CHAPTER 2

RESEARCH METHODOLOGY
2.1 Research Methodology

The Research Methodology used for this study is more qualitative (i.e. interviews and questionnaires) in nature. However, some suitable quantitative tools have been used to justify the relationship of variables. A combination of quantitative and qualitative approach has been adopted for an in-depth analysis of performance evaluation issues in select institutes.

2.2 Objectives of the study

The broad objectives of the study had been to analyse the Performance Management methods and processes used to ensure that the productivity of academic staff is enhanced in Higher Education, with a specific focus on institutions in Gujarat, as per the criteria decided.

2.3 Sub-objectives of the study

- To evaluate the effectiveness of existing system in terms of productivity enhancement.
- To identify the specific factors which play a major role in increasing the productivity of employees
- To highlight the merits and challenges in measurement of performance of teaching faculty in higher education.
2.4 Hypothesis for the Study

1. Awareness of Career growth path (API system and Career Advancement Schemes) in Higher Education helps a teacher in improving the productivity.
2. Contemporary awareness of performance appraisal system in Higher Education helps a teacher in improving the productivity.
3. Reputation of the institution in Higher Education system helps a teacher in improving the productivity.
4. Quality of students in the respective institutions helps a teacher in improving the productivity.
5. Availability of resources in the institutions helps a teacher in improving the productivity.
6. Job satisfaction helps a teacher in improving the productivity.
7. Institutes with a culture towards better research helps a teacher in improving the productivity.

2.5 Universe of Study

The study consists of public and private sector institutes in India in general and Gujarat in particular.

2.6 Sampling Design

The general framework for sample design is the Higher Education institutions across Gujarat:

1. The institutes running in Class “A and B” cities have been taken.
2. The listed Universities (Government and Private) and Colleges (Government / Grant-in-Aid and Self Financed) from four major cities/areas of Gujarat (Ahmedabad, Baroda, Bhavnagar and Kutch) have been covered to study the specific trends, problems and advantages or disadvantages in each.

Considering the above criteria, government institutions and equal number of private institutes have been included in the sampling.

The study is of descriptive nature whereby the researcher has tried to locate the challenges in the existing system and suggest, if possible, a different objective approach. The study concentrates on the teachers serving in the targeted institutions using convenient sampling.

**2.7 Data collection tools**

The study is based on primary as well secondary data available on Higher Education in India and from the field sources. The main sources for data collection have been various Government records and publications of Higher Education. Supplementary data has been collected from various Government records, various journals, latest newspapers and online authentic information have also been referred to.

The research has been conducted using interview method, and questionnaire survey covering teachers across public/private institutes in Gujarat. The data, thus collected, was authenticated through discussion with the respondents.

Personal Interview method has been used by interviewing HOD’s, Directors and Principals, Faculty and Non-Teaching staff of the Institutes to collect first
hand information and opinions of targeted samples regarding the problem of the study and to deduce probable solutions.

2.8 Data analysis

The SPSS package (version 22) has been used to analyse the data collected. The researcher has used the application of the package to evaluate the entire process through SPSS at length.

The data has been collected from Primary sources and their confirmation and validation has been done through supplementary sources. After collection of data, respected variables have been identified and put to an analysis through version 22 of SPSS program.

Component and content analysis has also been done and expected results derived thereby. To validate the derivatives of results different cross analyses have also been done and they reconfirm the same results.

The measurement of performance of the components (teachers) in Higher Education has been a sensitive and technical issue since the beginning of this research.

With the implementation of 6th pay commission the University Grants Commission (UGC), along with All India Council of Technical Education (AICTE), has identified various components to evaluate Academic Performance of the teachers.

This index of Academic Performance has been used in this research.
In general, all assumptions made earlier have been proved and after the analysis of the data, it can be inferred that good working conditions coupled with good infrastructure, management support and student quality together enhances the performance of an individual teacher and, in turn, adds to the productivity. It is, thus, self-evident that better Performance Management can ensure and enhance productivity in Higher Education.

2.9 Limitations of the research tool (questionnaire)

1. A major limitation of written questionnaires is the possibility of low response rates. Low response is the curse of statistical analysis.

2. Many respondents showed a lot of hesitation in giving answers to certain questions relating to job satisfaction and factors which help in improving productivity. Their concern might be about probably antagonizing the management or seniors.

3. There is a possibility of biasness in answering by some respondents to show that all is well in their career and job front.

4. Many responses seemed to be made mechanically with less interest regarding the seriousness of the survey. This analysis became more certain when there was lack of a logical flow in the answers for few questions which implied that the questionnaire was filled in a hurry.

5. Many people did not respond even after repeated remainders to do so. Some kept promising that they would return the filled up questionnaire for almost a month but yet did not. As a researcher I gave 3-4 soft remainders to the faculty members who did not fill up the online questionnaire.
6. I also facilitated some by getting the questionnaire filled up on the spot so that any doubts could be addressed to

7. Respondents may have read and interpreted questions differently and lead to different answers differently. Hence one has to accept the fact that a lot of subjectivity is involved in answering the written questionnaire but if done in proper spirit the results can be quite accurate.