

4. Development Of Ethnography Research Methodology

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Objectives Of This Study:

- After reading this unit, one will be able to:
- To explain the concept of Educational Research.
- To know about the types of Educational Research.
- To explain the meaning, aims, characteristics of Ethnographic Research.
- To Identify the various types of Ethnographic Research.
- To explain the various steps in conducting an Ethnographic Research.
- To know about the advantages and disadvantages of Ethnographic Research.

1. Introduction To Research:

According to Clifford Woody, “research involves defining and redefining problems, making predictions or collecting possible solutions, organizing and evaluating the information obtained; Determining whether it conforms to the organized forecast by making descents and reaching the results and finally examining the results carefully”. Research is the purification of human life. Its quality is improving. It is the hunt for knowledge. It shows how to scientifically solve any problem. It is a careful search in quest of all kinds of knowledge. It is a journey from the known to the unknown. It is a systematic effort to acquire new knowledge in any type of discipline. It is a strive to find a solution to any educational problem, which ultimately led to research in education. Research is

needed for any field to develop new theories or to modify, accept, or cancel existing theories. Since time is immemorial, thereafter many discoveries and inventions have come about through research and the world has had so many new theories that can help humans solve the problem. Research can be defined as the application of a scientific approach to the study of problems. Research is a systematic effort to answer meaningful questions about an event or phenomenon through scientific methods. It is a record of objective, empirical, and logical analyzes and controlled observations that lead to development. Generalizations, principles, or theories can be a consequence or cause of certain events in some cases of predicting and controlling events. The study does not settle for isolated scientific facts but seeks to integrate and streamline its research. It relates to purposeful verification, which requires the development of a logical analysis of the problem and the development of appropriate methods to obtain evidence. (Singh, 2006)

Separated they live in Bookmarks grove right at the coast of the Semantics, a large language ocean. A small river named Duden flows by their place and supplies it with the necessary regelialia. It is a paradisematic country, in which roasted parts of sentences fly into your mouth. Even the all-powerful Pointing has no control about the blind texts it is an almost unorthographic life One day however a small line of blind text by the name of Lorem Ipsum decided to leave for the far World of Grammar. The Big Oxmox advised her not to do so, because there were thousands of bad Commas, wild Question Marks and devious Semikoli, but the Little Blind Text didn't listen. She packed her seven versalia, put her initial into the belt and made herself on the way. When she reached the first hills of the Italic Mountains, she had a last view back on the skyline of her hometown Bookmarksgrove, the headline of Alphabet Village and the subline of her own road, the Line Lane. Pityful a rethoric question ran over her cheek, then she continued her way. On her way she met a copy. The copy warned the Little

Blind Text, that where it came from it would have been rewritten a thousand times and everything that was left.

R - Rational way of thinking

E – Expert and exhaustive treatment

S – Search for a solution

E - Exactness

A – Analytical analysis of adequate data

R – Relationship of facts

C – Careful recording, Critical observation, Constructive attitude

H – Honesty, Hard work

Research can be divided into the following types, such as:

- Basic research
- Applied research
- Applicable research
- Evaluation research
- Experimental research
- Survey research
- Field investigative research

1.2 Steps Of Research:

The research is usually conducted based on the hourglass model-structure. According to this model-framework, research begins with a broad framework where data analysis, presentation of results, and relevant discussions are inserted through the collection of necessary information under a specific project or objective. The main 6 steps of the study are:

- Research problem identification,

- Relevant research and data review,
- Research problem specification,
- Specifying decision-making and research questions,
- Data collection,
- Create data analysis and description reports.

1.3 Educational Research:

Educational research is the field of scientific research that examines the process of teaching and learning and human qualities, interactions, institutions, and institutions that produce educational outcomes. Research is a daily natural activity for data collection. Academic research, much like general research, but it is more disciplined in its approach. The restriction is a rule that restricts you from what you can do or restricts you to some extent. Educational research refers to a systematic effort to gain a better understanding of the educational process, usually to improve its efficiency. It is an application of the scientific method to the study of academic problems. Educational research refers to different methods in which people assess different aspects of learning, including student learning, teaching methods, teacher training, and mobility in the classroom. (Kerlinger, 1973)

1.4 Definitions Of Educational Research:

Travers (1969). “an activity directed towards the development of an organized body of scientific knowledge about the events with which educators are concerned”.

Good. “Educational research is the study and investigation in the field of education.”

Munroe. “The final purpose of educational research is to ascertain principles and develop procedures for use in the field of education.”

Creswell, 2002. “Educational Research is a cyclical process of action that generally begins with the identification of a research problem or topic of study. It then involves reviewing the literature, defining a purpose for the study, collecting and analyzing data, and forming interpretations of the information. The process culminates in a report, disseminated to the audience, which is evaluated and used within the educational community”.

Mulay. “Any systematic study designed to promote the development of education as a science can be considered educational research.”

Crawford. “Educational research is a systematic and refined technique of thinking, using special tools to obtain a mere adequate solution to a problem.”

J. W. Best. “Educational research is that activity which is directed towards the development of a science of behavior in educational situations. The ultimate aim of such a science is to provide

the knowledge that will permit the educator to achieve his goals by the most effective methods.”

W. M. Traverse. “Educational research is that activity which is directed towards the development of the science of behavior in educational situations.” (Naseema & Jibin, 2011)

1.5 Basic Types Of Research:

1. Fundamental Research:

It is a basic approach for the sake of knowledge. Fundamental research generally takes place in a laboratory or other sterile environment, sometimes with animals. This type of search, which has no immediate or scheduled application, can subsequently lead to new applied searches. Basic research involves the

development of theory. It is not about practical application and more accurately represents laboratory conditions. Controls are often associated with scientific research. It is about establishing general learning principles. Basic research is primarily concerned with formulating a theory or contributing to an existing body of knowledge.

2. Applied Research:

This research aims to solve immediate practical problems. Research is conducted based on real problems and the circumstances in which they find themselves. Applied research can also be employed at a university or research institute, or it can be done in the private sector or for a government agency. Most of the features of basic research include the use of sampling techniques in applied research and subsequent information on the target population. The aim, however, is to improve the product or process - to test theoretical concepts in real problem situations. Most pedagogical research is applied to research, which seeks to develop generalizations.

3. Action Research:

Research designed to discover effective ways to solve problems in the real world can be called action research. Such research is not limited to any specific method or instance. The goal of action research is to solve problems in the classroom using scientific methods. It is related to the local problem and is managed in the local environment. The main purpose of action research is to solve a given problem, not to make a contribution to science. (Sankhala, 2007)

1.6 Methods Of Educational Research:

Research methods are almost as important as research methods. They describe the various attack planning steps that will be taken to resolve investigation

problems, such as how problems are formulated, the definition of terms, the validity of data collection tools, data collection, analysis, and interpretation, and initiation processes, and generalization. The research methodology has three main sections.

1. Historical Method:

It explains what is historical. It is a tool for researching recording past events and interpreting the present from a perspective. Historical research is a process associated with observation in which researchers try to test the authenticity of reports or observations made by others. It is a systematic collection and objective evaluation of data related to past events to determine the causes, effects, or trends of historical research.

2. Descriptive Method:

The detailed method helps us to know what is present by studying the nature of the present conditions. Detailed research studies are designed to obtain relevant and accurate information about current conditions. It is not limited to finding facts, but it aims to formulate principles that apply to a wider area. They are not limited to the local application but are also useful in finding solutions to problems at the state, national or international levels. The main purpose of the detailed study is to explain the current situation. But most of the time it refers to solutions or alternatives to improve on existing conditions.

3. Experimental Method:

The experimental method provides a research method to identify the underlying conditions under which a given phenomenon occurs, or more simply, under controlled conditions. The practitioner manipulates certain stimuli, therapies, or environmental conditions and observes how the condition or behavior of the

subject is affected or altered in their manipulative and systematic way. The experiment provides a method of hypothesis testing. Once the experiments have defined a problem, they propose a tentative answer or hypothesis. Accept or reject it by testing the hypothesis and in light of the observed controlled variable relationship. The laboratory is the classic method of science laboratory where elements can be manipulated, and the observed effects can be controlled. It is the most advanced, accurate, and powerful method for finding and developing organized knowledge. (Kulbir Singh Sidhu, 2006)

2. Introduction To Ethnography:

Ethnography is both a social science research method and its ultimate written product. As a method, ethnographic observation involves deep and long-term emotions in the field of a person's field of study, behavior, and interaction with people in everyday life. As a written product, an ethnography is a perfectly descriptive account of the social life and culture of the study community. Any field site can serve as a setting for ethnographic research.

2.1 History Of Ethnography

In the early twentieth century, anthropologists were developed by Bronisalla Malinovsky, most famously, by anthropologists. But at the same time, sociologists in the early days of the United States adopted many of the methods approved by the Chicago school, as well as playing a leading role in urban sociology. Since then ethnography has been a staple of socialist research methods, and many sociological methods have contributed to its formalization in books that offer developing and methodological guidelines. An ethnographer's goal is to study how a particular community or organization (field of study), and most importantly, people understand these things from the perspective as they develop a rich sense of thought, behavior, and interaction ("emic perspective" or "internal

Perspectives”). Thus, the goal of anthropology is not only to understand customs and interactions but also to understand what the population means. Importantly, anthropologists work to identify what they find in historical and local contexts and their consequences and the connections between larger social forces and the structure of society. To conduct ethnographic research and produce an ethnography, researchers usually embed themselves within the site of their chosen field over a long period. They do this so that they can create a powerful dataset consisting of regular observations, interviews, and historical and investigative research, which requires repetition, careful observation of the same person and settings. Anthropologist Clifford Jitz referred to the process as producing "thick descriptions," meaning a submerged description of the following questions: who, where, where, when, and how. From a systematic point of view, an ethnographer has little impact on the field of important goals and people are studied as much as possible, to collect as much unbiased information as possible. An important part of this process depends on believing, as they usually feel the presence of an ethnographer to behave and behave normally. (Pelto, 2017)

2.2 Introduction To Ethnographic Research:

Anthropological studies are generally holistic, based on the idea that humans are improved in the area they live in, how they make a living, and how they provide food, shelter, energy, and resources, as well as the best they can. Marked is the water for them, what their wedding customs are, what language(s) they speak, and much more. Ethnography is a type of research that focuses on the sociology of money by closely examining socio-economic issues. Typically, ethnographers focus on a community, work, leisure, class or school group, and other communities. Ethnography can be approached by the conservation of art and culture as a descriptive rather than analytical effort, approve that it is a branch of social and cultural anthropology. The focus in ethnography is on the study of the entire culture. The process begins with the selection of culture, a review of the

literature on culture, and the identification of variables considered important by members of the culture, generally variables. Ethnography is a huge area with a huge variety of professionals and methods. The most common ethnographic approach, however, is participatory observation and randomized interviews as part of field research. The ethnographer immersed himself in the culture as an active participant by recording a wide range of field notes. In an anthropological study, there is no predetermined limit to what will be observed and interviewed, and there is no real endpoint as is the case with well-founded theories. Reflexivity occupies a central element in this type of research due to the ethnographer's exchange relationship with the study participants. This strategy is important because what people say about your behavior may conflict with your actual activity. (Mangal & Mangal, 2013)

2.3 Meaning Of Ethnographic Research:

Ethnography is the study of social interactions and cultural groups classified into societies, associations, institutions, or teams. The word ethnography is derived from the Greek word's ethnos and graphei (to be written). The main purpose of ethnography is to provide a rich, comprehensive insight into people's worldviews and activities and where they live. Ethnographic research is a qualitative method in which researchers observe and communicate with respondents in their real-life environment. Ethnography is popularized by anthropology, but it is also widely used in the social sciences. Ethnography is a qualitative research that collects observations, interviews, and documentary data to create comprehensive and complete accounts of various social phenomena. (Lokesh, 2009). Ethnography is used to support a researcher's broader understanding of the research problem - along with the relevant domain, the audience(s), processes, goals, and context(s). In the early twentieth century, ethnography entered a wide range of disciplines in a wide range of disciplines, including anthropology, sociology, and education. The diversity of ethnographic approaches across multiple disciplines has

contributed to the challenge of defining ethnography without reducing its complexity or limiting its conceptual frameworks.

2.4 Definitions Of Ethnographic Research:

“Ethnography means ‘a portrait of a people’. Ethnography is a written description of a particular culture – the customs, beliefs, and behavior – based on information collected through fieldwork.” –Marvin Harris and Orna Johnson, 2000.

“Ethnography is the art and science of describing a group or culture. The description may be of a small tribal group in an exotic land or a classroom in middle-class suburbia.” –David M. Fetterman, 1998.

“When used as a method, ethnography typically refers to fieldwork (alternatively, participant-observation) conducted by a single investigator who ‘lives with and lives like’ those who are studied, usually for a year or more.” –John Van Maanen, 1996.

Ethnography is defined by Spradley and McCurdy as “the task of describing a particular culture.” Ethnography is the predominant method used by cultural anthropologists interested in relatively primitive cultures.

According to Spradley (1979), Ethnography is “the work of describing a culture”. The goal of ethnographic research is “to understand another way of life from the native point of view”.

"Ethnography is a process of creation and representation of knowledge (about society, culture, and the individual) that anthropologists base on their own experience. An experience that is as faithful as possible to the context, discussion, and interpersonal knowledge". Pink (2007)

2.5 The Aim Of Ethnographic Research:

Ethnography is qualitative research that analyzes the social interactions of environmental users. This study provides users with a complete view of images and words throughout the day, including their opinions and activities. This allows researchers to understand how users see the world and how they interact with everything around them. Ethnographic methods include devices such as direct observation, journaling, video recording, photography, and artistic analysis that a person uses during the day. The user can be monitored at home or anywhere with family or friends, even when not at work. The duration of the study may vary depending on the study. This can range from two hours of observation to several months of study. (Best & Kahn, 2003)

2.6 Assumptions In An Ethnographic Research:

According to Hammersley and Sanders, ethnography is characterized by the following characteristics:

1. Human behavior is studied in everyday contexts.
2. It is completed in a natural setting.
3. The goal is exploratory rather than evaluative.
4. It aims at finding out the point of view of the local person or the native, where the native can be a consumer or an end-user.
5. Data is collected from a wide variety of sources, but observation and/or relatively informal conversations are usually the most important.
6. The data collection approach is not structured, nor does it imply following a pre-determined detailed plan established at the beginning of the study, nor does it define the categories used to analyze and interpret the data. Got smooth data. This does not mean that research is unscientific. This means that the data is initially collected in raw form and as large as possible.

7. The focus is usually a single setting or group of relatively small size. In life history research, the focus can even be on one person.
8. The analysis of the data involves interpretation of the meanings and functions of human action and mainly takes the form of verbal descriptions and explanations, quantification, and statistical analysis being at most subordinate.
9. It is cyclical in terms of data collection and analysis. It is open to change and refinement throughout the process, while new learning forms shape future observations. Since one type of data yields new information, this information can stimulate the researcher to look at another type of data or elicit confirmation of an interpretation from another person who is part of the culture being studied. (Christopher & Marlene, 2003)

2.7 Characteristics Of Ethnographic Research:

The main features of ethnographic research are:

1. The subjects are examined in a natural environment and not in a laboratory.
2. The research requires close, personal interaction between the researcher and the participants.
3. Generates an accurate reflection of perspectives and behaviors.
4. Ethnography consists of an inductive, interactive, and repetitive collection of unstructured data and analysis to build local cultural theories.
5. Data is mainly collected from the field research experience.
6. Various data collection methods are used, such as Interviews, observation, review of artifacts, and visual material.
7. The research summarizes all human behaviors and beliefs in a socio-political and historical context.
8. Culture is used as a lens to interpret the results.
9. Emphasizes the study of the nature of certain social phenomena.
10. It examines a small number of cases, usually one case, but in detail.

11. The data analysis process includes an explicit interpretation of the meaning and functions of human activity. Interpretations take place within the context or group and are presented in the description of the topics.
12. Researchers should reflect on their implications for the site and cultural group.
13. Provides interpretations of people's actions and behaviors that should be studied carefully, what people do and why they do it.
14. It also provides a representation of the life and behavior of a person who is neither the researcher nor the person. Rather, the presentation is based on points of understanding and misunderstanding that arise between the researcher and the participant.
15. Ethnographic research cannot provide an exclusive, absolute description of anything. Instead, partial descriptions are provided that are required due to the time-bound and specific circumstances. (Singh, 2017)

2.8 Major Features Of Ethnographic Research:

1. Concentrate on one aspect of culture or culture:

- Holistic Ethnography: A comprehensive description and analysis of the whole culture.
- Microethnography: A special aspect of culture.

2. A natural research study of humans in the soil:

- Ethnographers may be part of cultural groups to study cultural patterns
- Its source.
- A pattern of sharing beliefs, behaviors, or language among members of a group are studied.
- Observe participants: Observe their daily lives and interview them.
- An "immersion" in a group: observation and informal conversation.

3. Overview:

- Greatly describe the field configuration.
 - Low estimates, mainly descriptive data representations.
 - Participants Use long quotes from participants.
 - The purpose is to bring the culture to "living" readers.
 - Use the present tense for communication of permanence and universality.
- (Grills, 1998)

3. Types Of Ethnographic Research:

Over the past 20 years, multiple disciplines and ethnographic genres have appeared in the social science literature. There are several types of ethnographic research, all based on different fields of human endeavor and each type is defined by specific characteristics. These are:

1. Classical/Traditional/ Theological /Realist Ethnic Groups:

In the early 20th century (Denzin 1997) and the 1930s, the classical form of anthropology was raised in the field of sociology, which is called by method (case study) (Hogan et al. 2009).

The depth and overall empirical description of his approach were based on the positive notion that "isolated researchers" try to describe their anthropological experience "descriptively".

This was often the result of a text written by a third party, where the phenomenon exists in a natural form without acknowledging the role of anthropology in social structures. This view of ethnography is widely rejected today as a failure to recognize the relationships he establishes with ethnographers and those engaged in them

2. Genre Ethnography:

Genre is a literary term that denotes the speech or rhetoric of several texts. In literary studies, ethnography is a genre in its own right, which became increasingly studied from the 1960s to the 1980s.

In the field of social sciences, different types of ethnography have emerged through reflection and discussion on the methodological, ethical, and theoretical components of this literary genre. Although genres are closely related to the methodological, ethical, and theoretical aspects of fieldwork, writing ethnography is something to be studied in its own right. Unique in ethnographic writing is the importance of building the author's identity and providing reliable and valid information to the reader.

The language and form of the text play an important role in shaping and reflecting an author's intentions and statements, and examples of the ethnographic style that invokes particular authoritative rhetoric include presenting evidence and many examples, providing and elaborating analogies, and offering interpretations. (Mills & Morton, 2013)

3. Macro Ethnography:

Macro ethnographic studies of school structure attempt to analyze the relationships between social structure, social institutions, and school education. Here common perspectives are explored at a broader level, which appears to be general at a larger level. (Holloway & Wheeler, 2013)

4. Micro Ethnography:

Micro ethnography relates to local and existing ecology among participants in face-to-face interactional engagements with social and historical experience. This is the study of more specific cultural groupings. (Hornberger & Corson, 2012)

5. Rapid Ethnography:

Rapid ethnographic research is a method by which fieldwork is carried out on a concise and well-defined timeline. Normally, work in the anthropological field lasts many months or years. Likewise, the socio-economic area is also managed for several months. In the case of fast-paced ethnic groups, however, fieldwork time is often limited to a few weeks or 1-2 months. Rapid ethnography is often carried out in an environment where time and resources are not always available to conduct research. Rapid ethnography approaches require anthropologists to enter the field with more well-defined and narrow research questions and case studies.

Rapid ethnographies often enter the next field of an engagement or attempt to solve a specific problem, especially in a case study or context. Therefore, the production of rapid anthropologists rarely takes the form of monographs; Instead, more direct and concise reports are created that do not always provide a detailed description in the theoretical sense, but provide information on the narrow search range or focus questions that led to the beginning of the search. (Pelto, 2016)

6. Feminist Ethnography:

Feminist ethnography is a textual form, which came to prominence in the 1970s. The decree of this ethnography is to correct the sexist imbalance in ethnographic research. Often in this ethnography, there is a more central focus on ethical and methodological issues than the substantive argument.

It centrally rejects positivism, naturalism, and the use of dualism. Feminist ethnographies seek to realize an egalitarian research process, represented by the reciprocity of authenticity and intersubjectivity, rather than embracing the hierarchical and exploitative relationships associated with conventional research. (Naples, 2013)

7. Critical Ethnography:

Critical anthropology itself emerged as an ethnographic text in the 1960s and 1970s. Like feminist ethnography, it criticized traditional and naturalistic research approaches and identified the political nature and central theme of ethnographic research.

Critical ethnography has three conditions under which ethnographers should engage in the political aspects of conducting research, work should be a starting point for criticism and social change, and research engages insensitivity to identify the limitations of research. Unlike classical ethnography, the ethnographer does not pursue the goal of remaining aloof and scientific purpose. (Kimmer & Mills, 2019)

8. Online Ethnography:

This form of ethnography, sometimes called virtual ethnography or netnography, uses the Internet to collect and analyze data from online chats, forums, and virtual communities, such as texts, interviews, and online discussions.

In many cases, this form of ethnography maintains the traditional view of ethnography by generating "thick details" from an immersion in the life of an online culture or community. (Kozinets, 2010)

9. Experimental Ethnography:

Experimental anthropology is an approach to the study and interpretation of cultures in everyday life that uses the techniques of experimental cinema to create new ways of looking at the world around us, editing, filming, and surrealism. Experimental ethnography seeks new ways of representing the complexities of the multicultural world in which we live.

10.Virtual Ethnography:

Virtual ethnography refers to ethnographic research that takes place in an online environment (Internet). Virtual ethnography is a highly interactive process that enables observation and participation in computer/device mediated cultures through a variety of confrontational methods. It is used to better understand the behaviors and knowledge of participants and collaborators in those cultures. It also deals with the artifacts produced by these cultures and how these cultures share, use, and replicate them. The key to virtual ethnography is not to treat digital lives differently from real life, because they both belong to the same life and can only be comprehensively understood when approached as one. Ethnographers interested in the study of culture often engage in field research to immerse themselves in the culture they are studying. Similarly, virtual ethnographer's study online communities and culture. They do their research on the World Wide Web. Virtual ethnography is known differently by different researchers and different disciplines. (Atkinson, Delamont & Coffey, 2007)

11.Autoethnography:

This type of ethnography focuses more on the subjective experience and perspective of the writer as an object of study. Autoethnography understands the self as the narrator and part of the story, unlike the naturalistic and positivist approaches to traditional ethnographic work. Autoethnographic stories move towards an autobiographical narrative writing style. Autoethnography is the process of research and writing that seeks to describe and systematically analyze personal experience to understand cultural experience. (Chang, 2016)

12.Theoretical Discovery Ethnography:

Here, an ethnography generates new concepts or theoretical structures rather than connecting the theory of previous works.

13.Theoretical Extension Ethnography:

This type of ethnography extends the relevance of a particular concept or framework to other empirical contexts. This type of theoretical development often examines patterns that appear in contexts, such as social processes or stages of development.

14.Theoretical Refinement Ethnography:

Theoretical refinement is the modification of existing theoretical perspectives by examining new material. Theoretical refinement can be done alone or in combination with the theoretical extension. (Privitera & Ahlgrim-Delzell, 2018)

4. Different Approaches To Ethnographic Research:

There are a few key distinctions in ethnography that help to inform the researcher's approach: open vs. closed settings, overt vs. covert ethnography, and active vs. passive observation. Each approach has its advantages and disadvantages.

Open vs. Closed Settings:

The setting of ethnography, the environment in which one observes the inactivity of the chosen society can be open or closed. There are no official barriers to entry into the open or public setting. The closed or private setting is difficult to access. The boundaries of the closed group are clearly defined, and the ethnographer is fully immersed in the setting.

Overt vs. Covert Ethnography:

Most ethnography is public. In public policy, the ethnographer openly states their intentions and acknowledges their role as a researcher to the members of the group being studied. Over ethnography is usually preferred for ethical reasons

because participants can provide informed consent. Sometimes ethnography is a mystery. This means that the researcher does not tell the participants about their research and comes forward with a few more Nepalese for being there. The occult ethnography group allows access to environments that do not welcome the researcher.

Active vs. Passive Observation:

Immersion at different levels in society may be appropriate in different contexts. The ethnographer may be a more active or passive participant, depending on the demands of their research and the nature of the setting. Trying to fully integrate into an active role, doing things, and participating in activities like other members of the community. Active participation encourages the group to be more comfortable with the presence of the ethnographer. A passive role means that the ethnographer stands back from the activities of others, behaves as a more distant observer, and does not participate in community activities. Passive observation allows more space for careful examination and note-taking. Ethnographers generally have a preference; they should also be simple about the level of participation.

5. When To Use Ethnography:

1. Ethnography can be very useful in the early stages of a user-centric design project. Ethnography focuses on raising awareness of the design issue. Therefore, it makes more sense to conduct ethnographic studies at the beginning of the project to support future design decisions (this will happen later in the user-centric design process).
2. Ethnographic techniques (such as Participant Observation) can override an existing design, but their true value comes from raising awareness of the relevant domain, the audience(s), processes, goals, and context(s).

3. Ethnographic techniques are used for very complex and/or complex design problems. More complex design issues (in terms of their domain, audience(s), processes, goals, and/or context(s) usage) require an in-depth understanding of what ethnographic studies contribute to. Similarly, the most complex systems (failure or error can lead to disaster) also require meaningful ethnographic research. (Cohen, Manion, & Morrison, 2002)

6. The Procedure Of Ethnographic Research:

Ethnography is a research method and has a solid foundation in empiricism and naturalism. Anthropological ethnographers often live in a group or society for a year or more to get to know them. A completely immersive, long-term "live and work" approach to ethnography has not been popular in the consumer realm. Ethnography did not make hypotheses about their research, nor did they set up an ethnographic methodology to test the hypothesis. On the other hand, ethnographic research is exploratory. This approach means that the ethnologist enters the field to explore a cultural group and/or to explore some social interactions. Therefore, research questions are not specified at the beginning of this effort, instead, this approach facilitates a persuasive and iterative approach whereby the dense description leads to the development of research questions while studying social questions. Part of the reason may have to do with cost, but it is also true that anthropologists and usability professionals are interested in various things. Anthropologists use ethnography to understand as much as possible of the entire society. Usability professionals are generally only interested in learning information that supports their argument about a specific design problem. However, miniature ethnographic studies can be very useful for user-focused projects. In ethnographic research, activities and processes are more integrated and less sequential than other forms of research (in particular, hypothesis formulation). Common activities for conducting ethnographic research are discussed in detail below: (Mills & Morton, 2013)

Identification Of The Phenomenon To Be Studied:

1. Identify Research Question:

Determine the problem you are trying to better understand. Develop a problem statement that raises questions that you want to know more about.

The problem or question can be about almost anything that is intended for people in a designated environment.

2. Selection:

The ethnographic method begins with the choice of culture. The researcher chooses the culture/community or population according to his interest. Ethnographic research often begins with selecting a field site.

After that, you will formulate a guiding research question appropriate to the specific site. However, it is also possible to start with a theoretically derived research question about a particular cultural process and find a site appropriate to that question.

3. Identification Of Subjects:

The second step that the researcher needs to do is to identify the basics for the study and consider whose interaction. For this purpose, the researcher usually uses a deliberate sampling method to identify the subjects. Identify things that need to be studied; It is often possible to study by specifying conditions.

4. Review Of Literature:

The researcher reviews the literature on the culture to get a brief idea and historical sketch of the culture selected for the study.

5. Hypotheses Generation:

As data collection continues in an ethnographic study, hypotheses can be formulated and modified. A study may begin with any specific hypotheses, but the data represent hypotheses as the study progresses. The ethnographic researcher is best suited to introduce new hypotheses and ignore unsupported hypotheses. In ethnographic research, hypotheses are created in a continuous process throughout the study. Ethnographic research begins with no hypotheses and can formulate and modify hypotheses.

6. Identification Of Variables:

The researcher then needs to identify and explore variables that are of interest to him or her and members of the culture.

7. Sampling:

Sampling is an important aspect of preparing data collection and analysis activities. In ethnography, research context sampling is an important component of data collection, framing the overall functioning. The importance of the setting can be inferred by reading the titles of ethnographic passages which often refer to a group of people or a place of research more directly than to a topic or research problem. The central issue of sampling is the “trade-off” between the number of cases (e.g. settings, individuals, tasks, activities) - as the depth of study or as a time of ethnography. Generate a detailed and fully described account of the incident under consideration. Often a single study site is selected in ethnographic works, but many individuals, tasks, and activities incorporated into this context are chosen to develop a practical account of daily life. Participants, activities, and interactions are sampled on an opportunistic or targeted basis: the latter is more preferable to create a more complete picture of the events studied as more consideration has been given in the selection process. It is normally up to

ethnographers to assign periods for observing a sample of common activities occurring in a research setting. However, a sample of less frequent activities is also sought, such as presenting behaviors, which also contribute to daily life. In this way, it is possible to generate a more sophisticated description of the social context.

8. Fieldwork:

Fieldwork includes all activities necessary to collect data (e.g. monitoring, interviews, and site documents). Overall, fieldwork is a personal experience because all researchers are different and their interests and skills are different. Multisite ethnography allows ethnographers to compare multiple local subcultures for multiple local studies. (Grills, 1998)

9. Data Collection:

Some data sources can be collected during fieldwork. Data collection is often associated with intensive use of resources and is therefore an important aspect of research for planning and execution. After gaining the trust of the respondents, the researcher collected data in the form of observation and recording transcripts, and interview tapping. There is a range of different but complementary approaches that can be used in ethnography. The following are the main methods used to collect data:

1. Participant Observation:

Participant observation is one of the main methodological approaches involved in ethnography. Observation of association is a more active engagement with research participants, requiring the ethnographer to balance internal with external continuity. Through participation, the anthropological writer behaves as an intern and always has a sense of unreality towards participant observation by which he

can differentiate himself from the group being studied. In contrast, partial observation is characterized as a method by which the researcher "follows the flow of events." The level of participation depends on the research site and includes formal and informal interactions with study participants. Other components of participatory observation include the use of additional qualitative and quantitative methods. Various methods are commonly used as components of participatory observation and include in-depth interviews, biographies, and document analysis.

2. In-Depth Interviews:

In addition to observations, an ethnographic study can be based on life history interviews or open narratives, also called "ethnographic interviews." In-depth interviews are also known as focused, distracted, or ethnographic interviews. These interviews are characterized by voluntary participation in which the participant engages in conversation about a particular topic of discussion related to relevant research questions or topics. In-depth interviews often appreciate participant observation that observation provides information about everyday life and interviews provide information about how to speak and interpret daily social life. In general, interviews can be especially useful when selecting a site, after participants have completed their observations, or when participants are going through changes that are of interest to the researcher. Participants provide information on observational actions and behaviors, but the interviews provide an opportunity to learn how people directly reflect their behavior, situations, identities, and events. This can be valuable in gaining an underlying perspective. An important part of the interviews is building relationships with the participants. The best way to do this is to be a good listener, which means listening and listening much more than talking and conversing. Interviews can be recorded with the consent of the participants. If the participant does not want you to record the

interview, take enough time after the interview to write a more complete note of what was said.

3. Life Histories:

The life story is a type of interview that focuses on individual life and its narrated story in an attempt to understand the social processes determined by classification, culture, and gender. This method considers one as an active participant in the research process. Life stories allow ethnographers to broaden their understanding beyond the time they spend in the field. Also, it helps the anthropologist to collect more examples from everyday life that can be observed or repeated in participatory observations and in-depth interviews.

4. Documentary Data:

Document analysis is the analysis of text documents such as media reports, laws, and/or graphic documents such as photographs and maps. Document analysis provides information on how participants study messages, languages, and lectures. Document analysis can provide useful background information for the study and provide information on how participants view them. This analysis can provide information on how the participants triangulate them with previous methods.

5. Triangulation:

Triangulation is an analytical technique that involves and compares multiple approaches to provide a deeper and more general understanding of an event. The use of multiple methods during ethnography raises unique concerns around data analysis and synthesis. Not only is triangulation an important way for anthropologists to establish systematic strengths/qualities, but the use of

triangulation is also an important aspect of data synthesis to provide a rich and representative statement in the context in which it is being studied.

6. Reflexivity In Ethnography:

Reflexivity refers to self-representation, recognition, and location in ethnographic investigations. In classical anthropological research, anthropologists viewed data collection as natural, while anthropologists viewed social phenomenon in its natural order. As a result, little or no consideration was given to how the presence of anthropologists affected the people they studied or the recording and reporting of data. Reflexivity is a strategy that involves (the researcher's) own consideration when planning and conducting an anthropological investigation. It refers to the self-reflection of a person's background, values, and history, as it affects the way the social phenomenon is viewed and reported. In the research report, the reflection is presented in the form of descriptions of the ethnographer's ideas and experiences, which readers can use to judge the impact of these effects on any study.

7. Site Documents:

Various documents on the site may be relevant to ethnographic research. This includes announcements, job descriptions, annual reports, memos, letters, brochures, newsletters, websites, meeting minutes, menus, and many other types of written articles. The site documentation places your study participants in a much broader context.

8. Fieldnotes:

The general advice is to write field notes while you are in the field or as soon as possible after leaving the field site. It is possible to distinguish between the four main parts of the field note, which must be kept separate from each other. First,

the annotation is a word or short phrase written on the field site. Annotations are usually recorded in a small notebook and are designed to help you remember those things if you want to include them when writing more complete notes. Secondly, the description means writing everything you can remember about a particular event that can later help you write about the site, but also help link related events to each other. Third, the analysis is about what you learned in the environment about your research questions and other related topics. Fourth, reflection is a reflection of what you have thought, felt, and learned while observing. Reflection is very relevant in ethnographic research but be careful to separate it from description and analysis. Finally, the methods for writing field notes are quite personal. Therefore, you can develop different types of methods for writing notes. Whatever you do, be sure to separate the description from explanation and judgment.

9. Reviewing Other Sources:

There may be other data sources that reflect the research problems under study. These other sources usually contain periodic records of the organizations in which the study is conducted. These records can support observational data and the researcher's perception. These can be in the form of other sources:

- Achievement tests
- Attitude inventories
- Psychological tests
- Interest inventories
- Incidence of specific behaviors (discipline records) (Keeves, 1997).

10. Analyzing Data:

Data analysis in ethnographic methods is repetitive and not used. There are three aspects of data analysis: description, analysis, and explanation. The description

refers to the recalculation and description of the data, inevitably treating the information as true. Analysis refers to examining relationships, causes, and links between data points. Finally, data interpretation is done through data points and data understanding or interpretation outside of analysis.

Although these three items are not always easily divided separately, it may be important for the ethnographer and reader to understand them as they may reflect more data collection and decorative devices used when writing in some parts. Field notes are a unique feature of compositional ethnography that combines data collection and analysis through iterative reporting and interpretation of research from all methods used.

In the case of data collection, field notes provide a space for observers to observe stories, descriptions, and interpretations during the observation. Field notes can include notes on ethnographic, ethical, and theoretical considerations and other methods used during the field when documenting struggles. Observations, descriptions, and explanations should be displayed when writing field notes because field notes become a record and data point during the data writing and analysis process. As clear as the difference is; Ethnographers are in a better position to report both the events they record during the research process and the explanations they add.

11.Using Technology In Data Analysis:

Although the breadth of ethnographic themes and genres has increased in the last 20 years and the "rules" of ethnography have become strange; There is a trend in the ethnographic literature to become more dependent on software programs for data analysis. The range of capabilities available in software packages differs and provides new ways for anthropologists to organize and manage their data. (Daniel & Harland, 2017)

7. Evaluating The Quality Of Ethnographic Research:

The term ethnography means "portrait of a human being", which reminds us that ethnography will represent the field which suggests that there is a concern both in conducting the ethnographic research and in the research report itself, often written in a format rather than more conventional academic research reports. A challenge with evaluating anthropological work is that the process and the product use scientific and artistic approaches to the collection and interpretation of data. Therefore, it is difficult to apply both scientific and thematic concepts in the evaluation of a single complex piece. For the convenience of engaging with ethnography, it is important not only to discuss the value of this work but also to discuss the ways to evaluate it. Ethnography is an applied social science research method, the evaluation involves various research methods, one of which may be ethnography. The purpose of ethnography is a bold description and cultural interpretation; The goal of the evaluation is to systematically determine the suitability of the program and to develop an evaluation resolution. The qualitative evaluation approach demonstrated benefits to the evaluators and this three Responsive Evaluation, Goal-Free Evaluation, and Constructivist Evaluation approaches are summarized in the anthropological models of evaluation. Responsive Evaluation, Goal-Free Evaluation, and Constructivist Evaluation have conceptual and methodological similarities. In evaluating a program evaluation should be able to identify when one of these ethnographic or anthropological models is possible and appropriate. Evaluators should consider the model and its strengths and limitations when selecting the most appropriate evaluation method for program stakeholders. A sound evaluation usually requires the employment of quantitative and qualitative research methods. The anthropological models of ethnography and evaluation are best suited to supplement the quantitative components of evaluation and serve as a way of triangulating data collection methods and data resources. The competent

evaluator should be informed about these evaluation methods and the anthropological models of evaluation. (Davidson, 2005)

8. Advantages & Disadvantages Of Ethnographic Research:

8.1 Advantages Of Ethnographic Research:

- An important benefit associated with ethnographic research is that ethnographic imagery can help identify and identify unexpected problems. When conducting other forms of studies that are not grounded on observation or interactions, it is very easy to miss unexpected problems. This can happen because the question is not asked, or the respondents do not mention anything. The presence of an anthropologist helps reduce this risk because the problems are known directly to the researcher.
- The other great advantage of ethnography is considered to be the ability to present detailed and reliable representations of user behavior and attitudes. Due to its subjective nature, an anthropological study (including a trained researcher) can be very effective in discovering and analyzing the relevant perspectives and sensations of the user.
- The ability to see how natural users interact with technology in their natural environment.
- Identify unexpected issues that may not test your usability.
- The opportunity to test new product ideas to see what your needs are before they go to market.

8.3 Disadvantages Of Ethnographic Research:

- One of the main criticisms of ethnographic studies is that they take time to complete. As discussed above, ethnographic studies are not always time consuming, but this observation is valid. Due to the rich production, the

ethnographic study requires more time to generate and analyze its data than many other methods.

- During previous ethnographic studies, we found that subjects were unable to function normally during a small study. Long studies are generally opposed to this because researchers are tired of believing researchers and/or any hypocrisy.
- It takes a long time to create and analyze all the results as the user becomes more knowledgeable.
- Small studies may not work normally with any user because they know the existing researchers.
- The cost of conducting ethnographic studies is often much higher than utility tests. (Arthur, Waring, Coe, & Hedges, 2012)

Challenges & Risks Associated With Ethnographic Research:

9.1 Challenges In Conducting An Ethnographic Research:

- Field Fieldwork requires time.
- Knowledge of social socio-cultural systems is required.
- Report Research requires a literal, storytelling approach.
- Avoiding an inaccurate portrayal of the cultural system.

9.2 Risks Associated With Ethnographic Research:

As mentioned above, ethnographic studies examine and/or interact with environmental issues intended to support the researcher's (future) design. There are two major potential weaknesses with ethnographic studies:

Researcher: Ethnographic researchers need to be very skilled to avoid the potential pitfalls of ethnographic study. Some of these include observational

details and completeness and potential bias (and errors) in data collection or analysis.

Subjects: Any study subjects need to be as large as possible to represent a large audience (assuming the study is designed in this way). It is also very important to be open about things and honest with the researcher. Both issues are related to the quality of the researcher and their role in the design of the study.

Therefore, the maximum of the risks accompanying ethnographic studies is directly or indirectly associated with the researcher. This means that the choice of an ethnographic researcher is crucial to the success of the study. We recommend choosing a researcher with a proven background who has been involved in successful projects in different domains in the past. (Delamont, 2012)

10. Ethnography In Education:

Delamont (2000) generally analyzes the pattern of five-second ethnography by Denzin and Lincoln (1994: 7-11) and attempts to apply it to education. In the process, she gives an overview of ethnography in education. Denzin and Lincoln (1994: 7-11) divided the history of qualitative research into five periods:

- Traditional (1900-50),
- Modernist or Golden Age (1950-70),
- Blurred Genres (1970-86),
- Crisis of Representation (1986-90),
- The Present or The Postmodern (1990-97).

They associate each period with a dominant paradigmatic theme. A brief description of these periods, the dominant themes and models identified by Denzin and Lincoln, and its counterpart in education as discussed in Delamont (2000).

Traditional, 1900-50; Positivism:

This era was influenced by Malinowski and Evans Pritchard in anthropology and classical urban studies at the Chicago School of Sociology. Emphasis was placed on creating an account of social events with purpose and approval. Anthropological research on education was not yet established during this period, but socialization was a problem. In America, two empirical issues were studied; Teachers and male students in school or those who drop out. In Great Britain, no qualitative study of education has yet been started.

Modernist; 1950-70: Challenges to Positivism (e.g. Symbolic Interactionism):

The second period was by Denzin and Lincoln (1994) as the golden age of ethnography. Here an exact form of the qualitative or ethnographic approach formally given. It was the best day of the second school in Chicago. The discovery of grounded theory, considered one milestone of the qualitative method, is related to this period. Other writers who transformed this period through their writing include Mayer Forts, Edmund Leach, and Max Gluckman from Anthropology and Everett Hughes, Blanche Zier, Howard Baker, Ansell Strauss, and Joseph Gusfield from Sociology. It was also a golden age in education. Baker, Zir (1966), and Peterson (1964), professors, and Baker and colleagues conducted prominent quality studies in the United States during this period in higher education. The topics in the ethnography of education were Woolcott (1967), Dumont and Wax, and the Native American settings of Spindler and Spindler which are classical ethnographies in education. In the UK, the first qualitative study of education was based on a joint department of anthropology and sociology, although it was not published. It has not yet started in Australia. Another important feature of this period was the apparent difference between the ethnographic perspective of qualitative pedagogical research (strong in the United States and Canada, absent

in the United Kingdom and Australia) and the clear sociology of emerging education (strong in the United Kingdom and Australia). This difference became more acute in later times.

Blurred Genres, 1970-86:

The growing challenges for positivism when looking at symbolic interactionism, phenomenology, ethnography, feminism, and fictional criticism. This can be considered a moment of ambiguity as large amounts of data collection and analysis emerge. For example, various methods of collecting and analyzing empirical materials are also available, including qualitative interviews were entering situations with narrative, content, and semiotic methods of reading interviews and cultural lessons. Two textbooks on the qualitative approach were published: the Lofland textbook on the qualitative approach and the qualitative approach by Hammersley and Atkinson (1983) and Burgess (1984). This can be considered the golden age of qualitative educational research because there have been many studies. While British and Australian qualitative researchers focused on class, American and Canadian educational anthropologists focused on the position of schools within a cultural similarity. Some important writers of this period were Baker, Olcott, and Young.

Crisis of Representation:

1986-90; Production of Reflexive Texts: According to Lincoln and Denzin (1994) this is a period of representative crisis. So far there have been very few questions about the presentation of the ethnography text. After the publication of the books by Clifford and Marcus (1986), qualitative research called the different languages linguistic turn or explanatory team or rhetorical turn. The cans of truth and method were challenged, not through critical tests of textual practice. Anthropologists review their field notes and look for new meanings in them.

The Present or the Postmodern 1990-97. The Postmodern Zone:

Doubts were cast on all previous examples: Lincoln and Denzin highlight the current characteristic: "a messy moment, multiple voices, experimental lessons, ruptures, cracks, the crisis of legitimacy and presentation, self-criticism, new moral discourse, and technology." The basic premise of postmodernism is that since we are part of society, we can only create partial local truths and not universal truths. John Van Maanen (1995) theorized that further concern with deconstruction would make acquaintances stranger than strangers. Qualitative. The study in the study has taken none linguistic or postmodern tumor. Attempts by some anthropologists to establish a gender perspective or to explicitly adopt a more modern position in education have led to a sub gender rather than an alternative gender. (Vine, Clark, Richards, & Weir, 2017)

10.1 Some Examples Of Ethnographic Research In Education:

- Ethnographic analysis: a study of classroom environments in tribal districts in North East India.
- An Ethnographic Case Study on the Phenomena of Blended Learning Teachers.
- Ethnographic Case Study of a High School Science Classroom: Strategies in Stem Education.
- An Ethnographic Case Study of a School's Engagement in a School-Wide Reform.
- An ethnographic investigation of teacher behavior as a function of cognitive style.
- An Ethnographic Study of the Qualities and Characteristics of Democratic Elementary Classrooms Which Motivate Students to Civically Participate.
- A Linguistic Ethnography of Learning to Teach English at Indian Junior High Schools.

- An Ethnographic Study of Participant Roles in School Bullying.
- Education for sustainability: An ethnographic study of 15 years rural South Indian children's attitudes on sustainability.
- The Learning Home: An Ethnographic Case-Study of Curriculum, Place, and Design.

11. Conclusion:

Ethnographic research is the scientific explanation of an explicit human culture alien to the anthropologist. Each researcher has their way of conducting research and all these ideas are transmitted and understood in different ways. Because the researcher does not understand how to conduct his research, controversy arises. Ethnographic research is research that describes what is happening in a particular setting with the perspective of the participants in these events. This research focuses broadly on all events that take place in a particular setting. It usually provides a general picture of how a particular social group operates and does so through direct observation and interviews with key participants. Ethnographic research is known as the most qualitative research. Ethnographic research that seeks to explain human behavior to people is commonly known as its explanatory research and is the most common type of ethnographic research in the classroom. Ethnographic research is essentially a descriptive study. Uses a combination of quantitative and qualitative research methods to answer research questions about individuals in their social context. It includes records of observation and behavior more quantitative but uses qualitative research methods to understand beliefs, attitudes, values, social roles, social structures, and rules of behavior in an environment. Ethnographic research has been widely used in social science and educational research and its importance has been recognized by the academic community. Ethnographic research, if done correctly, enlightens the researcher and the ethnographic writer learns a lot through engagement. Learn from the "not

only" of what the investigator has to learn to fail. Ethnographic studies are a great way to understand your users and the challenges they may face in their daily life. However, ethnographic studies can be expensive and time-consuming, so it is important to ensure that you have found the correct research method. It is important to make sure that the research question is answered. Allow groups to change the data and use the information to make sure it is not omitted. Perhaps the most important decision in an ethnographic study is the choice of the ethnographic researcher. This person will design, manage, and analyze the results of the study, so they must have the skills and experience to ensure that the study is representative, accurate, and fair. This is an important and effective possibility that is constantly being evaluated and corrected. One of the most important concepts behind participant observation is that there is no appropriate method: the method matches the study. The strategies described here can be integrated with other research methods in a larger research design that cannot reveal accessible information using more quantitative strategies for researchers. This article specifically examines "educational" anthropology because it applies to focus on in this educational course. Bloom firmly confirms that the educational ethnographic picture "helps to recreate what the classroom is and what happens there." The ultimate product of ethnography, history, or narrative is creating theoretically informed explanations about the culture of the community, group, or setting. It influences ethnography and will continue research in academic or classroom settings. (Pathak, 2008)

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