100.0
RELIGION	A	92	96	89	89	87	452	90.4
	B	08	05	11	11	13	48	09.6
		100	100	100	100	100	500	100.0
NATION	A	95	-	-	-	-	95	97.8
	B	05	-	-	-	-	05	02.2
		100	-	-	-	-	100	100.0

The interpretations of the symbols 'A' and 'B' in table 2 are :-

SEX :-

A = MALE

B = FEMALE

RELIGION :-

A = HINDUISM

B = OTHER RELIGIONS

NATIONALITY :-

A = INDIAN

B = FOREIGN

On an average, a conclusion can be drawn that the university population consists of 50% males and 50% females, though not all branches of study have an equal number of male and female students since a subject like home science is more female oriented while one like engineering is more male oriented. There are, however, no stiff demarcations that prevent either sex from undertaking the subject of their choice.

The data collected reveal that in the case of nationality and religion, Indians and Hindus respectively are found to be a majority.

Table 4 : UNIVERSITY - WISE AVERAGE PERCENTAGE OF STUDENTS'  
PARENTS' LEVEL OF EDUCATION

VARIABLE	SU	GU	SGU	SPU	MSU	TOTAL	PERCENT	
EDUCATED	F	89	69	80	81	93	412	82.4
	M	92	82	53	78	90	385	77.0
		171	151	133	159	183	797	79.4
UN - EDUCATED	M	11	31	20	19	07	088	17.6
	F	18	18	47	22	10	115	23.0
		29	49	67	44	17	203	20.3

It can be seen from table no.4 that, of the total sample, 79.4% parents are educated and 20.0% are uneducated. Thus, a maximum number of parents are educated. The interpretations of 'M' and 'F' in the above table are 'male' and 'female' respectively.

Table 5 : UNIVERSITY - WISE AVERAGE PERCENTAGE OF PARENTAL OCCUPATION

FEMALE	SU	GU	SGU	SPU	MSU	TOTAL	PERCENT
SERVICE	38	38	40	23	23	192	38.4
BUSINESS	-	-	-	-	-	-	-
FARMING	-	-	-	-	-	-	-
HOUSEHOLD	62	62	60	77	77	388	61.6
TOTAL	100	100	100	100	100	100	100.0
MALE	SU	GU	SGU	SPU	MSU	TOTAL	PERCENT
SERVICE	42	46	50	32	59	259	45.8
BUSINESS	47	31	36	40	28	182	36.4
FARMING	11	23	14	28	13	89	17.6
HOUSEHOLD	-	-	-	-	-	-	-
TOTAL	100	100	100	100	100	100	100.0

Table 5 shows that, a majority of the fathers (45.8%) are employed in different services, i.e., government services, teaching professions at school and university level, medical representatives, working in shops, industries and private companies ; 36.4% fathers are engaged in their own business, i.e., doctors, lawyers, contractors, factory owners/partners, etc.; and 17.6% fathers have their own land and are engaged in agriculture as a form of livelihood. On the other hand, a majority of

mothers, i.e., 61.6% are merely housewives, and 38.4% have jobs at school or university levels or in government offices.

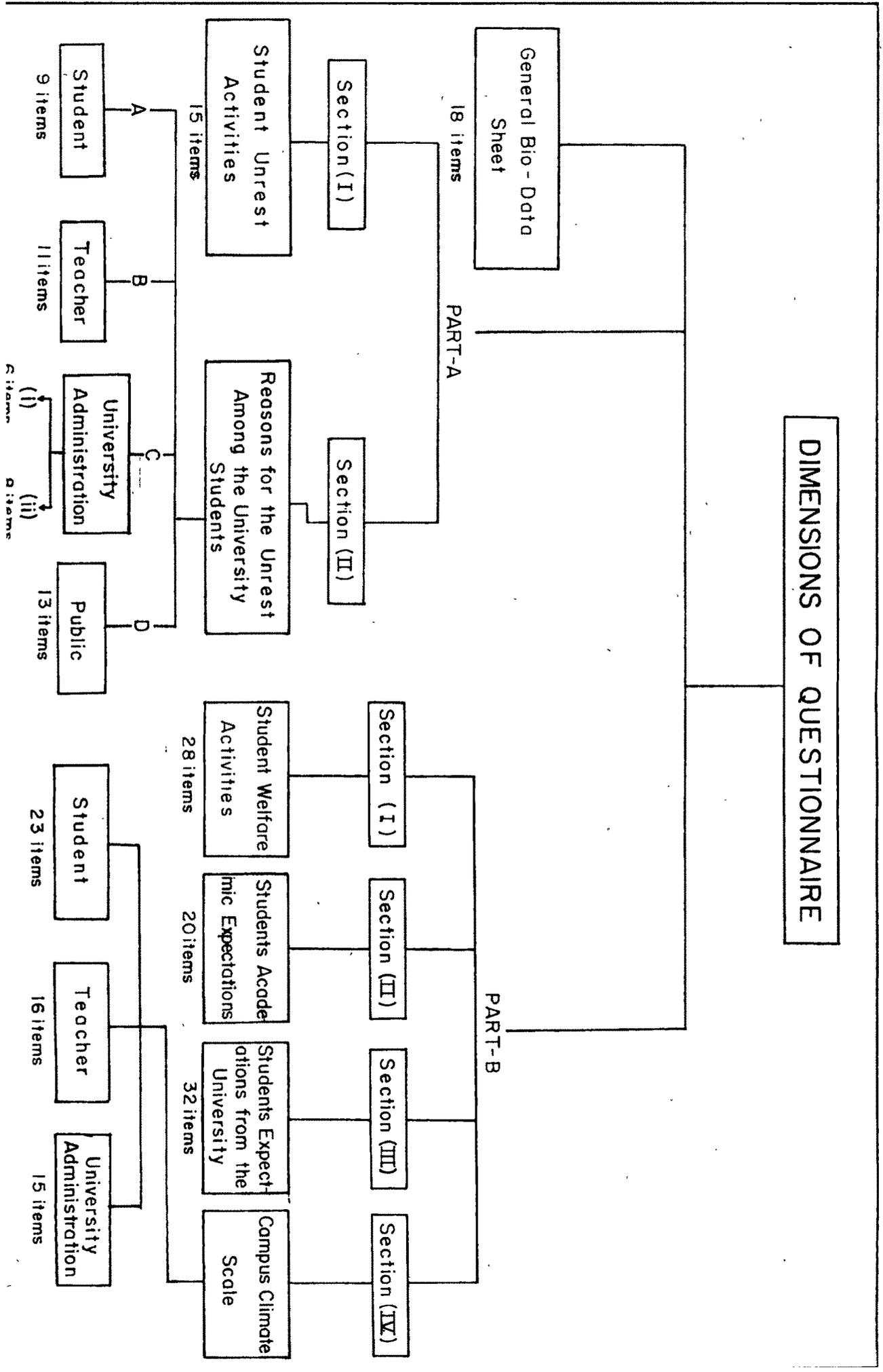
Table 6 : UNIVERSITY - WISE PERCENTAGE OF STUDENTS IN RESPECT OF THEIR FAMILY'S YEARLY INCOME

RUPEES	SU	GU	SGU	SPU	MSU	TOTAL	PERCENT
12000-24000	28	13	25	19	24	109	21.8
24001-36000	29	23	20	22	30	124	24.8
36001-48000	24	28	21	25	17	115	23.0
48001-60000	13	17	23	21	19	93	18.6
60001-72000	03	02	08	09	07	39	07.8
72001&ABOVE	03	07	03	04	03	20	04.0
TOTAL	100	100	100	100	100	500	100.0

Table 6 reveals the yearly income of the respondents' parents, ranging from Rs.12,000/- to Rs. 72,000/- and above. These income groups can loosely be categorised as :-

1. The lower income group :- 46.6% of the total respondents fall into this category.
2. The middle income group :- 41.6% of the total respondents fall into this category.
3. The higher income group :- 11.8% of the total respondents fall into this category.

DIMENSIONS OF QUESTIONNAIRE



### 3.5 CONSTRUCTION OF TOOL

For carrying out the present study, the questionnaire method was selected as a major tool. On occasions, the data were also supplemented by unstructured interviews in the case of university teaching staff. Keeping in mind the data to be collected through a questionnaire, the items related to different aspects of the present study were prepared by the investigator. Before that, detailed information about the problem in question was collected by visiting some of the student leaders and teachers who were directly or indirectly connected with student activities and organizations. Some items were taken from previous studies and have been restructured with the help of the experts.

The questionnaire used was divided into two parts : part A and B. Part A is adopted from BHATT (1985) of the home science faculty, which was an unpublished dissertation. This part consists of two sections - section I deals with different student unrest activities which occur during the unrest period on a university campus. Section II deals with some of the causes and reasons which play a role in bringing about the phenomenon of student unrest. This section is further divided into four divisions - division A is related to students as a cause of unrest, division B to teachers as a cause of unrest, division C to the university administration as a cause of unrest, and division D to the general public as a cause of unrest. Part

B is divided into four sections : section I deals with the different types of student welfare activities organized and provided by the university, section II deals with the academic expectations of students, section III deals with the general expectations of students, and section IV is on the university climate scale. This scale was prepared by the investigator to know the views of the respondents about the overall climate of their university with respect to different aspects, i.e., academic, cultural, social, political, and moral, prevailing in the campus. (Refer Chart)

The questionnaire is fairly comprehensive. It also contains the clearly stated objectives of the study. Each item deals with a single idea and each section with a central theme. Care has been taken not to ask questions that are either embarrassing or aggravating, and to keep the number of questions at a minimum.

After the questionnaire was prepared, with the directions as to the response to it, to arrange the items in a logical sequence, to examine the coverage of the items with respect to required data, and to avoid ambiguity in the constructed items, it was given to some of the experts from different faculties of the M.S.U., Baroda (see Appendix for experts' names and professions). The experts were requested to examine the items from three points of view, i.e., logical sequence, coverage and language of the items. On the basis of comments, suggestions and observations of the experts, the items were further

improved in clarity of language, logical sequence, and relevance to the content.

To estimate the reliability of the questionnaire, a pilot study was conducted. The questionnaire was administered to 25 students of the M.S.U. from different faculties, with the result that the items framed under the different sections were positively responded to. The graph showing the dimensions of the questionnaire reveals all the sections covered under it.

Tables showing the different streams; age groups; sex, religion and nationality; educational level of parents; occupation of parents; and yearly incomes of parents, are for general information of respondents, and have not been considered while undertaking the study.

The questionnaire having been scrutinised by the experts at the M.S.U., the data provided by it may be considered genuine and valid. The names and professions of judges who were asked to judge the content validity of the questionnaire for students is given in (Appendix - I)

### 3.6 COLLECTION OF DATA

Detailed information as to the procedure of collection of data has been given in this section.

Collection of adequate data was necessary to fulfill the different objectives of the study. In this context, a questionnaire was prepared by the investigator, to be given to students. To administer the prepared

questionnaire to the students, the investigator met the authorities of all the different faculties and institutions personally, with a letter of introduction from the Dean, Faculty of Education & Psychology, M.S.University of Baroda (Appendix - III ).

Students were contacted during class hours in order to maximize the number of respondents. After introducing herself, the investigator briefed the students on the purpose of the questionnaire and of the study, and gave them directions on how to respond to the same. The students were asked to fill in the questionnaire in the presence of the investigator in order that any difficulties they came across could be cleared by the latter.

The investigator was very particular about examining the questionnaire, checking to see whether all the questions had been attended to, and getting the student concerned to complete the same if there were some details missing. There was no time limit within which the students had to fill in the questionnaire, but they were generally found to take around 25 minutes. The time schedule of the data collection was from the academic year of July 1986 to December 1987. The deans of students were also interviewed personally, and their views sought on the various subjects dealt with in the questionnaire.

### 3.7 SCHEME OF DATA ANALYSIS

An attempt has been made here to explain the analytical procedure of the data collected through

questionnaire. For the sake of convenient analysis, numerical values were given to some of the systematic data. In brief, university-wise percentage analysis was done, and some of the data were analyzed qualitatively. The detailed procedure of data analysis has been given below :-

The data which were collected from the bio-data sheets about the general information of students were analyzed by nominal scale.

The questionnaire was prepared on the basis of specific objectives. They were divided into two parts, and these parts were later on divided in the form of two sections. Section I and II of part A is related to student unrest activities, and the reasons for the same. For these two sections, the percentage analysis technique has been utilized. In brief, these sections have a three point scale. These nominal data were coded as 1,2, and 3. The code of symbols given to these data were presented in the form of : 1 = Disagree, 2 = Agree partly, and 3 = Agree. Section-wise final scores on all these items were added together because the involvement of the students was take as their general opinion. Part B consists of four sections, of which I and II include open ended questions. The responses are recorded in the form of numerical values and written responses were recorded qualitatively. These sections present responses about student welfare activities and their academic expectations. Section III was related to the general expectations of students from the universities.

Section IV of this part deals with the university campus climate. This section has a five point scale, with the nominal data being coded as 1,2,3,4 and 5. The code symbols given to these data are presented in the form of : 1 = Disagree, 2 = Slightly agree, 3 = Considerably agree, 4 = Greatly agree, and 5 = Fully agree. This section was further divided into three divisions. The division-wise final scores on all the items were added up because the involvement of the students was taken as their general opinion. However, details about the plan and procedure of the study can be seen from the flow-chart no.

### 3.8 CHAPTERIZATION

The present study is divided into the following five chapters :-

CHAPTER I deals with the introduction, emphasizing student unrest and welfare activities and services, and the importance of the study with these aspects in mind.

CHAPTER II deals with some of the previous studies on student unrest and student welfare activities and services.

CHAPTER III deals with the methodological plan and procedure of the study.

CHAPTER IV gives a detailed analysis and interpretation of the data regarding student unrest and student welfare activities from the responses of the five different universities of Gujarat State. The available data have been analyzed in terms of percentage. The body of this chapter contains a number of tables and figures.

CHAPTER V provides the summary of the major findings in brief, and the suggestions drawn from the results.

### 3.9 CONCLUSION

The foregoing presentation in this chapter gives details about the procedure followed in the study to construct the tool, drawing the sample, collection of the required data, procedure of analysis of data collected from the respondents, are presented.

CHAPTER IV has been devoted to the analytical presentation, discussion and interpretation of the analyzed data.

# DESIGN OF THE PRESENT STUDY

