

CHAPTER 4

RESEARCH METHODOLOGY

4.0 Introduction

Media plays a very important role in creating awareness. There are certain issues which remain untouched among youngsters as they feel guarded media helps in providing information regarding such topic. There is procession taken out by student in order to object regarding this discrimination. Mass media is a instrument through which society can be know about world. Through mass media people can communicate or share their ideas, thoughts, emotion etc. There are so many types of mass media which help us to share attitude also. Now a day's mass media has grown into a major enterprise.

In any research work planning is necessary. One fundamental step of dissertations is planning. Research work needs to be well planned keeping in mind the methods, tools, samples and procedure, "planning of the work estimates the resources, manpower and time required to accomplish the task. The review of the literature and other pertinent information give the ideas for improving the procedure. These ideas should be incorporated into the revised research plan." [Singh: 1992:385] A sound methodology with effective procedures is vital for conducting the investigation for any research, leading the researcher to achieve his goal.

The chapter contains the research methods, tools and samples used by the investigator in the present study. Also the procedure of the study is given in detail.

4.1 Research Design

The present study is survey that is descriptive type as the researcher presents status of the opinions of teachers taken about the effect of T.V on students' learning. In the same way the researcher collected the opinions of students about T.V watching.

4.2 Research Type

The researcher used survey method in the present study to collect views of teachers. Survey is an important type of research study. The aim of the survey is to obtain data from a selected size of the sample of the population under study. Researchers have taken enough care to ensure that the sample population is truly representative of the universe. The questionnaire and check list for teachers and close ended questionnaire for students are the main common instruments for data collection in survey research. The success of survey research depends upon the willingness and the cooperativeness of the sample selected for the study. The data obtained through questionnaire, check list and close ended questionnaire have to be reduced to a form suitable for analysis and interpretation.

Thus, in the present study the survey method is used. The researcher himself collected data from the permission of the principals of secondary Gujarati medium schools from Thasra Taluka for data collection. The views of students and perception of teachers were analyzed and interpreted.

4.3 Population of the Study

The population of the study is all Gujarati medium school Teachers and students of Thasra Taluka and the scope of the study is delimited to the Gujarati medium school Teachers of Thasra Taluka and the specific course of the 9th std. The sample was drawn only from Gujarati medium school Teachers.

4.4 Sample of the Study

The researcher requested to many schools for permission for data collection but as only seven schools gave permission so the Selection of the sample was done by the researcher as convenient sampling and selection of the teachers and students were done by Random sampling. A total number of samples of teachers are 30 and students are 70. From each school of 20 students and 5 or 6 teachers were selected for data collection.

4.5 Tools for Data Collection

Since this research study depends mainly on the survey, it was necessary to use tools for data collection such as Questionnaire Check list and Close Ended Questionnaire. Given below the procedures adopted for the standardization of the tool for data collection.

- 1) Questionnaire for Teachers.
- 2) Check list for Teachers.
- 3) Close-ended Questionnaire for Students.

Questionnaire for Teachers

The questionnaire quite often considered the important instrument for the survey research. The questionnaire has two types.

- Controlled response or closed form.
- Unrestricted or open form type.

The structured questionnaire direction should be clear, short and pre determined question. The researcher prepared both type of questionnaire open ended and cloze ended. The questionnaire was prepared to collect information from teachers about positively influence of television on students learning.

Validation of the Questionnaire

Step-1:

The investigator discussed regarding questionnaire with the experts and guide. The investigator read numerous books, Articles, Journals and used Internet for preparing Questionnaire.

Step-2:

The questionnaire was prepared by the researcher according to the researchers understanding.

Step-3:

The questionnaire was modified and redrafted many times according to the suggestions. The guide suggested delimiting the questions related to the study.

Step-4:

The questionnaire was modified according to the suggestions of the experts.

Step-5:

The questionnaire was validated by the guide and other experts.

Checklist for Teachers

A checklist is a reminder of what one may be looking for and a record of what one might have basically it takes. There is a variety of this research tool in the form of a checklist which has the benefit allowing the research more of led room. The purpose of using the checklist is to receive specific information from the respondents. Checklist gives specific precise exact and detailed information to the researcher.

The Designing of the Checklist

The researcher has prepared checklist for teachers. The aim of preparing the checklist was to collect specific and accurate information from the respondents. For teachers, the researcher prepared twenty checklist questions. The researcher asked the respondents to tick right in Agree or Disagree in their responses.

The statements were used to get the specific information of influence of television on students learning. The aim of preparing the checklist was to collect specific and accurate information from the teachers.

Developing Checklist

Step-1:

For planning and preparing the checklist the researcher first discussed with guide and according to her view and suggestions prepared Checklist.

Step-2:

The researcher first prepared checklist in a question form when it was shown to the guide and Checklist was checked and modified it in to statement form by guide.

Step-3:

The checklist was modified and it was shown to the experts they suggested some changes and two or three ambiguous statements were removed.

Step-4:

The suggestions were added and redrafting of the checklist was done.

Step-5;

After validation of the tools the checklist was ready for collecting the data from the respondents.

Close-Ended Questionnaire for Students

Closed-ended questions limit respondents' answers to the survey. The participants are allowed to choose from either a pre-existing set of dichotomous answers, such as yes/no, true/false, or multiple choice with an option for "other" to be filled in, or ranking scale response options. Closed-ended questions require participants to choose from a limited number of responses predetermined by the researcher. There are 5 basic types of closed-ended questions: Multiple-choice; Categorical; Liker-scale; Numerical; and Ordinal. Closed-ended questions provide primarily quantitative data, and are frequently used in confirmatory research. The most common of the ranking scale questions is called the Liker scale question. This kind of question asks the respondents to look at a statement and then "rank" this statement according to the degree to which they agree.

The Designing of Close Ended Questionnaire

Step-1:

For cross check the researcher prepared the Close Ended Questionnaire for cross check the researcher first discussed with guide and according to her view and suggestions prepared Close Ended Questionnaire.

Step-2:

The researcher first prepared Close Ended Questionnaire in a question form when it was shown to the guide and Close Ended Questionnaire was checked and modified it in to questions form by guide.

Step-3:

The Close Ended Questionnaire was modified and it was shown to the experts they suggested some changes and two or three ambiguous questions were removed.

Step-4:

The suggestions were added and redrafting of the Close Ended Questionnaire was done.

Step-5;

After validation of the tools the Close Ended Questionnaire was ready for collecting the data from the respondents.

4.6 Data Collection

The present study employed qualitative techniques, in data collection. It must be noted that the questionnaire was used as main data collection instrument of this study because the questionnaire enables researchers to examine and explain the teachers' perception about television on students' learning. First of all questionnaire frames out with the help of guide then the questionnaire applied on teacher and students at secondary in Thasra Taluka. The researcher four or six time went to seven school of Thasra Takuka and collect data.

4.7 Data Analysis

The analysis of the data was based on the reply of the respondents Tables were made according to the respondents' opinion & responses. The study is based on survey method. The data analysis was done through percentage as the researcher collected the data from the Teachers & students of secondary level in Thasra Taluka. The data is analyzed through counting and converting them to percentage.

4.8 Conclusion

In this chapter, the researcher has analyzed the data, collected through questionnaire, checklist and close ended questionnaire given to the students and teachers respectively from village to village by taking permission of the principals of the Schools. The researcher has selected convenient sampling for teachers and students because some schools did not give permission. The researcher selected seven schools for data collection.