

**TRANSFERENCE OF CASE STUDY RESEARCH
: A REVIEW**

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Abstract :

Case study is both method and tool for research. Case study leads to very novel idea and no longer limited to the particular individual. In case study investigator tries to collect the bits in support of proposition. One case study if we take specific than prediction value is less while if the case is the representative sample then it has high prediction value. Case study methodological is not longitudinal study but it depends on the methods of information about the individual as far as possible.

Therefore, case study is conducted only for specific case. It requires personal observation, by or objective method. Actually case study means a study in depth.

Here case does not necessarily mean an individual. Case means an unit, it may be an institution or a nation, or religion or may be an individual or a concept.

The main purpose of case study is the development of case on the basis diagnosis which is done on the post records of the case. It establishes the cause and effect of relationship.

Keywords : Case Study Method, Tool of research

INTRODUCTION :

Case study is both method and tool for research. Case study leads to very novel idea and no longer limited to the particular individual. In case study investigator tries to collect the bits in support of proposition. One case study if we take specific than prediction value is less while if the case is the representative sample then it has high prediction value. Case study methodological is not longitudinal study but it depends on the methods of information about the individual as far as possible.

DEFINITION OF CASE STUDY

The case study or case history method is not a newer thing, but it is ‘a liner descendent of very ancient methods of sociological description and generalization namely, the ‘parable’, the ‘allegory’, the ‘story’ and the ‘novel’.

Case study is based on intensive study of the comparatively fewer persons, sometimes confined to a very small number of cases only. P.V. Young writes :

“A fairly exhaustive study of a person or group is called a life of case history.”

Thus, the case study is more intensive in nature, the field of study is comparatively limited but has more of depth in it. And here the unit of study is also unlimited.

P.V. Young again writes:

“Case study is a method of exploring and analyzing the life of a social unit - be that unit a person, a family, institution, culture group, or even an entire community.”

Good and Scates have defined comparatively ‘case study’ as follows:

“The essential procedure of the case-study method is to take account of all pertinent aspects of one thing or situation, employing as the unit for study an individual, an institution, a community or any group considered as an unit. The case consists of the data relating to some phase of the life history of the unit or relating to the entire life process, whether the unit is an individual, a family, a

social group, an institution, or a community. The complex situation and combination of factors involved in the given behaviour are examined to determine the existing status and to identify the casual factors operating.”

The foregoing definitions of case study may be rendered concrete by citing the titles of selected works that illustrate the application of this investigational procedure to individuals, social institutions or agencies and communities or culture groups.

Some writers have made a distinction between the terms case. study, case work and case method.

As defined above case-study means intensive investigation of the particular unit represented. Case work refers especially to the developmental adjustment, remedial or corrective procedures that appropriately follow diagnosis of the causes of maladjustment or of favourable development.

CONTRIBUTIONS OF CASE STUDY

The unique contribution of case study to general knowledge has been outlined by Olson under the following six headings:

1. Tabulation of case under significant categories as a means of communication to professional workers, the nature of the problems involved, for example, classification of the cases referred to a bureau of juvenile research in items of source of reference, age, sex, race, problem, intelligence, school grade, economic status, and interrelations between certain factors.
2. Evaluation of programme by studying the subsequent history of the person affected; for example, to follow up habit-clinic children who manifested delinquency problems before the age of ten years, through securing judgements on improvement from parents, teacher, hospital and agency.

3. Study of social and institutional group patterns existing in families, classes, schools and communities.
4. Provision of case materials for institutional purposes in professional courses.
5. Illustration and validation of statistical result, as in supplementing statistical findings on twin resembles by detail case histories.
6. Formulation of generalizations on the basis of the body of knowledge that results through accumulation of published reports of cases of particular types, as in medicine and in certain social, psychological, and educational areas.

OBJECTIVES OF CASE STUDY

The case study has the following four main objectives:

1. Clinical purpose, (dealing with a patient).
2. Diagnostic purpose, (educational situation to provide the remedial instruction to poor students).
3. Fact-findings about psychological or educational problems.
4. Supplementing other information. It may be a follow up work. Phases of Case Study.

Case Study Method:

A Case Study is Conducted into Three Phases

1. Retrospective phase refers to the past records of the case completely which is used in diagnosing the case.
2. Prospective phase refers to the present status of the case, which is helpful in understanding the case. The suggestions and remediation can be offered to the case.
3. Conceptive phase refers to the future development and improvement of the case which is also employed to examine the effects of the remediation given to the case.

TYPES OF CASE STUDY

Six types of case studies are conducted which are as follows:

1. A group or a community case study,
2. Casual comparative studies,
3. Activity analysis.
4. Content or document analysis,
5. A follow-up study, and
6. Trend studies.

1. Community Studies

The community study is a careful description and analysis of a group of people living together in a particular geographic location in a corporative way. The community study deals with such elements of the community as location, appearance, prevailing economic activity, climate and natural sources, historical development, how the people live, the social structure, goals and life values, an evaluation of the social institutions within the community that meet the human needs etc. Such studies are case studies, with the community serving as the case under investigation.

The community studies made by Robert and Helen Lynel and their associates at Muncie, Indiana, are well known. The first reported in the volume 'Middletown' in 1929 and the second, 'Middletown in Transition' in 1937.

2. Casual Comparative Studies

Another type of study seeks to find the answers to the problems through the analysis of casual relationship. What factors seem to be associated with certain occurrences, conditions or types of behaviour? By the methodology of descriptive research, the relative importance of these factors may be investigated.

For example, studies of juvenile delinquency may compare the social educational background of delinquents and non-delinquents. What factors were common to the delinquent group? What factors were common to the non-delinquent group? Any factor common to one group, but not to the other, might serve as a possible explanation of the underlying causes of delinquency.

3. Activity Analysis

The analysis of the activities or processes that an individual is called upon to perform is important, both in industry and in various types of social agencies. This process of analysis is appropriate in any field of work and at all levels of responsibility. In social system the roles of superintendent, the principal, the teacher and the custodian have been carefully analyzed to discover what these individuals do and need to be able to do. 'The Common Wealth Teacher Training Study' (W.W. Charters and Waples, Chicago) made under the direction of Charters and Waples described and analyzed the activities of several thousand teachers, and searched previous studies for opinions of writers on additional activities in which classroom teacher should engage.

4. Content or Document Analysis

Content analysis, sometimes known as document analysis. deals with the systematic examination of current records or documents as sources of data. In documentary analysis, the following may be used as sources of data: official records and reports, printed forms, text-books, reference books, letters, autobiographies diaries, pictures, films and cartoons etc. But in using documentary sources, one must bear in mind the fact that data appearing in print are not necessarily trustworthy. The evaluation of documents used in descriptive research must be subjected to the same type of criticism employed by

the historian.

This content or document analysis should serve a useful purpose in research, adding important knowledge to a field to study or yielding information that is helpful in evaluating and improving social or educational practices.

5. A Follow-up Study

A follow-up study investigates individuals who have left an institution after having completed a programme, a treatment or a course of study, to know what has been the impact of the institutions and its programme upon them. By examining their status or seeking their opinions, one may get some idea of the adequacy or inadequacy of the institution's programme. Studies of this type enable an institution to evaluate various aspects of its programme in the light of actual results.

Dillon, Seagoe, Terman and Oden, Hanemann and West have made a follow-up study.

6. Trend Studies

The trend or predictive study is an interesting application of the descriptive method. In essence, it is based upon a longitudinal consideration of recorded data, indicating what has been happening in the past, what does the present situation reveal and on the basis of these data, what will be likely to happen in the future.

An excellent example of the trend study is presented in *An Economic Portrait of Indiana* in 1979.

This type of study furnishes valuable data for furnishing programmes in whatever area they may be. These trends have important implications for college officials, who must find ways of providing buildings and equipment, teaching staff and financial support for a greatly expanded programme of higher education. The

commission on higher education anticipated that a flood of young people will be knowing at college and university doors and coming years.

Field study as a Special case of Case study Research

Meaning

Field studies are scientific enquiries aimed at discovering the *relations and interactions* among sociological, psychological and educational variables in social institutions and actual life situations like communities, schools, factories, organizations and institutions. A social or institutional situation is selected and the relations among the attitudes, values, perceptions and behaviours of individuals and groups in the selected situation are studied.

Field Study Vs. Surveys

Although it is not easy to draw a fine logical distinction between survey and field study, there are *practical differences* between them. First, a survey attempts to be *representative* of the universe under study and thus calls for an *adequate and representative sample*. This emphasis on sampling may or may not be found in a field study, because it is more concerned with a *thorough account* of the processes under study than with their typicality in a large universe.

Second, while a field study aims at *directly studying* the interrelations of the parts of social structure of a single community or a single group, a survey aims at covering a larger universe, and : may indirectly deal with social and psychological processes, through inference from the statistical analysis rather than through direct observation, thus, field study will provide a more detailed *natural picture* of social interrelations of the group than does a survey.

Types of Field Studies: Katz has classified field studies into (1) anthropological

studies and (2) quantitative field studies. In an *anthropological study*, the researcher lives in the selected community, observes its people, talks with them at great length, and thus gains a thorough insight into the social structure of the community and the people's life, culture and ideologies. But the *anthropological approach* does not aim at precise measurement of specific variables and relations.

On the other hand, a *social-psychological field study* employs quantitative approach and measures variables and their interrelationships. Newcomb's research on *Bennington College, a self-contained college community* is an example for this type of study. The conclusions of a quantitative study can be readily confirmed by other investigators.

The conflict between the two approaches can be resolved by utilizing anthropological approach as the initial stage in a field study. In this stage, the situation as a whole can be studied and the fundamental relationships grasped. These insights can yield hypotheses which can be tested by a detailed quantitative study. In the Festinger-Schachter-Back study of a processing community this procedure was employed. In the combined approach, the initial anthropological study serves as an exploratory stage and the subsequent quantitative study tests hypotheses derived from the exploratory stage.

Steps in Field Study

Katz suggests a general model consisting of the following phases in the conduct of a field study: (1) preliminary planning, (2) the scouting expedition or the anthropological study, (3) the formulation of the research design, (4) the pretesting of research instruments and procedures, (5) the full-scale field operations, and (6) the analysis of materials.

Preliminary planning: It is better to start a field study with a tentative plan covering the scope of the study, its broad objectives and time schedule. The plan will be finalized after the results of the scouting expedition are available.

The Scouting expedition: This phase of study involves an *informal* and *free investigation* in which the field workers try to get a thorough understanding of the important forces in the situation. The objective of this exploratory work is to identify the significant variables in the situation and group behaviour. Informal procedures can be adopted for gathering information. They may include: consulting informal leaders; contacting informants like newspaper reporters, local teachers etc., using discrepancies in the accounts of informants as a basis for further exploration; living in the community and participating in its activities; observing specific situations; studying available records and secondary sources. Field workers should keep daily full records of their work and observations.

Formulation of the research design: On the basis of the results of the scouting exploration, the design of the final study can be formulated. It is important to delimit the scope of the study and to introduce controls into the data-collection process through standardization of tools and measurements.

Pretesting of instruments and procedures: The interview schedules and behavioural scales and other types of data forms required for the study should be constructed and pre-tested.

Field operation: The tasks for the field workers are more varied and often more difficult than for the interviewers in a survey. The field worker must be able to enlist the cooperation of **all** groups in the community and also be capable of interviewing the leaders.

Analysis of materials: Data from observations and interview responses in a field study lend themselves to correlation analysis. Correlation coefficients, show the nature of relationships between variables. By holding factors constant, the relationships are studied.

Advantages

There are certain natural advantages of field studies. First, a field study tends to continue *over* a period of time, and so it is possible to *maintain continued observation*, ascertaining the *timing* of certain variables.

Second, a field study provides opportunity for *direct observation of interaction* and of *socio relationships* in their *natural occurrence*. In a survey, we can only make inferences about these factors, but cannot directly observe them.

A third advantage of a field study is the possibility of *going beyond measures* obtained from a single instrument. The correlations from a single measuring instrument may be influenced by some halo in its application. A field study permits the obtaining of reciprocal perceptions and interdependent reactions from different groups of people whose behaviour is interrelated to make up a social structure. Agreement in perceptions on the part of people standing at various points in the hierarchy gives greater confidence in the validity of the reporting. For example, when workers, foremen and supervisors - a department of a factory all agree about whether the foreman or supervisor has the greater power in that department, we are on a much safer ground than if we had only the foremen or the supervisors reporting on the situation.

Last, a field study facilitates *use of different independent measures*: interviews with different types of people, behavioural observations and study of available records. The relationships discovered through different methods are more convincing than if they are derived from a single method.

Thus, field studies are strong in *realism*, significance, strength of variables and

reliability of the findings.

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