

**CHAPTER 3:**  
**RESEARCH METHODOLOGY**

# RESEARCH METHODOLOGY

## 3.1: INTRODUCTION

Teachers are the primary pillars of both, an education system, and a society at large. They give children a purpose, set them up for success as citizens and ignite in them, a drive to do well and succeed in life. Teachers have ability to shape leaders of tomorrow in the interest for the society to build a positive and inspired pool of generation at both local and global scale. The role of the teacher is thus crucial and without a positively oriented teacher, all education system would crumble. Hence the need to populate our school with effective teacher is vital and urgent.

This researcher is interested in looking at the existing literature and collecting real time data to verify and embolden effectiveness of teachers in relation to thinking style of secondary school teachers.

Hence, for this research, the following has been hypothesized:

- There is no significant relationship between teacher effectiveness and thinking style of secondary school teachers.

The present chapter describes the actual procedure to collect data and analyse it to draw conclusion in the light of study. The investigator discussed and categorized the procedure under the following section.

- Method of the study.
- Variables of the study.
- Sample of the study.
- Selection of the tools.
- Statistical technique.
- Procedure and Administration of Data.

## 3.2: METHOD OF THE STUDY

As the present research aims to study the teacher effectiveness in relation to thinking style of secondary school teachers, the descriptive survey method was used for this purpose. Descriptive survey method was considered as one of the best method for educational research, because it describe the current status of the research work. To solve the educational problem, method of the study involves interpretation, comparison, measurement, classification, evaluation and generalization for all directed towards a proper understanding and solution.

## 3.3: VARIABLE OF THE STUDY

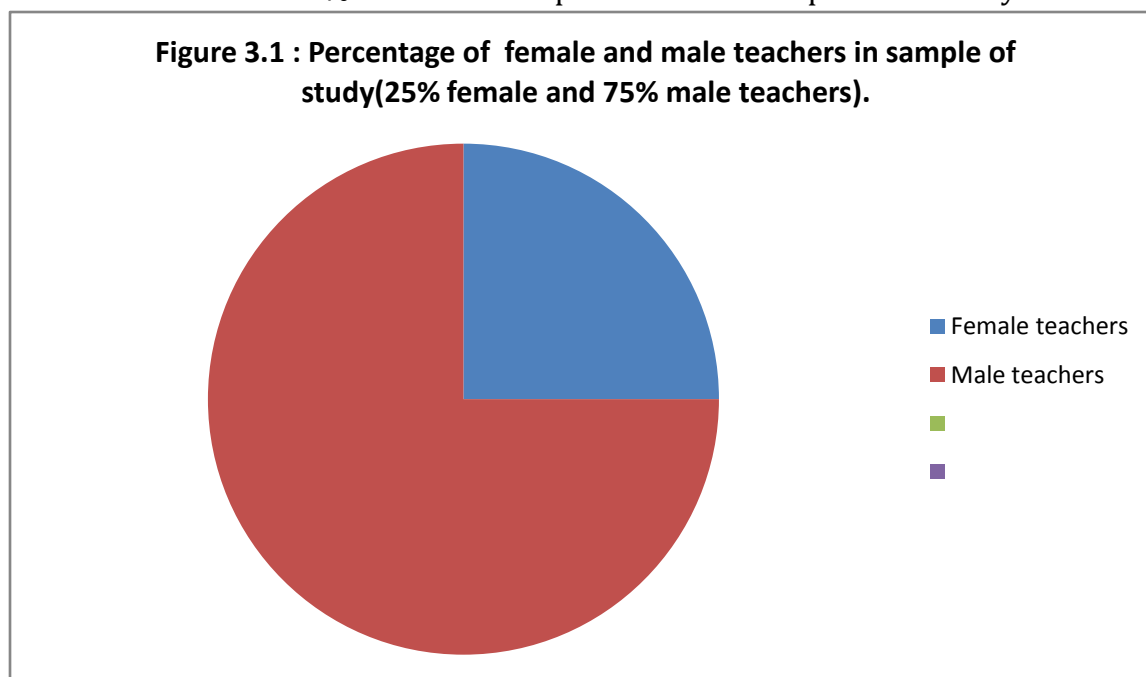
In the present research variables of the study were categorized into independent variable and dependent variable.

**Independent variables :** In the present study, thinking style have been taken as independent variable as their impact was seen on the other variable of study.

**Dependent variables:** In the present study , teacher effectiveness have been taken as a dependent variable because it depends on the other variable of study.

### 3.4: SAMPLE OF THE STUDY

All teachers working in the secondary school of the lakhandur tehsil, dist bhandara (MH), were considered as the population of study. In the present study, sample was selected from lakhandur tehsil. According to the education officer, panchayat samiti, lakhandur tehsil There are 25% female teachers and 75% male teachers posted on secondary schools of lakhandur tehsil. A sample of 40 secondary school teachers was selected from 8 Government and Government Aided secondary schools. Secondary schools were chosen by simple random sampling while selection of 5 teachers from each secondary school was undertaken by purposive sampling. In sample of 40 secondary school teachers, there are 10 female teachers and 30 male teachers that means 25% female teachers and 75% male teachers present in the sample of the study.



### 3.5: SELECTION OF TOOLS.

Keeping in view the criteria of research work investigator used the following tool in the present study.

**Table 3.1: Exhibiting the tool of study.**

Sr. No.	Variables	Tool	Prepared by
1	Thinking style	Thinking style scale (TSS) for teachers	Binti Dua (2018)
2	Teacher effectiveness	Teachers effectiveness scale	Binti Dua (2018)

### Teachers thinking style scale :

This scale is based on the stenberg's theory of mental self Government. This questionnaire is about the different thinking style which teacher use. Each statement has 5 level of agreement : strogly agree, agree, neutral, disagree, strongly disagree.

This questionnaire consists of the 52 statement which is related th following dimention.

**Table 3.2 : Distribution of the statement in each dimention.**

Sr. No.	Dimentions of thinking style	Sub Dimentions of thinking style	No. of statement
1	Function	Legislative style Executive style Judicial style	1,2,3,4. 5,6,7,8. 9,10,11,12.
2	Forms	Monarchic style Hierarchical style Oligarchic style Anarchic style	13,14,15,16. 17,18,19,20. 21,22,23,24. 25,26,27,28.
3	Levels	Locasl style Global style	29,30,31,32. 33,34,35,36.
4	Scope	Internal style External style	37,38,39,40. 41,42,43,44.
5	Leanings	Liberal style Conservative style	45,46,47,48. 49,50,51,52.

There are 4 statement in each dimention of teachers thinking style scale that means each dimention will have a maximum score of 20.

The Dimention or Thinking style in which scores are obtained from 10 to 20 will be considered as preffered dimention or thinking style.

All the 52 statement are positively worded and scoring pattern for positive statement are as follow: 5 score for the response strongly agree.

4 score for the response agree.

3 score for the response undecided.

2 score for the response disagree.

1 score for the response strongly disagree.

### Teachers Effectiveness scale :

This questionnaire is for measuring the teacher effectiveness. There are 35 statement and each statement has 5 level of agreement: strongly agree, agree, neutral, disagree, strongly disagree.

All the 35 statements are positively worded and scoring pattern for the positive statement are as follows: 5 score for the response strongly agree.

4 score for the response agree.

- 3 score for the response undecided.
- 2 score for the response disagree.
- 1 score for the response strongly disagree.

Examinations of the teacher effectiveness scale for teacher are as follow:

**Table 3.3 : Categories for teacher effectiveness.**

Sr. No.	Categories	scores
1	Ineffective Teacher	35 to 81
2	Moderate Teacher	82 to 128
3	Effective Teacher	129 to 175

### 3.6: STATISTICAL TECHNIQUES

In descriptive statistics: Percentage, Mean, Standard Deviation, Graph were used. And

In inferential statistics: Pearson correlation were used.

### 3.7: PROCEDURE AND ADMINISTRATION OF DATA

For data collection, researcher met education officer, panchayat samiti, Lakhandur. Researcher got lists of secondary schools of Lakhandur Tehsil and number of teachers are there.

In order to administer the tools, Investigator contact the principle and head masters of secondary schools to explain the purpose and significance of the research. After introduction, researcher established the report with the principle/Head masters of secondary schools to fulfill the objectives of the research. In the process of the data collection, investigator requested principals or Head to arrange meeting with teachers so that the purpose of the investigations can be further conveyed. After that the information related to the tools, Queries regarding questions and items in questionnaire sorted out in the meeting. Lastly all the questionnaire distributed to the teachers and asked them to decide the date of return on which both teachers and researcher. In second phase, investigator visited the schools again at the same date which decided earlier in the meeting to recollect the tools. Administration of the tools are detailed in following steps.

#### **Administration of Teacher Effectiveness Scale.**

Teacher effectiveness scale administered on secondary school teachers of Lakhandur Tehsil (MH). For teacher effectiveness scale, teachers asked to fill form and to fill the form instruction given to the teachers. They asked to give authentic data as it inclined the essence of the research work. This test administered on the secondary school teachers of the Lakhandur Tehsil (MH).

#### **Administration of Thinking Style Scale.**

Thinking style scale administered on secondary school teachers of Lakhandur Tehsil to avail the information regarding their thinking style. Sequentially to accumulate the data about various thinking style of secondary school teachers, instruction explained extensively for successful administration of the tool and get desired outcomes. They also solicited to fill the tool at their own pace but response time for this tool was 30 minute which was mentioned in the instructions of tool.