

CHAPTER - 3

METHODOLOGY AND PROCEDURE

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3.1 Introduction

Research methods are most important in Research Process. A good deal of objectivity, reliability and objectivity of a research report depends upon the methods used for the investigation. They indicate the various steps of the plan, which are to be adopted in a solving a research problem. It is, therefore, very important that a researcher must have a thorough understanding of all research methods - their strengths, limitations, applications and appropriateness.

The first chapter dealt with the problem rationale, need and significance of the study. The second chapter looked into the studies already conducted on the area related to the problem. This present chapter is concerned with the details of the techniques adopted in the study. It describes the methodological aspects of the study. It elaborates the sampling technique employed, the tool used in. Source of data and its collection and procedure of scoring used in and statistical techniques used. The chapter also includes the research design. The research design is the detailed plan or the blue print of the investigation.

3.2 Research Design

"Research design is the plan, structure and strategy of the investigation conceived so as to obtain answers to research questions and to control variance".¹

- F.N. Kerlinger

¹ Cited by Aggrawal, in Educational Research: An Introduction, New Delhi, Arya Book Depot 2002. 180.p.

In order to accomplish the objectives of the present study the descriptive survey method was considered suitable for identifying the effect of mass media and text book on the word power of the students of class VIII.

3.3 Population

A population is any group of individuals that have one or more characteristics in common that are of interest to the researcher. Besides for the investigator the usual purpose of Educational research is to learn something about a large group of people. By studying a much smaller group the researcher generalizes something, which is applicable to the whole population.

In the present study, all the students of Class-VIII of Visnagar Block of Mehsana District in Gujarat are the population for the investigator.

3.4 Sample

A sample is a small proportion of a population selected for observation and analysis. By observing and analyzing the sample, a researcher makes certain inferences about the characteristics of the population from which it is drawn. The process of sampling makes it possible to draw valid inferences or generalizations on the basis of careful observation within a relatively small proportion of the population. Hence, it is necessary that the sample should represent all the characteristics of population. By studying the sample of a defined population, educational researcher aims at making generalizations, which can be applied, to the population.

As the study of each and every individual is not possible and therefore the investigator has selected an adequate sample which clearly represent the whole population.

It is generally believed that technique of selecting sample together with its size is an important aspect of research. This also enhances the reliability and validity of the work. Commonly used sampling methods are random sampling, purposive sampling and stratified sampling.

3.5 Sample Size

According, to Parten, "An optimum in survey is one which fulfils the requirement of efficiency representativeness, reliability and flexibility. The sample should be small enough to avoid unnecessary expenses and large enough to avoid intolerable sampling error".⁶

In the present study a sample of 200 students of Class-VIII was drawn from 5 different schools of Visnagar Block of Mehsana District in Gujarat.

The following table shows the position and distribution of sample.

Table-3.5.1

S. No.	Name of School	Boys	Girls	Total
1.	Kansa Vidyalaya	22	25	47
2.	Nootan Sarva Vidyalaya	13	10	23
3.	SK Patel Vidyalaya	50	26	76
4.	D.D. Kanya Vidyalaya	-	27	27
5.	Modern English School	18	9	27
	Total	103	97	200

3.6 Data Gathering Device

In research process reliable and valid facts are more important. Such facts are obtained through a systematic procedure, which involves various devices. Each data-collecting device has both merits and demerits. Each research tool is appropriate in a given situation to accomplish a particular

⁶ cited by Aggrawal, J.C.in Educational Reserch : An Introduction. New Delhi, Arya Book Depot, 2002 254 P.

purpose. It may be stressed that the tool must be used in combination as it supplements the work of each other. John Best rightly observes.

"Like the tools in the carpenter's box each research tool is appropriate in a given situation to accomplish a particular purpose. Each data-gathering device has both merits and hazards or limitations".⁷

In the present study, the investigator has used a self-developed questionnaire.

3.7 Questionnaire

Good and Hatt, "In general the word questionnaire refers to a device for securing answers to the questions by using a form which the respondent fills in himself".⁸

Questionnaire is a one of devices for recurring answers to the questions by using a form respondent fills in her or him self. It is most flexible tool, which possess unique advantages over other kinds of tools in collecting both quantitative and qualitative information. A questionnaire is usually administered personally to enable researches to get first hand information.

3.8 Development of the Tool

In developing the tool of the present study, the investigator first referred some related studies and tools used in. Then the textbooks of English up to standard VIII were referred by the investigator. The researcher also watched television programmes to identify the words, which are frequently used and which are of the standard of 13 years old students. Moreover, the investigator has also gone through news items in the paper, in which children are mostly interested. Lastly, with the help of experts tool

⁷ Cited By Aggrawal, J.C. in Educational Research: An Introduction. New Delhi, Arya Book Depot, 2002 163.P.

⁸ Cited By Aggrawal, J.C. in Educational Research: An Introduction. New Delhi, Arya Book Depot, 2002 164.P.

was developed by the investigator. The process of the development of tool has the following stages.

Stage-I

As the study intends to know the relative effects of school and Mass media and text book on the word-power of the students of class VIII, in the first stage of the development of the tool the researcher decided to meet the students to know their level of word-power. For this, the researcher met 26 students and asked them to write English words they are familiar with. This exercise facilitated the researcher to form an idea about the words with which most of the students are familiar.

Stage-II

At the second stage of the development of the tool, the researcher prepared a list of 100 words. These 100 words were mostly picked up from the text books of English upto Class VIII. This list of words was administered to the students. Basing up on the responses the list was modified.

Stage-III

At third stage of the development of the tool, researcher prepared a final list of 96 words. The words selected and put in the list were drawn from newspapers, television and text-books. This final list of 96 words was supplied to the sample to know the word-power of the sample and the effect of mass media and text book on the word power of the students of class VIII.

3.9 Structure of the tool

In the tool, first part of the tool deals with some preliminary data required from the students such as, name of the student, name of school, gender, locality, medium of instruction etc. It also contains some important aspects

related to students like, parental educational qualification and professional qualification.

Second part is concerned with the items of students' interest related to different media and the time schedule of utilizing those media.

Third part of the tool deals with a list of 96 words in English, which is, actually intended to know the word power of the students.

3.10 Statistical Procedure

In the present study for the analysis and interpretation of the obtained data the investigator has used simple statistical techniques mean, standard deviation and 't' test.