CHAPTER – III

THE PRESENT STUDY

The success of any research depends largely upon the availability of the data and the suitability of the method. By indicating the significance of methodology, Barr (1953) pointed out that ‘the vehicle of the research cannot perform its function without it, since it is methodology which lays out the way in which research is to be carried out and outlines the details, description of research variables and procedures’. Research methods describe the various steps of the plan of attack to be adopted in solving the research problem such as the manner in which the problem is formulated, the definition of terms, the choice of subjects for investigation, the validation of data-gathering tools, collection of data, analysis and interpretation of data and the process of inferences and generalizations. (Koul, 1997).

Educational research is the process of arriving at dependable solution to the problems through planned and systematic collection, analysis and interpretation of data. Research methods are of utmost importance in a research process. It occupies a decisive role in any kind of research, as the validity and reliability of the findings depends upon the methods adopted. A suitable method helps the researcher to explore the diverse stands of the study and adequately measure them so as to satisfy the requirements and thus it is the means to an end.

This chapter is devoted to the description of the method of investigation followed in the study. The method adopted, tools used, description of the tools, sample selected, procedure for data collection and statistical techniques adopted for analyzing the data have also been discussed in this chapter.

Language is made of words which needs proper communication. The stock of words (vocabulary) gives confidence every person to communicate effectively. A large vocabulary is essential for mastering of language. Knowledge of words is hence very essential. Extensive research has been done on the study of vocabulary acquisition of English as a first language in various parts of the world. Research in English vocabulary acquisition in India is scanty. Hence the present study has been undertaken by the investigator.
3.1 Statement of the Problem

The present study is designed to study the vocabulary acquisition among VIII class students in relation to their attitude towards English, personality characteristics, socio-economic status, home environment conditions, and some other personal and demographic variables. It establishing the relationship between the level of acquisition of vocabulary and gender, locality, educational qualification of parents, occupational status of parents, management of the school, type of school studied, type of family, size of the family etc., of the students.

3.2 Title of the Study

The title of the present investigation is stated as follows:

*The Acquisition of Active and Passive Vocabulary in English of Pupils of VIII Class in Relation to Certain Social-Psychological Factors: A Study*

3.2.1 Definitions of the Key Words

**Vocabulary:** - A list of words and, often, phrases, abbreviations, inflectional forms, etc., usually arranged in alphabetical order and defined or otherwise identified, as in a dictionary or glossary.

It is the ability of the pupil to recognize and recall the meanings of the selected words with in the difficulty level of their standard. The correct responses of the pupils in the vocabulary part of the test were considered as vocabulary score of the student.

It is the power of the student to recognize and recall the meanings of words selected within the difficulty level of the children. The correct response of the child in the vocabulary part of the test was considered as ‘vocabulary score’ of the child.

**Active Vocabulary:** - All the words used by a particular person, socioeconomic group, profession, etc. in full are *active vocabulary*.

**Passive Vocabulary:** - All the words recognized and understood, although not necessarily used, by a particular person in full is *passive vocabulary*.

**Distinction between Active and Passive Vocabulary:** - Active vocabulary refers to vocabulary that students have been taught or learnt and which they are expected to be able to use whilst the passive vocabulary refers to words which the students will recognize when they meet them but which they will probably not be able to produce.
All the words a person uses with understanding in his own speech or writing (active vocabulary) or the larger number of words he can understand in the speech or writing of others (passive vocabulary). (Derek Rowntree, 1981)

**Vocabulary ‘t’ test:** A test used in testing to discover a person’s store of understood words. It consists of a standard list of words that the subject is asked to define from a number of alternative definitions’. (Taneja, 1991)

**Pupil:** A person is studying under the relatively close supervision and tutelage of a teacher. (Good, 1959)

‘Pupils’-refers to those enrolled in a school, college or university to follow a particular course of studies. (Taneja, 1989)

A person who is attending an educational institution or enrolled in an educational programme also pupil, any individual of a bookish, thoughtful, or studious bent. (John Bellingham, 2004)

**Class:** A group of pupils or students scheduled to report regularly at a particular time to a particular teacher. (Good, 1973)

A group of pupils are students who are taught together regularly for administrative purposes. (Derek Rowntree, 1981)

A group of students assigned to one or more teachers or other staff members for a given period of time for instruction or other activity in a situation where the teacher(s) and the students are in the presence of each other. (Singh, 2002)

**Factor:** A cause or determiner, which may be unique to one variable or common to several variables, that may be used to account for the correlation among a set of variables. (Good, 1973)

**Dependent Variable:** A variable whose magnitude depends on, or is a function of, the value of another variable (or other variables); a variable whose value is being estimated (for example by regression techniques) from that of one or more independent variables to which it is related; when represented graphically, the ‘y’ or vertical axis is conventionally used for the dependent variable (Good, 1973)
In a statistical study, the variable in whose values we are expecting to see changes as a result of changes we have made or observed in the values of some other variable (the independent variable) (Derek Rowntree, 1981)

Refers to a variable that is the presumed effect of a presumed cause of an event. (Taneja, 1991)

A factor in an experimental relationship, which has or shows variation that is hypothesized to be caused by another independent factor or variable. (Madhu Raj, 1996 and Singh, 2002).

A dependent variable is one that changes in consequence with changes in the independent variable. (John Bellingham, 2004).

**Independent Variable:** - A variable to which values may be assigned at will; ii) the variable on which an estimation or prediction is based in a regression problem; iii) in the plural, often used to refer to variables that are uncorrected; when represented graphically the ‘X’ axis or horizontal axis is conveniently used for the independent variable. (Good, 1973)

In a statistical study, the variable whose values are going to be deliberately changed (or natural difference observed) in order to see how this influences the values of another variable (the dependent variable). (Derek Rowntree, 1981)

Refers to a variable whose changes are considered as not dependent upon transformations in other specific variables. (Taneja, 1991)

In an experimental research, the aspects of the study that the investigator manipulates or controls in order to observe the effect on the dependent variable. (Madhu Raj, 1996)

An “independent” variable is one that the researcher manipulates, e.g., a type of instructional programme. (John Bellingham, 2004)

**Social Factors:** - The variable that studies the societal and personal patterns of an individual.

**Psychological Factors:** - The factors that studies the Behavioural patterns of the individual.
**Academic Achievement:** - It is performance in school or college in a standard series of educational test. (Taneja, 1991).

Successful performance in particular subjects, areas, or courses, usually by reasons of skill, hard work and interest typically summarized in various types of grades, marks, scores or descriptive commentary. (John Bellingham, 2004)

**Personality:** - A test designed to obtain and evaluate information about the trait patterns of individuals so that an assessment of an individual’s character can be made. (Good, 1973)

Personality measurement is the study of testing and investigation of personality making use of qualitative and quantitative measurements of different aspects of personality. (Taneja, 1991)

A test designed to measure any of the non-intellectual aspects of an individual’s psychological disposition. It seeks information on a person’s motivations and attitudes as opposed to his or her abilities. (Madhu Raj, 1996, John Bellingham, 2004)

‘A personality inventory’ is a questionnaire, concerned with personal characteristics and behaviour, than an individual answers about himself or herself. Then, the individual’s self-report is compared to norms based upon the responses given to the same questionnaire by a large representative group. (Singh, 2002)

**3.3 Purpose of the Study**

The present study aims at investigating the ability of VIII pupils, in vocabulary in relation to certain socio-psychological factors. The purpose of the present study is an attempt to answer the following research questions.

i) What is the general level of acquisition of VIII class pupils in vocabulary, in English, which is being studied as a third language?

ii) Whether there is any relationship between vocabulary in English and the different management institutions viz., Government and Private schools.

iii) Whether there exists any relationship between levels of acquisition vocabulary class VIII pupils and other variables namely gender, personal characters, school environment, home atmosphere and socio-economic factors of their families.

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iv) Whether there is any significant relationship between the study habits of the class VIII pupils regarding English and their acquisition levels in vocabulary scores.

v) Whether there is any relationship between personality factors and acquisition of vocabulary levels of class VIII pupils in English.

vi) Whether there is any impact of demographic variables on vocabulary of class VIII pupils in English.

vii) Whether there is any impact of self-concepts on acquisition of vocabulary of class VIII pupils in English.

viii) Whether it is possible to predict the acquisition of vocabulary levels in English with the help of demographic, personality, self concepts and study habits of class VIII pupils.

3.4 Scope of the Study

Scope means area, sphere, field or range within which any form of activity takes place. The primary intention of the investigation is to find the relationships or differences between the acquisition of vocabulary of class VIII pupils studying in different kinds of educational institutions like Government High Schools and Private High Schools situated in Chittoor District of Andhra Pradesh.

This investigation has attempted to identify personality factors, study habits, home environment socio-economic status and leisure time activities of the class VIII pupil. The influence and impact of these variables on vocabulary are studied in relation to the personality factors. The impact of personal factors, school factors, home factors on vocabulary is also investigated.

3.5 Objectives of the Study

The study is undertaken with the following objectives:

i) To estimate the general level of acquisition of English vocabulary of class VIII pupils.

ii) To identify the different categories of vocabulary acquisition in English of class VIII pupils.
iii) To compare the level of acquisition of vocabulary of class VIII pupils studying in different administrative types of schools namely Government and Private schools, studying in rural and urban areas and boys and girls and to examine the significance or otherwise of these differences.

iv) To compare or contrast the level of acquisition of vocabulary with the home environment of the class VIII pupils.

v) To compare or contrast the level of acquisition of vocabulary with the socio-economic status of the class VIII pupils.

vi) To find the influence of the leisure time activities on the level of acquisition of vocabulary of the class VIII pupils.

vii) To find the influence of the study habits and level of achievement on the level of acquisition of vocabulary of the class VIII pupils.

viii) To compare or contrast the level of acquisition of vocabulary with personality factors of the class VIII pupils.

ix) To develop multiple regression equations in order to predict the level of acquisition of vocabulary in relation to social, psychological, demographic and personality variables of VIII class pupils.

3.6 Hypotheses

A hypothesis states what are looking for. It is a proposition which can be put to test to determine its validity. It may prove or disprove.

The hypotheses are setup in a null form, as this form of hypothesis is akin to the legal principle that a man is innocent until he is proved guilty. The null hypothesis assumes that observed difference is attributable by sampling error and true difference is zero. The statistical test of significance is used to accept or reject the null hypothesis. The following hypotheses were setup for the investigation.

i. The VIII class pupil does not have the same level of acquisition of vocabulary in English.

ii. There would be no significant difference between the level of acquisition active and passive vocabulary of the class VIII pupils.
iii. The VIII class pupils studying in Government and Private schools do not have significant differences in their level of acquisition of vocabulary in English.

iv. Rural and Urban students of class VIII do not differ significantly in their level of acquisition of vocabulary in English.

v. Boys and Girls of studying class VIII do not differ significantly in their level of acquisition of vocabulary in English.

vi. There would not be any significant influence of personal- demographic variables of the pupils on their acquisition of vocabulary.

vii. Home Environment of the pupils would not turn out to be significant predictor of acquisition of vocabulary in English.

viii. Socio-Economic status of the pupils would not turn out to be significant predictor of acquisition of vocabulary in English.

ix. Study habits of the pupils would not turn out to be significant predictor of acquisition of vocabulary in English.

x. Leisure time activities of the pupils would not turn out to be significant predictor of acquisition of vocabulary in English.

xi. There would not be any significant influence of the level of achievement of the pupils on their level of acquisition of vocabulary.

xii. Personality factors would not play significant role in predicting the acquisition of vocabulary of the class VIII pupils in English.

xiii. No independent variable out of 44 (all the variables in the study) variables in the study turn out to be significant predictors of acquisition of vocabulary of the class VIII pupils in English.

3.7 Variables Studied

"Variables are the conditions or characteristics that the experimenter manipulates or observes" (Best, 1995). A dependent variable is defined as what the experimenter
actually measures (Nation, 1997). The dependent variable is measured before and after the manipulation of the independent variable. The independent variables are those that operate in the experimental situation in addition to the extraneous variables such that it is difficult to determine the effects of each (Gay, 1996).

Any trait that changes from one case or condition to another, more strictly, the representation of the trait, usually in quantitative form, such as a measurement or an enumeration is noted as variable. (Good, 1973).

In educational research any entities that can be vary. An “independent” variable is one that the researcher manipulates, e.g., a type of instructional programme. A “dependent variable” is one that changes in consequence with changes in the independent variable. (John Bellingham, 2004)

It is obvious that the dependent variable in the present investigation was – Acquisition of Vocabulary in English of the VIII class pupils.

Although there are different independent and intervening variables which may influence the dependent variable, a few of such variables were considered in this study.

<table>
<thead>
<tr>
<th>Dependent Variable</th>
<th>Social-Psychological Variables</th>
<th>Demographic Variables</th>
</tr>
</thead>
<tbody>
<tr>
<td>b) Passive Vocabulary</td>
<td></td>
<td></td>
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</tbody>
</table>

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3.8 Brief Description of Variables

i. Vocabulary Acquisition: It is the power of the pupil to recognise and recall the meanings, synonyms, antonyms, usage and other forms of the words selected from the English Reader of class VII (Telugu Medium). The words that are introduced or occurred in the reading passages prescribed for the pupils in class VIII are both considered for active vocabulary and passive vocabulary. In the text book it was found that 308 words are tested only at the recognition level. The correct response of the pupil in the vocabulary test was considered as acquisition of vocabulary score of the pupil. A) Active or productive vocabulary is what one can use. B) Passive or receptive vocabulary is what one can recognize. The passive vocabulary is larger than the active and the dividing line between the two is impossible to establish.

ii. Home Environment: Environment refers to the physical and social conditions in which the children live. Type of the house, home reading facilities, time spent on reading activities, time spent on listening activities, help and encouragement for reading in the house, other activities in the home. It is considered that a child got a maximum encouragement it was considered to be a very conductive home; no such encouragement found in the un-conductive homes.

iii. Socio-Economic Status: The data about the caste, occupations of the father and the mother, educational status of the family, size of the family and income of the family, the vehicles and goods available in the house etc., was collected to place the pupil in high, middle and low socio-economic groups.

iv. Leisure Time Activities: The activities which the children do for interest or pleasure during their free time are referred to as leisure time activities. For the present investigation, study of free time activities was limited to such activities as reading stories, comic books, cartoon books of English, viewing Television, listening to radio talks in English etc.

v. Study Habits: The importance of study habits in the life of any individual is well known to emphasize. It is all the more important for every individual in his or her student days. Study habits means the ways of studying, whatever systematic or unsystematic, efficient or otherwise. Study habits mean the habits that an individual might have formed.
with respect to his/her learning activities. In the process of learning, habitual ways of exercising and practicing their abilities for learning are considered as study habits of learner.

For achieving good study habits, one must have the desire to learn with full working abilities and talents. All these are fulfilled in his assignment work, in classroom interaction, for examination purpose. Besides, he must have good memory, self-discipline in studying and skill in assimilation. The skill of finding what you want will develop and increase as long as you nourish it. Skills of fixing it up in one’s mind require the development of good study habits.

vi. Achievement: - The result of the VII class Common Examination marks in English subject was taken as an index of the students academic achievement. The students are divided into two groups as (i) those who scored 61% and above, (ii) those who scored 41 to 60 % and (iii) those who scores less than 40%. These three groups are considered to find the difference in their overall acquisition of vocabulary.

vii. High School Students Personality Questionnaire: - Personality is that which permits a prediction of what a person will do in a given situation. (Cattell, 1970). The total psychological and social reactions of an individual; the synthesis of his subjective, emotional and mental life, his behaviour, and his reactions to the environment; the unique or individual traits of a person are connoted to a seller degree by “personality” than by the term “character”. (Good, 1973)

‘A personality inventory’ is a questionnaire, concerned with personal characteristics and behaviour, than an individual answers about himself or herself. Then, the individual's self-report is compared to norms based upon the responses given to the same questionnaire by a large representative group. (Singh, 2002). Cattell’s 14 personality factors of HSPQ was adopted to measure the personality traits of the pupils.

viii. Gender: - The VIII class students from both genders were included in the study since gender is an important variable and may have a bearing on the level of acquisition of vocabulary and other variables.

ix. Management of the School: - In the present set up of educational administration in Andhra Pradesh, the high schools are primarily managed by different managements such
as Government schools, Zilla Parishad schools, Municipal schools, Private aided schools, social welfare schools etc. The type of management under which the student is studying may have a significant influence on the level of acquisition of vocabulary. Therefore, the students studying in Government and Private schools are included in this study.

x. Locality: - The place of study may have some influence on the acquisition of vocabulary in English of the students. According to the place of study, all the students are divided into two groups as (i) students of rural areas and (ii) students of urban areas. It is assumed that the students of rural and urban living bring variations in the level of their acquisition of English vocabulary. Therefore, locality under which the students are studying is taken as a variable in the present investigation to test the significance of acquisition of English vocabulary of the rural and urban students.

xi. Type of Family: - To examine the relationship between the type of family and the acquisition of vocabulary, the students were divided into two categories: (i) Joint family (where the students are living with grandparents and near and dear relatives) and (ii) Nuclear family (where the students are living only with parents). The significance difference between the level of acquisition of vocabulary of students coming from joint family and nuclear family was tested.

xii. Size of the Family: - The number of persons living with the students has been taken as another variable. To examine the relation between size of the family and level of acquisition of vocabulary were divided into three categories: (a) Small family (4 or less members), (b) Medium family (5 or 6 members) and (c) Large family (more than 6 members). The significance and the difference between the level of acquisition of vocabulary of these three groups were tested.

xiii. Birth Order: - In an agrarian country like India, where the concept of large families is the order of the day, all members of the family cannot get equal performance in the matter of education. With the meagre income that is generated by the breadwinner of the family, can’t spare much for the educational requirements of their children. Hence, priority plays a pivotal role in choosing one among the children to educate. Difference can be seen in the adjustment of 1st born, 2nd born, 3rd born etc., with the society in general with educational institutions in particular. Therefore, birth order is included in this study.

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xiv. **Caste:** - Caste of the student may have some influence on his/her acquisition of vocabulary. Hence, the caste of the students is considered as one of the variables in the present study. The students were divided into three groups on the basis of their community viz., OCs, BCs and SCs / STs and the significance of the difference between the community and the acquisition of vocabulary of the students was tested.

xv. **Religion:** - Many of the Indian religions had some faiths and beliefs on the education of the children. Most of the religions had the belief on 'karma sidhanta'. Therefore, the religion of the students is also included as one of the variable to find the influence on their level of acquisition of vocabulary. A very few studies carried out into this aspect reported contradictory results. The sample students were classified into three categories on the basis of their religion viz., Hindus, Muslims and Christians.

xvi. **Type of School Studied the Lower Class:** - There is a general feeling that the students of high schools had higher level of acquisition of vocabulary rather to the students of upper primary schools. To find out the effect of the type of school they are studied, the sample was divided into two groups viz., (i) students studying in high schools and (ii) students studied in upper primary schools.

xvii. **Father's Education:** - It is a known fact that the educational background of the parents largely determines the destiny of these progeny. In India where family bonds are very strong, parents cast indelible impression on their children right from their cradle to classroom. Father Education influence their children through their well cultural behaviour, knowledge and reading and also guide them properly in times of need.

xviii. **Mother's Education:** - Mothers' educational level will also have a significant influence on the education of their children. It is said that mother is the first teacher to child. That is why the children show positive attitude towards their mother. Therefore, there may be an impact of mothers' educational qualification on children's vocabulary acquisition.

xix. **Father's Occupation:** - Theoretically, occupation of the father is directly related to acquisition of knowledge and understanding, because occupational groups would be more interested in acquiring knowledge and understanding than the others. The students acquisition of vocabulary may be interlinked with the occupational level of their father,
because with good occupational level may have a favourable understanding towards the stress and strains of their children. In this regard, the occupational level of the father is taken as one of the variables to find its influence on the acquisition of vocabulary of their children as in the case explained earlier. The samples of students are categorized into three groups on the basis of the occupation of their father’s viz., Coolie, Business and Employees. The significance of difference in the level of academic achievement among these three groups was tested.

xx. Mother’s Occupation: - Theoretically, occupation of the mother is directly related to acquisition of knowledge and understanding, because occupational groups would be more interested in acquiring knowledge and understanding than the others. The students acquisition of vocabulary may be interlinked with the occupational level of their mothers because with good occupational level may have a favourable understanding towards the stress and strains of their children. In this regard, the occupational level of the mother is taken as one of the variable to find its influence on the acquisition of vocabulary of their children. The samples of students are categorized into three groups on the basis of the occupation of their mother viz., Domestic work, Coolie and Employees. The significance of difference in the level of academic achievement among these three groups was tested.

xxi. Family Income: - Depending on the annual income of the family, the students were divided into three categories viz., less than Rs.25000/-, between Rs25000/- to 50000/- and Rs.50000/- - above.

Thus the total Number of variables (including factors) used in the present investigation:

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Variable</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Vocabulary Acquisition</td>
<td>(2+1) =3</td>
</tr>
<tr>
<td>2.</td>
<td>Achievement</td>
<td>01</td>
</tr>
<tr>
<td>3.</td>
<td>Home Environment</td>
<td>01</td>
</tr>
<tr>
<td>4.</td>
<td>Socio-economic Status</td>
<td>01</td>
</tr>
<tr>
<td>5.</td>
<td>Leisure time activities</td>
<td>01</td>
</tr>
<tr>
<td>6.</td>
<td>Study Habits</td>
<td>(7+1) =08</td>
</tr>
<tr>
<td>7.</td>
<td>Personality Factors</td>
<td>14</td>
</tr>
<tr>
<td>8.</td>
<td>Demographic variables</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>44</td>
</tr>
</tbody>
</table>
3.9 Method Adopted

The method adopted should always be valid, reliable and appropriate to the nature of the problem under investigation and the kind of data that the problem demands.

The study being the influence of certain social – psychological factors on the level of acquisition of vocabulary in English by the class VIII pupils, normative method is selected in which Survey the technique is adopted for the collection of data. The word normative is used because surveys are frequently made for the purpose of ascertaining which is normal or typical condition or practice.

The ‘normative survey method’ is that method of investigation, which attempts to describe and interpret what exists at present in the form of conditions, practices, process, effects, attitudes, beliefs etc. it is concerned with some phenomenon that are typical or normal conditions.

According to Good and Scates (1954), the term ‘Survey’ indicates the gathering of evidences relating to the current conditions. Different types of surveys help to establish the status of the phenomenon under investigation. The purpose is to survey the present conditions, understand relationships and base future action on the findings. Surveys can be confined to fact-finding on large number of areas or they can be complex and sophisticated in design providing accurate findings. Adoption of the survey method in the present study helped the researcher to collect proper data from an adequate number of pupils from different categories of schools situated in different localities.

3.10 Limitations of the Study

i. This study was confined to the pupils of Class VIII only of Chittoor District of Andhra Pradesh of the academic year 2009 – 2010.

ii. The study was limited to the skills of the pupils namely vocabulary and academic achievement. Other skills in the phenomenon of listening, speaking and reading achievement were not studied.

iii. Vocabulary acquisition of pupils in English at school stage is dependent on psychological, sociological and environmental factors. No factor can be studied in isolation. The influence of other factors is difficult to be measured. Hence only two social and two psychological factors were studied to the possible extent.
iv. This study was confined to the reading of English as second language at Telugu medium schools only.

v. Due to laborious calculations, only certain variables were studied in this investigation.

vi. Many independent variables are included in the study. But there are some more variables such as vocational interests, stress factors, aptitudes, attitude towards subject, adjustment variables, etc., which are not included in this study.

vii. This is only a presage-product investigation in the area of Job Satisfaction.

viii. It was only a study of survey research where in the techniques of questionnaire were adopted.
CHAPTER-IV

METHODS OF INVESTIGATION