CHAPTER - III

INTRODUCTION :

The research design is the detailed plan of an investigation. In fact it is the blue print of the detailed procedure of testing the hypothesis and analysing the obtained data. The research design, may be defined as the sequence of those steps taken ahead of time to insure that the relevant data will be collected in a way that permits objective analysis of the different hypothesis formulated with respect to the research problems. Thus the research design helps the researcher in testing the hypothesis by reaching valid and objective conclusions regarding the relationship between independent and dependent variables or any two phenomena seemingly interplaying with each other.

NEED OR RESEARCH DESIGN ::

Research design refers to the systematic scheduling of the times at which treatments are administered to subjects and at which observations are made on the performance of the subjects.

This careful scheduling of the treatment and observations can be very helpful in reducing the threats to internal validity of research. Design is

not a replacement for careful measurement, careful analysis and *careful* reasoning. It is rather an improtant component of the reseach process for establishing cause and effect relationship. By combining careful research design with appropriate measurement, analysis and reasoning can be strengthened and conclusions can be drawn from research efforts. A good research design nearly makes reasoning easier.

The basic strategy of research design can be summarized as follows :

- Compare the performance of the group receiving the treatment to the performance of another group which is exactly the same in all respects except that this second group has not received the treatment.

- If the group that received the treatment subsequently performs differently with regard to a specified outcome than the group that received no treatment, then the treatment caused this effect. Otherwise the treatment made no difference. In the sample of any number of persons / institutions related to represent the population according to some rule or plan.

A measure based upon a sample is known as a statistics. The term sampling refers to strategies which enable us to pick a subgroup from a larger

group and then use this group as a basis for making

judgments about the larger group in order to use

such a subgroup to make decisions about the larger

The subgroup has to resemble the larger
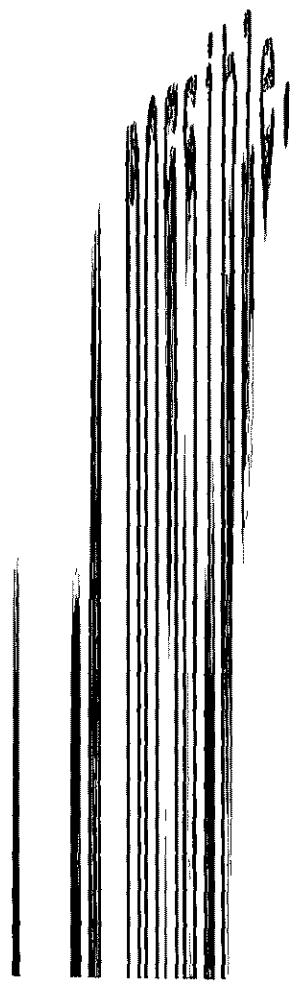
group and then use this group as a basis for making judgments about the larger group in order to use such a subgroup to make decisions about the larger group. The subgroup has to resemble the larger group as closely as possible.

To draw out the gaps between the expected and performed role model of primary school teachers, sixty seven teachers of undermentioned schools were approached for responses upon a bi-polar rating scale.

- Govt. Junior high school, Mugalia Hat.

- St. Xavier private school, BHEL.

- Sindhi Private middle school, Bairagarh.

- Shashkiya Balak Uchchatar Madhyamic vidyalaya, Bairagarh.

- Govt. Middle school, Nayapura.

- Kendriya Vidyalaya, Bairagarh.

Opinion was sought on a five points bi-dimensional rating scale, the left hand side seeking their rating about the expectations from the teachers regarding their roles for development of primary education and the right side seeking rating on the performance level of the most teachers on the same statements.

As we see from the tool the main roles were classified among certain sub roles.

Subjects were given clearcut instruction about assuring the question of the bi-dimensional tool. It was also assured that their replies would be kept confidential before commencing to answer, they were requested to go through the tool to comprehend statements. It was requested that all items may be covered in the first reading and finally while responding to the research tool.

Teachers from Goverment and Nongovernment schools and also from rural and urbon areas, were selected as sub-categories under the sample. As the roles of primary school teachers are the same for male & female teachers, no differentiation of sex categorisation was done while sampling.

RESEARCH TOOL ::

The present study was designed as; An investigation into the role model of primary school teachers. It implies that the institution or profession of a primary school teacher has a role to perform. The role may be unidirectional or multidirectional. It may be unitary or a complex. Secondly a profession with role expectation could have a role with configuration or even with marginal variation from the past where as there may be some professions which are quite effected by social or educational changes, as new goals are set, the

conceptual components of roles also change. There
could be an expansion, contraction, substraction or
any other configuration of the role. This policy
expectation on role renewal is conceived under this
study as `Role Model'. The third is that where as
`role model' of a functionary is declared the person
himself / herself may be wholly or partially
competent to perform the role in the context of
expectations laid down in the model form.

The present study aims at to seek
perceptions of the primary school teachers on the
expectation and performance of fellow teachers about
the various rols envisaged for them under the
National Policy on Education. The opinion seeking is
done on a bipolar scale as to avoid any
contamination on responses due to passage of time,
peer counselling,second review, etc. The intention
is to search for wide and marginal gaps so that
inservice education & training modalities could be
identified and programmes conceived for capability
building in the primary school teachers.

The following tool was constructed, tested
for validity comprehension from relevant official
documents on National Policy of Education, (1986)
and subject to treatment by seeking responses.

TOOL : A STUDY INTO THE ROLE MODEL OF PRIMARY SCHOOL
TEACHERS – EXPECTATIONS Vs PERFORMANCE.

|	EXPECTED FROM TEACHERS				STATEMENTS ON THE ROLE OF PRIMARY SCHOOL TEACHERS	PERFORMED BY TEACHERS			
A	B	C	D	E		A	B	C	D
Very important	Quite important	Important	Not so important	Irrelevent	**Role – I** **Teaching & Guidance to pupils inside & Outside the classroom**	Mostly	Quite often	Often	Sometimes
					1.1 Planning of classroom instructional programmes.				
					1.2 Replacing traditional teaching by approaches which are more effective.				
					1.3 Adopting different methods of teaching to cause maximum learning.				
					1.4 Supplimenting direct teaching by monitorial asistance, peer group work, individualizing instruction, etc.				
					1.5 Motivating and guiding first generation learners.				
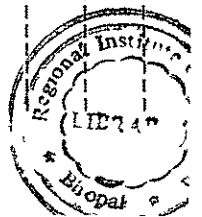
A	B	C	D	E

1.6 Motivating and helping children to conduct expriments, to understand social and natural phenomena in and around the school.

1.7 Paying individual attention to pupils.

1.8 Using local environment as the medium of education, for explaining various scientific and social concept.

1.9 Specially attending to the educational needs of gifted children and slow learners.

1.10 Conducting research on problems in classroom context to seek appropriate solutions.

Role - II

Improving classroom teaching through understanding action research, experimentation and Innovation.

A	B	C	D

A	B	C	D	E

2.1 Organizing teaching in all the curricular areas, scholastic and non-scholastic.

2.2 Using diagnostic testing for finding pupils comprehension and provided feed back to individual pupil.

2.3 Influencing pupils by personal example.

2.4 Encouraging children to participate in classroom discussions.

2.5 Planning and organizing co-curricular activities for charcter building.

2.6 Sharing with other fellow teachers the problems & solutions regarding their instructional activities.

2.7 Persuading parents to continue education of their children specially the first generation learners.

A	B	C	D	E

A	B	C	D	E

2.8 Adopting a flexible and democratic attitude towards pupils to encourage them.

2.9 Organizing learning in the form of activities where ever possible.

2.10 Performing demonstrative teaching as a matter of regular practice in the teaching of new concepts.

Role – III

Plays a crucial role in Achieving Education for all under the jurisdiction of his school.

3.1 Understanding the problems and constraints faced by the children of weaker section in comparison to general population.

3.2 Understands how non-formal education is an alternative approach to formal education.

A	B	C	D	E

A	B	C	D	E

3.4 Properly implements the scheme of the central and state Govt. to facilitate education of weaker section such as distribution of stipends, free uniforms, books etc.

3.4 Understands the role of village education committee and encourages local people to fuctionalising it.

3.5 Motivates the local community to persuade parents of the weaker sections to continue the education of their girls.

3.6 Identifies potential dropouts among school children and directs them for admission to non-formal education centres.

3.8 Ensures regular attendance and retention of children from weaker sections particularly girls.

A	B	C	D	E

A	B	C	D	E		A	B	C	D	F

3.9   Conducts examination of children of non-formal education   centres   for their entry in classes   of formal schools.

3.10 Conducts survey of school going children & makes   effort   for continuing education   by all children under   the school jurisdiction .

Role - IV
Special attention to be paid   to children   from weaker sections of   the society, such as scheduled caste, Scheduled Tribes, particularly girls.

4.1   Takes   special classes   for   the   weak students   for   these community after the school hours.

4.2   Persuades parents of children with disabilities, such as polio, deafness, blindness, etc. and to -

A	B	C	D	E		A	B	C	D	E

send their children to the school .

4.3 Plans special incentives and awards to raise the self imagage of the children of Scheduled castes & Scheduled Tribes.

4.4 Supplies current information on school enrolments & pupils achievements to the block & district level educational authorities.

4.5 Appreciates the tribal life and learning styles & uses it in explaining themes given in the text books.

4.6 Enthuses the children to perform tribal dances, songs and cultural programmes.

4.7 Understands tribal dialects & helps children for a smooth transection from dialects to first language.

A	B	C	D	E		A	B	C	

4.8 Understands the disadvantages of traditional approaches of teaching.

4.9 Makes effort to help each child for high performance.

4.10 Encourages learners to adopt enquiring approach & discovery methods.

Role – V

Adopts learner centred and activity based approach.

5.1 Explains to pupils how to develop skills for self-learning.

5.2 Minimizes failures by attending learning difficulties of individual pupil.

5.3 Understands that learner centred approach requires planning of instruction at individual level.

A	B	C	D	E

5.4 Plans various projects & group work inside and outside classroom to introduce activity based learning as a regular feature of class room learning.

5.5 Does not insult any child in classroom howsoever be his fault.

5.6 Discourages rote memory & drill methods.

5.7 Ensures continuity of learning in case of pupils who were absent from previous lessons.

5.8 Generates interaction between pupils by adopting various methods.

5.9 Discourages exploitation of child labour by individuals, parents, employers.

5.10 Helps each pupil to learn of his own.

A	B	C

The rating scale has five points as very important, quite important, not so important and irrelevent for expected side and mostly, quite often, often, sometimes and not at all for performance side. The sum of their values and their analysis of gap between expected and performed roles yields the model of primary school teachers.

SCORING ::

All the fifty items of the test were positivly worded, item were given a score of 5,4,3,2,1 for both sides. The responses were, therefore, quantified in this manner.

STATISTICAL TECHNIQUE USED ::

A statistics may be defined as mathematical measure (depending upon the nature of sample) which helps in gathering, organising, analysing and interpreting the obtained data based upon the method of selections.