# CHAPTER – IV

## RESEARCH METHODOLOGY

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CHAPTER - IV
RESEARCH METHODOLOGY

4.1 INTRODUCTION

In keeping with the newer demands that have been placed on the self financed educational system by stake-holders, the technical educational system in particular, has been pressured to shift its focus from one in quantitative expansion to one with emphasis on quality. Growth and survival of these institutes is fully depending on their competitive working style, opinions of their customers / students about their performances and contribution to economic growth. It is being increasingly recognized that high quality of products and services are associated with customer satisfaction the key aspect for survival for any organization, whether educational or otherwise. Not obvious to the need for adaptation to serve the interests of the stakeholders in terms of greater responsiveness, the educational system has begun to realize the significance of quality in education. The special privileges to the downtrodden and backward students for quality teacher education, provided by the self financing colleges in Erode District are analysed.

4.2 OPERATIONAL DEFINITION OF KEY- TERMS

Contribution

Services rendered for improving the existing conditions, and as achieving the main objectives.

Self financing

Mobilising one’s own monetary resources to run the programme successfully without any aid from the Government.
**Teacher Education Institution**

The institutions which are run by the Government / University- recognized teacher education courses at preprimary / primary / secondary level.

**Underprivileged**

They are the people who could not derive opportunities due to physical, emotional, social or financial constraints. In this study, the terms refer to differently abled /SC /ST /MBC /DNC categories.

**Society**

Society is a group of people involved in persistent social interaction, or a large social group sharing the same geographical or social territory, typically subject to the same political authority and dominant cultural expectations.

**4.3 OBJECTIVES OF THE STUDY**

The overall objective of the study is to assess the Contribution of Self financing teacher educational institutions to the underprivileged sections of the society. The study is confined to students enrolled for B.Ed. and other Teacher Training Courses in various self-financing institutions in Erode District. More specifically the objectives are:

1. To identify the demographic background of the respondents.
2. To analyse the status of counseling provided to the underprivileged teacher education students.
3. To understand the level of achievement of the student trainees.
4. To examine the opinion on parent -teacher support to the underprivileged students.
5. To identify the opinion of underprivileged students on facilities provided by the self-financing colleges.

6. To know the details about special privileges provided by the institutions under study.

4.4 HYPOTHESES OF THE STUDY

1. There is significant relationship between the religion of students and the level of guidance given to them.

2. There is significant relationship between their religion and level of their achievement.

3. There is significant association between the religion of students and parent-teacher support.

4. There is significant association between the religion of students and facilities provided to them.

5. There is significant relationship between the locality of the residence of the students and the level of guidance.

6. There is significant relationship between the adjustment level of the students and their locality of residence.

7. There is significant relationship between the opinion on parent-teacher superior and the locality where they are hailing from.

8. There is significant relationship between their opinions on facilities provided by the college and the place from where they are hailing.

9. There is significant relationship between the educational sector and level of counseling.

10. There is significant relationship between the educational qualification and the level of achievement of respondents.
11. There is significant association between the opinion on parent-teacher support and educational qualification of the respondents.

12. There is significant relationship between the course studied by the students and their opinions on level of guidance.

13. There is significant relationship between the course studied by the students and their opinions on the level of their achievement.

14. There is significant relationship between the course studied by the respondents and their opinion on parent-teacher support.

15. There is significant relationship between courses studied by the respondents and their opinions on facilities provided.

4.5 RESEARCH QUESTIONS

1. To what extent do the self financing Teacher Education Institutions contribute to the underprivileged sections of the society.

2. In what way do the self-financing Teachers Education Institutions help the underprivileged in the society – financial help, free supply of materials, etc.

3. To what extent do the underprivileged in the society stand benefited MBC/BC/SC/ST students?

4. Did the help secured from the Teacher Education institutions help the underprivileged help them to go to the next higher level?

5. Have the contributions of the self financing Teacher Education institutions genuinely reached the underprivileged sections of the society?

6. To what extent do their contributions help in running the self financing Teacher Education institutions – types of managements / individual /pair /group?
7. Did the help of self financing teacher education institutions see the same progress among the underprivileged in rural/urban areas?

8. How to identify the virus present among the students the underprivileged sections, rendering the various dimensions of contributions of the self financing teacher education institutions?

4.6 METHODOLOGY

Primary data were collected through questionnaire, administered personally to the students belonging to weaker sections of the society. For collection of data, the target population forms the students of teacher educators of nine teacher education institutions in Erode District. 30 students were randomly chosen from each and every institution. Hence, the sample size is 270 from all underprivileged sections of the society such as SCs, STs, girls and physically-challenged students doing Teacher Education courses.

4.7 SAMPLE OF THE STUDY

The investigator collected the sample from nine self-financing Teacher Education institutions and 30 students were chosen randomly from each institution as sample from present investigation in Erode District. Hence, the sample size is 270 from all underprivileged sections of the society such as SCs, STs, girls and physically-challenged students doing teacher education course.
4.8 PREPARATION OF RESEARCH TOOL

The investigator herself went through the various contributions of self financing Teacher Education institutions to the underprivileged sections of the society. Based on the information, she designed the tool.

The detail on the construction of the research tool is explained in the following lines:

With respect to the demographic factors, the variables like age, gender, marital status, religion, caste, native place, birth order, and number of siblings in the family, details of the status of physically challenged, parents’ educational status, and the educational status of students were ascertained. Then, the details on occupation of parents and economic status of family were added.

Details of guidance programme imparted to them, nature, area, approach, the mode of progress of the teachers’ involvement in the guidance programme were furnished.

In order to know about self concept and self assessment with respect to the guidance programme were rated on the scaling procedure.

In order to substantiate the guidance programme, parameters on the quality and quantity of the infrastructure and other facilities were put forth on a hierarchal basis.

In addition to this learner assessment of the institutions, opinions of the parental institutions and the financial supports to the underprivileged section of the society are analysed. The academic support and placement support were assessed in terms of students’ preferences.
4.9 VALIDATION OF TOOL

The content validity of the tool was analysed by experts in Teacher Education Department. Seven panel members from the Faculty of Education greed to these statements and concurred with the final items of the tool.

The Cronbach’s Alpha for the tool was established, and it was found to be .85. Thus, the tool posses content validity and reliability.

4.10 STATISTICAL TECHNIQUES USED

1. Percentage
2. One-way ANOVA with Duncan Post Hoc Test (‘t’ test)

4.11 COLLECTION OF DATA

The investigator went personally to all the 9 self-financing Teacher Education institutions and contacted all the 270 students individually to get from them. Thus the objectivity of data collection was ensured.

4.12 ANALYSIS OF DATA

The collected data were tabulated and analyzed with suitable statistical tools. The main objective of the study is to get opinions of the students of Teacher Education, to analyze the educational facilities imparted to them by the self financing colleges to the underprivileged sections on the following grounds.

1. Guidance given to the underprivileged sections of the society.
2. Achievements made by the students after getting guidance.
3. Parent - teacher support to do the Teacher Education courses.
4. Special environment provided by these self financing colleges to the students.

The above collected data were categorised, tabulated, and distributed in terms of percentage, one way analysis of variance with Duncan post Hoc test (‘t’ test).