Chapter-3

Foundation of the study and Research Design

3.1 Introduction
3.2 Importance of the teacher morale
3.3 Emergence of the problem
3.4 Definition of universe and population
3.5 Sampling
3.6 Data collection
3.7 Selection of tool
3.8 Administration of tool
3.9 Conclusion
3.1 **INTRODUCTION**

The fast ever changing social milieus, however, have posed new challenges for education all over the world and in each passing year, the educational management gains new dimensions. Furthermore, the common slogan of the people that ‘the quality of education is deteriorating’, has become an issue not only amongst the public and educationists but also in national forums such as the cabinet meeting and national assemblies. To address the concern above, the state of Education report (2006) launched during the 10th Annual Education Conference looks at the factors affecting the quality of education. There are inappropriate curriculum, poor teacher quality, low teacher morale, poor standards of English, lack of refresher course for teachers and principals. The deployment and transfer of district education officers, principals and teachers are not in line with the deployment policy and remoteness of many schools (Kuensel: 9 February, 2007).

"Even the best curriculum in the most perfect manner remains dead unless quickened into life by the right method of teaching and the right kind of teachers"

- Secondary Education Commission (1952-53)

Of all the factors that determine the quality of education, teacher is undoubtedly, seen as the most dominant one by the majority of people in India. Studies reveal that it is on teacher’s personal qualities and character, his/her educational qualification, personal competences and above all his/her morale that is the successes of all educational endeavors must ultimately depend. Teacher is the basis of schooling & learning; and the morale of that teacher has an effect on every aspect of the educational process (Houchard, 2005). No matter how many expert teachers that a school has, if they lack good morale they will never work efficiently.

The trouble is not only with the students, it is also with teachers as well. It is not the cry all over the world that the teachers are losing their status and position in society and as a result they feel much dissatisfied. Now a days experts as well as the layman have started feeling that student’s unrest and attitude to riot are the direct result of unsatisfied school teachers. This encourages everyone to think seriously over the situation and find out the underlying causes of dissatisfaction among the teachers.
Redefer, 1959; Smith, 1976; Williams, 1986; and Rempel and Bentley (cited in Houchard, 2005) all agreed that the phenomenon of morale was recognized as a powerful force and was greatly discussed but little understood and difficult to define in unequivocal terms. Most researches on teacher morale agree with the fact that morale is an intangible element that is difficult to define or describe. (shift into define the morale / meaning of the morale)

As mentioned above, morale is generally acknowledged in the psychology, management, and human relations literatures as a crucial factor leading teacher effort and thus determining overall school performance. (Howitt, 2002). Most of the researches shared the concept that the morale is a vital ingredient in the success of every human enterprise (Houchard, 2005). It is a psychological concept that influences individual as well as group. Mendel’s study (cited in Valentic, 2005) defines teacher morale as a feeling, state of mind, and a mental and emotional attitude towards one’s profession. Another study by Washington and Watson (cited in Houchard, 2005) defines morale as the feeling an employee has about his job based on how the worker perceives himself in the organization; whether or not the organization meets this person’s needs and expectations. Furthermore Bently and Rempel (1980) conceptualize morale as “the professional interest and a spirit of confidence or enthusiasm that a person displays towards the achievement of individuals and group goals in a given job situation.”

3.2 IMPORTANCE OF TEACHER MORALE

The success of a school system depends in large measure upon the morale of the teaching force. When schools are undergoing an attack and their very foundations are being threatened, naturally the morale of the teaching force is shaken and disturbed. Consequently, one of the critical problems of the day is to sustain morale and maintain schools at a high grade of efficiency. At the same time, teachers are called upon to perform more work because of large classes and added duties due to reduced teaching forces. It is not easy to maintain confidence and sustain morale in a school system that has gone payless for several months and were teachers do not know from day to day when to expect their pay cheques. Fortunately, most teachers have not been motivated by an expectation of obtaining many of the material things of life, but have
devoted themselves to a life service. Therefore, their morale has not been disturbed to
the same degree as that of men and women in other more lucrative lines of endeavor.

Nevertheless, the problem is difficult and will continue for a longer time than in
industry and commerce, for the salaries of teachers always lag behind when
commodity prices are on the increase. In all probability, extra efforts will be
necessary on the part of school administrators to sustain morale for a considerable
time to come, particularly in district where drastic reduction in salary have been
made. Chase (1993) argued it is something of a mystery how teachers manage to keep
up their morale when one considers the great variety of pressure on them. There is a
constant insistence on efficiency; teachers now work longer days and years, prepare
more reports, do more paper work and take part in more lasers vice education.

Black (2001), in her American Board of Journals article states that there is a link
between teacher morale and students achievement. She found that when teachers feel
good about their work, student’s achievement rises. However, when teacher’s morale
sinks, achievement drops and other problem come to the surface. The student’s
achievement is directly related to the quality of education. The higher the student’s
achievement the better is the quality of education. Thus in principle, it can be said that
if teachers in school attain high morale with adequate job satisfaction. They will be in
a position to fulfill the educational objectives and national goals. In particular, it can
affect the student’s learning, the health of the school, and most importantly, the health
of teachers themselves.

There are pressure from management to modify objectives, to use new curriculum to
guide and finally to evaluate and be evaluated. This entire thing coupled with a long
list of requirements and regulations. Chase sampled over two thousand teachers in
forty three states and found that autonomy in ones’ work was very important to
morale. As if self-defense, teachers’ in Chase’s

(1) Opportunities for participating in decision making and

(2) Democratic leadership.
Anderson (1939) expressed in these words:

"It is in any event gets so assert that the state of the morale of teachers affect the climate of the entire school, an uninspired teacher can hardly inspire an indifferent student's body, who themselves are shuffled through the same heartless routine of classes, papers, attendance, checking of assignments, and planned activity day after day."

It is true that, betters the spirit of the teachers, better the tone of the school; better the tone, better the discipline; and better the discipline, higher the achievement. He has rightly said,

"If there is excellent morale at the teacher level, there is ample evidence to support the assumption that there will be good faculty, with good morale in the group. It is firmly believed that the education of children in those schools will be of a better quality in a every measurable area."

For maintaining the efficiency of institutions, an integration of two factors is necessary. The first is the progress towards the achievement of the tasks of organization. Thus the destiny of any educational system is directly linked with the teacher. The syllabus, text book and teaching aid lose their significance and utility if the teaching personnel do not perform his duty satisfactorily.

"A teacher is inspired to perform his role as an agent of social change in our country. While he teaches about co-operation and unity in his classes almost every day, does he himself show co-operation and unity in his classes, does he himself co-operates with the fellow teachers in the interest of the school and in the interest of his profession at large? Most of the educational failures of hardships are certainly due to the weak stuff of morale that our teachers today are in ". In the words of Ruhels (1969).

"The root problem of the innumerable problems of the teaching profession in India is that, it has so far not emerged as a profession in the truest sense of the word.............. The professional propotion of the poor due to various type of lags and the lack of provision for the progress of socialization to continue".
Miller (cited in Lubsden, 1998) rightly discussed that increased in teacher morale will mean that teachers will enjoy teaching and the students will enjoy learning. Furthermore, a study by Mendel (cited in Calentic, 2005) feels that low morale can lead to decrease in teacher productivity or even burnout, "which is associated with a less of concern for the detachment from the people with whom one works, decreased quality of teaching, depression greater use of sick leaves, effort to leave the profession and a cynical and dehumanized perceptions of students."

Lumsden, 1998 (cited in DeBruyne 2001; 1-2) has observed that "teachers in today's school are not only teaching specific content and mentoring in the love of learning but functioning as social worker". These increased expectations, along with the negative public perceptions of schools, have contributed to an erosion of teacher morale. As such a study of teacher morale concerning their jobs is important. A good morale of teacher creates an environment that is conducive to learning and can have positive effect on student's performance. Mercalko, (2005) further states that morale of teachers is the foundation for school reform. It advances a professional presence necessary for a dynamic working environment.

Young, 1998 (cited in Mackenzie, April 2007; 92) states, "when teacher morale in a school is high and the school environment is healthy, teachers feel good about themselves, each other and their teaching, which in turn impacts on student morale and achievement". Miller, 1981 and Susan, 2001 (cited in Lumsden, 1998) who state that teacher morale could have a positive effect on pupil attitude and learning, are supporting the scheme. Raising teacher morale not only makes teaching pleasant for teacher, but also makes learning pleasant for the students. This creates an environment that is more conducive to learning. Similarly, a number of scholars like Plihal, 1981; White & Stevens, 1988; Dufour, 1988 Zigarelli, 1996 (cited in Center for Educational Research and Development, 2001) have identified high teacher morale as contributing to higher levels of students achievement and as a fundamental component of an effective school.

It is safe to say that a high level of teacher morale will be reflected in their work performance i.e. determination and devotion in working with all their capabilities. The outputs are consistent effort, efficient performance, and high participation as stated by Photharom, (2001).
Inversely, Mendel says (cited in Lumsden, 1909) that low level of morale and satisfaction will lead to decrease in productivity (performance) and increase in burnout. This is associated with “a loss of concern for and detachment from people with whom one works, decreased quality of teaching, depression, greater use of sick leave, efforts to leave the profession and a cynical and dehumanized perception of students “ (Mendel, 1980; cited in Lumsden, 1998). Hence, in short, the morale of teachers can have far reaching implications for student learning, the healer of the organization, and the health of the teacher.

Davis (cited in Photharom, 2001; 13) pointed out that morale in general, is necessary in working situations for the following reasons:

- Morale creates participation to obtain an organization’s goal
- Morale helps a performer (teacher) to create a sense of belonging and sense of royalty
- Morale generates rules and regulations in organization
- Morale reinforces an organization’s strength to tackle all difficulties
- Morale brings better and clearer understanding of an organization to its workers
- Morale leads to higher confidence to an organization’s member
- Morale contributes to creative thinking

Realizing the importance of teacher morale in the provision of quality education, the researchers in India still need to focus much upon in this area. Photharom, (2001) added that good morale not only reinforces and motivates an organization members to initiate activities; but will also generate commitment and trust in its workers as well. Further, Auychai Chaba & AI. 1982 and Chamnong Somprasong, 1975 (cited in Photharom, 2001) concluded that morale was crucial to working efficiency. For instance if an individual possesses a high level of morale, he/she will work steadily with more initiative, thought, enthusiasm, less conflict, and high level of responsibility.
The study on teacher morale would reveal valuable information to enable system and administrators in improving the lives of Indian teachers. A high level of teacher morale works enhances school climate and increases students' achievement. Herzberg, Mausner and Snyderman, 1993 (cited in Houchard, 2005) contend with one of the major reasons to measure morale was to answer the question, "What does the worker want from his job?" Evan 1998 (cited in Houchard, 2005) expressed the rationale for studying morale step further by stating that the intent should be to study and understand what influenced people's feeling about their work so that the positive job related attitude could be cultivated and prevailed.

Good morale is important both from the standpoint of the sociologist and others. It is important that those dealing with human relationships recognize morale as a factor in efficiency. Richards, (cited in Pickett, 1928; 280) when director of Copper Union developed a formula as follows; "E=M+T+I". In words it means that efficiency on the job varies of depends upon the possession of the necessary manipulative skill, the possessions of the necessary functioning technical knowledge, and the possessions of the intelligence, which enables the individuals to apply that the technical knowledge to the problem of the job.

Later this formula was used in extended and varied forms for many times. One form of this formula is E=S=K=I=J=P=M, where S represents skill, K represents knowledge, I represents intelligence, J represents judgment or common sense, P represents physique and health and M represents morale. It has often been contended that no matter what the individual possesses in skills, knowledge and so forth, his efficiency is inevitably lowered if his morale is low.

As Bennell (2004) puts, "teaching has become employment of last resort among university graduates and secondary school leavers in many countries", teaching in India was often seen as a profession for the people who do not get jobs in other government sectors. The Australia's Teachers; Australia's Future report (dest2003, 30) rightly argues," many potentially fine teachers are dissuaded from joining the (teaching) profession by perceptions of low status and relatively poor remuneration" (cited in Mackenie, 2007).

related stress, teachers leaving the vocation, and recruitment problems have continued to grow over the last few decades and have collectively been identified as symptoms of demoralization of educational profession”.

3.3 EMERGENCE OF THE PROBLEM

“Teaching demands hard work unlike many other civil service jobs. Moreover, many see him as someone who could not get a job elsewhere,” said Chadoer, a teacher (Kuensel; 16June, 2007). He said that he would be resigning in a year or two because of the work pressure. If this was a typical image and attitude of teachers, there would be fewer people interested to become teacher in future. Moreover, there would be a forlorn hope of achieving quality education if the system continues to lose experienced and talented teachers. Consequently, the global objective of providing ‘Education for all’ and the nation’s aspiration towards “Gross National Happiness” will ultimately be in jeopardy.

Therefore the researcher personally felt that a study on the morale of teachers was the most pressing need of the hour in India. It is of particular importance to understand clearly, the core aspects of teacher morale. This in turn could possibly help revealing the valuable information to aid instrumental leaders in improving the morale of teachers as well as enhancing the school climate and student’s achievement (Houchard, 2005).

Finally it can be concluded that the study of teacher morale is significant because it directly deals with improving the working conditions and lives of teachers and a school communities in general. Johsrud and Rosser, 2002 (cited in Valentic, 2005;3-4) rightly say, “morale is an important factor in a teacher’s decision to stay in the profession”. They say that the working lives of teacher can be improved, then morale will be high and they will be retained in the profession.

The researcher, being a teacher educator based in Ahemdabad particularly interested to study the teacher morale in his district, with the factors that affect or boost it.

The finding of the study were aimed to help the government and the educational agencies concerned, devising strategies to motivate good people to join the profession and retain those who were already in the profession, as Bluetrt & McMurd, 1998
(Rocca, &eral., 2001) precisely argued in their study on teachers burnout and job satisfaction of secondary teachers among Victorian school.

More over the findings may be used in studies to investigate how morale affects professional performance and the student’s achievements more widely.

Casting a glance at the growing state of Ahemadabad round us, the realistic situation presents itself like this before us. In school ‘A’, some teachers were irritable, hostile and almost unapproachable; they were simply doing teaching work. These both groups spent less time than usual on preparation, evaluation and non teaching activities. In the teachers’ room and in the corridors teachers would gather in small groups and when they see Headmaster coming, they would disperse. In the school ‘B’ teachers were highly motivated. Among them there was a teacher, just one year past her Master degree, she had a friendly disposition and worked enthusiastically with others in lively and interesting discussion. She gave no evidence of either hospitality or apathy, in usually going out of her way to encounter a member of the administration or supervision staff. She was always ready with a question about the new curriculum or some technological advance in teaching.

Two elements stand out in the above description; one of the condition under which teachers are working and the other element is the person, who by activities and attitudes can affect the colleagues, headmaster and students. These evidences provide clues to the study of more seeing this remarkable difference, several questioned arose in the investigator’s mind. Why do some teams within the organization and indeed within the same building cohere, while others do not? Why do some teachers have actual regard and high morale, while others do not? Is each difference measurable?

Can the leader’s personality style affect the morale of an individual or of the group? Is there any instrument to measure the staff feelings or the staff morale? These questions were the fundamental problems for the formation of this investigation. Such questions have not yet invited serious attention of educationists and administrator in India.

It is a fact which cannot be overlooked that the morale of the teachers requires to be studied in detail. Probably, with the help of those symptoms it may be possible to locate the root cause of the evils. Really speaking, individual causes ought to be studied and the case study should be followed up. Thereby, so many secrets would be
out, but in such a case the problem would be too extensive and possibly unmanageable. So the study of the teacher morale of secondary school of Gujarat would suffice for the present study.

This is the study of various factors affecting teacher morale under Ahmadabad District in Gujarat. The purpose of the study was to determine the effect of different variables on teacher morale of Ahmadabad secondary school teachers. This chapter presents the systematic procedures for this study as follows;

3.4 RESEARCH DESIGN

The quantitative study was conducted using a survey designed method. The teacher morale Opinionaire was chosen to measure the factor contributing to teacher morale.

In most of the schools English, Gujarati and Hindi medium of instructions for the teaching and learning is followed in Ahmadabad. Majority of teachers have a good command over Gujarati language in spite of them teaching in either English or Hindi medium schools.

3.5 DEFINITION OF UNIVERSE AND POPULATION

A researcher has to be systematic in selecting a sample so that he ensures its representativeness. Researchers have been conscious of this fact and various ways and means have been devised for obtaining representative selected. It is a process by which a relatively smaller number of individuals or measures of individuals, objects or events are selected in order to know something about the entire population to which they belong. In other words the sampling process may be defined as, “the process of selecting a fractional part representing the whole population”.

The representativeness of the sample has to be in terms of the characteristics and attributes of the population relevant to the research question. This implies that one cannot draw a sample until he knows clearly what a universe or population is.

A universe is all those objects or events, which bear a similarity with the one under investigation with no space time barrier.

In this study the, Secondary school teachers of Ahmadabad district of Gujarat state, is the population.
There are 11 talukas in Ahmadabad district and 781 Secondary schools existed as on September 2007 of the collection of data. Out of which 470 are self financed, 309 are grant in aid schools and 2 are government schools. These government schools are very small in numbers so they have been merged into the variable of granted school. It is done because many attributes of granted schools are similar to the government school. Teachers teaching in secondary section (8th, 9th and 10th Standard) of this district are the population for this study.

3.6 SAMPLE SELECTION:-

In this study, the researcher selected the teachers working in the secondary school using stratified random sampling. This was to ensure proportionate representation of teachers according to the type of schools, gender and caste of the teachers. Out of 5600 teachers 497 are selected randomly as a sample for the study. The sample size was determined considering the population of the secondary school teachers in the district.

The spread of sample according to the related factors affecting teacher morale is as follows

**Table 1; Family related variables**

<table>
<thead>
<tr>
<th>Related variables</th>
<th>Variables</th>
<th>Number of teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of family</td>
<td>Joint</td>
<td>336</td>
</tr>
<tr>
<td></td>
<td>Nuclear</td>
<td>161</td>
</tr>
<tr>
<td>Caste</td>
<td>Reserved</td>
<td>163</td>
</tr>
<tr>
<td></td>
<td>Unreserved</td>
<td>334</td>
</tr>
<tr>
<td>Marital status</td>
<td>Married</td>
<td>437</td>
</tr>
<tr>
<td></td>
<td>Single</td>
<td>60</td>
</tr>
<tr>
<td>Brought up place</td>
<td>Rural</td>
<td>242</td>
</tr>
<tr>
<td></td>
<td>Urban</td>
<td>255</td>
</tr>
</tbody>
</table>

**Table 2; Personal related variables:-**

<table>
<thead>
<tr>
<th>Related variables</th>
<th>Variables</th>
<th>Number of teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>Male</td>
<td>368</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>129</td>
</tr>
<tr>
<td>Educational qualification</td>
<td>Graduates</td>
<td>283</td>
</tr>
<tr>
<td></td>
<td>Masters</td>
<td>214</td>
</tr>
<tr>
<td>Age</td>
<td>Below 35</td>
<td>349</td>
</tr>
<tr>
<td></td>
<td>Above 35</td>
<td>148</td>
</tr>
</tbody>
</table>
Table 3; School related variables:-

<table>
<thead>
<tr>
<th>Related variables</th>
<th>Variables</th>
<th>Number of teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of schools</td>
<td>Granted</td>
<td>385</td>
</tr>
<tr>
<td></td>
<td>Self-financed</td>
<td>112</td>
</tr>
<tr>
<td>Experience</td>
<td>Less than 10 years</td>
<td>335</td>
</tr>
<tr>
<td></td>
<td>More than 10 years</td>
<td>169</td>
</tr>
<tr>
<td>Nature of schools</td>
<td>Co-ed</td>
<td>449</td>
</tr>
<tr>
<td></td>
<td>Exclusive</td>
<td>48</td>
</tr>
</tbody>
</table>

3.7 RESEARCH INSTRUMENT/ TOOL

In order to select the appropriate tool to find out the teacher morale, the investigator made a comparative study of the tools available which is based on the Indian conditions with the other two foreign tools viz. ‘Purdue Teacher Opinionnaire’ by Bentley and Rempel and ‘School Survey’ by Couglen.

A comparison of, the ‘Purdue Teacher Opinionnaire’, ‘School Survey’ items with fifteen dimensions of morale, eleven factors of morale given by Anderson and ‘Teacher Morale Inventory’ with five main components and twenty three subcomponents, when ‘Teacher Morale Opinionnaire’ with 8 components show that, there are many factors common to all of them. The difference being, only in the clustering or grouping of the factors, and in the emphasis and terminology.

In comparison of four tools of teacher morale i.e. ‘Purdue Teacher Morale’ , ‘The School Survey’ and ‘Teacher Morale Inventory’ and ‘teacher morale Opinionnaire’, the fourth one ‘Teacher Morale Opinionnaire by Dr. Anjali Mehta with five dimensions were found common, they are as under;

1. Teacher workload
2. Facilities and equipment
3. Teacher interpersonal relationship
4. Teacher salary
5. Instructional progress

All these tools ascertain teacher reactions to administrators and their policies, the curriculum, the students and the community, teacher’s feelings for other teachers and the physical setting where they work etc. Dr. Anjali Mehta’s ‘Teacher Morale
Opinionnaire’ (TMO) is based on 8 factors teacher morale. In this tool teacher morale is the feelings of a teacher that has about his/her job based on how he/she perceives himself/herself in the organization whether or not the organization meets the teacher’s needs and expectation. These 8 components are; Teacher Welfare, Teacher Security, Interpersonal relation, Professional satisfactions, Professional management, needs satisfaction and affection. This tool is developed and standardized in the very much of Indian conditions rather very much of the state (Gujarat) conditions and mind set of the teachers. This tool is available in English and Gujarati language.

‘The teacher profile’ intended to survey the individual characteristics, workplace and family of the respondents, which includes age, gender, educational qualification, and type of school, experience and nature of school, type of family, caste, and marital status and brought up place.

TMO intended to measure the teachers’ morale. In this study the researcher adopted and adapted the Teacher Morale Opinionnire from Ms. Anjali Mehta, PhD. M. S Univ, Baroda 1977.

The permission was no longer needed because the copyright protection had expired. The instrument breaks down into 8 specific dimensions for more meaningful discoveries and is designed to estimate individual, school and system morale. TMO (Teachers Morale Opinion) is a tool constructed to measure the teacher morale. This tool is standardized on the sample population of college teachers but it can be implemented on school teacher sample as well. It has been standardized by split half method and Test- Retest method. All 77 units are prepared in such a way that the relevance of all eight components remains significant even in Future.

Each of them used a four-point scale that measured the degree of agreement with the statement 1. Agree, 2. Partially agree, 3. Partially disagree, 4. Disagree. In this study the code (1) represented low morale and (4) represented high morale. By adding the numeric responses of all items for a given factor, it was possible to create score for each of the 8 dimensions. Eventually, to measure the teacher’s morale, TMO is the most reliable tool.
3.8 ADMINISTRATION OF TOOL

The researcher obtained written permissions from the school principals to gain access to schools and to gain cooperation from the respondents. It was needed to travel personally to each of the sampled school, as the mail services of the schools were unreliable. The principal and the teachers from each sample school were briefed on the questionnaire items, who in turn briefed the teachers to make sure that the questions responded as clearly as possible.

The teachers had to fill in their personal details in ‘Teachers personal profile’ and respond to the statements given in ‘TMO’ (Teacher Morale Opinionnaire).

One of the teachers was requested to coordinate in distributing and collecting questionnaire from the respondents. Teachers, who could not respond due to their other engagement at the work place, were requested to submit their response sheet within two days to the teacher responsible. In result, some did respond and some did not at all. Out of some of those who responded did not attempt all the statements. (Possibly, because they feared of data sharing to their school authority or just feeling unimportant for them to do those job?) As a result incomplete response sheets were rejected to be considered for the study.

The tool was circulated amongst 1000 secondary school teachers of Ahmadabad, knowing the fact that 100% respondents will not return their response sheet. Furthermore, the teachers were explained about the intention of the study through letter that further assured their confidentiality of the entire respondent. Individual respondents and schools were never referred to by name to protect each from with no one person or school being identified.

For this particular study survey method is adopted for the collection of data. This method is the most appropriate when information is pertaining to different aspects. The investigator needed to know the various aspects of personal information, school related and family related information of secondary school teacher and their morale. The various variable like gender, educational qualification, age, type of school, experience, nature of school, types of family, caste, marital status and brought up place were grouped into personal, school and family related variables.
3.9 CONCLUSION

At some schools the response of administration was very encouraging and at some other schools unpleasant. The researcher had to live with it and focus on more accurate and complete information from the teachers.

The data collected was checked, marked and classified properly for the further analysis. The next chapter presents the procedure of marking of response sheets, classification of data, its analysis and interpretations.
Conceptual Framework

The conceptual framework presented below outlines the structure of the study.

**FAMILY RELATED VARIABLES**
- TYPE OF FAMILY: nuclear and joint
- Caste: reserved and unreserved
- MARITAL STATUS: married and single
- BROUGHT UP PLACE: rural and urban

**SCHOOL RELATED VARIABLES**
- TYPE OF SCHOOLS: granted and self financed
- EXPERIENCE: more than 10 yrs and less than 10 yrs
- NATURE OF SCHOOLS: Co-ed and exclusive

**PERSONAL RELATED VARIABLES**
- SEX: male and female
- EDUCATIONAL QUALIFICATION: graduate and post graduate
- AGE: below 35 and above 35

Figure 1: The conceptual framework of the research problem