METHODOLOGY

Effectiveness of any research depends on the kind of methodology and procedure followed in conducting the investigation. A good research should follow a sound methodology without which the obtained findings of the investigation may not be useful for the purpose of generalization of facts. This chapter deals primarily with the method and procedure followed in conducting the present study.

3.1 Types of School

For the purpose of the present study the investigator had to first collect a list of schools of the district from the office of the Deputy Inspector of schools and since this list did not include names of the schools functioning without government aid and government recognition (beyond certain stage/stages), she collected another list of schools from the State Council of Educational Research and Training (SCERT), Meghalaya and also consulted a list of schools prepared by the Meghalaya Board of School Education (MBOSE). The Lists thus collected showed that there were high schools with classes IV to X and middle schools with classes IV - VI; since the present study was concerned with Junior School stage of class IV to VI, thus the aforesaid types of the schools formed the universe of the study. Table 3.1 gives the breakup of schools.

1. Meghalaya Board of School Education : Science and Mathematics Teachers in the recognised High School and the schools with permission of the Board to open classes IX and X as on 1.5.91, MBOSE, Tura (1992) Mimeo.
Table 3.1: Typewise Breakup of Schools.

<table>
<thead>
<tr>
<th>Types of Management</th>
<th>High Schools including Junior Stage</th>
<th>Number of Middle School</th>
<th>Total Number of Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Govt.</td>
<td>7</td>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td>Deficit</td>
<td>30</td>
<td>8</td>
<td>38</td>
</tr>
<tr>
<td>Adhoc</td>
<td>106</td>
<td>65</td>
<td>171</td>
</tr>
<tr>
<td>Private</td>
<td>10</td>
<td>-</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>153 (67.10%)</td>
<td>75 (32.89%)</td>
<td>228 (100%)</td>
</tr>
</tbody>
</table>

There were no Private schools exclusively for the middle school section; Private high schools included middle schools as well.

West Garo Hills District had schools scattered over the urban and rural areas. The idea of setting up schools in the rural area was to develop the rural areas in proportion to the urban areas. The distribution of the schools scattered over rural and urban areas are given in Table 3.2.
Table 3.2: Distribution of Schools Scattered Over Rural and Urban Areas.

| Type of Management | Urban | | Rural | | |
| | High | Middle | | High | Middle | |
|Govt. | 5 | 2 | 2 | Nil | 9 |
|Deficit | 18 | 5 | 12 | 3 | 38 |
|Adhoc | 63 | 35 | 43 | 30 | 171 |
|Private | 8 | Nil | 2 | Nil | 10 |
|Total | 94 | 42 | 59 | 33 | 228 |

3.2. Description of the Population of Teachers:

The study demanded the investigator to draw up sample of teachers teaching English in the Junior school section of the different schools including middle schools situated in the urban and rural areas of the district. In fact 'sampling is a part of the strategy of research' and in order to make the sample representative of the population the investigator had to take special care of the factors relating to the schools, such as location of the school, medium of instruction, types of schools, levels whether middle school or high school and factors relating to the teachers such as sex, community, marital status, qualification experience etc.

It was learnt that school wise list of the teachers teaching English were not available with the Inspectorate of the district and that such list of teachers were not prepared by the Inspectorate; because most of the teachers teach English as well as other subjects and secondly teachers keep changing frequently.

The investigator, then, in order to collect various informations for drawing a sample contacted the heads of the schools either personally or through messengers and Collected the requisite information such as names of the teachers teaching English, sex, Community, marital status, qualification experience etc. It took one odd month's time to collect the above information. The information thus collected showed that the Universe Consisted of 443 teachers of English with 290 or 65.46 per cent from urban and 153 or 34.53 per cent from rural areas.

3.2.1 Sample for the Present Study

The investigator, after studying the sampling designs used in various empirical studies decided to adopt stratified

3. The investigator in this connection consulted the following books:

random sampling, stratification in addition to randomness, introduces a secondary element of control as a means of increasing precision and representativeness.

For collection of data relating to teachers' views and opinions in respect of various aspects of teaching English, vide the third and fourth objectives of the study, the investigator decided to include the Universe of 443 teachers. In practice, however, the investigator could get back return from 428 teachers who formed 96.61 per cent of the population and represented different selected strata of the population. The names of schools from where the sample of 428 teachers were drawn appear in Appendix A. The distribution of the sample of 428 teachers according to important strata is given in the Table 3.3.

Table 3.3: Distribution of Respondents According to Rural-Urban and High and Middle Schools. (Respondents, included in Sample I)

<table>
<thead>
<tr>
<th></th>
<th>URBAN (279 Teachers)</th>
<th>RURAL (149 Teachers)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Govt. Deficit Adhoc &amp; Private</td>
<td>Govt. Deficit Adhoc &amp; Private</td>
<td></td>
</tr>
<tr>
<td>High</td>
<td>44 57 126</td>
<td>9 34 80</td>
<td>350</td>
</tr>
<tr>
<td>Middle</td>
<td>12 4 36</td>
<td>Nil 3 23</td>
<td>78</td>
</tr>
<tr>
<td>Total</td>
<td>56 61 162</td>
<td>9 37 103</td>
<td>428</td>
</tr>
<tr>
<td></td>
<td>(13.08) (14.25) (37.85)</td>
<td>(1.63) (8.64) (24.06)</td>
<td>(100)</td>
</tr>
</tbody>
</table>

3.2.2 Sample II

For studying the present status of teaching English in classroom situation and identifying the strengths and weaknesses
in the teaching of English, vide the first and second objectives of the present study, the investigator selected a smaller sample of teachers according to the stratified random sampling procedure. A sample of 320 teachers were selected from out of 428 teachers included in sample I, after collecting data relating to the third and fourth objective of the study. The sample included proportionate representation in respect of the different variables namely urban and Rural schools, schools of various types medium of instruction used, sex, community (Tribal and Non-Tribal), marital status, qualifications, experience and participation and non-participation in co-curricular activities. Distribution of teachers in sample II according to important strata (variables) is shown in the Table 3.4.

Table 3.4 : Distribution of Respondents According to Rural-Urban and High-Middle Schools. (Respondents, included in Sample II)

<table>
<thead>
<tr>
<th></th>
<th>URBAN</th>
<th>RURAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Govt.</td>
<td>Deficit</td>
</tr>
<tr>
<td>High</td>
<td>38</td>
<td>48</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>265</td>
<td>(82.81%)</td>
</tr>
<tr>
<td>Middle</td>
<td>7</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>55</td>
<td>(17.19%)</td>
</tr>
<tr>
<td>Total</td>
<td>45</td>
<td>51</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>320</td>
<td>(100)</td>
</tr>
</tbody>
</table>

3.3 Planning of the Tools for Data Collection

Any research requires the framing of an accurate strategy, for carrying out further investigation with the help of
problem of test reproduction, to provision for expert review, to the provision of adequate equipment and facilities, to the procurement of personnel and so forth.

Thus, a careful planning of a research project not only helps the investigator to decide the strategy of work but also eliminates waste of money, energy, time and the feeling of frustration which he may feel in obtaining unexpected and faulty results at various stages afterwards.

Barr, Davis and Johnson (1953) have stated, "sound method of appraisal and research require careful planning, not only as a means of ensuring accurate results but of making it possible for other to repeat an investigation for the purpose of corroboration or repetition"4.

It may also be stated that planning is the key to effective testing. It provides greater assurance that the research tool will measure a representative of the desired behaviour, so there is no doubt that a sound method of research should be based on a proper planning, and only through this type of planning one can achieve his target speedily and accurately.

3.4 **Tools for Data Collection**

The investigator consulted relevant literature regarding tools used in educational researches and after considering the relative advantages and disadvantages of different tools with reference to the objectives of the present study, finally decided to evolve the following tools:

Tool I A questionnaire for collecting views and opinions of teachers of English and identifying the problems faced by them in respect of various aspects of teaching English.

Tool II A scale for rating performance of teachers of English in classroom situation.

3.4.1 **Construction of Questionnaire**

After selecting the sample of teachers of English in the junior school stage from the different schools of West Garo Hills, the investigator turned to the construction of the questionnaire for collection of data relating to respondent's views and opinions of teachers of English.

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5. For identifying various tools, the investigator consulted among other, the following books on research methodology:

views and opinions in respect of various aspects of teaching English. Keeping in view the characteristic of a good questionnaire inferred from related literature, and also the needs and requirements of the questionnaire for the realisation of the specific objectives of the present study, the investigator decided to construct closed form or restricted type of questionnaire, instead of the open-end form. The reason for the choice of this type was that the closed form helps the respondents to be more specific in their responses by making choice from among the possible alternatives and also enables the investigator to tabulate and interpret the responses more objectively. The investigator, however, decided to give as many alternative responses as possible against each question and add in many cases an extra category as "any other" please "specify" in order to provide for unanticipated responses.

In order to identify the content of the questionnaire, the investigator consulted related literature on English teaching Methodology and also utilised her own knowledge regarding the

6. In order to identify various aspects of teaching English, to be included in the draft questionnaire, the investigator consulted the following books on English teaching:

(f) Sachdeva, M.S. : op.cit., pp. 73-50 and 227-233.
English teaching Methodology and also utilised her own experience as a school teacher before becoming a college teacher. After drafting the questionnaire in this way, the investigator submitted the draft questionnaire to 8 teachers in the Education Department of the university, one college principal of Tura having expertise in English teaching and five teachers of schools (three schools from urban area and two from the rural) to examine the adequacy and appropriateness of the form, content and language of the questionnaire. Most of the reviewers suggested changes in the language of some of the questions and coverage of content, they pointed out that the last question of the questionnaire regarding problems and difficulties experienced by the respondents in teaching English, should be changed to an open question, so that they could write as many problems as they would like to. These suggestions were accepted by the investigator and the questionnaire was revised accordingly and the final one constructed.

In the final questionnaire, instruction, on the top was given to the respondents for selecting response/responses by putting check marks on the box/boxes [square]. The content of the questionnaire included such items as: methods of teaching English, use of language skills; preparation of lessons, why prepared/not prepared, use of material aids, why used/not used; asking questions to the students, types of oral work conducted in the class; ensuring reading comprehension of student; ensuring
student's comprehension in the lesson; English syllabus; reaction about present English textbooks, school library facilities; reaction about inservice training; and problems and difficulties faced by the teachers in teaching English. The investigator got 600 copies of the questionnaire cyclostyled and kept ready for administration. Copy of the questionnaire has been given in Appendix B.

3.4.2 Construction of Rating Scale

The next tool to be constructed was a scale for rating performance of English teachers in classroom situation. The investigator had preliminary discussion with the officer-in-charge of the Central Institute of English and Foreign Languages (CIEFL) Regional Centre at Shillong regarding construction of a scale to be used for observation (on a global basis) of the performance of teachers of English in classroom situation. Secondly, she consulted books on English teaching Methodology and took into consideration the objectives, principles and methods etc. of teaching English, in order to identify content of the scale. Thirdly, she consulted some NCERT materials regarding observation of classroom teaching. Materials for the scale having thus identified, the investigator drafted a

7. The following reports were consulted:

five point rating scale, putting on the left hand side of the scale, the items to be observed and on the right hand side, the ratings 1, 2, 3, 4, 5 which stood for very poor, poor, satisfactory good and very good respectively.

The draft scale was divided into five main areas which were: (A) General Qualities, (B) Preparation, (C) Teaching, (D) Use of language skills and (E) Closing and Evaluation. There were 6 items under General Qualities, 6 items under Preparation, 14 under Teaching, 4 under Use of language skills, 3 under closing and Evaluation.

Typed copies of the draft scale were submitted to 10 judges with the request to examine the form, content and the language of the same and to give suggestions for changes, if any. The 10 judges included 6 teachers from the Education Department of North Eastern Hill University, one college Principal of Tura, Heads of two schools from Tura and one college lecturer of English, Tura. It was suggested by most of the judges to change the language of the items from passive voice to active as far as possible and it was duly accepted by the investigator. It was suggested that the order of the main areas of the scale should be changed as (a) Preparation, (c) Presentation, (c) Assignment and Evaluation, (d) Use of language skills during the lesson, (E) General Qualities. The final rating scale thus included 6 items under Preparation, 20 items under Presentation,
3 items under Assignment and Evaluation, 5 items under use of language skills during the lesson and 6 items under General Qualities of the teacher (Total 40 items). In this way the scale was finalised. Copy of the scale has been given in Appendix B.

3.5 Administration of Tools

As regards administration of the tools which included a questionnaire and a rating scale was carried out in two phases for the two different samples.

3.5.1. Administration of the Questionnaire

As already pointed out in 3.2.1 the investigator decided to administer the questionnaire to all the teachers teaching English of the Universe numbering 443, for this purpose, she consulted the school-wise lists prepared earlier and started distributing the questionnaire in March 1993, with the cooperation from the heads of schools, she personally distributed the questionnaires as far as possible and mailed the ones to the rural areas. The questionnaire was given inside a cover without giving any explanation in respect to its items. Some of the respondents who could not be contacted on the first day of the visit to a school were served with the tools through the head of the school and they were contacted personally later. Investigator kept on renewing her visits to schools and sometimes they were reminded through messengers. Some of the respondents were supplied with copies of the questionnaire twice or thrice as they
got their copies lost. As had already been pointed out the investigator collected data from 428 teachers of which 279 or 65.18 per cent from urban areas and 149 or 34.82 per cent from rural areas of the district. Data from 15 teachers of which 9 from rural areas and 6 from urban areas could not be obtained. But since this already took almost 9 months' time and since non-receipt of data from 15 respondents did not affect the representativeness of the sample and already formed 96.61 per cent of the population the investigator decided to process the data in respect of these 428 respondents who formed sample I.

3.5.2 Administration of the Rating Scale

After having received the questionnaire from 428 teachers the names of 320 teachers of which 221 or 69.06 per cent were from urban areas and 199 or 30.94 per cent from rural areas of the district were listed according to the sampling procedure discussed in 3.2.2. These 320 teachers who formed sample II, were to be observed in classroom situation. As regards observers, the investigator felt that she should involve another observer who had specialisation in and close contact with English teaching. Finally, she contacted a college lecturer from Tura who had been in touch with teaching of English in schools for a pretty long time. He consented to act as a co-observer. Thus there were two observers - the investigator herself and the co-observer.
The investigator discussed with her co-observer all about the rating scale and both of them decided to have a pilot study. 12 teachers from 4 urban schools and 8 teachers from 3 rural school, other than those included in the main sample of 320 teachers, were randomly selected for the pilot study. With the permission of the heads of the schools, the teachers were observed in classroom situation, each in one lesson. Typed copies of the rating scale were used for the purpose. Observation of classes taken by these 20 teachers was completed within a period of three weeks. Study of the ratings given by the investigator and the other observer revealed that the inter-observer correlation of ratings was 0.82. The observers experienced no difficulty in using the rating scale.

The pilot study having been over, the investigator then took up the administration of the rating scale to the main sample, of 320 teachers of English, selected proportionally from the urban and rural schools of the district. The investigator got about 1300 copies of the rating scale cyclostyled and collected the English time table of the 320 teachers from their respective schools. The investigator carried with her school-wise lists of teachers to be rated, their time table and also adequate number of rating scales to be used by both of them. The investigator and

8. `r' was calculated as per :
the other observer reported to the heads of the schools on the
days of the visits and the heads of the schools in most cases
showed the classrooms of the teachers to be rated. Care was taken
by the investigator and the other observer to ensure that the
teachers were not disturbed and that their teaching was not
affected in any way by the presence of the observers. Each lesson
was observed till the end of the period and the observers took
position in some cases from outside the classroom. Each of the
raters observed each of the teachers in two English lessons.

The work which started in the 2nd week of March 1994
continued till the end of September 1994, when observations of
two lessons by each of the raters in respect of each of the 320
teachers of the sample could be completed. All the rating scales
used by the investigator and the other observer numbering 1280
(640+640) were then arranged and kept ready for analysis.

3.6 Errors Made by Students in Written English

Although the sample for the present study included only
teachers of English and the study was based mainly on the
methodology of teaching English at the school level, the
investigator felt that a sample of answer scripts of students
could be reviewed in order to find out the errors generally made
by them in writing English. It was felt that such an effort will
throw further light on the problems of teaching English at the
Junior school level. The present investigator therefore decided
to study the annual examination scripts of the students who were just promoted to class VI. Accordingly, the investigator approached the heads and some English teachers of selected urban and rural schools of various strata. With the permission of the heads and co-operation from the concerned teachers, answer scripts numbering 643 were thus collected by the investigator from the schools where classroom teaching was observed, according to the same stratified sampling procedure. These were reviewed in order to find out the errors made by the students in writing English.