

CHAPTER-3

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The planning of the educational research can-not be completed without a detailed design of investigation. This is to be considered as the heart and soul of the investigation. In fact, it is the blue print of the detailed procedure of testing the hypothesis and analysing the obtained data. A systematic research study calls for appropriate selection of sample and planned usage of tools and statistical method.

According to Tuckman (1978), ' A research method is a specification of operations for the testing of hypothesis under a given set of conditions. The purpose of this study was to compare the writing ability of students studying in Class V of two different type of schools.

3.1 Method of Study :

This is a status study where the techniques of descriptive research is being used to find out the writing ability of Aashramshala students and Non-Aashramshala students studying in Class V.

3.2 Population :

All the students studying in Class V of Aashramshala and non-aashramshala schools of Shepur-tahsil comprise the population of the study. As a total number of 100 students were studying in the three identified schools as finite population may be categorised.

3.3 Sample :

Sixty students of Class V of Aashramshala and non-aashramshala students served as the subjects of the study. The whole population was not taken for the study. The students who followed the simple writing style (not cursive or simple cursive) in the case of printed text-book was considered for the study. In order to draw the sample of the study a technique of purposive sampling was used. A writing test consisting of fifty words was administered to all the one hundred and ten students studying in Class V. The answer sheets was evaluated against the

criteria and all those students who followed simple writing style was selected for study. A total numbers of sixty students having 29 boys and 31 girls from Aashramshala and Non-aashramshala were selected.

3.4 Tools and Techniques :

The writing ability of Vth grade student studying in aashramshala school and non-aashramshala school of taluka-Shirpur was assessed during two different situations :

- * writing ability through copying a paragraphs on four lined sheets
- * writing ability while taking a dectation on four lined sheets.

3.5 Development and Finalisation of the tools :

A paragraph, used to assess the writing ability of a student while copying, was carefully prepared. It were ensured that if contains such words which used in English text-books of Class V standard. Also a care were taken, to include the words where the capital letters required to be used. A care were also taken to avoid the words having more than 7 letters. For the purpose of dictation, a paragraph consisting of two hundred and fourteen words was identified from the English text-book of Class V from the lesson which recently taught. It was ensured that where the capital letters required to be used and avoid the word which contain more than 7 letters.

These paragraphs developed were selected to trial-run on eight V grade students studying in same school but not included in the sample. On the basis of the evaluation of their responses the set paragraphs were modified. The modified paragraphs were also shown to the class teacher, who teaches English, and their opinions were incorporated. Student requested to write on four lined paper-sheet.

3.6 Administration of Tools and Data Collection :

After obtaining permission from the head-master of the schools, a detailed schedule (date and time) to administer the tools was prepared. The help of class teacher was also sought. According to schedule, the students were asked to sit in their classroom having sufficient space to write freely. The purpose of the test were made clear to the students and it was specifically told that the performance in writing ability will not have any bearing on their class-promotion. The students were distributed two each having four-lines and were instructed to write on these sheets only. The cover from the paragraph already written on the black-board (on four lines) was removed. After ensuring the visibility of the students they were asked to copy down word by word as written on black-board. For ensuring of writing the teacher and researcher gives instructions and supervise the environment. After the laps of eighteen minutes students were instructed to stop the writing. The sheet was collected. The student were instructed not to move around and stay on their seats.

The purpose of the dictation test were made clear to the students and it was specifically told that they listen carefully the paragraphs line by line with proper intonation pattern and proper stress on words. To the student, teacher also aware that to listen carefully the pauses in the paragraphs. The sheets was given and tape-record began. The tape was reverse, for the demand of student who lack behind, from the beginning of that sentence. When the paragraph complete student were instructed by the teacher to stop the writing. The researcher collect the handwritten sheets of the students.

3.7 Scoring Procedure :

The scoring was done on the basis of errors committed. Researcher assigned one point for one error. More the errors lessor were the credit. The number of

errors committed by each student was counted. For dictation and for copying counted separately by using the following criteria of measurement legibility; site of letters; capital letters; capital letters and space between two letters.

3.8 Statistical Techniques Used :

In order to analysed the data pertaining to fair criteria the following statistics were used - such as Mean, Standard Deviation and t-test.