CHAPTER - III
DESIGN OF THE STUDY

3.1 Research Design

Research is simply a systematic and refined technique of thinking, employing specialised tools, instruments and procedures in order to obtain a more adequate solution of a problem than would be possible under ordinary means. Educational research is the name for a type of procedure employed in answering thought questions about education that is question for which answers must be determined by reflective thinking. The ultimate purpose of all educational research is the discovery of procedures, rules and principles relating to the various aspects of education.

The chapter design of study deals with design and procedure adopted for the collection of relevant information and its careful analysis for the present study. Research design is the plan and structure of the investigation. It is the blueprint for fulfilling the objectives and answering the questions. It provides guideline for the researcher to enable him to keep the track of his actions and to know that he is moving in the right direction in order to achieve the desired goal.
‘A research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to research purpose with economy in procedure (Claire Selltiz and Others).’

According to N. Korlingcr, ‘Research design is the plan and structure of investigation so conceived as to obtain answers to research questions. The plan is the overall scheme or program of the research. It includes an outline of what the investigator will do from writing hypotheses and their operational implications of the final analysis of data. A structure is the framework, organisation or configuration of---- the relations among variables as to study. A research design expresses both the structure of research problem and the plan of investigation used to obtain empirical evidence or relations of the problem.’

In view of the above discussion it may be concluded that any scientific research study needs a good comprehensive design as it facilitated the smooth moving of the various operations of the enquiry and thereby making research as efficient as possible. A proper design always yields maximal information with minimal cost of effort, money and time. Thus the question of suitable design is related to the purpose and objective of the research problem, because one single design cannot serve the purpose of all types of research problems.

1 C.R. Kothari, (1990, 2nd Ed.), Research Methodology Methods & Technique, New Delhi, Wiley Eastern Ltd., P. 39
It is only on the basis of the primary function of the study that it can be categorised as an exploratory or descriptive or experimental and accordingly choice of design is made.

The investigator therefore tried to equip her with the various research designs as elaborated in the literature of standard books, so that a comprehensive design can be made to ensure high yield of inferences.

3.1.1 Basic or Fundamental and Applied Research

Broadly research is classified as either basic (fundamental) or applied research, based on the objectives and purposes of the study.

"A distinction often drawn and having a certain practical validity, is that between research in pure science and research in applied science. It is easy to magnify this distinction quite out of proportion to the actual facts. The object of research in pure science and the motives inspiring the work may be appreciably different from those encountered in the field of applied science. But the technique of the procedure in the two cases may be all but indistinguishable and either variety of research, if it is to survive the test of science criticism, must be based upon absolutely fundamental scientific principles."

Basic or fundamental research is primarily concerned with generalisations with the formulation of a theory or is designed to add to an organised body of scientific knowledge.

On the other hand applied research is undertaken to solve or to find a solution for an immediate problem facing by a society or any organisation. Applied research is also design as action research in some specific situations, which focussed only on the immediate application rather than development of theory and upon general application.

The research design of such studies must make enough provision for protection against bias and must maximise the reliability of the study. According to C.R. Kothari the design in such studies can be summarised as follows –

(a) Formulating the objectives of the study (what the study is about and why is it being made?).

(b) Designing the methods of data collection (what techniques of gathering data will be adopted?).

© Selecting the sample (how much material will be needed?).

(d) Collecting the data (where can the required data be found and with what time period should the data be related?).

(e) Processing and analysing the data.

(f) Reporting the findings.
3.2 Research Methods in Case of Educational Research Studies

Research per se constitutes a method that comprises defining and redefining the problems, formulating hypotheses, collection, organisation and evaluation of data, making deduction and reaching conclusions. Educational research aims to make contributions towards the solution of problems in the field of education by the use of the scientific-philosophical method, the method of critical reflective thinking. The attempt to classify the methods of educational research poses a difficult problem, yet despite this lack of clear-cut classifications among the methods, most scholars agree on that practically all studies fall under three basic categories - Historical Method, Descriptive Method, and Experimental Method.

3.2.1 Descriptive Method of Study

The present study fall in the category of descriptive study of educational research. The descriptive research studies are designed to obtain pertinent and precise information concerning the current status of phenomena and whenever possible, to draw valid general conclusions from the fact discovered. Descriptive studies investigate phenomena in the natural setting. Their purpose is both immediate and long run. The descriptive studies of educational or any behavioural science research describes and interprets what is?
Although it is considered that the past events influence the current conditions, descriptive study is primarily concerned with the present. Descriptive research sometimes known as non-experimental research, that deals with the relationships between or among variables, testing the hypotheses, and the generalising findings that have universal validity.

Descriptive research strives to improve our understanding of a specific problem, with the intent of contributing to the solution of that problem. Descriptive researchers tend to study variables that they hope will produce societal significant results; effects that are of sufficient size to be meaningful. The descriptive research method has undoubtedly been the most popular and the most widely used research method in education.

To conduct the present study the investigator viewed the study as consisting have two major phases - planning and execution, encompassing four stages within those phases. In the planning phase, the researcher is concerned with defining the scope of the research (Stage- I) and developing or research plan (Stage- II). During execution, the research plan (design, data collection and analysis, and management procedures) is implemented fully monitored (Stage- III) followed by reporting and follow-up activities (Stage- IV).

Various writers and researchers have classified descriptive studies variously. According to J. W. Best, the descriptive studies can be classified as – (a) Survey, (b) Case studies, (c) Developmental studies, (d) Community studies, (e) Casual comparative studies, (f) Follow-up studies, and (g) Content or documentary analysis.
According to Lokesh Koul, it can be classified into the following categories- (a) Survey studies, (b) Interrelationship studies, and (c) Developmental studies.

Considering the various types of descriptive studies the investigator considered it appropriate to refer as the survey method since it takes into account all the steps involved in a survey concerning the problem under investigation. Surveys are concerned with describing, recording, analysing and interpreting conditions that either exist or existed. In survey the researchers are concerned with hypothesis formulation and testing the analysis of the relationship between non-manipulated variables.

Survey may either be Complete Enumeration Survey (or Census) or Sample Survey. Under complete enumeration survey method data are collected for each and every unit of the population or universe. When only some selected units of the source (selected according to some valid procedure) are taken and measurements or observations of the selected units are collected is called as sample survey.

The task of data collection begins after a research problem has been defined and research design chalked out by the researchers The important thing to be kept in mind by the researchers while deciding the method of data collection the types of data or sources of data. The data that are gathered by the researchers for study are of two types either primary or secondary. The primary data are those, which are collected by the researchers for the first time.
The secondary data on the other hand are those, which have already been available or collected from records.

The method of primary data collection generally happens to be either observation, or interview, or questionnaire, or opinion questionnaire (opinionnaire), or schedule or some other projected techniques.

Considering the factors like- cost, scope, quality, speed and accuracy, sample survey has the advantages over the complete enumeration or census or population survey. The investigator therefore keeping all the factors in mind chooses the sample survey method for present study.

3.2.2 Sample Survey Method

The basic idea behind sample survey is to draw inference about the population from which the sample is drawn. 'In a sample survey one observes only a representative fraction, properly selected, of the whole population; one then calculates or draws inference about the characteristics or parameter of the population.4

Like the descriptive study, there are also four principal stages in a sample survey- (a) the planning stage, (b) the execution stage, (c) the analysis stage and finally (d) the stage of preparation of the report. The investigator hence following the above method divided the present design of study into four major stages (Medhi, J.)

(a) The planning stage of the study involves the following steps-

(i) Statement of the objectives of the study or survey in clear forms.
(ii) Definition of the population to be sampled,
(iii) Defining of the sample unit,
(iv) Determinations of the type of data to be collected,
(v) Determinations of the method of data collection,
(vi) Selection of an appropriate sampling design,
(vii) Organisation of field-works.

(b) Executive stage involves actual field-works, such as identification of sampled units, and collection of data (or information) through questionnaires, or schedule, or checklist, or observation, or scale and test etc.

\(^5\) Ibid., p.373
© The analysis stage involves the following steps-

(i) Scrutiny of questionnaires/ schedules/ tests applied etc. filled,

(ii) Tabulation of data collected for investigation,

(iii) Statistical analysis (by applying the appropriate statistical methods).

(d) The presentation of the final report.

3.3 Area of the Study

The area of the study is Kamrup and Goalpara district of Assam. Both the districts are adjacent to each other, but both are at extreme ends in respect of socio-economic condition of the people, trade and commerce, communication, industries and education.

Keeping in mind the above difference the investigator selected this area for the present study thinking that the findings of this study will be more appropriate, reliable, valid, and applicable.

3.3.1 Kamrup District

The Kamrup district is situated in the lower Brahmaputra valley of Assam. The total area of the district is 4345 sq. Km. and the total population 20,00,071, according to 1991 census of which 10,64,643 male and 4,20,481 female. The literacy rate of the district is 65.04. The male and female literacy rate is 73.67 and 55.01 respectively.
The boundaries of the district are- Bhutan on the north, Maghalaya on the south, Darrang and Morigoan district on the west, and Nalbari and Goalpara district on the south. The river Brahmaputra flows through the district. Agriculture is the main occupation of the large percentage of population of the district.

Kamrup district has an important place in history of Assam. Once it was the capital of Ahom Kingdom. Many temples and shrines are found in this district, which reflects the old glories of culture and religion of Assam. The present capital of Assam, Dispur is in the heart of the city Guwahati of Kamrup district after it has been transferred from Shillong, on the eve of the creation of the new state Meghalaya in decade of seventy of twenty century. The district has its importance in various aspects like- the capital city, trade and commerce, communication, industries, and education in comparison to other districts of Assam.

There are 31 government and government aided general colleges permitted or affiliated to Gauhati University, and 11 non-government private management colleges affiliated to Gauhati University or other universities of India, in distance education mode for higher education in different disciplines in the district with a density of 1 per 89 sq. km. The first college of Assam the 'Cotton College' and the first university 'Gauhati University' of North East India are in the Kamrup district. The first 'Indian Institute of Technology (IIT)' of North-East India is also in the district.
Besides this there are one Veterinary College, one Ayurvedic College, one Medical College, one Engineering College, one Nursing College, one Institute of Management, several Industrial Training Institutes and Polytechnic Institutes, Teachers’ Training Colleges, Law colleges and many other private institutions of higher study are established in the district.

3.3.2 Goalpara District

The Goalpara district is located in the southwestern part of Assam. It occupies an area of 1824 sq. km. The population of the district is 6,68,138 according to 1991 census of which 3,43,154 are male and 3,24,984 are female. The literacy rate of the district is 46.81. The male and female literacy rate is 55.47 and 37.8 respectively.

The district is bounded by Kamrup district on the east, on the west by Dhubri district, on the north by Dhubri and Bongaigoan districts, and on the south by Meghalaya state. The river Brahmaputra flows on the northern side of the district. Agriculture is the main occupation in the district.

Though Goalpara district is an important place in Assam from historical point of view, it is one of the backward districts in comparison to other districts of Assam in respect of socio-economic condition, communication, industries, and education.
Map of N.E. India Showing the location of GOALPARA & KAMRUP Districts in Assam.
DISTRICT KAMRUP

INDEX

Study area
Capital of Assam

MAP - 3'2
In communication facilities, very recently in the middle of the year 2001, a road-cum-rail bridge is constructed over Brahmaputra and for the first time railway line is open for communication. There is no any notable large scale or small-scale industries in the district.

There are only 6 government aided general colleges permitted and affiliated to Gauhati University for higher education. The density of colleges is 1 per 304 sq. km.; besides this there are only one Government Teachers' Training College, one DIET, and one ITI.

3.4 Data and Methodology

3.4.1 Data

Depending on source, statistical data are classified under two categories- Primary and Secondary data. The primary data are first hand data collected by the investigator himself from the field and the secondary data are already available or published data.

The investigator has collected both primary and secondary data for the present study depending on the source available and objectives of the study. The primary data were collected by administering the job satisfaction scale and the questionnaire among the teachers working on the selected colleges of both the districts.
The secondary data namely the name of the colleges, number of teachers working in both urban and rural colleges of the population against the sanctioned or government approved post, number of male and female more, average and less experience etc. were collected from the records of the office of the Director of Higher Education, Assam, University of Gauhati and from the respective colleges.

3.4.2 Tools for Data Collection

The method used for the present study was survey type, more precisely sample survey type. In a survey method generally various tools or techniques are used for primary data collection. The following are the main techniques that are used frequently in collection of primary data-

i) Inquiry form (Direct or Indirect)

ii) Questionnaire (Direct or Indirect), iii) Schedule, iv) Opinionnaire Scale, v) Observation / Interview, vi) Psychological Test / Inventories.

There are several merits and demerits of each technique in collection of data and also it depends on the sources, availability of data, purpose and objectives of the study. Keeping on mind the advantages and disadvantages of the techniques, the investigator used a) A standardised job satisfaction scale (Likert type) prepared by Y. Mudgil, I. S. Muhar and P. Bhatia, and ii) A questionnaire prepared by the investigator for collection of primary data.
A standardised scale is a devised through which the mental activities, and attitude of an individual can be measured. The reliability and validity of the scale are clearly determined. The standardised scale that prepared for a purpose is first administered on to a group of individuals to obtained its objectivity, reliability and validity before it has been used in the field. There are several types of scales- multiple choice type, yes/no type, Likert-type, and Thurstone type.

The job satisfaction scale, which is considered for the study by the investigator, is likert-type with 75 items. Each item / statement is followed by the five responses such as- strongly agree, agree, indifference, disagree and strongly disagree. Only one response is to be ticked in the appropriate box for each item of the scale. The reliability, validity and norms of the scale are mentioned in the printed booklet that enclosed with the scale. The considered standardised Teachers' Job Satisfaction Scale (TJSS) prepared by Y. Mudgil, I.S. Muhar and P. Bhatia is first administered on a group of college teachers of the selected population by the investigator to obtain its objectivity and norms before it has been used in the field.

A questionnaire is a data-gathering instrument through which respondents answer questions or respond to statements in writing. The questionnaire can be administered personally to individual or group of individuals or it can be mailed to individuals to gathered data.
The form of questions, the questionnaires can be classified as closed form or open-end form. Each type has its merits and limitations but it depends on the investigator to decide which type is more likely to supply the reliable information he wants.

3.4.3 Construction of the Questionnaire

The investigator constructed a questionnaire to seek information from the respondents, related to the job satisfaction of the teachers working on the rural and urban colleges of Kamrup and Goalpara district of Assam.

The questionnaire has been constructed as a supportive tool of the scale administered; the items or questions of the questionnaire that selected are more relevant to our educational environment, most of which are not included in the scale. The questionnaire is so constructed by the investigator for the present study in such a way, where the teacher has to tick in the blank boxes of 'yes (agree)' or 'no (disagree)' against each item enlisted in the questionnaire according to his opinion. The majorities' opinion against any item will be a strong point of consideration of satisfaction or dissatisfaction of the teachers in their job. The questionnaire is of closed type with 40 questions.
Initially, the questionnaire has 50 items (questions) divided equally into five different categories. A panel of ten teacher experts chosen from different colleges having experience in teaching and research for finalisation of the items.

A pilot study has been carried out by the investigator, before the final execution of the questionnaire in the field to test its reliability of the items selected, and for items analysis. Later ten items (questions) were deleted from the final list, with discussion of the panel experts.

The final questionnaire has 40 items divided into 5 categories namely- i) Salary, security and promotion policy, ii) Related to administration of the institution, its competence and function, iii) Institutional plan and policy, iv) Work and work conditions, and v) Related to psychological, personal, academic and professional achievement with eight items in each.

3.4.4 Population of the Study

The totality of observation about which inference is drawn or generalisation made is called a population or universe. For the present study the population consists of the teachers working against sanctioned posts in the different general colleges (Government or Government aided) affiliated to Gauhati University of Kamrup and Goalpara district of Assam.
The general colleges that have been considered for study have at least one, two or all three faculties of Arts, Science and Commerce. Altogether there are 37 colleges, out of which 31 colleges from Kamrup district and 6 colleges from Goalpara district during the period of survey. Among these 37 colleges, 18 colleges are from rural areas and remaining 19 colleges are from urban areas.

The total numbers of teachers that are working in these colleges against the sanctioned or government approved post is 1774. Out of 1774 teachers, male is 1033 (58% of the total) and female is 741 (42% of the total).

The number of teachers working in rural colleges are 630 and teachers working in urban colleges are 1144 respectively, which constituted the population of the present study.

Each rural college has an average 35 teachers and each urban college has an average of 60 teachers in the population. The ratio of the college teachers in rural and urban areas is almost 3:5 in the population.

3.4.5 The Sampling Design and Sample

A sample design is a definite plan for selecting sampling units and of drawing the sample after having decided upon the size of the sample. Sampling design is to be determined by the researcher before data are collected for study.
The various methods of sampling can be grouped under two broad categories- i) non-probability sampling, and ii) probability sampling.

Non-probability sampling methods are those which do not provide every item in the universe or population with known chance or which does not afford any basis for estimating the probability that each item in the population has of being included in the sample. The sample so selected is called the judgement or purposive or deliberate sample. In non-probability sampling the units of population are selected at the discretion of the investigator.

The probability sampling methods are those in which every item in the universe has a known chance or probability of being chosen for the sample.

There are different methods of selecting probability sample- a) Simple or Unrestricted Random Sampling, and b) Restricted Random Sampling. Among restricted random sampling- i) Stratified Random Sampling, ii) Systematic Sampling, and iii) Multistage or Cluster Sampling.

Considering the merits and demerits of each of the sampling method, the investigator has selected the stratified random sampling method, depending on the nature of data and purpose of the study.

The investigator takes all possible precautionary measures in selection of the representative sample, such that the selected sample will contain the characteristics of the population from which it has been drawn.
Stratified random sampling is one of the most widely used probability sampling methods. If intelligently planned, it enables us to get the same precision at lower cost or higher precision at the same cost, than what is possible with simple random sampling. In other words, the results of a sample drawn from a given population by employing the stratified sampling technique can be more precise and reliable than those based on a sample of equal size drawn from the sample population by employing the random sampling method. \(^6\)

The investigator applied two-stage sampling for collection of relevant data for analysis in the present study. In the first stage, the investigator selected the colleges by stratified random sampling method. The colleges are distributed into two strata namely rural and urban in alphabetic order of English Dictionary and assigned an ascending order number for each college of each strata accordingly as 00, 01, 02, 03, etc.

Later two different columns of random number table, without replacement have been used to select 7 colleges from each stratum. The selected colleges would include 39% of rural and 37% of urban colleges of the population.

In the second stage—the investigator distributed the 'Job Satisfaction Scale' and the 'Questionnaire' among the teachers working in the selected colleges both urban and rural, against the sanctioned or government approved post. The collected filled up scales and questionnaires are distributed into two strata namely—male and female, and sub-strata according to marital status and experience for both rural as well as for urban college teachers. Later each filled up scale and questionnaire of each stratum assigned a number in ascending order as—00, 01, 02, 03, ---, etc and different columns of random number table without replacement has been used to select the allocated numbers from each stratum for analysis.

The investigator from her experience of pilot survey found that it would be inappropriate to classify the teachers first into strata and then select appropriate number of teachers from each stratum randomly for collection of data. In this process it has been observed that many a time the selected teachers are not available in the institutions, refuse to give information, leave unfilled some vital questions, and un-co-operative in nature.

The investigator found that many substitutions have required for selection of sample units (teacher) in the sample. Such frequent substitutions of sample units will lead to increase the error in the analysis, and help to lose the reliability and objectivity of the study.

Therefore, the investigator first distributed the 'scales' and 'questionnaires' among the teachers of 7 rural and 7 urban colleges as a whole. The total numbers of teachers working in the urban colleges are 416 and in rural colleges are 276. Each rural college has an average 39 teachers and each urban college has an average of 59 teachers in the sample colleges. The ratio of the college teachers working in urban and rural area is almost 5:3 in the sample colleges as in the case of population. Out of 276 rural college teachers 187 (68% of 276) male and 89 (32% of 276) are female. In case of urban college teachers, out of 416, male are 231 (55% of 416) and female are 185 (44% of 416).

The investigator tried to meet all the teachers of selected colleges and personally requested to fill it. In this process the investigator found that total 35 could not be contacted as they were absent during the survey time for various reasons, 56 teachers refused to give their opinion, 79 teachers did not return, and 41 teachers did not fill it properly. The filled up scales and questionnaires are later scrutinised and only 480 out of 692 filled up scales and questionnaires are found valid for analysis.
Later, these are divided in two main strata namely- male, female, and five sub-strata married, un-married, more experienced, average experienced and less experienced, for rural as well as for urban and assigned a serial number as- 00, 01, 02, 03, ----, etc. for each stratum.

With due proportional allocation for each stratum the required numbers of filled up scales and questionnaires are drawn with the help of random number table without replacement.

In this way, 100 filled up scales and 100 filled up questionnaires covering 15% of the teachers working in the rural colleges of the population are selected for final analysis. Similarly, 170 filled up scales and 170 filled up questionnaires covering 15% of the teachers working in the urban colleges of the population are selected for analysis. By selecting 100 rural and 170 urban college teachers the investigator has given equal weight to both the group of teachers.

A sample of 270 (100+170) filled up scales and questionnaires of the teachers working in the selected colleges covering 15% of the population (1774 teachers) are selected for final analysis.
### Table – 3.1

**Names of Sample Institutions**

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Rural</th>
<th>Urban</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Bikali College</td>
<td>Arya Vidyapeeth College</td>
</tr>
<tr>
<td>2</td>
<td>Chhaygoan College</td>
<td>B. Barooah College</td>
</tr>
<tr>
<td>3</td>
<td>D. K. College</td>
<td>Guwahati Commerce College</td>
</tr>
<tr>
<td>4</td>
<td>Dimoria College</td>
<td>K. R. B. Girls' College</td>
</tr>
<tr>
<td>5</td>
<td>Habraghat College</td>
<td>L. C. Bharali College</td>
</tr>
<tr>
<td>6</td>
<td>J. N. College</td>
<td>Pragjyotish College</td>
</tr>
<tr>
<td>7</td>
<td>Pub-Kamrup College</td>
<td>Rangia College</td>
</tr>
</tbody>
</table>

### Table – 3.2

**Details of Sample Teachers Based on Sex, Marital Status, Experience**

<table>
<thead>
<tr>
<th>Sl.No</th>
<th>Categories (Rural)</th>
<th>No.</th>
<th>Percentage</th>
<th>Categories (Urban)</th>
<th>No.</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Male</td>
<td>65</td>
<td>65%</td>
<td>Male</td>
<td>90</td>
<td>53%</td>
</tr>
<tr>
<td>2</td>
<td>Female</td>
<td>35</td>
<td>35%</td>
<td>Female</td>
<td>80</td>
<td>47%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Married</td>
<td>78</td>
<td>78%</td>
<td>Married</td>
<td>135</td>
<td>79%</td>
</tr>
<tr>
<td>2</td>
<td>Un-married</td>
<td>22</td>
<td>22%</td>
<td>Un-married</td>
<td>35</td>
<td>21%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>More Experienced</td>
<td>16</td>
<td>16%</td>
<td>More Experience</td>
<td>37</td>
<td>22%</td>
</tr>
<tr>
<td>2</td>
<td>Average</td>
<td>37</td>
<td>37%</td>
<td>Average</td>
<td>58</td>
<td>34%</td>
</tr>
<tr>
<td>3</td>
<td>Less Experienced</td>
<td>47</td>
<td>47%</td>
<td>Less Experienced</td>
<td>75</td>
<td>44%</td>
</tr>
</tbody>
</table>

**Total each group**

100 100% 170 100%
The investigator while classifying the teachers according to experience, three distinct categories are considered namely more experienced, average experienced, and less experienced. More experienced teachers were those, which completed more than twenty years of service, the average experienced teachers were those which completed more than ten years but less than equal to twenty years; and the less experienced teachers were those which completed less than ten years of service during survey period.

The investigator when classified the teachers according to marital status, the married teachers include not only the teachers who enjoyed the conjugal life, but also the teachers who are widow, widower, and divorced at the time of survey.

The collected data for the study are analysed into two main heads- analysis of data gathered by administering the scale and analysis of the data gathered through the questionnaires. This has been done for the simplicity of calculation, easily understandable, and helps to analyse and interpret the results obtained accurately.
Fig. 3.1 Percentages of Male and Female Teachers of Rural Areas

Fig. 3.2 Percentages of Male and Female Teachers of Urban Areas
Fig- 3.3  Percentages of Married and Unmarried Teachers of Rural Areas

Fig- 3.4  Percentages of Married and Unmarried Teachers of Urban Areas
Fig. 3.5  Percentages of More, Average and Less Experienced Teachers of Rural Areas

Fig. 3.6  Percentages of More, Average and Less Experienced Teachers of Urban Areas