CHAPTER III
PROCEDURE OF THE RESEARCH
# CHAPTER III

## PROCEDURE OF THE RESEARCH

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3.1 INTRODUCTION :-

Preparing research design is an important stage in a process of conducting a research. It is a plan of the proposed research work.

According to P.V. Young, “Research design is the logical and systematic planning and directing of a piece of research.”-5

The research design varies in its complexity and adequacy depending on the nature of the problem.

The research design for this research includes following things

1) Statement of the problem
2) Definition of technical terms
3) Objectives of the research work
4) Assumptions
5) Hypothesis
6) Method of research
7) Sample of research
8) Tools research
9) Actual procedure of research
STATEMENT OF THE PROBLEM :-

A comparative study of success of “English from first standard policy” on student of fifth standard in Marathi medium schools in rural and urban area of Beed district.

DEFINATION OF TECHNICAL TERMS :-

I) Comparative study :Comparison of achievement between rural and urban area student.

II) Success : Degree of Achievement.


IV) Students of fifth standard : Students learning in fifth standard.

V) Marathi medium schools: Schools where medium of instruction is Marathi.

VI) Rural area : Country side area or agriculture area in Beed district.

VII) Urban area : Incorporated place with at least 50,000 inhabitants in Beed district.
OR

Constituting a city place in Beed district

OR

Developed place i.e. Taluka place.

VIII) **Beed district**: The district situated at the central west of the Aurangabad and Jalna in the north, Parbhani and Latur in the east, Ahmadnagar and Osmanabad in the west.

**OBJECTIVES OF RESEARCH WORK** :-

I) To study what are the objectives of lower primary level (up to fourth standard.)

II) To collect information about methods of implementation of English from first standard policy from teachers in rural and urban areas.

III) To search problems in implementation of “English from first standard policy” in rural and urban areas.

IV) To check language skills of students in rural area and urban areas.

V) To compare achievement of students in rural and urban areas.
ASSUMPTIONS :-

I. There is same training to all the teachers in Beed district in English subject but there is difference in teaching methodology in rural and urban areas.

II. Therefore there is difference between achievement of students in rural areas and urban areas.

III. Students from rural areas achieved less as compare to students from urban area in language skills.

HYPOTHESES :-

I) There is no significant difference between achievement in listening speaking skill in English language between students of fifth standard in rural and urban area of Beed district.

II) There is no significant difference between achievement in reading skill in English language between students of fifth standard in rural and urban area of Beed district.

III) There is no significant difference between achievement in writing skill in English language between students of fifth standard in rural and urban area of Beed district.
3.2 METHODOLOGY OF RESEARCH:

3.2.1 Meaning and Definitions of Research:

The research simply is an endeavor to discover practical and intellectual solutions or answer to the problems through the application of scientific methods. Research is also known as search for knowledge. Search implies through investigation.

The term ‘research’ has been derived from the French word ‘researcher’, means a critical examination of a topic or subject to discover new facts for increasing human knowledge.

Research is considered to be the more formal, systematic, intensive process of carrying on the scientific method of analysis. It involves a more systematic structure of investigation, usually resulting formal records of procedures and a report of results or conclusions.

According to D. Slesinger and M. Stephenson in the encyclopedia of social research as, “the manipulation of things, concepts or symbols for the purposes of generalizing to extend, correct or verify knowledge, whether that knowledge aids in conclusion of theory in the practice of art.”-6
Robert M.W. Travers, “Educational research is that activity which is directed towards development of science of behaviour in educational situations. The ultimate aim of such a science is to provide knowledge that will permit the educator to achieve his goals by the most effective methods.”

There are three main methods of educational research

a) Historical research

b) Descriptive research

c) Experimental research

a) **Historical research** :-

It describes ‘what was?’ the process involves, investigation, recording analyzing and interpreting the events of the past for the purpose of discovering and generalizations that are helpful in understanding the past, understanding the present, and to a limited extent in anticipating the future.

Ethymologically ‘historia’ originally meant learning or knowledge achieved through enquiry. In other words it signified knowledge gained by a process similar to research.

In the words of Thucydides history was ‘an exact knowledge of the past’ and it enabled one to ‘interpret the future.’
Historical research has been defined by **Watter R Morg** as "The systematic and objective location, evaluation and synthesis of evidence in order to establish facts and draw conclusions concerning past events."-8

b) **Descriptive research or Survey research :-**

It describes ‘what is’. It involves the descriptive, recording, analyzing and interpretation of conditions that exist. It also involves some of comparison or contract and attempts to discover relationships between existing non-manipulated variables.

c) **Experimental research :-**

It describes “what will be” when certain variables are carefully controlled or manipulated the focus is on variable relationships.

The researcher finally selected the Normative survey method for her study.
3.2.2 The Normative survey method:-

The term normative implies the determination of normal or typical conditions or practices. The term normative survey is generally used for the type of research that one intends to consider here – i.e. the research which processes to ascertain what is the normal or typical condition or practice at the present time. While historical studies discover, describe and interpret what existed in the past.

Normative survey method is concerned with conditions or relationships that exist, practices that prevail, beliefs, points of view or attitudes that are held, processes that are going on effects that are being felt or trends are developing.

Normative survey research is thus directed towards ascertaining the prevailing conditions. It seeks to answer the question “What are the facts with regards to the existing conditions?”

The normative survey method is also called as descriptive research. Normative or descriptive studies are designed to determine the facts of current situations and thereby to clarify status. John Best has preferred to use term “Descriptive
Research”, where as Good prefers the term “Descriptive survey studies.”

“The survey is an important type of study. It must not be confused with the mere clerical routine of gathering and tabulating figures. It involves a clearly objectives. It requires experts and imaginative planning careful analysis and interpretations of the data gathered and logical and skillful reporting of the findings.”

**Importance of Normative survey method :-**

The researcher has selected Normative Survey method because

1) Normative survey method served as a stepping stone to more precise investigations.

2) At its most elementary stage, the survey was concerned with determining the immediate status of given phenomenon.

3) Although the major purpose of normative survey or descriptive research in education is to tell ‘what is’, many survey do not go beyond a mere description of the existing situation.

4) Normative type survey was often carried out as preliminary step which is followed by research employing more vigorous, controlled and objective method.
5) It secures historical perspective through a series of cross-sectional pictures of similar conditions at different times.

6) Normative or descriptive study served as a direct source of valuable knowledge concerned human behaviour.

Keeping all the important points of normative survey method in mind the researcher decided that it will be a suitable method for the purpose of this research and critical study.

3.3 SAMPLE :-

3.3.1 Sampling :-

One of the most important problem relating to the practical formation of research is concerned with the estimation of characteristics of universe or population and the method of selecting for studying a portion of the universe is known as sampling.

According to William George and Paul Hatt, “A sample as the name implied, is smaller representative of a larger whole.”-
Need :-

It was difficult for the researcher to include all the teachers and students teaching and learning in Beed district schools therefore a small population of the total was taken as a sample.

Population and Sample :-

A population is any group of individuals that has one or more characteristics in common which are of interest to the research. The population may be all the individuals of a particular type or a more restricted part of that group.

“A population may be defined as any identifiable group of individuals or as any collection or aggregate of comparative measures.”

A sample is a small portion of a population selected for observation and analysis.

3.3.2 Types of Sampling :-

Following are some major popular types of sampling used for sampling.

1) Simple Random Sampling :-

It is such type of sampling in which every member of the sample is selected from the total population in such a manner that
all members of population have essentially the same probability of being selected. It is also known as sampling by lottery system.

2) Incidental Sampling :-

It is sometimes called accidental sampling. It is applicable when such groups are used as samples as are easily available. The investigator uses these readily available units because he is unable to employ more acceptable sampling methods.

3) Purposive Sampling :-

In this type someone purposely selects and purposely leaves some members in the population. Here investigator selects a particular group or category from the population to constitute the sample because this category is considered to mirror the whole with reference to the characteristic in question.

In this type the sampling is within the complete control of the investigator and as such he can include in his study only such cases which in his considered judgment will make the sample quite representative.

4) Stratified Random Sampling :-

Stratified random sampling is a refinement of simple random sampling. In this type in addition to randomness stratification
introduces a secondary element of control as a means of increasing precision and representativeness.

The population is divided into smaller homogeneous groups or strata by some characteristics and from each of these smaller homogeneous groups. The usual stratification factors are sex; age, socio-economic status, educational background residence (rural or urban), occupation, political party affiliation, religion and race.

5) Quota Sampling :-

It is another form of purposive sampling and also a form of stratified sampling.

The member to be selected from each stratum is known as quota.

Quota sampling would be indicated in an exploratory study where the purpose is to develop insight so that later a more accurate study can be conducted with probability sampling.

6) Cluster Sampling :-

Cluster sampling is the design in which the unit of sampling consists of multiple cases, eg. A family, a classroom, a school or even a city or a school system.
It is also known as area sampling, as the selection of individual subjects is made on the basis of place of residence or employment.

3.3.3 Sample in this Research :-

The process of sampling makes possible to draw valid inferences or generalizations on the basis of careful observation of variables within a relatively small proportion of the population.

Keeping in mind merits of all various types of sampling the researcher selected *Simple Random Sampling Method* for sample, which is useful to the subject.

**Population :-**

All the Marathi medium primary schools, all the English teachers teaching at lower primary level in that schools and all the students learning in fifth standard at rural and urban area of Beed district in that school is the population for the study.

**Sample :-**

The researcher firstly listed all the (Marathi medium) primary schools at Taluka level and taluka wise all the Marathi medium primary schools in rural area.
There are 11 talukas in Beed district. The researcher selected two Marathi medium primary schools at taluka level in each taluka by simple random sampling method, which are named as schools in urban area.

In the same way the researcher selected two Marathi medium primary schools from rural area of each taluka by simple random sampling method which are named as schools in rural area.

The teachers teach at lower primary level in these selected schools is considered the sample of teachers in rural and urban area.

The ten students learning in fifth class in each selected school in rural and urban area are selected by simple random sampling method for this study.

3.4 TOOLS OF RESEARCH:-

The researcher has used the following tools to collect data concerning to the study undertaken

1) Questionnaire
2) Achievement test
3) Interview
4) Observation-checklist
3.4.1 Questionnaire :-

**Good** thinks that a questionnaire is a form prepared and distributed to secure response to certain questions as a general rule these questions are factual, intended to obtain information about conditions or practices of which the respondent is presumed to have knowledge. It has been used increasingly to acquire into the opinions and attitudes of a group.

**Good and Hatt** think,"In general the word questionnaire refers to a device for securing answers to questions by using a form which the respondent fills in himself."-10

**Barr, Devis and Johnson** define it as “A systematic compilation of questions that are submitted to a sampling of population from which information is desired.”-11

**Types of questionnaire :-**

P.V. Young classified the questionnaire into two groups.

1) Structured questionnaire

2) Non- Structured questionnaire

The structured questionnaire is designed to produce two things accurate communication and accurate response. It contains
definite, concrete and preordained questions. It provides for
items marking a ‘Yes’ or “No’ a short response, or checking on
item from a list of suggested responses. Sometimes it is desirable
to add the word ‘other’ after unanticipated responses.

Non Structured questionnaire often known as interview
guide is used for focused, depth and non-directive interviews. It
provides for a free response in the respondent’s own words. It
provides a more adequate picture of how the respondent feels
about a topic and what it means to him.

**Merits of Questionnaire :-**

- Data collection through questionnaire method is very quick
  and less time consumed.
- The informants or respondents are free to give to give
  information as and when they want.
- The respondents are free from extreme influences and so he
  is free to provide information according to this knowledge,
  views and attitudes.
- There is a uniformity of question in the questionnaire.
After consideration of types and merits of questionnaire structured questionnaire is prepared by the researcher with few open ended questions.

**Preparation of questionnaire in this study :-**

**Pilot Study :-**

The researcher has done pilot study for final preparation of questionnaire.

Pilot study directs the researcher to get success in any research we have to check it at short sample, pilot study help for effectiveness and to avoid short comings of the research.

**Objectives of Pilot Study :-**

- To guess about problems coming in survey
- To check usability of prepared tool of research
- To make proper changes in prepared tool
- To decide points for observation
- To guess about time, efforts and expenditure of research and problems coming in completing it

**Pilot study in this research :-**

The researcher has done pilot study for preparation of questionnaire, she prepared questionnaire and gave it to five
teachers in Beed. After collection of it, it is noticed that some alternatives has to add in and structures of some questions are necessary to change. Therefore researcher made slight changes in that according to response and suggestions of the five teachers and made it final for survey.

Questionnaire includes following area wise questions.

<table>
<thead>
<tr>
<th>Area of question</th>
<th>No. of questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Questions based on teachers training</td>
<td>08</td>
</tr>
<tr>
<td>2) Classroom interaction</td>
<td>10</td>
</tr>
<tr>
<td>3) Listening skill</td>
<td>02</td>
</tr>
<tr>
<td>4) Speaking skill</td>
<td>03</td>
</tr>
<tr>
<td>5) Reading skill</td>
<td>04</td>
</tr>
<tr>
<td>6) Writing skill</td>
<td>02</td>
</tr>
<tr>
<td>7) Methodology &amp; Evaluation</td>
<td>09</td>
</tr>
<tr>
<td>8) Professional development</td>
<td>16</td>
</tr>
<tr>
<td>Total</td>
<td>54</td>
</tr>
</tbody>
</table>
3.4.2 Achievement Test :-

Tests are tools and should be used as such. By an achievement test use mean test of academic achievement such as English or Hindi etc. An achievement test is a measure of learning itself and attempts to measure education.

Dunlop writes, “The more general the intelligence test, the less its value. By increasing the specificity, we add to its value.”

Purpose of Achievement tests :-

Achievement tests can be used for the following purpose:

1] To diagnose students strength and answers.
2] To motivate students.
3] To report to the parents.
5] To reflect teacher’s effectiveness.

Preparation of Achievement test in this research :-

The achievement test for the skills listening, speaking reading, writing is prepared by researcher for checking achievement of students in fifth standard in rural and urban area.
The test is based on objectives and syllabus of first to fourth standard. The refinement of this test is done by the researcher by giving it for correction to the five teachers in Beed and the test is taken on 50 students of fifth standard in Beed.

After taken test the researcher has discussed with these teachers for making correction and changes in this test as well as on the basis on responses and answers by the students in achievement test the researcher made the achievement test final for research.

The test is prepared skill wise as follows.

A) Listening speaking skill - 40 Marks
B) Reading skill - 25 Marks
C) Writing skill - 40 Marks

Skill wise distributions of questions on the basis of objectives are as follows.
### Listening Speaking Skill :-

<table>
<thead>
<tr>
<th>No. of question</th>
<th>Objective</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q-1</td>
<td>Listen so as to repeat</td>
<td>10</td>
</tr>
<tr>
<td>Q-2</td>
<td>Listen so as to act</td>
<td>5</td>
</tr>
<tr>
<td>Q-3</td>
<td>Listen to sing</td>
<td>5</td>
</tr>
<tr>
<td>Q-4</td>
<td>Listen so as to do</td>
<td>5</td>
</tr>
<tr>
<td>Q-5</td>
<td>Listen so as to say</td>
<td>10</td>
</tr>
<tr>
<td>Q-6</td>
<td>Talking about himself</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>40</strong></td>
</tr>
</tbody>
</table>
Reading Skill :-

<table>
<thead>
<tr>
<th>No. of question</th>
<th>Objective</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q-1</td>
<td>To identify words use in daily</td>
<td>5</td>
</tr>
<tr>
<td>Q-2</td>
<td>Look so as to read aloud</td>
<td>5</td>
</tr>
<tr>
<td>Q-3</td>
<td>Read to fill the correctly (silent reading)</td>
<td>5</td>
</tr>
<tr>
<td>Q-4</td>
<td>Reading aloud</td>
<td>5</td>
</tr>
<tr>
<td>Q-5</td>
<td>Read to match correctly (silent reading)</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>25</td>
</tr>
</tbody>
</table>
Writing Skill :-

<table>
<thead>
<tr>
<th>No. of question</th>
<th>Objective</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q-1</td>
<td>Identify and write missing letter</td>
<td>5</td>
</tr>
<tr>
<td>Q-2</td>
<td>Identify and write missing letter in word</td>
<td>5</td>
</tr>
<tr>
<td>Q-3</td>
<td>Writing words from given letter</td>
<td>10</td>
</tr>
<tr>
<td>Q-4</td>
<td>Writing answers from chart</td>
<td>10</td>
</tr>
<tr>
<td>Q-5</td>
<td>Writing about favourite things</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>40</strong></td>
</tr>
</tbody>
</table>

The test is taken by the researcher and after evaluation of it the achievement of students of fifth standard in rural and urban area is calculated related to listening, speaking, reading and writing skill.
3.4.3 Interview :-

The main characteristics of interview is it helps in analysis of process and to understand the opinion of responsible person on that process.

The nature of interview is oral. The interview as a research tool is unique in that it involves the collection of data through direct verbal interaction between individuals.

**Good, Barr and Scates** observe, "In the interview for investigational purposes the research worker is gathering data directly from others in face-to-face contacts."-13

According to **Goode and Hatt**, "The interview is in a sense, the foundation upon which all other elements rest for it is the data gathering phase."-14

**Importance of Interview as a Research technique :-**

According to **Good, Barr and Scates** write, "Perhaps no research technique is as close to the teacher's vital problems as the interview."-15

It is true because it is possible to secure a much more definitive and detailed description of the traits by the interview which
permits the asking of questions in a large number in gathering developmental data.

**Merits :-**

1) The percentage of response is much higher.

2) The field worker is personally present to remove any doubt or suspicion regarding the nature of inquiry or meaning of any question or term used.

3) The field worker may create a friendly atmosphere which is very conductive for getting correct replies.

4) The interview permits an exchange of ideas and information.

5) Supplementary questions may be put to enliven the whole discussion.

**Interview in this Research :-**

**Selection of experienced person :-**

On the basis of following criteria the responsible person are selected.

1) Availability of Educationists

2) Interest of Educationists in research subject

3) Importance of Educationists in research subject
4) Representativeness

Interview of responsible persons are taken by researcher on the basis of above criteria, and recorded it.

**3.4.4 Observation – Check list**

Observation is a good technique when it is intended to study the characteristics of the personality of an individual or his skills or the physical conditions of material things.

*Goode and Hatt* state, “Observation may take many forms and is at once the most primitive and the most modern of research techniques. It includes the most casual, uncontrolled experiences as well as the most exact film records of laboratory experimentation.”-16

**Observation in this Research :-**

Check-list for observation of teachers teaching is made by the researcher. The researcher observed the teachers teaching three times and used check list for that check list is prepared by the researcher with the help of questionnaire.
3.5 ACTUAL PROCEDURE OF THE RESEARCH :-

Sample :-

i) From 11 Talukas in Beed district two Marathi medium schools from each Taluka place is selected by simple random sampling as urban area schools – 22 schools.

From 11 Talukas from Beed district two Marathi medium schools from village place is selected by simple random sampling as rural area school – 22 schools.

ii) 10 students of fifth standard from selected school of urban area is selected by simple random sampling = 220 students from urban area. 10 students of rural area is selected by simple random sampling = i.e. 220 students from rural area.

iii) 22 Teachers of English subject teaching at lower primary level from urban area schools and 22 Teachers of English subject teaching at lower primary level from rural area schools.

Procedure of research :-

1) Questionnaire is made final on the basis of pilot study.

2) Questionnaire is given to 22 teachers teaching at lower primary level in urban area and 22 teachers teaching at lower primary level in rural area.
3) Achievement test is taken for 220 students of fifth standard in rural area as well as 220 students of fifth standard in urban area.

4) Checklist for observation of teachers is used by researcher.

5) Interviews of Education officers, retired headmasters, resource persons and experienced teachers are taken by the researcher.

6) Percentage is used for interpretation.

7) Statistical tools like mean(m), standard deviation(SD) and coefficient of correlation are used to test the hypotheses. After completion of the procedure of the research for collection of data the researcher made analysis and interpretation of collected data with the help of tabulation in the chapter IV.