



CHAPTER-III
METHODOLOGY

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RESEARCH METHODOLOGY

3.0 Introduction

In the first chapter, researcher presented with an introduction to the problem, stated the problem and brought out the rationale of the problem. Further, researcher formulated objectives of the study and also framed research questions that guided the research work. At the end, the researcher has mentioned limitations of the study. In the second chapter, a brief review of researches conducted by various researchers has been mentioned.

The present chapter, the methodology followed in carrying out the study. This chapter deals with the presentation of all the methods implemented to gather data and how the actual research work has been conducted by the researcher.

3.1 Research Design

The research design for the present study was descriptive survey design. Data was collected by descriptive survey method which is used as a research tool.

The present study focuses on investigating teachers and students on perception of ICT. A tool was used to gather data on perception of ICT. Tool was prepared by the researcher him-self and it was a questionnaire for teachers using ICT with different question to fill their own choices and Interviews schedule for the students where students were free to give their own choices. Henceforth, the study adopts quantitative and qualitative research methods that would complete each other makes it an intensive study for teacher's student perception of ICT.

3.2 Population & Sample

In the present study, the teachers of secondary schools and secondary schools students of Bhopal form the population the study; and the sample for the study consisted of 52 secondary school students and 10 teachers form two secondary school of Bhopal city following incidental sampling technique.

Table: 3.1: The sample of the Present Study

S. No.	Name of School	Teacher's	Student's
1.	K.V.-2, Bhopal	-	27
2.	DMS, Bhopal	10	25
Total	2	10	52

3.3 Variables

In the present study Independent variable is Teaching-Learning process and Dependent variable is Perception of students and teachers.

3.4 Tools and Technique

Keeping in view the nature of the problem, researcher has used two tools: (A) Questionnaire for the teachers; and (B) Interview Schedule for the students.

A) Questionnaire for teachers

Questionnaire for the teachers has two sections: Section A and Section B. Section A of the tool consists of six items enquiring about the name of the ICTs they use; availability of the ICTs in schools; Institutional support they receive; Specific problem they face in using ICTs in classroom; and their suggestion for effective use of ICT in teaching curricular subjects. Section B consists of three items enquiring about the perception of respondents about use of ICT in curricular activities; other curricular subjects; and PSQ, towards the end of the section. The Respondents have been asked to give their suggestion (s) for effective use of ICTs in this area.

B) Interview schedule for the students

Interview schedule for the students has two sections: section A and Section B. Section A of the tool consists of 12 items enquiring about what ICTs they use in classroom teaching; availability of the ICTs in schools; sufficiency of ICT tools; utility and likeness; capacity of teachers; hands-on; and problems viz-a-viz suggestions for effective use of ICT in teaching curricular subjects. Section B consists of three items enquiring about the perception of respondent about use of ICT in curricular activities; other curricular subjects; and PSQ towards the end of the section. The Respondents have been asked to give their suggestion for effective use of ICTs in these areas.

3.5 Procedure to Data Collection

- First, two schools, namely D.M.S., Bhopal and K.V.-2, Bhopal were selected by the researcher.
- Questionnaire for the teachers was prepared and administered; and interview schedule for the students was prepared and administered.

3.6 Data Analysis

Analysis of data was done according to objectives. Both quantitative and qualitative techniques were followed in analysing the data obtained through questionnaire for teachers and Interview schedule for students. The simple technique of percentage was employed in quantifying the responses of the subjects.