

**Chapter 3.**  
**Research Methodology**

### **3.1 Research Methodology**

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 the ability to shape leaders of tomorrow in the best interest for the society to build a positive and inspired pool of generation at both local and global scale. The role of a teacher is thus crucial and without a positively oriented teacher, all education systems would crumble. Hence, the need to populate our schools with effective teachers is vital and urgent. Effectiveness of an individual in her profession directly affects her job performance and it is for this that the factors which impact and enhance effectiveness levels of teachers need to be identified. While effectiveness is a vague concept, presence of a host of observable and implicit factors is believed to display high effectiveness levels in teachers. This researcher is interested in looking at the existing literature and collecting real time data to verify and embolden the factors which suggest their role in improving effectiveness levels of secondary school teachers.

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

1. There is no significant difference in the level of teacher effectiveness based on gender of the teacher.
2. There is no significant difference in the level of teacher effectiveness based on the years of experience of the teacher.
3. There is no significant difference in the level of teacher effectiveness between the government and private secondary school teachers.

### **3.2 Research Design**

This is a descriptive research based on primary data collected from secondary school teachers teaching in both government and private schools in Lucknow. Descriptive research aims to describe a population, situation, or phenomenon accurately and systematically. It answers *what*, *where* and *how* questions. Descriptive research design is a scientific method which involves observing and describing the behaviour of a subject without influencing it in any way. The three main purposes of this kind of research design are to *describe*, *explain*, and *validate findings*. Description emerges following creative exploration and serves to organize the findings in order to fit them with explanations, and then test or validate those explanations (Krathwohl, 1993). Many research studies call for the description of natural or man-made phenomena such as their form, structure, activity, change over time, relation to other phenomena, and so on. The description often illuminates knowledge that we might not otherwise notice or even encounter. Several important scientific discoveries as well as anthropological information about events outside of our common experiences have resulted from making such descriptions.

Descriptive studies have an important role in educational research. The intent of some descriptive research is to produce statistical information about aspects of education that interests policy makers and educators. Descriptive studies can yield rich data that lead to important recommendations. Borg and Gall (1989) classify the outcomes of educational research into the four categories of description, prediction, improvement, and explanation.

They say that *descriptive research describes natural or man-made educational phenomena that is of interest to policy makers and educators. The methods of collecting data for descriptive research can be employed singly or in various combinations, depending on the research questions at hand. Some of the common data collection methods applied to questions within the realm of descriptive research include surveys, interviews, observations, and portfolios.*

The above data was collected over a span of 2 months i.e. from March 2021 to May 2021 and was analysed using the test for equality which took another 1 month and was ready for interpretation by June, 2021.

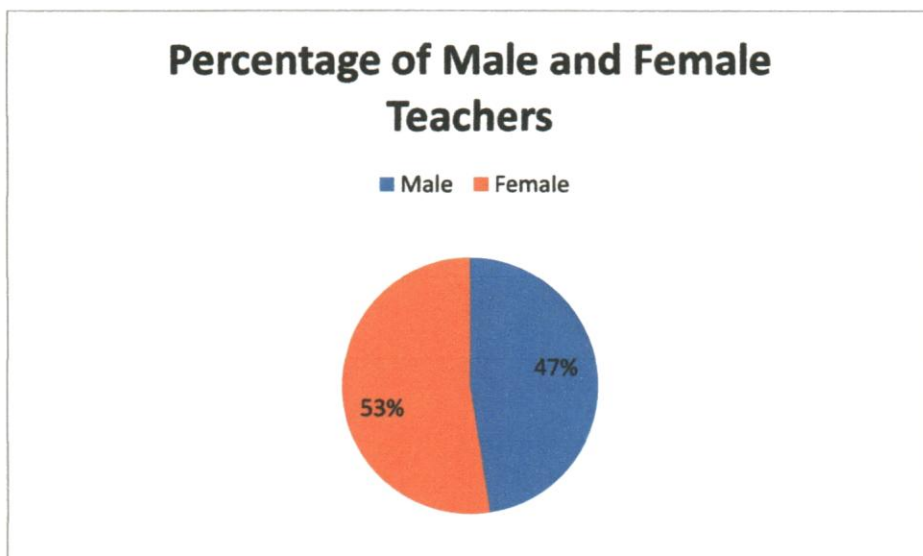
### **3.3 Data collection- sampling and tool**

A survey method was employed for studying the impact of the above-mentioned teacher attributes on the level of teacher effectiveness. The study focused on capturing the teacher effectiveness of government and private school secondary school teachers.

### **3.4 Sample of the study**

A sample of 80 secondary school teachers was chosen from 8 schools- 4 Government and 4 Private. And 10 teachers were chosen from each of these schools. Schools were chosen by simple random sampling while selection of teachers was undertaken by purposive sampling.

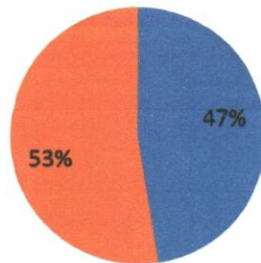
The following pie-charts further elaborate the sample collected based on gender, experience and nature of school.



**Source:** Compiled by the researcher based on Primary data

## Percentage of teachers below and above 5 years of experience

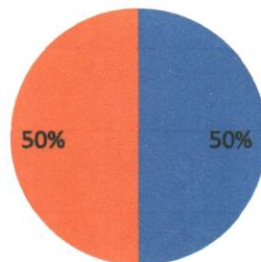
■ Below 5 years experience    ■ Above 5 years experience



Source: Compiled by the researcher based on Primary data

## Percentage of teachers in govt and pvt school

■ Govt school    ■ Pvt school



Source: Compiled by the researcher based on Primary data

### 3.5 Tool

The KTES teacher effectiveness tool developed by Dr (Mrs) Umme Kulsum was used to calculate the teacher effectiveness score. This scale is divided into 2 sections where the 1<sup>st</sup> section is to be filled in by the teacher's supervisor. The supervisor is to mark the teacher on a scale of 1 to 5 on the basis of her role/ function she performs where 1 stands for poor and 5 for excellent performance.

The 2<sup>nd</sup> section of the scale is a set of 60 statements to be filled by the teacher herself. Here, the teacher must rate herself on a scale of 0 to 10 in 2 columns. While the 1<sup>st</sup> column stands for the step number the teacher thinks she is on right now with respect to the statement in question, the 2<sup>nd</sup> column stands for where she expects to see herself in the next 3 years.