Chapter - III

PLAN AND PROCEDURE
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Any activity to be successfully carried out must be properly planned. Plan plays an important role in research work. The research will be smooth when it is followed by a plan. By planning, the objectives and purposes of the study can be attained very easily. This makes the study systematic, scientific and structured.

The plan and procedure of the study can be listed below:

- Methodology
- Population
- Sample
- Tools and techniques used
- Administration of tools and collection of data
- Statistical treatment of data

3.1 METHODOLOGY

Research methods are of utmost importance in a research process. In any scientific investigation a special method has to be adopted for collection of data, because the success of any research work depends mainly upon the method of the study.
In this chapter the methodology of the study has been discussed. At the outset the population and sampling design has been described. This is followed by a discussion on the measures used for the collection of data. Different statistical techniques were used for data analysis.

Taking into consideration the variables of the present study namely job satisfaction and teacher effectiveness, the researcher decided descriptive survey method to be the most appropriate to ascertain the existing professional status of the teachers of KBK districts so far as their job satisfaction and teacher effectiveness scores are concerned.

In survey research the investigator selects a sample of respondents and administers a questionnaire or conducts interviews to collect information on variables of interest. The data that are gathered used to describe characteristics of the population. Surveys are used to learn about people's attitude, belief, values, demographic facts, behaviours, opinions, habits, desires, ideas and other types of information. The survey research primarily intends to know what the people think and what they do.

Descriptive survey method is the most popular and most widely used research method in education. It describes the existing status in achievement, attitude, behaviours or other
characteristics of a group of subjects. It reports things the way they are. It is concerned primarily with present and does not involve manipulation of independent variables. It deals with the processes that are going on, effects that are evident or trends that are developing. Descriptive survey method has immense value in solving problems about children, school, organization, society, supervision, administration and evaluation.

The problems in education are directly related to people, the society and the situation. These problems are constantly in a state of change. To keep abreast with the changes, descriptive studies conducted at regular intervals with representative group of people will be immensely helpful.

So in the present study descriptive survey method is followed.

3.2 POPULATION

The purpose of the present study is to study the level of job satisfaction and degree of teacher effectiveness of secondary school teachers working in tribal schools of KBK districts. So all the secondary school teachers working in all the 93 tribal secondary schools of KBK districts constitute the population of the study.
3.3 SAMPLE

The present study was conducted on a random sample of 300 teachers from 66 secondary schools, out of which 200 teachers were male and 100 teachers were female. The table given below shows the sample size of the study.

### TABLE - X
**DESCRIPTION OF SAMPLE**

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>districts</th>
<th>Number of schools</th>
<th>Number of teachers</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Total</td>
<td>Male</td>
</tr>
<tr>
<td>1</td>
<td>Bolangir</td>
<td>6</td>
<td>26</td>
<td>14</td>
</tr>
<tr>
<td>2</td>
<td>Kalahandi</td>
<td>9</td>
<td>41</td>
<td>28</td>
</tr>
<tr>
<td>3</td>
<td>Koraput</td>
<td>15</td>
<td>68</td>
<td>46</td>
</tr>
<tr>
<td>4</td>
<td>Malkangiri</td>
<td>8</td>
<td>39</td>
<td>27</td>
</tr>
<tr>
<td>5</td>
<td>Nabarangpur</td>
<td>11</td>
<td>52</td>
<td>34</td>
</tr>
<tr>
<td>6</td>
<td>Nuapada</td>
<td>03</td>
<td>11</td>
<td>08</td>
</tr>
<tr>
<td>7</td>
<td>Rayagada</td>
<td>13</td>
<td>59</td>
<td>41</td>
</tr>
<tr>
<td>8</td>
<td>Sonepur</td>
<td>1</td>
<td>4</td>
<td>02</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>66</strong></td>
<td><strong>300</strong></td>
<td><strong>200</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

3.4 TOOLS USED

For conducting any research activity a variety of research tools are used for collection of data. The researcher carefully judged the appropriateness of different tools to be used.
In the present study the following two tools were adopted to obtain relevant information from the teachers. They are:

1. Job satisfaction scale by Dr. Amar Singh and Dr. T.R. Sharma.

2. Teacher effectiveness scale by Dr. Pramod Kumar and D.N. Mutha.

3.4.1 Adoption of Job Satisfaction Scale of Dr. Amar Singh and Dr. T.R. Sharma

In the present study the job satisfaction scale constructed and standardized by Dr. Amar Singh and Dr. T.R. Sharma was adopted. The level of job satisfaction was measured in two types of areas. Job-intrinsic (factors lying in the job itself) and job-extrinsic (factors lying outside the job). Job-intrinsic area was further conceptualized as job concrete (say: excursions, working conditions etc.) and job abstract (say: cooperating, democratic functioning etc.) and job extrinsic areas consisting of three components via psychosocial aspect, financial aspect and community/nation growth aspect.

(a) Job-Intrinsic Statements (Factors Inherent in the Job)

(i) Job-concrete statements such as excursions, place of posting, working conditions: 6, 11, 13, 19, 23 and 25.

(ii) Job-abstract statements such as cooperation, democratic functioning etc: 8, 15, 16, 17, 21, and 27.
(b) Job-Extrinsic Statements (Factors Residing Outside the Job)

(i) Psycho-social such as intelligence, social circle:
    1, 3, 4, 7, 10, 12, 26 and 30.

(ii) Economic such as salary, allowance:
    2, 5, 9 and 18.

(iii) Community/National growth such as quality of life, nation economy:
    14, 22, 24, 28, and 29.

3.4.1.1 Scoring procedure

The job satisfaction scale consists of 30 items having positive and negative statements. Items at No. 4, 13, 20, 21, 27 and 28 are negative and others are all positive statements. All the statements are clear, distinct and concept based. Each statement has five alternatives.

(i) Extremely satisfied
(ii) Very satisfied
(iii) Moderately satisfied
(iv) Not satisfied
(v) Extremely dissatisfied.
The respondent has to choose one alternative of it.

The positive statements carry a weightage of 4, 3, 2, 1, 0 and the negative ones a weightage of 0, 1, 2, 3, and 4. The sum total scores give a quick measure of satisfaction / dissatisfaction.

3.4.1.2 Validity and reliability

The job satisfaction scale adopted by the researcher was designed and developed by Dr. Amar Singh, Dr. T.R. Sharma and the validity and reliability have been ascertained to be 0.743 and 0.978 respectively. The validity and reliability of the above test was further estimated in context of teachers of KBK districts for adoption and it was found to be 0.743 and 0.961 respectively.

3.4.2 Adoption of Teacher Effectiveness Scale

In the present study teacher effectiveness scale developed and constructed by Dr. Pramod Kumar and D.N. Mutha was adopted to know the degree of teacher effectiveness/ineffectiveness of the sample teachers. The teacher effectiveness scale consists of 69 items. The items are based on discipline, teacher relationship with pupil, fellow teachers, principals and parents, teaching skills, co-curricular activities, professional knowledge, general appearance and
habits in relation to classroom management and personality characteristics.

3.4.2.1 Scoring procedure

All the 69 items of the scale are positively worded. Items are given a score of 5, 4, 3, 2 and 1 for strongly agree, agree, undecided, disagree and strongly disagree respectively. The sum of these values gives teacher effectiveness scores for the subject. The total score varies from 69 to 345, showing the least teacher effectiveness to the highest teacher effectiveness.

3.4.2.2 Validity and reliability

The teacher effectiveness scale adopted by the researcher was designed by Dr. Pramod Kumar and D.N. Mutha and the validity and reliability have been ascertained as 0.77 and 0.85 respectively. The validity and reliability of the above test was further estimated in context of teachers of KBK districts for adoption and it was found to be 0.73 and 0.86 respectively.

3.5 ADMINISTRATION OF THE TOOLS AND COLLECTION OF DATA

All the tools were administered on the selected sample by field visit. The researcher personally visited the tribal schools and administrated the tools. First she established proper
rapport with the head masters, assistant teachers and then she explained them how to respond the questionnaire of job satisfaction scale and teacher effectiveness scale as well. After a gap of five days the researcher collected the response sheets from the teachers.

3.6 STATISTICAL TREATMENT OF DATA

After collecting relevant information the scores were tabulated and analyzed. Both descriptive and inferential statistics were used for analysis and interpretation of data.