

# **CHAPTER - III**

## **METHODOLOGY**

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### 3.0 Introduction

The preceding chapter has given a broad overview of the researches investigating the knowledge of the students in grammar. The purpose of the educational research cannot be completed without detailed design involves systematic procedures, which starts from identification of problems to analyze the obtained data.

The purpose of this study was to know the grammatical knowledge of VIII class student of different types of CBSE and state school. This chapter deals with the methodology employed to achieve the objective of the study mentioned in chapter one.

- Method of study
- Population
- Sample
- Variables
- Tools
- Administration of tools
- Scoring
- A statistical techniques

### **3.1 Method of study**

This is a status study where the techniques of descriptive research is being used to find out the knowledge of grammar in English of class VIII students of different schools of CBSE and state board.

### **3.2 Population**

In the study the students of class VIII studying in government and private schools of Bhopal district form the population. There are 50 districts in M.P and total blocks are 313. In Bhopal there are nearly about 60 schools out of which some are government and some are private. For this study the researcher has taken three governments and three private school of CBSE and state board.

### **3.3 Sample**

Data collection is an important part of the research. Data is collected from a selected sample and that sample is the representation of the population.

“The large group we wish to learn as called population where as the smaller group we actually study is called sample.” Thus the sample is a portion of the population, which represents the population.

**-Borg and Gall (1983)**

Investigators had selected four CBSE and three state schools in Bhopal district. They were divided into two groups government and private. Four CBSE schools and three state board schools were chosen at random from each group. Finally, one section of class VIII was taken from each of the schools. The number of students present in the test was finally taken as the

sample size, which came out to be 400 i.e. the results of the study are on the basis of 400 students only. Table 3.1 provides the details of the sample.

**Table 3.1**  
**Sample of the study**

S. No	Name of School	No. of Students		Total
		Boys	Girls	
1.	D.M.S. (Govt.)	37	23	60
2.	KV-2 (Govt.)	18	22	40
3.	Models School (Govt.)	43	37	80
4.	St. Xavier's (Private)	36	24	60
5.	Scholar Homes (Private)	22	18	40
6.	Sheel Niketan (Private)	36	24	60
7.	St. Mary School (Private)	32	28	60

### 3.4 Variables

A variable is a property that takes on different values, it is something that varies. The nature of variables i.e. dependent or independent based upon the statistical techniques given by the investigators in a particular study.

According to Borg and Gall (1983)

A variable can be through of as a qualitative expression of construct variable usually take the for of scores on a measuring instrument.”

### • **Independent Variable**

The variable is the conditions or characteristics that the researcher deliberately, manipulates and controls to determine the events in which researcher is interested and its relationship to an observed phenomenon.

### • **Dependent Variable**

The dependent variable is that factor which is observed and measured to determine the effect of independent variable i.e. the factor that appears, disappears or varies as the experimental introduces, removes or varies the independent variables.

### • **Background Variable**

The scores/results of the study analyzed or interpreted through background variables.

In the present study the variables were:-

- 1) Dependent variable: knowledge in English grammar.
- 2) Background variable:
  - a) Gender
  - b) Type of school
  - c) Father Education
  - d) Father Occupation
  - e) Mother Education
  - f) Mother Occupation

### **3.5 TOOLS**

A researcher requires many data gathering tools or techniques. Each tool is suitable for collection of certain types of information. One has to select from the available those which will provide data he seeks for testing hypothesis

– Lokesh Koul.”

#### **3.5.1 Constructing achievement test**

In education the term achievement test’ has been borrowed from medicine, where it is used to find out the root cause of a symptom such as fever, pain etc.

The evaluation in the form of achievements testing could be both formative and summative evaluation. Achievement test is used to measure the achievement of learners after duration of teaching learning process. The purpose of the achievement test is to evaluate and accumulate data regarding the finding of the root cause. In education, achievement testing is a multidimensional process that requires well planned efforts on the part of the teacher.

In his study, the researcher prepared an achievement test for testing the grammar knowledge of student. For constructing the test, the items were framed on the basis of selected content in textbooks of English of class VIII.

#### **3.5.2 Construction of tool**

For constructing tools the sample question were discussed with the teacher staff and experts of the school and according to their suggestion the necessary changes were made in the achievement test. The achievement test consists of following components of English grammar. The selected topic included in the test is given below:

- 1) Parts of speech
- 2) Degree of comparison
- 3) Antonyms
- 4) Suffix and prefix
- 5) Punctuations
- 6) Articles

The test consisted in the following form of questions like. Fill in the blanks, true and false, multiple choices, the number, type and marks of the test items are shown in the following table.

### **3.5.3 Try out**

In an attempt to establish reliability of tool, the tool administered on ten students of class VIII of one of the Bhopal school. This school was selected with the view that the tool, thus tried out, will be appropriate for administration on the student of both Government and private school. Before administered the tool was discussed with the teacher staff and expert of the school and according to their suggestion the necessary changes were made in the tool.

When the tool was administered firstly we see that the questions which average and above average students are not able to solve that question were taken out from the achievement test. Then the tool were rewritten with options for each item separately. Those rewritten tools then administered for the try out on the same of the ten students.

### **3.5.4 Administration of the tool**

The researcher personally met the principal of the school and gets acquainted with the teacher's concerned and established rapport with the students.

Prior to administration, the students were explained about the test that was supposed to attempt.

The significance of the test and necessary instruction were given to them. The students were made clear that this test is designed to help them and is not for grade and the whole process had nothing to do with their school achievements. After this, researcher administered the test on the students. They were given the question paper and asked to answer the questions which they thought correct or write the answer in the given space. There were no fixed time limit for the test but ordinarily the students took 45 minutes for completing the test. The investigators had friendly contact with the students and were strict to the instructions given below:

- Read these questions carefully.
- There is no time limit, but try to finish test in 1 hour.
- Do not talk while answering the question paper.
- This test will not attend your final results in any manner.
- Write the answer in the appropriate space provided in the paper.

### **3.6 Scoring**

The instructions given in the grammar achievement test were:

The students have to write correct answer in the given space. If they write correct answer they got 1 mark, if they write wrong answer they got 0 marks. In this way the maximum possible marks were 50 other possible score would range between 0 and 50.



### 3.7 Statistical techniques used

For the analysis and interpretation of the data, raw scores were classified and tabulated in different categories. In order to find out the significance of difference of means between two independent samples, 't' tests are carried out. In order to test the hypothesis pertaining to influence of parental education and occupation on English grammar knowledge, ANOVA was carried out.

