Chapter III

Methodology and Design of the Study

“Education is the creation of sound mind in a sound body.”

- Aristotle.
3.1 AIM OF THE STUDY

The study revealed to compare the classroom climate in schools under different types of managements and their relationship with some aspects of pupil academic growth i.e. academic score in annual result of students under different schools of different management.

3.2 RESEARCH HYPOTHESIS

The students coming from schools under different types of management differ in their perceptions & perfection in Education of their total classroom environment as well as in their perceptions of the physical, social and psychological dimensions of classroom climate.

3.3 TYPES OF SCHOOLS UNDER DIFFERENT MANAGEMENT

The term 'Management' refers to the agency, which sets up a school and controls and administers it as well as provides the finance. It is illustrated in earlier chapter in details.

On this basis, only three major types of schools were classified below:

1. Aided Schools: Schools set up and run by private, voluntary organizations, trusts, associations, individuals, religious groups and so on and which receive a grant-in-aid from the government were included in this category.
2. Unaided Schools: Schools set up, run and financed wholly by private, voluntary agencies, trusts, associations, individuals, religious groups and so on and which receive no grant from the government but recognised by Govt. were classified in this category.

3. Government Schools: Schools set up, financed and run by the government were included in this category. It might be further classified as (a) Central Govt. Schools b) State Govt. Schools and c) Municipal Corporation Schools.

The present study included schools classified according to the following types of management 1) Aided Schools, 2) Private Schools 3) Government Schools.

3.4 CLASSROOM ENVIRONMENT AND ITS DIMENSIONS

Classroom climate only can be studied in terms of the perceptions of the teachers on the students.

According to Good’s (1959) Dictionary of Education, classroom climate or environment includes heat, temperature, light, seating arrangements, individual differences among the members of the group, teacher-pupil relationships. In general, it may be said that the classroom climate or environment could include the physical, social and psychological dimensions.

However, the researcher decided to adapt the categories of dimensions & tools as outlined by Good’s Dictionary for studying the classroom climate.
3.5 CLASSROOM CLIMATE SCALE

The study dealt with the measurement of Teachers' perceptions of their classroom climate. For this purpose, a Likert-type 4-point rating scale was prepared by the researcher in which the classroom climate was taken to be a composite of the physical, social and psychological dimensions. This scale was prepared by the researcher on the basis of the taxonomy of educational environment proposed by Good (1959).

A classroom climate scale suited to Indian conditions and measuring Teachers' perceptions of it was prepared. A pool of items were prepared viz., involvement, affiliation, student support, task orientation, competition, innovations, order and organization, rule clarity and classroom-control.

3.6 RELIABILITY AND VALIDITY OF THE SCALE

The draft from of the scale was given to six experts in the field of education so as to establish the content validity of the scale. The items which were found relevant by experts were retained. The scale was then administered on 145 male teachers and 145 female teachers from different schools under three types of Management in rural and urban areas of West Bengal. The researcher used Johnson's formula for the discrimination index of each item, which was calculated.

The reliability of the scale was established by calculating indices of internal consistency as well as stability over time. The reliability co-efficient of the total scale was .86 (p < .01) by split-half method.
The internal consistency co-efficients of correlation's were calculated by computing item-dimension correlations for each of the 3-dimensions of the classroom climate. These correlations ranged from 0.31 to 0.62. In other words it might be said that the classroom climate scale was reliable, internally consistent, homogeneous, valid and stable over time and hence could be used to measure teachers' perceptions of their classroom teaching environment.

3.7 SCALE VALUES

The response categories of the items and its scale values for positively worded items were as follows:

<table>
<thead>
<tr>
<th>Response Category</th>
<th>Scale Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>1</td>
</tr>
<tr>
<td>Sometimes</td>
<td>2</td>
</tr>
<tr>
<td>Frequently</td>
<td>3</td>
</tr>
<tr>
<td>Always</td>
<td>4</td>
</tr>
</tbody>
</table>

For, negatively worded items, the scale valued were to be taken in the reverse order.

3.8 THE SAMPLE-ITS NATURE AND SIZE

The school sample consisted of 82 secondary schools of rural and urban areas as well with Bengali and English as the medium of instruction in West Bengal. The schools were selected using stratified random sampling procedures. The schools were selected in both rural and urban areas as well in the sample.
The teacher sample included 145 male teachers and 145 female teachers of aided, private and Government Schools in West Bengal.

The study was cross-sectional in nature and adopted the descriptive research method of the causal-comparative type.

3.9 VARIABLES

1. Independent – Management
2. Dependent – Academic Achievement

3.10 TOOLS USED

1. Management inventory
2. Half-yearly and Annual school examination results.

3.11 SAMPLE:

N = 82 (Schools); N = 145 (Male Teacher) & N = 145 (Female Teacher).

3.12 PIE-CHART SHOWING THE SAMPLING DISTRIBUTION

A = Govt. School; B = Aided School; C = Private School