

CHAPTER - III

PLAN AND PROCEDURE OF THE STUDY3.1 Introduction

In previous chapter the conceptual framework of the study is given highlighting the various aspects of primary teachers' training in Bangladesh. The present chapter provides details regarding the methodology that has been adopted for carrying out the research. It includes title of the problem, objectives of the study, sources of data, tools constructed, sample selected and analytical procedures adopted. Figure 3.1 gives a brief picture of the procedures followed in respect to different objectives of the study.

3.2 Title of the Problem

The title of the problem is :

A STUDY OF PRIMARY TEACHERS' TRAINING IN BANGLADESH

3.3 Objectives of the Study

1. To study the administrative and organizational aspects of primary teachers training in Bangladesh with reference to following:
 - 1) Administrative aspects of PTIs -
 - a) Existing posts and vacant posts in PTIs
 - b) Administrative reorganization

- c) Academic qualifications of instructors
 - d) Orientation and in-service training of teaching-staff
 - e) Job satisfaction of instructors
 - f) Entry Qualifications of trainees
 - g) Distribution of trainees according to sex.
- ii) Organizational aspects of PTIs
- a) Physical facilities
 - b) Library facilities
2. To study the status of academic aspects of primary teachers training with regard to:
- a) Course components of PTIs
 - b) Duration of course
 - c) Method of teaching
 - d) Availability of teaching aids and instruments.
 - e) Perception of trainees
3. To study the evaluation system of primary teachers' training in respect to:
- a) Evaluation system of PTIs
 - b) Institute Records

PROCEDURAL DIAGRAM		
OBJECTIVES	SOURCES OF DATA	TOOLS AND ANALYSIS PROCEDURES
1. To study the administrative and organizational aspects of primary teachers' training	Documents related to primary teacher training published by Bangladesh, India and other organizations	Content analysis and quantitative information
2 To study the academic aspects of primary teacher training	Reports of the curriculum Committee, Reports of the education commission, Teaching staff.	Questionnaire and opinionnaire/Quantitative and qualitative analysis
3 To study the evaluation aspects of primary teachers' training	Report of evaluation committee, Examination results, Documents on teacher training	Questionnaire and opinionnaire/quantitative and qualitative analysis

Figure 3.1

3.4 Sources of Data

Sources of data collected for the research are as follows:

3.4.1 Primary Sources of Data

The primary sources of data applied for the purpose are (1) Questionnaire to Superintendents of PTIs (ii) Questionnaire to instructors of PTIs (iii) Questionnaire to trainees of PTIs and opinionnaires to experts on primary teacher education. Besides, (v) Information Schedule and interviews were

conducted with the above mentioned respondents to go into the details of their responses.

3.4.2 Secondary Sources of Data

Secondary data were gathered from the following sources:

- 1) Previous research works done in the area.
- 2) Books, articles and other printed materials.
- 3) Government records and despatches
- 4) UNICEF & UNDP records in the area.
- 5) Reports of different commissions and committees as follows:
 - a) Charter Act of 1813
 - b) Wood's Education Despatch - 1854
 - c) Hunter Commission Report 1882
 - d) Sadler Commission Report 1917
 - e) Sargent Commission Report 1944
 - f) Bangladesh Education Commission Report - 1974
 - g) Third Five Year Plan - 1985-90
 - h) Fourth Five Year Plan - 1990-95

3.5 Population

All the Primary Training Institutes in Bangladesh which are 54 in number, constitutes the population. These PTIs are located in urban or semi-urban areas in the country

and administered by government and hence show a lot of similarities in terms of admission, course ducation, staff recruitment, library and classroom facilities.

3.6 Sample

It was about 20% put of 54 PTIs, i.e. ten PTIs were selected as sample on the basis of table of random numbers. These ten PTIs of Bangladesh were located at Chittagong, Cox'sbazar, Comilla, Faridpur, Jamalpur, Magura, Manikgonj, Munshigonj, Mymensingh and Tangail.

3.7 Development of Tools

Investigator prepared questionnaire and opinionnaire as tool for collection of data for the research study. Some educators and experts were consulted by the investigator regarding various aspects of teacher education in the country before preparing the tools. Five tools such as three Questionnaire - one for the Superintendent or in-charge of PTIs, one for the Instructors and Asstt. Superintendents and other for the trainees of PTIs; and one opinionnaire for the experts on teacher education and one informationschedule were developed to collect data required for the research. While preparing the tools, attention was given to cover the following aspects of primary teacher education in Bangladesh.

The sample of the study was selected from the following categories of respondents and the category of respondents are shown in Figure 3.2.

- 1) Superintendents or In-charge of ten PTIs
- 2) Instructors including Asstt.Superintendents of ten PTIs nearly 80 in number.
- 3) The total number of trainees in ten PTIs were nearly 1000. From this 20% percent were drawn on systematic random sampling basis from each PTIs.
- 4) Government Officers concerning with PTIs working at primary Directorate and Primary Academy likely to be 25.

Figure 3.2 : Category of respondents

Sr.No.	Category of respondents	No.of respondents
1.	Superintendents/In-charge of PTIs	10
2.	Instructors & Asstt.Superintendents of PTIs	80
3.	Trainees of PTIs	200
4.	Experts	25

1. General Aspects of Primary teacher education in Bangladesh
2. Curriculum and syllabus of primary teacher training institute.

3. Instructional programme like teaching method, evaluation and assessment, teaching aids and other instructional materials.
4. Academic qualifications, professional trainings, teaching experiences and workloads of the teachers.
5. Physical facilities of PTIs such as teachers residential accommodation, trainees hostel accommodation, library, teaching equipments and sports and games.
6. Trainees enrolment and output of PTIs.
7. Perception of the trainees of PTIs regarding teacher education.
8. Problems of Primary Training Institute.

The draft tools were prepared covering all the above mentioned aspects and were given to some experts to examine the relevance, clarity, adequacy, appropriateness and objectivity of interpretation of the items. The experts who scrutinized the questionnaire and opinionnaire were included two post-doctoral fellows and two research associates from the Centre of Advanced Study in Education (CASE), the M.S. University of Baroda; two faculty members from the Institute of Education and Research (IER), University of Dhaka. As per the suggestions given by the experts, the tools were modified for final administration.

All the tools were prepared in English and of them, questionnaire for superintendents and experts were administered

in English but questionnaire for instructors and trainees and information schedule were translated into Bengali for convenience of the respondents before administering it.

3.7.1 Questionnaire for Superintendents or in-charge of PTIs

The Questionnaire was developed to find out problems of PTIs faced by them. It was prepared to know the provision of teaching staff, curriculum and syllabus, and evaluation procedures organized by them. The questionnaire consisted of thirty six items of which thirty five items were closed form and the rest one open - form (Appendix A). The major categories of items that were included in the questionnaire are shown in Figure 3.3.

Figure 3.3 Items included in the Questionnaire for Superintendents or in-charge of PTIs

SrrNo.	Items	No.of items
1.	Physical facilities	5
2.	Curriculum and syllabus	15
3.	Teaching equipments and aid	5
4.	Teaching staff	4
5.	Co-curricular activities	5
6.	Problems of PTIs	1
7.	Open comment and suggestion	1
Total		36

3.7.2 Questionnaire for instructors including Asstt. Superintendent

The questionnaire were developed with a view to find out the academic qualifications, professional trainings, work-load and working conditions of instructors, method of teaching evaluation procedures and physical facilities in PTIs. The questionnaire consisted of thirty items of which twenty were closed-form and the rest ten were open-form (Appendix B). The major categories of items that were included in this questionnaire are presented in Figure 3.4.

Figure 3.4 Items included in the Questionnaire for Instructors

Sr.No.	Items	No.of items
1.	Academic qualification	1
2.	Professional training	3
3.	Method of teaching	20
4.	Working condition	2
5.	Physical facilities	3
6.	Open comment	1
Total		30

3.7.3 Questionnaire for Trainees of PTIs

The set contained the course components such as curriculum, practice-teaching, teaching-learning materials,

practical and teacher-student relation to know their reaction towards the primary teachers' training. The questionnaire consisted of twenty items all of which were of closed-forms (Appendix C). The major categories of items that were included in this questionnaire are shown in Figure 3.5.

Figure 3.5 : Items included in the Questionnaire for Trainees

Sr.No.	Items	No. of items
1.	Admission into the course	2
2.	Curriculum & syllabus	4
3.	Teaching equipments and aid	2
4.	Home assignments	2
5.	Library facilities	2
6.	Teacher-trainee relationship	2
7.	Co-curricular activities	5
8.	Views on different matters (with ten sub-items)	1
Total		20

3.7.4 Opinionnaire for the Experts

In order to know the present status, prospect, growth and development of primary teacher training an

opinionnaire was developed for the government officers concerned with PTIs. The opinionnaire has twenty five items including one open-ended item.

The researcher constructed the opinionnaire following Likert's five point scale to be responded ranging from "strongly agree" to "Strongly disagree". The investigator formulated the statements from his own experience and the literature pertaining to the topic such as dissertations, journals, periodical etc. The following criteria were kept in mind while formulating and selecting the statement for the opinionnaire.

1. The statements might be the expression of behaviour and not of statements of facts.
2. The statement might be expressed in clear, concise and straight forward language.
3. Ambiguity in the meaning of statement or vague words were to be avoided.
4. Each statement might have a single idea.

The statement were developed following the criteria mentioned above and were given to some experts for their suggestions in respect of clarity and validity. On the basis of the suggestions given by the experts, the opinionnaire were modified and administered (Appendix D).

3.7.5 Information Schedule

The sets of questionnaire described earlier were in a position to give the qualitative data for the study. But for knowing the quantitative growth and development of primary teacher training, it was felt necessary to have an information schedule. Hence an information schedule was prepared to collect information about PTIs regarding the trend during last 10 years, such as trainees enrolment and output, enrolment quota, teacher-student ratio and establishment of the institute. (Appendix - E).

3.7.6 Interview

With different section of people of PTIs and experts on teacher education the investigator conducted unstructured interviews to get additional information about primary teacher training. As people are usually more willing to talk than write, the interviews with the above mentioned respondents were of immense help to have certain types of confidential information.

3.8 Collection of Data

The researcher personally visited each of the selected PTIs and administered the questionnaire to the Superintendent or in-charge of PTIs, instructors and trainees in person instead of sending the tools by post. Earlier the investigator

took special permission from the Directorate of Primary Education, Government of Bangladesh to collect data for the study. The personal contact helped the investigator to have good relation with the respondents, to explain the purpose of the study and to explain the meaning of the items of the tools wherever necessary. In all the PTLs the responses from the teachers and the trainees were very encouraging.

The researcher collected opinions from the experts through the opinionnaire by personal contact. This personal contact helped the investigator enormously for having discussions with them about different aspect of primary teacher education in Bangladesh.

3.9 Analysis and Interpretation of Data

The data for the present study was collected by administering the five tools developed by the investigator for the purpose. At the time of analysing and interpreting the data an attempt has been made to present the real picture of existing primary teacher education in Bangladesh.

There were both open-ended and closed-ended items in the tool used for data collection. The responses to each closed-ended items were analysed in terms of the frequency of the respondents agreement or disagreement with a particular response. The frequency was further converted into

chi-square (χ^2) value and measured in 1 percent level from the table of chi-square values. The responses to the open-ended items were recorded in figure and further analysed suitably. The data obtained through interviews and informal discussions were used to supplement the questionnaire and opinionnaire and have been analysed and interpreted suitably.

The process of the research design and the techniques of analysing and interpreting the data have been discussed in this chapter. The research design was analytical, qualitative and explanatory survey type. In the next chapter analysis and interpretation of data have been presented in details.

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