CHAPTER 3

Methodology
METHODOLOGY

3.1 Introduction

The first chapter dwelt upon the background and rationale of the study. In the second chapter the review of literature concerning the study has been done. The present chapter discusses the details about the methodology. The Descriptive Survey method is the event planned and carried out by the researcher to gather evidence relevant to the present study. The chapter is divided into the following sections:

- Method
- Sample
- Tools Used
- Procedure of Data Collection
- Procedure of Data Analysis

3.2 Method

The major objective of the present study is to compare the teacher educators of government-financed and self-financed colleges of education in relation to their professional values, teaching aptitude and job satisfaction. Since the study is quantitative in nature describing the present status of the variables and their relationship, correlational descriptive survey method was used for the present study.
3.3 Sample

The population for the present study consists of all the teacher educators working in teacher education institutions of India of both self-financed and government financed. The sample for the present study was limited to teacher educators of secondary teacher education institutions of Haryana only.

Teacher educators were selected from both government and self-financed colleges of education. Seventeen government financed colleges of education were selected randomly as sample from Haryana state. All the teacher educators available on the date of collection of data were included in the sample. So, a total ninety teacher educators were selected from these seventeen government financed colleges of education. Similarly, twenty-two self-financed colleges of education were selected randomly as sample from Haryana state. All the teacher educators available on the date of collection of data were included in the sample. So, a total ninety teacher educators were selected from these twenty-two self-financed colleges of education. Out of the ninety teacher educators of government financed colleges of education twenty-seven teacher educators were male and the rest sixty-three were female. Similarly, out of the ninety teacher educators of self-financed colleges of education twenty-three teacher educators were male and the rest sixty-seven were female. The tabular representation of the sample is given below.
Table 3.1 Sampling Distribution of Teacher Educators

<table>
<thead>
<tr>
<th>Type of colleges</th>
<th>Number</th>
<th>No. of teacher educators</th>
<th>No. of male teacher educators</th>
<th>No. of female teacher educators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government-financed college of education</td>
<td>17</td>
<td>90</td>
<td>27</td>
<td>63</td>
</tr>
<tr>
<td>Self-financed college of education</td>
<td>22</td>
<td>90</td>
<td>23</td>
<td>67</td>
</tr>
</tbody>
</table>

List of Government Financed Colleges of Education from where teacher educators were selected are listed below:

1. RLS College of Education, Sidhrawali, Distt. Gurgaon
2. SP College of Education, Rewari
3. RBS College of Education, Rewari
5. MLRS College of Education, Charkhi Dadri, Distt. Bhiwani
6. K M College of Education, Bhiwani
7. Govt. College of Education, Bhiwani
8. C R College of Education, Rohtak
9. Vaish College of Education, Rohtak
10. Gaur Brahmin College of Education, Rohtak
11. T R College of Education, Sonepat
12. Hindu College of Education, Sonepat
13. BPS College of Education, Khanpur Kalan, Distt. Sonepat
15. C R College of Education, Hissar
16. Dr Ganesh Das College of Education, Karnal
17. BSK College of Education for Women, Mandi Dabwali, Distt. Sirsa

List of Self-Financed Colleges of Education from where teacher educators were selected are listed below:

1. Starex Institute of Education, Binola, Distt. Gurgaon
2. Shiv Chaitanya College of Education, Bhora Kalan, Distt. Gurgaon
4. Pataudi College of Education, Pataudi, Distt. Gurgaon
5. CPSN College of Education, Gurgaon
6. RMS College of Education, Gurgaon
7. Shiv College of Education, Tigaon, Distt. Faridabad
8. Rise Max College of Education, Faridabad
9. JR Memorial College of Education, Rewari
12. RLS College of Education, Kanina, Distt. Mohindergarh
13. Happy College of Education, Mohindergarh
14. Yaduwanshi College of Education, Mohindergarh
15. RPS College of Education, Mohindergarh
17. Lord Shiva College of Education, Lahli, Distt. Rohtak
18. GVM College of Education for Women, Sonepat
19. DC Jain College of Education, Mehlana Road, Sonepat
22. SLD College of Education, Chhapraula, Distt. Palwal

3.4 Tools used

The major objective of the present study is to compare the teacher educators of government-financed and self-financed colleges of education in relation to their professional values, teaching aptitude and job satisfaction. The details of the tools used to measure the variables are as follows:

**Table 3.2 Tools Used**

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Variables</th>
<th>Tools used</th>
<th>Constructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Professional Values</td>
<td>Teachers Value Inventory (TVI)</td>
<td>Shamim Karim</td>
</tr>
<tr>
<td>2.</td>
<td>Teaching Aptitude</td>
<td>Teaching Aptitude Test (TAT)</td>
<td>Jai Prakash and R.P. Srivastava</td>
</tr>
<tr>
<td>3.</td>
<td>Job Satisfaction</td>
<td>Job Satisfaction Scale</td>
<td>Meera Dixit</td>
</tr>
</tbody>
</table>
3.5 Teachers Value Inventory (TVI)

Teachers’ professional value refers to a set of belief, an abstract concept inculcated consciously or unconsciously by the members of the teaching community governing the behaviour of the individual or group which helps in realization of their goal and fulfillment of their needs. To measure professional value of teacher educators “Teachers Value Inventory (TVI)” developed by Shamim Karim was used.

The present teachers value inventory (TVI) has been designed for use with teachers of India. It has been prepared in Hindi and English and has 63 items. It is a device to assess seven value pattern of the Teachers. Below is given the definition of the seven values included in this teachers’ value inventory:

1. **Aesthetic Value**: Aesthetic value is characterized by appreciation of beauty, from proportion and harmony, love for fine arts, drawing-painting, music-dance, sculpture, poetry and architecture, love for literature, love for decoration of the home and the surroundings, neatness and system in the arrangement of the things.

2. **Theoretical Value**: The dominant interest of the theoretical man is the discovery of truth. In the pursuit of his/her goal characteristically takes a cognitive attitude, one that looks for identities and differences, one that divests itself of judgments regarding the beauty of utility of objects and seek only to observe and to reason. Since the interests of the theoretical man are empirical, critical and rational, he is necessarily an
intellectualist, frequently a scientist or philosopher. His chief aim in life is to order and systematize his knowledge.

3. **Religious Value**: This value is defined in terms of faith in God, attempt to understand him. Fear or divine worth and action according to the ethical codes prescribed in the religious books. The outward acts of behavior expressive of this value are going on pilgrimage, living a simple life, having faith in the religious leaders, worshipping god and speaking truth.

4. **Social Value**: This value is defined in terms of charity, kindness, love and sympathy for the people, efforts to serve God through the service of mankind, Sacrificing personal comforts and gains to relieve the needy and the afflicted of their misery.

5. **Economic Value**: This value stands for desire for money and material gains. A man with economic value is guided by considered of money and material gain in the choice of his job. His attitude towards the rich persons and the industrialists is favorable and he considers then hopeful for the progress of the country.

6. **Hedonistic Value**: Hedonistic value, as defined here, is the conception of the desirability of loving pleasure and avoiding pain. For a hedonist the present is more important than the future. A man with hedonist value indulges in pleasures of sense and avoids pain.

7. **Political Value**: The political man is interested primarily in power. His activities are not necessarily with the narrow field of politics.
Leader in any field generally have high power value. Since competition and struggle play a large part in all life, many philosophers have seen power as the most universal and most fundamental of motives. There are, however, certain personalities in whom the desire for a direct expression of this motive is uppermost, who wish, above all else for personal power, influence and renown.

Construction and Standardization of the Inventory

As mentioned earlier the present inventory of value measures seven type of values, the inventory has been constructed especially for the use of teachers and also standardized on the sample of teachers only (Both Higher Secondary and College level teachers). The preliminary form of the inventory was given to 5 Psychologists and 5 Educationists and they were requested to check each item and add some more items related to seven areas of values. After getting the experts’ opinion, the final form of the test has been prepared in Hindi and English which consists of 63 items (9 items in each areas of value). This is a self-administering inventory which can be administered individually as well as in group. The standard instructions are printed on the first page of the test booklet. There is no time limit to complete the inventory.

Scoring

Each item of the inventory has five alternative answers: Strongly Agree, Agree, Moderate, Disagree and Strongly Disagree. The scoring should be 5,4,3,2, and 1 respectively. The items related to the each seven areas
of value has been given in the answer sheet with the Heading ‘For the Tester’.

**Reliability of the test**

For getting the reliability of the present test two methods has been used: Split-Half and Kudar-Richardson technique. The following table throws light on the reliability coefficient calculated by these two methods:

**Table 3.3 Reliability of Teachers Value Inventory**

<table>
<thead>
<tr>
<th>Areas of Values</th>
<th>Split Half Method (N-200)*</th>
<th>Kudar Richardson Method (N-200)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aesthetic</td>
<td>.69</td>
<td>.64</td>
</tr>
<tr>
<td>Theoretical</td>
<td>.76</td>
<td>.78</td>
</tr>
<tr>
<td>Religious</td>
<td>.66</td>
<td>.71</td>
</tr>
<tr>
<td>Political</td>
<td>.69</td>
<td>.75</td>
</tr>
<tr>
<td>Social</td>
<td>.68</td>
<td>.65</td>
</tr>
<tr>
<td>Economical</td>
<td>.74</td>
<td>.69</td>
</tr>
<tr>
<td>Hedonistic</td>
<td>.72</td>
<td>.76</td>
</tr>
<tr>
<td>Total</td>
<td>.71</td>
<td>.78</td>
</tr>
</tbody>
</table>

*Equal number of Higher Secondary and College teachers

**Validity of the Test**

For the validity, the present test was correlated with that of Singh and Ahluwalia’s TV and was administered on a group of 200 Higher
Secondary and College Teachers (equal number). The correlation coefficient was found to be 0.84. Computation of mutual correlation coefficient between different values was also done and is given in the following table:

**Table 3.4 Validity of the Teachers Value Inventory**

<table>
<thead>
<tr>
<th>Values</th>
<th>Aesthetic</th>
<th>Theoretical</th>
<th>Religious</th>
<th>Political</th>
<th>Social</th>
<th>Economic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theoretical</td>
<td>-0.42</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Religious</td>
<td>-0.48</td>
<td>+0.34</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Political</td>
<td>-0.34</td>
<td>-0.39</td>
<td>-0.52</td>
<td>+0.54</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Economic</td>
<td>+0.50</td>
<td>+0.37</td>
<td>+0.63</td>
<td>+0.59</td>
<td>+0.47</td>
<td>-</td>
</tr>
<tr>
<td>Hedonistic</td>
<td>+0.36</td>
<td>+0.36</td>
<td>+0.28</td>
<td>+0.39</td>
<td>+0.31</td>
<td>-</td>
</tr>
</tbody>
</table>

The tool of Teachers Value Inventory is appended as Appendix-I

**3.6 Teaching Aptitude Test (TAT)**

Teaching Aptitude can be defined as a condition or set of characteristics possessed by an individual indicative of ability to grasp not only the subject matter but also the aims and processes of education. It predicts how a person’s ability to explain difficult points and clarify obscurities.

The present test is meant for measuring the aptitude towards teaching profession developed by Jai Prakash and R.P. Srivastava. The scale has 10 sub-tests and a total of 150 items. Each sub-test contains 15 items.
There is no time limit for the test but generally the examinee completes it within 30 minutes. The test has the following areas belonging to each of the ten sub-tests:

**Cooperative Attitude**- This trait has been used for measuring the cooperative attitudes of the teachers towards their taught, society and the nation. This trait is an essential link for the relationship between the teacher and the taught, the school and the community, and the society and the nation.

**Kindliness**- The items under this area have been used with regard to the general and particular attention of the teacher which is to be devoted for full growth and development of the personality of the pupil and to remove the hurdles and handicaps in the way of growth and development of pupil.

**Patience**- The patience is an important attribute of teacher’s personality, as he very often meets such a critical situation which needs patience and tolerance on his part.

**Wide interest**- The teacher is not supposed to stick to his work of teaching the subject only but he is also an active participant in co-curricular activities outside the institution. He wants to see his taught growing physically, mentally, culturally, socially and in other aspects alike.
**Fairness**- This element has been taken in the test to measure the fairness and impartially of the teacher which are the most essential traits of the teacher’s personality.

**Moral Character**- Moral status in the opinions of adults, especially concerning their adherence to the adult’s standard, have been tried to see through the items constituting this area.

**Discipline**- Discipline and problems of conduct in the classroom and elsewhere, and the methods employed in dealing with the problems are contained in this area.

**Optimism**- This trait is more essential in the teacher’s personality as he is supposed to be always optimistic.

**Scholarly Taste**- A teacher is always a student in the acquisition of knowledge. He is always thirsty for knowledge, and as such items in this sub-test measure scholarly taste.

**Enthusiasm**- Enthusiasm is an important element for the personality of a good teacher. The importance of this trait has increased too much in the present age.

**Construction of the Test**

In the development of this test, the job psychographic method of Otis and smith was followed for the purpose of collecting and analyzing information on various aspects of teaching profession. This yielded a list of abilities and traits which are considered important in the teaching job.
Twenty common traits, which were essential for the successful teacher, were selected for the first experimental draft. The findings of foreign and Indian researchers were also considered, and due attention was paid to the comments of some experienced teachers on the selection of aforesaid traits. These twenty traits were rated by a group of twenty educationists on a five point scale- Highly Agreeable (HD), Agreeable (A), Indifferent (I), Disagreeable (D), and Highly Disagreeable (HD). Their ratings were tabulated and rankings made. Out of twenty, ten higher ones were retained and the other ten, the lower ones, were deleted. The ten finally selected traits in order of their frequency were: (i) Moral Character, (ii) Discipline, (iii) Patience, (iv) Cooperative Attitude, (v) Kindliness, (vi) Impartiality, (vii) Scholarly Taste, (viii) Enthusiasm, (ix) Optimism, (x) Wide interest. Initially, 240 Likert-type items were pooled and were reviewed by 20 sophisticated judges. After reviewing the item pool, 40 items were deleted and 200 items retained in the test-form. This form was tried out on a sample of 630 undergraduate pupil teachers of six Basic Teachers’ Training Institution of Vindhy Region of M.P. Their age range was 20 to 30 years and they belonged to rural areas and were of more or less of same socio-economic group. As a result of item-analysis, out of 200 items, only 150 items, which were highly scored, were taken out for the final draft.

Weightage to Items

For every item in the test, the weights were determined by a variance and its covariance with other items. In this test, the weights of +3, +2
and +1 were assigned to the right responses of ‘HA’, ‘A’ and ‘I’ or ‘HD’, ‘D’ and ‘I’ respectively. In the same way, -3, -2, and -1, were given to the wrong responses of ‘HA’, ‘A’ and ‘I’ or ‘HD’, ‘D’ and ‘I’, respectively. After this, a scoring formula - right minus wrongs-, \( S = R - W \), was adopted to obtain the correct scores. The coefficient of correlation between the raw-scores of the test and the rated-scores was found to be 0.579 by Product-Moment Method and this justified the given weightage to a greater extent.

**Reliability**

The reliability of the test was calculated by split-half method using Guttman and Spearman-Brown Prophecy formula which yielded the coefficient of correlations as 0.891 and 0.91, respectively, on a sample of 100 cases. The Test-Retest Method on a group of 50 teachers yielded a correlation of 0.94. All these coefficients are high and therefore the test has a good reliability. The test has also a higher degree of internal consistency and all the ten traits measure independently their respective qualities irrespective of a moderate overlapping among four traits. The inter-element correlations between the 10 components mostly center around 0.5. Hardly any one of them is less than 0.5 and none more than 0.547.

**Validity**

The validity of the test was secured by computing a coefficient of correlation between scores on the test and the assessment marks
obtained in the final examinations. The coefficient of correlation between the total marks of theory, practice teaching and craft, and the test score on 200 pupil teachers, was 0.5. The obtained validity coefficient is quite satisfactory.

_Cross Validation:_ The general psychological readers want to know how well the results hold good in other situations. For this, a fresh group of 50 pupil teachers of Government R.T. College, Rewa, with the same socio-economic and cultural impact and the same educational qualifications were taken for cross-validation as a sample for determining the validity. The test was administered to this group and the results were compared with the ratings of principal and four lecturers of the same institutions. The coefficient of correlation came to 0.672 which is higher than 0.579 of the earlier experimental group and revealed that the final test is more developed and predictive than the earlier experimental draft.

**Scoring the Test**

The T.A.T. is set up to permit the hand scoring of separate answer-sheet. Separate transparent keys are available for scoring each page of the answer-sheet and for right as well as wrong answers. In all, there are four keys: (i) Right Answer on page 1, (ii) Right Answer on page 2, (iii) wrong Answer on page 1, (iv) Wrong Answer on page 2, of the answer-sheet. Each of the 150 statements of the test has five alternative responses- HA, A, I, D and HD. For scoring these statements, the following general guidelines apply: (a) examine the answer-sheet to see
that one response has been marked for each item and that it is clearly marked; (b) reject any answer-sheets that show obvious response patterns such as all of the answers in one column, etc.; and (c) check to see that all of the items have been answered.

As may be noted, the test has two sets of scoring keys: One, for the Right (R) and the other, for Wrong (W) Score. Accordingly, the weights of +3, +2 and +1 are given to the right responses of HA, A and I or HD, D and I, respectively, whichever is correct as is visible through the blank circles of the Right Keys. Similarly, the weights of -3, -2 and -1 are assigned to the wrong answers of HA, A and I or HD, D and I, whichever is visible through the blank circles of Wrong Keys. Thus, the scoring keys give two sets of scores separately, i.e., Right and Wrong Scores. The correct score is obtained by subtracting the Wrong Scores from the Right Scores (R-W) and this remainder is an individual’s raw scores.

3.7 Job Satisfaction Scale

The present test is meant for measuring the Job Satisfaction of Primary and Secondary teachers developed by Meera Dixit. It covers all the major factors of the job satisfaction of teachers in Indian Schools. These factors are:

1. Intrinsic aspect
2. Salary, Service conditions and Promotion
3. Physical facilities
4. Institutional plans and policies
5. Satisfaction with authorities
6. Social status and family welfare
7. Rapport with students
8. Relationship with co-workers

It is a Likert type five point scale to measure satisfaction with different aspects of the job. As the scale was to be used for the teachers of both English and Hindi medium institutions, items were framed in both the languages. A Preliminary form of a Likert type five point scale having 58 items was constructed. This form was given to twelve experts. They were to judge whether the items measured were related to job satisfaction or not. The items on which 80% agreement was found were included in the scale. For the construction of Hindi version back translation method was adopted. Items were arranged at random and Pre-Testing was done on 100 individuals from different institutions of Lucknow city.

Validity

Items validity (discrimination value) was found out by item test Correlation method using Pearson’s “r” taking 25% highest scores and 25% lowest scores and finally calculating ‘t’ value for the items of Hindi and English version of the scale separately. The items which were insignificant had to be dropped in the final form. Initially there were 58 items of which 6 items had to be deleted as they were not found to be
discriminatory in item analysis. Distribution of the items in the final form was as follows:

Table 3.5 Distribution of Items in the Final Form of Job Satisfaction Scale

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Job Factors</th>
<th>Items No. (S)</th>
<th>No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Intrinsic Aspect of the Job</td>
<td>1, 11, 25, 30, 35, 46 and 52</td>
<td>7</td>
</tr>
<tr>
<td>2</td>
<td>Salary, Promotional avenues and service conditions</td>
<td>3, 12, 19, 20, 31, 34, 45, 50</td>
<td>8</td>
</tr>
<tr>
<td>3</td>
<td>Physical Facilities</td>
<td>2, 10, 24, 29, 36, 43, 48, 49, 51</td>
<td>9</td>
</tr>
<tr>
<td>4</td>
<td>Institutional Plans and Policies</td>
<td>4, 13, 26, 38, 40, 47</td>
<td>6</td>
</tr>
<tr>
<td>5</td>
<td>Satisfaction with authorities</td>
<td>5, 14, 21, 27, 32, 41</td>
<td>6</td>
</tr>
<tr>
<td>6</td>
<td>Satisfaction with social status and family welfare</td>
<td>8, 9, 17, 18, 23</td>
<td>5</td>
</tr>
<tr>
<td>7</td>
<td>Rapport with students</td>
<td>7, 15, 22, 28, 33, 39</td>
<td>6</td>
</tr>
<tr>
<td>8</td>
<td>Relationship with Co-workers</td>
<td>6, 16, 37, 42, 44</td>
<td>5</td>
</tr>
</tbody>
</table>

Total : 52

Reliability

Reliability of the scale was determined by split-half method. The test was first divided into two equivalent halves, and the correlation was
calculated for these half tests. From the reliability of the half tests, the self correlation of the whole test was calculated by using Spearman Brown Prophecy formula. Test-retest method also showed high reliability which is given in the following tables.

**Table 3.6 Reliability of the test by Split Half Method**

<table>
<thead>
<tr>
<th>Version of the form</th>
<th>N</th>
<th>R</th>
<th>Index of Reliability</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Version</td>
<td>100</td>
<td>.85</td>
<td>.92</td>
</tr>
<tr>
<td>Hindi Version</td>
<td>100</td>
<td>.87</td>
<td>.93</td>
</tr>
</tbody>
</table>

**Reliability of the Test by Test-retest Method**

<table>
<thead>
<tr>
<th>Version of the from</th>
<th>N</th>
<th>R</th>
<th>Index of Reliability</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Version</td>
<td>100</td>
<td>.75</td>
<td>.86</td>
</tr>
<tr>
<td>Hindi Version</td>
<td>100</td>
<td>.76</td>
<td>.87</td>
</tr>
</tbody>
</table>

**Administration of the Test**

It is a self-administered scale and can be used for groups of any reasonable size. It may also be used individually. The instructions are printed on the scale form. No time limit should be given for this questionnaire. However usual time for most of the groups to finish it would be one hour. Before administering the questionnaire, it is advisable to emphasize orally that replies should be checked as quickly as possible and frankness and sincere cooperation is required. The group should be assured that their answers would be kept in strict confidence. It should be emphasized that each and every item should be answered and that there is no right and wrong answer. So the group should give the frank opinion.
Scoring

Scoring is on a five point scale from one to five (1 to 5). For the response of “strongly agree” scoring is 1 and for ‘disagree’ it is 2, for ‘undecided’ 3 marks are allotted and for ‘agree’ scoring is 4 and for “strongly disagree” it is 5. From the scores of teachers, with the help of table 3.6, one can get the respective percentile. From this percentile, level of satisfaction can be decided.

Table 3.7 Showing norms based on Percentile Value for the scores of Primary and Secondary School Teachers

<table>
<thead>
<tr>
<th>Raw Scores for Primary Teachers</th>
<th>Percentile Value</th>
<th>Raw Scores for Secondary Teachers</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>92</td>
<td>0</td>
<td>93</td>
<td>Very low degree of satisfaction</td>
</tr>
<tr>
<td>138</td>
<td>10</td>
<td>137</td>
<td></td>
</tr>
<tr>
<td>146</td>
<td>20</td>
<td>141</td>
<td>Low degree of satisfaction</td>
</tr>
<tr>
<td>150</td>
<td>25</td>
<td>142</td>
<td></td>
</tr>
<tr>
<td>154</td>
<td>30</td>
<td>144</td>
<td></td>
</tr>
<tr>
<td>161</td>
<td>40</td>
<td>148</td>
<td>Average degree of satisfaction</td>
</tr>
<tr>
<td>167</td>
<td>50</td>
<td>151</td>
<td></td>
</tr>
<tr>
<td>173</td>
<td>60</td>
<td>154</td>
<td></td>
</tr>
<tr>
<td>181</td>
<td>70</td>
<td>164</td>
<td>Good degree of satisfaction</td>
</tr>
<tr>
<td>186</td>
<td>75</td>
<td>170</td>
<td></td>
</tr>
<tr>
<td>190</td>
<td>80</td>
<td>175</td>
<td></td>
</tr>
<tr>
<td>202</td>
<td>90</td>
<td>192</td>
<td>Highest degree of satisfaction</td>
</tr>
<tr>
<td>232</td>
<td>99</td>
<td>229</td>
<td></td>
</tr>
<tr>
<td>240</td>
<td>100</td>
<td>240</td>
<td></td>
</tr>
</tbody>
</table>

3.8 Procedure of Data Collection

The major purpose of the study was to compare teacher educators of government-financed and self-financed colleges of education in relation to their professional values, teaching aptitude and job satisfaction. Hence, the requisite data for the study was collected through the administration of tools from the sample teacher educators. One tool was
administered at a time. Each teacher educator was expected to respond to three tools. The investigator personally went to the colleges, met the teacher educators and administer the tools. It was quite an effort to make the teacher educators agree to spare their valuable time to respond to the tools administered. So, it was quite a lengthy process. It took almost a year to collect the data. After administering the tools, they were scored as per the scoring procedure mentioned in the manuals.

3.9 Procedure of Data Analysis

The statistical techniques employed to analyze the data were means, S.D's, Critical Ratio and t-test to test the significance of difference between means.