CHAPTER – III

Research Design and Procedure
CHAPTER - III

RESEARCH DESIGN AND PROCEDURE

3.1. INTRODUCTION

Research has proved to be an essential and powerful tool in leading man towards progress. According to John W. Best (1977) "Research is considered to be the more formal, systematic intensive process of carrying on the scientific method of analysis" (P. 47). In fact the research design is the conceptual structure within which research measurement and analysis constitute the blueprint for the collection of data. Therefore it is important to have an appropriate and complete description of the procedure followed in the study. This chapter deals with methodology of the present study.

3.2. METHOD ADOPTED FOR THE PRESENT STUDY

The present study aims at investigating into the psychological characteristic - perception pertaining to the student teachers who are preparing themselves to teach English as a second language at the primary, junior and secondary levels in the schools in Tamilnadu. The investigator having chosen the target population as the student teachers has worked out the strategy to include the teacher trainees at the diploma and degree levels. Therefore, it has been necessitated to collect data from a larger sample scattered over a specific area with regard to perception of teaching and learning English and allied psychological characteristics. The focus of the study, as it has already been pointed out falls on identifying the nature of perception of the target group about the general features of learning and teaching English; and learning and teaching the language skills - listening, speaking, reading and writing. Due to this, the investigator has chosen the survey method as the suitable form of research for collecting valid data for the variables, which are to be studied in the present investigation.

3.3. STATEMENT OF THE PROBLEM

The investigator conceptualised that the hidden problem with regard to proper teaching and learning of English in the schools in Tamilnadu is inaccurate or negative perception of the teachers who are entrusted with the task of teaching English at the
primary, junior and secondary levels. Therefore, the identified problem area of the present investigation is the perception of the student teachers with regard to teaching and learning of English. Further, the investigator conceptualised that the would-be teachers who are being trained in Colleges of Education and Teacher Training Institutes may not have developed an accurate or positive perception of teaching and learning English. That is, the trainees of today when take up the jobs of teachers in the schools at different levels may not be able to teach English effectively because of the negative nature of perception, they have developed during the training programme about teaching and learning English. Hence, the investigator has stated the problem of his research as given below:

A STUDY OF PERCEPTION OF ENGLISH TEACHING AND LEARNING BY GRADUATE AND NON-GRADUATE STUDENT TEACHERS

3.4. OPERATIONAL DEFINITIONS

Perception

The investigator adopted the meaning of PERCEPTION as "the process of becoming aware of situations by adding meaningful association to sensation (B. Von Halker Guilmer, 1970, P. 31).

Operationally, it is the score obtained on the scale of PERCEPTION designed and validated by the investigator.

Graduate Student Teachers

By this, the investigator means the graduates and postgraduates undergoing B.Ed. degree course in Colleges of Education affiliated to Manonmaniam Sundaranar University.

Non-graduate Student Teachers

By this, the investigator means the students undergoing Diploma in Teacher Education Course in Teacher Training Institutes located in the Manonmaniam Sundaranar University area.
3.5. OBJECTIVES

PART - I

1. To find the nature of Perception of student teachers in MSU area with regard to (i) Learning English, (ii) Teaching English, (iii) Learning Language Skills in English, and (iv) Teaching Language Skills in English.

2. To find the nature of correlation between Perception of (i) Learning English, (ii) Teaching English, (iii) Learning Language Skills in English, (iv) Teaching Language Skills in English and Attitude towards English and Achievement Motivation with regard to the student teachers in MSU area.

3. To find how far the variables Attitude towards English and Achievement Motivation account for Perception of (i) Learning English, (ii) Teaching English, (iii) Learning Language Skills in English and (iv) Teaching Language Skills in English with regard to the student teachers in MSU area.

PART - II

SECTION - A

1. To find the nature of Perception of student teachers of different qualification with regard to (i) Learning English (ii) Teaching English, (iii) Learning Language Skills in English and (iv) Teaching Language Skills in English.

2. To find the significance of difference among non-graduate, graduate and postgraduate student teachers with regard to (i) Learning English (ii) Teaching English, (iii) Learning Language Skills in English and (iv) Teaching Language Skills in English.

3. To find the nature of correlation between Perception of (i) Learning English, (ii) Teaching English, (iii) Learning Language Skills in English, (iv) Teaching Language Skills in English and their Attitude towards English and Achievement Motivation with regard to non-graduate, graduate and postgraduate student teachers.

4. To find how far the variables Attitude towards English and Achievement Motivation account for Perception of (i) Learning English, (ii) Teaching English, (iii) Learning Language Skills in English and (iv) Teaching Language Skills in English with regard to non-graduate, graduate and postgraduate student teachers.
SECTION - B

1. To find the nature of Perception of student teachers of different gender with regard to (i) Learning English (ii) Teaching English, (iii) Learning Language Skills in English and (iv) Teaching Language Skills in English.

2. To find the significance of difference between men and women student teachers with regard to (i) Learning English (ii) Teaching English, (iii) Learning Language Skills in English and (iv) Teaching Language Skills in English.

3. To find the nature of correlation between Perception of (i) Learning English, (ii) Teaching English, (iii) Learning Language Skills in English, (iv) Teaching Language Skills in English and their Attitude towards English and Achievement Motivation with regard to men and women student teachers.

4. To find how far the variables Attitude towards English and Achievement Motivation account for Perception of (i) Learning English, (ii) Teaching English, (iii) Learning Language Skills in English and (iv) Teaching Language Skills in English with regard to men and women student teachers.

SECTION - C

1. To find the nature of Perception of student teachers of different major subjects with regard to (i) Learning English (ii) Teaching English, (iii) Learning Language Skills in English and (iv) Teaching Language Skills in English.

2. To find the significance of difference between student teachers of English major and other major subjects with regard to (i) Learning English (ii) Teaching English, (iii) Learning Language Skills in English and (iv) Teaching Language Skills in English.

3. To find the nature of correlation between Perception of (i) Learning English, (ii) Teaching English, (iii) Learning Language Skills in English, (iv) Teaching Language Skills in English and their Attitude towards English and Achievement Motivation with regard to student teachers of English major and other major subjects.

4. To find how far the variables Attitude towards English and Achievement Motivation account for Perception of (i) Learning English, (ii) Teaching English, (iii) Learning Language Skills in English and (iv) Teaching Language Skills in English with regard to student teachers of English major and other major subjects.
SECTION - D

1. To find the nature of Perception of student teachers of different family background with regard to (i) Learning English (ii) Teaching English, (iii) Learning Language Skills in English and (iv) Teaching Language Skills in English.

2. To find the significance of difference among student teachers having parents of teaching profession, other professions and non-professional occupations with regard to (i) Learning English (ii) Teaching English, (iii) Learning Language Skills in English and (iv) Teaching Language Skills in English.

3. To find the nature of correlation between Perception of (i) Learning English, (ii) Teaching English, (iii) Learning Language Skills in English, (iv) Teaching Language Skills in English and their Attitude towards English and Achievement Motivation with regard to student teachers having parents of teaching profession, other professions and non-professional occupations.

4. To find how far the variables Attitude towards English and Achievement Motivation account for Perception of (i) Learning English, (ii) Teaching English, (iii) Learning Language Skills in English and (iv) Teaching Language Skills in English with regard to student teachers having parents of teaching profession, other professions and non-professional occupations.

SECTION - E

1. To find the nature of Perception of student teachers who had studied in different medium of instruction with regard to (i) Learning English (ii) Teaching English, (iii) Learning Language Skills in English and (iv) Teaching Language Skills in English.

2. To find the significance of difference between student teachers who had studied in English medium and who had not studied in English medium at their school level with regard to (i) Learning English (ii) Teaching English, (iii) Learning Language Skills in English and (iv) Teaching Language Skills in English.

3. To find the nature of correlation between Perception of (i) Learning English, (ii) Teaching English, (iii) Learning Language Skills in English, (iv) Teaching Language Skills in English and their Attitude towards English and Achievement Motivation with regard to student teachers who had studied in English medium and who had not studied in English medium at their school level.
4. To find how far the variables Attitude towards English and Achievement Motivation account for Perception of (i) Learning English, (ii) Teaching English, (iii) Learning Language Skills in English and (iv) Teaching Language Skills in English with regard to student teachers who had studied in English medium and who had not studied in English medium at their school level.

SECTION - F

1. To find the nature of Perception of student teachers of different birth order with regard to (i) Learning English (ii) Teaching English, (iii) Learning Language Skills in English and (iv) Teaching Language Skills in English.

2. To find the significance of difference among student teachers of first born, middle born and last born with regard to (i) Learning English (ii) Teaching English, (iii) Learning Language Skills in English and (iv) Teaching Language Skills in English.

3. To find the nature of correlation between Perception of (i) Learning English, (ii) Teaching English, (iii) Learning Language Skills in English, (iv) Teaching Language Skills in English and their Attitude towards English and Achievement Motivation with regard to students teachers of first born, middle born and last born.

4. To find how far the variables Attitude towards English and Achievement Motivation account for Perception of (i) Learning English, (ii) Teaching English, (iii) Learning Language Skills in English and (iv) Teaching Language Skills in English with regard to student teachers of first born, middle born and last born.

SECTION - G

1. To find the nature of Perception of student teachers of different community with regard to (i) Learning English (ii) Teaching English, (iii) Learning Language Skills in English and (iv) Teaching Language Skills in English.

2. To find the significance of difference among forward, backward / most backward and schedule caste / schedule tribe student teachers with regard to (i) Learning English (ii) Teaching English, (iii) Learning Language Skills in English and (iv) Teaching Language Skills in English.

3. To find the nature of correlation between Perception of (i) Learning English, (ii) Teaching English, (iii) Learning Language Skills in English, (iv) Teaching Language Skills in English and their Attitude towards English and Achievement Motivation with
regard to students teachers of forward, backward / most backward and schedule caste / schedule tribe communities.

4. To find how far the variables Attitude towards English and Achievement Motivation account for Perception of (i) Learning English, (ii) Teaching English, (iii) Learning Language Skills in English and (iv) Teaching Language Skills in English with regard to students teachers of forward, backward / most backward and schedule caste / schedule tribe communities.

SECTION - H

1. To find the nature of Perception of student teachers of different levels of academic achievement in their final university or Board examinations with regard to (i) Learning English (ii) Teaching English, (iii) Learning Language Skills in English and (iv) Teaching Language Skills in English.

2. To find the significance of difference among student teachers having high, moderate and low academic achievement with regard to (i) Learning English (ii) Teaching English, (iii) Learning Language Skills in English and (iv) Teaching Language Skills in English.

3. To find the nature of correlation between Perception of (i) Learning English, (ii) Teaching English, (iii) Learning Language Skills in English, (iv) Teaching Language Skills in English and their Attitude towards English and Achievement Motivation with regard to student teachers having high, moderate and low academic achievement.

4. To find how far the variables Attitude towards English and Achievement Motivation account for Perception of (i) Learning English, (ii) Teaching English, (iii) Learning Language Skills in English and (iv) Teaching Language Skills in English with regard to student teachers having high, moderate and low academic achievement.

3.6. HYPOTHESES

PART – I

1. Student teachers in MSU area are only neutral in their perception of (i) Learning English (ii) Teaching English, (iii) Learning Language Skills in English and (iv) Teaching Language Skills in English.
2. Perception of (i) Learning English (ii) Teaching English, (iii) Learning Language Skills in English and (iv) Teaching Language Skills in English are not significantly correlated with Attitude towards English and Achievement Motivation with regard to student teachers in MSU area.

3. Attitude towards English and Achievement Motivation are not significant predictors of perception of (i) Learning English (ii) Teaching English, (iii) Learning Language Skills in English and (iv) Teaching Language Skills in English with regard to student teachers in MSU area.

PART – II

SECTION – A

1. Student teachers without graduation, with graduation and with postgraduation are only neutral in their perception of (i) Learning English, (ii) Teaching English, (iii) Learning Language Skills in English and (iv) Teaching Language Skills in English.

2. Student teachers without graduation, with graduation and with postgraduation are not significantly different in their perception of (i) Learning English, (ii) Teaching English, (iii) Learning Language Skills in English and (iv) Teaching Language Skills in English.

3. Perception of (i) Learning English, (ii) Teaching English, (iii) Learning Language Skills in English and (iv) Teaching Language Skills in English is not significantly correlated with Attitude towards English and Achievement Motivation with regard to non-graduate, graduate and postgraduate student teachers.

4. Attitude towards English and Achievement Motivation are not significant predictors of perception of (i) Learning English, (ii) Teaching English, (iii) Learning Language Skills in English and (iv) Teaching Language Skills in English with regard to non-graduate, graduate and postgraduate student teachers.

SECTION – B

1. Men and women student teachers are only neutral in their perception of (i) Learning English, (ii) Teaching English, (iii) Learning Language Skills in English and (iv) Teaching Language Skills in English.
2. Men and women student teachers are not significantly different in their perception of (i) Learning English, (ii) Teaching English, (iii) Learning Language Skills in English and (iv) Teaching Language Skills in English.

3. Perception of (i) Learning English, (ii) Teaching English, (iii) Learning Language Skills in English and (iv) Teaching Language Skills in English is not significantly correlated with Attitude towards English and Achievement Motivation with regard to men and women student teachers.

4. Attitude towards English and Achievement Motivation are not significant predictors of perception of (i) Learning English, (ii) Teaching English, (iii) Learning Language Skills in English and (iv) Teaching Language Skills in English with regard to men and women student teachers.

SECTION – C

1. Student teachers who majored in English and those who majored in other subjects are only neutral in their perception of (i) Learning English, (ii) Teaching English, (iii) Learning Language Skills in English and (iv) Teaching Language Skills in English.

2. Student teachers who majored in English and those who majored in other subjects are not significantly different in their perception of (i) Learning English, (ii) Teaching English, (iii) Learning Language Skills in English and (iv) Teaching Language Skills in English.

3. Perception of (i) Learning English, (ii) Teaching English, (iii) Learning Language Skills in English and (iv) Teaching Language Skills in English is not significantly correlated with Attitude towards English and Achievement Motivation with regard to student teachers who majored in English and those who majored in other subjects.

4. Attitude towards English and Achievement Motivation are not significant predictors of perception of (i) Learning English, (ii) Teaching English, (iii) Learning Language Skills in English and (iv) Teaching Language Skills in English with regard to student teachers who majored in English and those who majored in other subjects.

SECTION – D

1. Student teachers having parents of teaching profession, other professions and non-professional occupations are only neutral in their perception of (i) Learning English,
(ii) Teaching English, (iii) Learning Language Skills in English and (iv) Teaching Language Skills in English.

2. Student teachers having parents of teaching profession, other professions and non-professional occupations are not significantly different in their perception of (i) Learning English, (ii) Teaching English, (iii) Learning Language Skills in English and (iv) Teaching Language Skills in English.

3. Perception of (i) Learning English, (ii) Teaching English, (iii) Learning Language Skills in English and (iv) Teaching Language Skills in English is not significantly correlated with Attitude towards English and Achievement Motivation with regard to student teachers having parents of teaching profession, other professions and non-professional occupations.

4. Attitude towards English and Achievement Motivation are not significant predictors of perception of (i) Learning English, (ii) Teaching English, (iii) Learning Language Skills in English and (iv) Teaching Language Skills in English with regard to student teachers having parents of teaching profession, other professions and non-professional occupations.

SECTION-E

1. Student teachers who had studied in English medium and student teachers who had not studied in English medium at their school level are only neutral in their perception of (i) Learning English, (ii) Teaching English, (iii) Learning Language Skills in English and (iv) Teaching Language Skills in English.

2. Student teachers who had studied in English medium and those who had not studied in English medium at their school level are not significantly different in their perception of (i) Learning English, (ii) Teaching English, (iii) Learning Language Skills in English and (iv) Teaching Language Skills in English.

3. Perception of (i) Learning English, (ii) Teaching English, (iii) Learning Language Skills in English and (iv) Teaching Language Skills in English is not significantly correlated with Attitude towards English and Achievement Motivation with regard to student teachers who had studied in English medium and those who had not studied in English medium at their school level.

4. Attitude towards English and Achievement Motivation are not significant predictors of perception of (i) Learning English, (ii) Teaching English, (iii) Learning Language
Skills in English and (iv) Teaching Language Skills in English with regard to student teachers who had studied in English medium and those who had not studied in English medium at their school level.

SECTION – F

1. Students teachers who are first born, middle born and last born are only neutral in their perception of (i) Learning English, (ii) Teaching English, (iii) Learning Language Skills in English and (iv) Teaching Language Skills in English.

2. Students teachers who are first born, middle born and last born are not significantly different in their perception of (i) Learning English, (ii) Teaching English, (iii) Learning Language Skills in English and (iv) Teaching Language Skills in English.

3. Perception of (i) Learning English, (ii) Teaching English, (iii) Learning Language Skills in English and (iv) Teaching Language Skills in English is not significantly correlated with Attitude towards English and Achievement Motivation with regard to first born, middle born and last born student teachers.

4. Attitude towards English and Achievement Motivation are not significant predictors of perception of (i) Learning English, (ii) Teaching English, (iii) Learning Language Skills in English and (iv) Teaching Language Skills in English with regard to first born, middle born and last born student teachers.

SECTION – G

1. Student teachers belonging to forward, backward / most backward, schedule caste / schedule tribe communities are only neutral in their perception of (i) Learning English, (ii) Teaching English, (iii) Learning Language Skills in English and (iv) Teaching Language Skills in English.

2. Student teachers belonging to forward, backward / most backward, schedule caste / schedule tribe communities are not significantly different in their perception of (i) Learning English, (ii) Teaching English, (iii) Learning Language Skills in English and (iv) Teaching Language Skills in English.

3. Perception of (i) Learning English, (ii) Teaching English, (iii) Learning Language Skills in English and (iv) Teaching Language Skills in English is not significantly correlated with Attitude towards English and Achievement Motivation with regard to
student teachers belonging to forward, backward / most backward, schedule caste / schedule tribe communities.

4. Attitude towards English and Achievement Motivation are not significant predictors of perception of (i) Learning English, (ii) Teaching English, (iii) Learning Language Skills in English and (iv) Teaching Language Skills in English with regard to student teachers belonging to forward, backward / most backward, schedule caste / schedule tribe communities.

SECTION - H

1. Student teachers having high, moderate and low academic achievement in their final university or Board examinations are only neutral in their perception of (i) Learning English, (ii) Teaching English, (iii) Learning Language Skills in English and (iv) Teaching Language Skills in English.

2. Student teachers having high, moderate and low academic achievement are not significantly different in their perception of (i) Learning English, (ii) Teaching English, (iii) Learning Language Skills in English and (iv) Teaching Language Skills in English.

3. Perception of (i) Learning English, (ii) Teaching English, (iii) Learning Language Skills in English and (iv) Teaching Language Skills in English is not significantly correlated with Attitude towards English and Achievement Motivation with regard to student teachers having high, moderate and low academic achievement.

4. Attitude towards English and Achievement Motivation are not significant predictors of perception of (i) Learning English, (ii) Teaching English, (iii) Learning Language Skills in English and (iv) Teaching Language Skills in English with regard to student teachers having high, moderate and low academic achievement.

3.7. POPULATION AND SAMPLE

For the present study, the investigator has taken all the B.Ed. students undergoing the course of study through seven Colleges of Education affiliated to the Manonmaniam Sundaranar University and the student teachers studying in thirteen Teacher Training Institutes at Tirunelveli District, Thoothukudi District and Kanyakumari District which come under the Manonmaniam Sundaranar University (MSU) area. It comes to 1250 student teachers comprising 700 B.Ed students and 550 D.T.Ed. students.
The teacher trainees have been stratified as the students of B.Ed. degree course and students of D.T.Ed. and from each category about 65% and 35% respectively of the students have been chosen by random to form the sample of the study.

Table 3.1.
Distribution of the Sample in terms of B.Ed. Students

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Name of the College</th>
<th>No. of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Annamal College of Education, Thoothukudi</td>
<td>0</td>
</tr>
<tr>
<td>2.</td>
<td>VOC College of Education, Thoothukudi</td>
<td>5</td>
</tr>
<tr>
<td>3.</td>
<td>Adithanar College of Education, Tiruchendur</td>
<td>8</td>
</tr>
<tr>
<td>4.</td>
<td>Rev. St. Thomas College of Education, Meignanapuram</td>
<td>0</td>
</tr>
<tr>
<td>5.</td>
<td>St. Xavier’s College of Education, Palayamkottai</td>
<td>64</td>
</tr>
<tr>
<td>6.</td>
<td>St. Ignatius’ College of Education, Palayamkottai</td>
<td>0</td>
</tr>
<tr>
<td>7.</td>
<td>NVKSD College of Education, Attoor</td>
<td>9</td>
</tr>
</tbody>
</table>

Table 3.2.
Distribution of the Sample in terms of D.T.Ed. Students

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Name of the Institute</th>
<th>No. of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Christuraja Teacher Training Institute, Causanapluram</td>
<td>27</td>
</tr>
<tr>
<td>2.</td>
<td>Bishop Sargent Teacher Training Institute, Palayamkottai</td>
<td>23</td>
</tr>
<tr>
<td>3.</td>
<td>Sarah Tucker Teacher Training Institute, Palayamkottai</td>
<td>0</td>
</tr>
<tr>
<td>4.</td>
<td>Oozhiyasthanam Teacher Training Institute, Pazhayappettai</td>
<td>0</td>
</tr>
<tr>
<td>5.</td>
<td>Govt. Boys Teacher Training Institute, Samugarenaparam</td>
<td>15</td>
</tr>
<tr>
<td>6.</td>
<td>District Institute of Teacher Education and Training (DIET), Munanjipatti</td>
<td>11</td>
</tr>
<tr>
<td>7.</td>
<td>St. John’s Teacher Training Institute, Nazareth</td>
<td>0</td>
</tr>
<tr>
<td>8.</td>
<td>St. Ann’s Teacher Training Institute, Adaikeaparam</td>
<td>0</td>
</tr>
<tr>
<td>9.</td>
<td>Valliammaiyyar Teacher Training Institute, Kulasekarappattinam</td>
<td>0</td>
</tr>
<tr>
<td>10.</td>
<td>DVD Teacher Training Institute, Kottar, Nagercoil</td>
<td>8</td>
</tr>
<tr>
<td>11.</td>
<td>Infant Jesus Teacher Training Institute, Mulagumoodu</td>
<td>0</td>
</tr>
<tr>
<td>12.</td>
<td>District Institute of Teacher Education and Training (DIET), Theroor</td>
<td>4</td>
</tr>
</tbody>
</table>
Fig. 3.1: Course-wise Distribution of the Sample
Fig. 3.2: Sex-wise Distribution of the Sample

- Female: 68%
- Male: 32%
Fig. 3.3: Qualification-wise Distribution of the Sample

- Graduates: 39%
- Postgraduates: 28%
- Non-graduates: 33%
3.8. RESEARCH TOOLS

The researcher constructed a research tool on function proficiency.

1. Perception Scale for assessing student teachers’ perception of English Teaching and Learning — Prepared and validated by the investigator
2. Perception Scale for assessing student teachers’ perception of Teaching Language Skills in English and Learning Language Skills in English — Prepared and validated by the investigator
3. Achievement Motivation Scale — J.M. Smith (1973)
4. Attitude towards English Scale — Prepared and validated by the investigator

3.9. COLLECTION OF DATA

The research tool was administered to 540 student teachers after the prior permission from the Principals of the Colleges of Education and Teacher Training Institutes in Manonmaniam Sundaranar University area. The investigator explained the tool to the student teachers personally. The respondents were requested to answer all the tools and submit them promptly to the investigator. The filled-in tools were scored and the data were tabulated for analysis.

3.10. STATISTICS USED

The investigator has used the following statistical techniques to test the hypotheses.

1. Percentage Analysis
2. ‘t’ Test
3. Pearson’s Product Moment Correlation Coefficient
4. ANOVA
5. Regression Analysis

3.11. REFERENCES