CHAPTER-THREE
METHODOLOGY OF THE STUDY

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METHODOLOGY OF THE STUDY

The nature of the problem and the survey of the related literature have been dealt in the preceding chapters. This chapter deals with the kind of research design used i.e., the population, sample and research tool etc. The research design provides the structure and strategy and controls the investigation and extracts dependable answers to the questions raised by the research hypotheses. As a matter of fact, one design cannot solve all problems. The nature of the problem determines which design is most appropriate and how the design should be tailored to meet the needs of the investigation.

3.1-METHOD OF THE STUDY: The choice of research method is determined by the theory of the topic under study, objectives of the study, resources of the investigator, etc. These considerations have led the investigator to use the normative survey method of research for the present study. As the present study proposes to investigate into the comparative analysis of Aesthetic values, Theoretical values, Religious values, Political values, Social values, Economical values, Hedonistic values, of Male and Female Teacher Educators hence, the survey method of research has been used. Survey provides a basis for theory construction or generalization in addition to its implications for educational and social planning and reform. It also provides the clues which may be utilizes for solving certain practical problems of educational and social nature or may help setting up of programme on right lines. The term ‘Normative’ implies the determination of normal or typical
conditions, facts or practices. The terms ‘normative-survey’ is generally used for the type of research which proposes to ascertain what is the normal or typical condition or practice at the present time. The survey type of research is often confused with the mere gathering and tabulating the data while it goes beyond this. According to Best (1978), “The survey is an important type of study. It must not be confused with the mere clerical routine of gathering and tabulating figures. It requires expert and imaginative planning, careful analysis and interpretation of the data gathered, and logical and skillful reporting of the finding” (p.118). The present investigation endeavors to use the steps and characteristics essential for the normative survey method of research.

3.2-POPULATION OF THE STUDY: -

The entire teachers who have been serving in B.Ed department/colleges of UP were treated as the population of the study. In the study there was no limitation of financial status of the universities/colleges(whether aided or unaided). Thus all teacher educators of secondary level made the population of the study.

3.3-VARIABLES INVOLVED IN THE STUDY: -

Independent Variable. The independent variable or stimulus variable is that factor which is measured, manipulated or selected by the researcher to determine its relationship to an observed phenomenon. In the present study, sex, teaching experience, and locale was considered as in dependent variables because it was studied that how far these variable affect the values teacher educators.

Dependent Variable. The dependent variable or response variable is that factor which is observed and measured to determine the effect of
the independent variable. It is considered dependent because its value depends upon the value of the independent variable. In the present study, all seven values named as- Aesthetic, Theoretical, Religious, Political, Social values. Economical values and Hedonistic values were considered a dependent variable. The researcher was intended to study the effect of sex, local and teaching experience on the aforesaid values.

Explanation of the Dependent Variables

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

2. Theoretical Value: The dominant interest of the theoretical man is the discovery of truth. In the pursuit of his goal her characteristically takes a cognitive attitude, one that looks for identities and differences, one that divests itself of judgments regarding the beauty of utility of objects and seek only to observe and to reason. Since the interests of the theoretical man are empirical, critical and rational, he is necessarily an intellectualist, frequently Scientist or Philosopher. His chief aim in life is to order end systematize his knowledge.

3. Religious Value: This value is defined in term of faith in God, attempt to understand him. Fear or divine worth and action according to the ethical codes prescribed in the religious books. The outward acts of behavior expressive of this value are going on pilgrimage, living a simple life, having faith in the religious leaders, worshipping God and speaking the truth.
4. **Social Value**: This value is defined in terms of charity, kindness, love and sympathy for the people, efforts to serve God through the service of mankind, sacrificing personal comforts and gains to relieve the needy and the affiliated of their misery.

5. **Economic Value**: This value stands for desire for money and material gains. A man with economic value is guided by considerations of money and material gain in the choice of his job. His attitude towards the rich persons and industrialists is favorable and he considers them hopeful for the progress of the country.

6. **Hedonistic Value**: Hedonistic value, as defined here, is the conception of the desirability of loving pleasure and avoiding pain. For a Hedonist the present is more important than the future. A man with hedonist value indulges in pleasures of sense and avoid pain.

7. **Political Value**: The political man is interested primarily in power. His activities are not necessarily with the narrow field of politics. Leader in any field generally have high power value. Since competition and struggle play a large part in all life, many philosophers have seen power as the most universal and most fundamental of motives. There are, however, certain personalities in whom the desire for a direct expression of this motive is uppermost, who wish, above all else for personal power, influence and renown.

**Construction and Standardization of the Inventory:**

3.4-SAMPLING AND SAMPLE OF THE STUDY:-

After finalizing the variables of the present study, consideration was given to whether the entire population is to be made the subject for data collection or a particular group is to be selected as
representative of the whole population. The ‘entire population’ here refers to all the Teacher Educators working in B.Ed college in up.

Of the above two technique, the selection of a group as a representative of the whole population was found to be more convenient and suitable. This technique leads to a considerable and suitable. This technique leads to a considerable save of time, effort and finance. The number of teachers selected will be small, and so it is possible to make a detailed and intensive study. This generally leads to more accurate and reliable results. As this sampling technique has many advantages, it was selected for the collection of data.

In any social research, various methods are utilized for selection and drawing of samples. After a detailed study of all these methods and considering the variables selected for the research work, the stratified sampling method was found to be most suitable.

In the stratified sampling method, the entire population will be divided into smaller homogeneous groups or strata, and then a sample is selected within each group. Every sampling unit in the population is placed in one of the strata prior to the selection of the sample so that the sum of the strata is identical with the population.

Stratified sampling method has certain merits as a technique of sampling. Auckoff has rightly said that ‘stratified sampling enables the researcher to make a composition of properties of the strata as well as to estimate population characteristics’.

In this stratified sampling method, the investigator has greater control over the selection of the sample when compared with random sampling. In random sampling, although every group has a chance of
being selected and included in the sample, there is every possibility, and sometimes it does not happen, that certain important groups are left unrepresentative. But, in stratified sampling method no important group is likely to be left out.

Stratified sampling method is the ideal one when comparison between different variables has to be made. For example, if comparison has to be made between male and female teachers educators or rural and urban teachers educators, it would be very difficult to select the required number of units through any other method of sampling. If any other method is used, the problem of bias and prejudice creeps in.

Replacement of units is also possible in the stratified sampling method. Normally, if a particular unit is not accessible for a study, it is difficult to replace it by another, but in this method it is possible. Stephen states that ‘stratification automatically brings about a replacement of persons lost in the sample, by persons of the same stratum, thus partly correcting the bias that would result if there were no replacement of losses. As the entire population is divided into particular strata it is easy and convenient to replace an inaccessible case by an accessible one.

In stratified sampling method, much depends on stratification process. The following precautions were taken while stratifying the population; the variables involved in the study were taken note of; care was taken to see that each stratum in the universe was large enough in size so that selection of items could be done on random basis; the strata formed were definite and clear cut; each stratum was free from influence of the other; and there was no overlapping.

First the ‘universe’ was clearly defined. In the technical phraseology
of research, the whole population out of which the samples are selected is known as the ‘universe’. For the present research work, the universe includes all the male and female teachers educators working in B.Ed college of U.P. The study was limited to a particular geographical area, viz, west up, to facilitate appropriate sample selection and to avoid wastage of time and money.

Secondly, decision was made about the units of the sample. A unit of sample may be a house, a family, a group of individuals or a single individual. A good unit should possess the following characteristics:

1) **Clarity:** The unit should be clearly defined in unambiguous terms. This would make the study easy and efficient. For the present research work, a sampling unit is defined as male and female teachers educators working in B.Ed college of U.P.

2) **Suitability:** A good unit should be well suited to the problem under study. Since the problem is a study survey of value teachers’ educators, the unit selected is well suited to the problem.

3) **Accessibility:** The unit selected should be easily accessible to the researcher. If the units selected are difficult to reach and if he fails to make use of them, the study would be vitiated. The selected sampling units, i.e., teachers educators working in B.Ed college of U.P easily accessible since they could be approached in any B.Ed college of Up.

Thirdly availability of sample and preparation of the source list. This is an important factor that makes representative selection possible. A source list is the list, which contains the names of the units of the universe from which the sample may be selected. It may exit even before the beginning of the project or it may be prepared afresh by
the investigator himself. Without a source list, study through sampling method is not possible. For the present research work, a source list, consisting of the names B.Ed college of. Up. Care was taken to see that the source list was up-to-date and valid and that there was no repetition of names B.Ed college of. Up.

Besides considering these principles, it is extremely important to think about the size of the sample to be selected. If the sample is either too small or too large, it will make the study difficult and the results untenable. According to Paten an optimum sample in survey is one which fulfils the requirements of effective representatives, reliability and flexibility. The sample should be small enough to avoid intolerable sampling error". The size of sample for the present research work was decided after considering the following factors. (Bhaskara Rao,1989).

1. Since an intensive study was planned, a very large number of samples was not selected. In case of an intensive study, very large number of sample was not so useful as it involves huge consumption of the resources. A smaller sample will be convenient.

2. The size and selection of the samples are also influenced by the nature of the universe. It the universe is homogeneous, even a small-sized sample may yield dependable and required results. If the universe is homogeneous, even a small-sized samples may not be useful. In case of the present study, the heterogeneous, and samples were selected from these strata.

3. The researcher needs to determine the number of the groups to be formed. In case the number of groups proposed is large, the
size of the samples shall have to be large so that every group should be of proper size and suit the requirements of the study. In case the number of groups proposed is small, even small-sized samples can fulfill the requirement. In case of the present study, the universe was divided into male and female teachers, rural and urban teachers, educators, etc. Since the number of groups were moderate a reasonable sample was selected from each of these groups.

4. Practical considerations and accuracy will also play a vital role in determining the size of the sample. Every study is guided by certain practical considerations such as time, resources, accessibility of the data, etc. Generally, it is believed that a large-sized sample is more representative and usually produces accurate results. This, of course, mainly depends upon the technique of sampling used. If the sampling technique is scientific, even small-sized samples can produce dependable and accurate results. While selecting the size of the sample for the present study, practical considerations like the availability of resources and time were taken into consideration. Care was taken to make the sample selection technique as scientific as possible.

5. The size of the sample is also governed by the size of the tools to be used. In case the tools are short, and the questions asked pertain to certain limited factors, a large and the questions complicated, the sample should be small in size so that, from administrative point of view, the researcher may not be put to unnecessary troubles. In the present study, as the tool selected belonged to affective domain a very large sample was not selected.
6. The sampling method also determines the size of the sample. When random sampling method is used, the samples have to be large. On the other hand, if samples are selected through stratified sampling method, the reliability can be achieved even with the help of the small-sized samples.

Sample:- For the purpose of present study stratified random sampling method of study was adopted to collect relevant data for statistical analysis-

Since in the present investigation only three variables viz. sex (gender), locale (residential status) and teaching experience were taken as the independent variables. So, it was divided to classify the population into three strata. On the basis of independent variables.

As the study was confined to the west U.P., where at the time of study about 310 B.Ed colleges/departments were in existence both in government and private sector. So, the researcher adopted a convenient and systematic way to collect representative sample giving equal opportunity to all the members of population of the study.

For this, a goal to collect data from 2170-teacher educators was set, and to give equal opportunity to male, female, rural, urban, much experienced and less experienced teacher educators, a definite number from each stratum was decided to include in sample out lines of the planned sample was as follows-in which total 380 teacher educators were planned to include.
Population of the study were divided in to four part, on the basis of university jurisdiction namely, 1). Teacher educators of Meerut university region, 2). Agra university region 3). Bareilly university region 4). Kanpur university regions

Since there were 150 B.Ed colleges affiliated to Chaudhary Charan Singh University Meerut, 60 colleges affiliated to Agra University, 56 college to Bareilly University and 54 to Kanpur university, therefore weight age was given to include members of sample on the basis of ratio of institute.

Further, name of all faculty members serving in B.Ed college were collected through, personal contacts, post and with the help of internet and at first instance name of the all available member of population were dropped in two separate box, after categorized them in two main groups i.e. Male and female. Then by lottery system a representative sample of 380 teacher educators was selected for the purpose of the study.

**Procedure**: Standardized value scale of Dr. Sabmim Karim which is based on Allport, Vernon and Hindzey (1951) scale on value, was delivered by the researcher, by hand, post and E-mail. To the
member of the population selected for the sample with request to send it back as soon as possible final form of the sample collected for the present study was as follows-(Variables wise distribution)

Sample related to Variable of Sex:-

TABLE NO-3.2

<table>
<thead>
<tr>
<th>University</th>
<th>MALE</th>
<th>FEMALE</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEERUT</td>
<td>56</td>
<td>65</td>
<td>121</td>
</tr>
<tr>
<td>AGRA</td>
<td>40</td>
<td>42</td>
<td>82</td>
</tr>
<tr>
<td>BARAILY</td>
<td>36</td>
<td>33</td>
<td>69</td>
</tr>
<tr>
<td>KANPUR</td>
<td>44</td>
<td>47</td>
<td>91</td>
</tr>
<tr>
<td></td>
<td>176</td>
<td>187</td>
<td>363</td>
</tr>
</tbody>
</table>

Sample related to Variable of Teaching Experience: -

TABLE NO-3.3

<table>
<thead>
<tr>
<th>University</th>
<th>More then 6 years experience</th>
<th>Less then 6 years experience</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEERUT</td>
<td>54</td>
<td>64</td>
<td>118</td>
</tr>
<tr>
<td>AGRA</td>
<td>41</td>
<td>39</td>
<td>80</td>
</tr>
<tr>
<td>BARAILY</td>
<td>36</td>
<td>38</td>
<td>74</td>
</tr>
<tr>
<td>KANPUR</td>
<td>42</td>
<td>49</td>
<td>91</td>
</tr>
<tr>
<td></td>
<td>173</td>
<td>190</td>
<td>363</td>
</tr>
</tbody>
</table>
Sample related to Variable of Locale

TABLE NO-3.4

<table>
<thead>
<tr>
<th>University</th>
<th>Rural</th>
<th>Urban</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEERUT</td>
<td>52</td>
<td>68</td>
<td>120</td>
</tr>
<tr>
<td>AGRA</td>
<td>38</td>
<td>42</td>
<td>80</td>
</tr>
<tr>
<td>BAREILY</td>
<td>31</td>
<td>40</td>
<td>71</td>
</tr>
<tr>
<td>KANPUR</td>
<td>43</td>
<td>49</td>
<td>92</td>
</tr>
<tr>
<td></td>
<td>164</td>
<td>199</td>
<td>363</td>
</tr>
</tbody>
</table>

Taking these factors into consideration consist of 380 teachers educators. This sample is small enough to avoid unnecessary expenditure and large enough to avoid intolerable sampling errors.

After deciding about the sampling method the universe selected was divided into different strata. The variables chosen for the study are considered in dividing the universe. The sampling design employed here involved not only that stratification of universe but also random sampling technique to select samples from within the stratum.

3.5-Tools of the study:-

Introduction:-

Tool used for the purpose of the study was Teacher value Inventory(TVI) of Dr. Sabmim Karim which based on All port Vernon
The used teachers value inventory (TVI) has been designed for use with teachers of India. It has been prepared in Hindi and English and has 63 items. It is a device to assess seven value pattern of the Teachers—Aesthetic; Theoretical, Religious, Social, Economic, Hedonistic and Political values. As we know every person is motivated by a system of values, the personality of an individual can be studied through the study of values, shaped largely through his experience with his socio-cultural environments, Values, as goal of behavior, regulate a person's conduct and his mode of thinking. Values are referred to exclusively, as 'moral' preference (Shillo, 1958), values are culturally weighted preference of a person institution or some kind of behavior (Kluchkhonnetal, 1952), socially approved or disapproved desires or goals, conception or standards by which things or behavior are composed and approved or disapproved (Tiwari, G. and Gupta R.P., 1972), express the 'Good' or 'Bad' the 'shoulds' and the 'Oughts' of human behaviour and put things and behaves as an approval continuum (Kerlinger, 1967).

As mentioned earlier the used inventory of value measures seven type of values. The inventory has been constructed specially for use of the teachers and also standardized on the sample of teachers only (.Both Higher Secondary and College level teachers). The items of the test has been taken primarily from the All port Vernon Scale of Value and Gilani's A new test for study of values

**Reliability of the Test** : For getting the reliability of the present test two methods has been used split-Half and Kudar-Richardson technique used. The following table throw light on the reliability coefficient, calculated by these two methods.
Validity of the Test: For the validity, the present test was correlated with that of Singh and Ahluwalia's TV and was administered on a group of 200 Higher Secondary and College Teachers (equal No.). The correlation coefficient was found to be 84.

Compaction of mutual correlation coefficient between different values was also done and is given in the following table:

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Theo.</td>
<td>-0.42</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Reli.</td>
<td>-0.48</td>
<td>+0.34</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Poli.</td>
<td>-0.34</td>
<td>-0.39</td>
<td>-0.52</td>
<td>+0.54</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Eco.</td>
<td>+0.50</td>
<td>+0.37</td>
<td>+0.63</td>
<td>+0.59</td>
<td>+0.47</td>
<td>-</td>
</tr>
<tr>
<td>Hedo</td>
<td>+0.36</td>
<td>+0.36</td>
<td>+0.28</td>
<td>+0.39</td>
<td>+0.31</td>
<td>-</td>
</tr>
</tbody>
</table>
Scoring Of The Tool:-

As mentioned above, each item has five alternative answers - Strongly Agree, Agree, Moderate, Disagree and Strongly disagree. The scoring should be 5, 4, 3, 2, and 1 respectively. The items related to the each seven areas of value has been given in the Answer sheet (page No. 2) with the Heading 'For the Tester'.

3.6-STATISTICAL TECHNIQUE USED:-

Mean, Mode, S.D, t-test, ANOVA and other suitable Statistical Technique had been applied for the Data in analysis and Interpretation of the study.