

CHAPTER IV
METHODOLOGY OF THE STUDY.

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The previous chapter was devoted to the discussion of the audio-visual aids and teaching of English so as to form the base for the present study. This present chapter highlights the details of the reaserch methodology followed in conducting the study. To bring out accurate conclusions, the determination of an appropriate procedure of the research is an essential activity. In that connection, this chapter deals with the type of research method used, sources of data, tools used for data collection, the sample and the methods of analysis of data.

The Survey Method

The first step in any investigation would be to fix up the procedure of conducting research. The accuracy of results and validity of conclusions would depend upon the procedure followed for collecting data. So an investigation of this type or the procedure of collecting data is a very important step and it requires careful considerations. According to the nature of the present study, the method adopted in this study was survey method.

The survey method is also known as 'Normative Survey Method.' Some writers have used terms like 'Descriptive', 'survey', 'Status' or 'Trend' to describe such type of investigations. John Best has preferred to use the term 'Descriptive Research' whereas Carter V. Good prefers the term 'Descriptive Survey studies.'

"Normative Survey deals with 'What is'. Its scope is very vast. It describes and interprets what exists at present. In a normative survey we are concerned with conditions or relationships that exist; practices that prevail, beliefs, points of view or attitudes that are held, processes that are going on, influences that are being felt and trends that are developing."¹ However, this method not only tells 'what is' but also elicits recommendations for change.

This method is useful for collecting and analysing the data obtained from a large number of respondents representing a specific population. In view of this fact, the researcher used this research method to collect the information about the overall position of the use of audio-visual aids in teaching English to the beginners in Satara city.

Sources of Data :-

The first hand sources of data for the study were -
 i) The high-schools in Satara City. ii) Municipal council primary schools and Private primary schools in Satara city. iii) Educational officials iv) Experts in English, v) Headmasters of the schools in Satara City and vi) The teacher of English who teach English to standard V in the schools in Satara City.

The secondary sources of data of this study were the related literature that includes surveys of educational research, encyclopedias, dictionary of education and the books on audio-visual aids and teaching of English.

Research tools used -

Tools that collect data upon which hypotheses may be tested are of great importance in research procedure. There are many tools of research such as inquiry forms, observation, interview, sociometry, psychological tests etc. However the researcher selected questionnaire, interview and observation as tools of research for this present study.

Questionnaire -

"Laboriously prepared, properly worded, politely forwarded adequately publicised, neatly and clearly printed or cyclostyled, scientifically and systematically classified, intelligently generalised and analysed, a questionnaire serves as an important tool of research."²

According to C.V. Good and others, "A questionnaire is a form which is prepared and distributed for the purpose of securing responses to certain question. Generally, these questions are factual, designed to secure information about conditions or practices of which the recipient is presumed to have knowledge."³

The questionnaire is useful in obtaining the information which cannot be obtained through school report or census. So it is mostly used in normative survey method when the information

is to be collected from a scattered area and which the investigator cannot see personally all the people from whom he desires responses. Hence, the research-worker has used this tool for his study..

The questionnaire was prepared for the teacher who taught English to standard V in non-English medium schools in Satara City. The proforma of this questionnaire is given in Appendix 'A'.

All possible care was taken to make the questionnaire good and perfect. For this the investigator studied the related literature and a number of questionnaires. He sought guidance of experts and his guide in preparing it. While preparing it, he took into consideration the criteria suggested by Moley as follows :-

i) It deals with the significant topic, it makes an important contribution and is worthy of professional participation.

ii) The importance of the problem is clearly explained in the statement of the problem and in the covering letter.

iii) It seeks only information not available elsewhere.

iv) It is as brief as the study of the problem will show.

v) The directions are clear, complete and acceptable.

vi) The questions are relatively free from ambiguity and other invalidating features.

vii) The questions are also arranged that they can be readily tabulated and interpreted."⁴

Before giving these questionnaires to all the respondent teachers, the investigator gave these questionnaires to five of them first to try out, got their suggestions and made needful corrections. Then the questionnaires were given personally alongwith covering letters requesting the respondent teachers to co-operate the research-worker. They were also assured that the information that they would provide would be kept secret. Appropriate suggestions were also given regarding the filling up the questionnaires.

The questionnaire was consisted with five parts as-
i) Personal information ii) Teaching experience iii) Training
iv) Teaching and v) The use of audio-visual aids in teaching.
The questions in the questionnaire were open and close type. The purpose of inclusion of items in the questionnaire is discussed at the appropriate places in Chapter V - 'Analysis and Interpretation of Data.'

Sometimes information supplied in a questionnaire is found to be exaggerated and unreliable. Moreover when it is a matter of opinions, questionnaires are not reliable because the respondents try to give their replies so as to present only favourable picture and omit from their responses the unfavourable aspects. Conclusions based on such responses could be one sided and subjective. To avoid this kind of error, interview schedule as a tool of research is considered suitable. The another reason for using the interview schedule was that the investigator wanted some more information regarding the use of audio-visual aids in teaching English to the beginners that the teachers could not provide him.

Interview Schedule -

An interview as a research tool is unique. It involves the collection of data through direct verbal interaction between individuals. There are face-to-face contacts in-between the investigator and the interviewee. Generally, persons are more willing to talk than to write especially an intimate and confidential responses. In an interview, the researcher is able to get from an interviewee not only facts but also circumstances and other details regarding the problem that he wants to seek. It permits to exchange of ideas and information. In that sense it is a two-way method which is beneficial in research work.

Another advantage of interviewing as John W. Best and James V. Kahn state is, "the interviewer can explain more explicitly the investigator's purpose and just what information he or she wants. If the subject misinterprets the question, the interviewer may follow it with a clarifying question. At the same time, he or she may evaluate the sincerity and insight of the interviewee. It is also possible to seek the same information in several ways at various stages of the interview, thus checking of truthfulness of the responses. And through the interview technique the researcher may stimulate the subject's insight into his or her own experiences, thereby exploring significant areas not anticipated in the original plan of investigation."⁵

It was the need of the investigator to interview some of the persons which were closely related to his study. The investigator also needed these interviews because he could not get some of the information by the questionnaires filled by the teachers concerned. Some cross-sectional data were also needed

in the study. For this the following persons were selected for the interview :-

- i) The headmasters of the schools.
- ii) Education Officer, Zilla Parishad, Satara.
- iii) Administrative Officer, Nagar Parishad, Satara.
- iv) Four experts in English.

The investigator first prepared the interview schedules with the questions so to get the desired information. He took appointments of the interviewees concerned and interviewed them on the day fixed. The information that he got through this was supplementary and needful in this research. These interview schedules are given in Appendix 'B', 'C' and 'D'.

Observation.

Observation is an important data gathering tool. It is the most direct technique of collecting certain type of data.

"From the earliest history of scientific activity, observation has been the prevailing method of inquiry. Observation of natural phenomena aided by systematic classification and measurement, led to the development of theories and laws of nature's forces. Observation continues to characterize all research; experimental, descriptive and historical."⁶

Observation is a good technique when it is intended to study the characteristics of the personality of an individual or his skills or the physical conditions of material things. We study the behaviour of an individual in situations in the classroom, playing field, etc. Here in this research the investigator wanted to observe the teaching skill of the English teachers

when they used audio-visual aids in their teaching. Side by side it was easy for the investigator to see its impact on the pupils. Through this observation the researcher got the opportunities to create awareness of using audio-visual aids among the teachers concerned. The observation schedule is given in Appendix E.

The investigator visited the schools personally to observe and make sure of the availability of audio-visual aids there. This was again helpful for the confirmation. This was again good addition in his research.

Sampling -

The selection of the sample from a given population is perhaps the most important factor in research design. It is determined before data collected. It is very essential to avoid wastage of time, money and energy and to make the research generalizations which can be applied to the population.

Dr.C.R.Kothari has given some characteristics of good sample design as follows :-

"(a) Sample design must result in a truly representative sample.

(b) Sample design must be such which results in a small sampling error.

(c) Sample design must be viable in the context of funds available for the research study.

(d) Sample design must be such so that systematic bias can be controlled in a better way.

(e) Sample should be such that the results of the sample

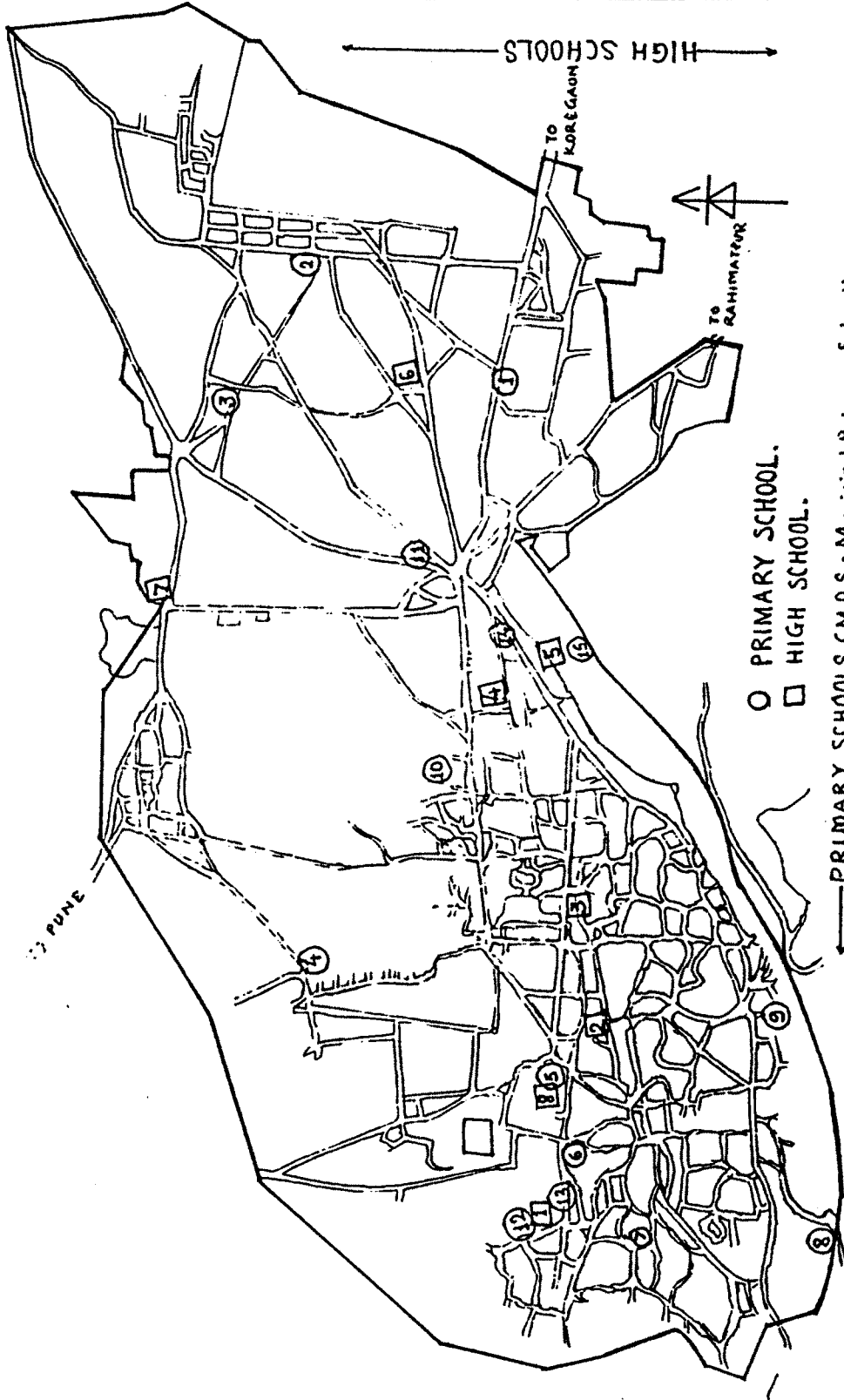
study can be applied, in general, for the universe with a reasonable level of confidence."⁷

The research area for the present study is Satara City covering 8.16 square kilometres of area. The area of Satara City and the location of the schools taken for study are shown in a map on page No. 77. There are ten high schools, fourteen municipal corporation primary schools and five primary schools run by private educational institutions to which standard V is attached in Satara City. The list of these schools is given in Appendix 'F'. The total of the teachers teaching English to standar V in these schools is forty seven; twenty eight from high schools and nineteen from primary schools. The list of these teachers is given in Appendix 'G'.

As the investigator resides in Satara City, he thought that it was not beyond his capacity to meet each and every respondent teacher personally for data collection. He also thought that it would increase the reliability of the conclusions. Hence the researcher didn't think of the sample to be drawn from the population, instead, he took 100% population for his research.

The researcher met all the respondent teachers personally and gave them the questionnaires. He gave them sufficient time as they required to fill those questionnaires, visited them frequently to see whether they had any difficulties in filling them. Then he approached to them at the time they had given to him to collect the questionnaires. Most of the respondent teachers were very punctual in returning the questionnaires whereas a few others return them according to their convenience. As the researcher had determined himself to collect all the

THE MAP SHOWING THE SCHOOLS IN SATARA MUNICIPAL AREA



No. →	Name of the school.
1	(i) M.P.S. No. 28
2	(ii) M.P.S. Godoli
3	M.P.S. Bazar
4	M.P.S. No. 15
5	(i) M.P.S. No. 1
	(ii) M.P.S. No. 13
	(iii) M.P.S. No. 16
6	M.P.S. No. 8
7	M.P.S. No. 3
8	M.P.S. No. 4
9	(i) M.P.S. No. 2
	(ii) M.P.S. No. 7
10	M.P.S. No. 10
11	Union Primary School.
12	R.B. Kale Primary School.
13	Dapushab Primary School.
14	Church of God Primary School.
15	Jyomata Practising School.

No. →	Name of the school.
1	Anant English School.
2	New English School.
3	Kanya Shala.
4	(i) Dhavan Vidyanandiv. Sushiladevi
	(ii) Sahinkhe
	(iii) G.V. High School
5	(i) Maharaja Sayajirao
	(ii) Dhimabai Ambedkar
	(iii) Kanya Vidyanandiv.
6	Anasaheb Kalyan Vidyalaya
7	Shripati Patil High School.
8	Pratap. Rau High School.

questionnaires he had to approach to some of the respondent teachers for three-four times. Consequently he got 100 per cent response.

For interview he selected both the concerning officers i.e. The Education Officer, Zilla Parishad, Satara, as the high schools taken for study are under his control and the Administrative Officer, Nagar Parishad, Satara as the primary schools taken for study are under his control. Four experts in English were also selected for interview. He interviewed all the headmasters of the schools taken for study and simultaneously made observation of availability of audio-visual aids in all the schools. The list of the headmasters is given in Appendix 'H'. For the observation of the lessons twenty five out of forty seven i.e. 53.19% teachers were selected.

Methods of Analysis of Data -

The researcher edited all the questionnaires for accuracy, utility and completeness. The raw data were systematised and organised and different aspects of data were analysed. The responses and the information gathered from the teachers, headmasters, officials and experts were quantified and percentages of each item were calculated. The detailed discussion has been made in the next Chapter V viz. Analysis and Interpretation of Data.

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