CHAPTER IV

METHOD AND PROCEDURE
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4.0 INTRODUCTION

This chapter presents the method and procedure adopted by the investigator in the study for the purpose of the collection of data. The investigator followed the descriptive survey type method, which primarily describes the position of Elementary Education in Meghalaya. The descriptive or normative survey method of educational Research is that method of investigation which attempts to describe and interpret what exists at present in the form of conditions, practices, processes, trends, effects, attitudes, beliefs and others.

It will be worthwhile to recall the objectives of the present study.

1. To study the background and development of the Catholic Missions – run schools in the state of Meghalaya at Elementary level.

2. To assess the extent of the contribution made by the Mission in the development of Elementary Education.

3. To identify the strengths and weaknesses and unique features, if any of these institutions and their influence on school education.

4.1 POPULATION

The population of the present study comprises all elementary schools managed by the Catholic Church in the State of Meghalaya. These schools fall under the following categories.

(i) Deficit schools

(ii) Private-aided schools

(iii) Private schools
The information regarding the total number of elementary was obtained by the investigator after consulting statistical records, Directory of the Catholic Church, North East India and other documents maintained at the Catholic headquarters in Shillong and Tura and catholic churches in Meghalaya. From the records it was learned that there were 574 elementary schools run by the Catholic Church. All the heads and the teachers working in these schools as well as retired teachers who had worked in these schools formed the population of the study.

4.1.1 SAMPLE

The sample for the present study was drawn from the elementary Schools (Classes I-VII) managed by the Catholic Church in the State of Meghalya. There are 574 Elementary Schools run by the Church. The investigator has selected 290 schools for the present study. The investigator followed the stratified random sampling method which included the school strata as Deficit, Private-Aided and Private-Unaided as proportionately as possible.

However, data could be collected from 265 schools only. Finally these 265 schools form the sample of schools for the study. All the heads of these 265 schools were included in the study and one teacher from each of these 265 schools was also included in the sample of Teachers. Besides, some retired teachers who were readily available were also involved in the data collection process by the investigator. They numbered 20 in all.

Table 4.1 gives the breakup of the sample of the head teachers and the assistance teachers.

Table 4.1  Distribution of Heads and Teachers in the sample

<table>
<thead>
<tr>
<th>Categories</th>
<th>Deficit Schools</th>
<th>Private Aided Schools</th>
<th>Private Unaided Schools</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head Teachers</td>
<td>38 (14.34)</td>
<td>175 (66.03)</td>
<td>52 (19.63)</td>
<td>265 (100)</td>
</tr>
<tr>
<td>Assistance Teachers</td>
<td>38 (14.34)</td>
<td>175 (66.03)</td>
<td>52 (19.63)</td>
<td>265 (100)</td>
</tr>
</tbody>
</table>
4.2 TOOLS FOR THE PRESENT STUDY

In an empirical study of the kind undertaken by the investigator different types of tools can be used. The present investigator however, felt the necessity of having questionnaires covering questions on various aspects of elementary education since the present study is a descriptive survey type. The investigator also decided to use a set of questionnaire for the heads and another set of questionnaire for assistant teachers involved in the study.

For collecting data from the third category of respondents, i.e. the retired teachers, the investigator decided to prepare an interview schedule.

In addition to the tools conducted by the investigator, the present investigator for collection of basic data consulted related papers, files and documents from the Directorate of Educational Research and Training (DERT), Directorate of Elementary and Mass Education (DME), Inspectorate and Catholic Churches.

4.2.1 CONSTRUCTION OF TOOLS

A study of the related literature and a close look at the objectives of the present study helped the investigator to identify the items to be included in the questionnaires and the interview schedule. The investigator, in this way prepared the draft questionnaire for the heads as well as for the assistant teachers and the interview schedule for the retired teachers.

4.2.1.1 QUESTIONNAIRE FOR THE HEADS

The questionnaire for the head teachers included the following broad areas: general information, historical background, physical resources, human resources (teachers, students, community), financial resources, welfare measures, management of the schools, structure, functions, record, planning of work, uniform of students, medium of instruction, supervision and inspection, examination and evaluation, contribution of the school, strengths and weaknesses of the school, problems and suggestions.
Many questions were included in each area of the questionnaire. The drafted questionnaire was then submitted to five experts from the Department of Education, NEHU, for ascertaining content validity of the questionnaire. The experts were requested to judge the content and forms of the questions used in the questionnaire and give their comments and suggestions for improvement of the draft questionnaire.

4.2.1.2 QUESTIONNAIRE FOR THE ASSISTANT TEACHERS

In the same way the investigator also drafted the questionnaire for the assistant teachers. This questionnaire included the following areas, general information, personal information and schedule of work, curriculum and methods of teaching, staff relationship and student-teacher relationship.

Each of the areas included different questions. The draft questionnaire for teachers was also submitted to the same experts from the Education Department, NEHU with the request for their comments and suggestions. It may be mentioned here that the experts gave valuable suggestions and both the questionnaires were revised with reference to the suggestions given by them. The final questionnaires were prepared in this way.

As regard the form of the questions, it may be mentioned that most of the questions included in the questionnaires were of multiple-choice type and the respondents were required mostly to tick mark the appropriate box/boxes placed against the responses.

Against most of the questions, in addition to the probable responses given, an extra category of response as 'Any other (please specify)' was included so as to make most of the questions as open-ended as possible.

4.2.1.3 INTERVIEW SCHEDULE

The investigator also drafted an interview schedule for the retired teachers. The draft interview schedule included 25 questions, which were considered by the investigator vital for the study and which could be responded by the retired teachers. The interview schedule was also submitted to the same expert with the request for their suggestions. On the suggestions of the expert the interview schedule was...
modified by reducing the number of questions to 20. Five questions were removed as suggested by the experts in order to avoid overlapping. The investigator also realized the same and accepted the suggestions given by the experts.

All the tools were then finalized and adequate numbers of copies were made for administration to the respondents.

4.3 COLLECTION OF DATA

After having made the copies of the tools, the next step for the investigator was to distribute them among the respondents. The investigator first proceeded to the Garo Hills District and distributed the questionnaires to the heads of the selected schools either personally or through messengers. Some of the questionnaires however, had to be mailed. Each respondent was provided with a stamped envelope for returning the questionnaire duly responded. After having distributed the questionnaires in the Garo Hills, the investigator distributed the questionnaires to the heads and assistant teachers of selected schools in the Khasi Hills and Jaintia Hills in the same way either personally or through messengers. Besides, in some cases questionnaires were sent by post. Stamped envelopes were sent to the respondents for returning of the questionnaires.

The respondents were requested in writing as well as through telephones and personal contacts to return the questionnaires as early as possible. They were also requested to feel free to response to each question since their responses would be treated as confidential. The distribution of questionnaires took about three months' times and the investigator had to keep on reminding the respondents to return the questionnaires. In some cases questionnaires had to be supplied for the second time.

The data collection process, which included the administration of the aforesaid questionnaires and the interviews of selected 20 retired teachers required almost one years' time. Even with repeated requests and reminders, only 265 heads and 265 assistant teachers returned the questionnaires. Since it had already taken a long time and since non-receipt of questionnaires from 25 respondents did not affect the representativeness of the same, the investigator decided not to pursue the 25 respondents and analyzed the 265 questionnaires for the purpose of the study.
4.4 ANALYSIS AND INTERPRETATION

Data collected through the questionnaires from 265 heads and 265 assistant teachers and the data collected through the interview schedule from 20 retired teachers were tabulated and analysed using simple descriptive statistics by the calculation of the percentages. Conclusion and findings were drawn after analyzing and discussing the data while interpreting the data the findings were compared with the early studies.

The report has been presented in six chapters.

Chapter I which is an introductory chapter gives the background of the study undertaken as well as a theoretical orientation to the empirical study undertaken by the present study.

Chapter II deals with the Review of Related Literature. It is an attempt to review the available literature relevant to the present study undertaken by various researchers in the country and abroad. Their records and findings were faithfully recorded and presented in this chapter to bring out the relationship between the present study and the earlier studies.

Chapter III - In this chapter a survey of the services made by the various organizations towards education is given. This is a general description in a historical perspective against the backdrop of which the significance of the present study has been undertaken. The present investigator felt that giving a glance at the services given by various Christian missionary organizations in the North East was considered necessary so as to visualize the significance of the present study that is concerned with the contribution of a specific group of missionaries.

Chapter IV deals mainly with the methodology adopted for the present study. This includes a sampling design and the tools used in the present study as well as the procedure used for the collection of data.

Chapter VI is devoted to highlighting the findings, their educational implications and suggestions for further improvement.
4.5 CHAPTERISATION

The title of each of the six chapters of the report is given below:

Chapter I  INTRODUCTION

Chapter II  A REVIEW OF RELATED LITERATURE

Chapter III  CONTRIBUTION OF MISSIONARIES IN GENERAL TO EDUCATION IN THE NORTH EAST

Chapter IV  METHODOLOGY AND PROCEDURE

Chapter V  ANALYSIS AND INTERPRETATION

Chapter VI  FINDINGS OF THE STUDY AND SUGGESTIONS
Rural School Buildings

Classrooms in Rural Areas

School Assembly

Learning Practical Skills in Orphanages/Hostels