CHAPTER 3.
CHAPTER 3

METHOD.

Design

The project under study is of survey type. For this, the entire state was divided into two parts: (i) Coastal districts, and (ii) Tribal districts. These areas differ on population pattern, occupations of people, educational standards, enrolment, literacy, etc.

At first, a pilot study was made to find out the general types of problems related to secondary schools of the state. On the basis of the information collected, it was decided to meet the following types of persons connected to secondary education, viz. (i) Heads of Secondary schools (ii) Teachers of Secondary schools (iii) Members of the Managing Committee, and collect from them their opinions and suggestions regarding the problems they faced in their functioning.

The schools under study include schools of both rural and urban areas and schools meant for only boys, only for girls and for both.

Sampling

From the census report of 1971, 100 schools have been selected, by using the random sampling technique. The sample schools were confined to the selected districts of the state.

The sample covers two coastal districts, i.e., Puri and Balasore, and three tribal districts, i.e., Keonjhar, Phulbani and Kalahandi.

The following steps were taken to make the sample as representative as possible.
(i) Balance was maintained between educationally advanced and educationally backward areas by selecting Puri, Balasore, Keonjhar, Phulbani and Kalahandi districts.

(ii) Schools of rural areas as well as schools of some urban areas were selected.

(iii) Private schools as well as government schools were selected.

(iv) Some Girls' schools were also included in the sample.

**Tools**

The following tools have been used in the present investigation. To collect the information from the different sources three questionnaires were constructed. These were meant for the Heads of Secondary Schools, teachers of secondary schools and members of the Managing Committees. The decision for these questionnaires was based upon the finding of the pilot study. One schedule to collect the information about the index of teaching aids and other facilities available in the secondary schools of the selected districts was also constructed.

**Description of Tools**

Three questionnaires that have been used respectively with the Heads of Secondary Schools, Teachers and Members of the Managing Committee of the Secondary schools on the problems, are now described in some detail. There are two sources of obtaining responses about the school management and organizational climate that have been used in this study. One consists of the Heads of Secondary schools and the other comprises the Members of Managing Committees of the same schools. The questionnaires for the Headmasters and Managing Committee members are divided in two parts, i.e., Part 'A' and Part 'B'.

The Part 'A' of the questionnaire for Headmasters consists of
personal informations, financial position of the school, information regarding Managing Committee, inspection and supervision of the school, private tuition etc. Part 'A' of the questionnaire for the Managing Committee members comprises personal information about the members, objectives of the Managing Committee, steps taken for raising the economic status of teachers, code of conduct for teachers, achievements of the management, experiences gained during supervision, suggestion for improvement of management of the schools, difficulties faced by the schools etc.

The items of Part 'B' of the questionnaires for the Headmasters consists of economic condition of teachers, opinion on managing committee, inspection and supervision by the inspecting authorities, discipline etc. Part 'B' of the questionnaire for the Managing Committee members comprised such matters as the selection criteria for the teachers, supervision by the managing committee members, etc.

As regards the Organizational climate of schools, there were certain items in the questionnaire for the Headmasters in Part 'A' which dealt with topics like examination results, teaching aids, science apparatus, publication of school magazines and residential accommodation for teachers etc.

The questionnaire for the Headmasters in Part 'B' also dealt with topics like examination, furniture and equipment, load of teaching, co-curricular activities, physical education, community relationship, etc.

The questionnaire for the Managing Committee members dealt with such subjects as the functions of managing committee, relationship of management with the Headmaster, handling of the pupils and relationship with community etc.
The questionnaire for the teachers deals with their socio-economic status and professional competency which is divided into three parts.

Part 'A' of the questionnaire is to determine the economic status of teachers. It consists of the following items:

(i) Identifying information.
(ii) Information about service held in the school.
(iii) Salary and other benefits from service.
(iv) Economic position.
(v) Problems related to economic position.
(vi) Reactions to existing economic status.

Part 'B' deals with social status. It consists of the following items:

(i) General notion of people about teachers.
(ii) Treatment of Teachers.
(iii) Recognition of teachers in society.
(iv) Effects of present social status.
(v) Reactions of teachers.

Part 'C' of the questionnaire consists of the following items with the general purpose of collecting information connected with professional competence.

(i) General background of pre-service period.
(ii) Educational and professional qualifications and their quality.
(iii) Attitude towards the profession and the post held.
(iv) Reasons for choosing the profession.
(v) Work for professional growth.

On the basis of the areas listed above the questio-
Questionnaires for the heads of secondary schools, teachers and members of the Managing Committee were constructed.

One schedule has been used to compute the index of teaching aids and other facilities such as typewriter, duplicating machine, text books, reference books, first-aid box, musical instruments, lavatory etc., available in secondary schools. Also it covers such items as duster, chalk, table benches, extra curricular activities like Red Cross, Debate, N.C.C., qualification of teachers and student-teacher ratio etc. Information regarding the above aids and facilities could be collected by the help of this schedule.

Procedure for collection of data.

After reaching the schools the headmasters were contacted and effort was made to establish a good rapport with them and with their help the questionnaires were distributed among the teachers within the school hour, they were requested to give their free opinions which would be kept confidential. Information given was strictly confidential. The Headmaster was also requested to give his responses to the questionnaire prepared for the purpose. Most teachers took two days to give back their completed questionnaires.

At the same time the members of the managing committee were requested to give their opinion freely and completely; they were assured that their opinions would be completely confidential. They too took one and half hours to complete the questionnaire.

Regarding the scale for teaching aids and other facilities in the schools the Headmasters were requested to provide the information. The Headmasters usually took the help of the clerks of the school to fill up the schedule used for the
Data treatment and Analysis.

The data collected by the questionnaire meant for the headmasters, teachers and members of the managing committee have been treated in appropriate ways.

The location of the sample schools, kinds of schools, facilities available in schools, financial position, co-curricular activities, community relationship objectives of the managing committee, criterion of selection of teachers, load of teaching, use of teaching aids, opinion of teachers about the management, steps taken by the management for the improvement of schools, information about the hostels, medium of instruction, syllabus, evaluation, student-teacher relationship, parents and guardians' attitude towards education etc. have been analysed by computing their respective percentage values.

The schedule for the index of teaching aids and other facilities available in the sample schools have been analysed appropriately.

In the scale for teaching aids and other facilities available in the schools, the schools' size were taken from total enrollment of students in the schools. The index of teacher qualification was found out from the number of teachers having different educational qualifications.

The index of teaching facilities and equipments was calculated from the facilities available in each individual school. The Teacher-Pupil ratio was calculated from the total number of students and teachers of individual schools. The entire...
data have been analysed for finding the important trends in them. The statistical techniques used have been described in the text at appropriate places.