“Research is to see what everybody else has seen, and to think what nobody else has thought”

- Albert Szent-Györgyi
CHAPTER III

THE RESEARCH DESIGN OF THE PRESENT STUDY
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CHAPTER - III

THE RESEARCH DESIGN OF THE PRESENT STUDY

3.1 INTRODUCTION

Any research design requires a plan which stimulates work and is such that follow up work procedure be in conformity with the plan. The research plan deals with the areas like the statement of the problem, objectives of the study, sample, tools to be used and the method of research. In short a research design is the arrangement of the conditions for collection and analysis of data in a manner that aims to combine relevance with the research purpose with economy in procedure.

English holds today the pride of place as a world language. In our country, English continues to be the official language at the centre. It is now an important link-language in a multi lingual country like ours. English language continues to occupy a prominent place in our school curriculum. Curriculum analysis, methods of teaching, development of language skills comparison and evaluation have all provided areas of investigation for research scholars in recent years.
Empirical studies related to comparison of education and performance of students who are bilinguals or who have English as a second language are undertaken. Studies on the resource unit in the curriculum reorganization were undertaken by some researchers. Report of a commission of a National Council of Teachers of English stated broad principles and gave many illustrations leaving the teachers the job of determining curriculum materials in terms of the needs of youth, but curriculum comparison and evaluations of secondary English education have been very few. In Tamil Nadu there are four major boards like State board, Matriculation board, Central board of secondary education and Anglo-Indian board handling secondary education.

Comparisons like syllabus, text books and examination patterns have rarely been undertaken. Studies dealing with primary classes are more than those dealing with secondary and higher secondary classes.

These studies have motivated and helped the investigator to undertake a comparative study and formulate the present research design of the English curriculum of the four major boards of secondary education. The major boards selected for this study are State board, Matriculation board, Central board of secondary education and Anglo-Indian board. Thus the present study is undertaken.
3.2 STATEMENT OF THE PROBLEM

ANALYSIS OF ENGLISH CURRICULUM OF THE DIFFERENT STREAMS OF SECONDARY EDUCATION.

3.3 OBJECTIVES OF THE STUDY

The prime objectives of the study are:

1. To critically compare and analyse the English curriculum of the four major boards at the tenth standard level.

2. To compare the opinion of teachers, working in different boards about English curriculum.

3.4 SAMPLE

The sample for content analysis in this study consists of English text books of all the four boards.

The investigator has started with the problem in which the objectives, sample studied and data required govern the selection of the tools. The present study is intended to critically analyse the tenth standard curriculum of four boards like State board, Matriculation board, Central board of
secondary education and Anglo-Indian board. The following table shows the number of books which are used in each board.

**TABLE 1**

**SHOWING THE NUMBER OF BOOKS USED IN ALL THE FOUR BOARDS**

<table>
<thead>
<tr>
<th>Board</th>
<th>Number of Books</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Prose</td>
<td>Poetry</td>
<td>Supplementary Reader</td>
<td>Work Book</td>
<td></td>
</tr>
<tr>
<td>State Board</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Matriculation</td>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CBSE</td>
<td>1</td>
<td></td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Anglo-Indian</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In the State board there is only one book which includes prose, poetry, supplementary reader and workbook.

In the Matriculation board there are three books in which one book covers prose and poetry called detailed text and the other two books prescribed for non-detailed portion.

In the Central board of secondary education there are three books, one for prose and the other for poetry, fiction and drama collectively. The third book is a work book.
In the Anglo-Indian board, there are four books, which include a prose book, poetry book, one supplementary reader and the other one is supplementary drama.

The sample to collect information about the English curriculum consists of 500 English teachers who teach English in all the four boards. Among them, 170 are men and 330 are women. Also 208 are more than ten years experienced and 292 are less than ten years experienced. Among 500 teachers, 329 are English teachers and 171 are other subject teachers who teach English for tenth standard. This is presented in tables 2 (A), (B) and (C). These tables are expressed in Figures 1 (A), (B) and (C) showing the details of the sample.

**TABLE 2**

DETAILS OF THE SAMPLE

A. SHOWING THE CATEGORY OF TEACHERS IN TERMS OF SEX

<table>
<thead>
<tr>
<th>Boards</th>
<th>Male Teachers</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Board</td>
<td>35</td>
<td>90</td>
</tr>
<tr>
<td>Matriculation</td>
<td>36</td>
<td>89</td>
</tr>
<tr>
<td>CBSE</td>
<td>52</td>
<td>73</td>
</tr>
<tr>
<td>Anglo-Indian</td>
<td>47</td>
<td>78</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>170</strong></td>
<td><strong>330</strong></td>
</tr>
</tbody>
</table>
B. SHOWING THE CATEGORY OF TEACHERS
IN TERMS OF EXPERIENCE

<table>
<thead>
<tr>
<th>Boards</th>
<th>More than Ten years</th>
<th>Less than Ten years</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Board</td>
<td>71</td>
<td>54</td>
</tr>
<tr>
<td>Matriculation</td>
<td>42</td>
<td>83</td>
</tr>
<tr>
<td>CBSE</td>
<td>48</td>
<td>77</td>
</tr>
<tr>
<td>Anglo-Indian</td>
<td>47</td>
<td>78</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>208</strong></td>
<td><strong>292</strong></td>
</tr>
</tbody>
</table>

C. SHOWING THE CATEGORY OF TEACHERS
IN TERMS OF SUBJECT STUDIED BY THE TEACHERS

<table>
<thead>
<tr>
<th>Boards</th>
<th>English Teachers</th>
<th>Other Subject Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Board</td>
<td>79</td>
<td>46</td>
</tr>
<tr>
<td>Matriculation</td>
<td>94</td>
<td>31</td>
</tr>
<tr>
<td>CBSE</td>
<td>72</td>
<td>53</td>
</tr>
<tr>
<td>Anglo-Indian</td>
<td>84</td>
<td>41</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>329</strong></td>
<td><strong>171</strong></td>
</tr>
</tbody>
</table>
FIGURE - 1.A
SHOWING THE CATEGORY OF TEACHERS IN TERMS OF SEX

- Male, 35
- Female, 89
- Female, 90
- Male, 36
- Female, 78
- Male, 52
- Female, 73
- Male, 47

STATE BOARD
MATRICULATION
CBSE
ANGLO INDIAN
FIGURE - 1.B
SHOWING THE CATEGORY OF TEACHERS IN TERMS OF EXPERIENCE

STATE BOARD
Less than 10 years, 54
More than 10 years, 71
CBSE
More than 10 years
Less than 10 years, 77
MATRICULATION
Less than 10 years, 83
More than 10 years, 47
ANGLO INDIAN
Less than 10 years, 78
More than 10 years, 48
FIGURE - 1.C
SHOWING THE CATEGORY OF TEACHERS IN TERMS OF SUBJECT STUDIED BY THE TEACHERS

STATE BOARD
- Other Subject Teachers, 46
- English Teachers, 79

MATRICULATION
- Other Subject Teachers, 31
- English Teachers, 84

ANGLO INDIAN
- Other Subject Teachers, 41
- English Teachers, 72

CBSE
- Other Subject Teachers, 53
- English Teachers, 72
3.5 FORMULATION OF HYPOTHESES

Analysis can be done in the contents of English text books of the four boards selected for the study. But the teachers who handle the same text books may have their opinion about the contents of the text books. Their opinions may differ from person to person according to their experiences in handling the subjects in different boards. Gender also may play a role in having different opinions about the text books. In Tamil Nadu, English is being taught mostly by the teachers of different subjects and in few schools, it is taught by English teachers. English teachers study English in an elaborate way. But other subject teachers study mostly their own selected subject elaborately but they study English as a part of the course. Hence the investigator feels that these two groups of teachers may differ in their opinion about the content of the text books. These factors have led to the formulation of the following hypotheses.
3.5.1 HYPOTHESES

1. Teachers teaching in all the four boards differ in their opinion about English curriculum.

2. Teachers teaching in all the four boards differ in their opinion about different areas of English curriculum.

3. Male and Female Teachers differ in their opinion about English Curriculum.

4. There is difference in the opinion of teachers having more than ten years of experience and teachers having less than ten years of experience.

5. English teachers and other subject teachers differ in their opinion about English curriculum.

6. There is association between the sex of the teachers and the responses given by them.

7. Teachers’ experience and the responses given by them are associated.

8. There is association between the subjects learned by the teachers and their responses given by them.
3.6 TOOLS

In the present study two tools have been employed to gather data.

a) Content analysis

b) The opinionnaire

3.6.1 CONTENT ANALYSIS

According to Berelson, "Content analysis is a research technique for the objective, systematic and quantitative description of the manifest content of communication".

In general the content analysis should possess the characteristics of objectivity, system and generality. Even the simplest and most mechanical form of content analysis requires the researcher to use his judgement in making decisions about his data.

Content analysis is concerned less with the style of the text than the ideas contained in it.

Systematic approach means that the inclusion and exclusion of content or categories are done according to consistently applied rules. This requirement clearly eliminates analysis in which only materials supporting
the investigators’ hypotheses are admitted as evidence. It also implies that categories are defined in a manner which permits them to be used according to consistently applied rules.

The text of ‘Generality’ requires that the findings must have theoretical relevance. Purely descriptive information about content unrelated to other attribute of documents or to the characteristics of the gender or the recipient of the message is of little value. To put it differently a datum about communication content is meaningless until it is related to at least one other datum. The link between these is represented by some form of theory. Thus all content analysis is concerned with comparison, the type of comparison being dictated by the investigator’s theory.

The requirements of objectivity, system and generality are not unique to content analysis alone. These are necessary conditions for all scientific inquiries. In general terms, content analysis is the application of scientific methods to documentary evidence.

**Content analysis and its application**

Content analysis may be helpful when there are technical advantages because the volume of material to be examined may exceed the
investigator's ability to undertake the research by herself. In studies of newspapers, magazines, movies and many other forms of communication the analyst can rarely afford to examine all the relevant data. One solution to the problem of data volume may be to analyse only a sample of it. Findings from the sample of documents selected for study can then be used to make inferences about the larger universe from which it was selected. But unless proper steps are taken to ensure that the sample is representative and unless relevant characteristics of the sample are described precisely, inferences about the entire set of documents might get vitiated.

Another approach to the problem may be to employ one or more assistants. When other associates are used he must be able to translate his methods of analysis into explicit rules to ensure an acceptable degree of consistency and uniformity. (ie. Reliability)

Content analysis is not relevant to all documentary analysis. It can rarely be used to evaluate the aesthetic qualities of poetry.

**Basic characteristics of content analysis**

1) Comprehensive analysis and analysis of sample.

2) It is important to know whether all available documents or a sample of these are being analysed.
3) The preliminary choice of categories.

The basic idea of content analysis is to place the parts of a text (words, phrases, paragraphs etc depending on the units chosen) in a number of predetermined categories. In a way content analysis from one point of view is to arrange all the parts in a series of pigeon holes and describing the text by the number of elements in each pigeon hole.

4) Classifying and processing the results:

Once the categories are established, classification can begin. Tests are necessary to confirm the validity and accuracy of all the categories. It is essential that the classification is done as objectively as possible. Without the claim to objectivity it is not possible to organise team research.

After the classification is completed, the text will have to be translated into a set of statistics which are normally analysed by the usual mathematical procedure such as percentages, averages, medians etc. Though mathematical procedures are rigorous in themselves, the real rigour of the results depends upon the value of content analysis, in other words, the value of the categories and the precision of the classification.

Content analysis has been used most frequently for research problems in which the question can be answered directly from a description of the
attributes of content. In such studies, the investigator is in large part free from problems of validity, except to the extent that validity is related to sampling and reliability. The content data serve as a direct answer to the research question rather than as indicators from which characteristics of the sources or audience are to be inferred.

Content analysis is being employed with a variety of materials to discover international differences in the content of communication.

**Uses of content analysis**

Symbolic behaviour of the individual can provide important psychological data about personality. Values, beliefs, intentions and other characteristics of the communicators' personal documents like diaries, intimate letters, autobiographies and speeches addressed to a wide audience may reveal the structure, dynamics and functioning of the author's mental life. The motives for producing personal documents may vary from psychotherapy to hopes of literary fame. Personal documents may also be produced specifically for research purposes. Content analysis has also been used to assess psychological variables in the context of political decision making, particularly in the area of foreign policy.
Content analysis known as documentary analysis deals with the systematic examination of the current records of documents as sources of data. In documentary analysis, the following are used as sources of data: official records and reports, printed forms, text books, reference books, letters autobiographies, diaries, compositions, themes, books, magazines, newspapers, syllabi or course of study, pictures, films and cartoons. The purpose of content analysis is to classify and quantify relatively constructed material to make it more meaningful and more easily understood. The unit of analysis may be word, theme, and character of item. Any how self contained communication is considered to be an item.

In the present study, Tenth standard English Text books of the four major boards constitute the source of data for the content analysis. The content analysis serves the following.

Purposes in the present study:

1. To find out the relative importance of vocabulary and structures.

2. To find out the adequacy of distribution of every component in the units as a system.

3. To identify the activities related to different skills

4. To identify the concepts in the units given in the text books.
3.6.1.1 VALIDITY OF THE TOOLS USED

The English text books of the four boards of the tenth standard are supplied by the boards. The State board and Matriculation board books are supplied by Text Book Society of the Government of Tamil Nadu and Central board of secondary education book is supplied by the central government's text book society. The Anglo-Indian books are supplied by their board. All these text books have been prepared by the experts in the concerned field. Hence it is hoped that the validity of the content of the books has been established.

3.6.1.2 RELIABILITY FOR THE TOOL OF CONTENT ANALYSIS

The lessons were selected from tenth standard text books of all the four boards and the lessons were content analysed separately by the investigator and the guide.

The analyses made by the two were compared and there was 92% agreement between the two. The reliability of the content analysis of the text books was thus established, through inter-analysis agreement.
3.6.2 THE OPINIONNAIRE

The opinionnaire is a tool used to obtain the measure of the attitude or belief of an individual or a group of individuals towards some phenomenon. Opinion is what a person says about his attitude towards some phenomenon.

Opinionnaire is framed to elicit information from the teachers who are handling tenth standard about the content in the English curriculum and its suitability to fulfill the requirements of students. Data regarding the suitability of the syllabus, the contents of the textbooks, the items related to the different language skills the examination pattern related to English subject, the performance of students in English by discussing the above aspects with the teachers teaching English for the high school classes and also with the students who learn English through these textbooks. With all the available data the investigator constructed a tool with sixty four statements. The statement was all presented to a panel of juries for approval. The panel of juries consisted of the guide, five English professors working in colleges, three headmasters of secondary school and five teachers from every one of the four boards.

On their suggestions, a few items were deleted and the selected fifty five items were framed as an opinionnaire for pilot study. All the items were
placed on a four point scale. These were ‘highly agree’, ‘fairly agree’, ‘slightly agree’ and ‘not agree’. Three scores were given for highly agree, two for fairly agree, one for slightly agree and zero for not agree.

Pilot Study

This study determines whether the proposed study is feasible or not. It also reveals whether a problem needs restatement or modification before it is considered researchable and helps the investigator to modify the research plan. So a pilot study was undertaken by the investigator for finalizing the tool before undertaking the actual study.

The opinionnaire was administered to a representative sample of thirty teachers of a Matriculation school in Namakkal district with the co-operation of teachers as well as the school authorities. Necessary instruction was given to the teachers as to how they should give their responses. Their responses were gathered and scored according to the scoring scheme.

Selection of items for the final tool

After scoring all the fifty five items responded by the thirty teachers, items answered by 85% of the teachers were recognized as effective items and items answered by only 15% of the teachers were identified as items of
less concern. So items answered by above 15% and below 85% of the teachers were selected for the main study. Thus from fifty five items, only fifty two items were selected for the final study.

The final draft contains a questionnaire with 52 items which has been divided into six areas and the details of the questions related to every area are mentioned below.

(i) Questions related to syllabus : 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15
(ii) Questions related to the dimension of books : 16, 17, 18, 19, 20
(iii) Questions about the content of books : 21, 22, 23, 24, 25, 26, 27, 28, 29, 30
(iv) Questions about conformity of the text books to the skills : 31, 32, 33, 34, 35, 36, 37, 38
(v) Questions about Examination pattern : 39, 40, 41, 42, 43, 44, 45
(vi) Questions about students’ performance : 46, 47, 48, 49, 50, 51, 52

Thus Totally 52 questions were structured in the opinionnaire and each question in the opinionnaire was placed on a four point scale.
The four point scales are highly agree, fairly agree, slightly agree and not agree. All the responses of the English teachers were scored according to the scoring key. The scores allotted are as follows:

- Highly agree = 3
- Fairly agree = 2
- Slightly agree = 1
- Not agree = 0

The scoring was done for each item and the total scores for all 52 items were taken for the purpose of analysis.

3.6.2.1 VALIDITY OF THE TOOL

The opinionnaire was sent to the experts of English before administration. They had certified to the suitability of the opinionnaire to fulfill the purpose and requirements of the study. The opinions of these experts as to the relevance and appropriateness of the data were taken to be the indicator of the validity of the data.

3.6.2.2 RELIABILITY OF THE TOOL OF OPINIONNAIRE

Fifty English teachers belonging to four schools were selected from the total sample. The opinionnaire were administered to these teachers and
responses were collected from them. The responses were scored according to the scoring key mentioned in this chapter. The scores obtained thus were taken as X scores. After a gap of fifteen days, the opinionnaires were once again administered to the same teachers and responses were collected from them. The responses were scored and the scores obtained were taken as Y scores.

The reliability coefficient was calculated using Karl Pearson’s coefficient of correlation. The value of ‘r’ calculated is 0.79. This value is highly significant. Hence it can be concluded that the tool is a reliable tool for the sample selected for the study.

3.7 DATA COLLECTION

The opinionnaire was administered individually to five hundred teachers who have taught English to Tenth standard students. The responses were collected and scored as per the scoring key. A score of 3 points was assigned to a response in the scale ‘highly agree’, a score of 2 to ‘fairly agree’, and a score of one to ‘slightly agree’ and a score of point 0 was assigned to a response in the scale, ‘not at all’. The maximum score possible was 156 and minimum was 0. The scores thus collected were analysed and the analyses and interpretations are presented in the ensuing chapter.