CHAPTER IV
DESIGN OF THE STUDY

4.1 Method of the study

In the present study, the descriptive survey method was employed to study the phenomenon of role perception and role expectation of university students, university teachers and community members in India.

4.2 Statement and Definition of the Problem

The problem under investigation is entitled.

"PERCEPTION AND EXPECTATION OF STUDENTS, TEACHERS AND THE COMMUNITY REGARDING THE FUNCTIONS OF A UNIVERSITY IN INDIA; A BASE FOR DEVELOPING A SUCCESSFUL ROLE THEORY.

4.3 Operational Definition of the Terms Used

Role Perception (RP)

In the present investigation the term role perception has been used to mean as locating one's self accurately in the role structure. The term is applied to the sets of performances of the three roles of the university i.e i) Teaching (ii) Research and (iii) Community services which is currently being played by a university in India in accordance with the opinions of university students, university teachers and members of the community.

Role Expectation (RE)

Role expectation has been used to mean as actions or qualities expected of the occupant of a position. The term
is applied to the same sets of the three roles of a university mentioned above which it should play in accordance with opinions of the university students, university teachers and members of the community.

Role Conflict

The term 'role conflict' has been used as perceived incompatibility of expectation inherent in the role. The term is applied to the incompatibility between RP and RE regarding the three roles of a university. That is teaching, research and community services.

Perceptional Conflict

The term is applied to the occurrence of incompatibility among RP.

Expectational Conflict

The term is applied to the occurrence of incompatibility among RE.

Conflict Free

There may be said to be conflict free situation in which RP is satisfying RE.

University

A university is an institution of higher education consisting of liberal arts, sciences, social sciences and other faculties, offering a programme of graduate study and having some professional schools. It is empowered by an Act of state or union legislature to confer degrees in various
fields of study.

Higher Institution

The term 'higher institution' in this study means university unless otherwise stated.

Students

The term 'students' in this study had been used as persons enrolled in teaching departments of a university or affiliated colleges to follow a particular course of study according to their interests and abilities.

Teachers

The term 'teachers' in this study had been taken as those persons engaged in teaching activities in various teaching departments of a university and affiliated colleges.

Community

In the present study the term "community" had been used to mean people living within the area or district in which the university is situated. Community members here exclude university students and university teachers who were included separately under teachers and students.

4.4 Definition of the Problem

The problem has been defined as perceived and expected compatibilities or incompatibilities inherent in the role being played by a university. These are perceived and expected by students, teachers and members of the community.
Conflicts arise only when incompatibilities are more than compatibilities or when role perception does not agree with role expectation or vis a vis.

4.5 Objectives of the Study

The study has been undertaken with the following objectives in view.

i. To survey the perceptions and expectations of university students, university teachers and members of the community regarding the role of a university in the country.

ii. To find out the congruency or conflict between role perceptions and role expectations of the university students, university teachers and members of the community.

iii. To find out the magnitude of correlation between role perception and role expectation with respect to the functions of a university.

iv. To suggest ways of resolving the conflict if any between role perception and role expectation regarding the function of a university.

4.6 Hypotheses

The following hypotheses were formulated in the present study.

Hypothesis I

There are no significant differences regarding the role
perception of university students, university teachers and members of the community.

**Hypothesis II**

There are no significant differences regarding the role expectation of university students, university teachers and members of the community.

**Hypothesis III**

There are no significant differences between role perception and role expectation of university students, university teachers and members of the community.

**Hypothesis IV**

The magnitude of correlation between role perception and role expectation is substantial and significant on all the three roles of the university namely teaching, research and community services.

4.7 **Delimitation of the Study**

The present study was undertaken to find out the perception and expectation of university students, university teachers and members of the community regarding the functions of a university in India. This study will illuminate the present status and most serious obstacles hampering the growth and future prospect of a university. Due to time limit the study was delimited to ten universities in India. These excluded Agricultural and universities of Technology. The ten universities were
selected from the North, East, West, South and central zones of the country for more generalized results. A total population of 1,500 was studied which comprised university students, university teachers and members of the community.

4.8 Sample

A total sample of 1,500 was selected by two different methods of sampling for the sub-samples. The university students and university teachers were selected randomly from the various teaching departments of the ten universities chosen from five zones. Two universities were selected from each of the five zones. Members of the community were selected first by stratification to limit the studies to literate members only, chosen from government department, private establishments and those working on their own and then by simple random sampling. The characteristics of the study groups composed of university student, university teachers and members of the community.

The number of the sub-samples in each university was shown in Chapter V which was followed by their general characteristics.

4.9 Construction of Tool Used

After the investigator had studied the philosophy, objectives and functions of university education as well as the related literature, a conceptual model for study was prepared into operational terms.

The first set of 110 statements in a questionnaire was
drafted and was tried out on 15 students and 15 lecturers of Panjab University Chandigarh (India). Its main objectives were concerned with whether those different statements or items were suitable. By this step, some of the items were either deleted or modified. The original 110 statements were reduced to 94 based on the consensus of the judges.

To prove the first draft of the questionnaire the items were arranged into three different groups in accordance with the role of a university i.e. Teaching role, Research role, and Community services role respectively. The number of items in each role were 36 for Teaching role, 30 for Research role and 28 for Community service role. Thus making a total of 94 items.

However, the investigator decided to exclude three items on the consensus recommendation of the respondents, one from the section of research role and two from the section of community services role because their languages were ambiguous and confusing to the respondents. Thus the total number of items in the questionnaire were brought down to 91. Item number 92 emerged from the suggestions given by experts in the second try-out. It was properly screened from the open-ended questionnaire and was modified by the investigator.

Finally the questionnaire was divided into two parts, the first part was concerned with personal information.
Respondents were asked about their sex, status, occupation, experience, guardianship, levels of educational qualifications and status in the university. The second part dealt with the three roles of a university, i.e. Teaching, Research and Community services roles.

In addition, Likert Method of summated Rating was adopted for measuring the role perception and role expectation of the study groups. It was a five point scale and each of the five responses was assigned a scale value.

4.9.1 Reliability of the questionnaire

In order to find out the adequacy and clarity of the language to the respondents and to judge whether the questionnaire was efficient to withstand the test of reliability, coefficient Alpha was used (App I).

The item analysis was conducted twice during the try out period. The first item analysis had been administered on a sample of 42 judges which comprised 15 university students, 10 university professors, 12 community members and 5 experts from the Ministry of Education. After an interval of one month, the questionnaire was again administered to those respondents and their responses were obtained and examined once again. The Pearson's Product-moment coefficient of correlation was used to examine the relationship between the scores of the test and retest obtained from them (42 respondents) and the statistical
values were established at .7853 and .8523. The questionnaire had two columns, the role perception and the role expectation columns respectively.

4.9.2 Validity of the questionnaire

A questionnaire is said to possess content validity if the opinion of competent judges involved in the sampling of items is wise and judicious and when adequate standardization groups are used (Garret, 1979)*. The process of preparing the list of items regarding the functions of a university in India for the qualitative development of education may be assumed to be included. The experts comprising 15 students and 15 lecturers most of them in senior positions opined that the item statements would serve the desired purpose. Originally, 110 items were prepared but on the basis of consensus of the judges and suggestions made by experts, some items were completely deleted and some were modified. The original 110 items were reduced to 94. Due to ambiguity three more items were removed i.e., one from the section of research and two items from the section of community services bringing down the total items of the questionnaire to 91. Since the experts believed that the questionnaire would serve the desired purpose, hence it may be assumed that the final questionnaire covered the spectrum of all functions of a university adequately. It may also be assumed that the questionnaire was valid.

4.10 Collection of Data:

The data collection from each sub-sample in each university were obtained by means of questionnaire and were administered by the investigator. These were performed by explaining to the respondents the purpose of the questionnaire. They were required to give their frank opinion regarding each item on the questionnaire.

Sample of Students:

The investigator was permitted by Heads of Departments and lecturers especially during class-sessions to collect data from university students. Besides the investigator directly contacted the university students at the libraries, student centres and hostel rooms incase of male students.

Sample of the University Teachers:

The data-collection in case of university teachers was done through personal contacts. The university teachers were contacted in their staff rooms and personal offices by the investigator.

Sample of Community Members

The investigator collected data from community members, i.e., those living within the area or district in which the university was situated. Community members here excluded university students and university teachers who were included seperately under teachers and students. The investigator contacted the community members directly at
their residences, offices and business places. it should be noted that the sub-sample of community members were stratified and limited to literate members only.

4.11 Data Processing

After the collection of the data, they were checked to exclude the incomplete responses. Then the data were transferred into code sheets for computerised calculations.

Each item in the questionnaire represented a specific perception and expectation of the roles of the university. Marks were given for each of the items according to weight assigned to them. For each item the scoring was done as below.

<table>
<thead>
<tr>
<th>Response</th>
<th>Scale Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Very Much</td>
<td>4</td>
</tr>
<tr>
<td>2. Much</td>
<td>3</td>
</tr>
<tr>
<td>3. Average</td>
<td>2</td>
</tr>
<tr>
<td>4. Little</td>
<td>1</td>
</tr>
<tr>
<td>5. Very Little</td>
<td>0</td>
</tr>
</tbody>
</table>

4.12 Statistical Techniques

The statistical techniques selected for analysing the data in the present study were both descriptive and inferential. The statistical computation employed in this study included: calculation of mean ($x$), standard deviation($SD$), variance($s^2$), $Z$-test, analysis of variance($ANOVA$), pearsons $r$ and Chi-square ($x^2$).

F-test was employed in this study to test each sub-hypothesis through the analysis of variance procedure on
role perception as well as role expectation.

Z-test was used to compare role perception and role expectation. The sub-hypotheses were tested by comparing the mean scores of role perception with the mean scores of role expectation based on the variance scores and significance of z-test values.

The Pearson's r was used to test the degree of relationship between role perception and role expectation. This was done by converting raw scores into sigma scores and by finding the mean values of their cross-products.

Chi-square was specifically employed to test the alternative preferences of the respondents on an item number 92 which emerged as a result of suggestions (Appe.I).