



CHAPTER -III
RESEARCH METHODOLOGY

RESEARCH METHODOLOGY

3.1. Introduction:

Research is a systematic investigation resulting in some formal record of procedures and the report of procedures and the report of conclusions and results. Research has been defined as “a formal systematic and scientific method of analysis”. Research has proved to be an essential and powerful tool in leading the human race towards progress. There would have been very little progress if not no progress in the world but for a systematic research endeavour.

Research has originally drawn its spirit and pattern from the Physical Sciences-wherein constant efforts were made to understand the physical world around us. Research marks the use of rigorous and structured type of analysis of observed phenomena. The secret of cultural development has been research, pushing back the area of discovering new truths, which in turn lead to better ways of doing things and better products and conveniences to live and enjoy life at large.

Meaning of Research:

The term research consists of two words “Re” and ‘Search’. “Re” means again and “Search” means to find out some thing new. Thus, research is a process of which a person observes the phenomena again and again, collects data and he draws some conclusions on the basis of data through a process of systematic analyses.

Research in common parlance refers to a search for knowledge. One can also define research as a scientific and systematic search for pertinent information on a specific topic. In fact, it can be said that research is an art of scientific investigation.

The purpose of research is to discover answers to questions through the application of scientific process. The main aim of research is to find out the truth which is hidden and which has not been discovered as yet. Another objective is to test a hypothesis formulated on the basis of a casual relationship between variables.

Nature of Educational Research:

Educational research is considered to be a “prominent key” which is essential to the opening up of new doors and vistas in education. Educational research must be aimed at finding solutions to unsolved problems; at devising new media to meet certain functional needs which have never been met before; at finding better process and contents that there currently are in vogue.

3.2. Statement of the Problem:

The topic for the present study is “**A Study on the Value Pattern of Teachers in East Godavari District**”. In this study the term value refers to the value system in existing society and values that are necessary for their development during schooling in the process of socialization. In the socialization process teacher plays a very vital role especially at the

primary and secondary schools and thus the teacher has a lot of responsibility in inculcating the values in the students.

3.3 Objectives of the study:

The study was conducted with the following objectives:

1. To study the value pattern of school teachers in East Godavari District.
2. To compare the value patterns of teachers on some select values and their inter correlation
3. To compare the value patter of teachers based on some independent variables selected for the study i.e. educational qualifications, professional qualifications, gender, teaching experience, subject of teaching, locality of school and school management

3.4 Hypotheses of the study:

The hypotheses of the study is stated in terms of null hypothesis as given below.

1. There is no significant difference on the value pattern of teachers on the selected values.
2. There is no significant correlation among various values in terms of their value pattern in teachers.
3. There is no significant difference in the value pattern of teachers based on their educational qualification.
4. There is no significant difference in the value pattern of teachers based on their professional qualification.

5. There is no significant difference in the value pattern of teachers based on their gender.
6. There is no significant difference in the value pattern of teachers based on their teaching experience.
7. There is no significant difference in the value pattern of teachers based on their educational qualification.
8. There is no significant difference in the value pattern of teachers based on their subject of teaching.
9. There is no significant difference in the value pattern of teachers based on the type of management of school.
10. There is no significant difference in the value pattern of teachers based on the locality of school.

3.5 Tool:

The investigator used a standardised tool "**Eight Value Scale for teacher trainees**" to know the value pattern in Teachers. This tool was constructed and standardized by Dr. Beena Shah, Education Faculty in Garhwal University, Srinagar (Garhwal) and published by Agra Psychological Research Cell, Agra.

In this Eight Value Scale (EVS), the Allport, Vernon and Lindzey's (1960) approach has been adopted. The tool also considered of some preliminary data of the teachers. This value scale (a questionnaire) consists of 32 questions, each followed by three plausible answers (one answer corresponding to one value). It is a forced choice type scale. The eight value of this scale are the

measure of relative prominence of eight basic interest or motives in personality, which are highly related to types of human nature.

The values selected for the study are described briefly as follows:

i) Knowledge Value: This value is characterized by a dominant interest in advancement of knowledge by an empirical, critical, rational and intellectual approach. The person dominated by this value reflects favourable attitude towards higher academic achievements.

ii) Economic Value: This value is dominated by money and material gain. His attitude towards the industrialists and business related matters are more favourable. A person with high economic value is guided by considerations of money and material gain in the choice of his job.

iii) Aesthetic Value: It is characterized by appreciation of beauty, from proportion and harmony, love for fine arts, drawing painting, music, dance, sculpture, poetry and architecture, love for literature, love for decoration of home and surroundings, neatness and system in the arrangement of things.

iv) Social Value: This value is characterized by showing a lot of interest in social welfare activities and develops awareness among people regarding bad traditions and societal evils. A person dominated with this value reflects favourable attitude towards social workers and social organizations.

v) Political Value: Primarily interested in personal power, influence and renown. A person with high political value is guided by consideration of political news, activities of government and political parties and shows keen interest for leadership.

vi) Religious Value: Faith in God and interest in activities and rituals related to religion. Appreciation of religious function and love for religious books, songs and holy places.

vii) Creative Value: Originality in thoughts, interest in the discovery of truth and new inventions, love for science and technology etc. are the characteristics of a person dominated by creative value.

viii) Humanistic Value: The devotion to render his service to the poor and needy person love and respect for poor and deprived people, enthusiasm towards to enhance their status in the society, are the determinants of humanistic value in this Eight Value Scale.

3.6 Administration and Scoring:

This value scale is self-administering. It can be administered either individually or in-group. It is made clear to the teachers that answers are to be given only in the answer sheet in which numbers corresponding to their preferences for the particular question have to be written. It should be pointed out clearly that first preference has to be marked with 3, next preference with 2 and least preference with 1. And there is no time limit for the tool. All instructions were given to the Teachers as per the guidelines given the manual. The

tool had been translated into Telugu language and used for the teachers who opted to respond in Telugu.

The scoring procedure of this tool is very simple. The scores given for the alternative preferences in different questions by the respondents in the answer sheet against the column of each value are to be added to obtain his/her total score on a particular value.

3.7 Test Reliability:

The Reliability Coefficient of the tool was calculated using split half method and found to be 0.82.

3.8. Variables considered for the study:

Since the study pertains to the identification of values of primary and secondary school children teachers. The following variables have been selected.

Variables:

1. Educational Qualifications
2. Professional Qualifications
3. Gender
4. Teaching Experience
5. Subject of Teaching
6. Locality of the School
7. School Management

3.9 Population and Sample:

The population of this study consist of all teachers working in Schools of East Godavari. The population being very large in number and vastly distributed in a very large geographical area. Hence a representative sample of 500 teachers from 40 schools located in East Godavari district was chosen to gather the data for the study.

Table 3.1: Distribution of the Sample - Academic Qualification wise

Academic Qualification	Frequency	Percent
Graduate	300	60
Post Graduate	200	40
Total	500	100

Table 3.2: Distribution of the Sample - Professional Qualification wise

Professional Qualification	Frequency	Percent
B.Ed.,	353	70.6
M.Ed.,	47	9.4
TTC	100	20
Total	500	100

Table 3.3: Distribution of the Sample - Gender wise

Sex	Frequency	Percent
Male	279	55.8
Female	221	44.2
Total	500	100

Table 3.4: Distribution of the Sample - Teaching Experience wise

Teaching Experience	Frequency	Percent
Below 20 Years	305	61
Above 20 Years	195	39
Total	500	100

Table 3.5: Distribution of the Sample - Subject wise

Subject Teaching	Frequency	Percent
Language	134	26.8
Maths	105	21
Science	137	27.4
Social Studies	106	21.2
Physical Education	18	3.6
Total	500	100

Table 3.6: Distribution of the Sample - School Locality wise

Locality	Frequency	Percent
Urban	302	60.4
Rural	198	39.6
Total	500	100

Table 3.7: Distribution of the Sample - School Management wise

Management	Frequency	Percent
Government	167	33.4
Private	333	66.6
Total	500	100

3.10 Statistical Techniques for Quantification of Data

The present study used the following statistical techniques for data analysis. All the pertinent information organised carefully. In this study the investigation has been carried out by the Descriptive statistical analysis, such as calculating measures of central tendency like Mean and calculating measures of dispersion like Standard Deviation. For testing the null hypothesis, the t' test and Analysis of Variance has been used by the investigator.

1. t' test: This test was used to test the null hypotheses when the data was correlated or from matched groups.

2. ANOVA test: Analysis of variance was used to find out the effect, if any, of the variables studied.

Quantification process, statistical techniques Employed and Analyses of Data and Results are given in the following chapter.

3.11 Limitations:

1. The Study is limited to school teachers of East Godavari District in Andhra Pradesh.
2. The Study is limited to selected values and variables only.

3.12 Justification of the study:

It can be assumed without any reservation that the values do reflect themselves through all our activities and what ever is chosen or preferred by us is well in accordance with our choices, likes and dislikes. It we see the present day situation around us both inside and outside our country. There appear rampant corruption unlawful activities, inhuman behaviour in the name of religion, hatred anguish, terrorism, looking and arson and immoral activities. To give our children a better environment and better atmosphere and glorious India in future, there is a dire need for propagation of values among students.

The chairman of UGC, Arun Nagvekar, in his in angeral address at the three day national seminar on "values in modern education and ethics (oct, 2003) has rightly pointed that "modern education in the country was loosing human values as the development of education

since independence had failed to yield any moral results, it had lost the touch of human values which had been the trademark of Indian education for centuries. Hence human values would be included in the syllabi of all universities.

The former chief justice of India Ranganath Mishra (2003) observed that every body was asking the rights but were neglecting their responsibilities. He favoured inculcation of human values from childhood itself instead of from the level of higher education. He hoped that society would undergo a sea change for good if parents take up teaching of human values to their children along with the teachers. So, if we inculcate human values to our children from the school stage itself, they themselves will build our nation on the right path and strong pillars. Teachers have a great responsibility in moulding the character of these future citizens. They must act like role models. If the teachers possess good, positive values, those will be through observation because the teachers behaviour makes a lasting impression on the minds of the younger ones.

For this purpose the teachers should present themselves as role models to be emulated. As already discussed in the first chapter, the knowledge about value pattern of teacher may act as basic information for the inculcation of desirable values in the present end. Hence, the researches wanted to study the value pattern of teachers in East Godavari district.