

## **CHAPTER- III**

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## **CHAPTER - III**

### **3.0 PLAN AND PROCEDURE :**

In this Chapter the 'Research Design' of the study is elaborated. A research design can be defined as a formal, systematic, intensive process of carrying on the scientific method of analysis. Research always starts from a question or a problem. It involves a more systematic structure of investigation, usually resulting in some sort of formal record of procedures and a report of results or conclusions.

### **3.1 NEED FOR RESEARCH DESIGN :**

Without Design, no scientific research can be effectively executed. The research design helps the researcher to visualise the difficulties and inconveniences that would be faced in his study. It also gives him direction for his research. It is a symbolic model which helps the researcher in relating the objectives of the study; in organising the material and helps in keeping the researcher from straying off the track.

The research design also helps the researcher in prediction of the total time that will be required and systematisation of research procedures as well as the necessary tools needed for the collection of data.

Research design also gives the researcher an idea of the sample to be selected. Therefore, from the research design one can find out the type of research technique to fit for the study. It also gives an idea about data collection techniques and statistical methods required.

### **3.2 METHODOLOGY USED FOR THE STUDY :**

For this study, the researcher has used the descriptive method. the study compares the Self Role Perceptions of teacher communicators at different levels of teacher education programmes. Within this method, the survey method was used. This method has three functions namely describing, explaining and exploring. This study surveys the Self Role Perceptions of teacher communicators and their Job Satisfaction.

The process of descriptive research involves an element of interpretation and the meaning and significance of what is described. In the present study, the researcher has described the backgrounds of teacher communicators as regards.

- a) Self Role Perceptions of teacher communicators
- b) Job Satisfaction

The study compares Self Role Perceptions of teacher communicators at different levels of teacher education programmes and their Job Satisfaction.

### 3.3 SAMPLING :

In this study, the Self Role Perceptions of teacher communicators and their Job Satisfaction at different levels of teacher education programmes has been studied. The total population has been drawn from the D.Ed. and B.Ed. training institutes in Kolhapur district. The population was divided into two units namely teacher communicators at D.Ed. level and teacher communicators at B.Ed. level. All teacher communicators were included in this study, who were available and willing to respond were administered the tools. Total sample was drawn from 11 B.Ed. colleges and 8 D.Ed. colleges. The total size of the final sample was 109 teacher communicators. Appendix- A and B attached.

Table 3.1 shows the list of the D.Ed. Colleges from which data was collected.

**TABLE 3.1**

#### **LIST OF D.Ed. COLLEGES**

SR. NO.	NAME OF THE COLLEGE	SAMPLE SIZE		
		MALE	FEMALE	TOTAL
1.	Tararani D.Ed., Kolhapur	3	2	5
2.	Sanmitra D.Ed., Kolhapur	-	6	6
3.	Shivaji Peth D.Ed., Kolhapur	3	2	5
4.	Petala D.Ed., Kolhapur	4	1	5

SR. NO.	NAME OF THE COLLEGE	SAMPLE SIZE		
		MALE	FEMALE	TOTAL
5.	Shahu D.Ed., Rukadi	6	1	7
6.	Yashwant D.Ed., Kodoli	5	2	7
7.	Pratap D.Ed., Vadanage	3	1	4
8.	Udojirao D.Ed., Gargoti	7	2	9
	TOTAL	31	17	48

Table 3.2 shows the list of B.Ed. Colleges from which data was collected.

**TABLE 3.2**  
**LIST OF B.Ed. COLLEGES**

SR. NO.	NAME OF THE COLLEGE	SAMPLE SIZE		
		MALE	FEMALE	TOTAL
1.	S.M.T.T., Kolhapur.	2	5	7
2.	Shivaji, Rukadi	4	2	6
3.	Yashwant, Kodoli	7	1	8
4.	Peth Vadgaon	4	2	6
5.	Balasaheb Kharade, Kolhapur	1	5	6
6.	Ichalkaranji	5	-	5
7.	Vasantrao Naik, Kolhapur	2	4	6
8.	Kagal B.Ed., Kolhapur	2	-	2
9.	D.K. Shinde, Gadhinglaj	3	1	4
10.	Savitribai Phule, Kolhapur	2	4	6
11.	Acharya Jawadekar, Gargoti	4	1	5
	TOTAL	36	25	61

### **3.4 TOOLS USED FOR THE STUDY :**

To investigate the present problem the researcher used the following two tools to collect data -

1. Rating scale to measure the Self Role Perception of teacher communicators- Warriar L.S. - Appendix D attached

This tool has six areas consisting of the role of teacher communicators as Managers, Facilitators of Learning, Researchers, Counsellors, Extension workers and educators and is meant to rate the Self Role Perceptions of teacher communicators at different levels of teacher education programmes.

2. Shetty's Job Satisfaction Scale to measure Job Satisfaction of teacher communicators - Appendix E attached.

#### **3.4.1 Scoring :**

3.4.1.1 1) The Rating Scale to measure Self Role Perceptions contained sixty sets of statements each set having three statements in it. The statements were classified into favourable partly favourable and not favourable. These statements were jumbled and each was scored accordingly. With not favourable statements being given one score, two for partly favourable statements and three for favourable statements.

The scores in each area were added and a teacher communicator could score a maximum of 30 points for each area of Self Role Perceptions. The scores between 1 to 10 indicates the lower (or below average) Role Perception scores between 11 to 20 indicates medium role perception (or average) and scores between 21 to 30 indicates the higher role perceptions of teacher communicators or being above average or 9.00 in the role performance.

3.4.1.2 2) Shetty's Job Satisfaction scale follows a five point scale wherein the statements were scored accordingly.

CHOICE	POSITIVE STATEMENTS	NEGATIVE STATEMENTS
Strongly agree	5	1
Agree	4	2
Undecided	3	3
Disagree	2	4
Strongly Disagree	1	5

These scores were then added up and a teacher communicator could score maximum of 100 points on the scale. The scores between 1 to 35 indicates lower Job Satisfaction, scores between 36 to 70 indicates medium Job Satisfaction and scores between 71 to 100 indicates higher or full Job Satisfaction of teacher communicators.

### **3.5 DATA COLLECTION :**

Data collection is another important phase in a research project. In this step involves the actual collection of the information required for the purpose of the study.

The present research involved teacher communicators at different levels of teacher education programmes. The researcher visited colleges of education, 11 B.Ed. and 8 D.Ed. Colleges and collected the necessary data.

### **3.6 ANALYSIS OF THE DATA :**

The collected data from Rating Scale may have little meaning to the investigator until it was arranged or classified in some systematic way. Statistics is a process for gathering, organising, analysing and interpreting numerical data.

#### **3.6.1 Descriptive Analysis :**

Data are described in terms of different characteristics of groups, several basic types of statistical measures are appropriate in describing and analysing data in a meaningful way.

For the present study, following descriptive analysis was done :

1. Measures of central tendency. Mean, Medium and Mode.
2. Percentage of Means



3. Measures of variability of spread. Standard Deviation (S.D.)

### 3.6.2 Inferential Analysis :

1) For inferential analysis of the data Chi-square test was used to compare Self Role Perceptions and Job Satisfaction of teacher communicators at different levels of teacher education programmes.

The formula used to find out the  $X^2$  value is

$$X^2 = \sum \frac{(\text{Observed frequency} - \text{Expected frequency})^2}{\text{Expected Frequency}}$$

The ' $X^2$ ' obtained by this formula was compared to the critical ' $X^2$ ' value. From the Table-I at degree of freedom  $(r-1) \times (C-1)$ ; at 0.05 and 0.01 level of significance.

Where  $r$  = The number of rows being compared

$C$  = The number of columns being compared.

2) For testing the hypotheses of the study, one way ANOVA was used.

The formula used to find out the  $F$ - ratio is -

$$F\text{-ratio} = \frac{\text{Between means variance}}{\text{Within groups variance}}$$

The 'F' obtained by this formula was compared to the critical 'F' ratio from the table 'F' at degrees of freedom  $(K-1)/(N-K)$ .

Where K = The number of groups being compared.

N = The total sample size for 0.01 level of significance.

The next Chapter is devoted to the Analysis and Interpretation of data.

## **REFERENCES**

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