CHAPTER - III

DESIGN OF THE STUDY

3.1 Type of research for the present study
3.2 Table used for the study
3.3 Sample and sampling procedure
3.4 Data collection procedure for the study
3.5 Scoring and consolidation for the data
3.6 Statistical techniques to be used.
CHAPTER – III

DESIGN OF THE STUDY

The first chapter dealt with the need of the study and the objectives kept for the study. The second chapter dealt with review of the related literature for the present study.

The present chapter contains design of the study wherein following aspects are taken into consideration.

1. Type of research for the present study.
2. Tools used for the study
3. Sample and sampling procedure
4. Data collection procedure for the study.
5. Scoring and Consolidation of the Data
6. Statistical techniques to be used.

3.1 Type of research for the present study.

The present study is connected with problems pertaining to women primary T.T.Is of Karnataka State. Hence, the study requires wide survey of present position of women primary T.T.Is of Karnataka State. So this study refers to survey research. Following aspects are to be surveyed.

Problems Pertaining to,

1. Infrastructure.
2. Physical facilities.
3. Principal room, Staff room, Office room.


5. Library, Laboratory, Psychology Laboratory, Computer Laboratory, Seminar room, Guest room.


7. Teaching and non-teaching staff.

8. Facilities for teaching staff.

9. Curriculum

10. Curricular and Co-curricular activities.

11. Communication, Transport facilities

12. Teaching aids.

13. Time Table arrangement

14. Pay Scale and other facilities for teachers and others.

15. Inspecting authorities in improving women's T.T.I.

16. Position of the Teacher Trainees in the School and their problems.

17. Different activities undertaken for the trainees.

18. Management of the institutions

19. Attitude of Principal, staff and students

20. Adjustment of principal, staff and students

21. Job satisfaction of principal and staff
The survey research usually proceeds with the help of questionnaire or opinionnaire or even with the help of check list. Hence, investigator planned to use appropriate tools for the present study.

3.2 Tools used for the Study.

The present study is of survey design and investigator intends to know various problems of the T.T.Is. Hence, following tools are necessary.

1. General data sheet  
2. Questionnaires  
3. Check list  
4. Opinionnaire  
5. IOCDQ  
6. Adjustment Scale  
7. Attitude Scale  
8. Job Satisfaction

The general data sheet is being used to know the infrastructure facilities provided in each of the women T.T.Is of Karnataka State. This also includes the physical facilities like classrooms, principal room, teachers/ staff room, library building, laboratory building and students recreations hall, play ground reading room, store room, auditorium etc. Similarly, nine types of questionnaire were also constructed to know the problems in different aspects of Women T.T.Is of Karnataka State.

The table gives the different tools used with time limit and the target group to be administered to get the necessary data for the present study.
<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Name of the Tool</th>
<th>Limit</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>General Data Sheet</td>
<td>No time limit</td>
<td>---</td>
</tr>
<tr>
<td>2.</td>
<td>Institutional Organisation Questionnaire (IOCDQ)</td>
<td>60 MH</td>
<td>Principal and Staff</td>
</tr>
<tr>
<td>3.</td>
<td>Questionnaire for teacher trainees.</td>
<td>No time limit</td>
<td>Women trainee students</td>
</tr>
<tr>
<td>4.</td>
<td>Questionnaire for teacher Educators.</td>
<td>-do-</td>
<td>Teacher Educators</td>
</tr>
<tr>
<td>5.</td>
<td>Questionnaire for Principals</td>
<td>-do-</td>
<td>Principals of T.T.Is</td>
</tr>
<tr>
<td>6.</td>
<td>Questionnaire for office staff</td>
<td>-do-</td>
<td>Office staff of Womens T.T.I's</td>
</tr>
<tr>
<td>7.</td>
<td>Questionnaire for Inspecting staff</td>
<td>-do-</td>
<td>Inspecting Staff</td>
</tr>
<tr>
<td>8.</td>
<td>Questionnaire for warden</td>
<td>-do-</td>
<td>Hostel warden</td>
</tr>
<tr>
<td>10.</td>
<td>Check list for practicing school Headmaster</td>
<td>-do-</td>
<td>Practising school Headmasters</td>
</tr>
<tr>
<td>11.</td>
<td>Questionnaire for Practicing School Teachers</td>
<td>-do-</td>
<td>Practising School Teachers</td>
</tr>
<tr>
<td>12.</td>
<td>Opinionnaire for Practicing School Students.</td>
<td>-do-</td>
<td>Practising School Students</td>
</tr>
<tr>
<td>13.</td>
<td>Attitude Scale</td>
<td>-do-</td>
<td>Principal, Staff and Students</td>
</tr>
<tr>
<td>14.</td>
<td>Adjustment Scale</td>
<td>-do-</td>
<td>Principal, Staff and Students</td>
</tr>
<tr>
<td>15.</td>
<td>Job Satisfaction</td>
<td>-do-</td>
<td>Principal and Staff</td>
</tr>
</tbody>
</table>
3.3 Description of Tools

1. General Data Sheet

General data sheet: One of the main objectives of the present study is to know the problems pertaining to infrastructure, physical facilities, general information etc in the women T.T.Is of Karnataka State. The investigator is also intending to get some suggestions for overcoming such problems. Hence, the investigator consulted the guide and some of the experts working in DIETs and T.T.Is and prepared a general data sheet containing following aspects.

i) To know the Infrastructure and Physical facilities available and problems pertaining of the women T.T.Is which are divided into

ii) General information

iii) Physical facilities available such as,

   a) Class rooms

   b) Library

   c) Laboratory

   d) Audio-visual room

   e) Computer room

   f) Workshop

   g) Staff room

   h) Office room
i) Principal's room

j) Store room

k) Auditorium

l) Hostel

m) Psychological and Technology Laboratory

v) Human Resources available

vi) Financial data

vii) Problems in the functioning of Women T.T.Is.

viii) Suggestions for the improvement

In each of the above mentioned areas the total number of items and response pattern followed are described as follows.

**General Information:**

This section helps to provide information regarding the district, locality in which the Women T.T.I is situated, year of establishment and literacy rate of the district. Section A.1 includes 4 items, in which first, third and fourth items are free response type and the second item is to be answered by selecting one from two choice given against it by selecting one from two choice given against it.

**Physical Facilities Available**

This subsection of the tool aims to get an overall picture about the physical facilities of each women's T.T.I. This section seeks information regarding the space available in the women T.T.I. This tool also consisting different aspects of physical
facilities available such as classroom, office room, library, laboratory, common room, principal room, classroom etc.

It also contains five items in which, first, second, third, and fourth are free response type. The fifth item includes 16 subsections against each are given two choice in the box to get Yes or No of the respective subdivisions of the fifth item.

Physical Infrastructure of Women T.T.I.

One of the major objectives of the study is to analyse the physical infrastructure of women T.T.I. This subsection contains a number of items distributed under different categories such as classroom, library, laboratory, audio-visual room, computer room, workshop, staff room, office room, principal room, store room, and auditorium of the women T.T.I.

a) **Class rooms**: This category consists of three items, seeks the required and available number of total class rooms, subject rooms, and general halls.

b) **Library**: This category includes a number of items constructed to get informations regarding the availability of the subject libraries, general library facilities, utilisation with the women T.T.I. and the limitations of the library.

c) **Laboratory**: Items included in this category collect informations regarding the availability and utility of the laboratory facilities of women's T.T.I. Seven items are constructed to know the laboratory utility of women's T.T.I. The table, concerning under this category gives the details of available laboratories and furniture in it.
d) **Audio-Visual room**: The availability and the utility of the audio-visual room of women T.T.I. can be collected with the items of this category. To obtain a clear picture concerning the facilities available in each women T.T.I., there items which are to be answered either Yes or No and a table to collect the required and available number of the various audio-visual equipments are included.

The utility of the audio-visual educational facilities of women T.T.I can be measured by five items, in which, except the third one (Yes / No type) all others are free response type items.

e) **Computer Room**: Since the women T.T.Is are responsible for giving computer education to the various teacher trainees attending the courses, its availability and utility also are to be evaluated by some specific items. So, to measure the availability of the computer facility of each women T.T.I. 6 items are developed which are answered by either ticking 'Yes' or 'No' or by writing the required and available number given against each item. Like wise, the utilisation of the computer educational facilities could be measured by five specific items, in which, except the third (which is Yes / No type) the others will be answered by writing specific responses against each.

f) **Work Shop**: Work experience activities of each women T.T.I. can be carried out afflictively only through a workshop. So the availability and utility of the workshop and allied facilities can be measured with the help of four specific items of this tool, in which the second and third items are Yes/No type, but the others can be completed by fill-in the required and available number against each. Four specific items are also constructed to measure the utility of this facility in which one item can be completed by selecting either Yes or No. While all others are free response type.
g) **Staff room**: To measure the physical infrastructure of the staff room, five items are constructed, in which the second and third items are Yes/No type, while others are free-response type. Staff room number, furniture available, lavatory and electrical facility available, of the staff room etc. are checked by these items.

h) **Office room**: Office room facilities are also evaluated with six items of the section. The staff room number, area, furniture, electrical facility, limitations of staff room etc. are measured.

i) **Principal's room**: General conditions of the Principal's room are also checked by four particular items. The items check whether it is a separate room, attached with office room, furniture available, limitations of the room etc.

j) **Store room**: Store room facility of each women's T.T.I can be evaluated with the help of three items constructed for that purpose. Here the number of facilities available and limitations of the room could be evaluated.

k) **Auditorium**: Auditorium availability and utility of women's T.T.I. can be evaluated with certain items of this tool. To know the availability two questions are developed. One seeks whether it is a separate room, and the second, different furniture and other materials present in it. To know the utility, four questions are constructed, all of them are free response type, helping to get information regarding activities carried out, number of persons accommodated at a time, general activities conducted in the previous year, and the limitations of the auditorium.
I) **Hostel Facilities:** Every women T.T.I should have hostel facilities. Hence, investigator wanted to know whether such facility is available in each of the Women T.T.Is and interim wanted to know the various problems pertaining to hostels.

m) **Financial Data:** It is also very necessary to know the financial assistance available from various sources for the functioning of womens T.T.I. mainly out of the two items, one is in the form of a table which is developed to collect the details of money availability, utility and lapse in each year. The item of this section seeks the problems faced by womens T.T.I in getting financial assistance.

n) **Suggestions for Improvement:**

The investigator intended to know the problems pertaining to the women T.T.I in various aspects mentioned above and also sought some suggestions for improving the infrastructural and physical facilities of the existing women T.T.Is of Karnataka State.

**Scoring:** There are two types of items in this tools. The first one is structured items. The second item is of un structured item. Since the tool is informative type norm reference scoring is not possible. Hence, the positive and negative views taking in to consideration.

**Validity and Reliability:**

The tool general data sheet for women T.T.I is of informatory in nature. Hence, the information furnished by the principal or by the senior staff members of the institute is to be taken as valid and reliable. Hence, separate calculation validity and reliability does not arise. The second aspect is that of the tool is very lengthy and requires lot of time to response. Hence, the information given by the respondent is taken to be valid. The same is presented in Appendix-A.
Institution Organisation Climate description Questionnaire [IOCDQ]

The institution organisational climate Description Questionnaire (SOCDQ), prepared by Sharma (1978) was used to measure the educational climate and principals behaviour and also teaching staff of each women T.T.Is. The tool is an Indian adaptation of Organisational Climate Description Questionnaire prepared by Halpin and Croft (1963).

The tool prepared by Sharma was translated as it is and used for the present study.

Details of the Tool

The tool consists of 64 likert type items distributed in 8 dimension of which four refers to the characteristics of teachers as a group and the other four represents the principal (Head) of the institution as a leader. The eight such tests are presented below.

Characteristics of the group (Teacher's behaviour)

1. Disengagement
2. Alienation
3. Esprit
4. Intimacy

Behaviour of the teacher (Head)

5. Psycho-physical hindrance
6. Controls
7. Producing - Emphasis
8. Humanized thrust
Details of the eight dimensions described by Sharma are given below

**Dismanagement**: It indicates that the teachers do not work well together. It refers to a group that is “not in gear” with respect to the task at hand. Teachers pull in different directions with respect to the task, they gripe and bicker among themselves.

**Alienation**: It refers to the behaviour pattern among the group, including the leader which are characterised as highly formal and impersonal. It also indicates the emotional distance between the group and the leader and at the same time among the group members.

**Esprit**: It refers to morale. The teachers feel that their social needs are being satisfied and they are at the same time, enjoying a sense of accomplishment in their job.

**Intimacy**: It refers to the teachers enjoyment of friendly social relations with each other. The dimension describes a social need satisfaction which is not necessarily associated with task accomplishment.

**Psycho-Physical Hindrance**: It refers to the feeling among the group members that the principal burdens with routine duties, management which they consider as unnecessary. At the same time they perceive the principal as highly dictatorial in his behaviour and his style communication tends to be unidimensional.

**Controls**: It refers to the degree to which the Principals behaviour can be characterised as and impersonal in nature, although task oriented in behaviour, the extent to which he tries to raise group work towards the common goal by providing adequate operational guidance and secretarial service.
Production emphasis: It refers to behaviour by the principal which is characterised by close supervision of the staff. He is highly task oriented. His communication tends to go in only one direction and he is not sensitive to feedback from the staff.

Humanised thrust: It refers to the behaviour of the principal which is marked by his attempts to motivate the staff through personal examples. He does not ask the teachers to give themselves any more than they willingly give of themselves. The behaviour of the principal, through unmistakably tasks oriented, is characterised by indication to treat the teachers humanly and tender heartily. From these eight dimensions, Sharma defined 6 organisational climates.

Definitions of Climates

“Operational definition proposed by Sharma for organisational climate is that it is the resulting condition, within the school of social interaction among the teachers and between the teachers and the principal”

Open Climate: It refers to an environment in which teachers get social needs satisfaction as well as job satisfaction and enjoy a sense of accomplishment in their job. They consider the principal as highly considerate and democratic in behaviour and hence the group members as well as principal enjoy high degree of interaction and authenticity of behaviour.

Autonomous climate: It refers to an event in which the teachers enjoy a friendly relationship and a high degree of group morale. They satisfy their social needs to a great extent moderate and enjoy a degree of job accomplishment. Absence of active leadership mined with average control on the part of the principal is perceived as an element of Psycho-Physical hindrance.
Familiar climate: It is characterised by the conspicuously friends behaviour of both the principal and teachers. Teacher have developed personal friendship among themselves, every one is the part of a large happy family. Even though the principal is job oriented and exercises the leadership in an indirect manner but the does not hinder the social needs satisfaction of the teachers.

Controlled climate: It is characterised by an environment which is highly task oriented at the cost of social needs satisfaction of the teaches, leadership acts stem from one side and in dictatorial manner. No group involvement since the communication is one sided human aspect of the individual is neglected teachers get little job satisfaction.

Paternal climate: In the environment there is very little scope to satisfy the social needs of teachers. All the faculty members have to work in accordance with the head at the same time he is a paternal guardian, does not ignore the individual consierate.

Closed climate: Hence exists a high degree of apathy on the part of all members of the organisation climate lacks authenticity of behaviour: The principal constrains the emergence of leadership acts from the group. group members do not get either job satisfaction or social need satisfaction.
Table - 26

Distribution of item number under different Sub tests of IOCDQ

<table>
<thead>
<tr>
<th>Teachers Behaviour</th>
<th>Item Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Disengagement</td>
<td>1, 8, 21, 36, 44, 52, 55, 57</td>
</tr>
<tr>
<td>2. Alienation</td>
<td>18, 30, 39, 50</td>
</tr>
<tr>
<td>3. Esprit</td>
<td>3, 11, 17, 24, 33, 38, 45, 53, 58</td>
</tr>
<tr>
<td>4. Intimacy</td>
<td>5, 12, 25, 34, 40, 46, 54, 60</td>
</tr>
</tbody>
</table>

Principals Behaviour Item Number

| 5. Psycho-Physical hindrance | 9, 23, 26, 41, 47, 62 |
| 6. Controls                 | 15, 20, 27, 42, 49, 63 |
| 7. Production emphasis      | 2, 4, 7, 10, 13, 16, 19, 22, 29, 31 |
|                             | 37, 1, 56, 59        |
| 8. Humanised thrust         | 29, 31, 37, 51, 56, 57 |

The IOCDQ and score sheet are presented as appendices VIII and IX respectively.

Administration and Scoring

IOCDQ was distributed to 80% of the women T.T.Is. teachers of the Karnataka State. The principal's presence was avoided to make the teachers feel free.

The respondents were asked to indicate the extent to which the statements characteristic their T.T.Is. The four categories of each question are assigned
values 1, 2, 3, 4 respectively. To get each respondent's eight subtest scores, the item scores in each subtest are to be summated and this total score is to be divided by the number of items in the corresponding test. These scores are used for designating climate type as described below.

**Designation of the Climate type**

School (TTI) climate profile is prepared from the obtained raw scores. For this raw scores are converted into doubly standardised scores, first for normative standardization and then positive standardization procedures. The positively standardised scores for all sublists are calculated and these scores represent the women T.T.I's profile.

To assign climate type to each women T.T.I's of the sample, each of the obtained profile is compared with the prototypical profiles given in Table -7 and a profile similarly score is calculated for each women T.T.I's.
Table- 27

Prototypic profiles for Six dimates Ranked in respect to Openners Vs Closedness.

<table>
<thead>
<tr>
<th>Climate</th>
<th>Disengagement</th>
<th>Alienation</th>
<th>Esprit</th>
<th>Intimacy</th>
<th>Psycho-Physical Hindrance</th>
<th>Controls</th>
<th>Production Emphasis</th>
<th>Humanised Thrust</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Open</td>
<td>46</td>
<td>41</td>
<td>60</td>
<td>51</td>
<td>53</td>
<td>36</td>
<td>53</td>
<td>58</td>
</tr>
<tr>
<td>2. Autonomous</td>
<td>42</td>
<td>50</td>
<td>58</td>
<td>54</td>
<td>56</td>
<td>38</td>
<td>43</td>
<td>41</td>
</tr>
<tr>
<td>3. Familiar</td>
<td>44</td>
<td>54</td>
<td>51</td>
<td>55</td>
<td>43</td>
<td>47</td>
<td>60</td>
<td>44</td>
</tr>
<tr>
<td>4. Controlled</td>
<td>44</td>
<td>48</td>
<td>52</td>
<td>40</td>
<td>48</td>
<td>61</td>
<td>56</td>
<td>46</td>
</tr>
<tr>
<td>5. Paternal</td>
<td>60</td>
<td>53</td>
<td>46</td>
<td>45</td>
<td>57</td>
<td>42</td>
<td>43</td>
<td>57</td>
</tr>
<tr>
<td>6. Closed</td>
<td>52</td>
<td>59</td>
<td>36</td>
<td>41</td>
<td>61</td>
<td>50</td>
<td>54</td>
<td>42</td>
</tr>
</tbody>
</table>

NOTE: The numbers represent doubly standardised scores with mean 50 and standard deviation 10.
Besides, Similarly scores were computed by calculating absolute difference in each subtests scores in women T.T.Is profile and the corresponding score in the first prototypic profile, then second one and so on. The lowest sum indicated that the two profiles are similar.

Validity

As reported by the author (1978) the tool has high face validity. No significant difference ever found between the proportionate climate distributions in the two samples of that of Halpin and Crofts study (1963) and Sharma’s study (1973) having different organisational structure and located in two different cultures.

This the validity of IOCDQ. Again coefficient of co-relation between the ratings of the district inspectors on a rating scale developed by Sharma and results of IOCDQ was found to be 0.63 (Significant at 0.01 level).

Reliability

Co-efficient of internal consistency of the each of the subtests was calculated using K.R. 20 formula. Coefficients of communality estimates and internal consistency are presented in Table : 33.
Table 28: Estimate of Internal Consistency and of Equivalence for the 8 Subtests of IOCDQ

<table>
<thead>
<tr>
<th>Subtests</th>
<th>Alienation</th>
<th>Espirit</th>
<th>Intimacy</th>
<th>Psycho Physical hindrance</th>
<th>Controls</th>
<th>Production Emphasis</th>
<th>Humanised thrust</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coefficient of Internal Consistency (N=1915)</td>
<td>0.62</td>
<td>0.74</td>
<td>0.35</td>
<td>0.69</td>
<td>0.60</td>
<td>0.80</td>
<td>0.71</td>
</tr>
<tr>
<td>Community estimates for the individual scores (N=1915)</td>
<td>0.51</td>
<td>0.44</td>
<td>0.29</td>
<td>0.60</td>
<td>0.38</td>
<td>0.55</td>
<td>0.50</td>
</tr>
</tbody>
</table>

For the School Scores (N=1915):
- 0.51
- 0.11
- 0.61
- 0.51
- 0.71
By considering the high reliability and validity of the IOCDQ, the investigator selected the tool to measure the organisational climate and administrative behaviour of the Principals of women T.T.Is of Karnataka State. The same is presented in Appendix B.

**Questionnaire for Women Teacher Trainees of Women T.T.I.**

It is important to know the problems faced by the women teacher trainees of the women T.T.Is of Karnataka State. Such problems are pertaining to the areas like, the infrastructure, physical facilities, teaches, timetable arrangement, conveyance transport facilities, hostel facilities etc., and investigator wanted to know the attitude and adjustment towards the above aspects of the Women T.T.Is. For this purpose the investigator planned to construct a questionnaire in Kannada version for the trainees studying in the women Primary T.T.Is of Karnataka State, on following aspects.

1) Infrastructure

2) Physical facilities

3) Principal room, staff room, office room

4) Class room, rest room, ladies room, prayer hall, Auditorium

5) Library, Laboratory, Psychology Lab, Computer Lab

6) Seminar room, Guest room

7) Hostel facility -- Rooms, Mess and Recreation.

8) Play ground and Sports Materials.
9) Teaching and Non Teaching Staff

10) Facilities for Students study room

11) Curriculum and Syllabus

12) Practice-Teaching and Practice-Teaching Schools

13) Furniture, Materials, equipments, Instruments provided for the trainees in the T.T.I.

14) Curricular and Co-curricular activities

15) Communication and Transport facilities

16) Teaching aids

17) Time table arrangements

18) Student-teacher relationships

19) Admission procedures and fee structure

20) Personality development

21) Creative achievements of students

22) Suggestions for improvement.

Keeping above points in view the investigator planned to construct a questionnaire for teacher trainees with open ended questions in Kannada.

Initially investigator constructed 210 items and shown them to experienced experts and made necessary corrections and items to be included in the questionnaire were finalized in consulting with the guide. After the corrections 176 items were remained the tool was subjected item analysis.
**Item Analysis.**

To know the appropriateness and objectivity of each item of the tool, the item analysis was carried out. For this purpose, randomly 550 trainees studying in women's primary T.T.Is of Karnataka State were selected, and the tool was administered with necessary instructions. After noting the impressions, the same was shown to the experts and their opinions were obtained, and necessary corrections were made.

**Scoring Key.**

The correct answer according to objective carries one mark, and wrong answers carry zero marks. The tool has a maximum score of 176 marks. No time limit was given to the teacher trainees.

**First Try Out.**

First try out conducted on a set of 60 trainees chosen randomly from Hubli-Dharwad. The trainees were requested to go through the questionnaire and give their remarks in the form of "Yes or No", or give some information. The scripts were scored out. The obtained mean was 101 and the standard deviation is 3.1.

**Second Try Out.**

Second try out was conducted on a set of 60 trainees studying in women's primary T.T.I from Bangalore and Mysore. The trainees were requested to go through the questionnaire and give their remarks. All of them returned the questionnaire with their due remarks. The same were valued, and the mean and standard deviation were calculated. The obtained mean was 105 and the standard deviation is 3.8.
Both the observations were put into 't' ratio to know the significance of the means of the two observations. The obtained 't' value was 0.981 which is not significant at 0.05 level. Hence, it is clear that there is no significant difference between the mean of two observations.

Validity of the tool:

The tool was prepared to know the certain aspects concerning to the teacher trainees views regarding problem pertaining to womens primary T.T.Is Hence, the tool has content validity.

The tool was constructed with the items connected to the trainees in the problems pertaining to womens primary T.T.Is Hence, the tool has also having construct validity.

Hence, the questionnaire for trainees of the T.T.Is with 175 items were retained for final data collection. The same is presented in the Appendix. C.

4. Questionnaire for Teacher Educators:

It is important to know the working condition, positions, job satisfaction, institutional aspects, facilities provided and problems pertaining above aspects of the teacher educators working in women T.T.Is of the Karnataka State. Hence, the investigator planned to construct a questionnaire for the Teacher educators of the women T.T.Is. The border points are as fallows.

1) Personal Problems
2) Professional Problems
3) Essential Materials for teaching
4) Teaching staff for different subjects

5) Methodology of teaching the subjects.

6) Qualification and experiences and status at teacher educators in the T.T.Is

7) Pay scale and other facilities provided for the teacher educators.

8) Some of the limitations for the teacher educators in the T.T.Is.

9) Time table arrangements

10) Furnitures and equipments in the T.T.I.

11) Professional ethics

12) Infrastructure

13) Physical Facilities

14) Curriculum

14) Teaching aids

15) Other special problems in women T.T.Is.

16) Suggestions for improvement

Keeping above points in the view the investigator prepared open ended questions in Kannada and shown them to the guide and experienced experts and made necessary corrections. The tool initially contained about 80 items. After the corrections 65 items were remained. The tool was subjected item analysis.

Item Analysis

To know the appropriateness and objectivity of the each item of the tool. The item analysis was carried out and necessary corrections were made according to
the suggestions given by the teacher educators. Some of the items were rejected and some moderate items were reformed according to the objectives.

**Scoring key**

The correct answer according to the objective carry one mark and wrong answer carry 'zero' mark. The tool has maximum score of 65 marks no time limit was given to the teacher educators.

**First try out**

First try out was conducted on a set of 30 teacher educators chosen randomly from Hubli-Dharwad. Two teacher educators were requested to go through the questionnaire and other remarks in the form of 'Yes or No' or give some information. About 50 teacher educators responded to the questionnaire with their remarks. The same were valued and mean and standard deviation were calculated. The obtained mean was 49.5 and the standard deviation 1.8 respectively.

**Second Try out**

Second try out was conducted on a set of 30 teacher educators chosen randomly from Bangalore and Mysore. The teacher educators were requested to go through the questionnaire and after their remarks. All of them returned the questionnaire with their due remarks. The same were valued, mean and standard deviation were calculated.

The obtained mean was 51.3 and the standard deviation is 2.1.

Both the observations were put into 't' ratio to know the significance of the means of the two observations. The obtained 't' value was 1.1 which is not significant at 0.05 level. Hence, it is clear that there is no significant different between the means of the two observations.
Validity of the tool.

The tool was prepared to know the certain aspects concerning to the teaching, status and problems pertaining to womens primary T.T.Is by the responsible teacher educators of T.T.Is. Hence, the tool has content validity.

The tool was constructed with the items connected to the teacher educators in women T.T.Is. The tool has also contract validity.

Hence, the questionnaire for teacher educators of the women T.T.Is with 65 items were retained for final data collection. The same is presented in the Appendix: D.

Questionnaire for Office Staffs.

This tool was prepared to know the availability of following aspects in imparting problems pertaining in their respective womens primary T.T.Is office.

1) Personal problems
2) Professional problems
3) Infrastructural facilities
4) Physical facilities
5) Essential materials for the office
6) Non-teaching status in the office
7) Qualification, experience, status and problem pertaining to office in the womens primary T.T.Is of Karnataka State.
8) Pay scale and other facilities
9) Some of the limitations

10) Communication and transport facilities.

11) Furnitures and equipments in the office room

12) Suggestions for improvement

Keeping above points in view the investigator prepared open ended questions in Kannada and shown them to the guide and the experienced experts and made necessary corrections. The tool initially contained about 50 items. After due corrections 43 items were remained. The tool was subjected item analysis.

Item Analysis.

To know the appropriateness and objectivity of the each item. The item analysis was carried out choosing randomly 40 office staffs of Hubli-Dharwad. The tool administered to them with necessary information. The scripts were collected and scored out and necessary corrections were made accordingly to the suggestions given by the office staffs for each item. Some of the items were reframed accordingly to the suggestions.

Scoring key.

The correct answer according to the objective carry one marks and wrong answer carry ‘zero’ marks. The tool has maximum score of 43 marks no time limit was given.

First try out.

First try out was conducted on a set of 40 office staffs chosen randomly from the Hubli-Dharwad. The office staffs were requested to go through the questionnaire and after their remarks in the form of Yes or No or same
information. About 30 office staffs returned the questionnaire with their remarks. The same were valued and mean and standard deviation was calculated the obtained mean was 31 and the standard deviation 1.02 respectively.

Second try out.

Second try out was conducted and set of 40 office staff of Bangalore and Mysore. Two office staffs were requested to go through the questionnaire and after their remarks. All of them returned the questionnaire with their due remarks. The same were valued and mean and standard deviation were calculated. The obtained mean was 32.0 and standard deviation is 1.2.

Both the observations put into 't' ratio to know the significance of the means of the two observations. The obtained 't' value was 0.51 which is not significant at 0.05 level. Hence, it is clear that there is no significant different between the means of two observations.

Validity of the tool.

The tool was prepared to know the certain aspects concerning to problems pertaining in their respective womens primary T.T.Is office of Karnataka State. Hence, the tool has content validity.

The tool was constructed with the item connected to the womens primary T.T.Is. The tool has also construct validity.

Hence, the questionnaire for office staffs with 43 items were retained for final data collection. The same is presented in the Appendix F.
Questionnaire for Wardens.

It is most important appropriate to know the views of wardens regarding problems facilities and importance of imparting womens primary T.T.Is of Karnataka state. Hence, investigator planned to construct a questionnaire for the wardens with following aspects.

1) Personal problems
2) Professional problems
3) Infrastructural problems
4) Physical facilities.
5) Furnitures, equipments and Instruments
6) Essential materials required for trainees
7) Time table arrangements
8) Communication and Transport facilities
9) Quality of food supply
10) Financial support
11) Mess Facilities
12) Activities given in Hostel
13) Auditorium / Big hall / Discussion room for studying in the hostel.
14) Facilities for staying other womens and parents
15) Adjustment problem
16) Attitude
17) Special facilities for SC and ST students
Suggestions for improvements

Keeping the above points in view the investigator constructed 50 items for the tool and shown them to the guide and experts and made necessary corrections were made 44 items were retained.

Item analysis.

To know the appropriateness and objectivity of the each item of the tool. The item analysis was carried out. For this purpose 10 wardens of women T.T.Is was selected and the tool was administered with necessary instructions. Then the answer scripts were collected and the responses were noted down. The investigator had elaborate discussion with wardens, experienced teachers, experts and with guide about the items and made the necessary corrections according to the objectives.

Scoring key

The correct answer according to objective carry ‘one’ mark and wrong answer carry ‘zero’ marks. The tools has minimum score of 44 marks. No time limit was given to the wardens.

First try out

First try out was conducted on a set of 10 wardens were chosen randomly from the Karnataka state. The warden were requested to go through the questionnaire and after their remarks in the form of ‘Yes or No’ or give some information. The scripts were scored out. Mean and Standard deviation were calculated. The obtained mean was 32 and the standard deviation is 0.9.

Second tryout

Second try out was conducted on a set of 10 wardens of Hostels chosen randomly from Karnataka State. The wardens were requested to go through the
questionnaire and their remarks. All of them returned the questionnaire with their due remarks. The same were valued and mean and standard deviation were calculated. The obtained mean was 34 and the standard deviation is 1.1.

Both the observations put into 't' ratio to know the significance of the means of the two observations. The obtained 't' value was 0.41 which is not significant at 0.05 level. Hence, it is clear that there is no significant difference between the means of the two observations.

Validity of the tool

The tool was prepared to know the certain aspects concerning to the hostels and views of wardens imparting hostels in women T.T.Is especially problems and facilities. Hence, the tool has content validity.

The tool was constructed with the items connected to the wardens regarding the hostel. Hence, the tool has also construct validity.

Hence, the questionnaire for wardens with 44 items were retained for final data collection. The same is presented in the Appendix H.

Questionnaire for Inspecting Officers.

It is important to know the effectiveness of teaching in women T.T.Is. Hence, the government appointed inspecting officers for the inspection of academic work, achievement, progress, facilities and problems of the Women T.T.Is. So the investigator wanted to know views of inspecting officers towards problems pertaining to womens primary T.T.Is. Hence, he planned to construct a questionnaire for inspecting officers, keeping following aspects in view.

1) Realization of objectives of teaching the subjects in women T.T.Is.
2) Proper methodology adopted for imparting T.T.Is.

3) Proper activities provided to the trainees.

4) Verifying the records of the office and the trainees showing extra merits in T.T.Is.

5) Suggesting proper training facilities for the teacher educators of T.T.Is.

6) Proper qualification, pay scale and other facilities provided for teacher educators of the T.T.Is.

7) Problems pertaining to department regarding imparting womens primary T.T.Is.

8) Infrastructural problems

9) Physical facilities

10) Correlation of teachers, principals with that of inspecting officers.

11) Suggestions for improving womens and primary T.T.Is of Karnataka state.

The questionnaire containing above aspects initially 50 items with open ended questions in Kannada version was shown to the guide and also to some of the inspecting officers and made certain correction. The same was subjected to item analysis.

Item analysis

To know the appropriateness and objectivity of the each item of the tool. The item analysis was carried out. For his purpose 20 educational officers of the T.T.Is of Dharwad district was selected and the tool was shown to them and offered their impressions. Accordingly necessary corrections were made.
Scoring key

The correct answer according objective carry 'one' mark and wrong answer carry 'zero' marks. The tool has maximum score 40 marks. No time limit was given to them.

First try out

First try out was conducted on a set of 20 educational officers were requested to go through the questionnaire and after their remarks in the form of 'Yes or No' or give some information. The scripts were scored out. Mean and Standard deviation were calculated. The obtained mean was 32 and the standard deviation is 0.81.

Second try out

Second try out was conducted on a set of 20 educational officers were requested to go through the questionnaire and after their remarks all of them returned the questionnaire with their due remarks. The same were valued and mean and standard deviation were calculated. The obtained mean was 34 and the standards deviation is 0.91.

Both the observations were put into 't' ratio to know the significance of the means of the two observations. The obtained 't' value was 0.31 which is not significant at 0.05 level. Hence, it is clear that there is no significant difference between the means of two observations.

Validity of the tool

The tool was prepared to know the certain aspects concerning to the educational officers views regarding imparting problems pertaining to womens primary T.T.Is of Karntaka State. Hence, the tool has content validity.
The tool was constructed with the items connected to the educational officers regarding women T.T.Is. Hence, the tool has also construct validity.

Hence, the questionnaire for educational officers of the T.T.Is with 40 items were retained for final data collection. The same is presented in the Appendix G.

**Questionnaire for Managements**: This tool was prepared to know the availability of following aspects.

1. Personal problems
2. Professional
3. Infrastructural facilities
4. Essential materials for teaching in T.T.I.
5. Teaching staff for teaching the subjects
7. Co-relation of major subjects with other subjects.
8. Facilities provided for the teacher educators
9. Some of the limitations for the teacher Educators in T.T.I.
10. Time table arrangement
11. Evaluative method
12. Different activities undertaken for the T.T.I
13. The pay scale and other facilities for teacher educators working in women T.T.I.
Keeping above points in view the investigator prepared open ended questions in Kannada and shown them to the experienced experts and made corrections and the items to be included in the questionnaire were finalised in consultation with the guide. The tool initially contained about 50 items. after due corrections 34 items were remained. The tool was subjected item analysis

Item analysis

To know the appropriateness and objectivity of the each item. The item analysis was carried to choosing randomly 20 managements members of Hubli-Dharwad women T.T.I. The tool was administered to them with necessary information. The scripts were collected and scored out and necessary corrections were made according to the suggestions given by the management members for each item. Some of the items were reframed according to the suggestions.

Scoring key

The correct answer according to objective carry one mark and wrong answer carry zero marks. The tool has maximum score of 34 marks, no time limit was given.

First Try Out

First tryout conducted on a set of 20 members chosen randomly from the karnataka state. The members were requested to go through the questionnaire and after their remarks in the format 'Yes or No' or give some information. About 15 members returned the questionnaire with their remarks. The same were valued and mean and standard deviation was calculated. The obtained mean was 25 and the standard deviation 1.01 respectively.
Second try out

Second try out was conducted on a set of 20 members chosen randomly from Karnataka State. The members were requested to go through the questionnaire and after their remarks all of them returned the questionnaire with their due remarks. The same were valued and mean and standard deviation were calculated. The obtained mean was 26 and the standard deviation is 1.1.

Both the observations ut in the ‘t’ ratio to know the significance of the means of the two observations. The obtained ‘t’ value was 0.612 which is not significant at 0.05 level. Hence, it is clear that there is no significant difference between the means of two observations.

Validity of the tool

The tool was prepared to know the certain aspects concerning to organisation and administration problem pertaining to womens primary T.T.Is of the Karnataka state. Hence, the tool has content validity.

The tool was constructed with the items connected to the women T.T.Is The tool has also construct validity.

Hence, the questionnaire for management with 34 items were retained for final data collection. The same is presented in the Appendix I. Check List on Teaching Competence for Head of the Institution.

Check list on teaching competence for head is presented as Appendix

Check list for heads of the schools.

In order to cross check the truthfulness of the statements made by the teacher trainees participated in the practicing schools as revealed by the RSTC for teachers, the investigator with the help of the supervising teacher also constructed the check list on teaching competence for head of the practicing schools (CLTE for Head ).
The CLTE for Head was prepared after modifying the statement of RSTC for teachers. It consists 30 items, distributed under the different categories as in the RSTC for teachers. The items are on various teacher behaviour under 'Yes / No' response categories.

Try out

Try out was conducted on a set of 20 members chosen randomly from Karnataka State. The members were requested to go through the questionnaire and after their remarks all of them returned the questionnaire with their due remarks. The same were valued and mean and standard deviation were calculated. The obtained mean was 26 and the standard deviation is 1.1. Both the observations ut in the 't' ratio to know the significance of the means of the two observations. The obtained 't' value was 0.612 which is not significant at 0.05 level. Hence, it is clear that there is no significant difference between the means of two observations.

Scoring : Against each statement a score of 1 is given if the respondent write 'Yes' and 'No' for 'No'. Then all the 30 items scores were combined together to get individual score for each teacher, as rated by the head of the school. Hence, the score can vary from 0 to 30.

Validity of the tool

The tool was prepared to know the certain aspects concerning to organisation and administration problem pertaining to womens primary T.T.Is of the Karnataka state. Hence, the tool has content validity.

The tool was constructed with the items connected to the women T.T.Is The tool has also construct validity.

Hence, the questionnaire for management with 34 items were retained for final data collection. The same is presented in the Appendix I. Check List on Teaching Competence for Head of the Institution.

Check list on teaching competence for head is presented as Appendix
Table - 29

Test and retest reliabilities of categories of TCRS

<table>
<thead>
<tr>
<th>Instructional Strategies</th>
<th>Class room Management</th>
<th>Personal disposition and tendencies</th>
<th>Evaluation and Feedback</th>
<th>Inter Personal relation</th>
<th>Job Involvement</th>
<th>Professional Values</th>
<th>Innovativeness</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.987</td>
<td>0.956</td>
<td>0.943</td>
<td>0.898</td>
<td>0.936</td>
<td>0.946</td>
<td>0.865</td>
<td>0.898</td>
</tr>
</tbody>
</table>

Validity

The items of check list on teaching competence for head is also adopted from TCRS and the changed from of the statements of RSTC for teachers were given to the heads. So it has both the content and concurrent validity.

Reliability

TCRS from which CLTC for head is constructed has the established test and retest method. The obtained reliability coefficient was 0,873.

Opinionnaire on Teacher trainees behaviour for pupils (OTB)

It is important to know the teacher effectiveness of the trainees teaching in the school. Hence, the investigator planned to use opinionnaire on teacher trainees behaviour by the students. Following aspects were taken into consideration. This tool was developed by Dr. R. T. Jantli and Dr. J.G.Roddannavar for the Doctoral studies to know the functioning and work efficiency of DIETs of Karnataka state. The OTB for pupils consists of 38 items which are distributed under the following categories.
a) Instructional strategies

b) Class room management

c) Evaluation and feedback

e) Job involvement

The tool contains 19 open ended questions with Yes or No answers and another 19 opinionnaire regarding teacher behaviour on the above aspects.

Scoring

All the 38 statements included in the tool OTB for pupils are of Yes/No type items, for which the students have to mark either Yes or No. If they put Yes a score of 1 is given and '0' (Zero) is given for No responses. Scores of all the 38 items are to be added together to get the score for the whole tool, which is considered as the score of the teacher, in the opinion of the students. The maximum score can carry between 0 and 38.

Validity

Since the OTB for pupils was constructed in accordance with the RSTC for Teachers, the investigator believes that it has both content and construct validity.

Reliability

Reliability co-efficient for the tool OTB for pupils was found out by the test and retest method. The obtained reliability coefficient was 0.798.

Hence, the tool opinionnaire on teacher behaviour by the pupils with 38 items was retained for the final data collection. The same is presented in the Appendix J.
Adjustment Scale for Women Students Studying in Women T.T.Is.

To know the problems of adjustment of principals, staff and women students for the institution and to the course and other persons investigator planned to construct Adjustment scale for principal, staff and women students.

Initially investigator constructed 75 items and shown them to and made necessary corrections and items to be included in the rating scale were finalized in consultation with the guide. After the corrections 60 items were remained. Then the tool was subjected item analysis.

Item Analysis:

To know the appropriateness and objectivity of the each item of the tool. The item analysis was carried out. For this purpose choosing randomly 26 principals, 126 staffs and 750 trainees studying in women primary T.T.Is of Karnataka State was selected and tool was administered with necessary instructions. After the impressions were noted the same was shown to the experts and got the opinion of them and made necessary corrections.

Scoring key

For the positive items SA = +2, A= +1, UD = 0, DA = -1, SDA= -2

First Try Out:

First try out conducted on a set of 6 principal, 10 staffs and 60 trainees chosen randomly from Hubli-Dharwad. The trainees were requested to go through the questionnaire and after their remarks in the form of relative responses or give some information. The scripts were scored out. Mean and Standard Deviation were calculated. The obtained mean was 32.8 and the standard deviation is 9.6.
Second Try out

Second try out was conducted on a set of 6 principals, 10 staffs and 60 trainees studying in women primary T.T.I from Bangalore and Mysore. The trainees were requested to go through the questionnaire and after their remarks. All of them returned the questionnaire with their due remarks. The same were valued and mean and standard deviation were calculated. The obtained mean was 33.1 and the standard deviation 9.8.

Both the observations were put into 't' ratio to know the significance of the means of the two observations. The obtained 't' value was 1.64 which is significant at 0.05 level. Hence, it is clear that there is no significant difference between the mean of two observations.

Validity of the tool:

The tool was prepared to know the certain aspects concerning to the teacher trainees views regarding adjustment problem pertaining to women primary T.T.Is Hence, the tool has content validity.

The tool was constructed with the items connected to the trainees in the problems pertaining to women primary T.T.Is Hence, the tool has also having construct validity.

Hence, the questionnaire for trainees of the T.T.Is with 175 items were retained for final data collection. The same is presented in the Appendix N.

Attitude Scale for Women Students Studying in Womens T.T.I.

To know the problems of attitude of principal, staff and students of the institutions and to the course and other persons investigator planned to construct Adjustment scale for Women students.
Initially investigator constructed 75 items and shown them to and made necessary corrections and items to be included in the rating scale were finalized in consultation with the guide. After the corrections 60 items were remained. Then the tool was subjected item analysis.

Item Analysis:

To know the appropriateness and objectivity of each item of the tool. The item analysis was carried out. For this purpose choosing randomly 26 principals, 126 teacher-educators and 750 trainees studying in womens primary T.T.Is of Karnataka State was selected and tool was administered with necessary instructions. After the impressions were noted the same was shown to the experts and got the opinion of them and made necessary corrections.

Scoring key

For the positive items SA = +2, A = +1, UD = 0, DA = -1, SDA = -2

First Try Out:

First try out conducted on a set of 6 principals, 10 staffs and 60 trainees chosen randomly from Hubli-Dharwad. The trainees were requested to go through the questionnaire and after their remarks in the form of relative responses or give some information. The scripts were scored out. Mean and Standard Deviation were calculated. The obtained mean was 27.69 and the standard deviation is 11.05.

Second Try Out:

Second try out was conducted on a set of 6 principals, 10 staffs and 60 trainees studying in women primary T.T.I from Bangalore and Mysore. The
trainees were requested to go through the questionnaire and after their remarks. All of them returned the questionnaire with their due remarks. The same were valued and mean and standard deviation were calculated. The obtained mean was 30.9 and the standard deviation 10.8.

Both the observations were put into 't' ratio to know the significance of the means of the two observations. The obtained 't' value was 2.04 which is significant at 0.05 level. Hence, it is clear that there is no significant difference between the mean of two observations.

**Validity of the tool:**

The tool was prepared to know the certain aspects concerning to the teacher trainees views regarding adjustment problem pertaining to womens primary T.T.Is. Hence, the tool has content validity.

The tool was constructed with the items connected to the trainees in the problems pertaining to womens primary T.T.Is. Hence, the tool has also having construct validity.

Hence, the questionnaire for trainees of the T.T.Is with 175 items were retained for final data collection. The same is presented in the Appendix M.

**Job Satisfaction Questionnaire for Principal and Staff of Women T.T.Is.**

To know the problems of job satisfaction of principal and teacher-educators for the institution and to the course and other persons investigator planned to construct job satisfaction questionnaire for principal and staff.

Initially investigator constructed 75 items and shown them to and made necessary corrections and items to be included in the rating scale were finalized in consultation with the guide. After the corrections 60 items were remained. Then the tool was subjected item analysis.
Item Analysis:

To know the appropriateness and objectivity of the each item of the tool. The item analysis was carried out. For this purpose choosing randomly 120 teacher-educators and 26 principals of primary T.T.Is of Karnataka State. was selected and tool was administered with necessary instructions. After the impressions were noted the same was shown to the experts and got the opinion of them and made necessary corrections.

Scoring key

The correct answer according to objective carry one mark and wrong answer carry zero marks. The tool has maximum score of 60 marks, no time limit was given.

First Try Out:

First try out conducted on 6 principals and 12 teacher-educators chosen randomly from Hubli-Dharwad. The trainees were requested to go through the questionnaire and after their remarks in the form of relative responses or give some information. The scripts were scored out. Mean and Standard Deviation were calculated. The obtained mean was 50 and the standard deviation is 3.2.

Second Try out

Second try out was conducted on 6 principals and 12 teacher-educators of primary T.T.I from Bangalore and Mysore. The trainees were requested to go through the questionnaire and after their remarks. All of them returned the questionnaire with their due remarks. The same were valued and mean and
standard deviation were calculated. The obtained mean was 55 and the standard deviation 4.

Both the observations were put into 't' ratio to know the significance of the means of the two observations. The obtained 't' value was 8.6 which is significant at 0.05 level. Hence, it is clear that there is no significant difference between the mean of two observations.

Validity of the tool:

The tool was prepared to know the certain aspects concerning to the teacher trainees views regarding adjustment problem pertaining to womens primary T.T.Is Hence, the tool has content validity.

The tool was constructed with the items connected to the trainees in the problems pertaining to womens primary T.T.Is Hence, the tool has also having construct validity.

Hence, the questionnaire for trainees of the T.T.Is with 175 items were retained for final data collection. The same is presented in the Appendix O.
3.3 Sample and Sampling Procedure:

It is important to choose appropriate sample for collecting necessary data. Since the population of the present study is widely distributed throughout the state. Sampling for the study becomes inevitable. Following aspects are to be considered for selection of sample.

1) Selection of Womens Primary T.T.Is.
2) Selection of principal's
3) Selection of teacher educators
4) Selection of office staff
5) Selection of wardens
6) Selection of inspecting officers.
7) Selection of management
8) Selection of practicing school
9) Selection of practicing school headmasters.
10) Selection of practicing school teachers.
11) Selection of practicing school students.
12) Selection of teacher trainees

1. Selection of women T.T.Is.

There are 26 women T.T.Is governed by different agencies are being established in Karnataka at present. The investigator felt it necessary to choose all the 26 women T.T.Is, Since, following factors are important to note

All the 26 women T.T.Is are scattered throughout Karnataka which is given in the figure 1 of page which shows the women T.T.Is are established with different localities and SES people of Karnataka. It was also noted that 4 types of institutions are established. Hence, investigator chosen all the existing women T.T.Is Table No.35 gives details of women T.T.Is district wise.
264

Table - 30

Table showing the details of Women T.T.Is District wise.

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Name of the District</th>
<th>Government</th>
<th>Aided</th>
<th>Un-Aided</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Bangalore Urban</td>
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<td>04</td>
<td>02</td>
<td>06</td>
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<tr>
<td>2.</td>
<td>Davanagere</td>
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<td>—</td>
<td>—</td>
<td>01</td>
</tr>
<tr>
<td>3.</td>
<td>Shimoga</td>
<td>—</td>
<td>01</td>
<td>—</td>
<td>01</td>
</tr>
<tr>
<td>4.</td>
<td>Bagalkot</td>
<td>01</td>
<td>—</td>
<td>—</td>
<td>01</td>
</tr>
<tr>
<td>5.</td>
<td>Belgaum</td>
<td>—</td>
<td>01</td>
<td>—</td>
<td>01</td>
</tr>
<tr>
<td>6.</td>
<td>Dharwad</td>
<td>01</td>
<td>02</td>
<td>—</td>
<td>03</td>
</tr>
<tr>
<td>7.</td>
<td>Gulbarga</td>
<td>01</td>
<td>—</td>
<td>—</td>
<td>01</td>
</tr>
<tr>
<td>8.</td>
<td>Dakshina Kannada</td>
<td>01</td>
<td>03</td>
<td>—</td>
<td>04</td>
</tr>
<tr>
<td>9.</td>
<td>Kodagu</td>
<td>—</td>
<td>—</td>
<td>01</td>
<td>01</td>
</tr>
<tr>
<td>10.</td>
<td>Mandya</td>
<td>00</td>
<td>01</td>
<td>—</td>
<td>01</td>
</tr>
<tr>
<td>11.</td>
<td>Mysore</td>
<td>01</td>
<td>02</td>
<td>02</td>
<td>05</td>
</tr>
<tr>
<td>12.</td>
<td>Udupi</td>
<td>01</td>
<td>—</td>
<td>—</td>
<td>01</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>07</strong></td>
<td><strong>14</strong></td>
<td><strong>05</strong></td>
<td><strong>26</strong></td>
<td></td>
</tr>
</tbody>
</table>

Selection of Principals

The principals of all 26 women T.T.Is were included in the study.

3. Selection of teacher educators

5 Teacher educators from each women T.T.Is were randomly selected. This means 130 teacher educators were involved in the study.
4. **Selection of Teacher Trainees**

15 trainees from 1st year, 15 trainees from second year from each institutions are 30 trainees totally 780 teacher trainees were involved in this study.

5. **Selection of office staff**

5 office and non teaching staff from each women T.T.Is were randomly selected. This means 130 office staff were also included in the study.

6. **Selection of Wardens**

Since only 16 women T.T.Is are having Hostel. Hence all the 16 wardens of the hostels were selected.

7. **Selection of Inspecting Officers**

Six Inspecting officers from each division were also randomly selected. This means 45 inspecting officers were involved in this study.

8. **Selection of Management members.**

Six Management members from each of the above selected 4 types women T.T.Is management were randomly selected for the study. Total number of management members involved were 156.

9. **Selection of Practicing Schools**

Two Practicing schools from each womens T.T.I. were randomly selected. This means 52 practicing school were involved in this study.

10. **Selection of practicing school headmasters**

The head masters of selected 52 practicing schools were also included in the study.
11. Selection of practicing school teachers

The 2 teachers from each of the above selected 52 practicing schools were randomly selected for the study. Total number of teachers involved were 104.

12. Selection of practicing school students

Two students from 4th std., 2 students from 5std. and 2 students from 6std that means 6 students from each practicing school. Total number of students involved in the study were 300.

Table - 31

Table showing the details of the sample selected for the study

<table>
<thead>
<tr>
<th>Sl. No</th>
<th>Category of the Sample</th>
<th>Size of the sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Womens primary teacher training institutions</td>
<td>26</td>
</tr>
<tr>
<td>2.</td>
<td>Principals</td>
<td>26</td>
</tr>
<tr>
<td>3.</td>
<td>Teacher Educators</td>
<td>130</td>
</tr>
<tr>
<td>4.</td>
<td>Teacher Trainees</td>
<td></td>
</tr>
<tr>
<td></td>
<td>15 I Yr</td>
<td>780</td>
</tr>
<tr>
<td></td>
<td>15 II Yr X 26</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Office staff</td>
<td>130</td>
</tr>
<tr>
<td>6.</td>
<td>Wardens</td>
<td>15</td>
</tr>
<tr>
<td>7.</td>
<td>Inspecting staffs</td>
<td>45</td>
</tr>
<tr>
<td>8.</td>
<td>Management to members</td>
<td>156</td>
</tr>
<tr>
<td>9.</td>
<td>Practising schools</td>
<td>52</td>
</tr>
<tr>
<td>10.</td>
<td>Practicing school headmasters</td>
<td>52</td>
</tr>
<tr>
<td>11.</td>
<td>Practicing school teachers</td>
<td>104</td>
</tr>
<tr>
<td>12.</td>
<td>Practicing school students</td>
<td>312</td>
</tr>
</tbody>
</table>
The above sample included both rural and urban representatives. Since the technique for sampling used is randomization some of the samples have unequal representation.

3.4 Data Collection Procedure

The investigator properly finalised the sample with the help of her guide and intimated to some of the respective women T.T.Is (all the 26 W.T.T.Is). She also obtained a letter from the director of Public instructor DSERT for help and Co-operation in collecting necessary data from each of respective women T.T.I is following documents were dispatched.

1. Permission letter from DSERT, Director.
2. Permission letter form Head of the Department of Education.
3. General data sheet
4. Instruction letter
5. Questionnaire, check list and opinionnaire to principals with the necessary instruction.

During the II stage investigator along with 10 friends made 5 groups visited all the 26 women T.T.Is and gave the necessary tools with proper instruction and given one week to get them filled.

After one week once again each group visited each of the women T.T.Is and collected the tools which were having the responses. The team also collected the opinion from the children and also management members.

Another important thing the investigator made was getting the photographs of most of the women T.T.Is to shown the position of the infrastructure and other problems to make the study more meaningful.
3.5. Scoring and Consolidation of the Data.

The general data sheet the main tool used in the study contained structured and unstructured items. For the structured items their frequency number was found out and then tabulated but the unstructured items, were pooled and categorized.

Like wise, questionnaire for principals, teacher educators, trainees, office, wardens inspecting staffs, opinionnaire on teacher behaviour for pupils were also processed by the same procedures.

The IOCDQ was scored and compared to the profile given in the manual and then the climate of the women T.T.Is was found out. The rating scale on teaching competence for teachers, check list on teaching competence for heads and opinionnaire on teacher behaviour for pupils were scored and consolidated. There consolidated data were used for the analysis.

3.6 Statistical Techniques used for the analysis

The objectives of the study were tested by using the following statistical techniques.

1. Percentage Analysis
2. Mean and Standard Deviation
3. ‘t’ test
4. Co-relation Coefficient
5. Analysis of Variance (ANOVA)
6. Regression Analysis
7. Chi-Square
8. Path Analysis