# CHAPTER - III

# METHODOLOGY

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### 3.01 INTRODUCTION

The previous two chapters have described the overall approach to the problems. This chapter is concerned with the details of the techniques adopted in this study. The sample, tools and techniques of data collection, hypothesis, variables, statistical analysis of data will be included in this chapter. This chapter will also include the research design. The research design is the detailed plan of the investigation or the blue print of the obtained data.

### 3.02 OBJECTIVES OF THE STUDY.

The study is mainly concerned with the study of the performance profile of primary school teachers teaching in tribal and non tribal schools. For studying this problem following objectives have been undertaken:

(i) to study the performance profile of both the groups of teachers within the class context;

(ii) to study the performance profile of both the groups of teachers with respect to outside the class;

(iii) to study the performance profile of tribal and nontribal teachers with respect to one's own professional growth;

(iv) to study the performance profile of both the groups of teachers towards values and social relationship and

(v) to study the performance profile of teahcers towards general awareness/knowledge of educational policies, commissions and on going programmes.

## 3.03 **HYPOTHESIS**

Hypothesis is a temporary assumption based on knowledge and theory which enables the reseacher to investigate some facts and theory that are yet unknown. Accoring to Borg hypotehsis reflects the researchers guesses to the problem of the research, places clear and specific goals before the reseachers and provides basis for selecting samples and research procedures to meet the goals.

In this study the following null hypothesis were formulated.

(i) Both the groups of teachers (TST & NTST) do not differ in the performance profile within outside the classroom.

(ii)  Both  the groups of teachers (TST & NTST)  do  not differ  in the performance profile towards  outside  the classroom.

(iii) There is no difference in the performance  profile of both the groups of teachers in one's own professional growth.

(iv)  The performance profile of teachers in values  and social relationship do not differ.

(v)  In  general  awareness/knowledge  of  educational policies  commissions  and on going  programmes  in  the state both the groups of teachers do not differ.

## 3.04 THE SAMPLE

It is necessary that the  representative sample  may  be  drawn as the study of  each  and  every individual is not possible. Therefore,  the  investigator selected a sample which represented the whole population with  regard to the size of the  sample,  it is  generally believed that other things being equal larger the sample employed  in  research the greater are  the  chances  of obtaining relaible results.

### Selection  Of  Sample :

The  investigator selected 50 primary  school teachers  teaching in tribal and non tribal  schools  of shahdol  district. Twenty five teachers from each  group

was taken. The following table shows the position of sample.

Table No. 3.1 Showing the size of the sample.

| S.No. | Primary Teachers | Sample Size | Total |
|-------|------------------|-------------|-------|
| 1. | Tribal Schools | 25 | 25 |
| 2. | Non Tribal Schools | 25 | 25 |
| | Total | 50 | 50 |

In the sample maximum primary school teachers were graduates, 44% in case of tribal teachers and 52% in case of non tribal teachers. 8% tribal school teachers (TST) and 16% Non-tribal school teachers (NTST) were post graduate. (Henceforth the investigator with these TST and NTST for Tribal school teachers and non tribal school teachers). 40% (10) TST and 28% (7) NTST were higher secondary. The details of the educational qualifications of the sample are given in the following table.

Table.No. 3.2 Showing Educational qualification of TST and NTST.

| S.N. | Educational Qualification | TST | % | NTST | % |
|------|---------------------------|-----|-----|------|-----|
| 1. | High School | 2 | 8% | 1 | 4% |
| 2. | Higher Secondary | 10 | 40% | 7 | 28% |
| 3. | Graduation(Deg.) | 11 | 44% | 13 | 52% |
| 4. | Post Graduation | 2 | 8% | 4 | 16% |

As regards the professional qualifications is concerned 40% TST and 16% NTST were

untrained. 40% TST and 72% NTST were BTC/BTI and 16% TST and 12% NTST were B.Ed. There was no M.Ed. qualified teacher in the sample.

## 3.05 VARIABLES

"Variables are those attributes of objects, events, things and beings which can be measured." Therefore, the variable are the characteristics of conditions that are manipulated, controlled or observed by the researcher.

### i) Independent variables :-

The independent variables are the conditions or characteristics where the researcher manipulates in his attempt to ascertain their relationship to observed phenomena. In research an independent variables may be a particular teaching method, a type of teaching material, or period of exposure to particular conditions.

In this research the independent variables is `Tribal and non tribal schools.'

### ii) Dependent Variables :

The dependent variables are these conditions or characteristics that appear and dissappear or change as the researcher introduces, removes or changes independent variables. This is one about which

the researcher makes a prediction.

The dependent variable in this research is the `<u>performance</u> <u>profile</u> <u>of</u> <u>primary</u> <u>school</u> <u>teachers</u>', which includes six areas. They are listed under the research tool.

## 3.06 THE INSTRUMENTS

To carry on any type of research investigation the data are gathered from which the hypothesis may be tested. For the purpose of this study investigator has used a self developed questionnaire.

### 1. Questionnaire.

Questionnaire refers to a desire for recurring answers to the questions by using a form which the respondent fills in himself/herself.

It is the most flexible tool which possesses unique advantages over other kinds of tools in collecting both quantitative and qualitative information. A questionnaire is usually administered personally to enable researcher to get first hand information.

Questionnaire consists closed and open forms of questions. In open form of questionnaire the respondents are free to express their opinion in their own words. The answers expected are descriptive. Since

there are descriptive answers it usually require greater depth of knowledge and take more time in tabulation and analysing the data. In the closed form of questions rating scale was used which consisted five points, always frequently, occasionally, rarely and never. The weightage given to different points was 5,4,3,2, and 1 respectively.

The details of the questionnaire used are given as under :

The first part of the questionnaire deals with some preliminary data required from the teacher, namely the bio-data of the teachers. This consisted of 15 points on different aspect of teachers such as educational, professional qualification, teachers experience, nature of school, and the reason for choosing the teaching profession.

The main part of the questionnaire is divided under the following 6 areas.

1.	Performance profile of teachers within the class context: of having 17 questions.

2.	Performance profile of teachers outside the class context of having 6 questions.

3.	Performance profile of teachers to one's own professional growth of having 8 questions.

4.	Performance profile of teachers towards values and social relationship of having 13 question.

5.  Performance profile of teachers towards general awareness/knowledge, policies, commissions as on going programs of having 16 questions.

## 3.07 ADMINISTRATION OF THE TEST AND THE DATA COLLECTION.

"A comparative study of performance profile of teachers teaching in tribal and non-tribal schools on selected variables," was administered in the district Shahdol.

### (i) Preliminaries :

Proper instructions were given to the teachers and the rapport and warm relationship was established before administering the test.

After getting the permission of the head of the institutions the tool was administered to the primary school teachers.

-All the teachers were assured that their responses and information shall be treated as confidential and shall be used only for the research purpose.

- Teachers were requested to answer all the questions sincerely carefully and clearly.

## 3.08 DELIMITATION OF THE STUDY

`Delimitation' means elimination of

certain aspects of the problem that are not included in the study. It sets limits or boundaries to the study.

The following are the delimitation of the study.

1. The comparative study of teachers performance profile is limited to a geographical area, namely the district of Shahdol in Madhya Pradesh.

2. The comparative study is delimited to 25 teachers from each group, teaching in tribal and non-tribal schools respectively.

3. The comparative study is limited only to the primary school teachers teaching in tribal and non-tribal schools.

## 3.09 STATISTICAL TECHNIQUE USED :-

"A statistical technique may be defined a mathematical measure depending on the nature of sample, which helps in gathering, organising, analysis and interpreting the obtained data based upon the method of selection."

The statistical techniques used in this research are percentage chi-square and ranking order. The details are given as under :-

i. Chi Square :-

Chi square is used to compare the

distribution of individual from two or more different groups on categorical variables. Chi Square is employed to find out the significance between two groups. Chi Square can also be used to get a measure of relationship called the contigency co-efficient which is similar to other correlation co-efficients. The Chi square test is used to analize data that are reported in categories.

The Chi square test is based on the expected frequencies and actual obtained frequencies. If the obtained frequencies are similar to the expected frequencies, this shows that the groups do not differ. If there are considerable differences between the expected and obtained frequences then researcher concludes that there is a significant difference between the groups.

Formula :
$$X^2 = \frac{\Sigma(fo - fe)^2}{fe}$$

where fo is observed frequency

fe is expected frequency

ii. **Ranking Order :-**

There were certain questions, where the teachers were requested to rank the given points, (values) according to their priority.

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### iii. Descriptive questions

The majority of questions belong to descriptive questions, under which a number of question were raised and the teacher were requested to write his her opinion about knowledge and expeirnece on teaching - learning practices in descriptive manner. Just below the questions the space for the purpose was provided.

The objective questions were also used to get a detailed and clear information from teachers. Sufficient time was given to the respondent to answer the questions.