

CHAPTER-III

Method and procedure

In this chapter the design of the study sampling, development of tools and procedures of data collection and analysis have been discussed.

3.1 Design of the study

The present study which is descriptive in nature, using survey method of research was undertaken to critically examine the implementation of pre-primary education programme at the pre-school level in private schools of Bhopal city.

3.2 Sample

As mentioned earlier the present study has been conducted at Pre-primary stage in six private schools of Bhopal city.

In this study random sampling technique has been adopted. This form of device is the one in which every single unit of the population has an equal chance of being selected.

The subjects for the present study (Principal-6, Teachers-18 and Students-54) were drawn six pre-primary schools run by private managements situated in Bhopal city. The students included in the sample were studying in Nursery, KG-I, and KG-II classes.

The sample with all its components is shown in Table 3.1

Table 3.1

S.No.	Respondants	School						Total
		1	2	3	4	5	6	
1	Principals	1	1	1	1	1	1	6
2	Teachers	3	3	3	3	3	3	18
3	Students	9	9	9	9	9	9	54

A school-wise distribution of the Ss is presented in Table 3.2 below

Table 3.2

School Name of	Classes			Total
	Nursery	K.G.I	K.G. II	
School				
Kopal	3	3	3	9
Vikram	3	3	3	9
Satguru	3	3	3	9
Sarswati	3	3	3	9
Rishi	3	3	3	9
Vivekanand	3	3	3	9
Grand Total				54

3.3 Development of tools

As present work is a critical study of the Pre-primary education programme, it comprehensively explores and evaluates as available in the pre-primary educational of Bhopal city. Many aspects of the pre-primary education programme such as type of pre-primary education programme activities conducted in a school, space available for activities both indoor and outdoor. Facilities available, administrative procedures, teaching staff, curriculum, teaching methods and evaluation. It is based on the qualitative analysis of the responses obtained through questionnaires and on the spot observation of schools by the investigator. In the light of the analysis and observations, conclusions have been drawn and remedial actions have been suggested keeping in view the usual constraints.

The tools used in the study were as follows

- A. Three questionnaires were developed for the following.
 1. Principals
 2. Teachers
 3. Students
- B. An observation schedule was prepared for schools

3.3.1 QUESTIONNAIRE

According to Good and Hatt "In general the word questionnaire refer to advice for securing answers to questions by using a form when the respondent fills in himself."

Barr, Davis and Johnson define questionnaire as a "systematic compilation of questions that are submitted to a sample of population from which information is derived"

Questionnaire is the most flexible of tools which possesses unique advantage over the other kind of tools in collecting qualitative and quantitative information.

The respondents fill in the answers to questions by using the proforma given them. A Good questionnaire should be prepared carefully, be brief and sharply focussed on its specific purpose.

The questionnaire with careful Planning and Sound Methodology works as a very valuable research tool in education. Therefore the earlier mentioned questionnaires were developed with care for each target group. Before finalising the questionnaires opinion of two experts were obtained on each item. The questionnaire were accordingly suitably modified.

DESCRIPTION OF THE QUESTIONNAIRE

A. PRINCIPALS

The questionnaire for the Principals was developed to collect the views and responses of the school Principal on various aspects of pri-primary education programme in their schools.

It comprised four aspects

- 1 Pre-primary school activities
- 2 Instructional facilities
- 3 Evaluation of students' performance
- 4 Inspection and supervision.

B. TEACHERS

The purpose of preparing the questionnaire for teachers was together their responses on different issues related to implementation of pre-primary education programme in the sample schools of Bhopal City. It comprised 7 aspects as

- 1 Pre-primary education activities in school.
- 2 pre-primary education objectives, curriculum and facilities for students
- 3 Evaluation of students' performance
- 4 training on pre-primary education.
- 5 method of teaching
- 6 development in students
7. suggestions for effective implementation of the programme.

C STUDENTS

The questionnaire for students was developed to collect information on various matters relating to the pre-primary education programme. It comprises aspects.

- (A) All child's family background
- (B) Child's habits
- (C) Parents attitude towards child

3.3.2 Observation schedule

Observation as a technique is used to get first hand information. It deals with the external behaviour of the persons in controlled or uncontrolled situation. It is neither the response on paper nor what one says in an interview. It is purposive, systematic, carefully focussed and thoroughly recorded information. It should be accurate, valid & reliable. Validity increases by keeping the setting of the situation as natural as possible.

Observation Schedule for schools

An observation schedule was developed and used to collect first hand information regarding the pre-primary school education programme in Bhopal city.

The observation schedule comprised ten aspects as-

1. Number of teachers involved
2. Total Number of students
3. Availability of

rooms, tools and equipment 4. Availability of skilled person, 5. Evaluation records, 6. Availability of space Indoor and Outdoor, 7. School facilities, 8. Knowledge of activities, 9. Teaching medium & medical check-up facilities, 10. community participation.

3.4 PROCEDURE OF DATA COLLECTION

The questionnaires were prepared and then finalised based on expert opinions. These were photocopied in required number. These were personally administered to the total sample (Principal-6, Teachers-18 and students-54) and filled individually. The students' questionnaires were distributed in classes and collected after their completion. Teachers questionnaires were directly given to them by hand and were collected after their completion. Principals questionnaires were given to them personally and were collected next day after their completion. The response was good as personal approach was adopted to fill the questionnaires. Observation schedule was filled by the investigator after observing the school.