Chapter 3

PLAN AND PROCEDURE OF THE STUDY

3.0 Introduction

Research is a systematic enquiry seeking facts through objective verifiable methods in order to discover the relationship among them and to deduce from the broad principles or laws. Therefore, the very success of a research work depends upon collecting the necessary information. Several methods of collecting information are developed to assist the research. Every survey expert has his own ideas of selecting the best method of collecting information as it can not be uniform to all. Selection of the method depends on the type of information to be gathered and sources of information to be collected. For the present study, descriptive survey method was chosen. Survey means viewing and interpreting things rigorously and comprehensively and analyzing the results statistically and systematically. This method is suitable to the present study.

3.1 Statement of the Problem

Since a few decades, just before independence teacher training was felt as a necessity to teach upto high school. It is meant for the development of an young adult into a responsible teacher. The whole teacher training programme is meant for the development of philosophical, sociological, psychological and technological foundations to broaden and deepen the budding teacher personality. These are not the subjects any of
the prospective teachers had been studying all the previous academic years so far. The practicum includes a number of activities, projects along with practice teaching under the supervision of teachers and teacher educators. The whole of theoretical equipment and a variety of practical work are to be completed within one academic year. Hence there is a possibility of undergoing stressful situations as the prospective teachers have to know, understand, apply and prove their competence. The irregular and unplanned students may not even pickup right attitudes towards the valid trainee activities. Hence the investigator intended to study the stress and attitude of prospective teachers towards the course programme. The investigator also verified the following questions.

1. Is there any influence of gender, academic status, rural or urban brought up, of prospective teachers type of Institution, theory percentage and teaching grade of prospective teachers on their stress level and attitudes?

2. Is there any association between stress and attitude of prospective teachers?

3. Is there any influence of stress on the performance of prospective teachers?

4. Is there any influence of attitude on the performance of prospective teachers?

Hence the topic is titled as “Attitudes and Stress in relation to performance among the prospective teachers of oriental languages.”
3.2 Operational Definitions of Key Terms

The operational definitions of the important key terms used in the present study.

1. Prospective Teachers: Student teachers studying in colleges of education.

2. Attitudes: Attitudes are the is positions of the prospective teachers towards teacher-training, teaching practice, curriculum or subjects, projects, co-curricular activities in professional training.

3. Stress of Prospective Teachers: Stress of prospective teachers means the anxiety, fear, conflict between helplessness and hope experienced by the teacher trainees while undergoing rigorous teacher training.


3.3 Objectives of the Study

The Objectives of the study were:

1. To find out the attitudes of prospective teachers towards training and classify them.

2. To find out the attitudes of the prospective teachers towards the components of the course.

3. To find out whether the attitudes of prospective teachers differs with respect to the following variables: a) Gender, b) Economic background, c) Oriental language, d) Rural Urban brought Up

4. To assess stress among prospective teachers during the training.
5. To assess stress among prospective teachers in different areas of teacher training.

6. To find out whether the stress among the prospective teachers differs with respect to the following variables: 1) Gender, 2) Economic background, 3) Oriental language, 4) Rural-Urban brought up

7. To find out the association between the attitude towards the training and stress among prospective teachers during the training.

8. To find out the association between attitudes and performance in theory subjects of prospective teachers.

9. To find out the association between stress among the prospective teachers and their theory performance.

10. To find out the association between attitudes and teaching competence of prospective teachers.

11. To find out the association between stress and teaching competence of prospective teachers.

3.4 Variables of the Study

Variables are the conditions or characteristics that the experimenter manipulates, controls and observes. There are mainly three types of variables, namely, independent, dependent and intervening.

The independent variables are those variables which do not change on manipulation by the experimenter. The intervening variables are those variables which are dependent both on dependent and independent variables.
For the present study, the following dependent and independent variables are chosen. To find out whether there is any difference in the attitude and stress levels of prospective teachers influenced by the following variables.

1. Gender: Gender refers to male and female prospective teachers.

2. Economic Status: Whether the prospective teacher is poor or lower middle or upper middle or rich economic Status, their attitude and Stress will depends.

3. Oriental language: The language in which the training is given oriental language.

4. Rural / Urban Brought Up: Rural or urban brought up of the trainees.

5. Marks Percentage: Percentage of the marks in theory of the prospective teachers.

6. Teaching Competence: The Prospective teachers teaching ability in the form of grade, A or B or C.

3.5 Hypotheses of the Study

Hypothesis is a tentative generalization which provides basis to the whole study to be tested by facts. It is a shrewd and intelligent guess, supposition, inference, hunch, provisional statement, a tentative generation to the existence of some fact, condition or relationship relative to some phenomena which serves to explain already known facts in a given area of knowledge and which guides the search for new truth on the basis of empirical evidence.
In statistical hypothesis, the sample should be representative of the whole population. This can be ensured in random sampling where the units of population have got equal chances of being represented. The hypothesis to be tested in this study is “Null Hypothesis”. Ordinarily, a null hypothesis is a statement to believe that there is no relation to the independent and dependent variables. Once it is formulated depending on the outcome, it will be either accepted or rejected.

For the present study the following hypotheses were framed:

1. Gender of the prospective teachers make a significant difference in their attitudes.

2. Economic background of the prospective teachers make a significant difference in their attitudes.

3. Oriental language as the learning medium of the prospective teachers make a significant difference in their attitudes.

4. Rural Urban brought up of the prospective teachers make a significant difference in their attitudes.

5. Gender of the prospective teachers make a significant difference in their stress.

6. Economic background of the prospective teachers make a significant difference in their stress.

7. Oriental Language as the learning medium of the prospective teachers make a significant difference in their stress.
8. Rural Urban brought up of the prospective teachers make a significant difference in their stress.

9. There will be a significant association between attitudes and stress among the prospective teachers.

10. There will be a significant association between the attitudes and performance in theory of the prospective teachers.

11. There will be a significant association between the stress and performance in theory of the prospective teachers.

12. There will be a significant association between the attitudes and teaching competence of prospective teachers.

13. There will be a significant association between the stress and teaching competence of prospective teachers.

3.6 Population and the Sample

After finalizing the variables of the present study, consideration was given to whether the entire population is to be made the subject for data collection or a particular group is to be selected as a representative of the whole population. Of the two techniques, the second one, namely, the selection of a group as a representative of the whole population was found to be more convenient and suitable. This technique lead to a considerable saving of time, effort and finance. The number of students selected was small and so it was possible to make a detailed and intensive study. This generally lead to more accurate and reliable results. As this sampling technique was more advantageous it was selected for the collection of data.
In any social research, various methods are utilized for selection and drawing of samples. After a detailed study of all these methods and considering the variables selected for the research work, the stratified sampling method was found to be the most suitable. In stratified random sampling, the population was, first, divided into two or more strata which based upon a single criterion such as sex, yielding two strata, male and female or upon a combination of two or more. Criteria such as sex and economic background yielding more strata. These divided populations are called sub-populations, which were non-overlapping and together constitute the whole population.

**Sample and Sampling**

Stratified sampling method has certain merits and advantages. Having divided the population into two or more strata that were considered homogenous internally, a simple random sample was taken from each population as a technique of sampling. Auckoff has rightly said that stratified sampling enables the researcher to make a comparison of properties of the strata as well as to estimate population characteristics. In this stratified sampling method, the investigator has greater control over the selection of sample when compared with random sampling.

Stratified random sampling method is the ideal one because comparison between different variables could made.

According to Parten, “An optimum sample in survey is one which fulfils the requirements of effective representative aspects, reliability and
flexibility. The sample should be small enough to avoid intolerable sampling error.”

The size of sample for the present research work was decided after considering the following factors.

1. Since a detailed study was planned, a very large number of sample was not selected. In case of detailed study, a very large number of sample was not so useful as it involves huge consumption of the resources. A smaller sample was convenient.

2. The heterogeneous universe was split into smaller homogeneous strata and samples were selected from these strata men and women, rural and urban students, and economic status of students.

3. Because the samples were selected through stratified sampling method, the reliability could be achieved even with the help of the small-sized samples.

A sample of 640 prospective teachers were randomly chosen from 16 Hindi B.Ed and Hindi and Telugu Language Training colleges.

The Colleges were:

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Name of the School</th>
<th>Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Moturi Satyanarayana College of Education, Machavaram, Vijayawada</td>
<td>40</td>
</tr>
<tr>
<td>2.</td>
<td>College of education, Dhakshina Bharat Hindi Prachar Sabha, Hyderabad</td>
<td>40</td>
</tr>
<tr>
<td>3.</td>
<td>Mudamba Vedavalli College of Education, Arilova, Visakhapatnam</td>
<td>40</td>
</tr>
<tr>
<td>No.</td>
<td>Hindi Training Colleges</td>
<td>Sample</td>
</tr>
<tr>
<td>-----</td>
<td>-------------------------------------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>4</td>
<td>Hindi shikshak Prasikshan Mahavidyalaya, C/o Hindi Niketan, Powerpeta, Eluru, West Godavari -534002</td>
<td>40</td>
</tr>
<tr>
<td>5</td>
<td>Dakshin Bharat Hindi Pracharak Training College, Janagaov, Warangal – 506167</td>
<td>40</td>
</tr>
<tr>
<td>6</td>
<td>Madina Hindi Pandit Training College, B. Camp, Kurnool – 518002</td>
<td>40</td>
</tr>
<tr>
<td>7</td>
<td>Vidyarthi Hindi Pandit Training College, Ravindranagar, Adilabad -504001</td>
<td>40</td>
</tr>
<tr>
<td>8</td>
<td>Abubakar Memorial Hindi Pandit Training College, Saradhi Nagar, Khammam-507001</td>
<td>40</td>
</tr>
<tr>
<td>9</td>
<td>Azad Hindi Pandit Training College, Green Land Arogyavaram Post, Madanapalli, Chittoor- 517330</td>
<td>40</td>
</tr>
<tr>
<td>10</td>
<td>D.B.H.P.S. Hindi Pracharak Training College, Guntakal, Ananthapur – 515801</td>
<td>40</td>
</tr>
</tbody>
</table>

### Telugu Pandit Training Colleges

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Name of the School</th>
<th>Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>SGKOD Telugu Pandit Training College, Tadikonda, Guntur – 522236</td>
<td>40</td>
</tr>
<tr>
<td>2.</td>
<td>Visvakavi Telugu Pandit Training College, Maruthi nagar colony, Rajam, Srikakulam</td>
<td>40</td>
</tr>
<tr>
<td>3.</td>
<td>Sri Venkateswara Telugu Pandit Training College, Suryapeta, Nalgonda -508213</td>
<td>40</td>
</tr>
<tr>
<td>4.</td>
<td>Vimala Telugu Pandit Training College, Jayendranagar, Kakinada, East Godavari</td>
<td>40</td>
</tr>
<tr>
<td>5.</td>
<td>S V R Telugu Pandit Training College , Zaheerabad, Medak -502220</td>
<td>40</td>
</tr>
<tr>
<td>6.</td>
<td>Mother Theresa Telugu Pandit Training College, Mother Theresa Memorial Chris, Proddatur, Cuddapah-516360</td>
<td>40</td>
</tr>
</tbody>
</table>
The students getting trained in Teacher Training Colleges with oriental languages as medium of instruction were the population of the present investigation. But as the investigator was unable to understand urdu. Urdu medium colleges were deleted from the sample.

**Table 3.1**
**Sample of the Study**

<table>
<thead>
<tr>
<th>Variables</th>
<th>Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>226</td>
</tr>
<tr>
<td>Female</td>
<td>114</td>
</tr>
<tr>
<td>Brought-up</td>
<td></td>
</tr>
<tr>
<td>Rural</td>
<td>404</td>
</tr>
<tr>
<td>Urban</td>
<td>236</td>
</tr>
<tr>
<td>Economic Background</td>
<td></td>
</tr>
<tr>
<td>Poor</td>
<td>140</td>
</tr>
<tr>
<td>Lower Middle</td>
<td>317</td>
</tr>
<tr>
<td>Upper Middle</td>
<td>180</td>
</tr>
<tr>
<td>Rich</td>
<td>3</td>
</tr>
<tr>
<td>Oriental Language</td>
<td></td>
</tr>
<tr>
<td>Hindi</td>
<td>400</td>
</tr>
<tr>
<td>Telugu</td>
<td>240</td>
</tr>
</tbody>
</table>

**Pie Diagram 1: Sample of the Study – Gender wise**
Pie Diagram 2: Sample of the Study – Brought up

Pie Diagram 3: Sample of the Study – Economic Background wise

Pie Diagram 4: Sample of the Study – Oriental Language wise
3.7 Reliability and Validity

Reliability and Validity – Part A

Reliability is the consistency of a test yielding the same results, that generates the consistency of the scores obtained by the same individual on different occasions.

Reliability was found in the following two ways.

Reliability value by Split- half method (odd - even items) : 0.82.

Reliability value by Cronbach Alpha : 0.93

Validity : Content validity was determined by the fact that it adequately covered the main areas both the curricular and co-curricular activities to the most extent. Empirical Validity was 0.90. The validity was also judged by the experienced teachers and experts. As the test was found reliable, it was also proved valid.

Reliability and Validity – Part B

The test – retest method was used to ensure the reliability of the stress-inventory for student teachers. The correlation between the scores was calculated using Pearson’s product moment co-efficient of correlation method. The reliability of the test was calculated and the score obtained was found to be 0.848.

The adaptation of the tool constructed by Suresh and Joshith was done in the following manner.

Three items were revised one from the area of ‘General Stress’, other from ‘Environment of the College’ and the other from ‘Course and students co-operation’ to suit to the sample. Three items from general
stress were deleted. Like Wise one item from ‘Environment of the College’ and another from the Course and students co-operation’. Total Five items were deleted. Thus the Final form of the tool consists of 53 items.

**Tools of the Study**

**Tool 1:** Attitude scale was prepared on the basis of teacher training aspects with a five point scale like most favorable, more favorable, moderately favorable, less favorable and least favorable. It was given to the judgment experts with experience in the colleges of education. It was divided into five components with 46 items after the deletion of 14 items.

**Tool 2:** A research tool for Stress was a standardized tool. This standardized stress inventory developed by Suresh and Hoshith was used with a few necessary alterations.

The final questionnaire consists of three parts with the necessary instructions. Part 1 was for personal data of the prospective teachers, Part A is on attitude and Part B is on Stress towards training.

**3.8 Delimitations**

1. Researcher collected data from 1/3rd of HPT &TPT colleges of Andhra Pradesh only.

2. Collected data were only from 16 colleges and from each college only 40 students were taken.

3. Attitude of the prospective teachers with respect to only 46 aspects were taken into account for the study.
4. Stress of the prospective teachers with respect of 53 aspects was taken into account for the study.

5. Urdu Pandit training colleges were not included in the sample.

3.9 Administration of the Test and Collection of Data

The tool was administered personally by the researcher on the prospective teachers and the sample was asked to be responded to the statements. Before giving the tool to the participants, the researcher explained the purpose of the present investigation. Directions given on the cover sheet were read out to the participants and specific instructions were given. After completion of the tool by the sample, they were collected to put to statistical treatment.

Scoring Procedure of Tool 1

The scoring of the part-1 Questionnaire on attitudes was done in the following manner.

A Maximum score of 5 was given to the response ‘Most Favorable’. A score 4 was given to the response ‘more favorable’, a score 3 was given to the response ‘moderately favorable’, a score 2 was given to the response, ‘less favorable’ and 1 was given to the response, ‘least favorable’.

Stress inventory was prepared on the three points scale agree, undecided and disagree.
**Scoring Procedure of Tool 2**

A maximum score of 3 was given to the response ‘Agree’ with negative statements and to the response ‘Disagree’ with positive statements. A Minimum score of 1 was given to the response ‘Disagree’ with negative statements and ‘Agree’ with positive statements. A Score of ‘2’ was given to the response ‘Undecided’ for both positive and negative statements.

The final questionnaire consists of three parts with the necessary instructions. Part I was personal data of the prospective teachers. Part A is on attitudes and Part B is on stress towards training.

### 3.10 Statistical Procedure

1. Mean, S.D, 1/5 Mean, skewness, kurtosis and classification of scores to fulfill the first objective.
2. Mean, S.D., 1/5 mean, % of mean and rank different components to fulfill the second objective.
3. Objective 3 was dealt in the following manner.
   - (1) Gender – Mean, SD, and t Value.
   - (2) Economic Status – Analysis of variance, F Value.
   - (3) Oriental languages – t Value
   - (4) Rural- Urban Brought Up – t Value
4. Mean, S.D, 1/5 mean, skewness, kurtosis were found to fulfill the fourth objective.
5. Area wise means, S.D., 1/5 Mean, % of mean, and rank were found for the fifth objective.

6. To fulfill the sixth objective t-Value, and F-Value were calculated as mentioned below.
   (1) Gender – t Value
   (2) Economic Status – F Value
   (3) oriental languages – t Value
   (4) Rural Urban brought up ‘t’ Value

7. Chi-square value, and Corelation were found to fulfill the seventh objective.

8. Chi square, and Co relation were found to fulfill the eight objective.

9. Chi square and Co relation were found to fulfill the ninth objective.

10. Chi square was found to fulfill the tenth objective.

11. Chi Square was found to fulfill the eleventh objective.

3.11 Conclusion

The present chapter described how the researcher planned and proceeded in terms of the sample chosen, method adopted, objectives and hypotheses framed, tools used, the statistical calculations done and the delimitations of the study. With this plan the following chapter, analysis of the data and discussion of results were done.