CHAPTER - 3.

PROCEDURE

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CHAPTER – III

PROCEDURE

3.1. INTRODUCTION:

Man is an inquisitive, uncontested creature. His needs and desires give rise to a number of problems in the form of questions. Then he tries to solve those by applying different ways and methods. But while doing that there is a need of a proper and well-designed method to work on any sort of problem. In the field of research too, there are varied methods and techniques to solve the problem aroused in the mind of the researcher. Accordingly, in the present study, the investigator went through some essentials which are discussed in this chapter. So, this chapter informs about research method, tool for research, research sample size, sampling design, statistical measure, and procedure of the study.

3.2. RESEARCH METHOD:

Research methods are decided according to the various types of approaches and types of the research. According to C.R. Kothari, there are following types of research:\n
i) DESCRIPTIVE V.S. ANALYTICAL: Descriptive research includes surveys and fact-finding enquiries of different kinds. The major purpose of descriptive research is description of the state of affairs as it
exists at present. In analytical research, on the other hand the searcher uses existed facts and analyze those.

ii) **APPLIED VS FUNDAMENTAL** : Applied research aims at finding a solution for an immediate problem facing a society or any organization. Whereas fundamental research is mainly concerned with the generalization and with the formulation of an theory.

iii) **QUANTITATIVE VS. QUALITATIVE** : Quantitative research is based on the measurement of quantity or amount, whereas qualitative research is concerned with qualitative phenomenon.

iv) **CONCEPTUAL VS. EMPIRICAL** : Conceptual research is that related to some abstract idea(s) or theory, generally used by philosopher and thinkers to develop new concepts or to reinterpreted existing ones. On the other hand, empirical research relies on experience or observation alone, often without due regard for system and theory.

v) **SOME OTHER TYPES OF RESEARCH** : All other types of research are variations of one or more of the above stated approaches. These include field setting research or laboratory research, clinical on diagnostic research, historical research etc.

### 3.2.1. SURVEY METHOD

Survey research is one of the most important areas of measurement in applied social research. The broad area of survey research encompasses any measurement procedure that involve asking questions of respondents.
A “survey” can be anything from a short paper and pencil feedback form to an intensive one on one in depth interview.

Survey research in education is a key component in determining institutional needs and effectiveness along with students, staff and faculty requirements and satisfaction levels, still, the survey type of research is not peculiar to education or other social sciences. It is a significant mode of attack in any field of knowledge where the objects or any class vary among themselves.

The survey approach to educational problem is one of the most commonly used approach. It is followed in studying local as well as state, national and international aspects of education. It goes beyond mere gathering and tabulation of date. It involves interpretation, comparison, measurement, clarification, evaluation and generalization all directed towards a proper understanding and solution of significant educational problem.

Survey research is primarily aimed at collecting self report information about population by asking questions directly of some sample of it. The members of the target population can be individuals (e.g. local teachers), organizations (e.g., parent teacher associations), other recognized bodies (e.g., school, districts or states) The questions can be directed at examining attitudes and preferences, facts, previous behaviors and past experiences. Such questionnaires to write the answers
on it, by interview either face to face or on the telephone they can also be self administered by distributing them to groups (e.g., students in classrooms) or delivering them via the mail or the internet.²

High quality survey devote considerable attention to reducing as much as possible the major sources error that can bias the results. For example, the target population needs to be completely enumerated that important segments or groups are not unintentionally excluded from being eligible to participate. Sample is chosen in a way as to be representative of the population of interest, which is best accomplished through the use of probability sampling. Substantial time is given to constructing survey questions, pilot testing them and training interviewers so that item wording, question presentation and format, and interviewing styles are likely to encourage thoughtful and accurate responses. Finally, concerted efforts are used to encourage all sampled individuals to complete the interview or questionnaire. In short survey method of research can be defined as “it is an important type of study. It must not be confused with the mere clerical routine of gathering the tabulating, figures. It involves clearly defined problem and definite objectives. It requires expert and imaginative planning, careful analysis and interpretation of the data and logical and skillful reporting of the findings.”³
THE SURVEY STUDIES THREE TYPES OF INFORMATION:

1. Of what exists by studying and analyzing important aspects of present situation.
2. Of what we went by clarifying goals and objectives possible through the study of the conditions existing elsewhere or what experts consider to be desirable, and,
3. Of how to get there through discovering the possible means of achieving the goals on the basis of experience of others or the opinions of experts.

CHARACTERISTICS OF SURVEY METHOD:

Followings are some characteristics normative survey research:

1. It gathers data from a relatively large number of classes.
2. It is concerned not with the characteristics of individual but with generalized statistics of the whole population or sample there of.
3. It is essentially cross sectional, mostly of what exists type.
4. It is an important type of research involving clearly defined problems and definite objectives.
5. It requires an imaginative planning, a careful analysis and interpretation of the data and a logical and skillful reporting of the findings.
6. It does not aspire to develop an organized body of scientific lows but provides information useful to the solution of local problem. It may however provide data to form the basis of research of a more fundamental nature.

7. Surveys very greatly in complexity. Some concerning themselves only with the frequency count of events while others seek to establish relationship among events.

8. Surveys may be qualitative or quantitative. At one level survey or status studies may consist of naming and defining constituent elements of various phenomena.

9. Description may be either verbal expressed in mathematical symbols.

10. It fits appropriately in to the total research scheme or the stages in exploring a large field of investigation. It may (a) serve as a reconnaissance or getting acquainted stage of research in entering a new area or (b) represent a specific interest in current conditions with in a field that has long since been explored and developed by research.

   Looking toward all the important points of survey method, the researcher felt its suitability for conducting her research work and adopted **survey method of research** for further investigation in to research.
3.3 TOOLS FOR DATA COLLECTION:

The tool selected to gather data through survey method is mainly a questionnaire. The researcher has used questionnaire technique because it is supposed to be the most flexible technique and much better and effective tool in comparison with other traditional tools in collecting both quantitative and qualitative information. Generally a questionnaire contains two types of items, closed form and open ended or unrestricted form. The closed form contains short statements. The respondents, here are respected to choose from the given responses or just mark ‘yes’ or ‘no’ or just tick a list of suggested responses. The items in the questionnaire are deliberately used because they are easy to response to and bring out the desired results with more clarity and substance. These items are also employed because they are relatively more objective in nature and effective in the data collection. Open ended type of questions provides the respondent enough freedom to exercise his own choice. The items are, all the while more important because they reveal unobstructed views and opinions of the respondents. The items in an opened questionnaire unfold the actions and reactions of the actions and reactions of the respondents without any interception, intervention or interference of the researcher. The responses collected through these items are so varied yet they are very objective.
3.3.1 For the present study, investigator had selected following tools for data collection:

3.3.1.1 A TEST (QUESTIONNAIRE) BASED ON ITEMS OF MODAL AUXILIARY VERBS.

In the test, Std. IX students were given 5 questions, each included with items based on Modal Auxiliary verbs. All the items were the sentences with a scheme of fill in the blanks with the suitable auxiliary verb.

In Q-II, twelve sentences were given based on auxiliaries can, may, should, must, ought and would with the same scheme of fill in the blanks with’.

In Q-III, the Std IX students were asked to fill in the blanks with suitable verb form to check students understanding regarding noise and tense form of it. 5 sentences were given in Q-III.

In Q-IV 14, sentences were given with fill in the blanks with a auxiliaries scheme to check students understanding about the meaning of two sentences.

In Q.V, A Piece of compensation was given with some blanks in the sentences and asked the students to fill those with suitable auxiliary verbs.
3.3.1.2 QUESTIONNAIRE FOR THE STD. IX STUDENTS: This questionnaire for the students was based on the items of socio-economic information of the students. If included the items regarding students' mother tongue, their parents' educational qualification, etc. Besides, it dealt with the questions based on students' likes and dislikes about English language, at morpheme to study it, etc.

3.3.1.3 QUESTIONNAIRE FOR SECONDARY SCHOOL ENGLISH TEACHERS: In this questionnaire, meant for sec. school Teacher of English, there are some items based on the personal information of the teachers like, their educational qualification, teaching experiences, etc. Some items are based on their habits of reading English, their classroom-teaching experiences, their views regarding work books, text books, allotment of the periods for teaching grammar and the proficiency as well as the difficulties in teaching and learning processes.

3.3.2 VALIDITY OF THE TEST:

If a test answers what it claims then it is considered as valid test. It is always better to get the content validity of the test confirmed by the experts so, the researcher circulated the test among Ten Experts Persons in English, which include elderly retired as well as in service Professors and Teachers, to confirm the validity of it. They helped to remove the
ambiguous content from the questionnaires and approved the content validity of the test.

### 3.3.3 RELIABILITY OF THE TEST:

Among the many methods of the estimation of reliability, the most popular technique is to retest the same individuals with the same test and if the results of the two administrations are highly correlated it could be supposed that the test is stable.

The researcher administered **test and retest method**. The Students of Std. IX of M.I.T. High school were selected for the try out. The first test was given to the students on 01/08/08 and the second test was conducted after an interval of 20 days that was on 22/08/08, believing that the time was sufficient to reduce the factor of memory. Therefore the reliability co-efficient of the test was (0.95) this means that there was a high level of consistence in the students’ responses to the test items. Then it was concluded that the test had an accepted level of reliability for the purpose of the research.

### 3.3.4 THE TRY OUT (PILOT STUDY)

To obtain a group of rationally representative average students of std. IX of M.I.T. High school was selected for the try out test.
3.3.5 THE FINAL ADMINISTRATION OF THE TEST:

The test was meant for to check the grammatical competency regarding Modal Auxiliaries of the students of Std. IX. It required a representative sample in order to realize the research results. Only secondary schools having representative sample of rural and urban population were selected. There are secondary Marathi medium schools in Aurangabad District.

The researcher personally visited the selected secondary schools and got solved the questionnaire by the std. IX students by conducting the incidental test. The tests were being conducted during the academic year 2008-2009.

3.4. RESEARCH SAMPLE SIZE:

3.4.1. SAMPLE AND POPULATION:

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

So “population is any identifiable group of individuals, is any collection or aggregate of comparable measures.”
A sample is a small proportion of population selected for analysis. By observing the sample, certain inferences may be made about the population. Contrary to population opinion, samples are not selected haphazardly but deliberately, so that the influence of chance or probability can be eliminated.

Sample can be defined as “a small proportion of a population selected for observation and analysis. By observing the characteristics of the sample, one can make certain interferences about the characteristics of the population from which it is drawn.”

During recent years sampling has been increasingly used in education to ascertain information necessary in answering certain questions about a specific population.

### 3.4.2 TYPES OF SAMPLING:

There are several types of sampling procedures to obtain a representative sample of its population, four main techniques have been devised as random sampling, quota sampling, stratified sampling, incidental sampling and purposive sampling method.

#### 3.4.2.1 RANDOM SAMPLING:

This is one of the sampling methods in which every single unit of the population has an equal chance of being selected. A random sample is drawn unit by unit. The population is numbered from I to N and a series
of random numbers drawn either by means of a table or random numbers. A random sample is selected in such a fashion that every member of the population has an equal chance to be selected. This means that each member must be selected independently of all others. It is useful also to think of a random sample as one so drawn that all other possible combinations of an equal number of members from the population has an equal chance to constitute the sample drawn.

3.4.2.2 STRATIFIED OR QUOTA SAMPLING:

It is a modified form of random sampling. Stratified or quota sampling, sometimes called as controlled sampling which measures representativeness in selecting a sample from a population composed of sub groups or strata of different sizes. A good sample from such a population needs to contain individuals drawn from each category in accordance with the size of the sub groups and within each sub-group the sampling is random.

In stratified sampling, the population of N units is first divided into different strata- N, N…… units, respectively and then a sample is drawn from such starter. The sample sizes within the strata are denoted by n’, n2 … respectively.
3.4.2.3 INCIDENTAL SAMPLING:

This kind of sampling is sometimes called as accidental sampling a term which is applied when such groups are used as samples as are easily available e.g. children in a school, an orphanage or a reformatory, students enrolled in particular classes etc. The number and conditions of these groups are not choose specifically for this purpose. Such groups are poor samples of any definable population and adequate generalizations can hardly be based upon such data.

3.4.2.4 PURPOSIVE SAMPLING:

It is a different sampling form from incidental purposing sampling device sampling selects a particular group or category from the population to constitute the sample because this category is considered to be a mirror of the whole with reference to the characteristic in question for example, purposive sampling is used when the selected sample is constituted of all the newspaper editorials of an area. In this type of selection, the sample is restricted to a unit considered by someone to be especially typical of the population.

3.4.3 STEPS IN SAMPLE SURVEY:

Followings are the steps, usually involved in the execution of a survey of any type are:
1. Statement of the objectives of the survey.
2. Definition of the population to be sampled.
3. Determination of the data to be collected.
4. Selection of the methods of the data collection.
5. Choice of sampling unit.
6. Selection of the sample.
7. Organization of the field work.
8. Summary and analysis of data.

By studying the conventions for sampling and , the investigators scope of the study, investigator selected 900 Std. IX students of Marathi Medium schools in Aurangabad District, covering 450 students each from the urban and rural areas, from nine Talukas in Aurangabad District, including both male and female students.

Twenty teachers of English, teaching at sec. level in the same selected schools, were taken as the respondents of one of the tools of this research for getting the information needed.

Thus, the size of the sample for this research counts 5% of the population of Aurangabad District.
3.5. SAMPLING DESIGN:

According to Kothari, “A sample design is a definite plan for obtaining a sample from a given population.”

The whole process of the sampling design can be shown through the table bellow:

**Table No. 3.5.1.**

Names of Selected Schools in Aurangabad District.

<table>
<thead>
<tr>
<th>Sr.No.</th>
<th>Name of Talukas</th>
<th>Names of Urban area school</th>
<th>Name of Rural area schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>Aurangabad</td>
<td>M.I.T. Highschool, Aurangabad</td>
<td>Deogiri Madyamic Vidyalaya, Daulatabad</td>
</tr>
<tr>
<td>02</td>
<td>Khultabad</td>
<td>Ghrushneshar Madhyamic Vidyalaya, Khultabad</td>
<td>Rajamata Jijau Madhyamic Ashram School, Verul Tanda.</td>
</tr>
<tr>
<td>03</td>
<td>Paithan</td>
<td>Z.P. Girls Highschool, Paithan</td>
<td>Shahu Madhyamic Vidyalaya, Jayakwadi</td>
</tr>
<tr>
<td>04</td>
<td>Vaijapur</td>
<td>Kailas Patil Madhyamic Vidyalaya, Vaijapur</td>
<td>Vinayak Vidyalaya, Loni</td>
</tr>
<tr>
<td>05</td>
<td>Phulambri</td>
<td>Z.P. Highschool, Phulmbri</td>
<td>Shri. Rameshwar Vidyalaya, Vaghola</td>
</tr>
<tr>
<td>06</td>
<td>Sillod</td>
<td>Jijamata Kanya Vidyalaya, Sillod</td>
<td>Saraswati Madhyamic Vidyalaya, Talani</td>
</tr>
<tr>
<td>07</td>
<td>Saygaon</td>
<td>National Marathi Highschool, Soygaon</td>
<td>Swami Dayanand Madhyamic Vidyalaya, Sayagaon.</td>
</tr>
<tr>
<td>08</td>
<td>Kannad</td>
<td>Adarsh Madhyamic Vidyalaya,Kannad.</td>
<td>Vidyaniketan Madhyamic Vidhyalaya, Jod Borsar.</td>
</tr>
</tbody>
</table>

3.5.2 Talukas: For the present study nine Talukas were selected including its urban as well as rural area, as shown in table no. 3.5.1.
3.5.3 Schools: For this research study, 18 Marathi Medium Sec. schools were selected. Among those, nine schools were from the urban areas and nine schools were from the rural areas of nine Talukas in Aurangabad District. All the girls’ and boys’ schools as well as aided – non-aided sec. schools were considered for this study.

3.5.4 Students: For the present research study, total 900 Marathi Medium sec. schools students of Std.IX were selected as the sample. Among these, 450 students were from the urban areas and 450 students were from the rural areas of Aurangabad District. Both, girls and boys were considered as a sample.

3.5.5 Teachers: For the study of this research, 20 sec. schools teachers of English from the respective selected schools were selected as the respondent of this study.

Thus, the whole process of borrowing the samples goes through the clusters of varied things as Talukas, urban-rural areas, sec. schools, IX Std students and English teachers. So, the present research work has its Cluster Random Sampling Design.

3.6. STATISTICAL MEASURES:

In this research work, the data collected has been given the treatment of percentage through the tables for its analysis and interpretation to draw the conclusions.
References:


