CHAPTER V

PLANNING AND PROCEDURE

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CHAPTER V

PLANNING AND PROCEDURE

5.1 Introduction

Today's fast changing world is extremely complex. Any work completed needs to be well planned, so that the time needed is spread effectively over a longer period. Planning is a required aspect even in everyday life. A small act e.g. a visit to a movie also requires us to plan. If this is true, then how can a research worker proceed without a careful plan, especially for important study like in-service education. The observation of this present study may affect decisions of educational policy in Thailand, hence, it was necessary for the investigator to plan this work.

The present chapter deals with a Statement of the Problem, Definition of Terms, Scope and Limitation of the Study, Objectives of the Study, Aspects of Planning, Procedures and System of Analysis of the Data.

5.2 Statement of the Problem

The problem of the present study is:
5.3 Definition of Terms

5.3.1 A Study

The word 'study' has different connotations; they are as follows:

Good (1973, p.564) defines it as:

1. application of the mind to a problem or subject;
2. a branch of learning;
3. an investigation of a particular subject, or a published finding of such an investigation.

According to The Reader's Digest Great Encyclopaedia Dictionary (1970, p.876) 'a study' means:

1. devotion of time and thought to acquisition of information, pursuit of some branch of knowledge, careful examination or observation of subject question.

2. literary composition devoted to detailed consideration of a subject or problem or executed as exercise or experiment in style.

3. careful sketch made for practice in technique or as preliminary experiment or a part of it, composition designed to develop player's skill.
4. make a study of, take pains to investigate or acquire knowledge of a subject or assure, examine carefully, investigate, apply oneself to study, take pains to do deliberate, international, affected.

According to Stein (1953, p. 467) 'a study' means:
1. application of mind to the acquisition of knowledge;
2. deep thought; and
3. to examine or investigate carefully.

According to Teall (1960, p. 313) 'a study' means:

1. to investigate closely, or
2. to scrutinize or earnestly contemplate.

The investigator has tried to synthesize most of the definitions cited above and has considered in mind while doing this research work.

5.3.2 Factor

According to Good (1973, p. 233), 'factor' means:

1. a cause or determiner, which may be unique to one available or common to several variables, that may be used to account for the correlations among a set of variables;

2. in mental measurement, a hypothetical trail, ability, or component of ability, that underlines and influence
performance on two or more tests and hence, causes scores on the test to be corrected; refers, strictly, to a theoretical variable, derived by a process of factor analysis, from a table of intercorrelation among tests, but is only commonly used to denote the psychological interpretation given to the variable, that is the mental trait assumed to be represented by the variable such as verbal ability, numerical ability, attitude values and others.

The above definition commonly is used in a broader sense to point at some attributes or variables that seem to bring in certain results on the criterion behaviour or in short affect the criterion behaviour. The present investigator has considered the concept of factor in a more general term and not as on the basis of purely psychological measurement or psychometric.

5.3.3 Programme

Good (1973, p.442) defines the definition of the term 'programme' as:

1. a plan or procedure;
2. all the courses in one field of study, such as business education, industrial trait, organized to fulfil some general objectives and conducted along similar lines;
3. a series of learning experiences designed to achieve within a specified period of time, certain specific
instructional objectives for an adult or group of adults.

The investigator tried to do present work according to above definition, he also kept in mind the concept of term 'programme studies and programme training'.

Good (1973, pp.447-449) puts programme studies as:

1. a definition organized plan allotting a certain time for study in and/or out of school;

2. a plan of study set up by a person who must prepare himself as either a student or a teacher for mastering of a field.

He also defines the term 'programme training' as:

1. an educational programme for which the instruction aims at student competency and mastery of clearly specified skills and tasks and is expected to maintain at least minimum level of proficiency for each trainee;

2. a detailed set of directions covering the procedures for organizing and conducting an industrial course of training; includes statement covering location of classes, selection and number of trainees, description and length of courses, instructor selection, physical facilities and supplies and supervisory duties.

3. job-oriented; it is likely to deal with large number
of personnel and expensive equipments and facilities.

5.3.4 In-service Training

Good (1959, p.576) defines 'in-service training' as: special training or instruction for employed persons, including those in the professions, with a view to increasing works competencies.

5.3.5 Teacher Education In-service

According to Good (1959, p.288) 'teacher education in-service' means: all activities on the part of employed teachers that contribute to their professional growth and qualifications, for example; travel, professional reading, participation in supervisory and curriculum development programme, attendance at seminar-session courses.

5.3.6 Programme In-service

Good (1973, p.446) defines the term 'programme in-service' as: a school or community teacher training plan that may include such activities as seminars, workshops, bulletins, television or film for individuals who are already teaching; the programme is designed to increase their competencies or to bring them abreast of new developments.

5.3.7 In-service Education

According to Good (1973, p.294) 'in-service education'
means: an effort to promote by appropriate means the professional growth and development of works while on job; in supervision of teaching; one of the major task; includes planned and organized effort to improve the knowledge, skill and attitude of instructional staff members to make them more effective on the job; illustrative of activities such as role playing, inter-school visits demonstration and laboratory session.

The above definitions are very compact and include both individual effort and departmental programme. The investigator himself had decided to use the word 'in-service education' instead of others because it has more appropriate scope for the present study, and is directly related to the programmes for the teachers already on job.

5.3.8 Teacher Education

Good (1973, p.536) defines the term 'teacher education' as:

1. all the formal and informal activities and experiences that help to qualify a person to assume the responsibilities of the member of the educational profession or to discharge his responsibilities more effectively;

2. the programme of activities and experiences developed by an institution responsible for the preparation and growth
of persons preparing themselves for educational work or engaging in the work of the educational profession.

5.3.9 Thailand

Thailand is a constitutional monarchy in south-east Asia with a total land area of 518,000 square kilometers. Thailand borders the Socialist Republic of the Union of Burma to the north and northwest, the People's Democratic Republic of Laos to the northeast, Democratic Republic of Kampuchea to the east and Malaysia to the south. Thai is the national language. The population of Thailand is 44,039,000 (approximately, 1978). Buddhism is the state religion of Thailand.

The present investigator, in the light of the former definitions and explanations, decided to conclude about his own studies. Thus, "A Study Factors Affecting In-service Education Programme of Teacher Education Programme in Thailand", can be concluded with the meaning as follows:

"A careful investigation into the planning and implementation of the in-service education programme conducted by teacher education institutions of Thailand along with the evaluation of such a programme by the participants and organizers by way of their opinions expressed about the programme. The investigator also thought it useful to have a look at the value system of Thai teachers and to study their attitude toward in-service education programme as well
as toward teaching profession with a view to arriving at certain factors or attribute affecting the efficacy of in-service education programme."

5.3.10 **Correspondence Course**

    Good (1973, pp.142-143) defines it as:

    1. a method of providing for the systematic exchange between student and instructor of material sent by mail for the purpose of instruction in units of subject matter;

    2. a set of printed lessons or assignments based on textbooks to be used as primary or supplemental aids to learning outside a regular classroom environment.

5.3.11 **Credit Course**

    Good (1973, p.149) defines it as: "a course that carries academic credit." In this study the term has been used to mean such in-service course that would lead to an award of higher professional or academic distinction in the form of a recognized degree, diploma or a certificate from university, college or any other approach institution.

5.3.12 **Debate**

    Good (1973, p.166) defines it as: "a formal presentation of arguments on both sides of a question, before an audience in accordance with standardized procedure; used as a form of
training in public speaking and as a competitive intramural or inter-school student activity.

5.3.13 Demonstration Method

Good (1973, p.170) defines it as: "a method of teaching that relies heavily upon showing a learner a model performance that he should match or surpass; the demonstration may be in real situation or in stimulated conditions may be by the teacher himself or by the electronically operated machines. But, it should provide sufficient scope for practice with real equipment, or stimulators, the efficiency of the learner is judged by comparing the performance of the learner with the demonstrated standard."

5.3.14(A) Conference Method

Good (1973, p.127) defines it as: "Teaching method which employs directed discussion of a topic rather than a lecture by the instructor."

5.3.14(3) Conference

Good (1973, p.126) defines it as: "a meeting of two or more persons of common interest who come together primarily for consultation, discussion and interchange of opinions and ideas."
5.3.15 Lecture Method

Good (1973, p.334) defines it as: "an instructional procedure by which the lecturer seeks to create interest, to influence, stimulate, or mould opinion, to promote activity, to impart information, or to develop critical thinking, largely by the use of the verbal message, with a minimum of class participation; illustration maps, charts, or other visual aids may be employed to supplement the oral technique.

5.3.16 Micro-Teaching:

Good (1973, p.366) defines it as: "a scale down teaching encounter that has been developed at Stanford University to serve (a) as a preliminary experience and practice in teaching, (b) vehicle to explore training effects under controlled conditions, and (c) as an in-service training instrument for experienced teachers; usually 5 minutes in length, involving not more than eight students; often recorded on video-tape for analysis.

5.3.17 Open-Forum

Good (1973, p.249) defines it as: "an organized meeting for the purpose of platform presentation of controversial issues, followed by informal debate and discussion in which all may participate."
5.3.18 **Process-Observer**

Good (1973, p.249) defines it as: "the group member whose role is (a) to observe, generally or specifically, the way in which the group functions, its patterns of interrelationship, and the direction of group movement and (b) to present to the group when requested his observations and analysis of its process; also referred to as an observer.

5.5.19 **Role-Playing**

Good (1973, p.502) defines it as: "(1) the assuming, either overtly or through imagination of the part of function of another or others; originally used by G.H. Mead as a tool in the philosophical analysis of personality and society, the concept of role playing now has important theoretical and practical applications in psychotherapy, group-dynamic and education; (2) a method for developing insights into human relationship by acting out certain behaviour in situations that are similar to real life; (3) an instructional technique involving a spontaneous portrayal (acting out) of a situation, condition, or circumstance by selected members of a learning group."

5.3.20 **Seminar**

Good (1973, p.526) defines it as: "an instructional technique common in but not limited to higher education in
which a group of students engaged in research or advanced study meets under the general direction of one or more leaders on a discussion of problem of mutual interest."

5.3.21 **Training Sensitivity**

Good (1973, p.619) defines it as: "a group technique the goal of which is to make people more sensitive to themselves and others and more aware of how they affect others and how others influence them."

5.3.22 **Symposium**

Good (1973, p.579) defines it as: "an instructional technique in which two to five persons, qualified to speech with authority on different places of the same topic or on closely related topic, present a series of related speeches.

5.3.23 **Discussion-Small-Group**

Good (1973, p.306) defines it as: "organization of subgroups within a class for a conduct of teaching - learning according to (a) interest in particular problems or activities, (b) special skills, (c) social needs, such as security, affection, or a sense of belonging, or (d) educational needs, based on a concept, content or achievement."

5.3.24 **Incentive**

Good (1973, p.294) defines it as: "the factors and forces
that incite or motivate one to action." According to Correy (1953, p.19) incentive refers to the condition and procedure which contribute toward making the teachers more concerned and more desirous and willing to grow, to move towards higher and better professional goals, and to work harmoniously and to cooperate more intelligently with teachers, the community and the administration in the process of developing adequate educational opportunities for pupil."

5.3.25 Workshop

Good (1973, p.652) defines it as: "an instructional method in which persons with common interests and problems meet with appropriate specialists to acquire necessary information and develop solutions through group study; usually residential and of several days duration."

5.3.26 Panel

Good (1973, p.407) defines it as: "a group of three or six persons having a purposeful conversation on an assigned topic with or without active participation by the audience; the panel is usually seated at table in full view of the audiences.

5.3.27 Teacher Production Region in Thailand

The region of teacher production were formal according
to the recommendation of the office of the prime minister (1978), in order to decentralize the production of teacher by cooperating with other institutions in the entire country both pre-service and in-service programme. There are 11 regions all over the country.

5.3.28 Baht

"The term is a unit of money in Thailand. One Baht is equivalent to 0.05 U.S. Dollar or 0.45 Indian Rupee (approximately).

5.4 Scope and Limitations of the Study

The present study attempts to define the in-service education programme of Thailand in general and to determine this element that either support or hinder the programme. The study is comprehensive but it has its own limitations. The scope and limitations of the study are as follows:

1. The study has been restricted to the in-service education programme of the teacher education programme of Thailand.

2. The institutions which conduct the teacher education programme are many, but this study has been limited to 36 teachers' colleges and the Department of Teachers' Training. The study also includes the Teachers' Council which controls all teachers in Thailand on behalf of the Civil Service
Commission of Thai Government.

3. It was impossible to include all the teachers, headmasters and educational personnel in the study. Hence, it was decided to restrict the study to a sample of teachers, headmasters, and educational officials concerned with in-service education programmes conducted by these institutions previously mentioned.

However, the study has been extended to a few citizens (n=105) whose value pattern of teachers and the persons concerned were sought.

4. The investigator has tried to cover the 11 Teacher Production regions of Thailand. Therefore, each and every corner of the country was covered under this study. Furthermore, a general picture of in-service education programme was obtained.

5. As the present investigator was working as a full time research student in India, it was possible to interview only 15.01 per cent of the personnel selected as a sample; these personnel were interviewed at the time of data collection.

6. The present investigator is aware of the fact that for this study the observation technique may be considered more effective than the techniques adopted for the present
study e.g. questionnaires and opinionnaires have their own limitations, but, as it has been stated previously, it was not possible for the investigator to stay in Thailand for a longer period. Also it was not possible to be in Thailand when such programmes were held. Hence, the observation technique was used in the present study.

7. The tool adopted for studying the value system of teachers and citizens was "Allport-Vernon-Lindzey Scale Study of Value" as no other suitable tool has been prepared for use in Thailand. The tool selected was new to the Thai and for them the content of the tool was somewhat foreign. In short, the tool selected to determine the value system was based upon the toll of foreign culture. Ideally, a locally prepared tool based upon Thai culture would have been justified in a better way.

5.5 Objectives of the Study

The study has been undertaken with the following objectives:

1. To study the present position of Teacher Education Programme in Thailand.

2. To study the organizational pattern of in-service education programme.

3. To study the value system of Thai teachers and Thai citizens.
4. To study the attitude of Thai teachers towards in-service education programme.

5. To study the objectives of in-service education programme.

6. To study the sufficiency or otherwise of available facilities for in-service education programme.

7. To study the incentives providing to the participants in the in-service education programme.

8. To study the financial aspect of in-service education programme.

9. To study the efficacy of different methods of teaching used in the in-service education programme.

10. To study the collaboration of the institutions conducting in-service education programme.

11. To study the evaluation programme and follow up programme as well as the utilizing of research in the in-service education programme.

12. To find out the factors that support in making the in-service education effective, if there is any.

13. To find out factors obstructing the in-service education programme, if there is any.
To suggest some recommendation to the administrators, teacher educators and the organizers as well as teachers of Thailand for the betterment of in-service education programme, in the light of the present study.

5.6 Aspects of Planning

5.6.1 Methods and Techniques

The main problem for any researcher is to decide upon the methodology suitable to the study in hand. The nature of the present study is such that it requires a comprehensive survey of the existing patterns of in-service education programme of Thailand. As such, it was decided by the present investigator to use mainly the descriptive survey method and partly historical survey methods.

5.6.1.1 Descriptive Survey Method

According to Good (1973) 'descriptive survey method' is synonymous with 'normative survey' and defines it as: "an investigation designed and conducted to ascertain the facts concerning the present studies of an institution, situation and others.

Descriptive survey method is concerned with describing the conditions that prevail in a group of cases for study, and is essentially a method of qualitative description of the general characteristics of the group. Normative survey
research is directed towards ascertaining the prevailing conditions. It seeks to answer a question "what are the real facts with regard to the existing condition?"

Highlighting further the importance and place of descriptive survey research, Good and Scates (1954) write:

"For constructive thinking about practical affairs, knowledge of the existing situation is essential .... one may have goal to which he aspires; to make plan for reaching these goals, he must find out what the present situation is, in order to know from where to begin with. A survey of existing conditions is an essential guide to one's thinking, whether in evaluating the course he is now following, or in embarking on a new venture. For any purpose starting point is important."

As the major objective of the study was to find out the existing patterns of in-service education programme in Thailand, the descriptive survey was essentially found to be the most suitable method for this research.

In addition, historical method of research was used to develop an understanding of the development of in-service education programme in Thailand in the perspective of respective educational background.

Historical method, Good (1973) defines it as the types
of research that has its chief purpose in ascertaining of facts that fit into a significant time sequence and the relationship among these facts, usually concerned in a broad way with some delimited subjects, or delimiting many aspects of the subjects as each throws light on other aspects of the general story normally concerned with causes but these may have to be imputed. The term implies that a story will be reconstructed from observations that were not made especially for the purpose of study; sources must be discovered and evaluated as to authenticity and accuracy.

The significance of this method in studies of this type is very well brought out in the following authoritative words by Good (1963):

"In order to understand education as a social process with a long history, and to evaluate school theories and plans, we need to know historical evidence or approach in the form of origins that have influenced the present state of education and of the schools, serial or temporal data for identification of significant casual factors, and the insights of educational thinkers in appraising panaceas, half truths, and fads or thrills.

As the present study aims to find out the foundation on which existing educational programme have been built up, the choice of this method was considered very appropriate. The investigator was guided by the following criterion to collect
materials in this regard:

1. Data which provided insight into educational development in Thailand.

2. Data which gave information about the development and overview of teacher education programme as well as in-service education programme.

3. Reported data which possess essential characteristics of in-service education programme as understood today and accepted for use in this investigation, though it could not be perceived at this time as a part of in-service education.

5.6.1.2 Techniques

Along with appropriate tools the following techniques were also applied for the purpose of the present study:

1. Interview technique; and

2. Testing technique.

5.6.2 Tools

Every descriptive type of research employs some of the major tools of research, such as questionnaire, opinionnaire, interview schedules, inventories and others. Therefore, it was decided to employ the following six tools to conduct the present study:
1. Questionnaire
2. Opinionnaire
3. Interview schedule
4. Attitude scale to measure attitude towards teaching profession
5. Attitude scale to measure attitude towards in-service education
6. Value judgement inventory

5.6.3 Planning of Questionnaire

The questionnaire was developed by the investigator on the basis of the related past studies and books. The developing was based on many types of questions to gather the information of present position and opinions of administrators and teacher educators of the institution concerned. The following were the main steps for the planning of this questionnaire.

1. Library Work

At the first phase of the study, about 28 books and 27 articles from various magazines were read and collected. The investigator tried to find them out from various libraries such as the M.B.Patel College of Education library, library of the CASE of Baroda, University Central library of Sardar Patel University, the NCERT library, New Delhi, library of Panjab University, Chandigarh and Calcutta University library. All the literatures concerned were filed up.
2. **Consultation**

When the investigator had some problems he used to approach experts for the consultation in and out of the college. Many experts were consulted for their suggestions as to the present topic. The investigator visited some places in India such as NCERT, New Delhi, Punjab; Regional College of Education, Bhopal, Bombay, Calcutta and Dehradun according to the suggestion of his guide. This phasing helped much to study this problem itself, and to know technique of preparation of tools.

3. **Drafting**

Keeping the topic in mind, the investigator framed the content of questionnaire with the help of his guide as well as some experts in and out of the college. The questions include several types such as open questions, recall informations type, question seeking, check list type and five point rating scale type. The various dimensions in this questionnaire are related to the in-service education programme of teacher education programme in Thailand. The questionnaires are mainly framed about the following aspects:

- General Information of the Respondents, Staff, Advisory Council Objectives, Planning and Procedure, Curriculum, Resource Personnel, Participants, Available Facilities, Time Table, Venue, Preparatory Arrangement, Activities During the
Programme, Teaching Method, Incentive, Evaluation, Post-organisation Activities, Supervision, Collaboration, Financial, System of Overall Assessment, Programme Utilization for Vitalizing Other Agencies, Research as a Means, Difficulties and Problems and Suggestion for Improvement. A questionnaire, thus, prepared was submitted to the guide for correction and to give the final shape.

4. **Finalization of Questionnaire**

When it was approved, the investigator then got it typed. As the questionnaires were to be distributed to the Thais, the translation into Thai language was necessary. The investigator devoted sufficient time for the translation because the structure of both languages are different. It was difficult to do this. Nevertheless, with the help of experts and some of Thai friends, the investigator was successful. The questionnaire was prepared using both the language - English and Thai for all the questions. (Ref. Appendix 1).

5.6.4 **Planning of Opinionnaire**

This tool is for evaluating the in-service education programme of teacher education programme in Thailand by teachers concerned. The opinionnaire was developed by the investigator himself with the help of some of the experts in the field of in-service education in India. As it was
just to get opinions about implementation of in-service education programme in general, hindrances, and needs of the participants, the content of the opinionnaire was based on the general opinions about in-service education programme, personal hindrances and worldly hindrances of the participants, needs of the areas of in-service education programme, needs of the activities of the in-service education programme and needs of the agencies conducting in-service education programme. (Ref. Appendix 2 & 3).

5.6.5 Selection of Scales to Measure Attitude Towards Teaching Profession and Attitude Towards In-service Education Programme

It was previously decided to adopt suitable Attitude Scale to measure attitude of teachers towards the teaching profession and also towards the in-service education programme. As such two attitude scales were selected as tools for this particular study. Such scales are available in the CASE of Baroda. One of these scales has been constructed with a view to measuring the attitude of teachers towards teaching profession. It has been constructed by Yashomati Patel. The second scale has been constructed by V.M. Trivedi to know the attitude towards the Extension Department; the investigator considered this scale suitable for measuring attitude towards the in-service education programme. Both the attitude scales are constructed on the basis of the well known technique
of Thurston (1946) "Equally Appearing Interval Technique".
The scale to measure the attitude towards teaching profession
has 22 statements having scale value ranging from 0.5 to 11.5.
Its reliability is 0.79. The second scale of attitude
towards the in-service education programme has 21 statements
with 0.5 to 11.0 range of scale values. Its reliability is
0.81. (Ref. Appendix 4, 5, 6, 7, 8, & 9).

5.6.6 Selection of Value Judgement Inventory

This inventory has been developed by Allport-Vernon
and Lindzey (1960). It is a standardized tool for the study
of values. Most of the researchers on value are based on
this tool. It is prepared using a forced choice technique.
It has definite theoretical basis; its statistical proper­
ties are adequate and yield scores which possess utility
for both group and individual interpretations. It is
specifically designed to measure the relative importance
of these six values (1) Theoretical, (2) Economic,
(3) Aesthetic, (4) Social, (5) Political, and (6) Religious.
The test is divided into two parts. In total there are
30 + 15 = 45 questions equally distributed for all six values.
It was decided to use this inventory for studying values of
headmasters, teachers and citizens of Thailand, concerned
with the outcome of in-service education programme. (Ref.
Appendix 10 and 11).
5.6.7 Preparation of the Required Copies

As Thais use only Thai language as the medium of communication, the task work for the investigator was to translate from English into Thai. This work was done soundly and smoothly with the help of some Thai friends and the finalization was done with the help of some teacher educators and members of American Peace Corps in Thailand. It was decided to get cyclostyled copies of all above mentioned tools.

5.6.8 Sampling

During recent years, sampling has been increasingly used in education to ascertain information necessary in answering certain questions about specific population. A sample is a small group which represents all traits and characteristics of the population. According to Jahoda et al (1962), "A representative sample is one in which the measurement made on its units are equivalent to those which would be obtained by measuring all the elements of the population except, for the inaccuracy due to limited size of sample."

Keeping in view the expense, time, utility and suitability of the study, the investigator had decided to select the sample for the present study from various agencies or institutions so that teachers, headmasters, teacher educators and citizens could be included properly under the sample.
It was also decided to have an appropriate number of persons from all the categories covering all the regions and to select them at random; so each one of them can get the equal chance of being selected as a sample.

5.6.9 Time Schedule

As the investigator was permitted by the Government of Thailand to study within the period of two years, the time for the study was limited only from September 21, 1978 to September 20, 1980. Hence, the present investigator was forced to plan the time schedule and to stick to it firmly. The following was the time schedule for the study:

1. Reading books, preparing assignments, review of the related literature and preparation of tools to be completed within three months right from September, 1978 to December, 1978.

2. Field work consisting of data collection from several places in Thailand was to be completed within six months from December, 1978 to June, 1979.

3. Tabulation and analysis of data was to be completed within five months from June, 1979 to November, 1979.

4. Three months from November, 1979 to February 1980 were spared for the interpretation of data and for preparation of a draft report.
5. Five months from February 1980 to September 1980 were spared for finalizing the research report, typing the report and preparation of graphs, printing of the cover and binding of the thesis.

5.7 Procedure

5.7.1 Selection of the Sample

Teacher education in Thailand is conducted by various institutions, each institution has independent authority to run the programme. Such institutions are (1) Department of Teacher Training, (2) Department of Vocational Education, (3) Department of Fine Art, (4) Department of Physical Education, (5) Institute of Higher Education in the Office of University Affairs, and (6) Teachers' Council. (The details have been previously discussed in Chapter IV).

From these institutions the present investigator decided to select the three types of institutions; Department of Teacher Training, which consists of 36 Teachers' Colleges as the sample for the present study. Though, all teachers' colleges are under the control of Department of Teacher Training, in general, each institution is independent to run the college. The department itself also conducts the in-service programme by its In-service Training Division. Furthermore, the Teachers' Council which plays a crucial role in teaching profession also was to be selected in the present
study. The rationale of the selection is that they conduct the teacher education programme in general subjects which are not concerned with any vocational, fine art or physical aspects. Therefore, three main types of institutions were considered as the sample of the present study i.e. Department of Teacher Training, Teachers' Colleges and Teachers' Council.

The administrative set-up of teacher education programme in Thailand is regionwise. To decentralize the teacher education and to make the teacher education institutions to be harmonious with the needs of rural areas effectively, according to Report of the Educational Reformation Committee (1978), there are 11 Teacher Education Production Regions (TPR). The criteria of dividing institutions into different regions are based on the population, density, types of occupation, cultural basis and means of transportation.

The Department of Teacher Training and Teachers' Council as well as 6 Teachers' Colleges are located in region 11. The rest of the teachers' colleges are in various regions all over the country. The details are shown in Table 5.1. It was decided to cover all Teacher Education Production Regions in the sample.

It was decided to draw a sample for questionnaire, randomly from 162 administrators and 114 teacher educators of 36 teachers' colleges making a total number of 376. Likewise, 20 admini-
Table 5.1

Distribution of Educational Institutions Selected for the Present Study.

<table>
<thead>
<tr>
<th>Geographical Region</th>
<th>TPR</th>
<th>No. of provin-TCs and TEs</th>
<th>No. of Staff members</th>
<th>No. of persons selected</th>
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<tr>
<td>North</td>
<td>1</td>
<td>7</td>
<td>3</td>
<td>337</td>
</tr>
<tr>
<td></td>
<td>2</td>
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B* = Bangkok Metropolitan
* = Department of Teacher Training
** = Teachers' Council

Astrator of Department of Teacher Training and 22 administrators of Teachers' Council were to be included. The procedure for selecting a sample is discussed in Chapter VII, Section 7.2.
For the sample for measuring the attitude towards teaching profession and attitude towards in-service education programme, it was decided to select from each region a sample of about 80, making a total of about 880. The details of the procedure is discussed in Chapter VI, Section 6.3.2.

To study the value system of people in general, it was decided to select 20 headmasters, 22 teachers and 17 citizens from each region making a total of about 650. The details of the procedure is discussed in Chapter VI, Section 6.2.3.

5.7.2 The Administration of Questionnaire

As the present study is related to three types of teacher education institutions, the questionnaires were distributed to administrators and teacher educators region-wise and institution-wise. The investigator visited all the regions personally and had hand delivery of the questionnaires to the persons selected as a sample in the following way:

The present investigator approached all teachers' colleges and Department of Teacher Training and Teachers' Council. He asked the list of staff members from them and then selected the persons randomly. Then the questionnaires were distributed through the rectors of the colleges accompanied with the official letters to those who were
selected. The investigator got an opportunity to interview with the selected persons. He also tried to collect all printed and official materials concerned with in-service education whenever available. The details of the administration of questionnaire is discussed in Chapter VII, Section 7.2 (vide Tables 7.1 and 7.2).

5.7.3 The Administration of Opinionnaire

The opinionnaire is the tool for evaluating the effectiveness of in-service education programme by teachers concerned. The opinionnaires were dispatched to a sample of 650 teachers the details of which is discussed in Chapter VII, Section 7.30.2

5.7.4 The Administration of Scales to Measure Attitude Towards Teaching Profession and Attitude Towards In-service Education Programme

Two separate tools, to measure attitude towards teaching profession and attitude towards in-service education programme, were dispatched together in one lot only to 880 respondents, so that the respondents could respond both the tools at the same time. The details of which is discussed in Chapter VI, Section 6.3.2.

5.7.5 The Administration of the Value Judgement Inventory

Value judgement inventory was dispatched to a sample of
650 respondents, comprising of headmasters, teachers and citizens. 20 headmasters and 22 teachers were selected at random but the citizens were selected purposively. 17 citizens in each region, among them are doctors, engineers, lawyers, businessmen and social workers, selected purposively. The details of the procedure is discussed in Chapter VI, Section 6.2.3.

5.7.6 Preparation of Master Chart

The tools used were many and number of sample was large, so it was found difficult to bring them to India. The best way, according to the suggestion of the guide, was to prepare a master chart.

The procedure to prepare the master chart was not so difficult. Following were the steps for the preparation:

1. Grouping of the data.
2. Preparing the code numbers of the respondents.
3. Conversion of the language from Thai to English in case of open type questions and opinions.
4. Conversion of descriptive data into numerical one i.e. scoring of the tools.
5. Recording the scores at the appropriate places.
6. Rechecking of the data.

This way data from all the tools were transferred to
5.8 System of Analysis of the Data

An analysis of the data and its interpretation was undertaken to draw certain inferences with a view to find out what contribution the present study could make in the achievement of main and subsidiary objectives of the study.

Present study is an effort to investigate into the in-service education programme in Thailand. For this purpose responses have been obtained from the administrators, teacher educators, teachers, headmasters and citizens with the help of various tools and for different purposes. So, it was very necessary to organize the data in a particular way and to apply suitable statistical techniques. The following statistical techniques have been used for the present study:

1. Scoring, recording and tabulation of the data from the master chart.

2. Mean scores to show the average performance of the group; or to give the overall picture of the data. To discuss the opinions of teachers, headmasters and administrators, to discuss and scores for attitude towards teaching profession and attitude towards in-service education programme and also to discuss the scores for values, the measurement of central tendency 'Means' are calculated.
3. The Standard Deviation (S.D.) of any distribution shows the dispersion or the scattering of the scores from the 'mean' in that particular distribution. In the present study the standard deviations are calculated and are presented along with the Mean Scores to facilitate the reader.

4. Standard Scores and doubly standardized scores are used to make the comparison meaningful; standard scores provide a method of expressing any raw score in a distribution in terms of its distance from the mean in standard deviation units. Doubly standardized scores are also used for various sections of the opinionnaire for realizing the difference of opinions.

5. Translating frequency counts into percentages indicate the number-per-hundred compared. By providing a common base the comparison is made clear. Percentages are calculated and used for the comparison of opinions of administrators and teacher educators.

6. Whenever the respondents were asked to opine on a five point rating scale the descriptive score obtained then were converted into numerical values, 5, 4, 3, 2 and 1 in accordance with the alternatives such as; very good, good, satisfactory, just satisfactory, not satisfactory; or promptly, easily, after persuasion, difficult even after persuasion, not at all - in the five point rating scale, at
the time of preparing the master chart just to facilitate
the comparison.

7. To test the opinion of administrators, teacher
educators and attitude towards teaching profession and
attitude towards in-service programme, the 't' test technique
is used. To test the significant of 't' values, the follow­
ing levels of significance were established.
   (1) Significance at 0.01 level;
   (2) Significance at 0.05 level.

8. Before comparing the opinion of different groups,
over the rating scale, the opinions are tested for their
significance with the help of "Chi-Square". Here also two
types of levels of significance were established - 0.01 level
and 0.05 level.

9. Analysis of Variance has been used to test the
significance of value system of headmasters, teachers and
citizens. It also has been used for testing the significance
of attitude of teachers towards teaching profession and
towards in-service education programme. Two types of levels
of significance were established at 0.01 level and 0.05 level.

5.9 Graphic Representation of Data

Graphic representation of data helps interpreting the
numerical data. It magnifies the statement. It translates
BIBLIOGRAPHY


