CHAPTER III

RESEARCH

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CHAPTER III

RESEARCH METHODOLOGY

3.1 INTRODUCTION

In order to find out the efficacy of Govindammal Aditanar College for Women on developing human resource, a survey research attempt was made by the investigator.

The methodology of this present investigation is described under the following sections - objectives, hypotheses, sample for the study, tool, data collection, scheme of data analysis and delimitations of the study.

3.2 OBJECTIVES OF THE STUDY

The present study is basically devoted to an analysis of the development of human resource in Govindammal Aditanar College for Women from 1987 to 2000. It specifically seeks:

1. To study the development of human resource in Govindammal Aditanar College for Women from 1987 to 2000 in the areas of growth rate of student enrolment, incidence of dropouts, pattern of academic achievement and achievement in terms of university ranks obtained.

2. To study the extent of the development of the human resource in Govindammal Aditanar College for Women as perceived by the respondents in terms of the level of learning, motivation to furthering the competence, multi-
faceted interest, personality development, career forethinking, social behaviour and awareness regarding health and hygiene.

3. a) To study the respondents' views on the components of human resource development and demographic factors – locality, residence and branch of study and

3. b) To study the association between respondents' views on the components of human resource development and demographic factors – fathers' education and occupation.

3.3 HYPOTHESES

The following hypotheses were formulated for this study and they have been written in the null form.

1. There is no significant difference between the mean scores of the respondents' views on five components of human resource development and their locality-rural and urban.

2. There is no significant difference between the mean scores of the respondents' views on five components of human resource development and their place of residence - hostel and home.

3. There is no significant difference between the mean scores of the respondents' views on five components of human resource development and their branch of study - Science and Humanities.
4. There is no significant association between fathers’ education and the respondents’ views on five components of human resource development and

5. There is no significant association between fathers’ occupation and the respondents’ views on five components of human resource development.

3.4 DEFINITION OF KEY TERMS

The key terms employed in this research work are defined below:

**Efficacy**

According to the Oxford Advanced Learner’s Dictionary (1996) VI Edition ‘efficacy’ means the ability of something especially a drug or a medical treatment, to produce the results that are wanted.

**Govindammal Aditanar College for Women**

It is a self-financing college exclusively for women in Tiruchendur established in 1987 by Aditanar Educational Institution, Chennai and is affiliated to Manonmaniam Sundaranar University, Tirunelveli, Tamil Nadu, India.

**Human Resource Development**

Human resource development is defined as organised learning experience in a definite time period to increase the possibility of improving job performance and growth. *Nadler, Leonard* (1984)
Human resource development is the development of cognitive abilities, acquired personal abilities, social attitudes and work competence. *Singh A.K.* (1986)

Human resource development brings about total all round development of the people so that they can contribute their best to the organisation, community, society and the nation. *Bhatia B.S.* (1996)


Human resource development is the process of enlarging the range of people's choices, increasing their opportunities of health care and covering the full range of human choices, from a sound physical environment to economic and political freedom. *UNDP* (1990)

Creativity, attitudes, communication, inter-personal relations, team building, leadership, motivation are essential for human resource development. *Puranik M.B.* (1988)

Human resource can be developed through investment in education. Investment in education will increase the number of persons who can have access to education. *Schultz T.W.* (1971)

### 3.5 SAMPLE FOR THE STUDY

#### 3.5.1 Location:

The present investigation is carried out at Govindammal Aditanar College for Women, Tiruchendur which is an affiliate of Manonmaniam Sundaranar University, Tirunelveli, Tamil Nadu, India.
3.5.2 Selection of the Sample:

Students were studying in the First, Second and Third year in eight majors during 1999-2000. From this student population, the investigator used systematic sampling technique and selected 100 First year students, 96 Second year students and 101 Third year students to make a sample of 297 students representing the eight majors, which was one third of the student strength during the academic year 1999 - 2000.

3.6 SOURCES OF INFORMATION

For objective 1, data pertaining to the growth rate of enrolment, dropouts, academic achievement and university ranks obtained from 1987 to 2000 were collected from the college records of admission and examination results.

For objectives 2, 3a and 3b data were collected from a demographic data sheet and the questionnaire developed for this study. A specimen copy of the demographic data sheet is found in Appendix A and a copy of the questionnaire is found in Appendix B.

3.7 CONSTRUCTION AND VALIDATION OF THE TOOL

The tool developed for the present study consists of two parts.

3.7.1 Part A

This part comprised the demographic data sheet, which dealt with the level and branch of study, locality and residence of the respondents, and their fathers' education and occupation.
3.7.2 Part B

This part consisted of a questionnaire to measure the degree of human resource developed by Govindammal Aditanar College for Women. With ten years of experience as a lecturer in the same college, the researcher identified seven components of human resource after discussions with the Secretary of the college, the Principal and nine Heads of Departments. A questionnaire was developed consisting of rating scale, rank order, open-ended and structured questions for each component of human resource.

3.7.3 Scoring

For items in the three-point scale, scoring of 2, 1 or 0 was given to all items. All items were in positive form.

Rank order and open-ended items were qualitatively interpreted.

3.7.4 Validation of the Tool

Validity is that quality of a data-gathering instrument that enables to measure what it is supposed to measure. The investigator, having been a lecturer in the same college from 1989 to 1999, had distributed a copy of the questionnaire to the Principal and the nine Heads of Departments. They were given sufficient time to go through the questionnaire and offer their views. On the basis of this, two items were deleted and three re-worded. Thus the content validity of the tool was established.

For items related to rating scale all the various components of human resource development were subjected to item analysis procedure.
All the items were found to be valid by applying item analysis procedure. Hence, all the 42 items were taken as such in the final tool for data collection along with other items, which were found to be valid by the experts' opinion.

3.7.5 Reliability of the Tool

A scale is reliable if it consistently produces the same results each time it is applied to the same sample. After getting the permission from the Principal, the questionnaire was distributed in January 1998 to 48 students selected at random representing each major and level of study. After explaining the purpose of the research the students were given sufficient time to answer the questionnaire. The investigator collected the responses through the questionnaires. After two months, in March 1998 the questionnaire was again administered to the same set of students. The scores of the first and second test were correlated and the value was found to be 0.82 statistically significant at 5% level. Reliability was thus established.

The distribution of questions in the final tool for each component of human resource development is highlighted in Table 3.1.
### TABLE 3.1
**DISTRIBUTION OF QUESTIONS**

<table>
<thead>
<tr>
<th>No.</th>
<th>Components of human resource development</th>
<th>Rating Scale</th>
<th>Rank Order</th>
<th>Open ended</th>
<th>Structured</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Level of learning</td>
<td>15</td>
<td>7</td>
<td>2</td>
<td>2</td>
<td>26</td>
</tr>
<tr>
<td>2.</td>
<td>Motivation to furthering competence</td>
<td>1</td>
<td>-</td>
<td>1</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td>3.</td>
<td>Multi-faceted interest</td>
<td>11</td>
<td>2</td>
<td>1</td>
<td>-</td>
<td>14</td>
</tr>
<tr>
<td>4.</td>
<td>Personality development</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>-</td>
<td>9</td>
</tr>
<tr>
<td>5.</td>
<td>Career forethinking</td>
<td>6</td>
<td>2</td>
<td>-</td>
<td>-</td>
<td>8</td>
</tr>
<tr>
<td>6.</td>
<td>Promoting social behaviour</td>
<td>4</td>
<td>2</td>
<td>1</td>
<td>-</td>
<td>7</td>
</tr>
<tr>
<td>7.</td>
<td>Awareness regarding health and hygiene</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>-</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>42</strong></td>
<td><strong>17</strong></td>
<td><strong>8</strong></td>
<td><strong>2</strong></td>
<td><strong>69</strong></td>
</tr>
</tbody>
</table>

#### 3.8 PROCEDURE OF DATA COLLECTION

The investigator obtained the permission of the Principal to collect data from the college office for the research. The investigator herself scrutinised the admission and examination result records and collected the needed information for the first objective.

The investigator after getting the permission of the Principal, met the selected respondents, in December 1999 to gather data for objectives 2, 3a, and 3b. The purpose of the research was explained to them and
the questionnaire was given to respondents. After sufficient time, the investigator collected the duly completed questionnaire.

3.9 DATA ANALYSIS

1. For the first objective percentage analysis was done to study the growth rate of enrolment, incidence of dropouts, academic achievement and university ranks obtained. Bar diagrams were also used and

2. For objectives 2, 3a, and 3b, the mean score was found out to study the level of the human resource developed. ‘t’ test and Chi-square test were employed to study the significant difference between the perception of the respondents on the components of human resource development and the demographic variables. In addition, rank order technique was also used in the data analysis.

3.10 DELIMITATIONS

1. For studying objectives 2, 3a, and 3b students from the academic year 1999 - 2000 were selected and

2. The demographic variables were confined to locality, place of residence, branch of study, fathers’ education and occupation.

The next chapter deals with the objectivewise analysis of data.