RESEARCH METHODOLOGY
CHAPTER – III

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INTRODUCTION

Quality is the key word today. Quality and urge to reach greater heights have been a perennial human quest since ages in all the communities, societies and in all endeavours of life. The quest for quality has been the characteristics of the entire history of human civilization. It has been the driving force behind all human endeavours.

Youth is the prime source of any country. The development of the country rests prominently on the shoulders of her youth. Youth is formed and shaped in the classrooms of schools and colleges. As Aristotle rightly puts it, “All who have meditated on the art of governing mankind have been convinced that, the fate of empires depends on the education of its youth”. Thus, the quality of the youth is directly dependent on the quality in education. Hence, to enhance the quality of the nation, imparting quality education to the children of the day is very much indispensable.

The centralized mechanism of quality control through administrative measures like grants–in–aid, inspection and supervision, textbooks, teacher qualification has proved inadequate for the challenges of the day. The trend has changed in favour of decentralized school based quality management. Each school has a personality of its own, and it must develop according to its own roadmap. Thus, individual schools play a vital and important role in quality improvement in education.
Unlike industrial products, quality in education cannot be defined by product specification. Humans are a mixture of body – mind- spirit. They are not just a knowledge and skill configurations; human configurations combined values, attitudes and a host of other affective attributes. Thus, quality education implies comprehensively developing individuals to their full potential, unfolding the perfection already in man and women. Challenge of management of quality in education is realizing optimally that perfection already resident in individuals not only among the students, but also teachers, non-teaching staff and the principals. Continuous quest for quality both in education and in life has thus become a vital goal of the nation to be achieved.

In today’s context, in education, we could find the same curriculum, equal weightages to all subjects, similar timetable, comparably qualified teachers, same set of organizational rules specified by the government. Yet the parents choose one school over another. We know several instances, when parents are scrambling to get admission for their children in one particular school for good quality education; another parent withdraws his/her child from the same school for dissatisfaction on quality of education. Parents as customers define quality of education differently. We could see differences and disparities among the educational institutions. Some prefer humans with strong value systems to academic excellence whereas some give exclusive preference over academic performance, equating it with quality. Here quality will depend upon perception of the end user-students, parents, community, employer, etc.
This study is an attempt made to study the Quality Improvement Programmes in Self-financing Higher Secondary Schools in Chennai. To study and understand the Total Quality Improvement in the Schools, the following indicators of quality are taken into consideration from the perspective of the teachers: a) Leadership of principal b) Co-curricular activities c) Linkages and interface d) Students e) Co-curricular activities e) Teaching activity f) Office management g) Relationships h) Material resources i) Examinations and j) Job satisfaction.

The above-mentioned dimensions of quality in education indicate the inclusion of input indicators, process indicators and product indicators. They are critical success factors for quality.

By understanding the teachers’ perceptions of selected areas of institutions and the perceptions of the students, we can assume that, an institution that is strong in all or most of the areas is a quality institution. Thus, this study is directed towards the Self-financing higher schools in Chennai in Tamil Nadu, which are considered by the people as the best and quality institutions.

Significance of the study

In the independent India, the educational institutions have increased in number. But this quantitative improvement does not lead to qualitative improvement.¹

¹ Valarmathi and Dr. NO. Nellaippan, Higher Secondary Student’s Perceptions of their Economics Teachers and their attitude towards the study of Economics and their achievement in it, Unpublished MPhil Dissertation, Department of Education, Annamalai University.
National development of a country is directly and deeply connected with the quality and the standard of education of its citizen. The quality and standard of education in turn depends upon the quality and standard of teachers, teaching-learning process, the curriculum and the infrastructure. The quantitative expansion of elementary education has resulted in dilution of quality with regard to selection of teachers and programme of teacher preparation. As a remedy to this, improving the knowledge and teaching competence of a teacher as well as inculcating in him healthy professional attitude and desirable qualities is necessary. For the professional preparation of teachers, the study of attitudes held by them is very important. The teacher performance depends to a great extent, on his attitude, values, and beliefs. Positive attitude towards teaching profession and towards teaching has been recognized as an important characteristic of an effective teacher. Researches on teacher effectiveness have established the fact that teachers attitude and teacher effectiveness are positively related (Paul, 1950; Ragams, 1960; Anand, 1971-79). Most of the studies were conducted in India were related to teacher's attitude and the factors influencing it such as sex, experience, training, age, interest and qualification of teachers (Mishra, 1977; Nayar, 1977; Goyal, 1980). Some of those studies have reported conflicting results as regards to influence of personal variables particularly sex on teachers' attitude.

Kerala being one of the highly literate (89.9%) state in India found to have quantitative improvement in elementary education. But, there is a need to improve

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qualitatively. In any system unless a teacher takes initiative and shows interest, dedication and favourable attitude towards profession, it would be impossible to bring about a qualitative change in educational scenario.

In this context, it is necessary to conduct a study to find out the attitude of teachers towards their teaching profession. It is here important that a very few studies have been conducted at elementary and secondary level. So, the investigator has conducted a study to know the attitude towards teaching profession with respect to their age, gender, teaching experience and type of institution at higher secondary level.

**Statement of the problem**

Population in India is ever growing. So, the population growth rate is also increasing. Hence, the number of schools should be increased to satisfy the needs of the people. Tamil Nadu ranks seventh place in the establishment of number of schools. This shows that, it has to yet start schools in the nook and cranny of the district. Moreover, the government schools are very limited, the distance between the residence and the government schools are far away and the government schools have limited sanctioned strength. As per the government norms, the student – teacher ratio is 40:1 only. But, the ratio of population in Taluks and number of students to be admitted in the government schools is very high. So, the government schools cannot accommodate all the students in the desired subjects of the students. Hence, the government has permitted the self-financing schools in all over Tamil Nadu.
The self-financing schools are offering different advanced subjects like arts subjects, science subjects and vocational subjects with job-oriented curriculums. At present, one of the serious problems in India is unemployment. Hence, most of the people wanted to give the most advanced and the career-oriented education to their wards, which the self-financing schools offer. Hence, the parents want their wards to be educated in the self-financing schools.

There are two important factors to be considered for determining the quality of education and they are teachers and students. Private-school teacher salaries in rural India are typically less than one-fifth the salary of regular public school teachers and are often as low as one-tenth as much. This enables the private schools to hire more teachers, have much lower pupil-teacher ratios, and reduce multi-grade teaching. Private school teachers are significantly younger and more likely to be from the local area as compared to their counterparts in the public schools. Combining the effects of a lower pupil-teacher ratio and a higher level of teaching activity leads the students to the private school. As the self-financing schools are admitting the students in large number and satisfying the expectations of the parents, it charges high amount as the school fees on various grounds. During the recent past, one can visualize the stiff competition among the self-financing educators, which has converted the service into commercialization.

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The satisfaction of the students regarding the educational atmosphere in self-financing schools was analysed. The problems of the higher secondary school students and the teachers are varying from school to school. The reasons for the good performance and poor performance in education given by the self-financing schools were probed. An attempt was also be made to study the relationship between the organizational climate and the achievement of the students and job satisfaction of the teachers.

**Objectives of the study**

1. To determine the factors influencing the perception of higher secondary students on quality of education in Self – Financing schools of Chennai.

2. To assess the factors influencing the intuitions of teachers on quality of education in Self – Financing schools of Chennai.

3. To investigate the relationship between the organizational climate of Self-Financing higher Secondary Schools of Chennai with the higher secondary students in terms of the following background variables.
   a) Standard studying
   b) Gender
   c) Group

4. To examine the relationship between the organizational climate of Self-Financing higher secondary schools of Chennai with the higher secondary school teachers in terms of the following background variables
   a) Gender
   b) Educational qualification
c) Teaching experience

d) Marital status

e) Classes handled by the teachers

f) Specialization of subjects

5. To find out the relationship between the problems of the students and the intuitions of the teachers.

6. To suggest solutions to overcome the problems of Self-Financing school in Chennai.

Hypothesis of the study

- Students differ in their opinion about organizational climate on the basis of their standard studying.

- Students differ in their opinion about organizational climate on the basis of their gender.

- Students differ in their opinion about organizational climate on the basis of their groups.

- There is no association between the students’ opinion about the reasons that motivated to select the group and their standard studying.

- There is no association between the students’ opinion about the reasons that motivated to select the group and the gender.

- There is no association between the students’ opinion about the reasons that motivated to select the group and the group.
• There is no association between the students’ opinion about their higher studies and their standard studying.

• There is no association between the students’ opinion about their higher studies and their gender.

• There is no association between the students’ opinion about their higher studies and their community.

• There is no association between the students’ opinion about their higher studies and their family income.

• There is no association between the students’ opinion about their higher studies and their groups.

• There is no association between the students’ opinion about their future expectation regarding the employment and their standard studying.

• There is no association between the students’ opinion about future expectation regarding the employment and their gender.

• There is no association between the students’ opinion about the future expectation regarding the employment and their groups.

• There is no association between the students’ opinion about the reason for joining the school and their standard studying.

• There is no association between the students’ opinion about the reasons for joining the school and their gender.
- There is no association between the students’ opinion about the reason for joining the school and family monthly income.

- There is no association between the students' opinion about the reasons for joining the school and their groups.

- There is no association between the students’ opinion about the reasons as the quality is good and the standard studying.

- There is no association between the students’ opinion about the reason as the quality is good and the gender.

- There is no association between the students’ opinion about the reasons as the quality is good and the group.

- There is no association between the students’ opinion about the level of punishment for mal practices and their standard studying.

- There is no association between the students’ opinion about the level of punishment for mal practices the gender.

- There is no association between the students’ opinion about the level of punishment for malpractices and the group.

- There is no association between the students’ opinion about the reason for low marks or rank and gender.

- There is no association between the students’ opinion about the reason for low marks or rank and groups.
- Teachers differ in their opinion about organizational climate of self-financing schools on the basis of their Gender.

- Teachers differ in their opinion about organizational climate of self-financing schools on the basis of their Educational Qualification.

- Teachers differ in their opinion about organizational climate of self-financing schools on the basis of their marital status.

- Teachers differ in their opinion about organizational climate of self-financing schools on the basis of their Teaching Experience.

- Teachers differ in their opinion about organizational climate of self-financing schools on the basis of their Classes Handling.

- Teachers differ in their opinion about organizational climate of self-financing schools on the basis of their specialization of subjects.

- Teachers differ in their opinion about Passion for teaching in self-financing schools on the basis of their Gender.

- Teachers differ in their opinion about passion for teaching in self-financing schools on the basis of their Educational Qualification.

- Teachers differ in their opinion about passion for teaching in self-financing schools on the basis of their marital status.

- Teachers differ in their opinion about passion for teaching in self-financing schools on the basis of their teaching experience.
• Teachers differ in their opinion about passion for teaching in self-financing schools on the basis of their classes handling.

• Teachers differ in their opinion about passion for teaching in self-financing schools on the basis of their specialization of subjects.

• Teachers differ in their opinion about their attitude towards the students on the basis of their gender.

• Teachers differ in their opinion about their attitude towards the students on the basis of their educational qualification.

• Teachers differ in their opinion about their attitude towards the students on the basis of their marital status.

• Teachers differ in their opinion about their attitude towards the students on the basis of their teaching experience.

• Teachers differ in their opinion about their attitude towards the students on the basis of their classes handling.

• Teachers differ in their opinion about their attitude towards the students on the basis of their specialization of subjects.

• Teachers differ in their opinion about their loyalty to management on the basis of their gender.

• Teachers differ in their opinion about their loyalty to management on the basis of their educational qualification.
• Teachers differ in their opinion about their loyalty to management on the basis of their Marital status.

• Teachers differ in their opinion about their loyalty to management on the basis of their teaching experience.

• Teachers differ in their opinion about their loyalty to management on the basis of their classes handling.

• Teachers differ in their opinion about their loyalty to management on the basis of their specialization of subjects.

• Respondents’ differ in their opinion about organizational climate of self-financing schools on the basis of their groups.

• There is no association between the teachers’ and students’ opinion about facing problems in their schools and their groups.

**Methodology**

The study is based on both primary and secondary data. An exploratory survey was conducted in 65 Matriculation Schools in six zones of Chennai namely Ayanavaram, Kodambakkam, Nungambakkam, Kilpauk, Adyar and Saidapet. The primary data were collected from 1300 students and 780 teachers of 65 Matriculation Higher Secondary Schools out of 205 Matriculation Higher Secondary Schools using well-structured questionnaires. Secondary data were collected from the Chief Education Office of Chennai, the office of Inspector of Matriculation school, Journal of Educational Planning and Administration, Journal of Education Monitor, Kissan World Journal, Annual

**RELIABILITY AND VALIDITY**

All the tests were administered twice to the sample with a time interval of 15 days. The responses were scored and these two sets of scores of each test were treated through product moment correlation for working out the reliability co-efficient.

Test of significance was computed to the reliabilities and validities of the tests and scales by employing the formula \( t = r \times \sqrt{(n-2) \div (1-r^2)} \) as suggested by Edwards (1969). The reliability and validity are statistically significant. They are furnished in the following table.

**Table 3.1**

**Showing the reliability co-efficient and test of significance for the two tests used in the study**

<table>
<thead>
<tr>
<th>Sl.No</th>
<th>Test</th>
<th>N</th>
<th>Reliability Co-efficient</th>
<th>Test of Significance</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>School Students</td>
<td>100</td>
<td>0.82</td>
<td>09.42</td>
<td>0.001</td>
</tr>
<tr>
<td>2.</td>
<td>School Teachers</td>
<td>100</td>
<td>0.51</td>
<td>04.82</td>
<td>0.001</td>
</tr>
</tbody>
</table>

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Table 3.2

Showing the validity co-efficient and test of significance for the four tests used in the study

<table>
<thead>
<tr>
<th>Sl.No</th>
<th>Test</th>
<th>N</th>
<th>Validity Co-efficient</th>
<th>Test of Significance</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>School Students</td>
<td>100</td>
<td>0.85</td>
<td>09.82</td>
<td>0.001</td>
</tr>
<tr>
<td>2.</td>
<td>School Teachers</td>
<td>100</td>
<td>0.62</td>
<td>08.74</td>
<td>0.001</td>
</tr>
</tbody>
</table>

Before using them for the final investigation, they were tested for reliability and validity. A pre-try out study was conducted among a random sample of school students and school teachers. The tools were reliable for the final study in the study area.

Sampling Procedure

Chennai is selected for the study. Multi stage random sampling is applied for collecting the data. There are 600 schools in Chennai, which includes Government schools, Government aided, Self- Financing schools, which again includes Convent, Matriculation, ICSE and CBSE Boards. Out of 600 schools, the researcher has taken 205 matriculation higher secondary schools for her study, as it forms the self-financing schools in Chennai. Out of 10 zones of Chennai, the researcher has covered 6 zones namely Ayanavaram, Kilpauk, Nungambakkam, Kodambakkam, Saidapet and Adyar. The details of the areas covered under the major zones are shown as the table as follows
<table>
<thead>
<tr>
<th>S.NO</th>
<th>ZONE</th>
<th>ASSEMBLY CONSTITUENCY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zone IV Ayanavaram</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Vepery</td>
<td>Purasawalkam</td>
</tr>
<tr>
<td>2</td>
<td>Ayanavaram</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Purasawalkam</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Kolathur</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Villiwakkam (North)</td>
<td></td>
</tr>
<tr>
<td>Zone V Kilpauk</td>
<td></td>
<td>Villivakkam</td>
</tr>
<tr>
<td>6</td>
<td>Villiwakkam (South)</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Virugambakkam (North)</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Anna Nagar (West)</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Anna Nagar (Central)</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Anna Nagar (East)</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Kilpauk (North)</td>
<td>Anna Nagar</td>
</tr>
<tr>
<td>12</td>
<td>Kilpauk (South)</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Amanjikarai (North)</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Amanjikarai (Central)</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Amanjikarai (West)</td>
<td></td>
</tr>
<tr>
<td>Zone VII Nungambakkam</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Chetpet</td>
<td>Egmore</td>
</tr>
<tr>
<td>17</td>
<td>Royapettah</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Teynampet</td>
<td></td>
</tr>
<tr>
<td>Zone VIII Kodambakkam</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>Vadapalani (West)</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>Vadapalani (East)</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>Ashok Nagar</td>
<td>T Nagar</td>
</tr>
<tr>
<td>22</td>
<td>M.G.R. Nagar</td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>Thyagaraya Nagar</td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>Virugambakkam (South)</td>
<td>Villivakkam</td>
</tr>
<tr>
<td>Zone IX Saidapet</td>
<td></td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>Kodambakkam (North)</td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>Kodambakkam (South)</td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>Saidapet</td>
<td>Saidapet</td>
</tr>
<tr>
<td>28</td>
<td>Saidapet (West)</td>
<td></td>
</tr>
<tr>
<td>Zone X Adyar</td>
<td></td>
<td>Mylapore</td>
</tr>
<tr>
<td>29</td>
<td>Adyar (West)</td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>Adyar (East)</td>
<td></td>
</tr>
<tr>
<td>31</td>
<td>Velachery</td>
<td></td>
</tr>
</tbody>
</table>
Under Ayanavaram Zone, Ayanavaram, Kolathur, Villivakkam North and Purasaivalkkam, which is the Assembly constituency for the Zone was covered for the study. Under Kilpauk Zone, Villivakkam South, Virugambakkam North, Anna Nagar West, Anna Nagar East, Kilpauk South and Aminjikarai North, Central and West, Choolaimedu were covered, where Villivakkam and Anna Nagar are the Assembly constituencies. Under Nungambakkam Zone, Chetpet and Royapettah were covered, where the Assembly constituency is Egmore. Under Kodambakkam Zone, Vadapalani, Ashok Nagar, Ekkattuthangal, M.G.R Nagar, Valasaravakkam and T.Nagar were covered, where T. Nagar is the Assembly constituency. Under Saidapet Zone, Kodambakkam North and South, west Mambalam and Saidapet were covered, where saidapet itself is the Assembly constituency. Under Adyar Zone, Velachery and Adyar were covered, where the Assembly constituency is Mylapore. Out of 205 matriculation higher secondary schools, 65 matriculation higher secondary schools in the above said areas permitted the researcher to collect the data from the teachers and the students. Hence, the sampling technique applied here is convenient sampling technique only.

By applying Random sampling method, 573 students of +1 and 727 students studying +2 from all 65 schools were selected for the study. All the higher secondary teachers including the Language teachers working in the selected 65 matriculation higher secondary schools were utilized for the study. Hence, the sample for the students is 1300 and the teachers is 780.
Frame work of Analysis

Appropriate statistical techniques were used to analyze various categories of data collected from both primary and secondary sources. Descriptive analysis (Mean, Median, Standard Deviation), Percentage analysis, Chi-square test, One-way ANOVA, t-test, Simple correlation analysis, Regression analysis and Factor Analysis were used for the analysis.

Scope and period of the study

The study was attempted to probe the level of educational standards of the students and the level of job satisfaction of the teachers of matriculation higher secondary schools in Chennai.

The data relating to educational satisfaction of the students, job satisfaction of teachers in self – financing schools of Chennai and data regarding the organizational climate were collected from January 2013 to December 2013. By conducting the study, it was possible to identify the problems of self-financing schools in Chennai. This will certainly help in suggesting the refinements or remedial measures to overcome the problems.

Limitations of the study

Though the research was well planned and executed, there were certain limitations, which were inherent in nature and were out of the researcher’s control. The following were the limitations.
a. The opinions were collected from the students and the teachers of the self-financing schools in Chennai only. Hence, it cannot be generalized to all in Tamil Nadu.

b. Only Chennai was chosen for the study, as it is the residential place of the researcher.

c. The researcher could not get some information otherwise useful for a deeper study, due to the restrictions on the disclosure of data on part of the higher officials of the schools.