CHAPTER XV

PLAN AND PROCEDURE

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4.1 Nature of Survey Research

Survey research deals with the present. Surveys are oriented towards the determination of the status of a given phenomenon rather than towards the isolation of causative factors.

Survey studies can be divided into many number of subcategories depending on the basis and purpose of classification. It can also be classified according to the instruments and techniques used for example, questionnaire, interview and observation.

Two problems which are important in all researches are particularly crucial in surveys. The problem of sampling is a primary concern. In all survey studies and the validity of the instruments of techniques used in gathering the data is crucial to the validity of the conclusions that are derived from surveys.

4.2 Characteristics of Survey Method

Meaning of the word survey has been derived from the word "sur" or "sor" and "veer" or "voir" which means "ever" and "see" respectively. It deals with "what is".
Its scope is very vast. It describes and interprets what exists at present. A normative survey is concerned with the conditions of relationships that exist, practices that prevail, beliefs, points of views or attitudes that hold; process that are going on, influences that are being felt, and trends that are developing.

It goes beyond mere gathering and tabulation of data, it involves interpretation, comparison, measurement, classification, evaluation and generalization - all directed towards a proper understanding and solution of significant educational problems. Such information are important to teachers and educational planners alike.

It brings into the focus the existing educational problems and also suggests ways of meeting them.

Survey method determines the present trends and also solves current practical problems. It also suggests the course of future developments. It contributes to advancement of knowledge.

4.3 **Problem and its Scope**

The problem of the study is related to an inquiry into the various aspects and dimensions of teacher-training programme at pre-primary level in the State of Gujarat. It is a historical perspective, an analysis and appraisal of the current position of teacher-training programme at pre-
primary level in the State of Gujarat. Its scope is limited to pre-primary training colleges, specially training the teachers in popular method of Dr. Maria Montessori i.e. Bal Adhyspan Mandirs. The problem is studied in the following dimensions.

- Pre-primary Training Colleges and their growth
- The physical plant.
- The recruitment of staff and its quality.
- The enrolment teacher trainees and their educational background.
- The curriculum development and changes.
- The programme of student-teaching.
- A scheme of evaluation.
- Innovations in teacher-education.

4.4 The Sample

All the pre-primary training colleges were included in the study. In 1975-76, eight training colleges existed in Gujarat. The whole population therefore, forms the sample, because the number of colleges itself was quite small, and a further smaller stratified random sample was not felt essential.

Therefore data are drawn from all the pre-primary training colleges located in metropolitan areas, cities, semi-urban, urban and rural areas. It also includes women and
mixed teacher training institutions. It is, therefore, presumed that data presented and treated in the study is holistic in nature.

4.3 **Research Tools, Procedures and Methodology**

As this study is of survey type, it was necessary to develop a comprehensive questionnaire to collect the data. In the beginning a draft of questionnaire was prepared and then sent to some experts and afterwards with personal consultation sought their advice. On the basis of the comments and suggestions offered by them, the draft of questionnaire was modified and finalised. This questionnaire is given in the appendix A.

The following points were kept in view while preparing the questionnaire.

a. - Objectives of the problem
   - The nature of the data needed.
   - Length of the questionnaire and time.

b. Documentary evidence from official reports and books.
c. Opinion guidance of experts
d. Visits
e. Interview with principals, teacher-educators and teachers.

The questionnaire tool consists of 248 questions based on specific aspects of pre-primary training. The content of the questionnaire is indicated in the following table.
Table 4.1

Contents of the Questionnaire

<table>
<thead>
<tr>
<th>Parts</th>
<th>Content</th>
<th>No. of questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Identifying data</td>
<td>12</td>
</tr>
<tr>
<td>2</td>
<td>College building, compound and hostel</td>
<td>30</td>
</tr>
<tr>
<td>3</td>
<td>College admissions and student population</td>
<td>10</td>
</tr>
<tr>
<td>4</td>
<td>Instructional Programme</td>
<td>36</td>
</tr>
<tr>
<td>5</td>
<td>Practice teaching</td>
<td>68</td>
</tr>
<tr>
<td>6</td>
<td>Teaching staff</td>
<td>9</td>
</tr>
<tr>
<td>7</td>
<td>Time table</td>
<td>10</td>
</tr>
<tr>
<td>8</td>
<td>Co-curricular activities</td>
<td>12</td>
</tr>
<tr>
<td>9</td>
<td>Evaluation</td>
<td>19</td>
</tr>
<tr>
<td>10</td>
<td>Finance</td>
<td>8</td>
</tr>
<tr>
<td>11</td>
<td>Library</td>
<td>13</td>
</tr>
<tr>
<td>12</td>
<td>Institutional Planning and Development</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>248</strong></td>
</tr>
</tbody>
</table>

The questionnaire contains both open and closed response questions. Most of the questions are informative as the main aim is to collect information about the different aspects of the programme. Very few questions are framed to seek opinions or value judgement.
4.6 Administration of the Questionnaire

As the questionnaire was very exhaustive and the responders i.e. the principals of pre-primary training colleges needed some personal consultations and as this type of study regarding pre-primary training colleges was first of its kind, the investigator personally visited all the institutions and collected the data.

As the questionnaire required a reference to old records, the response was not so encouraging. After personal visits also, the investigator did not get the questionnaire duly filled in. Periodical reminders and requests were sent to the principals of the pre-primary training colleges by the investigator. Again the personal visits were made by the investigator in some cases and the data were collected with the cooperation, not only the principals but also the other academic staff members and administrative staff members. The investigator used various strategies to get back all the questionnaires back duly filled in, but not largely succeeded in her mission. Though all the items could not be get fully filled in by some respondents.

The investigator used other primary and secondary sources to collect the data. The sources included the records and periodicals, reports of individual pre-primary training colleges and also their magazines, which sometimes provided
financial data of considerable significance. Some papers on pre-school education and pre-school teacher education, published by Indian Association of pre-school education were used as sources for collecting certain types of critical data.

**Interview Schedule**

The investigator after receiving the appointments from the educationists visited them and discussed about the different aspects of pre-primary training programme according to interview schedule. The points of discussions with the teacher educators were for their teaching work, methods, use of materials, practice teaching work and effective evaluative methods. (Appendix-3)

The personal interview of experts proved a precious tool and source for the study of pre-school teacher education programme. All the opinions regarding the different aspects were collected and analyzed.

As the questionnaire was prepared with 248 questions and the aspects, it furnished rich content. It was not possible to use all the data contained in the questionnaire. It was necessary to do some selection. The data were summarized in the form of tables and used for interpretation that were pertinent to the study and gave an edge to the crucial facets and dimensions of teacher-educator at pre-primary level in
State of Gujarat. The methodology used in the study is of the historical and survey research type. According to Good and Seates, the following steps are typical of historical research:

- Collection of data through primary and secondary sources.
- Internal and external criticism of the data collected.
- Presentation of facts in a readable form involving problems of organisation, composition, exposition and interpretation.

Only one single research method would not be sufficient in this type of studies. Resources had to be taken to other methods as personal meetings and discussions with the personnel involved in the field of pre-school education and pre-school teacher education.

Personal meetings with the members of the college management, board, principals of the institutions, members of the staff of the institutions, students of the institutions and government administrators and educational planners. The factors and forces of development in the programme of pre-school teacher-education can be located by such approaches and strategies.

In order to check the questionnaire response, personal meetings and interviews were planned and executed. College Managements, Principals of the institution, and even members of the staff were contacted through meetings and interviews. Interviews were planned on definite interview schedule.

The responses obtained from the questionnaires were checked by personal interview. The final valid responses were used as data for the present research. Following chapter no. V deals with the data its analysis and interpretation.