

CHAPTER III

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METHODOLOGY

3.1 INTRODUCTION

The present investigation, as stated in the objectives in Chapter One, aims to study the existing status of the extension education activities as they are undertaken by the Northern Teachers Colleges in Thailand. The investigation, over and above studying the administrative set up and government policy regarding extension education, also attempts to go little deeper into the problems faced by the administrators, educators, instructors and teacher trainees. Alongwith these, the investigation also studies the perceptions of community leaders and participants with respect to the meaning and utility of the extension programme to them. The detailed outline of the research design of the present study is discussed in the pages that follow.

3.2 RESEARCH DESIGN

Research design in all research efforts depends upon what the ultimate outcomes of the research have been predetermined by the investigator. In other words, the

objectives indicate the nature of the research design. The objectives when further operationalized, give specific directions to problems of design.

In the present investigation, the investigator aims at studying the history of extension education, the policy regarding the extension activities, the administration of extension education through teachers colleges and problems faced by personnel involved into extension education activities. This is a fact finding study. It is a descriptive survey. It does not aim at evaluating the extension education programme. It, however, goes deep into the problems of extension education and perceptions of personnel involved in extension activities. There is an element of evaluation but the research is not an evaluative survey.

In the light of the nature of research, the research design has two facets. The first facet makes it a historical study. The second facet makes it a descriptive survey study. For historical aspect of the study, both primary and secondary sources of data have been tapped. For the descriptive survey phase, data have been obtained from respondents involved in the extension education activities.

The procedure followed for the collection of the data for the study and analysis technique adopted are shown in

Figure 3.1. The entire data of the study divided into five sections, have been presented in Chapter IV.

The sections are as under :

Section 1 : The policy regarding extension education activities

Section 2 : The administrative set up, for extension
education activities

Section 3 : The nature of extension education activities

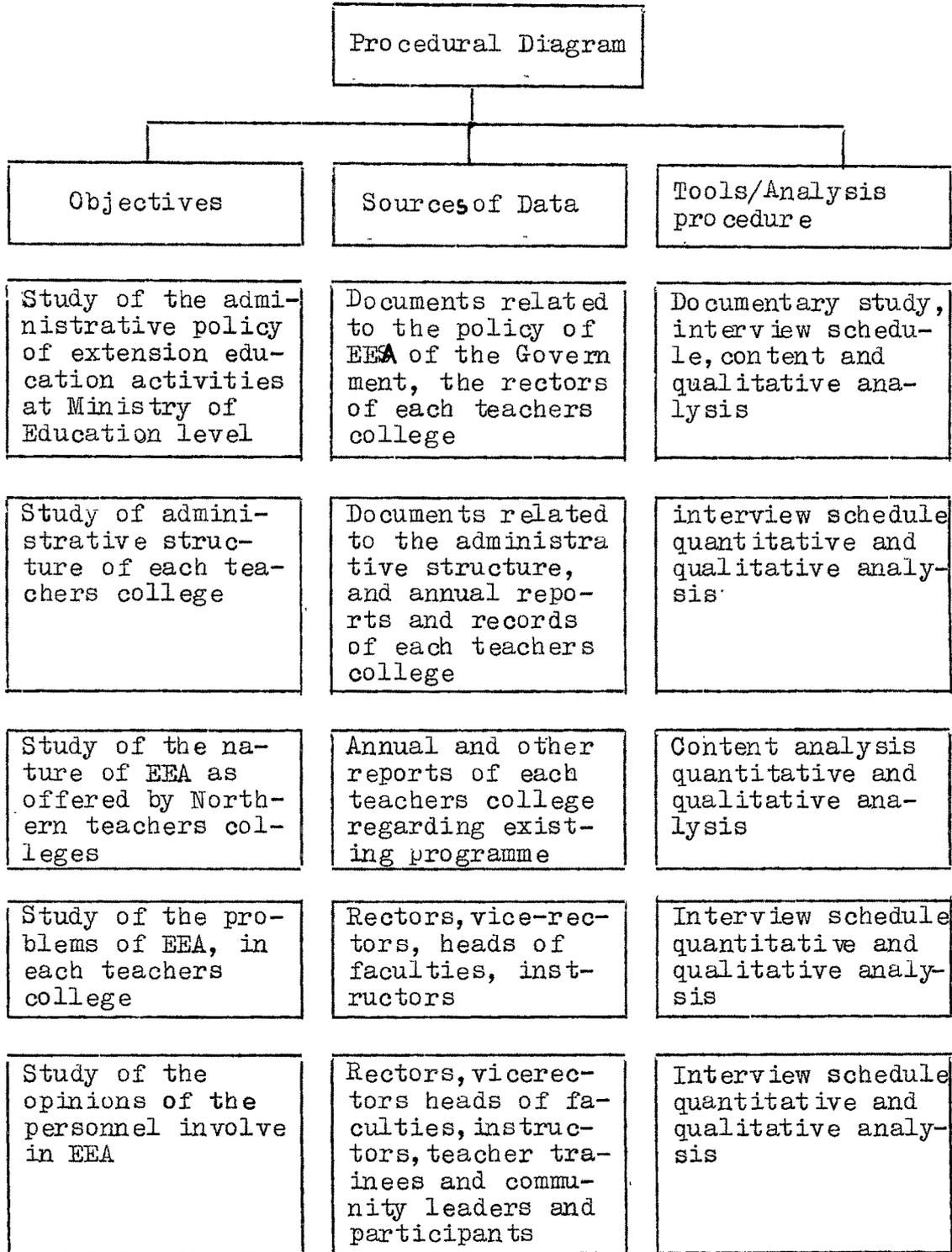
Section 4 : The problems of extension education activities

Section 5 : The perceptions of the personnel involved in
extension education activities regarding the
various facets of the programme.

Section 1 : Policy regarding Extension Education Activities

The decisions taken by the Government are generally put in the form of a policy. The opinions of the heads of the institutions regarding the policy, the implementation procedure, the problems they encounter in organisation and implementation, the limitations of the programme as they perceive and their suggestions for the improvement of the entire programme are included in this section.

Figure 3.1



Section 2 : The Administrative set up for the Extension Education Activities

The quantitative data with respect to the staff employed in different categories, viz., professors, assistant professors, lecturers, etc. to run the machinery as well as the planning and implementation procedure adopted, the different measures taken to motivate the personnel working and measures adopted to facilitate the functioning by way of finance, office supply, etc. are discussed in this section. This section thus includes both quantitative as well as qualitative data with respect to the administrative set up.

Section 3 : Nature of Extension Education Activities

As described in Chapter One, the Government has planned an 'Integrated Rural Development Programme' involving the teachers colleges in the country. In order to achieve the target a number of activities are uniformly decided by the Government. Still however, the different colleges are at liberty to introduce or to eliminate those activities which they deem fit for meeting the local requirements. Hence the nature of activities, their objectives, their implementation, their financing, as well as follow up work differ from college to college and from activity to activity. An attempt has been made in Section 3 to give a detailed picture of the

various activities taken up by the Northern teachers colleges.

Section 4 : Problems of Extension Education Activities

Any programme when imposed or directed by the authority, generally creates a sort of uneasiness and indifference among faculty due to the unwillingness on the part of the personnel who are being entrusted with the task. A number of problems of varied nature arise which many a times delay the functioning and programmes as well. For having a clear picture of the nature of such problems with a view to giving necessary suggestions for future modifications in launched programme, the investigator has tried to study all such problems as perceived and felt by heads of the departments and by the personnel in charge of the programme. Section 4 gives a detailed description and discussion about these problems.

Section 5 : The Perceptions of the Personnel involved in Extension Education Activities regarding the various facets of the Programme

For finding out the relevance and usefulness of any community service programme, it is necessary to have some sort of evaluation of the same by way of collecting opinions from different persons, viz., those who plan the programmes, those who execute the programmes, those who are getting the

training through the programmes, and those who are the beneficiaries of the programmes. Section 5 takes care of this aspect of the study.

3.3 SOURCES OF DATA

As stated earlier, the study being both historical as well as descriptive survey type, the sources of data are as under :

A. Primary Sources

The primary sources of data include -

- i) Government proceedings, minutes and despatches;
- ii) Reports of the different commissions and committees such as,
 - a) All Five Year Plans of the Thai Government (1962-66, 1967-71, 1972-76, 1977-81, 1982-86)
 - b) Teachers College Act of 1975
 - c) Reports of the Ministry of Education about National Policy statements and guidelines for education in general (1960 and 1971) and rural education in particular.
- iii) Annual reports of each teachers colleges.

B. Secondary Sources

The secondary sources of data include - .

- i) Previous research work done in the area,
- ii) Books, articles, and such other printed literature.
- iii) UNESCO's APEID reports of different international conferences and study groups regarding -
 - a) preparing teachers for rural development (1977)
 - b) new personnel profiles in changing society, (1980)
 - c) education for rural development (1982)
 - d) regional education network for implementing innovative projects in rural development (1985), etc. etc.
- iv) Questionnaires to rectors and vice rectors to collect information regarding nature of activities, the administrative set up and nature of problems as faced by them,
- v) Opiniomaires to instructors, teacher trainees and community leaders to know their views and perceptions regarding the different aspects of the extension education activities,
- vi) Interviews of heads of the faculties, instructors in-charge of the programme, a few teacher trainees and community leaders in order to go in to further details regarding their perceptions and opinions as expressed in opinionnaires.

3.4 POPULATION AND SAMPLE

The thrust of the Government is mainly on the improvement of the living standard of the people who are poor, who do not get the minimum facilities for living a healthy, comfortable life, who do not get enough education and thereby do not enjoy any social or political status. The concentration of the people of this category is mainly in the Northern region of Thailand, which is declared as 'depressed area'. The eight teachers colleges while conducting the extension education activities in their neighbouring areas, almost cover up this 'depressed area'. Hence all these eight teachers colleges considered to be the population of the study, also remain the sample of the study.

The further sample of the study was selected from the following categories of the respondents :

(a) Rectors/Vice Rectors/Heads of Faculties : As the number is small, all the eight rectors, eight vice-rectors and twenty four heads of the faculties of the eight teachers colleges in the Northern region of Thailand were taken as the sample.

(b) Instructors : The population in this category consisted of 235 instructors who were associated with extension education activities of eight teachers colleges

In the Northern region of Thailand. From each teachers college about 75 per cent of the instructors were selected randomly for the sample. The large percentage was necessary to accommodate instructors of different specialisation, experience and sex.

(c) Teacher Trainees : The sample of teacher trainees had been taken on random basis from the eight teachers colleges in academic year 1984. Twenty per cent of the teacher trainees from each teachers college were taken for the sample from the total population of the trainees.

(d) Community Leaders and Participants : The Community sample consisted of one hundred and ninety nine members who participated willingly in the extension education activities of eight teachers colleges. The sample was selected on the basis of convenience and co-operation of the community members from the area of each teachers college and hence was selective in nature.

The detail break-up of the sample covering different categories of respondents is shown in Table 3.1 and 3.2.

Table 3.1 : The breakup of the sample for the study

Sr. No.	Categories of Respondents	No. of respondents
1.	Rectors	8
2.	Vice Rectors	8
3.	Heads of the Faculties	24
4.	Instructors	171
5.	Teacher Trainees	245
6.	Community Leaders and Participants	199

Table 3.2 : Categorywise sample from each teachers college

Sr. No.	Teachers Colleges	Number of instructors	Number of teacher trainees	Community leaders and participants
1.	Chiangrai Teachers College	42	59	46
2.	Chiangmai Teachers College	20	30	17
3.	Lampang Teachers College	17	30	17
4.	Utaradit Teachers College	20	26	25
5.	Kampaengpetch	15	20	20
6.	Piboonsongkarm Teachers College	20	30	24
7.	Nakorn Sawun Teachers College	19	30	30
8.	Petchaboon Teachers College	18	20	20
Total		171	245	199

Over and above these respondents in different categories, there are eight rectors, eight vice rectors and twenty four heads of faculties from the eight teachers colleges.

3.5 DEVELOPMENT OF TOOLS

In order to collect the data for the study as mentioned earlier, one interview schedule for the rectors, two questionnaires cum check-lists to collect information regarding nature of activities, staff recruitment and other administrative problems for vice rectors and heads of faculties and three opinionnaires for instructors, teacher trainees and community leaders and participants were prepared by the investigator. Extension education services being of great importance in every country at every time, the review of researches done so far in different countries was of great help in deciding the different aspects of the programme to be studied in detail. Before preparing the different tools, the investigator interviewed a few extension education workers - the professors and other faculty members involved in such programmes in different faculties of the M.S. University, Baroda, like Faculty of Social Work, Extension Education Department of Faculty of Home Science and Extension Education Services Department of Faculty of Education and Psychology. A few other

educationists who had long experience in the field were also interviewed with a view to understanding the importance of specific points having relevance to the extension activity programme.

After the review of researches and interaction with experts; different tools were prepared by the investigator and discussed threadbare with the experts in the field, the heads and instructors of the teachers colleges at Bangkok and were accordingly modified. The tools were scrutinized from the language point too by the language experts in Thailand. The description of all the tools has been given in the pages that follow.

3.5.1 Interview Schedule for the Rectors - Tool I

The aim of preparing this interview schedule was to inquire and go deep into the details regarding the policy of the Government in introducing this programme with the cooperation of teachers colleges. The opinions of the rectors who were directly related with the policy formulation, planning of the programme, and implementing the same were of great importance as they could throw light on the different aspects, viz., the problems faced by them with respect to the attitude of the personnel working, the budgetting, the cooperation of the community, etc. Again it was necessary to know the

relevance of the programme with respect to teacher preparation programme and community needs. The suggestions of these personnel for the necessary modification of the programme were also worth considering. Keeping all these points in mind the tool - interview schedule was prepared for the rectors.

3.5.2 Proforma for Extension Activities undertaken - Tool II

This tool was prepared for collecting the data in detail regarding each activity as undertaken by each teachers college during the academic years 1982-83 and 1983-84. The form included queries regarding different features of extension activities, viz., the year of starting, name, objectives, duration, budget, qualifications of the personnel in-charge of the programme, follow up if any, reports published or not, etc. Another objective in preparing this tool was to find out whether the teachers colleges had undertaken activities other than the ones specified. If so, what were those activities which they found necessary? The vice rector or the person who was in-charge of the programme was expected to supply all the information asked for.

3.5.3 Questionnaire cum Check List and Opinionnaire, for Vice Rectors and Heads of Faculties - Tool III

This tool is divided into two sections.

Section I is for vice rectors only and is further divided into two sub-sections, viz., 1A and 1B.

Section II is for vice rectors as well as for heads of faculties.

The detailed description regarding each section with its sub-sections is as under :

Section 1A is an information sheet containing eight questions, wherein first three questions are with a view to collecting the data regarding the strength, academic qualification and experience of the personnel involved in extension education activities. Other five questions have been framed by giving four choices in each to be tickmarked by the vice rector. They are related to the motivational, financial and physical facility aspects while organizing the extension activities.

Section 1B is a check list containing twenty four statements to be responded either as 'yes' or 'no'. This section is prepared in a check list form in order to gather the data pertaining to the administrative procedure followed by the vice rector with respect to planning, administration, organization and implementation of the programme.

Table 3.3 : Distribution of items regarding administrative procedure of section 1B - Tool-III

	Aspects	Item Nos.	Total
1.	Planning	1 to 6	6
2.	Administration	7 to 12	6
3.	Organization	13 to 18	6
4.	Implementation	19 to 24	6
	Total		<u>24</u>

Section II of Tool III is of great importance and much relevance for the present study in the sense that an attempt has been made to get a comparative view of the perceptions of different personnel, viz., vice rectors, heads of faculties regarding the entire programme of extension activities using the same groups of items. The entire second section of Tool III has been further divided into four sub-sections tabulated as under :

Table 3.4 : Distribution of items of section II - tool III
for vice rectors and heads of faculties

Sub-section of Section II	Aspects	Item Nos.	Total
1	Problems regarding		
	a) Planning	1 to 5	5
	b) Organization	6 to 12	7
	c) Coordination	13 to 16	4
	d) Personnel	17 to 20	4
			20
2	Relevance of the programme with teachers college programme	21 to 25	5
3	Reaction of the involved	26 to 30	5
4	Relevance of the programme with respect to community needs	31 to 45	15
Total			45

3.5.4 The perceptions of the instructors - Tool IV

This tool has been prepared to know the perceptions of the instructors regarding different facets of the programme. As mentioned earlier, in order to have a comparative picture of the perceptions of vice rectors, heads of the faculties and instructors, four sub-sections of the previous tool (Section II - Tool III) form a major part of the existing

tool for the instructors. A fifth section has been added to this tool with a view to knowing the perceptions of the instructors regarding the utility and relevance of this programme with respect to teacher trainees. This fifth section contains seven statements, each having three choices for knowing the extent of agreement as was given in previous tool. The structure of the tool is as under :

Table 3.5 : Distribution of Items of Tool IV for the Instructors.

Section	Aspect	Item Nos.	Total
I	Problems	1 to 20	20
II	Relevance of the programme with teachers college programme	21 to 25	5
III	Reaction of the staff involved	26 to 30	5
IV	Relevance of the programme with respect to community needs	31 to 45	15
V	Relevance of the programme with respect to teachers training programme	46 to 52	7
Total			52

3.5.5 Perceptions of Community Leaders and Participants - Tool V

This tool was constructed with a view to knowing the perceptions of the community leaders and participants regarding utility and relevance of the total programme in view of their needs and requirements. It is necessary to know the reactions and views of the beneficiaries of the programme so that necessary modifications can be made to make it more meaningful. Section I of this tool contains the same fifteen statements which were given to vice rectors, heads and instructors to know their perceptions. Administering the respective portion of the same tool to the community leaders and participants one can have a comparative picture of the perceptions about the programme with those of the administering authority. Section II of this tool (for community leaders) comprises ten statements. These statements are prepared with a view to finding out the perception of the community leaders and participants regarding the ability, efficiency and method of working of the teachers college personnel. The distribution of items in the tool is as under :

Table 3.6 : Distribution of items of tool V for community leaders and participants

Section	Aspect	Item Nos.	Total
1	Relevance of the programme with respect to community needs	1 to 13	13
2	Perception of community leaders regarding teachers college personnel working	16 to 25	10
Total			25

3.5.6 Perceptions of Teacher Trainees - Tool VI

Teacher trainees are involved in this extension activities as a part of their training programme. The opportunity to meet and work with the community is greater for teacher trainees and therefore they are the best judges regarding the strong and weak points of the programme. This tool is constructed with a view to knowing the relevance of this programme with respect to community, with respect to teacher trainees themselves and also to know the priority nature of the programmes. It has three sections of which Section I contains those very fifteen statements which were given to vice rectors, heads of the faculties, instructors and community leaders, in order to have a comparative view of the perceptions of different personnel. Section II includes seven statements regarding teacher trainees' perception about the programme with respect to their own training programme. These seven statements are the same ones which were in Section V of Tool No. IV given to instructors. This exercise also helps in knowing as to how the perceptions of instructors - the authority and the trainees differ with respect to the relevance of the programme which forms a part of their training programme. Twelve fields of extension activities are mentioned in Section III of this tool for the trainees and they were asked to give priority numbers to five of them on the basis of their personal

experience. This section has been included to get a clear picture of the priority needs of the community where this programme was undertaken. This data will help the authority in planning the extension education programmes in future. The format of the tool is as under :

Table 3.7 : Distribution of items of tool V for teacher trainees

Section	Aspect	Item Nos.	Total
1	Relevance of the programme with respect to community needs	1 to 15	15
2	Relevance of the programme with respect to teacher training programme	16 to 22	7
3	Priority fields	a to k	8
Total			30

3.6 DATA COLLECTION

The data was collected by using the above mentioned interview schedules, questionnaires and opinionnaires. For collecting the data, the investigator first of all visited each teachers college and explained his objective to the rector/vice rector and heads of the faculties and thus established a rapport to get their maximum help as the collection of data was to be done in the neighbouring

communities also. At this time, he fixed up the appointment with rectors and vice rectors as they were busy administrative authorities. The investigator always gave the interview schedule form for getting the information about the policy and other administrative matter to the rector in advance, so that the rector came prepared with his criticism and views next day at the time of interview.

At the time of interviewing the rectors, the investigator made use of the tape recorder and taped the entire conversation so that he could play it later on and note down all the relevant points which were discussed at length, based on the schedule prepared. This interview used to be for more than an hour and half with each rector.

(a) The vice rectors had to give a lot of information and had to fill up the questionnaire about the administrative procedure followed, the problems encountered while organizing the extension education activities. Instead of leaving the questionnaires with the vice rectors as well as the twenty four heads of the faculties, the investigator as per the appointment, visited them personally and went on filling the questionnaire himself by putting the questions to them. This was done in order to get their criticism or views at length as and when he felt like putting further questions for a pertinent point. The data regarding the staff recruitment

and facilities etc. was first gathered from the college records and was further scrutinized during the interview with vice rectors and heads of faculties.

The data regarding the nature of activities undertaken during the year 1982-84 was collected from the college records, and through interview of the person in-charge of these activities quite at length. The taped information was quite helpful while transferring the data from the records to the information sheet prepared by the investigator.

Rectors, vice rectors and heads of faculties were thus interviewed personally and individually. The discussion and conversation were taped and the necessary information was filled in there and then in the prepared sheets in the form of questionnaires or opinionnaires.

(b) For collecting the data regarding the various aspects of the extension activity programme the instructors were to be contacted with the assistance of the vice rectors. The investigator could meet them in groups and explained them the purpose of the study and requested them to express their opinions without any reservation or bias. Then the randomly selected instructors were requested to come on the next day at a fixed time at one place and the opinionnaire was given to them to be filled. They were requested to study the

opinionnaire and consult the investigator in case of any doubt. This procedure was adopted with each teacher college and thus the data was collected systematically from 171 instructors from all the eight teachers colleges.

(c) The same procedure was adopted to collect the data from the teacher trainees too. The vice rector in each teachers college, personally assisted the investigator and tried to establish the rapport between the investigator and teacher trainees. This helped the investigator in collecting the data by having the teacher trainees in a large group at the same time. As the purpose was made quite clear to them, the respondents were quite co-operative. Data for 245 teachers trainees from all the eight teachers colleges was thus collected.

(d) The collection of data from the community leaders and participants was rather difficult. But in Thailand, there is a system of contacting the community. Once in every month, the community leaders and those interested in these types of activities generally meet at one place where the person in-charge of the programme from the teachers college talks to them and they try to exchange their views and opinions and come out with suggestions and reactions with respect to the programme on hand. The investigator, with the help of the vice rector and person in-charge of these extension programmes

made it possible to have the meetings of the community leaders and participants from all the commitment areas of each teachers college one by one at a convenient time. When the community leaders were there, the investigator explained at length the objectives of this study and made them understand the importance of data collection from the community leaders and participants. The meetings conducted specially for this purpose helped the community leaders in understanding the seriousness of the purpose. They on their own, gathered after a short break at the place and willingly responded the opinionnaire. Some of them who were found quite influential in their respective commune, were personally interviewed also. As such meetings were arranged from college to college in consultation with the person in-charge, the collection of data from community could become easy, and data from 199 community leaders and participants could be gathered.

3.7 ANALYSIS AND INTERPRETATION OF DATA

As given earlier, the data was collected partly by administering the questionnaires and opinionnaires and partly through interview schedules and formal as well as informal discussion sessions. The problem of the study being more of a qualitative nature, the informal meetings and recordings of these sessions right from rectors to instructors, teacher

trainees and community leaders and participants contributed a lot for going deep into the problems. The detail information views and opinions about Government policy related to extension education activities, the administrative procedures adopted to maintain human relations during the process of implementation, the rationale and nature of activities undertaken with a view to meeting the local needs, the intrinsic problems of an administrator, etc. was obtained at length and critically reviewed also. The method of analysis and interpretation remain descriptive.

On the other hand the data regarding the perceptions of different personnel, viz., vice rectors, heads of faculties, instructors, teacher trainees and community participants regarding various aspects of the extension education activities like its relevance to teacher training programme or to the community, the problems as faced at different stages of implementation etc., has been analysed in terms of frequencies which have been further converted into percentages with a view to comparing the perceptions of three to four respondent groups for a particular aspect of the inquiry.

Special mention needs to be made about the scoring procedures adopted to study the perceptions and opinions of various personnel, viz., vice rectors, heads of faculties,

instructors, teacher trainees and community leaders. The analysis has been subjected to qualitative and statistical treatment. An illustration will be helpful to clarify the procedure. There are five items concerning problems related to planning of extension education activities as perceived by vice-rectors/heads of faculties and instructors. For each item, there are three categories of responses - 'agree to a great extent' (GE), 'agree to some extent (SE) and 'do not agree at all' (N.A.). Two points are given if the respondent marks 'GE', one point is given if he marks 'SE'. The maximum score a respondent can get for the five items is $5 \times 2 = 10$ and the minimum score is '0'. After scoring was done, average score obtained by a vice rector on each item was calculated. Similarly, the average score made by a 'vice rector' on the five items taken together was also calculated. The same scoring procedure was adopted in case of item groups and other categories of respondents. Statistical treatment of the data was needed when the perceptions of different categories of respondents were to be compared. Again an example would clarify the procedure. The average score on the five items related to problems of planning as perceived by vice rectors, heads of faculties was 6.592. In case of instructors, it was 5.992. In order to find out the significance of difference between the average scores on 'perceptions of problem' by vice rectors and instructors, the investigator decided to use

the 'Median Test'. The use of this test was decided as it is a non-parametric test. The distribution of the scores on 'perception of problems' could not be assumed to follow normal distribution in absence of any evidence for the same in earlier investigations. Logic also does not help for such an assumption. The use of non-parametric test was justified when the investigator studied the distributions of scores of the groups of instructors (N=171), teacher trainees (N=245) and community (N=199) regarding their perceptions.

The research design, instrumentation, procedure of data collection and the technique of analysis and interpretation have been described in this chapter. The research design was of descriptive, analytical and explanatory survey type. The detailed analysis, discussion and interpretation of data have been presented in next chapter.