

Chapter 3

Methodology

CHAPTER 3

METHODOLOGY

3.1 INTRODUCTION

The present study was descriptive-cum-experimental type. In this chapter, the investigator has detailed out the plan and procedure which has been adopted to carry out the study. This chapter consists of the various aspects of methodology, namely, population, sample, tools and techniques, procedure of data collection and data analysis.

3.2 NATURE OF THE STUDY

The present study was descriptive-cum-experimental type.

3.3 EXPERIMENTAL DESIGN

Single group Pre-test Post-test Experimental design was employed for the present study.

3.4 POPULATION

The population of the study was all the Student Teachers of India of the academic year 2009-2010.

3.5 SAMPLE

For the present study, purposive sampling technique was employed. Sample for the study constituted of all B.Ed. Student Teachers of the Department of Education, Faculty of Education and Psychology, The Maharaja Sayajirao University of Baroda of the academic year 2009-2010.

3.6 TOOLS AND TECHNIQUES FOR THE STUDY

The tools and techniques employed in the study were five point scale, Reaction Scale, Focussed Group Discussion and Content Analyses of narrations.

❁ **Info-Savvy Skills Entry Status Rating Scale**

A five point scale was constructed by the investigator to assess the level of Student Teachers on the Info-Savvy Skills. The five points were Always, Often, Sometime, Rarely and Never. Thirty-six statements were given with five point scale. All statements were positive behavioural. The entry level tool for Student Teachers included basic information like name, qualification and e-mail ID. Two questions were given at the last with yes/ no type answer. Open ended Suggestion column was there for Student Teachers. The rating scale was validated by the experts.

❁ **Focussed Group Discussion**

A small group selected to give response to a particular subject or area. For this study, Focussed Group Discussion was carried out periodically problem wise. Questions were related with the use of Info-Savvy Skills, difficulties they faced earlier and now, any good or new thing they found. Focussed Group Discussion was conducted during General Classrooms, Method Classrooms and whenever Student Teachers were free so that they could improve their Info-Savvy Skills. Through Focussed Group Discussion Student Teachers were able to share their experiences with others and know about problems faced by others.

❁ **Content analyses of narrations**

Content analyses of narrations means a systematic analysis of the content rather than the structure of a communication, such as a written work, speech, or film, including the study of thematic and symbolic elements to determine the objective or meaning of the communication. In this Study the researcher gave one Question to Student Teachers based on Info-Savvy Skills and they given answer in written. On the basis of Narrations given by Student Teachers the researcher was able to know individual Student Teacher's experiences which were not collected through Focussed Group Discussion.

❁ **Info-Savvy Skills Post Rating Scale**

It was the same rating scale as used for Info-Savvy Skills Entry Status. The five points were Always, Often, Sometime, Rarely and Never. Thirty-six

statements were given with five point scale. All statements were positive behavioural. This rating scale also included Student Teachers' basic information like name, qualification and e-mail ID. Two questions were given at the last with yes/ no type answer. Open ended Suggestion column was also there for Student Teachers.

❁ **Reaction Scale**

A five point scale was constructed by the investigator to study the reactions of the Student Teachers. The five points were Strongly Disagree, Disagree, Neutral, Agree and Strongly Agree. Forty-eight statements were given in the Reaction Scale. All statements were based on Info-Savvy Skills. This scale was given to Student Teachers at the end of the Info-Savvy Programme. The Reaction Scale was validated by the experts.

❁ **Intervention Programme**

The syntax of the intervention program was as follows:

1. Theoretical inputs on the Info-Savvy Skills were provided through PowerPoint presentation. This presentation included 52 PowerPoint Slides. In the Asking Skill there were total 8 components. There were total 7 components in Accessing Skill. There were 5 components in Analysing Skill. Forth was Applying Skill, there was no component. There were 6 components in Assessing Skill. Every component elaborated with text, images, pictures, clipart and chart. Animation also used in slides where it required.
2. Demonstration on the Info-Savvy Skills was given through WWW. The investigator provided live demonstration on Info-Savvy Skills. Through Wi-Fi Internet connection with Laptop and Projector the investigator was using different skills in front of Student Teachers. In General Classroom these Demonstrations were given to Student Teachers.
3. The Student Teachers had hands on experience on the Info-Savvy Skills as follows:
 - a. They identified problem.
 - b. They sought information for finding out the solution of the identified problem on the Internet employing all the Info-Savvy Skills.

- c. They produced a scenario of the entire process of employing Info-Savvy Skills (problem based)
4. It was followed by Focussed Group Discussions. Focussed Group Discussion was carried out periodically problem wise.

3.7 DATA COLLECTION

1. The Info-Savvy Skills Rating Scale constructed by the investigator was administered on group before administering the programme and also after administering the programme.
2. The FGDs were conducted by the investigator periodically.
3. Narratives of Student Teachers were gathered.
4. The reaction scale was administered on the group post intervention.

3.8 DATA ANALYSIS

1. The data were analysed by employing chi-square test.
2. Qualitative analysis of the data gathered through FGDs and narrations of Student Teachers was done.