CHAPTER – IV

Methodology
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METHODOLOGY

4.1. Introduction

Methodology is the procedure used by the investigator for the research purpose. Educational research is the application of the main principles of scientific research to the solution of educational problems. The success of any research depends largely on the suitability of the method and the tools and techniques the researcher uses to gather data.

Research studies are distinguished on the basis of their different purposes and approaches. In every research different methods are used in different stages of its development. The generally accepted methods are historical, documentary, normative survey, descriptive, experimental etc.

The efficiency and generalization of any study depends on the following factors:

1. The selection of an adequate representative sample.
2. The selection of valid and reliable tools.
3. The use of appropriate statistical techniques for the analysis and interpretation of data.

Though there are different methods and procedures, the method adopted for a particular study should always be suited to the purpose of the study.

Considering the need, importance and purpose of the study, the investigator decided to implement survey method for the present investigation.

4.2. Statement of the Problem

Today it is universally accepted that the mother tongue of a child is the most appropriate medium to learn effectively. The scientific researches also
emphasize the significance of mother tongue as the medium of instruction in education. The teaching – learning process can be effectively, quickly and fully possible only through mother tongue as the medium. It is realized that mother tongue is the appropriate tool for higher education especially university education. The aims and scopes of the university education can be fulfilled only through the mother tongue medium.

In this respect this research proposes to study the important policies and moves in terms of mother tongue as the medium of instruction in university / college level in Tamil Nadu and Sri Lanka from 1950 till to-date, and to reflect on the total perspective of the mother tongue as the medium of instruction to understand the present situation in relation to the past and future.

After the policies and practices are reviewed, it is very essential to identify the opinion of the university / college students, teachers, parents and public regarding the mother tongue as the medium of instruction at university / college level at present.

Hence this study may present a proper picture of the preference of the target segments – university students, teachers, parents and public regarding mother tongue as the medium of instruction at university/college level. Through this remedial measures can be suggested.

4.3. Objectives of the Study
The objectives of the study are as follows

1. To understand the historical background of the introduction of English as the medium of instruction in education / higher education.

2. To study the important policies and practices taken by the Governments from time to time regarding mother tongue as the medium of instruction in primary, secondary and specially in university/college education in Tamilnadu and Sri Lanka from 1950 to date.
3. To study the overall role of mother tongue as the medium of instruction in education specially in university education in Tamilnadu and Sri Lanka during the above mentioned period.

4. To identify the opinion of the different groups of people (University/College students, teachers, parents and public) with regard to mother tongue as the medium of instruction at university/college level in these two territories at present.

5. To identify the above mentioned target people opinion regarding mother tongue as the medium of instruction on the key dimensions of effective learning, motivated learning, personality development, educational achievement and career guidance, availability of resources, international recognition and general.

6. To find out the nature of association among the variables with regard to students, teachers, parents and public in the two areas.

7. To identify the significant similarities or differences, if any, among the various groups of people in utilizing mother tongue as the medium of instruction.

8. To point out valuable suggestions regarding this in the light of the above study.

4.4. Assumptions
The following are the assumptions of the present study.

1. It is assumed that policies regarding the mother tongue as the medium of instruction in education were formulated by the governments of Tamil Nadu and Sri Lanka from time to time at primary, secondary and university/college level.
2. It is assumed that important measures have been taken by the governments of Tamil Nadu and Sri Lanka to implement the mother tongue policies in education/university education during this period.

3. It is assumed that in Sri Lanka the need of the mother tongue/national languages was accepted and duly implemented by the governments at the primary and secondary education. But in Tamil Nadu the mother tongue policies have not been properly implemented.

4. It is assumed that the position of mother tongue as the medium of instruction in University/College level in Tamil Nadu and Sri Lanka remained uncertain in the absence of firm declaration of the governments/Universities.

5. It is assumed that regarding the mother tongue as the medium of instruction at the University/College level the preference of the parents and public might vary according to their needs and aspirations.

6. It is assumed that regarding the mother tongue as the medium of instruction at the university/college level the preference of the teachers and students might vary according to the needs of the faculties and subjects.

7. It is assumed that the importance of mother tongue as the medium of instruction in education/higher education has been understood in the two territories.

8. It is assumed that the people of Jaffna prefer mother tongue as the medium of instruction greater than the people of Karaikudi.

9. It is assumed that in the above two territories the participants favoured English as the medium of instruction in University/College level purely because of job opportunity, upliftment of professional career and social status.
4.5. Delimitation

The following are the delimitations of the present study.

1. This study is confined to the Alagappa University area in Tamil Nadu and Jaffna University area in Sri Lanka.

2. This research makes an attempt to study only the policies and important moves regarding mother tongue as the medium of instruction in education specially in higher education in the above two territories.

3. The mother tongue policies and practices at the university / college level are only considered in this present study. The other higher educational institutions are not taken into account.

4. Particularly, the policies declared by the respective governments from time to time at the university / college level in Tamil Nadu and Sri Lanka from 1950 to date are considered in the present investigation.

5. To analyse the opinion of the university / college students, teachers, this study is conducted only in Alagappa University, Alagappa Arts College and College of Education Karaikudi, Tamil Nadu and in the University of Jaffna, Sri Lanka.

6. To study the opinion of parents and public this study is conducted only in and around Karaikudi and Jaffna.

4.6. Hypotheses

The researcher formulated the following hypotheses :-

1. English was introduced as the medium of instruction in education during the British period and still it continues to stay.

2. In Sri Lanka, at primary and secondary education the mother tongue policies were accepted and duly implemented by the governments since 1950, but at the university level this has not been so.
3. In Tamil Nadu mother tongue policies at primary, secondary and university / college level have not been properly implemented by the Governments due to the practical problems.

4. As far as the mother tongue as the medium of instruction at the university / college level is concerned, the policies of both the Governments remained uncertain.

5. The importance of the mother tongue as the medium of instruction in education / higher education have been understood by all types of people in the above two territories.

6. Yet in practice English is favoured as the medium of instruction at university/college level mainly because of job opportunity, advancement of professional career and upliftment of social status.

7. The people of Jaffna prefer mother tongue as the medium of instruction greater than the people of Karaikudi.

4.7. Need and Importance of the Study

It is accepted that the aim of education is to equip individual to develop one's creative faculties so as to play his/ her part in building the society in which he/she lives as well as to develop his/her own personality. For the achievement of the aim, every effort should be made to ensure that knowledge and action go hand in hand during the process of education. The best way in fact, the only way to assure this is to make education available in the most natural way - through the mother tongue.

As far as education is concerned, the language a student speaks from his childhood is the suitable language to express his thoughts and feelings. Only through the mother tongue a student is able to acquire easily the learning skills like listening, understanding, absorbing, and communicating. Consideration of
educational principles and psychology also stress the use of the mother tongue as the medium of instruction.

The urgent need for implementing the mother tongue as the medium of instruction has been understood. Yet it has not been implemented in many countries. In some of the countries which have been under the colonial rule, English continues to be the medium of instruction, instead of mother tongue, even after independence.

In this respect the educational language policies pursued by the linguistic state of Tamil Nadu in India, and Sri Lanka is taken into consideration. Mother tongue as the medium of instruction for education in general and university / college education in particular, and the success and failure of the same is described here.

The opinion of university/college students, teachers, parents and public, regarding mother tongue as the medium of instruction is also reported, compared and rated.

Based on the above facts, one can come to know the important policies and practices of mother tongue as the medium of instruction in education/university education in Tamilnadu and Sri Lanka and also become aware of the difficulties in implementing the policies. One can identify and rate the liking and interest of different types of people regarding mother tongue as the medium of instruction at present.

4.8. Title of the Study

"Mother Tongue in Higher education – Policies and Practices in Tamil Nadu and Sri Lanka since 1950".
4.9. Definition of the terms

Mother Tongue

Traditionally, the language first learnt has been called the mother tongue. Some scholars have accepted learning a language without formal training as mother tongue. Webster's New International Dictionary defines mother tongue as 'the language of one's mother the language naturally acquired in infancy and childhood; one's first language.

In the Indian context, in the 1881 census, the mother tongue was defined as 'the language spoken by the individual from the cradle' In the 1891 census it was changed into 'parents tongue'. In the 1901 census 'parents tongue' was replaced by 'language ordinarily spoken in the household'. In the 1961 census it was further modified into 'language spoken in the childhood by person’s mother'.

With respect to European countries in the 1923 census mother tongue was meant to be 'thinking language'. In 1934 as 'the language of the cultural circle'; In 1951 as 'language of the every day use' and in 1961 as 'the language of their homes'.

Higher Education

Normally higher education means an education with higher ideas, aims and duties and it is also said that the institutions of higher education should play an important role in the efforts to develop the country and regions the higher educational institutions should act as a bridge between science and technology and the needs of the people. Encyclopedia of Britannia defines higher education as all types of education academic, professional, technological and teacher education provided in institutions such as universities, liberal arts colleges, technological institutions and teacher colleges in which the course lead to the giving of a name award (degree, diploma, or certificate of higher studies)
4.10. Operational Definition

Mother Tongue

In general the mother tongue refers to the language used to express one's basic needs, ideas, thoughts, joys, sorrows and other feelings. That is the language of the people. In our case Tamil in Tamilnadu, Tamil and Sinhalese in Sri Lanka.

Higher Education

We have a tendency to connect the higher education with university education. The aims of education and their practical applications become complete in the university. Therefore in this present study the higher education refers to university / collegiate education.

Policies and Practices

Policies followed by Tamil Nadu and Sri Lankan governments and their implementation and its reflections are discussed.

4.11. Research Method

The present research proposes to study the important policies and practices in terms of mother tongue / Tamil as the medium of instruction in University / College level in Tamilnadu and Sri Lanka from 1950 to date, and also to identify the opinion of the University / College students, teachers, parents and public regarding medium of instruction at university level at present. For these purposes the researcher used the historical approach and the normative survey method.

1. Historical approach is used for studying the policies and practices in Tamil Nadu and Sri Lanka regarding mother tongue as the medium of instruction in University education since 1950.

2. Normative survey method is used to identify the opinion of the University / College students, teachers, parents and public in Tamilnadu and Sri Lanka.
For studying the polices and practices in Tamil Nadu and Sri Lanka the needed informations are collected through secondary sources such as Government Reports, documents, books and journals.

The collected informations are organised year wise and once they are organised, they are viewed in terms of different types of practices on the question of medium of instruction such as the moves related to introduction of mother tongue medium.

For identifying the opinion of these three target segments normative survey method is adopted. Normally, these methods describe and interpret conditions, relationships or practices belonging to the present. In this type of method the researchers are often interested in the opinion of a large group of people about a particular topic or issue. They ask a number of questions all related to the issues and find answers. Here also the main way in which the informations are collected through asking questions the answers to those questions, by the members of the different groups constitute the data of this study.

4.12. Construction of Research Tool

Collection of data is an extremely important part of all the research endeavors; for the conclusion of a study based on what the data reveal. Therefore the tool to help collect the data is to be considered with care.

For identifying the policies and practices, the historical approach with secondary data – Government records, documents, books and journals are utilized.

To identify the opinion of the people, the normative survey with primary data is used. To collect information from the respondents who are scattered in a wider area and collecting reliable and dependable data from the respondents on
this the researcher realized that questionnaire is the most suitable tool. Therefore three types of questionnaires are developed by the researcher herself with the help of the sources of data. Construction of tool sources of data are grouped as follows:

1. Research work of various individuals.
2. Books and journals related to this topic.

More than 100 statements are prepared. The best among them are proposed as question bank by the researcher. Based on that, modifications are made according to the discussions and suggestions offered by the experts and finally questionnaires are evolved. The questionnaires are divided into two parts. The following information are gathered utilising the questionnaire.

In part I, questions are related to the respondents personal data, educational environment, the medium of instruction of the respondents in the different level of education, details of the university / college to which the respondents belong to, home language, as areas, in which information are sought. Each respondent is requested to give the complete answer in writing for this part.

In the part II, the questionnaires consists of 35 questions. The questions are common for all type of respondents. Questions are pertaining to the following information regarding the respondent's opinion on the advantage and limitations in making the use of mother tongue as the medium of instruction. Here the question items are structured and close form typed. Here the questions aim to get response on two point scale (Yes / No). The respondent is asked to put a tick (✓) in the appropriate box.
For Example:

1. Do you think that the maximum effective learning can take place only through the mother tongue medium.
   □ Yes   □ No

2. Do you agree that the mother tongue is suitable for concept formation
   □ Yes   □ No

The structured questions are grouped under seven dimensions.

<table>
<thead>
<tr>
<th>Item Number</th>
<th>Number of Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effective Learning</td>
<td>01 – 13</td>
</tr>
<tr>
<td>Motivated Learning</td>
<td>14 – 16</td>
</tr>
<tr>
<td>Personality Development</td>
<td>17 – 20</td>
</tr>
<tr>
<td>Educational Achievement &amp; Career Guidance</td>
<td>21 – 24</td>
</tr>
<tr>
<td>Availability of Resources</td>
<td>25 – 27</td>
</tr>
<tr>
<td>International Recognition</td>
<td>28 – 32</td>
</tr>
<tr>
<td>General</td>
<td>33 – 35</td>
</tr>
</tbody>
</table>

4.13. Pilot Study

A pilot study was conducted by the researcher to find out the suitability of items of questionnaires. The questionnaires were administered by the researcher individually. Five samples were selected from each group of people using simple random sampling technique. The details of the number of samples selected and responded for the pilot study is given below. The number of samples selected and responded are same.
TABLE - 4.1
Distribution of Sample for Pilot Study

<table>
<thead>
<tr>
<th>Type of Respondents</th>
<th>Alagappa University, Alagappa Arts College &amp; College of Education</th>
<th>Jaffna University</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under graduate students</td>
<td>05</td>
<td>05</td>
</tr>
<tr>
<td>Post graduate students</td>
<td>05</td>
<td>05</td>
</tr>
<tr>
<td>Teachers</td>
<td>05</td>
<td>05</td>
</tr>
<tr>
<td>Parents &amp; public</td>
<td>05</td>
<td>05</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>25</strong></td>
<td><strong>25</strong></td>
</tr>
</tbody>
</table>

Based on their responses certain items have been modified, included and deleted.

4.14. Validity and Reliability of the Tool

The content validity of the tool was established with experts. To ensure reliability Test retest Method was used to find out the reliability within a span of two weeks for a select sample of 40 respondents. The “r” value with respect to 7 dimension were .84, .79, .65, .84, .74, .82, and .89 respectively on the whole the reliability of the tool was found to be .82.

4.15. Population and Sample

A sample in a research study refers to any group on which information is obtained. The larger group to which one hopes to apply the results is called the population. In almost all the research investigation, the sample is smaller than the population, since researcher rarely have access to all the members of the population. At the same time sample should be representative of the population being studied and not of some typical or biased part of it.
4.15.1. Population

Here the accessible population is all the students, teachers of Alagappa University, Alagappa Arts, College and College of Education from Karaikudi and Jaffna University and all the parents and public in and around Karaikudi and Jaffna. Since the population is very wide, it was decided to take only 2% to 5% out of the total.

4.15.2. Sample

Here the researcher has chosen 90 Postgraduate students, 100 Undergraduate students and 60 Teachers from Alagappa University, Alagappa Arts College and College of Education, 55 Postgraduate students, 100 Undergraduate and 53 Teachers from Jaffna University randomly.

At the same time 120 parents and public, 90 parents and public are randomly selected in and around Karaikudi and Jaffna respectively as samples.

The effective implementation of a particular language as the medium of instruction revolves around the students, teachers, parents and public. Therefore this study is designed to get the samples from three types of people – 1) university / college students, 2) teachers, 3) parents and public. The details of the distribution of samples are given below:

4.15.2.1. Students

Firstly the attitude of the students towards their medium of instruction is to be taken into account. Education for them is not only acquiring knowledge but also a source of their future career, jobs security and prosperity. Their choice of a particular language as the medium of instruction depends on the above considerations. They may either select or reject a language as the medium of instruction because, it is a deciding point of their future livelihood.
Therefore 50 undergraduate, 30 post graduate students from Arts faculty, 50 U. G. and 30 P. G. students form Science faculty, 30 P. G. students from Education faculty of Alagappa university, Alagappa Arts College, College of Education are selected for the study. At the same time 50 U. G. 15 P. G. students from Arts faculty 50 U. G., 10 P. G. students from Science faculty and 30 P. G. students from Education faculty of Jaffna university are selected for this study. Distribution of sample is given in the table that follows.

**TABLE – 4.2**

**Distribution of Sample of Students**

<table>
<thead>
<tr>
<th></th>
<th>Faculty of Arts</th>
<th>Faculty of Science</th>
<th>Faculty of Education</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>D R D R</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alagappa University</td>
<td>50</td>
<td>50</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>Arts College &amp;</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College of Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jaffna University</td>
<td>50</td>
<td>50</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4.15.2.2. Teachers

Here the role of a teacher towards the use of language cannot be underestimated. Teaching community is fully aware of the attitude of students, their capability and their competence in language. Therefore the attitude of the teacher towards medium of instruction is no less important. The distribution of sample is given in the table that follows.
TABLE – 4.3
Distribution of Sample of Teachers

<table>
<thead>
<tr>
<th></th>
<th>Faculty of Arts</th>
<th>Faculty of Science</th>
<th>Faculty of Education</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>D</td>
<td>R</td>
<td>D</td>
<td>R</td>
</tr>
<tr>
<td>Alagappa University</td>
<td>25</td>
<td>25</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>Arts</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College &amp; College of Education</td>
<td>23</td>
<td>23</td>
<td>20</td>
<td>20</td>
</tr>
</tbody>
</table>

4.15.2.3. Parents and Public

Parents and public are supposed to give proper and useful education for their children. In their opinion education to the children should mould their personality and character should be knowledge gaining source and ultimately secure their proper job opportunities. The numbers of the parents and public selected for the study is given below:

TABLE – 4.4
Distribution of Sample of Parents and Public

<table>
<thead>
<tr>
<th></th>
<th>No. of Parents and Public</th>
<th>No. of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Karaikudi</td>
<td>120</td>
<td>120</td>
</tr>
<tr>
<td>Jaffna</td>
<td>90</td>
<td>90</td>
</tr>
</tbody>
</table>
The following table illustrates the final sampling frame.

### TABLE – 4.5
Final Sampling Frame

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Type of Respondents</th>
<th>Alagappa University, Alagappa Arts College &amp; College of Education</th>
<th>Total</th>
<th>Jaffna University</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Under Graduate Students</td>
<td>Arts Science Education</td>
<td>50</td>
<td>Arts Education</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>50</td>
<td>Science Education</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>-</td>
</tr>
<tr>
<td>2.</td>
<td>Post Graduate Students</td>
<td>Arts Science Education</td>
<td>30</td>
<td>Arts Education</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>30</td>
<td>Science Education</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>30</td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>3.</td>
<td>Teachers</td>
<td>Arts Science Education</td>
<td>25</td>
<td>Arts Education</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>25</td>
<td>Science Education</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>10</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Karaikudi</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Parents and Public</td>
<td>Karaikudi</td>
<td>120</td>
<td>Jaffna</td>
<td>90</td>
</tr>
</tbody>
</table>

### 4.16. Sampling Techniques

A simple random sample is one in which each and every member of the population has an equal and independent chance of being selected. If the sample is a large one, it is the best way yet devised by human beings to obtain a sample that is representative of the population from which it has been selected. The advantage of random sampling is that it is very likely to produce a representative sample. Therefore here the researcher adopted simple random sampling technique.

### 4.17. Data Collection

To study the policies and practices of the medium of instruction in education / higher education the needed information is collected through the
secondary sources such as government records, documents, language policy resolutions, reports, books and journals for a period of six months.

To identify the opinion of the target segments – students, teachers, parents and public from Jaffna and Karaikudi questionnaires are administered individually by the researcher to collect the needed information. The main advantage of this approach is the high rate of response plus the fact that the researcher has an opportunity to explain the study and answer any questions that the respondents may have before they complete the questionnaire.

After participants have responded to the questionnaire, the questionnaires were collected by the researcher herself. The needed information is collected from December 2003 to April 2004 in Karaikudi and Jaffna respectively.

4.18 Scoring Procedure

It is already mentioned that the part II of the questionnaires consisted of 35 structured questions grouped under seven dimensions to find out the respondents' opinion on the advantages and limitations in using the mother tongue as the medium of instruction. Here the questions aim to get responses on two point scale, Yes/No, by giving a score of 1 for 'yes' response 0 (Zero) for 'no' response. Based on this, score of each respondent for each item and the total sums of each item were calculated in general and based on variables, and for the purpose of comparison all scores were converted into percentages.

The data collected by this process is subjected to statistical analysis in the following chapter.