CHAPTER IV

METHODOLOGY

The quality of a study depends upon the selection of suitable methods and tools for investigation. A pre-planned and well-designed methodology will provide the researcher a scientific and feasible plan for solving the problems under analysis. It will help the investigator to explore different trends in the field and adequately measure them so as to satisfy the requirement of the investigation. In this chapter, the design of the study, population, sampling, development of tools and procedures are discussed.

This study is entitled ‘Effectiveness of In-service Training Programmes for Teachers and Headmaster by DIETs’.

4.1 DESIGN OF THE STUDY

The decision about the method depends upon the nature of the problem selected and the kind of data necessary for its solution. These data can be gathered from surveys of the population. But at times, the survey may describe a limited population which is under consideration.

The normative survey method was used in this study. It is one of the most commonly used methods to solve educational problems. It is the method of investigation that attempts to describe and interpret what exist in the present, in the form of conditions, practices.
processes, trends, effects attitudes and believes. No category of educational research is more widely used than the type variously known as survey, the normative survey, status and descriptive research. This method of classification includes a variety of specific techniques and procedures. The objective of the normative survey would suggest the relevant aspects of this kind of study. The word 'survey' indicates the gathering of the data relevant to the current situation. The word normative is used because surveys are frequently made for the purpose of ascertaining the normal or typical condition or practice.

This study attempts to analyses the effectiveness of in-service training for primary teachers and Headmasters organised by DIETs. The effectiveness is derived in terms of the present status of training programmes and their output. In order to ascertain the training output and the method of training. a large number of data have to be collected and analysed. So normative survey method has been found suitable for this study.

4.2 POPULATION

Primary teachers, Headmasters of primary schools and the members of DIET faculty in the State form the population of this study. Primary teachers and Headmasters consist of both who attended in-service training and who did not attended the training programme.
DIET faculty members include lecturer, senior lecturers and principals of DIETs.

4.3 SAMPLE

By using random sampling technique 784 teachers, 210 Headmasters and 36 members of DIET faculty were taken as sample for this study. The sample of Teacher population includes teachers from Government schools and private schools, male and female, rural and urban teachers. The sample of population from DIETs includes 6 principals, 15 senior lecturers and 15 lecturers.

The following districts were selected for the present study:

1. Kollam
2. Alappuzha
3. Pathanamthitta
4. Ernakulam
5. Thrissur
6. Kannur (Appendix X). Among the districts Kollam, Thrissur and Kannur represents south, middle and northern part of the state respectively. Alappuzha was selected as a costal district. Pathanamthitta represents hilly district. Ernakulam stands for a corporation area. Details of the sample selected are shown in Table 1 to 5. The sample selected for class observation and school observation from teachers and headmasters participated in in-service training and not participated were more or less same in experience, educational qualification and exposure.
4.4 **TOOLS USED FOR THIS STUDY**

Factual material unknown so far are necessary for every study. They can be obtained from many sources, direct or indirect. It is necessary to adopt a systematic procedure to collect the essential data. Relevant data having adequate quality and quantity should be collected. They should be sufficient, reliable and valid.

**The major tools used for this Study:**

1. Questionnaire (A) to collect data from teachers who have attended the in-service training programmes in the IFIC faculty of DIETs.

2. Questionnaire (B) to collect data from teachers who have attended the in-service training programme in the CMDE faculty of DIETs.

3. Questionnaire (C) to collect data from teachers who have attended the in-service training programme in the W.E faculty of DIETs.

4. Questionnaire (D) to collect data from teachers who have attended the in-service training programme in the E.T. faculty of DIETs.

5. Questionnaire (E) to collect data from Headmasters who have attend the in-service training programme in the P&M faculty of DIETs.
(6) Interview schedule to members of DIET faculty

(7) Observation Schedule (A) (Training) for observing the training programmes of IFIC, ET, WE, CMDE, P&M, faculties of DIET.

(8) Observation Schedule (B) (Class) for evaluating class room practices of both teachers who have undergone in-service training at DIET and not.

(9) Observation Schedule (C) (School) for observing the influence of P&M training to both Headmasters who have undergone the training programme.

Preparation and Development of Tools

In the present study three types of tools were used. They are questionnaire, observation schedule and interview schedule.

Questionnaire

A questionnaire is a device consisting of a series of questions dealing with certain psychological, social and educational topic(s) given to an individual or a group of individuals with the objective of obtaining data with regard to the problems under investigation. It is a device for securing answers to a series of questions by using a form which the respondent fills up by himself. Questionnaire is a systematic compilation of questions that are administered to a sample of population from whom information is desired required.
In the present study five types of questionnaires were used for collecting data. First four for teachers who have attended training programmes in four faculties of DIETs (Questionnaire A, B, C, and D) and other for Headmasters participated in the training programmes on Planning and Management (Questionnaire E). Each faculty of DIET is organizing courses with different character and content. So the questionnaires administered among the teachers differed according to the nature of the training programme.

There are three parts in each type of questionnaire - Part A, B and C. Both open and closed ended questions were used in each questionnaire.

A. Personal data

It aimed at collecting the personal and general data regarding the teachers and Headmasters who attended in-service training programmes organised by DIETs. Items like name, age, designation, educational qualifications, teaching experience, location of school etc. were included in this part.

B. Areas included in in-service training programme and its effectiveness

This part is aimed at the analysis of the effectiveness of each area of training in terms of presentation, practicability and development of teaching competency. Depending upon the content area
of each training programme of each faculty, separate questionnaires were used to collect data.

Areas covered in each questionnaire

(I) In Service Programmes, Field Interaction and Innovation Coordination (IFIC)

1) Action research
2) Activity oriented Approach
3) Arts education
4) Compensatory education
5) Concept of District Primary Education programme
6) Concept of Minimum Level of Learning
7) Concept of operation blackboard programme
8) Concept of Pre-requisite
9) Continuous and comprehensive Evaluation
10) Educational Technology
11) Environmental Based Approach
12) Health Education
13) Integrated Approach
14) Learner Centred Approach
15) Modern Educational Psychology
16) Multigrade Teaching
17) Objective Based Instruction
18) Physical Education
19) Planning of Lesson (preparation of lesson plan)
20) Population Education
21) Preparation of low cost teaching Aids
22) Presentation of Demonstration Classes
23) Process Oriented Approach
24) Role of Projects in the Learning.
25) Role of Society in Education
26) Role of work Experience in Education
27) Scientific Analysis of Lesson
28) Special Education
29) Teaching of Basic Science (Environmental Science I)
30) Teaching of English
31) Teaching of Hindi
32) Teaching of Mathematics
33) Teaching of mother tongue
34) Teaching of Social Science (Environmental Science II)
35) Value education

II Curriculum Metered Development and Evolution (CMDE)

1) Activity based Evaluation
2) Aims and objectives of Evaluation
3) Analysis of existing Curriculum
4) Analysis of Text books
5) Continuous and Comprehensive Evaluation
6) Core Curriculum
7) Diagnosis and Remediation
8) Formative Evaluation
9) Hidden Curriculum
10) Importance of Co-curricular Activities
11) Locally specified and flexible Curriculum
12) National Curriculum Framework
13) Preparation of Lesson Plan
14) Preparation of Question Bank
15) Preparation of Teacher’s Handbook
16) Preparation of work book
17) Summative Evaluation
18) Tools and Techniques of evaluation related to non-cognitive domain
19) Tools and Techniques of Evaluation relative to cognitive domain

III. **Work Experience (W.E.)**

1) Formation of work experience club
2) Identification of locally relevant work experience area and it's training
3) Implementation of the concept of 'Learning by Doing' in teaching
4) Importance of work experience in Education
5) Organisation of work experience
6) Planning and implementation of Hobbies related to work experience
7) Planning and implementation of school hygienic programme
8) Practicing of different kinds of craft work
9) Preparation of co-curricular activities
10) Preparation of handwritten magazine and wall newspaper
11) Preparation of low cost teaching aids
12) Preparation of work experience kit
13) Preparation of year plan for work experience programme
14) Relation between work experience and other academic subjects
IV. Educational Technology (E.T.)

1) Computer assisted instruction
2) Concept of educational technology
3) Dramatisation as a teaching learning strategy
4) Individualised instruction
5) Instruction using audio-visual aids
6) Instruction using puppetry
7) Integrated learning
8) Micro teaching
9) Models of teaching
10) Multigrade teaching
11) Need and importance of educational technology
12) Preparation of audio, video lessons
13) Preparation of handwritten magazine, wall newspaper.
14) Preparation of low cost teaching aids
15) Programmed instruction
16) Role plat as a teaching learning strategy
17) Team teaching

V. Planning and Management (P & M)

1) Academic management
2) Action research
3) Class Inspection
4) Class Supervision
5) Conflict Management
6) Guidance & Counselling
7) Institutional planning
8) Leadership quality
9) Motivational Management
10) Office Management
11) Organisation of school complex
12) Personnel Management
13) Problems and Remediation in primary education.
14) Pupils' welfare activities
15) Relation between school and society
16) School Management
17) Teachers' welfare activities

C. Details regarding Course Evaluation and Resource Support

Questions relevant to the mode of course monitoring and evaluation, field interaction and resource support provided by DIETs to the trained teachers were included in this part.

Part A and C of all questionnaires were same. But Part B of the questionnaire differs in terms of the faculty where the teacher or headmaster had been trained.
The process of developing questionnaire

The time schedule and modules of Training Programme conducted by DIETs were examined. References were made wherever required to collect details about in-service training programmes from the DIET guideline. The investigator collected information on the functions and structures of DIET faculties also from the guideline. Consultation has been carried out with DIET faculty members and educational experts. (Appendix XI). The directions given from SCERT and NCERT for DIETS in connection with in-service training programmes were scrutinised. Personal experiences in organising in-service training programmes as a DIET faculty member has been of advantage in developing the questionnaires. A draft questionnaire was prepared and given to the experts for their comments. A tryout of Questionnaire was carried out with 20 teachers of Chenganur Municipality to evaluate the validity, reliability and practicability of the tool. Appropriate modifications were effected on the basis of feedback from the above processes. Approach, style, content, structure and answering pattern were modified according to the results obtained from the tryout. Thus the investigator arrived at the final shape of questionnaire after one more consultation with experts, which was used for the present study. The questionnaires were finalised by further examination and consultations (Appendices I, II, III, IV & V).
Interview Schedule

Interview is a process of communication or interaction in between the interviewee and the interviewers which facilitates the required information viably in a face-to-face situation. In the present study, interview was used as a tool for gathering data required for the study by the researcher. A structured interview was conducted among 14 DIET faculty members on individual basis. A series of questions were prepared by the investigator in consultation with educational experts. Thirty-five questions were taken for the try out. Eight questions seemed not effective to elicit the opinion of faculty members. They were replaced by new questions relevant to the context and objectives of the study. The number of questions was limited to 23 by considering the expected outcome. The tool was finalized after the above modifications on the basis of try out in seven faculty members at Chengannur DIET, in Alappuzha district. The tool was again examined by the experts before and finalisation.

The interview schedule comprises two parts. A & B (Appendix VI).

A. Personal data

The personal information about the interviewee's, the DIET faculty members are included in this parts. The information regarding
the name, age, educational qualifications, period of service etc. are some of the items.

B. Details about functioning of DIETs

In this part questions were asked to collect information about the method of identifying training needs, planning and implementation of in-service training programme. Infrastructure facilities available and utilized in DIETs, problems and hindrances in conducting in-service training, strategies and techniques of training, resource support, course evaluation, field interaction, action research and suggestions for further improvement were appropriately included.

Observation Schedule

Observation is a process in which one or more persons observe what is occurring in the real-life situation, and they classify and record pertinent things according to some planned scheme. Observation as a research technique needs expertise and proper direction. It is neither haphazard nor unplanned. As a data gathering device, direct observation may also make an important contribution to descriptive research. In research the process of observation has to be systematic. So the observation has to be made on the basis of a prepared schedule.

In the present study three observation schedules were used to collect data. They are (1) Observation schedule (A) (Training)
(2) Observation schedule (B) (Class) (3) Observation schedule (C) (School) (Appendices VII, VIII & IX).

All the observation schedules were prepared after consultation and reference. The Observation Schedule A (Training) was administered in to training programmes as tryout conducted by DIET, Alappuzha, Chengannur. Two training programmes of each faculty was taken for observation. Some changes have been made in observation schedule according to the feedback of tryout. For example, 'the discipline of teachers during training time' was included for observation. This was not practicable to yield any objective finding. The observation of 'sharing of classroom experience' was added to the observation schedule. Thus the observation schedule-A was modified. It was finalised after necessary consultations.

The Observation Schedule-B (Class) and the Observation Schedule-C (school) were prepared separately. These observation schedules were tried out at schools of Mulakuzha Panchayat in Alappuzha district. They were finalised after a second round discussion with experts.
Observation Schedule-A (Training)

Observation schedule (Training) has two parts - A and B.

A. Details of DIET

This part comprises the name of DIET, name of the faculty, details of trainees, number of participants and related data.

B. Details of Training Process

This part includes the infrastructural facilities available in the DIETs for training purpose and the utilization of the facilities. Training activities and its level, the competency of trainers, strategies and techniques etc. were also included.

This schedule was developed by referring books related to the in-service training and other orientation programmes. Consultations were also made with the experts in the corresponding field. Many training sessions were observed to evolve genuine techniques for effective in-service training.

Observation Schedule-B (Class)

This observation schedule also contains two parts - Part A and B.

A. Information regarding the teacher

This part includes the personal information regarding the teacher and the nature of the school. The items included are name of teacher, name of school, place and location, class, subject, number of
students and details regarding the in-service training attended by the teacher. The above data were collected from Headmaster before observation.

**B. Functioning of School**

This part includes the infrastructural facilities available in the classroom, method of transaction applied, activities organised etc.

The Observation Schedule-B (Class) was prepared in consultation with the experts. The investigator himself has visited 12 schools as a member of DIET faculty to find out effective class room strategies for promoting meaningful learning. Some reference materials were also used to find out innovative class room practices experimented by educationists.

**Observation Schedule-C (School)**

It also includes two parts-A & B.

**A. General Information**

The items included are name of the school, district, name of headmaster, number of pupils and the details regarding the training obtained by the Headmaster. The above data were collected from school records before observation.
B. Planning and Management in School Functioning

This part includes the functioning of the school related to the learning activities, adopted other activities related to the day to day functioning of the school and details of records maintained.

The School Observation Schedule was developed in consultation with headmasters, teachers and other educational experts including Educational Officers. The Government directions given by educational authorities were also referred.

Other sources of gathering data

The investigator collected data from other sources like SCERT, DIET related to the objectives and purposes of the study.

4.5 Procedure of Data Collection

All the tools were administered in a systematic manner. The investigator visited six DIETs in the months of August, September and October 1997, for observing in-service training programmes because most of the training programmes were scheduled during these months. Having stayed in each DIET for two weeks, the investigator himself observed the training process directly. A full day observation has been made for each faculty's training. During the period, interviews with DIET faculty members were also conducted. The questionnaire to teachers and Headmasters were distributed to all participants at the time of their completion of training. Twenty percent
of the questionnaires were collected on the spot after the completion. 40 percent of questionnaires were collected by post (through self addressed stamped envelops to teachers). The remaining questionnaires were collected at the time of school visit. A second round visit was also made in the month of November 1997 to cover the training programmes of certain faculties, which were conducted later.

After the completion of visit to DIETs, the investigator carried out a school visit programme during the months of December 1997, January, February and March 1998 for class observation. The classes conducted by the teachers (who have attended in-service training programme and who have not attended) were observed separately to ascertain the mode and quality of their teaching. The service of DIET faculty members & District Resource Persons (DRP) were also used for observing the classes in some districts. An attempt was made to make the resource person to be aware of the objectives of class observation for this purpose. They were specially trained by the investigator to collect data in a scientific manner. During this time the planning and management efficiency of the Headmasters were also observed by using separate observation schedule. Both categories of schools having Headmasters who have and have not attended training were observed.
Time Schedule for Collection of Data

Preparation of Tools - 1997. March, April May


Finalisation of tools - 1997 July

Administration of Tools

Observation Schedule-A
Questionnaire (training - 1997. August, September, Interview Schedule
October and November

Observation Schedule-B (Class) - 1997. December
Observation Schedule-C (School) 1998 January,
February and March

4.6 TREATMENT OF DATA

The data collected were entered in a register. For tabulation. The data were analysed using appropriate statistical techniques by using computer. in consultation with experts.

Formula used for finding critical ratio.

Critical ratios between percentages of sub-groups were calculated using the formula suggested by Garrett (1977).

\[
C.R = \frac{P_1 - P_2}{\sqrt{(1/N_1 + 1/N_2)PQ}}
\]

Where,

\[
P = \frac{N_1P_1 + N_2P_2}{N_1 + N_2}
\]
Q = 100 - P;

N_1 = Total sample of the first group

N_2 = Total sample of the second group

P_1 = Percentage of the first group:

P_2 = Percentage of the second group.

P = Percentage of the combined groups.
## DATA AT A GLANCE

### Table 1

Details regarding the respondents to the Questionnaire- Faculty Wise

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<th>Sl.No.</th>
<th>Category</th>
<th>(No.&amp;%)</th>
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<th>WE</th>
<th>ET</th>
<th>PM</th>
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### Table 2

**District wise and Faculty wise Distribution of Respondents (Questionnaire)**

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<th>E.T.</th>
<th>P &amp; M</th>
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<td>Teachers (not attended in-service Training)</td>
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Table 4
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References


CHAPTER V
ANALYSIS AND INTERPRETATION

- FUNCTIONS OF DIET
- INFRASTRUCTURAL FACILITIES AVAILABLE AND UTILISED IN THE DIETS
- EFFECTIVENESS OF TRAINING PROGRAMMES CONDUCTED BY EACH FACULTY OF DIETS
- PROBLEMS AND HINDRANCES IN ORGANISING THE IN-SERVICE TRAINING
- INFLUENCE OF IN-SERVICE TRAINING IN CLASSROOM PRACTICES
- THE INFLUENCE OF IN-SERVICE TRAINING PROGRAMMES ON HEADMASTERS IN THE AREA OF PLANNING AND MANAGEMENT
- SUGGESTIONS FOR STRENGTHENING OF THE IN-SERVICE TRAINING BY FACULTY MEMBERS OF DIETS