CHAPTER THREE

METHODOLOGY

3.1 Introduction

This is a case study conducted in Sekolah Menengah Perempuan Sri Aman, Petaling Jaya, Selangor. The school was chosen because of its location in a city suburb and in an affluent area. Its students were from the nearby housing estates. Generally, the students of the school were from middle to upper-middle class families. There were also students sponsored by the various state and federal agencies such as the Yayasan Selangor. A small proportion of the students were from a nearby squatter area.

Besides the proximity of the school location, facilitation to the researcher as one of the staff was given, to enable her to conduct her survey through questionnaires, interviews with the students and teachers, observation, compilation and verification of documents, checking and storage of books in the storeroom and assess to records which enabled the computation of costing per student on usage or loan as well as wastage.
This school was an all-girl school with an enrollment of 2,070 students. There were many facilities found in this school such as, library equipped with ‘internet’ connections, science laboratories, workshops, cookery and needlework rooms, a computer room, a hall, meeting rooms, classrooms and a big field. The school had been awarded the annual “Sekolah Harapan” award, geared to be the "Sekolah Bestari" in 1998 and in the process of achieving the “Quality School” status set by the Ministry of Education.

The respondents were students receiving GATS from Form one until Form Five. The breakdown of the figures are as follows:

<table>
<thead>
<tr>
<th>Class</th>
<th>Total No. of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Form One</td>
<td>58</td>
</tr>
<tr>
<td>Form Two</td>
<td>38</td>
</tr>
<tr>
<td>Form Three</td>
<td>31</td>
</tr>
<tr>
<td>Form Four</td>
<td>98</td>
</tr>
<tr>
<td>Form Five</td>
<td>96</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>321</strong></td>
</tr>
</tbody>
</table>

The other set of respondents were 61 teachers of the school who were teaching Form one until Form Five of all subjects ranging from Bahasa Malaysia, English Language, Sciences, Mathematics, Living Skills (Kemahiran Hidup), History, Geography, Art & Craft, Physical Education, Islamic Studies and Moral Education. The headmistress, various heads of departments and supporting staff of the school were not included in this survey.
3.2 Instrumentation

This research used two different instruments adapted from Zulkifli bin A. Manaf and Sharil Marzuki (1995) based on the questionnaire conducted previously on their survey pertaining to the impact of textbook loan scheme. The two instruments were for 1) Students and 2) Teachers.

3.3 Students' Instrument

The students' instrument consisted of 6 sections made up by Sections A, B, C, D, E and F. Section A comprised of 6 items (No. 1 - 6) on the background of the student. Section B constituted of 5 items (No.7 - 11) on the usage of the textbooks. Section C contained of 7 items (No. 12 - 18) on process of learning. Section D (No. 19 - 20) were items linked with the academic achievement of the students.

The items in Section B were in the form of Likert 4 point scale where the value of 1 = never, 2 = seldom, 3 = sometimes and 4 = always. Sections C and D were also in the form of Likert 4 point scale where the value of 1 = nil, 2 = a little, 3 = moderate and 4 = a lot.

Section E (No.21 - 22) were items related to the dropout from school. Lastly, Section F (No. 22 - 28) was with reference to the scope of GATS.
3.4 Teachers’ Instrument

The teachers’ instrument comprised of 6 sections. Section A (No. 1 - 7) was on the background of the teacher. Section B (No. 8 - 13) were items associated with the usage of textbooks. Section C (No. 14 - 18) consisted of items related to the process of teaching and Section D (No. 19) was about the academic achievement. Section E (No. 20 - 21) was concerned with the rate of dropout and lastly, Section F (No. 22 - 28) items were related with the scope of GATS.

All questions in Sections B, C, D and F were in the Likert 4 point scale where the lowest value was 1 and the highest was 4. The items in Section B and Section F were in the form of Likert 4 point scale with the value of 1 = never, 2 = seldom, 3 = sometimes and 4 = always.

The items in Section C were in the form of Likert 4 point scale where the value of 1 = very much disagree, 2 = disagree, 3 = agree and 4 = very much agree. The item in Section D was also in the form of Likert 4 point scale where the values of 1 = not effective, 2 less effective, 3 = effective and 4 = very effective.
3.5 Data Collection

All questionnaires were administered to the students and the teachers by the researcher with the assistance of the class teachers and one of the teacher in-charge of GATS of the school. The questionnaires were distributed to the students who received loaned textbooks from GATS in each class from Form One until Form Five. They were allowed approximately 15 to 20 minutes to answer all the questions in the questionnaire. The questionnaires were then collected by the class teachers, the teacher in-charge of GATS and the researcher.

The questionnaires for the teachers were distributed to each teacher of the school; the morning and afternoon session separately. The following day, some of the questionnaires were collected by the researcher and some were handed by the teachers to her.

3.6 Data Analysis

In this survey, the program of SPSS/PC+ was used to process the data collected. The analysis of data included inferential variables such as frequency, percentage, minimum, maximum, mean, mode, median and
standard deviation. The processed data was then presented in table form according to the research questions of the survey.

Cross-tabulation was used in the analysis of significance of various variables, such as the academic achievement by the usage of textbooks as the main text, as the main reference, for exercises, for studying a subject and parents’ income.

All the data of the survey was presented using the descriptive statistic such as frequency, percentage, mean and standard deviation and in table form.

3.7 Interviews and Observations

Interviews with the students and teachers were carried out periodically as the researcher had easy access to the students and teachers. Casual interviews with the teachers in-charge of GATS of the school were spontaneous, frequent and whenever circumstances permitted.

Observations on the procedures of distribution, collection and storing of the textbooks, the store, the stock-keeping and inventory as well as discussions with the textbook teachers would provide invaluable insight to the effectiveness of the GATS at school level.