

CHAPTER III

THE PRESENT STUDY

The review of the studies made in the field of Educational Innovations and the related literature done in the previous chapter revealed that a number of studies were conducted on the factors responsible for implementation of innovations in general. Very few Research studies were available on the results of specific innovations of the type implemented in Aridhra Pradesh. The studies conducted on the innovations like Supervision and Inspection, Education of the talented children, discussed in chapter two, were also general in nature and do not throw enough light to pin-point the factors contributing to successful implementation of the innovations or otherwise. The review also reveals that hardly any study was done evaluating the achievement level of the objectives of the innovations after they were implemented for some time. The investigator has been prompted by this background to take up the untouched area of an evaluative study of a few innovations implemented. The results of such a study will have far reaching consequences either by way of modifying the

working of those innovations, if necessary, or to institutionalising them. Clearly stated the problem of the present study reads as under:

The Problem

A STUDY OF THE EDUCATIONAL INNOVATIONS AT THE SECONDARY LEVEL BY THE DEPARTMENT OF SCHOOL EDUCATION GOVERNMENT OF ANDHRA PRADESH FROM 1965 TO 1977.

Significance of the Study

Any innovation implemented for a considerable time requires evaluation so as to know the success or otherwise of such an innovation before it is institutionalised. Those innovations that yield better results not only can be institutionalised but also disseminated. In the case of innovations which do not yield better results the areas or causes of failure can be identified so that it may be possible to set right these deficiencies. If necessary, the innovation itself may be modified.

Despite the increasing preferences for innovations in the educational principles, structure and management of the institutions, the qualitative

change in education of children does not appear to be adequate. There is hardly any research conducted in this direction to unearth the obstacles involved in implementing and achieving the objectives of each innovation introduced in the field of education. Appraisal of innovations is, therefore, quite important as there can be no progress unless assessment of the achievement is made objectively and critically. Research and appraisal are vital steps in the path of progress in education. So the present study is directed to highlight the innovations, their suitability and implementation in school education.

Dissemination of innovations which yielded good results help in improving educational standards and also contribute to the enrichment of the existing educational values and practices. The results of such an evaluative study also help for avoiding wastage of scarce resources on the innovations which do not contribute to qualitative improvement. Hence the significance of the study stated above. To achieve the above main purpose the objectives of the present study may be mentioned as under:

Objectives of the Study

- I. To explain the philosophical point of view of the innovations introduced by the Andhra Pradesh Education Department.
- II. To study the extent to which the objectives spelt out in their orders by the Andhra Pradesh Education Department while introducing the educational innovations at the secondary level are achieved.
- III. To study the factors responsible for the success or otherwise of each innovation in the opinion of those responsible for its implementation.
- IV. To suggest measures for the naturalisation or institutionalisation of these innovations.

Scope and limitations

The present study is confined to the following innovations which have relevance to secondary level of education in Andhra Pradesh.

1. Abolition of detentions in classes other than VII and X (New Evaluation Policy) (hereinafter called Innovation I)
2. Separation of Supervision and Inspection from Administration (hereinafter called Innovation II)
3. Establishment of Residential Educational Institutions for talented children of the rural areas (herein after called Innovation III)

The study of the above Innovations was concentrated mainly on the evaluation of the achievement level of the objectives spelt out by the Government at the time of introduction of the innovations. Regarding Innovation III, Residential Educational Institutions having upto X class only by the year 1980 were selected for the purpose of the study.

Some of the innovations taken up for study are still in progress. An assessment of the achievement of the objectives of these innovations before their completion and naturalisation in the system may be premature. In such cases the study may have to be taken as the mid-term evaluation of the implementation of the innovation, the data of which will be helpful as feed-back for further improvement of the innovation. However, a final assessment may be attempted after the completion of the innovation.

Another limitation of the present study is that it is a critical analysis of the innovations introduced with special reference to the achievement of their objectives.

The study was also limited to the collection of responses of cross-section of the educational policy makers, supervisors, Headmasters, classroom teachers etc. regarding their actual working at the operational level from the point of view of their satisfaction after a gross assessment of the perceivable results.

Methodology and Procedure

The method employed to study the extent to which the objectives of the innovations implemented are achieved belongs to the descriptive category of studies viz., 'the Survey type'. According to Best (1963), "the survey method gathers data from a relatively large number of cases at a particular time. It is not concerned with characteristics of individuals as individuals. It is concerned with the generalized statistics that result when data are abstracted from a number of individual cases. It is essentially cross-sectional." This method is, therefore, adopted as the innovations had already been in progress and what is needed is to survey their functioning by collecting information from a large number of cases and also cross-sectional, to find

out how far the objectives for which they are introduced are realised or how far they have developed potentialities to realise them.

The Sample

For a study like this where three different innovations with different populations are involved, it is not possible to follow the common sampling procedure for all the three innovations. Therefore different sampling procedures are followed as per the requirements of each innovation. The sampling procedures followed for each innovation are given below:

Innovation I

The total number of High Schools (including the Junior Colleges having High School classes) in the State of Andhra Pradesh is 3609. It is not possible to cover the entire population due to financial and other constraints. Therefore Random Sampling technique was followed. To make the data as representative as possible, the Investigator has taken sufficient care to see that the number of

schools selected through random sampling covers the schools run by different managements namely, Zilla Parishad, Government, Municipalities and Private. The variables like the Rural and Urban areas and sex also are included in the sample to make the sample stratified random sample. For this purpose the Investigator took the list of High Schools in Andhra Pradesh 1973-74 updated upto 1980-81. By using the table of random numbers given by Paul Blommers and E.F. Lindquist (1960) about nine per cent of the total population (proportionately representing each district) has been selected. The schools thus selected are given in Table No.1 in chapter IV.

For the structured interviews held by the Investigator, stratified random sampling as explained by Ferguson George A, (1976) has been used.

Innovations II and III

The Investigator has selected the population study in so far as the innovations II and III are concerned as the population is not large.

Steps followed

Various steps and procedures adopted to complete the study are described hereunder:

(i) Scrutiny of Records

As a first step the researcher collected all the material related to the innovations and the guidelines issued by the department from time to time for effective implementation of these innovations. The researcher also discussed informally with a number of educationists, educational administrators and the personnel involved in the implementation of the innovations. The related literature in the educational field was reviewed to know the ideal conditions required to be created for successful implementation of the innovations. The main sources of data collection are (1) Information through Government Orders (2) Inspection Reports (3) Publications (4) Records and (5) Consultations with administrative authorities. Based on the insights obtained through a study of these sources, the required tools for the survey were prepared, which are mentioned below:

(ii) Preparation of tools

The tools and techniques prepared and used to achieve the objectives of the study are mentioned hereunder:

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|----------------|-----|---|
| Innovation I | ... | 1. An Opinionnaire |
| | | 2. Structured interviews |
| Innovation II | ... | 1. A questionnaire |
| | | 2. Personal verification of records. |
| Innovation III | ... | 1. Questionnaires |
| | | 2. Personal visits to the Institutions. |

Characteristics of the tools

As there are no standardised tools suitable to study and evaluate the innovations the researcher had to construct the tools by himself and they are described in the following paragraphs.

(a) Tools used for Innovation IAn Opinionnaire

To prepare the opinionnaire on Innovation I the

researcher has gathered information on the background that led to the introduction of the innovation and also the follow-up action taken by the Government for its implementation. On the basis of the above information the researcher had further discussions with a number of knowledgeable persons working in the department of Education and also a few parents to justify the reasonableness of inclusion or exclusion of an item and also to enhance the intelligibility of the items included. The opinionnaire was further improved and refined on the basis of the suggestions received from the people in the field. The final form of the tool thus evolved with three point scale (Appendix A) was got ready for issue to the Deputy Educational Officers (Inspecting Officers) Headmasters and subject-teachers working in the high schools. The tool has been divided into three sections dealing with the following aspects viz.,

1. The contribution of the non-detention policy
2. difficulties in implementing the New Evaluation Policy and
3. opinions of the Inspecting Officers on its way of functioning

Structured interviews

Further it was thought desirable to collect evidence to ensure the reliability of the responses given to the items of the opinionnaire and also to know the feeling and attitude of the people responsible for policy-making about the Non-detention Policy (New Evaluation Policy). Therefore the researcher has interviewed a few teacher M.L.Cs, M.L.As., Educational Administrators and a few parents. To collect relevant and consistent data through the interviews, the interviewer prepared in advance a set of questions as shown in Appendix B.

(b) Tools used for Innovation II

(1) Questionnaire

The Government, after introduction of the innovation have issued certain guidelines through G.O.Ms.No. 1372 (Edn.T) Dept, dated 22.8.1972 - vide Appendix 'C' for the qualitative improvement of academic inspection and thus for the effective implementation of the innovation. These guidelines formed the basis for preparing the questionnaire to measure the effectiveness

of the academic inspection of high schools. Apart from this the conditions that prevailed in the schools of Andhra Pradesh, the national goals and objectives of education were also taken into consideration while preparing the tool. The draft tool thus prepared was discussed with a number of teachers, Headmasters, Deputy Educational Officers, Teacher Educators and a few others who are interested in education. Their views were also considered and incorporated wherever possible. The tool thus evolved finally - vide Appendix 'D' - consists of items on a three-point scale, items on which priorities are to be fixed, items which are to be check-marked, items of inventory type and a few open-end questions. The researcher has taken sufficient care to see that the items included in the questionnaire satisfy the characteristics of a good questionnaire as mentioned by Best (1963). The questionnaire covers the important areas of inspection of a high school namely (1) Planning of Inspection (2) Observation of lesson (3) Demonstration lesson (4) Headmaster as a partner in inspection (5) Staff conference (6) Individual conferences (7) Review meeting (8) Library (9) follow-up and finally (10) the administrative work.

(2) Personal verification of the Inspection Reports

With a view to cross-check the responses received from the Deputy Educational Officers, the researcher perused the Tabular Inspection Reports of a few officers who responded to the questionnaire. The list of officers whose reports are perused is given in Appendix 'E'.

(c) Tools used for Innovation III

Questionnaires

For preparation of the required tools to evaluate Innovation III, the researcher has divided the area into (1) the administrative aspect (2) the equipment aspect (3) the academic aspect (teaching-learning process in the classroom).

Separate questionnaires on each of these aspects have been developed. While developing these tools the objectives of the innovation, the ideal conditions required to be created for the achievement of the objectives and the practices that are existing in different places were considered. The tools thus developed were enriched and finalised after having discussions with the knowledgeable persons and educationists. The questionnaire (Vide Appendix 'F') on the administrative

aspect was divided into four sections, one section each for (1) procedure followed for admissions (2) priorities fixed for allocation of budget (3) academic inspection of schools and (4) service conditions of the teaching staff. The questionnaire consists of a variety of items like those in a check list, three-point and five-point scales inventory type responses, and a few open-end questions.

The questionnaire developed on physical plant, activities required for development of integrated personality etc. is given under Appendix G. It consists of six sections one section each for (1) Physical facilities (2) cocurricular activities which are actually organised (3) purposes of co-curricular activities and the time spent on these activities (4) opportunities provided for professional growth of teachers (5) achievement in the public examinations and (6) inviting suggestions for further improvement. The items are placed on five and three point scales and items to which certain information was to be furnished are also included.

The questionnaire on 'Academic aspect' of the schools is enclosed under Appendix 'H'. It was

divided into three sections, one section each for (1) Planning of Academic work (2) Execution of academic activities in the classroom and (3) Evaluation of the academic activities undertaken in a classroom. The entire questionnaire was developed on a five-point scale.

Personal visits to the Institutions

Personal visits were also paid to the institutions by the researcher to have first-hand information of the working of the institutions and also to cross-check the information given by the respondents.

iii) Administration of tools and collection of data

The tools thus prepared were administered on the population selected. Most of the population was covered by post. In respect of a few institutions which are within the reach of the researcher the tools were administered personally.

So far as Innovation I is concerned 45 per cent of the population selected (3.7 percent of the total population available) responded. Twenty two members were interviewed.

The tool prepared for Innovation II was administered on all the Deputy Educational Officers (Inspecting Officers) available of which 53.4 per cent of them responded. Eighteen per cent of the Tabular Inspection Reports of the Deputy Educational Officers were verified personally by the researcher.

The three different tools constructed for study of Innovation III were administered on the entire population available and the responses received constitute cent per cent.

The details of the respondents are shown in Appendix 'I'. In the case of persons who did not respond to the request of the researcher, the researcher issued two reminders with a gap of fifteen days each. In spite of the sincere efforts made, the researcher found lack of sufficient enthusiasm on the part of most of the Deputy Educational Officers, Headmasters, senior teachers of the High Schools to respond to the researcher's request. In some cases the tools claimed by the respondents to have returned did not reach and are presumably lost in the transit by post.

iv. Analysis and Interpretations

The responses received to the tools issued from the samples mentioned in the previous paragraphs were analysed and interpretations drawn in Chapter IV as explained below.

Innovation I

At the outset all the items given in the opinionnaire have been rearranged in such a way that all the items relating to each objective of the Innovation are drawn and pooled up in a table. Then the responses received were analysed item-wise to find out the percentages and chi-square values. Chi-square values for each item were found out with a view to know the level of significance of each item. The items which are significant at 0.05 level and above have been eliminated from the interpretations. All the items have been classified into 'positive' and 'negative' responses separately for each objective.

Structured interview

The responses received have been analysed objective-wise and percentages calculated. The items which have got 50 per cent and above responses were

compared with the responses received through questionnaires and interpretations drawn.

Innovation II

As explained earlier the questionnaire has been divided into ten important areas, each area containing a number of items of either rating scale, inventory type, check list etc. The responses received were analysed item-wise, area-wise and converted into percentages. Chi-square values were found for a few items wherever the need for level of significance was felt. Different tables were prepared on the basis of the division made on different aspects. Wherever necessary the responses have been classified into 'positive' and 'negative' and on the basis of the rating given by the respondents. Responses received for the open-end questions were also analysed using percentages.

Innovation III

The three questionnaires issued to evaluate the degree of the effectiveness of the innovation were analysed item-wise. These responses were converted into percentages and analysed taking the maximum

frequencies of the different rating given. While tabulating these responses sufficient care was taken to rearrange the items on the basis of the objectives of the innovation and also cluster-wise. While analysing the percentage of results and the marks secured by different High Schools for comparative purposes the percentages for each year and average for all the years put together was taken and tabulated. The responses received to the open-end questions were also analysed using percentages.

From the data as analysed and tabulated on the lines discussed above, interpretations are drawn separately and presented at the end of the analysis, of the data on each innovation. The interpretations are given for each objective of the innovation so that the achievement level of the objectives of the innovations may be arrived at.

v. Reporting of the results

On the basis of the interpretations drawn and mentioned in chapter IV, the final results arrived at on the entire study are discussed in chapter V, for each innovation separately. In the discussion

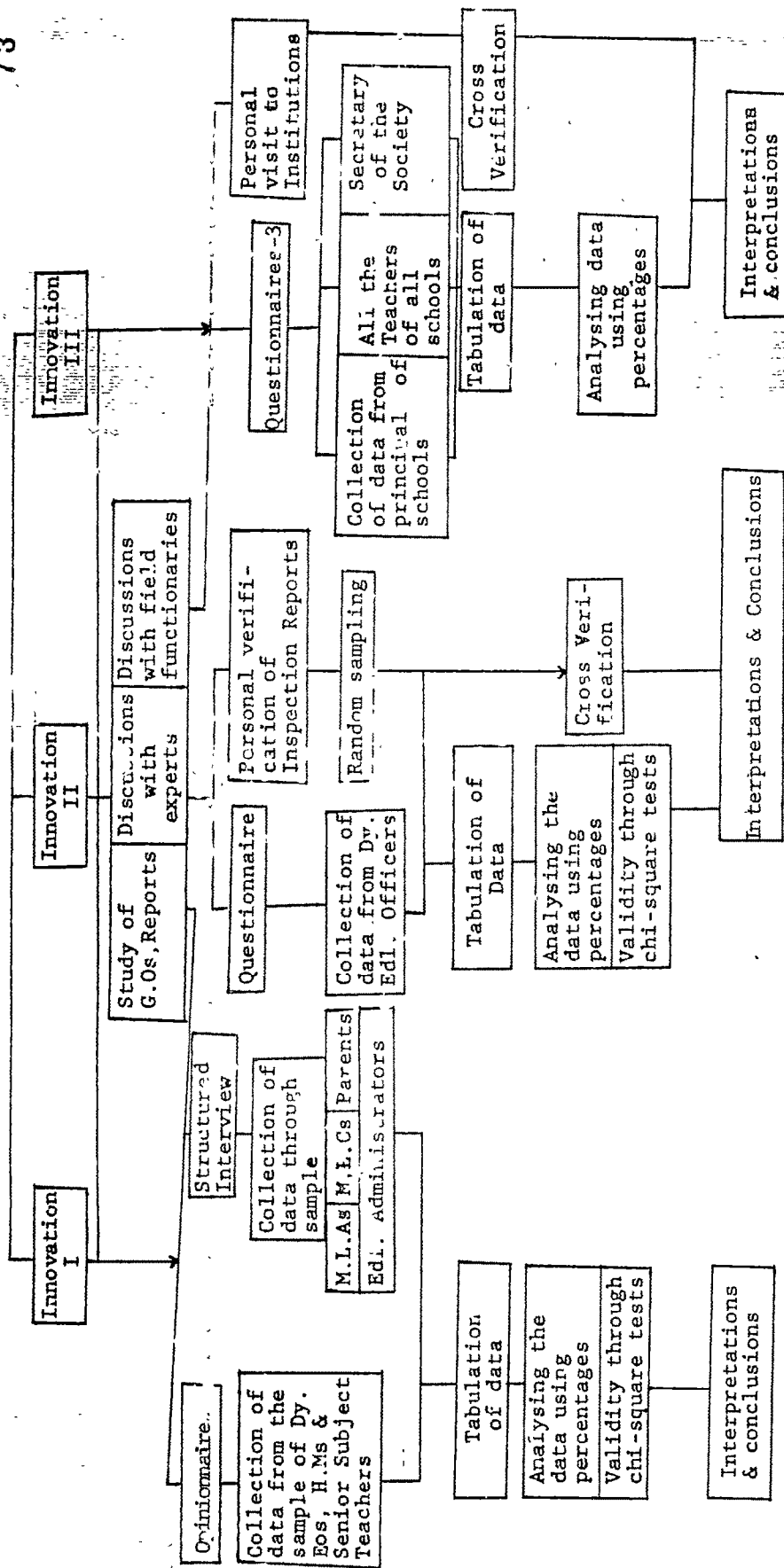
of the results stress was given more on how the study is helpful for improving the present educational practices. No scope was given for any biased opinion while discussing the results of the study. Wherever it was possible, the global point of view was also considered. These results form basis for generalising and arriving at certain new practices which will help for institutionalising certain existing practices and also dissemination of the same.

Design of the study

It is seen from the above discussion that the researcher used a number of tools and techniques to complete the study. It is appropriate to give a bird's eye-view of the entire study for quick comprehension. Therefore the design of the study is presented in the Flow Chart.

DESIGN OF THE STUDY

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Conclusion

The first step involved in any study is to pinpoint the problem, spelling out the objectives, the scope of the study and the various steps to be followed to complete the study. These aspects were discussed in detail in this chapter. The next important step would be to state how the data were analysed, presented in different tables and interpreted with the help of the techniques like percentages, chi-square values etc. in order to draw conclusions from the study. A brief historical background of the innovations included under the study is also necessary to understand the educational practices. These aspects are dealt with in detail in the chapter that follows.

CHAPTER III

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