

CHAPTER - 3



RESEARCH METHODOLOGY

CHAPTER III

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3.1 Introduction :

The previous two chapters have described the overall approach to the problem. This chapter is concerned with the details of the techniques adopted in this study. The sample, its selections, tools, their description, administration, scoring and statistical techniques used.

3.2 Needs of the Design :

No planning of educational research can be complete without a detailed design of investigation. Design is considered as the heart and soul of the investigation. A clear visualisation of the methodological step is an imperative need for the successful completion of the research project.

According to Tuchman (1978), "A Research design as a specification of operation for the testing of hypothesis under a given set of conditions".

3.3 Sample :

The technique of selecting sample together with its size is an important aspect of research. The sample of the present study comprised of 135 Vidya Sahayak teachers from 77 rural government primary schools and 8 urban nagar palikas' schools of Ahmedabad and Surendranagar district in Gujarat.

Keeping in view the objectives and hypotheses of the present study investigator found purposive sample technique suitable for research.

Purposive sampling includes quotes sampling or an attempt to extract a representative proportion of individuals with a particular characteristics from a population; Purposive sampling or selection of a sample on the basis of informed judgement that a group is likely to be representative. It takes samples on the basis of convenience to the investigator.

Variables :

The following is the description of the dependent and independent variables involved in the study.

Independent variables	:	Job satisfaction Sex, (Male and Female), Marital status, (Married & Unmarried) Caste (General, SC & OBC)
Dependent variable	:	Teacher Effectiveness
Controlled variable	:	Ahmedabad & Surendranagar district.

3.5 Tools Used :

The major purpose of present research was to study, "Teacher Effectiveness in the context of Job Satisfaction of Para Teacher (Vidya Sahayaks) in Gujarat". The tools used for the collection of data were as follows :

- (a) Teacher Effectiveness Scale (TES) prepared by Dr. Pramod Kumar and D.N.Mutha (1973) is a standardized tool.
- (a) Job Satisfaction Scale (2002) adopted from Department of Education, S.P.University, Anand, Gujarat.

Discription of the Teacher Effectiveness Scale (TES)

There are 69 items in the scale with five choices; (i) Strongly agree (ii) Agree (iii) Undecided (iv) Disagree (v) Strongly Disagree. These items belong to the following behaviour categories :

- A. Teacher as motivator, guide and advisor (4 questions)
- B. His general appearance, discipline and classroom management (13 questions)
- C. Relationship with teachers, pupils, parents and principals (15 questions)
- D. Teaching skills and co-curricular activities (18 questions)

- E. Professional and personality characteristics (19 questions) All items were positive.

Discription of Job Satisfaction Scale :

There are 34 items in this scale. Out of 34 items 24 items were positive and 10 were negative. Job satisfaction scale contains three alternatives i.e. Yes, No and Neutral. Para teachers have to tick mark on it. All these items are divided into seven factors and is shown in table 3.1.

Table - 3.1 Factor Analysis of job satisfaction questionnaire

S.No.	Factors	Type	Distribution of	No.of items
1.	Job Attitude	+	1,2,4,5,6,	6
		-	3	
2.	Work Satisfaction	+	8,9,23,30	6
		-	7, 31	
3.	Job Promotion and Security	+	10,11,12,29	4
		-		
4.	Admin.style of Government	+	13,19,20,21	5
		-	22	
5.	Job Organizational Climate	+	14,15,16,17,18	5
		-		
6.	Economic Satisfac-tion	+	24	4
		-	25,26,33	
7.	Job with Social Status	+	34	4
		-	27,28,32	

3.6 Administration of the Tools :

The teacher effectiveness scale is a standard tool while job satisfaction scale is not a standard tool and prepared by M.Ed. student of S.P.University and improved by the Lecturers of Education Department, S.P.University, Gujarat. This tool is adopted from them and used in this study. The investigator went all the schools one by one and explained before para teachers the purpose of administering the tools for and how to answer. Distributed the answer sheet to them and instructed to fill in the required information at the top. Investigator explained instruction and direction for doing Teacher Effectiveness

scale as well as Job Satisfaction scale. Allowed them to clarify their doubts before the starts. There were no time limits but most subjects required about 30 to 40 minutes to answer the questions in the test, while some were not ready to fill it instantly. It was assured that their replies would be kept confidential. They were requested to read the instructions carefully and ask the investigator if there was any difficulty in the understanding of the instruction. It was emphasized that no item should be omitted.

3.7 Data Collection :

Data was collected with the help of the tools described in the preceding section. The researcher to the para teachers of rural government primary schools and urban Nagar palika primary schools administered the tools personally. The researcher first established the rapport with the teacher of each school. The researcher ensured the teacher that the information given by them will be kept confidential. Researcher gave appropriate instruction and procedures to fill up the questionnaire. Appropriate time was provided. After the completion, forms were collected from the para teachers.

During the data collection, some problems were faced by the researcher, as most of the schools have only one or two para teachers and the transportation facility was not available on time. At some places, para teachers were on leave, some were not ready to fill the questionnaire on the spot. They returned the forms after 2 or 3 days.

3.8 Scoring :

All the 69 items of the Teacher Effectiveness Scale are positively worded. Items were given a score of 5, 4, 3, 2 and 1 for "strongly agree", "agree", "undecided", "disagree" and "strongly disagree" respectively. The sum of these values give the teacher effectiveness score for the subject. The total scores varies from 69 to 345, showing least para teacher effectiveness to highest teacher effectiveness.

All the 34 items of the Job Satisfaction Scale were not worded positively. 24 items of the scale are worded positively while 10 items were worded negatively. Items were give a score of 3, 2 and 1 for "Yes", "Neutral" and "No" respectively. The sum of these

values give the job satisfaction score for the subject. The total score of this scale varies from 1 to 102, showing least para teacher job satisfaction to highest job satisfaction.

3.9 Statistical Technique :

The collected data was treated with the following statistical techniques.

1. Mean, SD, t-test
2. Anova
3. Correlation.

3.10 Summary

In this chapter the different types of techniques used alongwith data collection, nature of the sample and statistical analysis of the data were discussed. In the next chapter findings of the study as well as their discussions will be presented.