

CHAPTER - III

RESEARCH DESIGN

3.1 INTRODUCTION

In this chapter the researcher is going to deal with the procedure and method of research work.

The main stages of this research work are -

- a) Construction of the questionnaire and planning the questions of the interview.
- b) Administration of the questionnaire on student teachers and conducting the interview of teacher educators and collection of individual information of student teachers and collection of different opinions regarding the student teaching programme.
- c) Finding the impact of student teaching programme with respect to different aspects.

3.1.1 Method of Research

As this study was a core study of the student teaching programme and problems faced by student teachers in their student teaching programme work in granted and non-granted colleges of education, the researcher used normative survey method for this work. The main purpose of the research was to make survey of student teaching programme work in the colleges of education and bring out its significance in the content of educational reform.

3.1.2 Selection of Sample

The main object of the research work was the study of the impact of student teaching programme on student teachers. Therefore, administration of questionnaire was an essential part of the research.

The geographical region of the research work was the districts under the jurisdiction of Shivaji University area i.e. Kolhapur, Satara, Sangli and Solapur. There were twentyeight colleges of education affiliated to Shivaji University, Kolhapur in the year 1993-94. They were -

- 1) Azad College of Education, Satara.
- 2) Acharya Jawadekar Adhyapak Mahavidyalaya, Gargoti, District Kolhapur.
- 3) College of Education, Barshi, District Solapur
- 4) D.P.B. Dayanand College of Education, Solapur.
- 5) Kasturbai College of Education, Solapur
- 6) S.P.S. College of Education, Sangli
- 7) S.M.T. College of Education, Kolhapur
- 8) B.Ed. College, Shivaji Peth, Kolhapur
- 9) College of Education, Peth-Vadgaon, District Kolhapur
- 10) V.N. College of Education, Kolhapur
- 11) College of Education, Karad, District Satara
- 12) College of Education, Islampur, District Sangli
- 13) Mahila Adhyapak Mahavidyalya, Tasgaon, District Sangli
- 14) Education College, Vita Taluka Khanapur, District Sangli

- 15) Education College Phaltan, District Satara
- 16) B.Ed. College, Patana, District Satara
- 17) Late S.M.V.Patil Women College of Education, Miraj,
District Sangli
- 18) Education College, 370/A Muslim Pachha Peth, Solapur
- 19) Education College, Akaluj, District Solapur
- 20) D.K.Shinde College of Education, Gargoti, District Kolhapur
- 21) Kalpvruksha College of Education, Main Road, Jaisinghpur,
District Kolhapur
- 22) Yeshvantrao College of Education, Kodoli, Taluka Panala
District Kolhapur
- 23) Jagaruti B.Ed. College, Gadhinglaj District Kolhapur
- 24) D.K. Shinde B.Ed. College, Gadhinglaj, District Kolhapur
- 25) Ichalkarangi College of Education, Ichalkarangi
District Kolhapur
- 26) College of Education, Kangal, District Kolhapur
- 27) C.S. College of Education, Rukadi, Taluka Hatkangali
District Kolhapur
- 28) Savitribai Phule Mahila College of Education,
Dasara Chouk, Kolhapur.

Out of twenty eight colleges of education, the researcher selected to study a sample of four colleges of granted and four colleges of non-granted by stratified random sample. The researcher selected four colleges out of eight granted colleges and four colleges out of twenty non-granted colleges

because the researcher had fear that non-granted colleges sampling would influence the research result. The researcher's selection of four colleges of granted i.e. fifty percent and 4 non-granted colleges i.e. twentyfive percent, it would be suitable to the researcher to compare two groups together and findout proper results. The researcher selected only four non-granted colleges because more non-grant colleges are established in a particular area. The researcher thought that selecting more colleges from non-grant would like to concentration a particular area. So, the researcher selected eight colleges of education with the help of stratification of granted and non-granted colleges and districtwise stratification. The researcher selected one granted and one non-granted college from each district i.e. Kolhapur, Sangli, Satara and Solapur by lottery method. The stratified randomly selected colleges of education were as following -

- 1) Azad College of Education, Satara
- 2) S.P.S.College of Education, Sangli
- 3) S.M.T. College of Education, Kolhapur
- 4) Kasturbai College of Education, Solapur
- 5) College of Education, Karad, District Satara
- 6) Savitribai Phule College of Education, Kolhapur
- 7) Late S.M.V.Patil Mahila College of Education, Miraj, District Sangli
- 8) Education College, 370/A Muslim Pachha Peth, Solapur.

Out of the above eight colleges of education first four colleges of education receive the grant from the Government of Maharashtra and another four colleges of education do not receive the grant from the Government of Maharashtra.

The researcher visited ^{from} 21-2-94 to 26-2-94, 1-3-94 and 15-3-94 these college of education after the Bachelor of Education Part II Examination because all the student teaching programme is complete at this state. Therefore, the strength in the classroom was very less. Then the researcher considered that those student teachers who were present in the classes were considered for the research work. The researcher received 329 questionnaires from student teachers. It shows that more than fifty percent student teachers were available. Those 329 student teachers' questionnaires were used for the research. The researcher visited thirtytwo teacher educators and took the interviews. Their opinions were used for investigating the research work.

3.2 TOOLS OF DATA COLLECTION

The researcher prepared a questionnaire to use it as a tool for gathering data. The questionnaire consisted of thirtythree questions containing the procedure of microteaching, evaluation procedure of content-cum-methodology.

The questionnaire consisted four open questions and twenty-nine closed questions. The researcher prepared a questionnaire covering important aspects and requirements for the student teaching programme and used the questionnaire as a tool for the data collection. As the questionnaire was personally given and got it filled it became a schedule.

The researcher used an interview tool for teacher educators to use it as a tool for data gathering. The researcher took an interview covering all important aspects of student teaching programme.

The researcher analysed one lesson-note of every student teacher of the sample and made conclusions regarding remarks given by the observers so, also the researcher analysed observation note-books of every student teacher to study the remarks given by pupil teachers. By these tools, the researcher studied regarding the position of practice lessons in the education colleges.

3.3 ADMINISTRATION OF THE QUESTIONNAIRE

In the beginning of the academic year 1993-94, the researcher sent a letter to all the principals of these eight colleges of education to inform the date of administering the questionnaire in their colleges.

The researcher visited each college on the decided date alongwith the printed copies of questionnaires. For collecting the data the researcher visited eight colleges of education. The researcher visited colleges of education after the B.Ed.Part II Examination because the researcher had planned to visit the B.Ed.colleges after the completion of their student teaching programme and he had been granted the permission for administering the questionnaires in that period of academic year 1993-94. So, the strength in the class-room was just more than fifty percent. The researcher considered that those student teachers who were present in the classroom, as the sample for the research investigation. The researcher received 329 student teachers' questionnaires filled from the colleges of education.

The researcher went to Sangli by bus before oneday. The researcher visited S.P.S.College of education, Sangli at 9.00 a.m. on 21-02-1994. The researcher personally gave the questionnaires for concerning student teachers. Professor Kulkar helped him in this task, so we call it questionnaire schedule. After allowing one hour time, the researcher collected questionnaire schedules which were responded by student teachers. After finishing this work, the researcher observed the remarks of the teacher educators which were written on the lesson-notes. The researcher saw

observation note-books of the student teachers which were noted and written after the observation of student teachers' teaching in the classrooms. The researcher considered the remarks of the teacher educators and student teachers for research work. Then the researcher went to Late S.M.V.Patil Mahila College of education, Miraj. The researcher met the principal at 3.00 p.m. on 21-02-1994. The researcher gave the questionnaires to all the student teachers. Professor ~~Patil~~ Patil helped in fulfilling these questionnaires. The researcher gave the questionnaires for concerning student teachers who were present in the classroom. They filled those questionnaires in one hour. The researcher collected all questionnaires. After finishing this work, the researcher observed the remarks of the teacher educators which were written on the lesson-notes. The researcher saw observation note-books of the student teachers which were noted and written the observation of student teachers' teaching in the classrooms. The researcher considered the remarks of the teacher educators and student teachers for research work. The researcher left Miraj and went to Kolhapur. The researcher met at 11.00 a.m. the incharge of S.M.T. College of education, Kolhapur on 22-02-1994. But The Incharge of college told him to come at 2.00 p.m. so the researcher went to another college of education i.e. Savitribai Phule College of Education, Kolhapur. The

researcher met the principal. The principal gave him the permission to fill the questionnaires from student-teachers. The researcher gave questionnaires at 11.30 a.m. and the student teachers filled them within one hour. After completing this work, the researcher observed the remarks of the teacher educators which were written on the lesson-notes. The researcher saw observation note-books of the student teachers which were noted and written after the observation of student teachers' teaching in the classrooms. The researcher considered the remarks of the teacher educators and student teachers for research work. Then the researcher went to S.M.T.College of Education at 2.00 p.m. The student teachers gave well response within one hour. Then the researcher observed the remarks of the teacher educators which were written on the lesson-notes. The researcher saw observation note-books of the student teachers which were noted and written after the observation of student teachers teaching in the class-rooms. The researcher considered the remarks of the teacher educators and student teachers for research work. Soon the researcher met the Principal of S.M.T.College of Education. He discussed the points freely and frankly. He also criticized certain points which were not suitable for Government College of Education. Through this discussion, the principal only showed his sincere work of teaching and practical work. The researcher went to Karad

and stayed there. The researcher met the principal at 10.00 a.m. on 23-02-94. Professor Nikam helped in this task. The principal gave one hour for filling the questionnaire. The researcher gave the questionnaires to all student teachers who were present in the classroom. The student teachers asked some doubts to the researcher and the researcher explained the purpose of selecting this topic for research investigation. Then the researcher collected all questionnaires. After collecting the questionnaires, he observed the remarks of the teacher educators which were written on the lesson-notes. The researcher saw observation note-books of the student teachers which were noted and written after the observation of student teachers' teaching in the classrooms. The researcher considered the remarks of the teacher educators and student teachers for research work. Then the researcher left Karad and went to Satara. The researcher stayed in the hostel of B.Ed College. The researcher came in contact with many student teachers. The researcher discussed about microteaching, practice lessons, observation and experience of teacher educators. The researcher approached the principal at 11.00 a.m. on 24-2-94. The principal allowed the researcher to give questionnaires for responding. The student teachers filled the questionnaires within one hour. Professor Kolpe helped the researcher in this work. After finishing this work he observed the remarks of the teacher educators which

were written on the lesson-notes. The researcher saw observation note-books of the student teachers which were noted and written after the observation of student teachers' teaching in the classrooms. The researcher considered the remarks of the teacher educators and student teachers for research work. The investigator reached Solapur on 26-2-94.

Then the researcher met the Principal of Kasturbai College of Education, Solapur on 1-3-1994. The principal allowed him to fill the questionnaires. The researcher visited to Kasturbai College on 2-3-94. Librarian Sawanji helped the researcher in this task. The researcher collected all questionnaires which were filled by the student teachers. The researcher accepted the sample that the student teachers who were present in the classroom responded properly for researcher's investigation. After finishing this task, he observed the remarks of the teacher educators which were written on the lesson-notes. The researcher saw observation note-books of the student teachers which were noted and written after the observation of student teachers' teaching in the classrooms. The researcher considered the remarks of the teacher educators and student teachers for research work.

The researcher went to Solapur Social College of Education on 14-3-94. But the principal gave him fixed date and the researcher went on 15-3-94. Professor Teke helped

in this task. After collecting questionnaires, he observed the remarks of the teacher educators which were written on the lesson-notes. The researcher saw observation note-books of the student teachers which were noted and written after the observation of student teachers' teaching in the classrooms. The researcher considered the remarks of the teacher educators and student teachers for research work.

In this way, the researcher received the response of 329 student teachers from eight colleges of education which were present in the classroom. The researcher considered those questionnaires of student teachers which were filled as the sample of research work. Student teaching programme was offered as their core programme teaching work. This is because the main objective of the research work was to measure the impact of student teaching programme on student teachers at Bachelor of Education degree level.

3.4 ANALYSIS AND INTERPRETATION OF DATA

After collecting the data, the researcher made a questionwise analysis of the responses and interpreted the analysed data. The researcher accepted 329 student teachers who were present and responded in the research work. So, the analysed data pertained to 329 student teachers studying in eight colleges of education.

Collected data were analysed and interpreted with the help of tables, figures and text. Collected data were analysed which was connected such as micro-teaching, observation of teacher educators, observation of student teachers, practice lesson and content-cum-methodology workshop in colleges of education of Shivaji University area.

3.5 IMPORTANT FINDINGS

After the interpretation of analysed data the researcher noted down the findings about the difficulties faced by student teachers. These findings have been recorded in the proper place in the report of the study that follows suggestions for improvement.

3.6 SUGGESTIONS FOR IMPROVEMENT

In the light of important findings the researcher made some modest suggestions for the solution of difficulties of the student teachers. Those suggestions can be observed in the proper place in the study report.

3.7 BIBLIOGRAPHY

At the end of the study report the researcher listed the names of books referred to by him before undertaking the study and while completing it.

3.8 CONCLUDING REMARKS

The researcher described the research design he has followed for the present research study. He also described the various steps he had undergone while constructing the required questionnaire and arranging the interview. He had also explained the various statistical measures that he had enjoyed for the analysis of the data collected.

Data, thus collected were analysed and interpreted with the help of tables, figures and text described in the present chapter and for which the next chapter i.e. Chapter IV Analysis and Interpretation of the data collected, is devoted.