

## **CHAPTER 3**

### OBJECTIVES AND RESEARCH METHODOLOGY

---

- 3.1 *Scope of the study*
- 3.2 *Objectives*
- 3.3 *Methodology*
  - 3.3.1 *Sample selection*
- 3.4 *Limitations*

## CHAPTER 3

### OBJECTIVES & RESEARCH METHODOLOGY

#### 3.1 SCOPE OF THE STUDY

The scope of the present study is limited to Satara district which is comprised of urban, semi-urban, rural and backward areas, wherein all types of primary schools are present. There are eleven talukas in this district. Hence this district is a ideal district to study the problems of the primary teachers not only from developed area, but also from developing and underdeveloped areas as well.

The taluka-wise distribution of different types of schools, such as Zilla Parishad, Municipal, Private, Ashram schools, total teachers and total students is shown in Table 3.1. The geographical spread of the various types of schools in Satara district is depicted in the map.

The primary education is the foundation of the development of a person. The roots of the problems in a society can be traced back to the lack of proper education. Needless to say that the teacher is the most important component of the education system. The teachers of the higher schools and college education are well provided for, however, it is generally felt that the primary teachers face a lot of problems and

**TABLE 3.1 DISTRIBUTION OF PRIMARY SCHOOLS IN SATARA DISTRICT**

TALUKA	ASHRAM	ZILLA PARISHAD	MUNICIPAL	GRANTABLE PRIVATE	NONGRANTABLE PRIVATE *	BALWADI *	TEACHERS
Satara	-	232	45	2	3	-	1589
Karad	1	238	19	3	2	-	1712
Wai	-	150	16	-	-	-	729
Phaltan	2	266	16	7	2	-	1153
Mahabaleshwar	-	62	7	-	1	-	182
Jawali	-	252	3	-	-	-	685
Koregaon	-	174	-	-	-	-	936
Man	-	180	-	1	1	-	774
Khatav	-	201	-	-	-	-	738
Patan	-	433	-	-	-	-	1156
Khandaola	-	91	-	-	-	-	400
<b>TOTAL</b>	<b>3</b>	<b>2279</b>	<b>106</b>	<b>13</b>	<b>9</b>	<b>107</b>	<b>10054</b>

\* Exact distribution of private and balwadi schools is not available

are insecure. In view of this the present study is further restricted to investigate the problems of primary teachers in Satara district.

### 3.2 OBJECTIVES

The objectives of the study of the problems of the primary teachers in Satara district are as follows :

- 1] To study the educational administration system prevailing in the primary education.
- 2] To study the infrastructural facilities in primary schools.
- 3] To examine the nature of regular and additional work required to be put in by the primary teachers.
- 4] To understand various socio-economic and political situations under which the primary teachers work and the problems they face due to these factors.
- 5] To study the problems related to recruitment, transfer promotion, wages and other environmental problems.
- 6] To study the problems of one teacher and pre-primary schools.
- 7] To study the problems faced by the lady teachers in the primary schools.



### 3.3 METHODOLOGY

A questionnaire was developed wherein the information regarding personal data, school details, work itself, appointment, transfer, promotion, salary, socio-political environment, additional work, rural school experience, union, training, family background, and infrastructure in the school is sought. The questionnaire was tested on trial basis on 25 primary teachers for test purpose. Based on the feedback obtained modifications were made and a final questionnaire was prepared for administering to the primary teachers.

#### 3.3.1 SAMPLE SELECTION

Satara district comprises of eleven talukas having total 2401 different types of primary schools. Taking into consideration the limitation of time available with the researcher and the diversity of the sample, selection of the sample was made by lottery method. All the eleven talukas were taken into consideration so that a representative sample from all the talukas in Satara district is obtained. Since Mahabaleshwar and Khandala taluka are small both are clubbed together for convenience. Thus the total talukas taken in this study are ten as shown in the Table 3.2.

**TABLE 3.2 DISTRIBUTION OF SELECTED PRIMARY SCHOOLS IN SATARA DISTRICT**

TALUKA	ASHRAM	Z. P.	ONE TEACHER	TWO TEACHER	MUNICIPAL	GRANTABLE PRIVATE	NONGRANTABLE PRIVATE	BALWADI	TOTAL SCHOOLS
Satara	-	5	-	1	3	-	-	1	10
Karad	1	2	-	-	2	2	1	2	10
Khatav	-	10	-	-	-	-	-	-	10
Khandala *	-	5	-	1	3	-	-	1	10
Koregaon	-	7	1	-	-	1	-	1	10
Jawali	-	4	1	2	3	-	-	-	10
Man	-	7	1	2	-	-	-	-	10
Phaltan	2	2	-	1	3	1	1	-	10
Patan	-	6	4	-	-	-	-	-	10
Wai	-	4	1	1	3	-	-	1	10
<b>TOTAL</b>	<b>3</b>	<b>52</b>	<b>8</b>	<b>8</b>	<b>17</b>	<b>4</b>	<b>2</b>	<b>6</b>	<b>100</b>

\* Khandala taluka includes both Khandala and Mahabaleshwar

The number of schools in every taluka were listed and numbered. From Table 3.2 it is obvious that the number of schools in each taluka differs remarkably, hence it was decided to choose ten schools from every taluka. This was done by making chits of the numbers of the schools in each taluka and randomly picking ten out of them by the lottery method. The taluka-wise distribution of the selected schools and their types is represented in Table 3.2. Thus a sample of hundred schools from Satara district was finally chosen.

It is observed that the number of teachers in every school also varies remarkably from a minimum of one teacher in the one teacher school to many. A sample comprising of three teachers per school was finally selected by lottery method. Finally the total number of teachers who responded to the questionnaire is 265. The original sample from the ten districts was intended to be 300. However, the deficit is due to the fact that 8 schools are one teacher schools and 8 schools are two teacher schools and a sample of three teachers per school could not be made up. 11 teachers from the total sample did not respond to the questionnaire. The distribution of the male and female teachers thus obtained is shown in Table 3.3. The total number of male teachers is 155 and that of the female teachers is 110.

TABLE 3.3 DISTRIBUTION OF SELECTED PRIMARY SCHOOLS TEACHERS

TALUKA	ASHRAM		ZILLA PARISHAD		MUNICIPAL		GRANTABLE PRIVATE		NONGRANTABLE PRIVATE		BALWADI		TOTAL SCHOOLS TEACHERS	
	F	M	F	M	F	M	F	M	F	M	F	M	F	M
Satara	-	-	8	10	8	1	-	-	-	-	1	17	11	
Karad	-	3	1	5	3	3	3	1	4	1	4	15	13	
Khatav	-	-	12	18	-	-	-	-	-	-	-	12	18	
Khandala	-	-	7	11	1	3	-	-	-	-	2	10	14	
Koregaon	-	-	7	15	-	-	3	-	-	-	1	11	15	
Jawali	-	-	4	13	2	5	-	-	-	-	-	6	18	
Man	-	-	7	19	-	-	-	-	-	-	-	7	19	
Phaltan	-	6	3	6	4	4	2	1	2	1	-	11	18	
Patan	-	-	8	15	-	-	-	-	-	-	-	8	15	
Wui	-	-	6	8	2	6	-	-	-	-	5	13	14	
<b>TOTAL</b>	<b>-</b>	<b>9</b>	<b>63</b>	<b>120</b>	<b>20</b>	<b>22</b>	<b>8</b>	<b>2</b>	<b>6</b>	<b>2</b>	<b>13</b>	<b>110</b>	<b>155</b>	

-: 41 :-

30/1/21



### 3.4 LIMITATIONS

Originally it was intended to choose a single town and study the problems of the primary teachers. However, this would not be a true representative of the problems faced by the teachers from the rural and semi-urban areas. Hence the sample was chosen from all the talukas of a district so as to get an overall picture. In Satara district the total number of schools is 2401 with a total number of 9461 teachers. In view of the large population size the study has the following limitations :

- 1] The total number of schools selected was 100 from 2401 schools in Satara district, constituting a sample size of 4.1 percent.
- 2] The total number of primary teachers selected is 300 out of 9461 primary teachers from the district, constituting a sample size of 3.2 percent.
- 3] The composition of male and female primary teachers in Satara district is 6565 and 2896 respectively (in the ratio of 2.2 : 1). Whereas the sample size obtained through lottery method comprises of 155 male teachers and 110 female teachers (in the ratio of 3 : 2).
- 4] All the above limitations were due to the paucity of time available at the researcher's disposal.