

CHAPTER III

PLAN AND PROCEDURE OF THE STUDY

3.0 INTRODUCTION

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

3.1 CASE STUDY METHODS

This is an in-depth case study that warranted multiple methods and procedures for five selected schools in Vadodara city. Case study facilitates an in depth understanding of a phenomenon within a context. Yin (2003) has cited advantages of multiple case studies as the evidences created from this type of study are more robust and reliable. Further, He states that multiple case study design can be used for two purposes: To predict similar results (literal replication) or to predict contrasting results but for predictable reasons (theoretical replication). The present study is intended to understand the gradual process of deterioration of good schools to sick secondary schools. Development of sick organization cannot be uniform all over, different organizations have different reasons and paths for decline while few may have similar, few may have some factors similar to other and so on. Therefore; **Multiple Case study** approach is adopted in this study to develop comprehensive understanding about the process of development of sickness in secondary schools. The Multiple case studies are also called as holistic or embedded (Yin, 2003) case study design. The multiple case study method will provide an opportunity to

understand the diversity in the process that lead to sickness. It will enable researcher to understand the process that amount to sickness and also will provide opportunity to identify the similarities in occurrence of certain issues that lead to development of sick secondary school. Multiple case studies will thereby enable the researcher to develop holistic understanding of the concept of process of development of sick secondary schools.

It is important in **the case study research** that not all sources of data are relevant for all case studies (Yin, 1994) but each case will present different opportunities for data collection, data interpretation and information understanding; this will there by perform in developing comprehensive understanding about the concept of process of gradual deterioration of good schools to sick secondary school.

3.1.1 PROCEDURE OF THE STUDY:

The present study is multiple case study method. The study is conducted in **three stages**.

Stage-I: Procedure to identify the sick secondary schools,

Stage-II: Path followed for the case study to understand the process of deterioration of sick secondary school,

Stage-III: Suggestions to transform sick secondary schools to healthy secondary schools.

The details of the procedures followed in the three stages are presented below.

3.2 STAGE-I: IDENTIFICATION OF THE SICK SECONDARY SCHOOLS

As per the definition of sick secondary schools, as presented in Chapter-I, a sick secondary school is one which is having the following characteristics.

1. Consistently poor examination results at Board examinations conducted by Gujarat Board during the years 2003-2013

2. Decline in students' enrolment rate in the school during the 2003-2013 period and
3. Increase in students' dropout rate in the school during 2003-2013 period.

The researcher had to find out such schools from the Vadodara city to conduct the study. In order to locate the schools, the following procedure was followed.

1. Listing of the schools with weak performance at SSC board examination (2004-2013):

The researcher visited the SSC Board Result Office Vadodara with an official letter to the officials to provide the needed data to the researcher. Presenting the letter of request (Appendix-I), the researcher requested the officials for their cooperation by providing the needed data. From the data provided by the officials, the researcher, listed down all those schools in Vadodara city which were achieving less than 30% pass results at SSC board examinations during the academic year 2004-2013. The data about the examination results of such schools can be seen from Appendix-V.A

Among the schools presented in Appendix-V.A, some schools had been consistently achieving the SSC board result less than 30%, while some schools had occasionally obtained more than 30% pass results.

2. Identifying schools with record of SSC board result less than 30% for most of the time during academic year 2004-2013:

a) From the list the of the schools achieving SSC board result less than 30% during academic year 2004-2013, the 17 schools that were consistently achieving SSC board result less than 30% in most of the years were identified.

b) The researcher visited all these schools and studied their performance in the initial years of establishment. Also studied the annual dropout rate and enrolment rate during this period (2004-2013).

c) From the data thus gathered, the schools which emerged as sick were those that fulfill the characters mentioned in definition of sick school were listed (**Appendix-VB**) for the study.

3. Preparation of profiles of the schools identified in stage two.

The researcher visited the seventeen schools mentioned in the **Appendix-VB** after obtaining permission from DEO (District Education Office), Vadodara. A letter of permission (enclosed in Appendix-V) explaining the purpose of research was presented to the principal of respective schools. Out of the seventeen schools, three schools were already closed due extremely long record of poor academic performance in Board examinations. Thus profiles of fourteen schools were prepared. The profile of each school was developed on the following points:

1. Name of the school
2. Year of establishment
3. Affiliation (Board)
4. Vision and mission of the school
5. Medium of instruction
6. Number of students
7. Number of teachers
8. Qualification of teachers
9. Duration of services of the teacher in the school
10. Board exam result of class X for last 10 years
11. Infrastructure facilities
12. Socio economic status of the students

1. Finalization of the schools for conducting case study:

The profiles of the fourteen schools so prepared were presented to five experts to recommend the names of sick secondary schools for case studies. The five experts were identified on their familiarity with the field of education and with the schools of Vadodara city. The five experts were: One professor from department of education, one education consultant who is a principal of a reputed school, and three officials from District Education Office, Vadodara (Including District Education Officer). Each expert was presented a letter (enclosed in Appendix-II) explaining the purpose of research and the profile of each school. The experts referred the profiles of the school for reference and also exercised judgment on the basis of their familiarity with these schools and recommended the schools for case studies.

The schools recommended for case study by five experts are presented as follows:

Table 3.1 - List of Schools Recommended By Experts for CASE STUDY

Sr. No	Name of the School	Recommendations for Case Study					Summary of recommendation received
		Expert I	Expert II	Expert III	Expert IV	Expert V	
1	A		√	√	√		3
2	B	√	√			√	3
3	C	√		√	√		3
4	D			√		√	2
5	E	√	√		√	√	4
6	F					√	1
7	G			√			1
8	H	√					1
9	I		√		√		2
10	J						1
11	K				√		1
12	L	√				√	2
13	M		√	√			2
14	N				√		1

Note: The symbol '√' in the above table represents the school recommended by the expert for case study.

In the above table alphabets A to N represent the sick secondary schools in Vadodara city. The list of 14 sick secondary schools in Vadodara city is presented in the appendix V-B. Among the seventeen sick secondary schools, three schools were closed due of extreme poor performance. Hence only 14 sick secondary schools were there in Vadodara. Among the 14 sick secondary school, the school which was recommended by most of the experts and was available for the study was selected for in-depth case study.

The schools recommended by the experts and those available for the study were selected for the study as per following process.

1. Consensus was arrived at by putting together all the remarks and observations of the experts. On this basis a list of eight schools as presented in Appendix V – C was prepared from the list of fourteen schools.
2. All the eight schools were visited by the researcher personally and she explained the purpose of the study and essentials of their co-operation. The availability of the school for case study was en-sured by the respective school authorities.
3. The lists of the schools selected for the in-depth study are presented in the Appendix-V-D

Table 3.2 List of Schools selected for Case Study

Sr.No	Name of the Schools
1.	School A
2	School B
3	School C
4	School D
5.	School E

3.3 STAGE II: PROCEDURE OF CASE STUDIES

Case study does not assume any prescriptive process. It enables the researcher to chalk out the needed process as one goes ahead in the process of investigation. However, the following is the broader path followed by the researcher to conduct the case studies.

3.3.1 GAINING ACCESS TO THE SCHOOL:

After the finalization of the names of the schools for case studies the study was conducted in the following manner:

The **principal** of each school was approached with the formal letter of request provided by the Department of Education Administration, The M.S.University of

Baroda, for permission to study the school. A copy of this letter is attached in Appendix – I. The nature of the study and the data needed for conducting the study was explained orally also by the researcher to the principals in their school office. All the principals of the case schools granted permission to study their schools since they were looking forward for feasible solution to improve their schools. The researcher was given a definite time period to initiate the study depending on the programme schedule of the respective schools. The principals however confirmed time and again if the data would be kept confidential by the researcher. The researcher gave verbal assurance to the principals about it.

Each principal had different ways of informing the staff of their school about the presence of researcher in the school premises. One of the principals introduced the researcher in the assembly and requested all teachers and students to carry on with their work in usual manner during the presence of researcher in the school. Four principals introduced the researcher to their school supervisors or most trusted teacher. They were asked to help the researcher by providing all the facilities in terms of space and time and data required for the study.

Access to the former teachers and the principals was also obtained in the due process. Their address and telephone number were taken from office record and also from the working teachers.

The ice between the researcher and **the students, the teachers** and the non-teaching staff dissolved in a day or two. Gradually the researcher was accepted by the people in each of the five schools. The researcher also attempted to develop rapport with the teachers by greeting them, empathizing with them regarding the existing problem of students' low performance, dropout and reducing rate of enrolment in their schools.

The researcher gained excess to information regarding teaching learning process in the school during informal conversation with teachers in the staff room and with students during their recess time and during researchers visit to class as proxy teacher. Gradually the teachers also shared the problems faced by them while teaching academically very weak students and while dealing with students with least motivation from parents. This informal information sharing was very crucial to strengthen the validity of data obtained from observation and unstructured interview.

The teachers were curious about the notes the researchers made all the time. The students kept guessing about the identity of researcher as their new teacher, especially in the schools in which the researcher was not introduced in the assembly. The teachers also wanted to know which other schools were being studied and how their school is compared to the other schools. The researcher politely declined to make any comments on the comparison of one school with other school. Few teachers wanted to know observations the researcher made on observing their class or their school to which the researcher politely denied.

3.3.2 DATA NEEDED FOR THE STUDY

The data needed for the study was categorized under two major categories:

1. Data needed for studying sickness

To understand the process of development of sickness in the secondary school of Vadodara, as per second objective of the study, the data needed was everything that happened in the school case-wise till date and the experiences of students, teachers, principals, parents and trustee members of respective schools. The detailed information regarding each of the schools were about the genesis of the school, who

established the school, why, when, under what circumstances was the school established, and what was the motive to establish a school and so on. Further data were needed about the number of classes that the school had when it was started, about the gradual process of development of the school and in this regard, the experiences, views, suggestions and feedback of present and past school management committees, principals, teachers, students regarding challenges and opportunities faced while working in the school was needed. Specifically data regarding the following were essential.

Principal: From each school the present and Ex- Principal's views and suggestions were required for the study. Principals' views, suggestions, experiences, and feedbacks regarding teachers' cooperation and attitude, views regarding government policies, challenge of managing the organization in extreme conditions, balancing between management and teaching staff, co-operation received from parents to manage the school, students sincerity and motivation in studies and so on were needed.

Teachers: The views reflection and suggestions from both present and ex-teachers of the school were need for the study. The views, suggestions, experiences as teacher in low performing school, challenges faced while dealing with extremely low performing and demotivated students, non-co-operative parents and so on was needed. Data was also needed in form of feedback of teachers on training sessions conducted by Board of Education, co-operation and support provided by School Management and Board of Education, community members like social organizations (involved in social work for society), Non-government organizations and so on were needed for the study. The data was required from all the teachers in the school and 2-4 ex-teachers of the school (depending of their availability of the school).

Trustee members' Views, suggestions and experiences while dealing with low performing students, demotivated teaching staff, non-co-operating parents was needed. The data was also required regarding the views of trustee members about the consistent problem of poor result with school, co-operation and support from Board Of Education, and challenges faced in abiding to the rules and regulation framed by them and so on.

Parents' views regarding functioning of the school, regarding management and teachers' support, attitude, teachers' capabilities and co- operation and challenges faced in enabling their child to perform well in academics, in sending their ward to school and so on.

Students' views regarding poor performance of school in the SSC Board examination, challenges faced in performing good in examination, challenges faced in coming to school regularly, reflections and feedback on measures taken by the school in improving the performance, and expectations from school, from teachers, parents and so on.

Community members' (like Social workers in field of education, Non-government organizations, people staying in vicinity of school, officials of Board of Education, Principals, teachers and students of near- by schools and so on) views, reflections, suggestions, feedback on consistent poor performance of school, high dropout rate, low enrolment rate of school and so on.

2. Data needed for measures to improve the school

In order to meet the requirement of objective three of the study, to provide suggestions for reviving sick secondary school, the researcher required the data in form of feasible suggestions for revival of sick schools from officials of DEO Vadodara and stakeholders of sick schools like principals, teachers, trustee members, eminent educationists, emerging from brainstorming sessions. Data was also required

from parents, people associated with the school (Neighbors of school, Social workers associated with school and so on) in form of views and suggestions for reviving sick condition of school.

3.3.3 SOURCES OF DATA

To understand the process of gradual development of sick secondary schools, the sources of data were various stake holders of the cases (selected schools). These were the present and former principals, present and former teachers, present and former students, parents, trustee members, officials from District Education Office Vadodara (DEO) and eminent educationist in the town. The documents of the case-school like the school diary, teachers' log book, attendance register, GR register, school inspection report, teacher's attendance register and so on were also the sources. In addition to these sources, the day to day activities and events at

3.3.4 TOOLS AND TECHNIQUES FOR DATA COLLECTION

A comprehensive understanding of the case was to be developed from the past to the present. Therefore a confluence of the multiple perspectives was to be created. The following tools and techniques were used to collect data for the study:

1. Unstructured interviews
2. Participant and non-participant observation technique,
3. Questionnaire (open ended and close ended), and
4. Documents analysis.

1. Unstructured Interviews

Unstructured interview as one of the research tools was employed for collecting data. The key respondents identified for the interview were present and past school principals, management- trustee members, teachers, students, parents, DEO officials, eminent educationists, local community members, and social workers, people of Non-

governmental agencies and everyone who were associated with the school and available to provide authentic information.

The interviews were spread over the duration of fifteen to twenty days of visit to schools by the researcher. The teachers were interviewed to know their views regarding the declining condition of the school, they were asked the questions to know the challenges faced while teaching students with low academic base, challenges faced while dealing with students lacking motivation for academics, challenges faced while teaching students lacking parents' positive involvement in their academics. The teachers were also interviewed to know the role of Management bodies in functioning of school, role of management bodies in reviving sick condition of school. The former teachers were interviewed to know the kind of teaching learning procedure followed in the school, during their tenure, kind of student response they received from parents, Management people and students and so on.

The Principals were interviewed to know their views regarding the declining condition of the school, they were interviewed to know the challenges faced by them in administration of sick school, and they were interviewed to know the gradual process of development of sickness in school, challenges faced by them in dealing with non-co-operative parents, demotivated teachers and low academic base students. The former principals were interviewed to know the pattern of school pedagogy followed in the school during their tenure. The merits of the school during their tenure and the challenges faced by them during their tenure. Some of the schools considered for the case study were located in the residential areas, therefore, the people living in the vicinity of the school were interviewed to know how the school had changed its reputation over the years, what were their views about the teaching learning process and activities of the school.

The researcher did not keep any presupposition about the significance of information that would be obtained and which would help in the comprehensive understanding of the school. A predetermined set of questions was not used. Sometimes, the immediate context was used as a base for starting the interview. However some lead questions were listed by the researcher to guide her to conduct the interviews. The lead questions are;

- a) How the school had achieved the present status?
- b) How did it perform in its initial days of establishment?
- c) How were the students and teachers in the school during its time of inception?
- d) What are your experiences as (position as teacher/principal/parent/social and community leader) in this school?
- e) What do you like about the school?
- f) What do you remember the most about the school?
- g) What were the different activities of the school?
- h) How the school can revive its past?
- i) What are the different ways in which the teachers teach you in the class?
- j) Which gadgets were shown to you (if it is a student) in the class?
- k) Which subject you like the most and why?
- l) Do you ever share your problems with your teachers and principals?
- m) How do they react to it?
- n) Do you like to come to school?

The interview aimed at seeking information regarding the views of the stakeholders about the present condition of school, views regarding the series of events that occurred in the school over the period of time that contributed for the gradual decline of the school functioning, their experiences regarding functioning of the school from the time they were associated with the school and their expectations and ideas so as to revive the declining situation of the school.

Where ever possible, group interviews were also conducted. Each of the school was visited by the researcher for period of fifteen- twenty days to study the teaching learning process in the school and the organizational dynamics prevailing in the school.

The district education officials and Eminent Educationists like Head; Professors from department of education, Principals of healthy schools (which were in the vicinity of sick school) were approached with prior appointment. They were explained the cause of seeking information and then were interviewed so as to understand the process for gradual transformation of selected case schools. The DEO officials were interviewed to understand the factors responsible for the gradual decline in the functioning of selected sick schools.

The Principal was interviewed to seek information regarding the school policies, management role, parents' participation and teachers' contribution, students' attendance etc. The teachers were interviewed regarding infrastructural facilities, payment as per rule, training programme at school etc. Parents were interviewed for knowing the quality of teaching learning process, remedial plans for weak students and cooperation from teachers, principal, management in their ward's development (randomly parents from each school who were ready to share their views on development of school and they were interviewed to get their reflections about the above said matter). The students were interviewed to understand the process of the suitability of teaching methodology at school, use of teaching aid, involvement of teachers, principal and management.

It was important to let memories of the past, their personal reflections on various events in the school surface. For this the researcher maintained flexibility so as not to

obstruct the flow of thought. At times the key respondents would consult some of their friends and colleagues to recollect the exact details of the events that occurred in past. In such cases the interview was conducted simultaneously for two to three personnel at a time and each one would contribute to a comprehensive understanding of an event or a process. As the interview progressed, the respondent's words also linked it to the present incidents and thus explained them. This helped the researcher to strengthen the data collected.

2. Observations

With the aim to develop comprehensive understanding about the process of development of sickness in the school, the researcher adopted both participant and non-participant observation techniques. Observation technique was employed as tool of data collection since the researcher wanted the data comprising of facts that reveal actual happenings along with the happenings in the past. The scientific tool of observation technique is independent of respondent's willingness. It provided opportunity to ensure the authenticity of the information given by various informants. The researcher used observation schedules to obtain comprehensive data. For collecting data using observation schedules, researcher made list of things to be observed at each school, how to observe, when to observe and so on. The study being a case study, anything and everything that occurred in the organization was the concern of the researcher. This was assured by the researcher by employing unstructured observation method. The observations were done in natural setting. Understanding was developed regarding the decline in quality of school functioning by personal observations made by the researcher.

The investigator had visited the actual site i.e. the sick schools and made note of the premise in which the school was located, the classroom teaching-learning sessions,

the infrastructure facility, attitude of principal, teachers and other personnel towards the school functioning. Interactions among the teachers, teachers and students, students and students, teachers and non-teaching staff, parents and teachers, parents and principal, teacher/s and principal, principal and trustee member were observed by both participant and nonparticipant observation technique. Though the researcher wanted to observe all the processes occurring in the school, it was practically not feasible. Therefore a sampling for observation in terms of period of observation and sites of observation was done in each school with help of principal and teachers to ensure that a variety of processes occurring in school are observed. The researcher during initial days of school visit, discussed with the principal the need of studying the entire school pedagogy and to understand the process of sickness in the school. The observation sample was there by framed with help of principal and teachers of schools considered for study, who helped the researcher to make observations of maximum events that occurred in the school.

Participant observations were made regarding the teaching learning procedures in the school by observing actual lessons of almost all the teachers teaching different subjects in the schools selected for the study. This method of observation was also employed to understand the social dynamics prevailing within the school among the stakeholders.

Each school was observed for a minimum period of two weeks and for minimum of three hours daily. If required a school was revisited after a gap for more observations. The time slots identified for the observations were different periods of a school day: the pre – recess time and the post recess time. Various sites in the school such as class rooms, corridors, parking zone, playground (if present in the school), staff rooms, principal's room, computer lab (if present in the school) and so on were identified for

observations. Class room being a primary site in school, was observed more frequently and on a daily basis. The staffroom where the teachers interact among themselves was also observed almost every time the researcher visited the school and made non-participant observations regarding the dealings in the school. An attempt was made to observe the other sites like school office area, students' relaxing area like water drinking space, washrooms and so on. This was done to develop the understanding regarding the interactions among the stakeholders- the teacher and teacher, student and student, students and teachers, students and principal. The researcher also observed some special sessions in the school like special remedial classes for weak students during board examination, parents meeting, teachers and principals staff meeting, brainstorming sessions among the stakeholders-teachers, principal, trustee members and researcher. The participant observations in such sessions enabled the researcher to develop better understanding about the process of development of sickness in the school.

3. Questionnaire

To develop the understanding regarding the process of gradual decline of the school especially about the teaching learning process, the researcher administered a questionnaire on the school principal, school teachers, school students and parents. The questionnaire was developed keeping in mind the objectives of the study. The researcher wanted to study the process of development of sickness in the school, therefore the questionnaire mainly aimed at knowing the views of stakeholders of school regarding the gradual process of school decline. Views of stakeholders as to how the sickness in the school can be revived. The questionnaire was given to the experts for validation to ensure its suitability for seeking data for the study. The experts were also given the details about title and objectives of the study. The relevant and feasible suggestions and feedback were incorporated.

Questionnaire was having both close ended and open ended questions that can enhance the researchers understanding regarding the views and reflections of the stakeholders for the school. It was designed to understand the prevailing dynamics in the school. The copy of the questionnaire administered is presented in Appendix-IV

4. School Documents

Documents which contained information about the enrollment of students in the school, the GR register, and students' dropout rate every year were studied critically. The official documents having information about performance of school at SSC board examination since the inception of class X were noted critically and documented. These documents were studied to understand the process of development of school over last few decades- from inception of school till date. To develop better understanding regarding the teachers' attitude and functioning, teachers' log book, teachers' attendance register and leave records were studied. The documents like students' attendance register, students' school dairy, and Class Work/Home Work note books were also studied to develop better understanding about the students' regularity in the school and the quality of teaching learning process executed in the school. To have better understanding about school administration, school annual inspection reports, teachers' recruitment file, Government Resolution (GR) register, and students' School Leaving Certificate files, were studied. These documents were read carefully to identify the significant decisions made which influenced the gradual decline in functioning of the school.

3.3.5 PROCESS OF DATA COLLECTION

Systematic planning was made by the investigator to execute the plan for the process of data collection. A familiarization with the school, its layout and its different sites was needed before actual initiation of the process of data collection. Once the permission to study the case was granted, the researcher used this opportunity to understand the layout of the school and the various activities happening during that period. Generally this responsibility was entrusted to the supervisor or a senior teacher by the principal of the school. The process of becoming familiar with the school was carried out a day or two prior to the schedule planned for the fieldwork so that optimum utilization of time was ensured for data collection. A copy of the time table of the school was obtained from the supervisor and the bell time was noted. This helped the researcher to plan the observations.

Observation of Classroom Teaching:

At least three lessons were observed each day. Sometimes the teachers were informed regarding the presence of the researcher while some time researcher made surprise visit to the classes (with prior permission of the school principal). This enabled the researcher to understand the quality of teaching learning process executed in the school. The school time- table was collected from the school by the researcher. A schedule was developed for each school mentioning day, date and subject for observation of classes. While preparing the schedule care was taken to ensure that each subject's classes are covered in the observation schedule. The researcher used the classroom observation format (A copy of same is attached in Appendix IV- G) to study the teaching learning process that occurred in the class rooms.

Observations of Students during their Free Time

The researcher had an opportunity to interact with the students in all the schools when they were free and not having regular study class. The researcher interacted with students during the proxy class (class when regular subject teacher is absent and class

is conducted by the teacher having free class), during recess time and so on. The students in the free time were observed to know the interpersonal relations among the peers, the kind of relations and image they have for the school, school teachers and school Principal. They were observed to know interactions with each other sharing their happy and challenging moments.

Observation of Teachers during their Free Time in Staff Room

The teachers were observed in the staff room by the researcher while interacting with them in non-formal way. The observations were made regarding the interpersonal relations among the teachers, their views, and perceptions regarding the Management of school, Parents of school, students of school, challenges they had while conducting a particular class, and so on. They were observed in the Vehicle parking zone of the school, in the corridor and so on.

Observation of Students when they are in Playground

The researcher observed student behavior in play ground during the observation of Physical education period and in some school during proxy classes. Four out of five schools selected for Case Study, were not having playground. However, in one of the school having plays ground, students' were observed to know their interest in sports, kind of games they like and type of interactions they had among them self and with the teacher.

Observation of Students and Teachers during Assembly

Students and teachers were also observed during school assembly. The observations were made regarding involvement of teachers in the assembly, involvement of students in the assemble activities. The interactions among the students and teachers, students and Principal, teacher and Principal were observed to know the interpersonal relation among the stakeholders and to understand the quality of activities organized in the school.

Unstructured Interview schedules were also used as one of the tool for data collection. As per the convenience of the teachers and the principal, unstructured interviews were conducted. The data was also collected with informal interactions with two or more teachers in the staff room. Randomly the students were selected and were interviewed to know their views regarding the school. The parents were also randomly selected and interviewed depending on their presence in the school on the report day (for class IX students) or on the parents meeting day and depending on their willingness to share their views regarding degrading situation of their ward's school.

Interviews with School Principal were conducted with prior appointment to know their views regarding the poor performance of the school. The interview also aimed at seeking information about the challenges faced by them while dealing with extremely weak performing students, demotivated teachers and non-co-operative parents. The interviews were conducted by the researcher with the principal both in the formal and informal formats to understand the process of development of sickness in the school and to arrive at suggestions to revive the sick secondary school.

Unstructured interview schedules were conducted with teachers in the school to understand the teaching learning process practiced in the school. The teachers were interviewed with prior appointment and prior intimation. At times the teachers shared their views and reflection, during informal interactions in staff-room, corridors of the school and so on. Occasionally group interviews were also organized with the teacher to know their views on some common problems like high dropout rate, low enrolment rate, passive attitude of parents in their child's academics. The teachers were interview to know their views regarding the declining condition of the performance of the school. They were interviewed to know the kind of co-operation they received from management bodies and parents in reviving the poor situation of the school. The

teachers were interviewed to know the challenges they faced while dealing with poor academic base students and to get suggestions to revive the sick secondary school.

Interviews with Students were conducted with the aim to know their views regarding the declining condition of the school. The students were interviewed to know the quality of teaching learning process in school. The challenges faced by them in attending the school regularly and in performing well in academics.

Interviews with parents were organized to know their views regarding the declining situation of the school. They were interviewed to know the problems faced by them in sending the child regularly to school. Their challenges in making the child study at home.

Data collected with the help of Questionnaires

With the consent of the school principal the stakeholders (the school principal, teachers, students and parents) were given the questionnaire developed by the researcher. The stakeholders were explained the importance of their feedback on the process of improvement of the school and were provided the time of two days to understand the questions and respond. They were assured that the information that they shared would be kept highly confidential and will be used in research purpose only.

1. Teachers

The teachers were given the questionnaire in the school during the recess time or during the free period in the school. They were asked to give their feedback and suggestion on the same within two to three days.

2. Principal

The School Principal both past and present were approached with prior appointment and were requested to give their valuable views regarding declining condition of the school. The school office records helped the researcher to locate the addresses of Ex-

Principal and ex-teachers of the school. The Principal's questionnaire possessed questions that enabled the researcher to receive information about, their views regarding support and co-operation received from Board of Education, DEO, management bodies, teachers and students of the school. It also possessed the questions that enabled the researcher to understand the basic administration pattern followed in the school.

3. Parents

The parents were requested to attend the questionnaire made by the researcher during their visit to the school- during the parents' meeting, during their visit to the school on open house day and on result day and so on.

4. Students

For administering the questionnaire, ten to twenty-five students were randomly selected from each school and were made to respond to the questionnaire. The students were made aware with the objective to administer the questionnaire and were given the time of 35 minutes to give their views and reflections on the same.

While studying the official school documents in the school office area, the researcher gained access to the views and suggestion of the non-teaching staff associated with the school since long time.

DATA COLLECTION PROCESS FOR UNDERSTANDING THE REVITALIZATION OF THE SICK SCHOOLS

To study objective three of the study, brainstorming sessions- focused group discussions were arranged. The researcher had planned the dealings of the discussion. Periodically during the session, the researcher posed questions, presented suggestions that stimulated the group to introspect and come out with views and suggestions and remedies to enable the sick school to improve.

Data obtained from multiple sources and using multiple tools (like conducting interviews, observations, document study, and questionnaire) were recorded by the researcher in the form of field notes. Notes about the observations made in terms of its location, the sequence of occurrence and the key statement spoken by any teacher or the school principal regarding the school functioning were immediately noted. During the observation, the essence of the occurrence was attempted to be captured. For this the body language, gestures and facial expressions of the personnel were keenly noted. After leaving the field, the remaining information was recalled, reflected upon and noted. Then the researcher prepared elaborate transcripts of the field notes.

The principal informants for the detailed information about the ideology, vision, mission, culture of the school were identified on the basis of the reflections made by the principal of the school. The principal informants were explained again about the purpose of the study. They introduced the researcher to the students and the staff in the school where researcher was not introduced in the school assembly. The first interaction with them was to break the ice and to remove any fears that they had. The students and the staff in particular were repeatedly explained that the information that they share will be confidential and will be utilized for research purpose only. The information they share will help researcher find solution to the ever creeping problem in the school. With this assurance given by the researcher, the students in all the schools and the teachers in most of the schools shared their views and ideas, shared the day to day problems faced by them in teaching extremely weak students, problems faced in handling students from very poor families. The teachers also shared the problem of maintaining a balance between rigid government policies and expectations of school management from teachers. The researcher interviewed the teachers when they were in the staff room, when they were not occupied with the work related to the school. The researcher revisited the schools after the observation were over while making the transcripts if she found some lacunae in the information collected.

The retired teachers of the school, ex- students of the school were contacted on phone; few were given verbal message through present students studying in the school and were interviewed at their home or in the school with special appointment. The ex-students, social workers who visited the school during the presence of the researcher in the school were also interviewed. On an average, the duration of the interview was thirty minutes to one hour.

Data obtained from the unstructured interview were recorded as main points as the interview was conducted. If any statement was found to be a key statement and which the interviewee used deliberately, then such statements were noted verbatim. Details about the persons interviewed were noted. The nonverbal communication was also carefully observed to understand the unspoken message that was communicated. The researcher's reflections were also noted. After leaving the field, elaborate transcripts of the interview were developed.

The questionnaire developed by the researcher in vernacular (Gujarati language) was administered on Principal, Teachers, Parents and Student of the schools selected for case study. In each school, which was considered for case study, the questionnaire was administered on all the teachers of the school (number of teachers varied from school to school. The number of teachers considered for administering questionnaire varied from two to eight). The present and past both principals were approached for data collection by questionnaire, from each school, 10- 25 students were selected for administering questionnaire with consent of Principal and teachers. The parents were requested share their view through the questionnaire as and when they came to school, during the visit of the researcher to the school, also when researcher conducted parents meeting and also when researcher met them on report day of the school. After the duration of about 2-5 days the questionnaire were collected from the respondents and were critically studied several times. The view, reflections and suggestions shared were noted and interpreted by the researcher about the functioning in the school.

3.3.6 DATA COLLECTION AND RECORDING:

Each of the schools was studied at a stretch for about fifteen to twenty days depending on availability people and records. Many visits were made by the researcher afterwards also to ensure the validity of the data collected. The data was collected by personal school visits. The data collected were in the form of views, suggestions and reflections as presented in the personal and group interviews with varied individuals associated with each of the school. The data was also collected by studying official documents pertaining to each school, studying pictures (taken by the researcher with permission of school authorities) of different events at school and by observations made by the researcher. These were recorded in form of field notes prepared on the same day.

3.3.7 VALIDITY OF DATA

Validity of the data was assured by collecting the data from multiple sources. The four major sources were events occurring during school visit, unstructured interviews of multiple informants (teachers presents of past and present students, principals present and past), observations by researcher, school documents study and reflections in the questionnaire by the stakeholders. In the presentation of the case, multiple perspectives have been presented. To ensure trustworthiness, quotes obtained from the interviewee as well as the description of the events in detail have been presented. Facts presented were having inbuilt validity as they were arrived at by logic and inter source agreements. In addition to the above, the researcher also considered the logical occurrence of events as a measure of data validity.

3.3.8 DATA ANALYSIS

The voluminous raw data gathered was analyzed using thick description (Geertz, 1973) followed by coding. The large pool of data was read critically a number of times. An examination of data was carried out to find themes and patterns that can be used to describe and explain the case. The major themes identified were related to the manifestation of each constituent of process of development of sick secondary school. Each case as a unit was analyzed under these themes. The steps undertaken were **data reduction** and **data display**.

The data collected by multiple methods like interviews, observations, and questionnaires and from the studying of official document were analyzed critically by the **triangulation** method. The collected and categorized data were presented systematically. The data was categorized into themes such as basic information of school, school profile, establishments; history, existing status of the school, infrastructure facilities, teaching learning process at school and flourishing time in the school, the systematically arranged and processed data was studied several times. This enabled the researcher to find themes, constructs and patterns specific to each case, with which **thematic triangulation** were done so as to understand the process of development of sick school.

The themes found in the cases were non-coherence among the staff members and the school Principal, Management bodies involved in court cases, Non co-operative parents, students with long history of low performance in academics, casual approach of management towards the school functioning. Over emphasis was given by the managing bodies to the court cases that were filed by the staff members than to the functioning of and strengthening the school. A summary was prepared school wise and was presented in form of case studies

3.3.9 DATA REDUCTION

The voluminous data obtained during the field work through observation, interview and document analysis was to be made amenable for analysis. It involved convergence of large pools of data to understand the overall case. Data collected through various sources and personnel was placed against each other to rule out inconsistencies. Multiple perspectives obtained from multiple sources were placed against each other. The aim of this exercise was to retain valid and pertinent data about the case study. After this large chunks of data about process of development of sickness in the schools were summarized and simplified.

3.3.10 DATA DISPLAY

The overall reflexive narrative was presented as thick description for each case. This enabled analysis, interpretation and drawing of conclusion. A challenge faced in this was with respect to the format and setting boundaries of the case. It was important to describe the context of the problem and the problem itself. The format of the case study was decided with the aim of providing a comprehensive view of the selected sample school.

3.4 STAGE III: SUGGESTIONS TO TRANSFORM SICK SECONDARY SCHOOLS INTO HEALTHY SECONDARY SCHOOLS:

A Brain storming session- the core focus group discussion was organized for each of the cases individually. The Management people, officials from the DEO, Principal and senior teachers were called to steer the session. The participants were made aware with the objective of the discussion and were asked to present their views, suggestions and ideas that can enable the declining organization to revive. In the brain storming session, the current principal, teachers, selected students and few

community members were invited .The principal and in three schools the researcher presented the detailed data about the school and posed the basic intension of improving the school.

The group was counseled that school improvement programme can be realized only with the efforts of the stakeholders of the respective school; hence their active and positive involvement in the process to find solution to the critical problem is essential. Then the session was kept open for discussion. On the basis of the points that emerged from such session, case wise data were recorded and analyzed. These were studied critically and then based on the essence that emerged from the discussion; suggestions were worked out for reviving the sick secondary school. The suggestions were finalized on the basis of feasibility, acceptability and possible end result.

3.4.1 FORMAT OF PRESENTATION OF CASES

Each case study was presented under following **themes**:

a) Introduction: About the School

In this section, detailed information about the type of the school, geographical location of the school, affiliation of school, establishment of the school were discussed.

b) Vision and Mission of the school

In this section the vision and mission and the philosophy of the school was discussed.

c) History of the school

The researcher with the aim to develop in-depth understanding of the process of development of sickness in the school studied the history of the school, which was discussed in detail in this section.

d) Existing Status of the school

Under this section, to understand the present status of the school, the existing status of the school, **the school profile, student profile, teacher profile, Infrastructure** in the school and **teacher learning process** in the school is discussed.

e) Flourishing times of the school

In this section the researcher has presented the description of meritorious times in the school.

f) Turning Point in the development of the school

The actual investigatory process is presented under this theme. Here the researcher with the aim to trace the actual series of events that contributed to the development of sick secondary school has presented the gist of the views and reflections as shared by the different stakeholders of the school and as perceived by the researcher. On making in depth study of the views and reflections thus shared by the stake holders of different schools the researcher has attempted to understand the gradual process of development of sick secondary schools.

g) Tracing the path of development of sickness in the school

Under this theme the researcher has presented the detailed description of views and reflections shared by the stakeholders of the school during the structured and unstructured interviews, questionnaire and as perceived by the researcher by observations. The explanation also includes observations made by document study.

h) Process of development of sickness in the school

Under this theme the researcher has presented description of gradual process of sickness in the school.

i) Sustenance of sickness in the school.

This theme included the detailed description of events that contributed to the sustenance of sickness in the school.

j) Measures to revive the sick secondary school

This was the last section of the case studies. Under this theme, the researcher has presented the list of practical suggestions that can enable the sick organization to improve and perform well in the days to come.

3.4.2 ETHICS

The issues of ethics in this research were addressed at various stages of field work and analysis. A formal permission was sought from the principal of each school identified as sample case for the in-depth study. The nature of study was explained. An assurance about the confidentiality was given. Hence the names of the schools and persons who associated with these schools were kept confidential. An attempt to present the data truthfully had been made.