CHAPTER 3

METHODOLOGY AND PROCEDURE

The present chapter describes the methodology and procedures followed in the study. It also describes the population, sample and the techniques adopted for selecting the sample. This chapter also gives the description of tools and their development procedure followed in their construction and standardization and scoring. This chapter also contains the procedures followed for collection of data and various techniques applied for analysing the data.

3.1 The Research Design

The research design is a plan for outlining how information is to be collected. It comprises identifying the data gathering method(s), the instrument to be used or constructed, how the instruments will be administered and how the information will be organized and analysed. The main function of such a research design is to ensure that the desired information can be obtained with sufficient precision and enable us to answer the research questions and to fulfil the research objectives as unambiguously as possible.
The present investigation may be characterised as a descriptive one which attempts to collect data from the members of a population in order to determine the correct status of the population. Descriptive research involves collecting detailed and factual informations that describe events and then organises, tabulates, depicts and describes the data. The main attempt of the descriptive research is to find generalizable attributes and give logical reasons for the current status of phenomena of a given population or area of interest factually and accurately.

According to John W. Best, “Descriptive research describes and interprets ‘what is’. It is concerned with conditions or relationships that exist; practices that prevail; beliefs, points of view or attitude that are held; processes that are going on; effects that are being felt; or trends that are developing.”

In the present study, Attitude towards Teaching Profession of the teachers and their personal and demographic variables like age, sex, religion, category, marital status, type of management of the school, nature of job, type of family, occupation of spouse, rural-urban residence and rural-urban location of the school, educational qualification, training, teaching experience, and per capita income were considered as independent variable. While the job Satisfaction of the teachers was considered as the dependent variable in the study.

### 3.2 Population and Sample of the Study

All the teachers teaching in various elementary schools in Imphal East and Imphal West districts of Manipur form the population for this study. Stratified random sampling procedure was used to draw a sample from this population. Based on their location the schools in each district were classified into rural and urban categories. These categories were further subdivided into
three sub-classes of government schools, private schools and private aided schools depending upon the type of management of the schools. A sample of 35 percent of schools in each sub-category was drawn randomly. A total of 60 schools got selected through this process of sampling and a census of all the teachers working in these sample schools was taken to collect the requisite data. The total number teachers in the sample so drawn were 565 and the investigator got the various information schedules/scales filled in by all of them. However, on scrutiny schedules filled in by 25 of the respondents were found incomplete and were rejected. Thus the data collected on 540 teachers teaching in the sample schools was analysed to seek answers to the various research questions listed in chapter 1 of this report. It may be mentioned here that since there was only one private aided school in Imphal East district, it was included in the sample. This school was located in an urban area and the rural area of this district had no such schools.

**Distribution of Sample Schools by Type of Management**

In the present study institutions were selected from the two districts of Manipur, i.e., Imphal East and Imphal West.

Table 3.1 shows the detailed description of sampling procedure of selection of schools. The investigator has randomly selected 35 percent of schools from Imphal West, Zone-I, which comes around 36 schools followed by Imphal East, Zone-II, i.e., 24 schools.

Altogether 35 percent of total numbers of schools are comprised as the field of research investigation. Management wise enlisted 35 percent schools are again randomly selected from each district. Out of 18 Government schools in Imphal East, 6 schools (33.33 percent) are chosen randomly, this happens due to the disturbance of the area, the investigator has to drop one school and in case of Aided school category, there is another exception. Since there is a single school under the category ‘Aided’ school in
Imphal East, therefore, that school is comprised in the study (100 percent in Aided school category).

Similarly, 35 percent of schools are selected randomly from Imphal West Zone-I too.

Table 3.1 Distribution of Sample Schools by Type of Management

<table>
<thead>
<tr>
<th>Type of Management</th>
<th>Imphal East</th>
<th></th>
<th></th>
<th>Imphal West</th>
<th></th>
<th></th>
<th>Grand Total</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total no. of Schools</td>
<td>No of Schools selected</td>
<td>Total no. of Schools</td>
<td>No of Schools selected</td>
<td>Total no. of Schools</td>
<td>No of Schools selected</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Government</td>
<td>18</td>
<td>6 (33.33)</td>
<td>40</td>
<td>14 (35.00)</td>
<td>58</td>
<td>20 (34.48)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Private</td>
<td>48</td>
<td>17 (35.42)</td>
<td>51</td>
<td>18 (35.29)</td>
<td>99</td>
<td>35 (35.35)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aided</td>
<td>1</td>
<td>1 (100.00)</td>
<td>10</td>
<td>4 (40.00)</td>
<td>11</td>
<td>5 (45.45)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>67</td>
<td>24 (35.82)</td>
<td>101</td>
<td>36 (35.64)</td>
<td>168</td>
<td>60 (35.71)</td>
<td></td>
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</tr>
</tbody>
</table>

*(The figures in the parentheses are the percentages)*

The table further shows that, out of 99 Private schools in the two districts, 35.35 percent (thirty-five) schools were selected for study and out of total 58 Government schools, 34.48 percent (twenty) schools were selected. It also shows that out of 11 Aided schools, 45.45 percent (five) were selected.

In Imphal West, there were 101 total schools, out of which, 51 were Private, 40 were Government and 10 were Aided schools. Among these 101 schools, 35.64 percent (thirty-six) schools were selected in the study. Out of 51 Private schools, 35.29 percent (eighteen) schools were selected and out of 40 Government schools, 35.00 percent (fourteen) schools were selected. But among 10 Aided schools, 40 percent (four) schools were selected.

Among 67 schools in Imphal East district, 48 schools were private and 18 were Government. Since there is only one Aided school in Imphal East, only one school was selected. Among 48
Private schools, 35.42 percent (seventeen) schools were selected and out of 18 Government schools, 33.33 percent (six) schools were selected.

**Distribution of sample by Sex, School Location and Type of School Management**

Table 3.2 shows distribution of respondents by their sex, school location and type of management. Sample of the present study consisted of 540 elementary school teachers. Out of 540 teachers 295 (54.6 percent) are female and 245 (45.4 percent) are male. Out of these 540 respondents, 320 (59.3 percent) work in Private schools, 191 (35.4 percent) work in Government schools and only 29 (5.4 percent) work in Aided schools.

Out of these 540, 343 (63.5 percent) teachers belong to the schools located in rural area and 197 (36.5 percent) teachers belong to schools located in urban areas. Out of 343 teachers from rural area, 203 work in Private followed by 124 Government and 16 Aided schools. Out of 197 teachers from urban areas, 117 teachers work in Private schools followed by 67 Government and only 13 in Aided schools. Out of 540 samples, 305 (56.5 percent) teachers are from Imphal West and 235 (43.5 percent) teachers are from Imphal East.

In Imphal West district, 170 (55.7 percent) teacher respondents are selected from Private schools followed by 116 (38.00 percent) Government schools and 19 (6.2 percent) Aided schools. Among 305 Imphal West elementary teachers, 186 (60.9 percent) are employed in rural area schools and 119 (39.00 percent) are employed in urban area schools.
The Table will be inserted here.
235 sample selected from Imphal East, amongst them 150 (63.8 percent) are employed in Private schools, 75 (31.9 percent) employed in Government schools and only 10 (4.3 percent) are in Aided schools. Out of these 235 sample 157 (66.8 percent) are working in schools located in rural areas whereas 78 (33.2 percent) are working in schools located in urban area.

3.3 Description of Tools

To collect the requisite data from the respondents, the investigator used two tools for the realization of the objectives of the study. In order to assess the attitudes of elementary school teachers towards teaching profession, the investigator has developed a scale known as 'Attitude Towards Teaching Profession Scale' (ATTPS) and standardized it. A Job Satisfaction Scale has been adopted by the researcher to assess the Job Satisfaction of elementary school teachers. The Job Satisfaction scale was developed by Meera Dixit (1993). These two scales were also translated into Manipuri language by the investigator and standardized. A Personal Information Schedule was also developed by the investigator in order to elicit the pertinent information about the respondents.

Development of the Attitude Towards Teaching Profession Scale (ATTPS)

To measure the attitude of the teachers towards teaching profession, the investigator has developed the Attitude towards Teaching Profession Scale (ATTPS) in English Version and it was translated into Manipuri Version. The ATTPS has been developed for measuring the attitude of the teachers towards teaching profession of elementary level school teachers in Manipur. It was developed by following Likert’s Summated Rating method and has five point scales. After consulting relevant literature, the investigator initially framed a number of statements. Initially, the
scale consisted of 100 statements. These statements were circulated amongst 10 experts for their expert opinion. On the basis of their advice and expert opinion necessary modifications and alterations were incorporated.

**The Try-out Form**

The try-out form of the ATTPS did consist of 60 statements. The preliminary form comprising 100 statements were given to 10 experts for comment. On the basis of expert opinion 40 statements were dropped and 10 items were modified. And finally 60 statements were selected for try out. These statements were arranged randomly and each statement contains five alternatives; namely Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree. Among these 60 statements, 30 each were positive and negative statements (Annexure-I).

**The Try-out**

The try-out form of the scale with 60 statements was administered on 180 elementary school teachers of Imphal East and Imphal West covering the Government, Private and Aided schools.

**Scoring of the Statements**

The investigator followed the Likert’s five point scale for giving scores to the statements. Positive statements and negative statements were assigned different scores. For each positive statement, the scores ranged from five to one (5 to 1), viz., for the response of ‘Strongly Agree’ scoring was 5, and for ‘Agree’ it was 4, for ‘Undecided’ a score of 3 was assigned and for the response of ‘Disagree’ scoring was 2 and for ‘Strongly Disagree’ it was 1. For the negative statements, scoring pattern is reversed. It ranged from one to five (1 to 5) viz., a score of 1 was assigned for the response of ‘Strongly Agree’ and for ‘Agree’ it was 2, for ‘Undecided’ 3 marks
was assigned and for ‘Disagree’ scoring was 4 and for ‘Strongly Disagree’ it was 5. The maximum and minimum scores of the respondents thus ranged from 60 to 300 respectively.

**Item Discrimination**

The final selection of the statements was made through item discrimination. 27 percent of the subjects showing high and low scores each were selected as two criterion groups. The mean and standard deviation scores obtained from these two groups on each statement has been calculated. The ‘t’ test for each statement was also computed. Only those statements with ‘t’ value equal to or greater than 1.99 (significant at .05 level or beyond) were retained for the final form. Thirty nine statements were significant at .01 level and only four statements were significant at .05 level (Annexure-VII).

**Final Form**

The final form consisted of 43 statements. Out of 43 statements, 20 were favourable or positive statements and 23 were unfavourable or negative statements. In the final form, statements were arranged on the basis of ‘t’ value. All the statements were kept in decreasing order by their ‘t’ value (Annexure-II). There is no time limitation for the administration and completion of the ATTP scale. It usually can be completed in 20 to 30 minutes. First page contains the instructions and other essential informations regarding respondents.

**Reliability of the ATTPS**

To establish the reliability of the scale, the final form of the scale was administered on 180 elementary school teachers of Imphal East and Imphal West districts of Manipur. Split-half method was used to establish the reliability of the scale. The test items were divided into two halves. The odd-numbered items were
considered as one part and the even-numbered items as the other. The score of each individual for each half has been computed and the two sets of paired scores are then correlated to each other (Freeman, 1965). The correlation of the odd-even items by the Pearson Product Moment Co-efficient of Correlation method was .83 and \( r = .91 \), when it was corrected by using Spearman Brown Formula.

**Validity of the ATTPS**

The investigator has attempted to establish the validity of the scale by following content validity and concurrent validity. The items were carefully reviewed by the experts and this procedure was adopted as an initial screening procedure for item selection. The present tool shows high item discriminating values, which is also supporting the validity criteria of the scale. Further, the selected items through item discrimination method were shown to 5 experts and finally, on the basis of their judgement all the 43 items were kept and used for data collection.

The concurrent validity of the scale was determined by correlating the scores obtained from the scale developed by the investigator and a standardized teacher attitude scale developed by Umme Kulsum. The investigator has selected 180 samples for this purpose. The calculated \( r = .71 \) which indicates a high concurrent validity of the scale. On the basis of the test construction process, its validity and reliability, it can be said that the ATTPS so developed will measure the Attitude towards Teaching Profession of the teacher population.

**Job Satisfaction Scale**

To measure the job satisfaction level of the respondents, ‘Dixit Job Satisfaction Scale (DJSS)’ was used. It is a Likert type five point rating scale which was developed by Meera Dixit. It
covers the major factors of job satisfaction like intrinsic aspect, salary, service conditions and promotion, physical facilities, institutional plans and policies, satisfaction with authorities, social status and family welfare, rapport with students and relationship with co-workers. The scale consisted of 52 items (Annexure-IV). For this scale, scoring was done on a five point scale from one to five (1 to 5). For the response of ‘strongly agree’ a score of 1 was given and for ‘disagree’ it was 2, for ‘undecided’ 3 marks were assigned and for ‘agree’ scoring was 4 and for ‘strongly disagree’ the score 5 was assigned.

The Manipuri Version of the Scales

The Attitude Towards Teaching Profession Scale (ATTPS) and the Job Satisfaction Scale by Meera Dixit were translated in Manipuri version (Annexure-III & V). The Manipuri versions of both the scales were translated in consultation with 5 experts who were well versed in both English and Manipuri. Necessary changes were made in all those statements suggested by the experts. It was administered on a small sample (teachers of elementary schools) who knew both English and Manipuri and some statements were modified according to the difficulties faced by the teachers.

Reliability of the scales was calculated by split-half method. The reliability co-efficient of the Attitude Towards Teaching Profession Scale is .80 (N=100). Content validity of the Manipuri version of the ATTP and Job Satisfaction scale was established on the basis of Experts’ opinion.

Personal Information Schedule

To fulfil the objectives of gathering informations regarding socio-economic and educational background of respondents, a Personal Information Schedule was developed by the investigator (Annexure-VI). This Personal Information Schedule contain various informations of the respondents viz., age, sex, marital status,
experience, rural-urban location of the school, rural-urban residence, religion, category, type of family, occupation of spouse, educational and professional qualification like trained or untrained, salary, per capita income, nature of job, and type of management of school etc.

3.4 Administration of the Test

Data were collected from sixty (60) elementary schools of Imphal East and Imphal West district of Manipur state. All the randomly selected schools were approached. The investigator visited the schools and contacted the Head Masters/Head Mistresses, explained the purpose of the visit and took appointment for administering the tools on teachers of the concerned schools. Accordingly, the investigator visited the schools and requested the teachers to co-operate. After establishing a rapport, a briefing was given to each teacher before administering the tools, and then the teachers were requested to go through the instructions carefully and respond all the items freely and also requested not to leave any of the items unattended and to mark only one response against each statement.

The respondents were explained and assured that the informations will be kept confidential and will be used for the purpose of research only. It was further mentioned that there is no right or wrong answer, so they must feel free to respond. There was no time restriction, but approximately, 50 minutes to one and half hours were taken by the respondents to complete all the scales and information schedule. The investigator visited the schools repeatedly until all the teachers completed and returned the tools. Since, Manipur is a disturbed area, therefore, the collection of data took approximately one year.

The data were collected from 565 teachers of both the districts. Twenty-five (25) incomplete data were detected at the time
of scoring and tabulation. After rejection of 25 cases, finally, sample constituted of 540 elementary school teachers.

3.5 Scoring and Tabulation of Data

Initially, the collected data of each teacher were assigned a separate serial number on the top of the page of both the scales viz., Attitude Towards Teaching Profession Scale (ATTPS) and Job Satisfaction Scale (DJSS). The data for each teacher on ATTP were scored and assigned 5,4,3,2,1 for responses on positive statements and 1,2,3,4,5 for negative statements. In case of the Job Satisfaction Scale, for the response of ‘strongly agree’ a score of 1 was given and for ‘disagree’ it was 2, for ‘undecided’ 3 marks were assigned and for ‘agree’ scoring was 4 and for ‘strongly disagree’ the score 5 was assigned.

Finally, the total scores of the teachers on both the scales were entered in a master chart for further analysis.

3.6 Techniques of Data Analysis

To fulfil the objectives of the study the data were described by computing the proportions, viz., percentages of different categories of variables and inferences were drawn. To observe the relationship between the variables, Coefficient of Correlations, and ‘t’ test were applied.