

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter presents the methodology employed in answering the research questions in the current study. Specifically, this chapter describes the research design, research participants, instrumentation, and the method of data collection as well as the data analysis procedure used in the study. The data collection procedure, which is in the form of survey questionnaires, classroom observations, interviews and data analysis procedures are all described in-depth.

3.2 Research Design

According to Lawrence (2014), the research design is data description based on systematic and specified planning towards the conceptual formation of relation between variables. Therefore, drawing out a clear and systematic procedure is important before embarking on any research. The current research employs a mixed methodology by combining quantitative and qualitative approaches for gathering data through questionnaires, observations and interviews. Denscombe (2003) mentioned that the collection of various types of data is possible with the survey method including countable data, and data that need interpretation, which is simply described as quantitative data and qualitative data. The current study employed a mixed method approach, using questionnaire (quantitative data) to measure the phenomena of

implementing CLT and employed the observations and interviews (qualitative data) to give a good understanding of situations in real-life.

Frick (2005), Dworkin, (2012) argued that the use of qualitative and quantitative research in one study is an ideal cyclic process. The definition given by Johnson and Onwuegbuzie (2004, p. 17) for this research method is “the class of research where the researcher mixes or combines quantitative and qualitative research techniques, methods, approaches, concepts or language into a single study.” The current study used the triangulation methodology, which refers to the use of numerous data-gathering techniques in answering the research questions.

There are many different techniques used in mixed method design studies (Creswell, 2003). These strategies are known as sequential Exploratory. Characterized by: an initial phase of qualitative data collection and analysis followed by a phase of quantitative data collection and analysis. The purpose is to explore a phenomenon. This strategy may also be useful when developing and testing a new instrument. Concurrent Explanatory procedures where quantitative and qualitative methods are used simultaneously. The purpose is to explore a phenomenon. This strategy may also be useful when developing and testing a new instrument. Transformative procedures where the researcher uses either the sequential or concurrent procedures to anticipate the outcomes. (p. 216-218). The purpose of this procedure is to employ the methods that best serve a theoretical perspective. Triangulation procedures where the researcher use numerous data-gathering techniques in answering the research questions. The purpose

of this procedure is that both methods are used to overcome a weakness in using one method with the strengths of another.

The triangulation method used in the current study was to assist and develop the strength of the study results. The main strength of this approach is that it provided a tangible proof and a more detailed idea of the subject at hand where conclusions made. Triangulation generated different results to a better appreciation results to the research topic. In 2014, Lawrence explained that the quantitative and qualitative approaches combined in one study aids with the collection of data that is more valid and reliable. Mixed method in the current study helped the researcher to gain insights which could not have emerged simply by adapting one approach. Triangulation in this research was not only for validating the data but also widening and deepening teachers' understanding of data.

The researcher immerses him/herself in the data through reading and re-reading of interviews, observations and other forms of qualitative documents (Liamputtong and Ezzy, 2005); thereby resulting in a whole new understanding of the data. The current study used the observation and interview as the research instruments as these instruments make sense of behaviour within the wider context compared to quantitative data. In addition, due to the fact that the data were collected from different sources using different techniques such as interviews by using tapes of recorded materials, and observations by using note book, the qualitative data analysis is paramount in such cases.

Specifically, qualitative data analysis enables the retrieval of in-depth information, which may not be readily available via other techniques that employ a single data collection method. The main point here is how 'social' is the reference to this kind of research as it recognizes the necessity for data from the perspective of those who form the research population to be interpreted. Lawrence (2014) described it as an approach to the study of the social world which seeks to describe and analyse the culture and behaviour of humans and their groups from the point of view of those being studied.

The current study used the interview tool in order to understand if there are any difficult aspects in the research need to comprehend using the questionnaire and observation techniques. So, it is relevant to apply the triangulation method as the data comes from three different tools, which strengthens the study results of the current study.

The questionnaire tool is utilized to give a comparison with the observation and interview data sets; which is vital for an in-depth investigation into the phenomenon of reading comprehension among preparatory level students in Libya. Fundamentally, the study investigated the phenomenon of teachers' teaching reading comprehension via the use of CLT, through interviews, and identifying the similarities and differences among their views as well as the hindrances they faced during such activities. In addition, the study further employed the use of observation and interviews to investigate the phenomenon of CLT and the kind of CLT reading activities implemented by the teachers in the classroom environment. Additionally, it was also used to examine the difficulties the teachers faced in using these communicative techniques. This is made

up of a mixed method strategy, where data from varying and disparate sources in number and word form can be ‘triangulated’.

However, it must be recognized that an approach with mixed methods can be complex and time restrictions may prohibit strategies of that nature. Another possibility is results from a specific method may not be in agreement with another method (Frick, 2005). However, Punch (2005) argued that the triangulation of the data is worthwhile as better appreciation of the research topic can be achieved through different results. For instance, by using questionnaires to obtain the different viewpoints from a range of Libyan teachers that are adhering to a similar process, and by noting exactly how teachers teach CLT in their classes (via observation), and then by discussing their views and difficulties that they faced to implement this method in teaching reading comprehension (via the interview approach).

The intention in applying both qualitative and quantitative methods is that the researcher would become more confident with a result if different methods had all led to it. This will allow the weaknesses and biases, which could arise from the use of only one method, to be overcome. Some findings obtained from the questionnaire; for example, using Arabic language in the classroom that restrict using CLT in teaching reading was also obtained through the use of the observation and semi-structured interviews. By comparing the findings of these three methods, more accurate information can be obtained in the area of investigation. The figure (3.1) will show the mixed methodology of the current study.

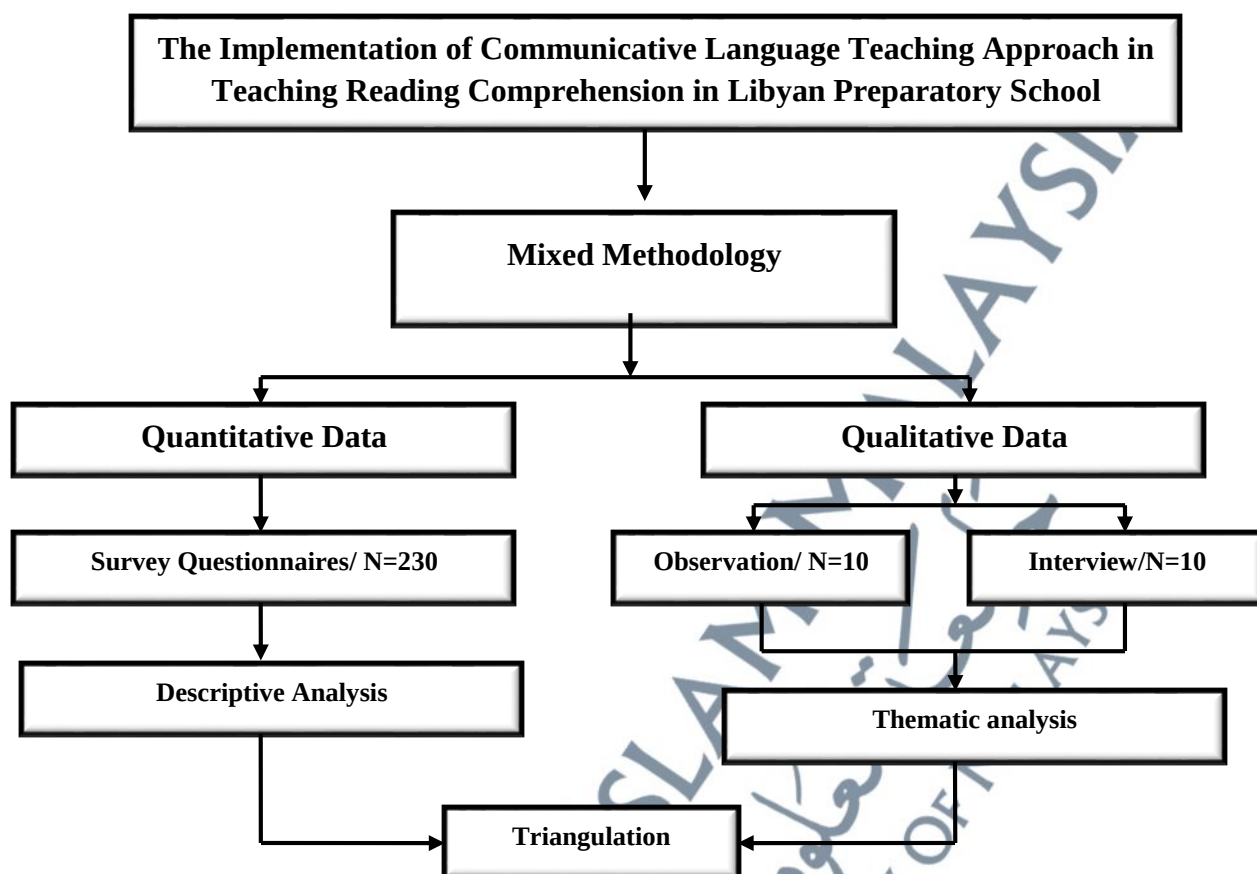


Figure 3.1: Research design

3.3 Research context

The primary location of the current study is Tarhuna. Tarhuna is a region located in the Libya, in the south-eastern front of the capital, Tripoli. This region has been specifically identified for the current study due to two fundamental reasons. First, the researcher has five years experience as an EFL teacher in the area, she has a good rapport with a number of teachers. Secondly, the researcher is herself a native of the region, and thus, is familiar with the culture and traditions of the land and the educational curriculum of the school system. As such, it is expected that this positive connection between the researcher and the teachers (who are the respondents in this case) would result in a

welcoming reaction from the teachers towards providing support and assistance to the study. As reported by various studies, all these factors play important roles in optimizing the response rate of the questionnaires and further serve as an encouragement for teachers to voluntarily participate in the interviews (Dworkin, 2012)

3.4 Research procedures

In order to answer the research questions, various procedures were chosen to collect and analyse the data. At the beginning, the researcher obtained a letter issued by the director of preparatory education of the region, to preparatory school head teachers to allow the researcher to meet the teachers. The researcher started distributing the questionnaires after completing observing the teachers in their classes and interviewing them. The researcher analysed the questionnaire by descriptive and anova analysis, and analysed the observation and interview by thematic analysis. The following table describes the research setting, the data collection procedures and data analysis procedures.

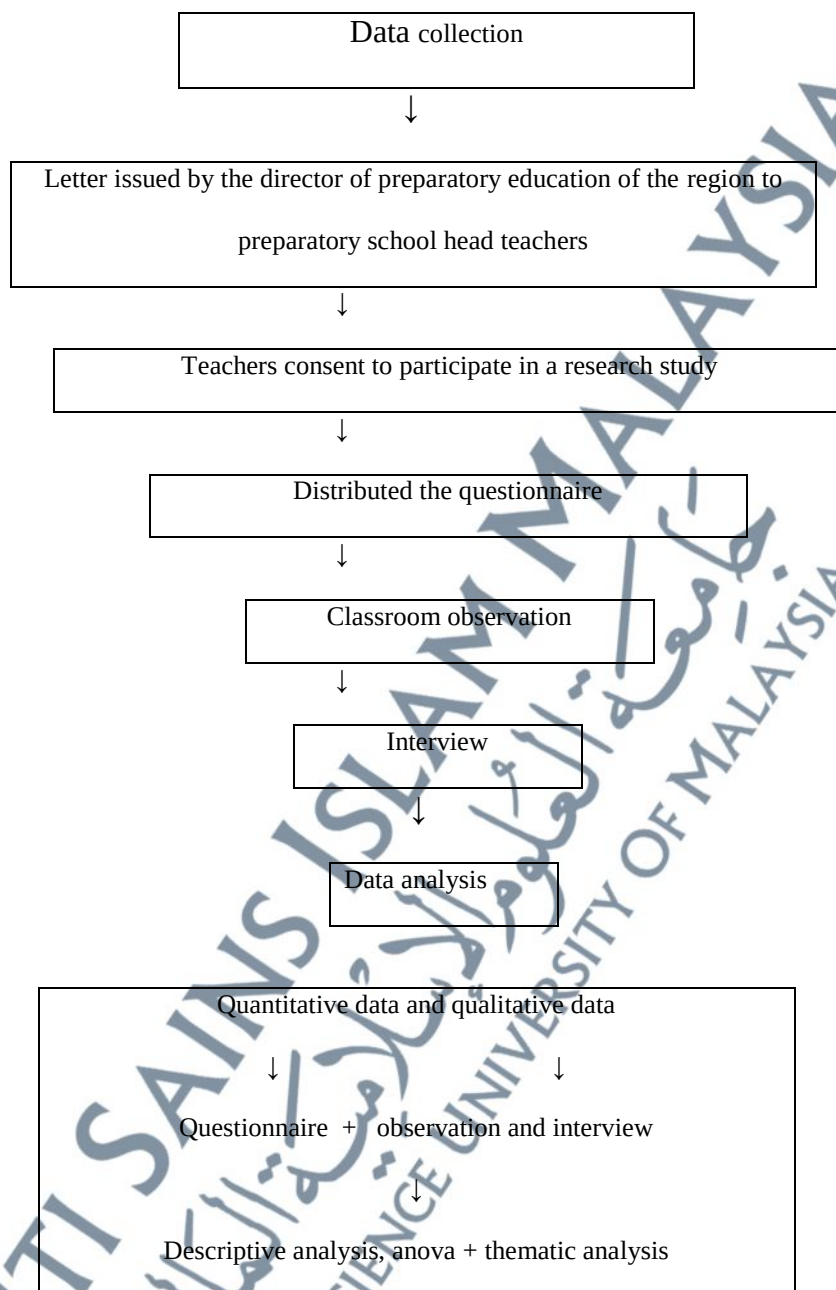


Table 3.2 Research procedures

3.5 Research participants

The target respondents of the current study involved Libyan teachers of English Language in 80 preparatory level schools within the study region. These teachers are usually bachelor degree holders in English from many different universities or diploma

holders from the institutes of higher educated in Tarhuna. With these respondents, it is hoped that the results from the research will be able to contribute a good amount of valuable information to revise and improvise the English language learning and teaching process in the preparatory schools in Libya.

As mentioned earlier, the participants include 310 English language teachers in 80 schools within the region. The idea of using the whole population of English teachers of the region is to obtain a better and wider perspective on the perception of teachers on CLT. These teachers had been invited to participate in the observation so as to gather various viewpoints concerning CLT implementation. During the observation, the teachers' experiences had been ranged from 1 to 15 years. In the process of data collection through observation and interviews, the teachers are categorized into three groups; those with teaching experience ranging from 1 to 5 years are regarded as 'less experienced' and denoted by 'A', those with teaching experience ranging from 6 to 10 years are regarded as 'experienced teachers' and denoted by 'B' and those with 11 to 15 years teaching experience are also regarded as 'experienced teachers' and denoted by 'C'. This categorization strategy is done in accordance with the period of the new English textbook introduction in the Libyan preparatory and secondary schools in 2000.

Teachers from 2000 until 2015 already have 15 years of experience with the new English textbook. Therefore, the conclusion is that members from group 'B' are well versed and more experienced with teaching using the new textbooks (communicative-oriented) and the effect of grammar translation is less compared to group C. Group B has more knowledge and a deeper and broader picture about CLT and will be able to

give information that helps the researcher. The sample selection of participants with knowledge and information on the topic of the research and the settings are done through qualitative inquiry sampling (Gay and Airasian, 2003). In the study, the experienced group B teachers were identified in the targeted schools through the first three digits of their passport numbers, which they are required to provide in the first page of the questionnaire.

TABLE 3.3: Summary of Participant Selection According to the Instruments

Instrument	Population	Participants
Questionnaire	Libyan English as a foreign language teachers	All teachers in the region
Observation	Group B	10 teachers
Interview	Group B	10 teachers

3.5.1. Population and Sample technique

The population targeted by the present study encompassed the Libyan preparatory school teachers of English in Tarhuna city of Libya. Overall, it consists of 310 teachers. The information of the schools in Tarhuna, their names as well as their English teachers was obtained from the relevant Executive District Office (Ministry of Education). The selected teachers, study sample, had at least more than one-year work experience, and the sampling technique was comprehensive for population. However, only 265 questionnaires were returned, for those incomplete returned questionnaire, they were not used in this study as they missed important information. Therefore, the useable questionnaires used for analysis in this study were 230.

3.5.2 The Demographic characteristics of the study sample

The total number of the participants in the questionnaire is 230 English language teachers. Table 3.3 shows that 77.3% (n=178) of teachers are female while 23% (n=52) are male. This indicates that there are more female teachers than male teachers in teaching English language in Libyan preparatory school. Teachers' ages ranged between 20 to above 46 years. A total of 13% (n=30) of teachers were between 20-25; 19.1% (n=44) aged between 26-30; 27% (n=61) aged between 31-35; 37% (n=84) between 36-40; 5% (n= 11) between 41-46. This shown that there are 68% (n=156) English teachers who were above 30 years old. This profile suggested that the majority of the sample were experienced English teachers.

TABLE 3.4: The Demographic characteristics of the study sample

Category	Sample	
Gender	Percentage	Frequency
Male	23%	52
Female	77.30%	178
Age		
20-25	13%	30
26-30	19.10%	44
31-35	27%	61
36-40	37%	84
41-46	5%	11
Years of experiences		
1-May	22.10%	51
6-Oct	42.10%	97
Nov-15	36%	82
Level of education		
Bachelor's degree	100%	230
Master' s degree	0%	none
PhD	0%	none
Other level of education	0%	none

Lawrence (2014) noted that any teachers who have more than 10 years of teaching experience are deemed knowledgeable and are in the right years to teach effectively. In terms of level of education, there were 43% (n=78) higher diploma and 66% (n=152) bachelor's degree. The data shows that teachers who teach preparatory school have bachelor's degree. In terms of teaching experience, 22.1 % (n=51) of teachers had between 1-5 years; 42.1% (n=97) had between 6-10 years of experience and 36% (n=82) had between 11-15 years of experience. Thus, it can be argued that the members of group 6-10 had more experience in teaching the new textbooks (communicative-oriented). Group 6-10 have more knowledge and a deeper and broader picture about CLT and will be able to give information that helps the researcher. This classification related to the date of introducing the new English textbooks into Libyan preparatory schools in 2000.

3.6 Pilot study

Piloting is an important step during which the researcher can identify any problems of comprehension or meaning that have not been spotted during the design stage (Douglas and Craig, 2007; Jankowicz, 2005). The purpose of the pilot study was to test comprehensibility of the questionnaire, checking the significance and relevance of responses in relation to the aims and objectives of the study. Pilot study enables the researcher to explore its validity and it's important, therefore to know that questionnaire can not be a valid measure unless it is a reliable measure. Therefore the piloting was conducted prior to the collection of data for the main study on site with the researcher present using samples of typical respondents

3.6.1 Pilot study (Questionnaire)

It is noted that even experts in questionnaire design find it virtually impossible to get a questionnaire right on their first attempt, and therefore, it is vital to pilot a questionnaire before going live with the real version (Leung, 2001). Such an exercise has the advantage of potentially providing advance warning of where a research project might fail, where it might be hard to follow research protocols, or whether the proposed methods or instruments are inappropriate or too complicated. Often it is helpful for the researcher to give an indication to prospective participants of the amount of time they are being asked to give, and without piloting the instrument involved, the researcher would have no genuine knowledge of this. And another benefit of a pilot is that it may reveal items that do not yield usable data, and thereby enable their removal before they emerge as complicating the data (Bell, 1993). The aims of the pilot study were to: test the methods to be used for the data collection; identify any potential technical or contextual problems or difficulties that would impact the data collection process; get a first-hand experience of conducting, questionnaire, observation.

The purpose of pilot study is to refine the questionnaire so as to ensure that the respondents would have no problems in answering the questions and researchers would have no difficulties in recording data. Essentially, therefore, the process allows researchers to establish whether respondents understand the questions and instructions, and whether the meaning of questions is the same for all respondents (Kelley et al, 2003), thereby increasing the reliability and validity of the instrument. This means that pilot study increases the strength of the questionnaire, protect it from any mistakes and help the researcher to obtain correct data.

Enough copies of both versions of the questionnaire (English and Arabic) were distributed to the participants. The questionnaire was completed by twenty teachers who were teaching in schools in the region. The researcher conducted the process of piloting the questionnaire among these teachers. The researcher explained to the teachers the nature of the research and the purpose of the pilot study and encouraged them to answer the questions.

In the present study, the researcher examined instrument reliability to the pilot study by means of Cronbach's Alpha test at the 0.05 level of significance ($\alpha = 0.05$). Reliability refers to an instrument's ability to provide consistent results in repeated use (Golafshani, 2003). Gray (2005) observes that in terms of questionnaire design, high reliability means that something measured today should attract the same measurement when measured on another occasion. Easterby-Smith et al. (2004; 135) defines reliability as "a matter of stability". Hence, if a questionnaire is consistent and stable, it is said to be reliable. The main findings to the reliability of the pilot study are presented in Table 3.4, which discloses that the value of Cronbach's Alpha coefficient for the entire instrument calculated using 62 items, namely, instrument questions, is 0.87. This means that the overall instrument reliability is high. The generally agreed upon lower limit for Cronbach's alpha coefficient is 0.70 (Nunnally, 1978). However, Hinton et al. (2004) suggested four categories of reliability based on values of Cronbach's alpha coefficient: excellent reliability (≥ 0.90), high reliability (0.70-0.90), moderate reliability (0.50-0.70), and low reliability (≤ 0.50). The same applies to the 'Views' and 'Difficulties' dimensions of the research tool, which both were high Table 3.5.

TABLE 3.5: Instrument Reliability Analysis: Reliability Statistics

Variable/ Dimension	Cronbach's Alpha	No.original Items
Overall Instrument	0.87	62
The 'Views' Items	0.86	29
The 'Differences' Items	0.84	33

It is also reported (Peat et al, 2002:123) that a pilot study will enhance the internal validity of a questionnaire if the researcher:

The researcher noticed that a small number of questions needed modification so they could be better understood. Also, the researcher noticed that most of the participants need more time to answer the questions in order to provide more reliable information. In the same time, the researcher noticed the difficult or ambiguous questions and changed them to simple questions, also checked that all questions are answered. Re-words or re-scales any questions that are not answered as expected. Shortens, revises and, if possible, pilots again, Peat et al, (2002:123). From the pilot study, it became clear that most of the questions were clear and the respondents felt confident in answering them. The researcher reworded some sentences. Also, the researcher explained the aim and the objectives of the study and added them to the cover page and added more time in the schedule to the main data collection stage.

3.6.2 Pilot study (Interview)

In the current study, the aims of the interview's pilot study was to get a first-hand experience of conducting interviews and modify the research questions based on the

results of the pilot stage. The research design was aimed to interview teachers who have experience teaching CLT in Libyan preparatory school. Therefore, the two participants of the pilot study were taken from almost the same target population intended for the main study. The pilot study gave the researcher the opportunity to test the interview schedules, which resulted in the modification of some questions based on the responses of the participants. These participants helped the researcher refine the interview questions that need more explanation further during the main study. In the revised interview schedules, the researcher also included additional prompt questions that she used to focus on and guide the interviewing process. For example, what are the main CLT activities that teachers implement in teaching reading?

From the pilot study, the researcher perceived that an optimal time to conduct the interview would be 45 minutes to each interview to every participant, it means 1 and half hour. The researcher then had to consider the use of strategies and prompts to ensure that the participants did not deviate from the focus of the questions and start speaking about irrelevant subjects during the allotted time.

Also, the interview helped the researcher to be able to test the quality of the recordings and sort out any technical problems with the audio recorder. The researcher realized the difficulties associated with transcription. These difficulties were connected to the quality and clarity of the recorded material, the time needed to transcribe each interview. Also, the researcher noticed that although not all Libyan teachers are proficient in speaking English, these experienced teachers have the ability to speak and discuss in

English in a good way. The pilot study results encourage the researcher to conduct the interview in English language.

3.7 Triangulation

The current study utilized the triangulation methodology, which refers to the use of multiple data-gathering techniques in answering the research questions. The triangulation method helps to improve the validity of study results, and further helps investigators to afford better explanation of the accrued results (Punch, 2005). O'Donoghue and Punch (2003, p.78), on the other hand, argued that triangulation is basically a “method of cross-checking data from multiple sources to search for regularities in the research data”. The triangulation term suited the current study due to the fact that three different tools were employed, namely questionnaires, observation and interviews.

Many researchers (Punch, 2005) have stated that ‘triangulation’ involves research strategy combinations used to look into the same research problems through various methods, thus, strengthening the validity of the conclusions that were reached. The purpose of triangulation is to elevate and strengthen the confidence towards the results, which is known to take place by using both quantitative and qualitative data; a method known as the mixed method.

Creswell (2005) had noted that the approach of mixed methods in social sciences studies is fairly new, that it requires the collection, analysis, and combination of qualitative and quantitative data all from a single study, thus allowing for data triangulation.

Furthermore, the mixed method application is believed to beat the weaknesses from a single approach (Polit and Beck, 2004) as there are very little possibilities for critics to doubt the results when a hypothesis or proposal is backed up by conclusions reached from various data types.

3.8 Instruments

The three research instruments employed for data collection in this study were questionnaire, observation and interview.

Quantitative and Qualitative Instrument		
Survey Questionnaire	Observation	Interview

Table 3.6 Quantitative and Qualitative instrument

3.8.1 Survey Questionnaire

In answering these research questions, the employed questionnaires were developed also based on the studies by Shihiba (2010), Ozevik (2010) and Altiab (2013). These two studies are suitable for the current study because the former is widely utilized in studies involving teachers' beliefs and the understanding of the concept of CLT while Ozevik (2010) and Altaieb's (2013) study are extensively utilized in the works involving the difficulties encountered by teachers in the use of CLT in the classroom environment. The questionnaires in this study comprised three sections. The second section of the questionnaires comprised questions related to the views of the teachers

on communicative language teaching (CLT) techniques for teaching reading comprehension. Specifically, the first 35 questions in the questionnaires are related to the first research question. The third section of the questionnaire, which comprised 27 items are related to the second research question. As mentioned earlier, most of these items were developed based on previous works such as Altatib (2013); Shihab (2011); Ozevick (2010); and Al-mogani (2003). A complete layout of the questionnaire is provided in Appendix (2).

A survey can be regarded as “a method of getting information on certain selected topics from a number of people – usually a large number” (Wallace, 1998, p. 260). On the other hand, a questionnaire comprises a number of listed questions on a piece of paper that require a response by a target group, in a bid to gather their views, attitudes, or beliefs concerning a subject matter. In other words, it is "a self-administered interview" (Smith, 1991, p. 249), in which voluntary statements are collected from respondents as a contribution towards the attainment of research results. In the current study, the written survey questionnaires were designed for Libyan EFL teachers in the preparatory schools.

Here, the developed questionnaires were administered to the respondents in order to ascertain the problems associated with the EFL teachers' implementation of CLT in reading. As such, the quantitative section of the questionnaire seeks to identify the views of the teachers in the communicative language approach. The researcher decided to employ the questionnaire method for data collection because this technique has the capacity to provide relevant information about the views of Libyan teachers about CLT,

including the difficulties they encounter in the application of the CLT procedure in teaching reading comprehension.

A significant merit of the survey method is that it is easy to administer, so that various subjects are allowed to be simultaneously contacted and subjects that are in distant locations can be reached. Moreover, the questionnaire method enables the quick and cost effective collection of a large chunk of data across a large sample size (Krathwohl, 1998) especially for research works involving the identification of phenomena. Consequently, the aim of the current study was to identify the various hurdles faced by English teachers in the Libyan preparatory schools based on the perspective of the teachers. Here, the use of questionnaires in the current research was further reinforced by the use of face-to-face interviews. The questionnaires served to answer the research questions as mentioned in section 1.8 in chapter 1.

The other issue was pertaining to the use of simple language to design the questionnaire items as it required completion by non-native language teachers (Akal; 2005). The first section included questions related to the demographic background of the participants, such as age, gender, years of English language teaching experience, and level of education.

The second part of the questionnaire or section B was to answer the first research question. A questionnaire that was self-constructed was specifically created to study the teachers' views of the implementation of CLT in teaching reading comprehension. The statements were constructed to describe the features of CLT and reading

comprehension. The statements of the questions in the questionnaire were related to teachers' views of the principles of CLT and its implementation, teachers' roles, reading through text and meaning, teachers' knowledge and experience to teach reading comprehension, students' attitude in reading and students' vocabulary and pronunciation. These statements were mainly outlined to persuade the teachers to review their true experience so that their views on integrating CLT to teach reading comprehension compared to the old instructional methods can be identified.

The third part or section C was developed to answer the second research question. The questionnaire was adapted from Ozsevik (2010) and others, it developed according to Libyan context. Thirty-three difficulties pertaining to the six CLT fields of concerns are 1) issues concerning teachers, 2) students, 3) curriculum, 4) educational system, 5) socio- cultural context and 6) CLT itself. The problems listed were obtained from other literature. For instance, Burnaby and Sun (1989, p. 219) had mentioned in their study—that was carried out on 24 English teachers from China—that many of the limitations on applying the communicative language teaching were in relation to “class size, traditional teaching methods, and resources and equipment”.

The data obtained via the questionnaire benefitted the study in terms of recognizing the teachers' understanding of the CLT principles, their roles as English language teachers, the effects of their knowledge and experience to teach reading comprehension, and also the difficulties they face to implement CLT in reading comprehension. In order to consider all the limitations associated with the teachers' answers to the statements

given, all the issues brought up in these sections (in the questionnaire) were closely looked into in the interview sessions.

3.8.2 Observation

The main purpose of classroom observation was to investigate how CLT is implemented by English teachers in teaching reading comprehension. It provided a more complete description of how CLT approach is actually implemented in the classroom. Observation enables the researcher to focus on a limited number of specific behaviours (Jackson, 2006). The qualitative aspect of the current study is based on classroom observations as the data collection instrument, with the aim of describing the qualitative data collected through the survey. This is in agreement with studies in the literature, which argued that classroom observation is the fundamental technique for attaining objective and accurate information about the activities of teachers in the classroom compared to interviews and questionnaires (Gay, 1992).

In the observation technique, 10 Libyan English language teachers taken from the participants in the questionnaire with enough experience (i.e., group B members with 6-10 years teaching experience) to participate in the classroom observation. The selection of this group was due to the fact that its members have passed a good amount of time in the use of CLT in their way of teaching and gained the required familiarity and expertise in the subject matter. This is in agreement with the argument put forward by Patton (1990) who reported that qualitative inquiries generally utilize a small sample size, which is selected purposefully; and usually comprises highly knowledgeable and informative members about the subject matter (Gay and Airasian, 2003; Patton, 1990).

Prior to observing the classes, the researcher first met the concerned teachers individually in order to agree and know the time that uses for teach reading. Once this is agreed, the researcher attended the reading class in order to observe the various activities conducts during this period. Here, each participant's class was observed twice (double period lesson) to gain in-depth information. The observed time for every teacher was about 1 hour and 30 minutes; thus, resulting in a total of about 15 hours observation time for the whole sample size. While carrying out the observations in the classroom, the researcher recorded everything in a notebook. The field notes helped the researcher to preserve the data about every observed lesson and what happened in the classroom.

Saldana (2011) explained that field notes are researcher's written documentation of what he/she observed or developed from audio recording that she/he made on site. Field notes provided the researcher with the events, teachers' role in the class room, their knowledge about CLT reading activities, their difficulties in the implementation of CLT and checked every step the teachers did sufficiently. Field notes of non-verbal communication often acts as tone of voice and facial expression (which) can convey more than words (Dhillon, 2013, p. 739). Also, Saldana (2011) stated that ' Writing descriptively better assures that you are documenting social actions, reactions and interaction in a trustworthy manner for data analysis".

3.8.3 Interview

Interview is an essential method of qualitative data collection that can efficiently be employed to explore and describe educational complications and practices. The three types of interviews are known as structured, semi-structured and unstructured (Bell, 2005; Berg, 2009). Berg (2009,

p.101-104) clarified that the major distinction between the types of interview is in relation to “the rigidity with regard to presentational structure” and identified the absence of mutual agreement on the best method of conducting the interviews. Berg discussed that the inflexibility and the agreement depend on the presentational structure of the interview. Semi-structured interviews are widely used in educational research. They are described to be half way between the completely structured and completely unstructured interview.

The interview schedule was specifically designed to investigate more and gain in-depth information on the teachers’ understanding of these issues. Moreover, the appropriate technique for analysing the teachers’ replies to the given statements was by supporting them with some quotes that are selected from the interviews. The explanation for the purpose of the interview that would require more in-depth insights into the meaning of the replies provided by the participants in his/her questionnaire was also given.

One of the main considerations for the interviewing process that should be considered is the number of interviews that can possibly and reasonably be conducted. According to Patton (2002), the number of interviews conducted in a study does not adhere to any specific rules while the aim of the study and the time and resources available to the researcher are the determinants of the sample size in qualitative research. Thus, it is crucial that the schedule is planned properly as transcription is a tedious process (especially when audio recordings are involved), and there will be a point at which no more new information can be obtained even by interviewing other people. Moreover, the argument made by Easterby-Smith et al. (2004) is that the interviewer should make

notes immediately post-interview; thus, lengthening the total time needed to allocate for each interview.

A semi-structured interview involves designing a set of key questions to be asked during each interview (see appendix 6). Nevertheless, it is possible for the respondents to answer at some length in their own words. Berg (2009, p.107) explained that semi-structured interviews allow interviewers to “probe far beyond the answers to their prepared standardized questions”. Another advantage of this type of interviews is related to the interviewer’s ability to control the interview. It is also possible for the interviewee to have some freedom for developing the interview (Wilkinson and Birmingham, 2003; Bryman, 2008; Berg, 2009).

The interviews were conducted in the form of a semi-structured interview. It involved asking a series of structured questions towards teachers' approaches or techniques in teaching reading in English, teachers' perception of the methods, teachers' perception and understanding of CLT in teaching reading. The researcher referred to semi-structured interview as a group of open-ended questions and probes to gain in-depth knowledge into the phenomenon under the study. Merriam (2009) explained that most interviews in qualitative research are semi-structured and the interview is guided by many open-ended questions. An itinerary for the interviews was created with the research questions as the reference in order to direct the interview (Lawrence, 2014). The questions were outlined to gain information for confirmation of the data collected via the questionnaire and explain those newly emerged issues. The questions used in

the interview were flexible enough to delve further into the teachers' ideas and perceptions (Cohen et al, 2000).

Interviews are utilized to investigate a wide range of research problems and projects. The interview method enables the investigator to have access to in-depth and flexible information about the subject matter by probing the respondents in a way that may not be possible by any other method (Lawrence, 2014). The qualitative part of the study involved interviews that were conducted after observing teachers' lessons in their respective classrooms. During the interview sessions, the researcher asked the participants about their learning experiences, professional history, their views about language learning and classroom practices. They also asked questions related to the lessons that were observed. The interviews conducted after ended the observations to provide answers to the issues that were not clear even after the observation. Hence, interviews were used as a tool which enabled the teachers to relay their experiences and views on their practice of communicative language teaching. Kirsti (2015) reported that interviews enabled investigators to elicit the respondents' articulation of their own personal perspectives.

However, the semi-structured interviews addressed the themes which had been identified; some of the questions had been improvised as appropriate to the discourse between the researcher and the participant, thus, further probing had taken place where necessary (Hartas, 2010). For the interviews, ten participants were interviewed two times with an average of one and a half hours allocated and audio taped. These teachers were interviewed based on their experiences in teaching and learning, which were

identified through the collected data from the questionnaires. The researcher tried to take the appropriate time for every teacher; some teachers were interviewed in their free time and others after they finished their classes. It was evident that the interviews conducted with the same participants who responded to the questionnaires; and their performance provided the opportunity to discover, clarify and resolve methodological and ethical dilemmas (Shari, 2012). In the construction of the interviews, the researcher had asked the participants about the questions which were not clear in the questionnaires. In addition, the interviews helped to verify the teachers' responses on the questionnaire.

There were 30 questions included in the interview (see appendix, 6). Inquiring questions asked to generate spontaneous and rich descriptions of teaching reading in English language classrooms and issues related to it. It would be better to mention that although the questions from the questionnaire guided the composition of the interview format, it is expected that during the process of investigating these questions, other questions arise. Such an expectation, according to Lewrence (2014) is characteristic of qualitative methodology and serves to enrich the data gathered. Generally, researchers record the interviews to allow them to listen to their interviewees whenever needed. The interview itself was performed on a tape recorder. The use of audio tape was to ensure the data would not be lost. The researcher was also aware that it is difficult to take down everything on what the respondents said and remember them.

3.9 Ethical consideration

Before collecting the data, the researcher considered the ethical issues in data collection suggested by Creswell (2008). Generally, any attempt by a researcher to understand what others are doing or saying and transforming that knowledge into public from involves moral- political commitments (Allmark 2000). This is because making public what is said or observed may cause risk harm on the individual words and actions to explain events. Thus, these were the ethical consideration and guidelines followed to ensure that participants did not face any risk of harm, detriment or unreasonable stress. This ethical guideline also adhered to include providing informed consent, the right to anonymity and non-identifiability. With regard to the study, it began with the identification of some guidelines for ethical practices, and then key issues likely to arise were reviewed. The researcher informed the participants of the purpose of the study, refrained from descriptive practice, shared the information with participant, including the researcher role, be respectful of the research site, reciprocity, used ethical interview practices, maintained confidently, and collaborated with participants. These guidelines are very important in this study.

The institution of this study was the schools which served as a site of this study. In this institution, the researcher first needed to assure this institution that the researcher would not be of any harm to the school and the researcher's presence was for conducting the study. The researcher therefore gave the letter from her embassy informing that she was a student and would like to conduct a study at the schools. She then produced a letter of Good Conduct from the department of the education in Tarhuna and the department of education in respective districts informing the school of permission for the conduct of

the research. Once the permission from the department of education obtained, the researcher began her study.

3.10 Data Collection Procedures

This section offers detailed explanations about the procedures followed in collecting the data for this study. It presents the way and the tools the data were collected.

3.10.1 Questionnaire

As mentioned earlier, survey questionnaires had been distributed to the participants who were all English language teachers in the Libyan preparatory schools. Collecting the data for the questionnaire of this study was carried out in Libya between March and April 2015; and on average (Appendix 1). By this time, teachers in Libya returned to schools after finishing the midterm exam. This time was ideal for enhancing the teachers' participation. Teachers in Libya are usually less busy at this time and return to teach the last part of the textbooks. This could allow the teachers to fit in times for completing the questionnaires and for participating in the interviews. The productivity of appropriate timing was emphasized by Cohen et al (2007: 223). Due to the fact that electronic delivery is not possible in the current scenario, the researcher had distributed the questionnaires among the respondents, it had been sent to two schools per day. As the researcher received the questionnaires, each participating school had been allocated a separate file. For example, the first school had been labeled as S1, the second school S2 and so on. This organized way helped the researcher to define the experienced teachers (participants) from their schools that they belong. After that these experienced teachers participated in the observation and interview, Distributing the questionnaire

started immediately after the permission for entering the schools was formally obtained from the Committee of Education of the region.

A formal meeting was individually held with the head teachers to every school involved. All the head teachers were helpful, supportive and cooperative. In each school, full explanations about the nature and the aims of the study were provided to the head teacher and to one of the teachers who was nominated to distribute and collect the questionnaires. Enough copies of both versions of the questionnaire (English and Arabic) were left with these volunteers to offer them in accordance to their colleagues' choice. These volunteers were asked to recommend their colleagues to read the covering letter in order to understand the nature and the aims of the research. The head teachers and those volunteered teachers were also informed about the nature of the other methods of data collection (observation and interviews) and were asked to search and encourage the teachers who have more teaching experiences from each school to participate in the observation and interview.

The follow-up procedure was very beneficial as after twenty days, the questionnaires which returned were 230 copies. Dworkin (2012) believed that with more effort researchers can achieve higher response rates of their questionnaires. The high response rate in this study indicates that good timing and purposive selection of contexts where it is possible for researchers to depend on people they know in administering questionnaires can significantly increase the response rate of their participants. Achieving this high rate could be also related to the researcher's good relationship with many of the teachers and headmasters in the region (see 1.1). The great influence of

‘interpersonal connections’ in Arabic countries was noted by Hutchings et al (2010: 75). Cohen et al (2007:224) believed that the researcher’s status and prestige can be an influential factor for persuading the participants to return their questionnaires.

3.10.1.1 Instrument Reliability Analysis

Reliability is evaluation of the degree of consistency between varied measurements of variable of interest (Colesca and Dobrica, 2008). Reliability refers to an instrument’s ability to provide consistent results in repeated use (Golafshani, 2003). Gray (2005) observes that in terms of questionnaire design, high reliability means that something measured today should attract the same measurement when measured on another occasion. Easterby- Smith et al. (2004; 135) defines reliability as “a matter of stability”. Hence, if a questionnaire is consistent and stable, it is said to be reliable. In the present study, the researcher examined instrument reliability by means of Cronbach’s Alpha test at the 0.05 level of significance ($\alpha = 0.05$). In this study, the researcher used the most common measure for internal consistency which is Cronbach’s alpha. One of the most common tests is Cronbach’s alpha. This reliable in measuring the consistency of all items, both globally and individually (Gray, 2005; Saunders et al, 2007). The main findings are presented in Table 3.7, which discloses that the value of Cronbach’ Alpha coefficient for the entire instruments calculated using 62 items, namely, instrument questions, is 0.809. This means that the overall instrument reliability is high. The generally agreed upon lower limit for Cronbach Alpha coefficient is 0.70 (Nunnly, 1978). However, Hinton et al. (2004) suggested four cateogries of reliability based on values of Cronbach’s Alpha coefficient: excellent reliability (≥ 0.90), high reliability (0.70-0.90), moderate reliability (0.50-0.70). and low reliability (≤ 0.50). The same

applies to the 'Views' and 'Difficulties' dimensions of the research tool, which both were high Table 3.7.

TABLE 3.7: Instrument Reliability Analysis: Reliability Statistics

Variable/ Dimension	Cronbach's Alpha	N of Items
Overall Instrument	0.809	62
The 'Views' Items	0.759	29
The 'Differences' Items	0.793	33

In Table 3.6 the column labeled 'Cronbach's Alpha' determines the change in instrument reliability upon deletion of the listed items individually. It can be noticed that omitting neither instrument reliability. Taking this into account, the researcher concludes that deletion of neither instrument item will lead to any pronounced improvement or drop in instrument reliability. It can be noticed that omitting neither instrument item results in pronounced change in instrument reliability. This result supports a high reliability of the research instrument and confirms suitability of all its items to this study.

3.10.2 Observation

In this section, the researcher offered the way how she collected the data. As mentioned in Section 3.4.2, one of the data collection procedures is classroom observation. From the beginning of the study, the researcher obtained permission from the school and the local educational authority to observe the classrooms. It was the school Principal who asked the teachers on the researcher's behalf to allow her to observe their classrooms during the reading lessons only. As mentioned in Section 3.3, before conducting the real observation, the researcher intended to observe 10 teachers. The observation took

around 15 days and every teacher was observed two times. The schedule of observation covered ten teachers for twenty observations. The participants were those who have 10 years experience teaching English at preparatory schools.

TABLE 3.8: The Observation Schedule for the Observed Teachers.

Number of teachers	Date	Time	Class
T1.	16 th April 2015	10:50 to 11:30 am	First year: 1/2
	19 th April 2015	10:00 to 11:30 am	Second year: 2/2
T2.	20 th April 2015	11:30 to 12:10 am	Third year: 3/3
	20 th April 2015	12:10 to 12:50 am	Second year: 2/2
T3.	21 th April 2015	10:50 to 11:30 am	First year: 3/1
	21 th April 2015	12:10 to 12:50 am	Second year: 2/1
T4.	22 th April 2015	9:10 to 9:40 am	Second year: 2/1
	22 th April 2015	12:10 to 12:50 am	First year: 1/4
T5.	23 th April 2015	11:30 to 12:10 am	Third year: 3/1
	23 th April 2015	12:10 to 12:50 am	Third year: 3/2
T6.	26 th April 2015	11:30 to 12:10 am	Second year: 2/1
	26 th April 2015	12:10 to 12:50 am	Second year: 2/4
T7.	27 th April 2015	12:10 to 12:50 am	First year: 1/1
	28 th April 2015	11:30 to 12:10 am	First year: 1/4
T8.	28 th April 2015	11:30 to 12:10 am	Second year: 2/2
	29 th April 2015	12:10 to 12:50 am	Second year: 2/1
T9.	29 th April 2015	10:50 to 11:30 am	Third year: 3/2
	29 th April 2015	11:30 to 12:10 am	Third year: 3/1
T10.	30 th April 2015	10:50 to 11:30 am	First year: 1/1
	30 th April 2015	11:30 to 12:30 am	First year: 1/4

In each observed lesson, the researcher used two sources to collect the data; audio recording device, guided questions answered in the field notes. During the observed classes, as a non-participant observer, the researcher always sat at the back of the classroom after she made sure that the audio recording device was in place and running. The best place for audio recording device was in front of the class on the teacher's table, so that the teachers' voice and discussion would be clear. The researcher's involvement was limited to physical presence and writing notes. During the observation, the researcher tried to keep her attention reasonably distributed between the participants' behavior, knowledge, teaching reading activity, and the general context of the

classroom. This was because one of the aims of this study was to investigate teacher' implementation of CLT and their views and knowledge of implementing the CLT activities to teach reading comprehension.

In addition to the audio recording of classroom activities, the classroom observation data included guided questions that helped the researcher to gain in- depth knowledge about the methods that every teacher used in teaching reading and how they implement CLT reading activities in the classroom.

3.10.3 Interview

This section offered how the interview data collected. The issue of Libyan as a conservative country influenced the process of selecting the interview sample in this study. It was not possible for the researcher to interview the male teachers individually. The majority of the teachers who participated in the survey questionnaire were females (77.3%) therefore applying a probability sampling method was not possible. Group interview was not an option for the researcher as it would not lead to identify the variations in the teachers' conceptions of this approach. Cohen et al (2007) considered 'group think' as a disadvantage of group interview because it "discouraging individuals who hold a different view from speaking out in front of the other group members" (Cohen et al, 2007: 373). In the current study, 10 teachers had been interviewed; each interview lasted about thirty minutes; the participating teachers were interviewed two times, equaling to one hour for every teacher. They involved a list of open-ended questions addressing the various issues related to CLT, and the use of it in EFL Libyan

contexts. Moreover, it was noted that some further questions might emerge in the course of the interview depending on the interviewee's responses to the interview questions. Also, the participants were free to speak their minds and add any relevant information. Similarly, they were ensured that they had all the rights not to answer any question(s) that they felt uncomfortable with most questions focused on teachers' perceptions, views and difficulties from their experiences implementing CLT practices, or not, in EFL teaching contexts. There was an interest from many teachers to participate in the interview but this was not possible due to considerations of time, accessibility and arrangement.

The interviews enabled the researcher to gain in-depth information to the items that have no clear-cut answers from the questionnaires. Moreover, interview provided more explicit answer and helped to validate the findings from the questionnaires and observation. In addition, these teachers' knowledge and experiences of this approach would enable them to explain and justify their views about its appropriateness for TEFL in Libyan preparatory schools.

The language of communication during the proposed interviews was a matter of consideration for the researcher. The researcher's personal experience revealed that most EFL teachers in Libya are not fluent speakers of English, so the teacher asked to review the questions briefly before the interview. Based on such understanding, it became clear to the interviewees that English would be used in the interviews depending on their personal choice. Accordingly, complete understanding between the researcher and the participants were ensured and the participants could express themselves fully.

As Materud et al (2015) state typically qualitative in-depth interviews are much more like conversations than formal events with predetermined response categories. This means that the conversation way during the meeting must be simple and easy to the participants, so they feel confident enough to conduct their interview.

The researcher sat in front of the teacher and made sure that the audio recording device was in place and running. The best place for audio recording device was in the same table between (in the middle) the researcher and the teacher. It is a common practice for researches to record their interviews as this offers the opportunity for listening to the interviewees' utterances many times. In addition to the audio recording, the researcher had guided questions that helped the researcher to gain in-depth knowledge. Furthermore, the interview data complemented and expanded on the questionnaire data as it enabled the researcher to get follow-up information. The interview took about 15 days. The schedule of interviews covered ten teachers for two times interviewed, totally twenty interviews.

Careful attention was given to the interview ethical issues which were suggested by Cohen et al (2000: 292). At the beginning of each interview, the researcher introduced herself to the interviewee in a friendly manner (this was not followed with the teachers to whom the researcher was known) in order to establish an atmosphere of trust and acceptance with her. Then, the interviewee was reminded with the nature and the aims of the study and was reassured that the data she would provide would be anonymous and would be dealt with confidentially. All of interviewees were reminded with their

right to withdraw or stop the interview at any time (Berg, 2009). The interviewees were asked about their permission to record the interviews.

Only eight of ten teachers permitted recording their interviews. The researcher had to wait until their fathers of these two female teachers to get their permission for recording the interviews of their daughters. The female teachers' disapproval of recording their interviews was related to social considerations (Metcalf, 2006, 2008). All the interviews started with some demographic questions about qualifications, place of graduation, school location and teaching experience. This helped for developing a degree of rapport between the researcher and the interviewees (Berg, 2009: 113). The participants were those who have 14 years' experience of teaching English in preparatory school.

TABLE 3.9: The Interview Schedule for the Interviewed Teachers.

Number of teachers	Date	Time
T1	17 th May 2015	9 to 9:30 am
		11 to 11:30 am
T2	19 th May 2015	10 to 10:30am
		12 to 12:30 pm
T3	20 th May 2015	11 to 11:30 am
		1 to 1:30 am
T4	21 th May 2015	9:30 to 10 am
		11 to 11:30 am
T5	24 th May 2015	10 to 10:30 am
		12 to 12:30 am
T6	26 th May 2015	9 to 9:30 am
		12 to 12:30 pm
T7	28 th May 2015	10 to 10 :30 am
		12 to 12:30 pm
T8	1 st June 2015	10 to 10:30 am
		12 to 12:30 am
T9	9 st June 2015	11 to 11:30 am
		12:30 to 1 pm
T10	14 th June 2015	9 to 9:30 am
		12 to 12:30 pm

3.11 Data Analysis

Data analysis is defined by Cohen et al. (2007, p. 475) as the “reduction of copious amounts of written data to manageable and comprehensible proportions”. The data presented in this section were gathered through survey questionnaires completed by 230 Libyan EFL teachers, as well as observations and semi-structured interviews conducted on 10 teachers for two times from this cohort. Cohen et al. (2007, p. 448) suggested that “presenting all the relevant data from various data streams i.e. interviews, observations, and questionnaires in order to provide a collective answer to the research questions”. They described this approach as “very useful” for presenting and organising data because it “returns the reader to the driving concerns of the research” (2007, p. 468). This mixed approach enables readers to analyse any connections between the research questions and the data (Jang et al, 2008).

Based on the definition by Burns (2000:430), data analysis search to “find meanings from the data and a process by which the investigator can interpret the data”. The quantitative technique generates statistical data, which provides a suitable foundation for an in-depth analysis (Denscombe, 2005). Specifically, the quantitative data retrieved from the questionnaires analyzed using the Statistical Package for Social Science (SPSS) software and analyzed. The qualitative data will be analyzed by thematic analysis.

After data collection, the qualitative and quantitative data needed to be put into a format that would be easier for analysis (Litchman 2006: 166). The presentation of the data based on themes generated with reference to the research questions. This requires

organising the data from the questionnaire, organizing field notes from the observation and transcribing the interviews verbatim. Then, the next step was reading the transcripts and listening to the tapes several times which was helpful to be familiar with the data. Once the analysis of each tools was finished, their views about CLT and how do they deal with the problems that they face in teaching reading through CLT. During this process the researcher started to write general ideas in the margins such as teachers' views, difficulties that the teachers' face and classroom activities.

3.11.1 Quantitative data analysis

As mentioned in section 3.6.1 the quantitative tool used in the study was questionnaire. The data from the questionnaire analyzed using descriptive analysis and Anova analysis.

3.11.1.1 Descriptive Analysis

Descriptive data analysis was used to determine the frequency, mean, and percentages concerning the responses to each item. Mean score and standard deviation had been utilized to attain the descriptive central tendency statistics in order to determine the overall picture of the teachers' view concerning CLT and the difficulties that face them to teach reading through CLT. When working with a large data set like the current study (230 participants), it can be useful to represent the entire data set with a single value that describes the "middle" or "average" value of the entire set. In statistics, that single value is called the central tendency and mean, median and mode are all ways to describe it. To find the mean, add up the values in the data set and then divide by the number of values that you added.

3.11.1.2 Anova Analysis

The Anova analysis had been utilized in the current study to determine the differences on the difficulties faced by the participants in applying CLT in teaching reading between different groups. Analysis of variance (ANOVA) is a statistical method to test differences between two or more variances. The reason for doing an ANOVA was to see if there is any significance difference between groups on some variable. That means, this research studies the difficulties that may be expected in using communicative approach in teaching reading. The variables here are the teacher, the communicative language teaching and reading comprehension.

3.11.2 The Qualitative Data Analysis

The data from these instruments carried out in order to significantly improve the findings of the current study, since it enable the researcher to include issues and concerns which may be difficult or impossible to capture otherwise. The researcher's job in data analysis of the observation was to make sense of the data obtained through observing what the participants (teachers) did in their life situation in the classroom and interpreting the data based on the literature review related to the topic of the study. The researcher analyzed the data based on three sources: the transcription of the audio recorded data, researcher's answers to the guided questions and the reflection report for every participant. After that the researcher read and re-read the data until became familiar with the data.

The researcher coded the data to look for similarities and differences in the observations, combining existing codes and sub- codes into categories or adding new

codes using different colors to distinguish among the similar categories to accommodate for new pieces of information until all the data is used completely. For this study, similar codes were grouped in categories from which concepts or themes could be derived and discussed in relation to the research questions. The organized data keeps researcher's time and helped the research to explain the finding in the correct way.

3.11.3 The analysis of the observation.

Classroom observation enabled the researcher to notice the actual situation for applying the activities of CLT in teaching reading comprehension by Libyan teachers. The observation was to identify the activities in CLT and its implementation by Libyan teachers in teaching reading comprehension. According to the last table, the analysis of the observation was classified into three categories, classroom teaching methodology, the CLT activities and its implementation in teaching reading, and teachers' knowledge.

3.11.4 The analysis of the interview

The interviews were first transcribed. After the transcription process, the researcher's job in data analysis of the interview was to make sense of the data obtained through interviewing the teachers. The qualitative data of this study were analyzed manually. Thematic analysis was applied to identify main themes (Ezzy, 2002). First, the researcher transcribed the participants' responses to the interview questions. Then the researcher started the coding by reading and rereading the interviewees' scripts to form general understanding of the data. Then, key phrases that reflected the participants' views and perceptions about the implementation process, the activities and the difficulties were labeled and marked. The researcher codes the data based on shared

meaning, look for similarities and differences in the interview. Next, these codes rearranged into categories to better understand the data. After that, recurrent and consistent ideas identified and categorized based on meaning and relativity to the research questions as discussed in chapter four and chapter five.

3.12 Reliability and validity

To emphasize the reliability and validity of the study, it is vital for triangulation to be carried out. Golafshani (2003) reported that the use of a mixed method enables the gathering of a more reliable and valid data. The current study considered as having a valid participant base, in that the participants had suitable knowledge about the subject matter. Reliability, on the other hand, focuses on the consistency of the data, which is validated by the fact that the data comes from various sources (Abushafa, 2014). In the current study, data validity ensured by the fact that the data collected from different sources namely: survey, observation and interview.

The questionnaire was useful for collecting data (qualitative and quantitative) from a considerably large number of participants. The main concern of the observation was to understand the natural setting and the implementation of the CLT activities in the classroom. These questions could be used in the interviews in which the researcher and the participants could discuss the rationales of those situations or behavior. Such observations yield opportunities to the researcher to generate questions related to that observed situation or behavior.

The semi-structured interviews (qualitative) were useful for confirming and elaborating the ideas and information obtained from the questionnaires and observation. As both

instruments were employed for eliciting data related to teachers' conceptions and practices of the CLT, it was useful to follow a mixed approach for analyzing both types of data.

3.13 Conclusion

In this chapter, the researcher described the methodological design by providing a detailed description of the overall design, methods of data collection and their rationale and the processes of administration, sampling, research instrument, construct measurement of data analysis approach and the rationales of these processes. The following chapter will present the results of the study based on the data analysis run.