

**CHAPTER – III**

**PLAN AND PROCEDURE**

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**INTRODUCTION**

**RESEARCH DESIGN**

**SAMPLE DESIGN**

**DATA GATHERING TOOLS**

**PROCEDURE OF COLLECTING DATA**

**METHOD OF ANALYSIS OF DATA**

**STATISTICAL TECHNIQUES USED**

**CONCLUDING REMARKS**

## **CHAPTER - III**

### **PLAN AND PROCEDURE**

The researcher discussed the place of English at the primary school stage in Chapter-I. He has taken a brief review of related literature in Chapter-II. Chapter I and II deal with the theoretical background of the study undertaken. In this chapter, the researcher proposes to discuss the plan and procedure adopted for the study undertaken by the researcher.

The present research is a descriptive research. This includes survey of different kinds. The major purpose of descriptive research is description of the state of affairs as it exists at present.

A descriptive research describes and interprets 'what is?' It is concerned with relations that exist, opinions that are held, processes that are going on, effects that are evident, or trends that are developing.

#### **RESEARCH DESIGN**

##### **A. Research Method**

The main objective of the study is to collect, analyse and to interpret the facts about the existing conditions, prevailing practices and problems of introducing and problems of introducing English as a third language in I and V standard, the researcher made the use of the survey method of research, which is descriptive in nature.

## **1. Research Tools and Techniques**

In order to collect the data for this research, the researcher was used the following tools :

1. Questionnaire for I standard English teachers (class teachers).
2. Questionnaire for V standard English teachers.
3. Interview schedule for Headmasters.
4. Questionnaire for students.

### **1. Questionnaire for I standard English Teachers (Class Teachers)**

The questionnaire was used to collect information from the I standard English teachers (class teachers) such as preparation, methods, problems regarding teaching of English to I standard.

### **2. Questionnaire for V Standard English Teachers**

The questionnaire was used to collect information from the V standard English teacher such as preparation, methods, problems regarding teaching of English to V standard.

### **3. An Interview Schedule**

This schedule was used to interview Head Master of the school with a view to find out the problems and suggest the remedies for the improvement of English to I and V standard at the primary stage.

#### **4. Questionnaire for Students**

This questionnaire was used to collect information from the students of I and V standard such as teacher's teaching according to introducing English as a III language in primary school.

Data, thus, collected were analysed and interpreted with the help of tables, figures and the measures of descriptive statistics, conclusions based thereupon and also recommendations were presented at the end.

#### **SAMPLE DESIGN**

Sampling is fundamental to all statistical methodology of behavioural and social research.

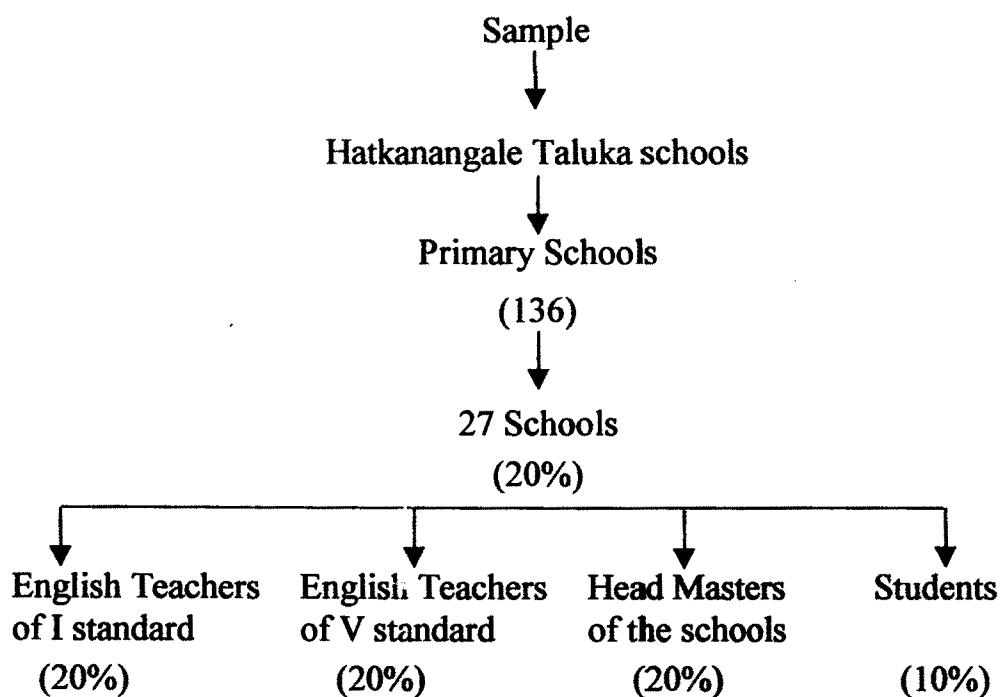
“The size of sample may or may not be significantly related to its adequacy. A large sample, carelessly selected, may be biased and inaccurate, whereas a smaller one, carefully selected, may be relatively unbiased and accurate enough to make satisfactory possible.” (J. W. Best, 1982).

#### **SAMPLE**

##### **Selection of Schools**

The study has been conducted on the problems of introduction of English as III language in primary schools in this taluka. Out of 136 schools, 27 schools are taken for this research. To study the problems of Introduction of English as III language, 27 subject teachers of V standard, 27 English teachers of I standard, 27 Head Masters of

the schools and 95 students of I and V standard are involved in this research. Fifty four questionnaires were distributed among 54 teachers in 27 schools. 27 Headmasters are also interviewed in this study. The researchers discussed with the B.E.O. of Hatkanangale Taluka under the study. The researcher visited to 27 schools and interviewed 5% of students from this school.



### **DATA GATHERING TOOLS**

For the purpose of the study, appropriate data gathering tools were prepared and used in consultation with experts, keeping the objectives of the study in mind.

## Questionnaire

Regarding the importance of the questionnaire, Topp and McGrath have said as cited by Mouley (1970).

“... the questionnaire is an economical way of accumulating information of significance to educators that is economical both for the senders and for the respondent in time, effort and cost and that if it were eliminated, progress in many areas of education would be greatly handicapped and much useful information lost.” (P. 262).

A questionnaire is a systematic compilation of questions that are submitted to a sampling of population from which information is desired.

(Barr. Davis and Johnson, 1975).

For the present study the questionnaire was prepared to get information from English teachers of I standard and English teachers of V standard in primary schools (Marathi Medium) in Hatkanangale taluka. The questionnaire is given in Appendix - 5.

The Government of Maharashtra declared the new policy about English language in December 1999 and introduced English as third language from I standard. For this purpose, the Government organised SMART-PT training for the primary teachers at District and Taluka levels all over Maharashtra. The government trained the teachers for teaching English as a third language at I standard. The researcher

while 10 days training for the teacher, noted the difficulties that the teachers faced while introducing English as a third language at I and V standard in the primary school. To find out the difficulties, he had the discussions with teachers. He discussed with the class teachers of I standard and teachers of English of V standard. The researcher then conceived an idea of constructing a questionnaire which would deal with the introducing English as a third language and the ways to achieve the objectives at the primary school (i.e. I and V standard) and the difficulties concerned with it. The researcher then constructed a questionnaire which is divided in 5 parts. There are ten questions in all. The researcher had to consult teachers of English and experts in order to remove unwanted items in the questionnaire and bring the questionnaire in its final form.

The five parts of the questionnaire are as follows ;

Section-I - Information about the teacher

Section-II - Methods and problems for developing English language skills

- A. Listening skill
- B. Speaking skill
- C. Reading skill
- D. Writing skill

These five parts included 10 questions in all.



The researcher made a list of primary schools in Hatkanangale taluka. There are 136 primary schools of Zilla Parishad, Kolhapur. Out of 136 schools, 27 schools selected for the study. The percentage of sample schools falls to 20%.

The questionnaire were given to English teachers of I standard and English teacher of V standard in 27 primary schools (Marathi Medium) in Hatkanangale taluka.

Though the questionnaire included a covering letter in which the concerned teachers were appealed to fill in the questionnaire carefully and all the instructions were given which would help them to fill in the questionnaire, even then the researcher explained them the various questions which they found difficult to comprehend. This schedule is given in Appendix - 6.

After explaining in detail, a period of one month was given to the teachers to record their responses in the questionnaires. The researcher had to contact the teachers over and over again so as to see if the teacher had filled in the questionnaires. The researcher had to visit the schools as and when required.

The researcher, after a period of one month could collect 54 questionnaires. Thus, 54 questionnaires were collected. The percentage of questionnaires collected to 100%. The names of the teachers who

were given questionnaires and their schools are given in Appendix - 4 and 5.

### **AN INTERVIEW SCHEDULE**

The researcher has also made use of interview technique. For conducting interview, he has prepared an interview schedule. The purpose of taking interview was to verify the data collected through questionnaires. The list of Headmasters is given in Appendix - 3 and the interview schedule is given in Appendix- 8.

The researcher took interview of 27 Headmasters (nearly 20% of the total school) with the help of interview schedule. The researcher also discussed with the Education Officer, the Deputy Education Officer of Kolhapur district and the Block Education Officer of Hatkanangale Taluka.

### **PROCEDURE OF COLLECTING DATA**

#### **Method**

The problem undertaken by the researcher is 'A critical study of the Problems of Introduction of English as III Language in Primary Schools of Hatkanangale Taluka in Maharashtra.

The main objective of the present study is to collect, analyse and interpret the facts about the existing conditions, prevailing practices, beliefs and attitudes that are affecting the introduction of English as a third language, the present study is mainly descriptive survey, therefore,

the researcher has decided to make the use of the survey method of research.

## **SURVEY METHOD**

The survey method is one part of the descriptive research. The survey method gather data from a relatively large number of cases at a particular time. It is not concerned with the characteristics of individuals as individuals. It is concerned with the generalized statistics that result when data are abstracted from a number of individual cases. It is essentially cross-sectional.

The survey is an important type of study. It must not be confused with the mere clerical routine of gathering and tabulating figures. It involves a clearly defined problem of definite objectives. It requires expert and imaginative planning, careful analysis and interpretation of the data gathered, and logical and skillful reporting of the findings.

The present study consists of data from a relatively large number of cases at a particular time. It is concerned with the generalized statistics that result when data are abstracted from a number of individual cases. It involves a clearly defined problem and defined objectives. It requires careful analysis and interpretation of the data and skillful reporting of the findings.

## **ADVANTAGES OF SURVEY METHOD**

1. Accumulation of information from individuals is possible at low cost.
2. Generalizability to a larger population is more legitimate.
3. Unlike experimentation, surveys are flexible. Data is collected with the use of a variety of data collection tools.
4. Survey sensitize the researcher to potential problems that were originally unanticipated or unknown.
5. Surveys may be used as good tools for verifying theories.

Limitations of the survey method as seen by Gattings John (1969) and an attempt to overcome them are discussed below :

1. The researcher has no control over individual response. Control was not required in the present study as the individuals perception was needed.
2. Problems of the verbal Vs non verbal, manifest Vs latent data are not pronounced in this study as the data was collected from an educated sample.
3. Statements about population from which sample are obtained are tentative. If it is well understood that any social study is a reflection of a society at a particular time.

Population surveys can be used effectively with small populations, but they are rarely used with large ones. It may be

physically or financially impossible to include an entire population. In the case of large population the time involved in measuring the entire population might actually reduce the accuracy of measurement. Thus a random sample could actually provide greater accuracy than measurement of the entire population, because it would not contain this effect of the longer time span.

A sample survey involves the selection of a subset of the population, called a sample to be measured. The sample selected is usually some type of random sample. When a sample is used, the researcher attempts to generalise from the sample observations to the population from which the sample was selected.

According to John W. Best,

“The survey is an important type of study. It must not be confused with the clerical routine of gathering and tabulating figures. It involves a clearly defined problem and definite objectives. It requires expert and imaginative planning, clerical analysis and interpretation of the data gathered and logical and skilful reporting of the finding.”  
(1986, P. 81).

In this method, the following tools have been used to collect the data.

## **THE QUESTIONNAIRE**

The outline of the questionnaire was prepared and shown to the research guide and other experts. Taking their opinions and suggestions it was reformed. The reformed questionnaire was given to the research guide and other experts to preview it and most of the experts were satisfied with it. Then, it was used for the study purpose. Sixty questionnaires were prepared and out of them, 54 were distributed among the English teachers of V standard and the English teachers of I standard of 27 sample schools. The questionnaires were given to the 95 students from 27 schools. The questionnaires were given to the teachers at their schools. One month time were given for them to complete the questionnaire. Information about filing of the questionnaire, and sometimes the researcher personally guided them to complete the questionnaires but not so good response was received in this regard. Some teachers were reluctant, irresponsible and not interested in completing it. The researcher communicated them through letters and messages and tried to collect them. All the efforts were made to gather most of the questionnaires distributed. All 54 questionnaires were received. Some were sent by post and some were sent with their friends and colleagues.

## **INTERVIEW SCHEDULE**

The researcher prepared the outline of interview schedule with the help of research guide and other experts. It was reformed according to

their suggestions and guidelines. The reformed interview schedule was given to the research guide and other experts to preview it and they were satisfied it. Then it was used for the study purpose. The researcher decided to take interview of 27 Headmasters of schools. He informed them the day and date of interview by sending letters or messages. The researcher took interview of a Headmaster and sometimes he discussed with a group of Headmasters. Some of them showed their interest in this programme because it was related to their daily work and need. The Headmasters helped sincerely to conduct the programme. In order to find out the difficulties in the introduction of English as a III language in primary schools of Hatkanangale taluka, the researcher discussed with the teachers of English and the English teachers of I standard with the help of the schedule which helped to reliable and valid information. The researcher got the information about the problems of introduction of English which was not available through questionnaires. Hence it was useful for the investigation. The researcher also discussed with the Education Officer, the Deputy Education Officer and the Block Education Officer to find out the problems of introduction of English as a third language in the primary schools. The researcher got the information about the problems of introduction of English as III language in primary schools of Hatkanangale taluka which was not available through the questionnaires.

## **METHOD OF ANALYSIS OF DATA**

The researcher has used tables, figures and descriptive statistical measures to analyze and interpret the collected data to find out results.

## **STATISTICAL TECHNIQUES USED**

Since the topic of research in hand is descriptive nature, only the tabulation and percentage have been used to find out some results which are treated to statistical techniques.

## **CONCLUDING REMARKS**

In the foregone paragraph, the researcher has described the nature of the problem and the procedure of the research work. While doing so, he has also described the tools, he has used for gathering the required data for the research problem in hand. The data, thus collected are analysed with the help of the tables and descriptive statistical measures in the next chapter – ‘Analysis and Interpretation of Data’.