CHAPTER-II

RESEARCH STRATEGY
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In a complex society, the elite are drawn from different segments of the society and have specialized roles to perform. In effect, there develops not one elite culture but many elite cultures. C. Wright Mills identified three types of power elites in U.S.A. Earlier than Mills Pareto differentiated between the governing and non-governing elite. Recent development in the elite theory relate to the identification of elites in various sectors of social life, namely, religion, business, military, administration, academics. From a sociological perspective, the study of elites of any of these types is important. With a view to comprehend the pattern of recruitment of the elite group, the socio-cultural background from which the elites are drawn and the relationship of this special type of membership with the remaining social structure.
Examination of these queries regarding the elite culture in India is yet in the offering. The present study is, however, an attempt towards filling this conspicuous void. The focus of the study is limited to the academic elite.

For the purposes of this study academic elite are defined as those belonging to the teaching profession in higher centres of learning. No criterion of "intellectualism" is, however, employed, to bring about any kind of discrimination among the persons in this profession.

2.1 OBJECTIVES OF THE PRESENT STUDY:

The present empirical study of 'Academic Elite' aims at achieving the following objectives:

1. To study the socio-economic background from which the academic elite are drawn.
2. To study the pattern of recruitment of this elite group.
3. To assess the relation of this type of special elite to the remaining social structure. In other words
what is the functional relationship of this part and the wider whole in respect of the following:

i) Interpersonal relationship between teachers, students and community members with reference to:
   a) The perception of ideal role of teachers.
   b) The perception of role-expectation and role-satisfaction.
   c) The perception of role-constraint imposed on teachers.

ii) Teachers participation in different aspects of life with reference to:
   a) Academic participation
   b) Community participation and
   c) Political participation

4. To investigate the degree of teachers awareness, opinion and participation in academic, community and national life.

5. To assess the pattern of teachers influence and evaluation of teaching profession as perceived by teachers themselves, students and community members.
2.2 HYPOTHESES:

It is proposed to test the following set of hypotheses:

1. The recruitment of teachers is made on the basis of particularistic traits rather than on universalistic traits.

2. Teachers' perception of their own ideal role is modern while students and community members' perception of teacher's ideal role is traditional.

3. Teachers impose less role-constraint on them while students and community members impose more role-constraint on teachers.

4. Those whose perception of teachers' ideal role is modern impose less role-constraint on teachers.

5. Those who visited abroad have modern perception of teachers' ideal role.

6. Teachers have low degree of expectation from themselves and they are more satisfied with their own role.

7. Students and community members have higher degree of expectation from the teachers and they are less satisfied with the teachers' role.
8. If the perception of role-expectation is higher, the perception of role-satisfaction will be lower.

9. Those whose perception of teachers ideal role is modern have less expectation from the teachers and they are more satisfied with the teachers role.

10. Teachers academic, community and political participation is not affected by the degree of their awareness, opinion and exposure to mass-media.

11. Teachers participation is affected by degree of their involvement.

12. Teaching profession ceases to be a profession of prestige and has undergone degradation.

13. Teachers are not very influential in the community.

14. Teachers are considered influential in the community and the university both due to political reasons and not due to their academic skills.

15. Those whose degree of participation is higher exert greater influence on the people.
2.3 LIST OF VARIABLES UNDER STUDY:

- Age;
- Marital status;
- Economic status including income and expenditure;
- Religion;
- Caste;
- Education;
- Papers and Books published by teachers;
- Time spent in education;
- Gap between completion of education and getting job;
- Basis of teachers recruitment;
- Types of pressures used in the recruitment of teachers;
- Ideal role of teachers as perceived by teachers themselves, students and community members;
- Role constraints impose by teachers, students and community members;
- Role expectation and Role Satisfaction;
- Teachers exposure to mass media;
- Teachers degree of awareness and opinion about academic community and national affairs;
- Teachers degree of involvement and participation in these spheres of life;
- How often teachers are consulted by their colleagues, students and community members;
- How often teachers go to other persons for consultation;
- Ranking of teaching occupation, Teachers influence in the community and in the University. Area and reasons of teachers influence in the
community and in the university.

2.4 POPULATIONS UNDER INVESTIGATION:

The survey data of the proposed study intends to throw light on several unknown characteristics of the following three populations:

a) Teachers who are working in Aligarh Muslim University, Aligarh.

b) Students who are taking education in Aligarh-Muslim University, Aligarh.

c) Persons who are residing in Civil Line area and occupations have/other than teaching.

2.5 SAMPLING DESIGN:

As the present study is related with academic elite or teachers of higher centres of learning, Aligarh-Muslim University was selected as universe. The reasons are manyfold. Firstly, it is a residential university and consequently teachers and taught have close relations. Apart from the classroom, the teachers and the taught get ample opportunities to know and understand each other.
Secondly the researcher himself is attached with this university and has a better knowledge of the field. Thirdly it is more convenient and economical for the researcher to collect data from Aligarh University.

Similarly the surrounding area of the University, noted as Civil Line, was selected to administer research tool to community members.

The number of three sorts of population studied for the present survey is predetermined on economic and time consideration to be equal to 500: 300 teachers, 100 students and 100 community members. The number of teacher is greater because the study is mainly focussed on teachers. Students and community members were selected to assess their perception of some attributes of teachers for the sake of comparison. However, the three sorts of population were selected according to three sampling plan.
2.6 SAMPLING PLAN OF TEACHERS:

In the selection of teachers a proportionate stratified sampling procedure was adopted. The selection was carried out separately in each stratum. It was the selection of elements because the elements (teachers) are selected individually, separately.

In order to make it proportionate, the number of elements from each stratum in the sample was made to correspond to the number of elements from each stratum in the population. The total number of teachers in the university is 752; out of which 72 are professors, 181 are readers and 499 are lecturers. There are eight faculties in the university. The faculty-wise distribution of teachers is presented in table no. 2.1. In faculty of Arts there are 117 teachers among that 9 are professors, 30 are readers and 78 are lecturers. In faculty of Social Sciences the total number of teachers is 127; out of which 14 are professors, 31 are assistant readers and 82 are lecturers. The faculty of Commerce has 26 teachers:
<table>
<thead>
<tr>
<th>S. No.</th>
<th>Faculties</th>
<th>Prof.</th>
<th>Reader</th>
<th>Lect.</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Arts</td>
<td>9</td>
<td>30</td>
<td>78</td>
<td>117</td>
</tr>
<tr>
<td>2.</td>
<td>Social Sc.</td>
<td>14</td>
<td>31</td>
<td>82</td>
<td>127</td>
</tr>
<tr>
<td>3.</td>
<td>Commerce</td>
<td>3</td>
<td>6</td>
<td>17</td>
<td>26</td>
</tr>
<tr>
<td>4.</td>
<td>Law</td>
<td>2</td>
<td>4</td>
<td>15</td>
<td>21</td>
</tr>
<tr>
<td>5.</td>
<td>Theology</td>
<td>0</td>
<td>2</td>
<td>10</td>
<td>12</td>
</tr>
<tr>
<td>6.</td>
<td>Science</td>
<td>16</td>
<td>43</td>
<td>127</td>
<td>186</td>
</tr>
<tr>
<td>7.</td>
<td>Medicine</td>
<td>15</td>
<td>35</td>
<td>53</td>
<td>103</td>
</tr>
<tr>
<td>8.</td>
<td>Engineering</td>
<td>13</td>
<td>30</td>
<td>117</td>
<td>160</td>
</tr>
</tbody>
</table>

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>72</td>
<td>181</td>
<td>499</td>
<td>752</td>
</tr>
</tbody>
</table>
3 professors, 6 readers and 17 lecturers. There are 21 teachers in the faculty of Law; out of which 2 are professors, 4 are readers and 15 are lecturers. The Faculty of Theology has 12 teachers out of which 2 are readers and 10 are lecturers. The faculty of Science has the maximum number of teachers i.e. 186 out of which 16 are professors, 43 are readers and 127 are lecturers. In the faculty of Medicine the total number of teachers are 103 out of which 15 are professors, 35 are readers and 53 are lecturers. The faculty of Engineering has 160 teachers: 13 are professors, 30 are readers and 117 are lecturers.

Thus the numbers of elements in each stratum relative to the population total (N) is denoted by the stratum weight:

$$w_h = \frac{Nh}{N}$$

(\(0.095 \approx 72\))

Now if we multiply the total desired size of the sample (n) by the weight of the stratum, we obtain the number
of element to be selected in each strata:

\[ nh = nwh \quad (28 = .095 \times 300) \]

Thus the sample will be proportionate because the representation of each stratum in the sample is equal to the ratio of that stratum in the population:

\[ \frac{nh}{n} = \frac{Nh}{N} \]

For example:

\[ \frac{28}{300} = \frac{.095}{752} = .095 \]

This procedure was adopted in the sampling of all the three grades of teachers—which is as such:

**Professors:**

\[ \frac{Nh}{N} \]

\[ = \frac{72}{752} = .095 \]

\[ = \frac{Nh}{N} \quad (n) = .095 \times 300 = 28 \]

**Instructors:**

\[ \frac{Nh}{N} \]

\[ = \frac{181}{752} = .24 \]
This sampling procedure is shown in table no. 2.2.

Another way of working out a proportionate sampling is that, the sampling fraction in each stratum is equal to the sampling fraction for the population as a whole:

\[
\frac{N_h}{N} = \frac{n}{N}
\]

\[
\frac{28}{72} = \frac{300}{752}
\]

That is, the sampling fraction is

\[
\frac{7}{18} = \frac{25}{188}
\]

\[= .39 = 39\]

Thus the sampling fraction \( \frac{n}{N} = \frac{300}{752} = \frac{25}{188} \) is obtained, then this fraction is applied to the
### Table No. 2.2

**Proportionate Stratified Sampling**

<table>
<thead>
<tr>
<th>STRATUM NUMBER</th>
<th>PROP.</th>
<th>READER</th>
<th>LECT.</th>
<th>ENT. POP.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>h</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>NO. OF TEACHERS</td>
<td>Nh</td>
<td>72</td>
<td>181</td>
<td>435</td>
</tr>
<tr>
<td>RELATIVE WEIGHT</td>
<td>Wn</td>
<td>0.095</td>
<td>0.240</td>
<td>0.665</td>
</tr>
<tr>
<td>NO. TEACHERS TO BE-SELECTED</td>
<td>nh</td>
<td>28</td>
<td>72</td>
<td>200</td>
</tr>
</tbody>
</table>
### No. of Teachers Sampled and Total Population

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Faculties</th>
<th>Professor</th>
<th>Reader</th>
<th>Lecturer</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>nb</td>
<td>nh</td>
<td>nb</td>
<td>nh</td>
</tr>
<tr>
<td>1.</td>
<td>ARTS</td>
<td>9</td>
<td>4</td>
<td>30</td>
<td>12</td>
</tr>
<tr>
<td>2.</td>
<td>SOCIAL SC.</td>
<td>14</td>
<td>5</td>
<td>31</td>
<td>12</td>
</tr>
<tr>
<td>3.</td>
<td>COMMERCE</td>
<td>3</td>
<td>1</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>4.</td>
<td>LAW</td>
<td>2</td>
<td>1</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>5.</td>
<td>THEOLOGY</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>6.</td>
<td>SCIENCE</td>
<td>16</td>
<td>6</td>
<td>43</td>
<td>17</td>
</tr>
<tr>
<td>7.</td>
<td>MEDICINE</td>
<td>15</td>
<td>6</td>
<td>35</td>
<td>14</td>
</tr>
<tr>
<td>8.</td>
<td>ENGINEERING</td>
<td>13</td>
<td>5</td>
<td>30</td>
<td>12</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>72</td>
<td>28</td>
<td>101</td>
<td>72</td>
</tr>
</tbody>
</table>
numbers of elements (Nh) in each of the strata.

In accordance with the above plan 28 professors, 72 readers and 200 lecturers were sampled out of the total 72 professors, 181 readers and 499 lecturers. As far as faculties are concerned, 47 teachers are selected from the Faculty of Arts, out of that 4 are professors, 12 are readers, and 31 are lecturers. From the faculty of Social Sciences 50 teachers are selected: 5 professors, 12 readers and 33 lecturers. From the Faculty of Commerce 11 teachers are selected: 1 professor, 3 readers and 7 lecturers. In the faculty of law 8 teachers are selected out of which 1 is professor, 1 is reader and 6 are lecturers. From the faculty of theology 5 teachers are selected: 1 reader and 4 lecturers. From the faculty of Science 74 teachers are selected: 6 professors, 17 readers and 51 lecturers. From the faculty of medicine 41 teachers are selected: 6 professors, 14 readers and 21 lecturers. From the faculty of Engineering 64 teachers are selected: 5 professors, 12 readers and 47 lecturers. The data relating to the sampling of teachers are presented in table no 2.3.
2.7 SAMPLING PLAN OF STUDENTS:

During the interview, teachers were asked to give the names of three good students. On the basis of the information supplied by the teachers a list of students was prepared. The total sample of teachers was of 300 and each of them mentioned three names of the students. Thus the list of the students consisted of 900 students but 400 students were common and whose names were mentioned by other teachers also. These 400 students were excluded from the total 900 students and from the remaining 500 students 100 were selected by following the simple random sampling procedure. From a table of random numbers, 100 different numbers were drawn. At each draw a three digit number not greater than 500 was taken. These 100 numbers designate the numbers of 100 students.

1. By the word different we mean that if one of the numbers comes up a second time we disregard it. Thus, at each choice we selected from among the still unselected elements.
2.8 SAMPLING PLAN OF COMMUNITY MEMBERS:

In the case of community members first the researcher made a survey of the households situated in the surrounding area of the University noted as Civil Line. After that a list of the households was prepared and from this list those households were excluded in which teachers reside. The population was thus limited to those people who have occupation other than teaching. In this manner a list of 1500 households was prepared and out 1500, 10 household were selected on a random basis. It was proposed to select the head of the family from each household sampled for this purpose. In case the head of the family was not available, the other person was selected if his occupation was other than teaching.

2.9 CONSTRUCTION OF INTERVIEW SCHEDULE:

The major tool for collecting data for the present study was a precoded INTERVIEW SCHEDULE which included questions pertaining to the following areas:
I) Identify and social characteristics of the respondents such as age, sex, marital status, type of family, visit to abroad and place of residence of the respondents. Besides this information about their academic and professional qualifications have also been included in this section and thus it is endeavoured to know the personal characteristics and academic attributes of the academic elite.

II) The ideal role of teachers: Sixteen statements relating to basic, peripheral, sufficient and other attributes of teachers rule were presented to the respondents, some of which exhibited a traditional while others a non-traditional image. The respondents had to agree or disagree with the statement.

III) The role constraint imposed on teachers by teachers, themselves, by students and the community members: Nine statements, relating to the different attributes of teachers role, were presented to the respondents in order to know what sorts of role-constraint are imposed by
teachers, students and community members as teacher's behaviour.

IV) Role-expectation and role-satisfaction: In this section attempt is made to find out the degree of expectation from teachers in six domains of their roles i.e. as guide, as helper, as tutors, as administrator, as community members and as citizen. At the same time information was sought to ascertain the extent of the satisfaction of respondents with the teachers in the performance of their respective roles.

V) Exposure to various communication media: In this section questions were asked in order to ascertain the degree of teacher's exposure to newspaper, radio, movies and T.V.

VI) Degree of teachers awareness: Questions were asked to know the teachers awareness in academic, community and national affairs. The purpose was to ascertain the extent to which teachers were aware of these three categories of affairs.
VII) Degree of teachers opinion: In this section information is sought from the teachers to know their opinion about academic, community and national affairs. Questions relating to these affairs were asked to the teachers with a view to find out the relation if any between awareness and opinion.

VIII) Degree of teachers involvement: Here attempt is made to find out to what extent teachers are involved in academic, community and national affairs. Questions relating to these affairs were asked to the teacher to assess the gain and loss which teachers hope to get from the situation in which they are in.

IX) Degree of teachers participation: In this section questions were asked to ascertain teachers degree of participation in academic, community and national affairs. Attempt is made to find out their participation in conferences and seminars, their membership of academic and social organizations and of political parties. At the same time information is sought to know their participation in election and voting.
X) Ranking of teaching profession: Information is sought to know how do teachers, students and community members rank teaching profession, and what is its place in the hierarchy of professions.

XI) Pattern of teachers influence: In this section questions were asked to assess teachers influence on the community and on the university. The stress was laid on the points that how many teachers were considered influential in the community and in the university, what were their areas of influence and why they were considered influentials.

The questionnaire was finalised by the following process-es:

a) Two sets of questionnaire were prepared; one for teachers and the second for students and community members. In the questionnaire of students and community members questions relating to the teachers awareness, opinion, exposure to mass media, involvement and participation were excluded.
b) The first draft of the questionnaire written in English was administered among the teachers and students of local degree colleges affiliated to Agra University and among the people who reside in the city for the purpose of pretesting.

c) The draft questionnaire was thoroughly revised and edited in the light of the experience of pretesting. A number of items were eliminated from the traditional role of teachers and role constraints imposed on them on the basis of their low internal consistency (poor power for discriminating those scoring high on the total index and those scoring low). Each item was examined also in relation to the research objectives in general and the research hypotheses in particular.

d) The final version of questionnaire was preceded and the questionnaire for community members was translated into Hindi.

2.10 DATA COLLECTION:

TEACHERS:

It was planned to complete the interview of 300
teachers within a month at the rate of 10 interviews per day. But it became impossible to complete the target within prescribed time because it was observed during the field work that teachers were avoiding to give the interview. They used to give time for the interview but at the eleventh hour they came up with some excuse. The investigator had to approach them twice or thrice and in most cases at several times for the interview. However, most of the teachers hesitated to give the interview. In the beginning the investigator had to confront this problem. But he resolved it by explaining the purpose of the research and emphasising the fact that our intention is not to test the knowledge of the respondent but to assess their opinion about certain matters on the basis of which our generalization will be made.

During the interview it was observed that teachers were very conscious about the questions that were asked to them. They used to take great precautions in order to give their responses. Some of them used guarded
language. Some of the teachers told the investigator that he should fill the interview schedule on his own accord and they will sign. Generally teachers were cooperative alert and impressive. Some of them gave their views in detail at the end of the interview. Moreover, teachers were curious to know how the questions will be analysed and what type of generalization will be made.

STUDENTS:

The students were more cooperative. The moment they were approached by the investigator himself they became ready to give the interview. Sometime the investigator himself avoided to take the interview when he found that the concerned student was surrounded by others.

In the beginning the students hesitated to give their responses to the questions related to the teachers roles, but when the investigator explained that this is not class-room situation and requested them to be frank to record their opinion truly, they reacted sharply and gave their true responses. Most of the students complained of
teachers who according to them possess no moral and ethical values and create trouble in the university for their personal interest and gain. At the end of the interview they said with excuse that teachers are no more the sympathisers of the students but they are merely interested in promotion or personal benefit and they can go to any extent for it.

The interviews of the students were completed within 10 days. The researcher conducted 10 interviews per day. The majority of the students were cooperative. Most of them offered tea to the investigator when he went to their rooms for the interview. Some of them were very impressive.

COMMUNITY MEMBERS:

The main difficulty which the investigator had to face while conducting the interview among community members was the non-availability of the respondents. Most of the respondents used to go to work early in the morning and come back late in the night. It was not
possible to take their interviews at their shops because mostly they were busy with their business. Anyhow some of interviews were conducted at the shops because the respondent themselves invited the investigator there to conduct the interview.

It was also difficult to take the interviews of those respondents who belong to the upper strata of the society. Firstly it was difficult to contact them because of their multiferous engagements. Secondly they were throughout non-serious. They took the interview to be superfluous and merely a waste of time. Some of them were very sincere and they expressed their true reaction about teachers role.

The respondents who belong to the lower strata of the community were very cooperative. When they came to know that the investigator wanted to learn something from them, they extended their full cooperations, expressed their sympathies and showed their kindness towards the investigator. They gave their responses,
and expressed their reaction to the questions asked to them. In general they were cooperative, alert and sympathetic. Some of them were very nervous during the interview. They said that they were uneducated and how they could be helpful for the investigator. The investigator explained them that his main purpose was to take advantage of their experiences. The respondents were convinced with this explanation and gave their responses.

2.11 CASE HISTORIES

Some representative case histories were also prepared in order to supplement the findings of the statistical analysis. Sometimes the statistical analysis fails to reveal the reality. The investigator was quite conscious about the limitations of quantitative method. Keeping this perspective in view some case histories were prepared to verify the genuineness of the findings.

2.12 PRESENTATION OF DATA

The data collected through the administration of interview schedule to the respondents under study have
been statistically analysed and presented in tabular forms. In the tables the frequencies and their corresponding percentages have been given. The mean, median and weighted scores have been obtained wherever necessary.

2.13 ANALYSIS OF DATA:

The data on the basis of tables and statistical tests have been analysed descriptively. The characteristics of the data and the direction to which they lead have been given in respective chapters. While interpreting data impressionistic and subjective interpretations have been avoided. Only factual analysis and the conclusion arising out of that have been presented. The $\text{z-pq}$ and $X^2$ tests have also been used to find out the association and their statistical significance, between different variables.

2.14 GUTTMAN SCALING:

Guttman Scales (Guttman, 1944, 1950) have been designed to ascertain the unidimensionality and
scalability of the items relating to the ideal role of teachers and the role constraints imposed on them. The criteria of .90 coefficient of reproducibility (Ch) was used to verify the unidimensionality and scalability of the items. The number of persons fulfilling that scale criteria indicated by cut-off points and cumulative percentage of respondents in each item has also been given.