CHAPTER 4
RESEARCH PLANNING AND PROCEDURES

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4.0 INTRODUCTION

Planning plays a crucial role in success of any activity in man’s life. Any activity without a proper plan makes a person move here and there aimlessly like a wandering cloud. Planning is equally important for a research, too.

Research Plan is the foundational building block of an investigator’s proposed research. A proper planning of research gives the investigator the direct idea for the problem selected, makes research work speedy and develops a clear, organised and thoughtful proposal and ultimately such a design facilitates maximum success. Failing to plan is equal to planning to fail. Hence, planning is indeed important.

The proposed study clarifies the selected Research Method, Population, Sample, Tool, Data Collection, Data Analysis and Research Procedures in detail.

4.1 ORIGIN OF THE PROBLEM

Stability in any job requires job satisfaction of employees at workplace. The same applies to Teacher Education Colleges. The level of job satisfaction of teacher educators over the time can be due to many factors at workplace, the organizational climate at college and personality of the teacher educator.

The investigator is involved in the field of education from last 15 years. She has visited many B.Ed colleges, met Principals and Teacher educators there. Her curiosity aroused to know the job satisfaction of B.Ed teacher educators in Gujarat state. Further, she observed the different types of Organizational Climates prevailing in different B.Ed colleges. She also noticed that B.Ed teacher educators’ aura has to be special and their personality has to be like a guide rather than teacher. Many questions aroused in mind were: What can be the job satisfaction level of teacher educators? What are the various types of Organizational Climate prevailing in B.Ed colleges? What is the relationship between Organizational Climate and Job Satisfaction of teacher educators? What are the Personality Characteristics of Teacher educators? What is the relationship between Personality Characteristics of Teacher educators and their job satisfaction? The inquisitiveness of the investigator to such questions became the origin of the selected problem.
4.2 POPULATION

Population means the entire mass of observations which is the parent group of the study undertaken.

In order to maintain the quality and work-efficiency of any study, it is necessary to conduct research on a definite and limited population. Hence, this population needs to be defined. Unless the correct definition of population is defined in any research, the investigator’s work cannot proceed. In fact, defining the population enables the investigator to select the sample subjects and enumerate its characteristics.

Sidhu, K.S ¹ (1985)

“Population means as aggregate or the totality of the subject regarding which inferences are to be made in a sampling study.”

Patel, R.S ²(2011)

“When statistical information or data is to be collected from any field then a group covering of all units on which data is to be collected is called population”.

The inferences obtained from selected representative group of population are applied to whole population.

In the proposed study, the investigator has decided to construct and standardise Teacher Educator’s Job Satisfaction Inventory, Organizational Climate Description Scale for Teacher Education Colleges and Teacher Educator’s Personality Characteristics. All these 3 research tools are meant for Teacher educators of Gujarat state. Hence, for the proposed study, the Population defined is the Teacher Educators of all Bachelor of Education Colleges (B.Ed Colleges) in Gujarat state in the academic year 2014-15.
4.3 SAMPLE OF THE STUDY

It is not possible to include whole population and collect data from each and every respondent relevant to selected study for the investigator to study. The practical limitations: cost, time and other factors stand in the way of studying the whole population. Hence, a fractional part of population is selected in any study, which represents the whole population. An ideally representative sample is desirable to provide maximum information about the generalizability of research data.

Koul, L ³ (1996)

“After defining a population and listing all the units, the investigator selects a sample of units from the sampling frame. The process of such a selection is called sampling”.

Best J & Kahn J. ⁴ (1989)

“A sample is a small proportion of a population selected for observation and analysis.”

Aggarwal J.C ⁵ (1996)

“Perhaps the most important factor determining general reliability of research results is the selection of sample used in collecting data.”

There are various methods of Sampling:

(A) Probability Sampling Methods :
   (a) Random Sampling
   (b) Stratified Random Sampling
   (c) Systematic Random Sampling
   (d) Cluster Sampling

(B) Non Probability sampling Methods :
   (a) Purposive Sampling
   (b) Convenient Sampling
   (c) Quota Sampling

(C) Other Methods :
   (a) Paired Sampling
   (b) Double Sampling
   (c) Sequential Sampling
(d) Snowball Sampling
(e) Multi stage Sampling

While selecting a sample, three things should be borne in mind:

- Sample should be a proper representative of population.
- Each member of population should have the equal chance to be selected.
- Sample should be selected without bias.

In the proposed study, the Population consisted of Teacher Educators in Gujarat state. Considering this, the methods of sampling became Multi stage Sampling and it was used at three stages as follows:

- The Random Sampling technique was used for selection of universities from Gujarat State. The total number of universities selected was 11 from all over Gujarat state.
- The Convenient (Incidental) Sampling technique was used for selection of B.Ed colleges from selected universities. The total number of B.Ed colleges selected was 60 from 11 universities from all over Gujarat state.
- The Convenient (Incidental) Sampling technique was used for selection of Teacher Educators from B.Ed Colleges .The total number of Teacher Educators selected was 292 out of which 285 completely filled inventories were finally taken as sample from 60 B.Ed colleges of 11 universities all over Gujarat state.

The details about the sample is depicted in Table 4.1

**Table 4.1**
Details about the Sample for Proposed Study

<table>
<thead>
<tr>
<th>Sr.No.</th>
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</table>
4.4 RESEARCH TOOL

Selection of appropriate tool for any research work is utmost important as the tool is the contrivance on which data collection depends. The tool should be reliable and valid so as to ensure a proper drenching of data from selected sample.

In the proposed study, the following tools were used for data collection:

4.4.1 TEACHER EDUCATOR’S JOB SATISFACTION INVENTORY

In the proposed study, in order to know the job satisfaction of Teacher Educators, the investigator constructed 3-point Likert scale of 60 items and standardised it. Under this process, the investigator took expert’s opinion, undertook pre-piloting, pilot testing, did item-analysis to standardise it and used this standardised Job satisfaction Inventory to measure job satisfaction of B.Ed Teacher Educators. The complete step-wise process of construction and standardisation of Job satisfaction Inventory is presented in detail in Chapter 5.
In the proposed study, the following tool was used for data collection for validity purpose:

The Job Satisfaction scale for teacher educators by Raj Balwaria, Rishi.

4.4.2 ORGANIZATIONAL CLIMATE DESCRIPTION SCALE FOR TEACHER EDUCATION COLLEGES

In the proposed study, in order to know the Organizational Climate of Teacher Education Colleges, the investigator constructed 4-point Likert scale of 72 items and standardised it. Under this process, the investigator took expert’s opinion, undertook pre-piloting, pilot testing, did item-analysis to standardise it and used this standardised Organizational Climate Description Scale for Teacher education Colleges. The complete step-wise process of construction and standardisation of Organizational Climate Description Scale is presented in detail in Chapter 5.

In the proposed study, the following tool was used for data collection for validity purpose:

School Organizational Climate Description Questionnaire (SOCDQ) by Dr Motilal Sharma.

4.4.3 TEACHER EDUCATOR’S PERSONALITY CHARACTERISTICS INVENTORY

In the proposed study, in order to know the Personality Characteristics of Teacher Educators, the investigator constructed tool consisting of 44 items and standardised it. Under this process, the investigator took expert’s opinion, undertook pre-piloting, pilot testing, did item-analysis to standardise it and used this standardised Teacher Educators Personality Characteristics Inventory. The complete step-wise process of construction and standardisation of Teacher Educator’s Personality Characteristics Inventory is presented in detail in Chapter 5.

In the proposed study, the following tool was used for data collection for validity purpose:

NEO Personality Inventory NEO-FFI by Dr Arun Singh published by National Psychological Corporation, Agra
4.5 RESEARCH METHOD

After selection of research problem, in order to study it systematically, suitable research method is to be selected. Selection of Research Method depends upon the nature of research to be conducted. Various research methods used in the field of Research in Education are as follows:

- Historical Research Method
- Descriptive Survey Research Method
- Experimental Research Method
- Corelational Research Method
- Developmental Method
- Casual Comparative Method
- Case Study

In the proposed study, as the nature of research deals with unfolding the present status of Job Satisfaction of Teacher Educators, describing the eminence of Organizational Climate of Teacher Education Colleges and studying the Personality Characteristics of Teacher Educators in Gujarat state, so the investigator selected Descriptive Survey Research Method.

4.6 TECHNIQUES FOR DATA COLLECTION

It is inevitable to follow the steps of complete research in sequence and appropriately so as to get correct results of the research undertaken. This is the most important step in research process because the reliability and bases of data collection makes the whole research fruitful.

The permission for data collection from Principals of various B.Ed Colleges was sought either through phone or letter; appointment was taken, time to meet the teacher educators of their colleges was decided and then the investigator personally or through help of the respective Principals of selected B.Ed Colleges, collected the data. Teacher Educators were informed about the purpose of the research for all the 3 Research tools and then data was collected. The Principals and teacher educators of B.Ed Colleges gave full cooperation to the
investigator. It was taken due care that during Data Collection process, all the instructions for administration mentioned in the respective research tools were followed appropriately. Thus, data for all the three tools was collected from entire sample.

4.7 PROCEDURE FOR DATA ANALYSIS

After the process of data collection, all the 3 Research Tools were checked by the investigator. Such sheets which were found incomplete unduly filled or with repetitive pattern of responses were rejected.

On basis of data collection, following statistical measurements were applied:

- Mean, Standard Deviation, Quartile deviation
- Significance of difference of means between groups (Student’s T-test), Standard Error
- Graph presentation as required.
- Verification of normal distribution of scores
- Establishing the norms based on the significance of difference of means of the scores and determining their PR and t-scores.

4.8 CONCLUSION

In the present chapter details regarding Population, Sample, Research Method, Research Tool, Techniques for Data Collection and Method of Data Analysis were discussed in specifications.
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