CHAPTER - 3

METHODOLOGY

The present investigation was undertaken to study the perceptions of teachers, parents and media professionals regarding the media education in schools. The present chapter describes the steps followed in methodology to conduct the study. They were as follows:

3.1   Preliminary Study

3.2   Population of the Study

3.3   Sample Selection of the Study

3.4   Selected Sample

3.5   Data Producing Sample

3.6   Research Tools for Data Collection

3.7   Validity of the Research Tools

3.8.   Reliability of the Research Tool

3.9   Pretesting of the Research Tools

3.10   Data Collection

3.11   Scoring and Categorisation of the Data

3.12   Statistical Analysis of the Data.

3.1 Preliminary Study

3.1.1 Objective of the Preliminary Study

- To find out various media related activities carried out in the schools of Ahmedabad.

3.1.2 Sample of the Preliminary Study

A preliminary study was conducted in the year 2004 in schools of Ahmedabad city. The sample of the preliminary study comprised of hundred teachers teaching at the secondary and higher secondary levels from twenty English medium schools of Ahmedabad.

3.1.2.1 Selection of schools for the preliminary study

a) The researcher was not familiar with Gujarati language. Therefore, it was decided to select only English medium schools for preliminary study.

b) A list of all English medium schools of Ahmedabad was obtained from the board of education. The list comprised of one hundred and twenty seven English medium schools in Ahmedabad. Among all the English medium schools, some of them were only upto primary or secondary sections. So, the schools which were complete with all levels that is schools having primary, secondary and higher secondary sections were included in the study. Therefore, from this list, twenty five secondary or higher secondary English medium schools from prominent areas of Ahmedabad were selected for the study.

c) The principals of the twenty five English medium schools were personally contacted and explained about the objectives, importance and purpose of the preliminary study.

d) Out of twenty five English medium schools, principals of twenty schools permitted the researcher to conduct the study in their schools.

e) The schedule for meeting the teachers of the selected schools for the preliminary study were decided with the principals.

3.1.2.2 Selection of teachers for the preliminary study

a) The researcher contacted the principals of selected English medium schools to select the teachers for the preliminary study as per the previously fixed schedule.

b) The list of all the teachers teaching at secondary and higher secondary levels were obtained from the principals of all the selected schools. The teachers were selected from the obtained list using simple random sampling method. Tippet's table was used to give number to the teachers for random selection.

c) Each of the selected teachers was contacted personally and explained about the objectives, importance and purpose of the preliminary study.

d) The teachers, who accepted the invitation to be the part of the sample in the preliminary study, were finally selected.

e) Total hundred and fifty teachers accepted the invitation to be the part of the sample in the preliminary study. However, one hundred teachers who responded to the questionnaires were finally counted in the sample of the teachers for the preliminary study.

3.1.3 Description of the Tool for Preliminary Study

A structured questionnaire was prepared as tool for data collection.

The questionnaire of the pilot study consisted of **two sections**

Section I: Profile of the teachers

Section II: Information related to media related activities carried out in their schools

Section - I

This section included items related to the profile of the teachers such as their sex, age, educational qualification, teaching experience and their media related experience. The media related experience included items such as study of media related topics in school life, attendance of seminar, workshop, or conference on media related issues and short term or full term course related to media done during pre-service or in-service training.

Section - II

This section comprised of media related activities carried out in the selected schools. The section consisted of several questions asked to the teachers. Some of the questions were based on the media related activities carried out in the schools such as organising debates/competitions on media related topics, publishing school magazines or newsletters or subscribing newspaper supplements. The other questions were related to the media based activities which the teachers conducted in their classrooms such as asking students to view or listen to any media programme for educational purpose, and analyse the media messages, asking students to collect particular information from various media and report them or encouraging students to share information on current events reported in any media.

3.1.4 Findings of the Preliminary Study

A survey method was used to find out the media related activities carried out in the schools which revealed the following findings:

The findings of the preliminary study comprised of two sections. Section I and section II. They were as follows:

Section – I : (Background Information)

High majority of the teachers

- were female.

- belonged to 37 to 42 years of age.

- were B.Ed.

- had 7 to 12 Years of teaching experience.

None of the teachers

- studied media related topics in school life.

- attended workshop, seminar on media related issues. Underwent short term or full term course related to media.

Section – II : (Media related activities)

Majority of the teachers opined

- newsletters & magazines were published in schools.

- newspaper supplements were subscribed by schools.

- they encouraged students to contribute to newspapers.

- they encouraged students to prepare charts and posters.

- they used computer for their classroom teaching.

Less percentage of the teachers

- organised debates/competitions related to media issues.

- used TV, CDs, audio cassettes, video cassettes, filmstrips, projectors,

- newspapers and magazines for teaching.

- encouraged students to prepare brochures, and radio scripts.

- instructed students to view or listen to media programmes for educational purposes.

- encouraged students to share information on current events reported in media.

None of the teachers

- took students for a visit to media centres.

- taught any subject which included media-related topics such as media education, visual literacy, media literacy.

- encouraged analysis of media messages in the classroom.

- encouraged students for media production such as articles, newspapers, magazines, advertisements or scripts for film and television.

3.1.5 Conclusion of the Preliminary Study

It was concluded from the preliminary study that

1. None of the selected schools offered courses on media education.

2. No systematic or formal media education programme was carried out in the schools.

3. Very few media-related activities were carried out in the English medium schools selected for the preliminary study. These media related activities were given only a casual coverage and not directed to media education specifically.

As concluded from the preliminary study that few media related activities were carried out in the selected schools of Ahmedabad, but none of the schools offered any media education course for children. So, the need to introduce media education in the schools was felt.

Today children are constantly exposed to various media messages. Media is constantly exerting influence on each of the children, and children are especially vulnerable to the negative effects of media. Therefore media education will help children to develop skills and attitudes which will encourage their growth of critical awareness and consequently of greater competence among them for the use of media. To make media education effective and appropriate for children, it is necessary to know what the teachers, parents and media professionals think about media education. Teachers and parents play pivotal role in shaping children's personality. They are aware of children's needs, interest, demands and requirements. On the other hand, media professionals have major contribution in structuring the media messages. They have an upto-date experience and knowledge of day to day workings of the media. So viewpoints of teachers, parents and media professionals would help in developing appropriate content and learning experience in media education for children.

Therefore, a research on "Perceptions of teachers, parents and media professionals regarding media education "could be undertaken.

3.2 Population of the Study

Teachers, parents and media professionals play important role in shaping the personality of children. They contribute to protecting the young, fertile and impressionistic minds of children from ill effects of media. As discussed earlier, it was felt necessary to know their perceptions regarding media education in schools. Therefore the population of the study comprised of teachers, parents and media professionals of Ahmedabad city of Gujarat.

3.3 Sample Selection for the Study

After deciding the population of the study, the next step was the selection of the sample. As the study aimed at studying the perceptions of teachers, parents and media professionals, so, English medium schools of Ahmedabad city were contacted to select the samples of teachers and parents. Different procedures were followed to select the three types of samples.

The selection of sample of teachers teaching in standards VII to IX, parents of students in standards VII to IX and media professionals of Ahmedabad city were done as follows:

3.3.1 Selection of Schools

a)   Twenty English medium schools which were selected for the preliminary study were further contacted for selection of teachers and parents to the collect the data.

b)   Over and above these twenty schools, twenty more English medium schools, in addition were selected from the list of all the English medium schools of Ahmedabad, obtained at the time of the preliminary study.

c) Total forty English medium schools having primary, secondary and higher secondary sections were finally selected from the prominent areas of Ahmedabad. Further, from these English medium schools, twenty three self-financed and seventeen government aided schools were separated.

d) The principals of the selected English medium schools were personally contacted and explained about the objectives, importance and purpose of the research study before seeking permission for the study.

e) Out of the forty English medium schools, principals of thirty five schools permitted the researcher to conduct the study in their schools. Further, thirty five English medium schools comprised of twenty self-financed and fifteen government-aided schools. (Refer Appendix No.1)

f) The schedule for meeting the teachers and parents of the selected schools were decided with the principals.

3.3.2 Selection of Teachers

a) The researcher contacted the principals of selected English medium schools as per the previously fixed schedule.

b) The lists of teachers teaching in standards VII to IX were obtained from the principals of all the selected schools. Referring the lists, male and female teachers were separated.

c) It was found that the number of male and female teachers teaching in standards seven to nine were relatively less for the sample of the study. Therefore, it was decided to include all the male and female teachers of all the selected schools in the sample of the study.

d) Each of the teachers was contacted personally and explained about the objectives, importance and purpose of the study.

e) The teachers who accepted the invitation to be the part of the sample in the study were finally selected

f) Three hundred and fifty teachers accepted the invitation to be part of the study. However, two hundred and forty teachers responded to the questionnaires and they were finally counted in the sample of the teachers.

3.3.3 Selection of Parents

a) The researcher contacted the principals of the selected English medium schools as per the previously fixed schedule for selection of parents.

b) The teachers teaching in standards VII to IX were requested by the principals to help the researcher in selecting the sample of parents

c) A list of seventh to ninth standards students of each of the classroom was obtained from the concerned class teachers and students of each of the classroom was selected from the obtained list using simple random sampling method. Tippet's table was used to give numbers to the students for random selection. The students selected were explained about the objectives, importance and purpose of the study.

d) Among the selected students, half of the students were selected for including their mothers as respondents and the other half was selected for including their fathers as sample of the study.

e) Four hundred parents accepted the invitation to be part of the study. However, two hundred and fifty parents who responded to the questionnaires were finally counted in the sample of the parents.

3.3.4 Selection of Media Professionals

a) Before selection of media professionals, a list of all the media organizations, whether government or non-government of Ahmedabad, were obtained from information department. (Refer Appendix No.2)

b) Each of the media organization was visited personally and list of media professionals working in the government and non-government organizations were obtained. The list comprised of three hundred media professionals.

c) The population of the media professionals was relatively less. Therefore it was decided to select all the media professionals as per the list.

d) To select the media professionals each of them was contacted personally in their offices by taking prior appointment. The media professionals were explained about the objective, purpose and importance of the research study.

e) Some of the media professionals refused to be the sample of the study. So, the media professionals who accepted the invitation for being the subject of sample of the research study were finally selected for the research study.

f) Two hundred media professionals accepted the invitation to be part of the study, but, seventy media professionals responded to the questionnaires and they were finally counted in the sample of the study.

3.4 Selected Sample

Selected sample refers to the number of persons who accepted the invitation to be the sample of the study. The selected sample comprised of the following number:

Table -1 : Number of selected samples

Groups	Selected sample size
Teachers	350
Parents	400
Media professionals	200
Total	**950**

3.5 Data Producing Sample

Out of the invited sample of the study, the number which actually responded to the research tool is known as data producing sample. The data producing sample comprised of the following number:

Table -2 : Number of data producing samples

Groups	Data producing sample
Teachers	240
Parents	250
Media professionals	70
Total	**560**

Thus, sample of the study comprised of 240 teachers teaching in standards VII to IX, 250 parents of students in standards VII to IX of 35 English medium schools and 70 media professionals of Ahmedabad city of Gujarat.

3.6 Research Tool for Data Collection

The present study was an exploratory research. Therefore, survey method was adopted for studying perceptions of teachers, parents and media professionals regarding media education for student in standards VII to IX. The study included three different samples, that is teachers, parents and media professionals. Therefore, the research tools for teachers, parents and media professionals were constructed separately. Structured questionnaires were used as the research tools. The tools were constructed in English. The related content was drawn by referring the sources like books, journals, newspapers and internet. Media education is a new area of study. So, before planning the tools, the researcher had discussions with experts from the field of communication regarding media education.

The discussions included the following points:

1)   Standard appropriate for introducing media education in schools.

_2)   Various aspects of media education that can be taken up for the study.

3)   How media education should be introduced in the schools, for example, as a compulsory subject or as a optional subject.

3.6.1 Description of the Research Tools (Refer Appendix No. 3)

Structured questionnaires were prepared as tools for teachers, parents and media professionals. The structured questionnaires consisted of equal appearing interval scale, checklist and opinionnaire.

The research tools for teachers, parents and media professionals comprised of seven sections. Except section I, all the sections were same for the research tools for teachers, parents and media professionals.

The description of research tools for teachers, parents and media professionals are described as follows:

Table-3: Description of the research tools for teachers, parents and media professionals

Section	Sample	Content	Tools	Type of Response System
I	Teachers	**Background Information** - (Sex, educational qualification, teaching experience, type of school they are employed in)	Ckecklist	Tickmarking, open ended questions
		- Mass media exposure	Equal appearing interval scale	Two point, and four point rating scale
		- Opinion about importance of media	Opinionnaire	Three point rating Scale
I	Parents	**Background information** - (Sex, educational qualification, occupation, income level)	Ckecklist	Tickmarking
		- Mass media exposure	Equal appearing interval scale	Two point, and four point rating scale
		- Opinion about importance of media	Opinionnaire	Three point rating Scale
I	Media professionals	**Background information** - (Sex, age, educational qualification, experience in media profession, type of employment, type of media organisation)	Checklist	Tickmarking, open ended questions
II	Common for teachers, parents and media professionals	Importance of media education	Equal appearing interval scale	Three point rating scale

Contd...2

[139]

Section	Sample	Content	Tools	Type of Response System
III	,,	Content for media education	Equal appearing interval scale	Three point rating scale
IV	,,	Strategy for implementing media education	Equal appearing interval scale	Three point rating scale
V	,,	Role of teachers in imparting media education	Interval scale	Three point rating scale
VI	,,	Role of parents in imparting media education	Equal appearing interval scale	Three point rating scale
VII	,,	Role of media professionals in imparting media education.	Equal appearing interval scale	Three point rating scale

[140]

As seen from Table 3 except for section I, all the other sections in the research tools for teachers, parents and media professionals were common. Section I to VII for the research tools for teachers, parents and media professionals are described as follows:

3.6.1.1   Scale to measure mass media exposure

A scale developed by Sethi (1998) to measure exposure to mass media was adopted for the present study (Refer Appendix No.4). The mass media in Sethi's scale included television as electronic media and print media such as newspapers and magazines. Certain changes were made in this scale and finally the scale on mass media exposure was prepared to measure the exposure of teachers and parents to various types of mass media in the present study. The scale on mass media exposure of teachers and parents for the present study included electronic media such as television and radio, print media such as newspapers and magazines and internet as multimedia. The scale on mass media exposure of teachers and parents comprised of the items related to the following:

1)   Exposure of teachers and parents to different types of media

2)   Frequency of exposure of teachers and parents to different types of media

3)   Duration of exposure to mass media

4)   Preference for exposure to mass media

An equal appearing interval scale was constructed and two point and four point rating scale and open ended questions were used as response system to measure the type of mass media exposure of teachers, and parents. The scale to measure mass media exposure was included under the background information of section I of research tools for teachers and parents. (Refer Appendix No.3)

3.6.1.2 Opinionnaire on opinion about importance of media

An opinionnaire was developed to measure the opinion of teachers and parents regarding importance of media. The opinionnaire on importance of media comprised of the items related to the following:

1) Different functions of media

2) Various advantages of media

3) Role of media in society

4) Various impact of media on individuals

The opininionnaire included both positive and negative items related to opinion of teachers and parents regarding importance of media. The opinionnaire on importance of media comprised of twenty six items. Out of this twenty six items, fifteen items were taken up as positive items and remaining eleven items were considered as negative items. An interval scale was constructed and three point rating scale was used as the response system to measure the opinionnaire on importance of media. The opinionnaire on opinion about importance of media was included under the background information of section I of research tools for teachers and parents. (Refer Appendix No.3)

Section - II

This section included perceptions of teachers, parents and media professionals regarding importance of media education for students in standards VII to IX. It consisted of items on importance of media education in understanding role and functions of media, becoming aware of the media related issues, developing skill in critical analysis of media messages and meaningful utilization of media. (Refer Appendix No.3)

Section - III

This section included perceptions of teachers, parents and media professionals regarding content for media education for students in standards VII to IX. It comprised of items describing suggested content for media education which focused on the basic concepts of media, critical analysis of media messages, media related issues such as portrayal of violence or vulgarity, reporting of events in media, basic understanding advertisements and production of different types of media. The content for media education was prepared keeping in mind the understanding level of students in VII to IX standards. Modules for media education for students in standard VII to IX were referred to prepare the content for media education curriculum. (Refer Appendix No.3)

Section - IV

This section focused on perceptions of teachers, parents and media professionals regarding strategies for implementing media education in schools. The items in this section suggested teaching and administrative strategies that should be adopted by the schools in imparting media education. (Refer Appendix No.3)

Section - V

This section aimed at measuring perceptions of teachers, parents and media professionals regarding role of teachers in imparting media education to students in standards VII to IX. The section consisted of items describing suggested role of teachers in imparting media education such as encouraging students to think critically about whatever they see, hear or read, explaining students the difference between real and unreal messages and involving students in production of various types of media. (Refer Appendix No.3)

Section - VI

This section included perceptions of teachers, parents and media professionals regarding role of parents in imparting media education to children in standards VII to IX. It comprised of items such as parents can play important role in imparting media education by protecting children from harmful effects of media such as helping children to understand the difference between real and unreal media messages, monitoring whatever their children see, hear or read, encouraging children to ask questions about what they see, hear or read and guiding their children for right utilization of media. (Refer Appendix No.3)

Section - VII

Section VII focused on perceptions of teachers, parents and media professionals regarding role of media professionals in imparting media education to students in standards VII to IX. The items in this section included suggested role for media professionals in imparting media education to children such as designing appropriate content for media education, contributing towards development of resource centre for media education, conducting workshops for teachers, parents and students on media education, taking initiating to develop a guideline on effective methods of imparting media education to students. (Refer Appendix No.3)

3.7 Validity of the Research Tools

To check the validity of the research tools for teachers, parents and media professionals', eight experts were selected. These experts were from (1) Developmental Education and Communication Unit (DECU) of Indian Space and Research Organisation (ISRO), (2) Educational Media and Research Centre(EMRC), (3) Department of Extension and Communication,

(4) Electronic and print media, (5) Department of Communication Media for children and (6) School. The experts were requested to check the tools for their content validity according to the objectives and aspects of the study, clarity of language and appropriateness of the response system. The suggestions given by the experts were incorporated before the tools were finalized.

3.8 Reliability of the Research Tools

After validation, the next step was to check the reliability of the research tools for teacher, parents and media professionals. The tools were administered to the each of ten teachers teaching in standards VII to IX, parents of students in standards VII to IX and media professionals of Ahmedabad city. After a gap of fifteen days the tools were re-administered to the same teachers, parents and media professionals. Test-retest method was used to measure the reliability of the tools. The co-efficient of correlation was calculated between two sets of scores.

A high correlation was found between two sets of score revealing high reliability of the tools. Overall, the value of reliability coefficient of the research tools for teachers, parents and media professionals were as follows:

Table - 4: Reliability coefficient of the research tools

Sr. No	Groups	Reliability Coefficient(r)
1.	Teachers	0.91
2.	Parents	0.91
3.	Media professionals	0.92

3.9 Pretesting of the Research Tools

After checking the reliability, pretesting of the research tool was done. The tools were pre-tested on each of ten teachers teaching in standards VII to IX, parents of students in standards VII to IX and media professionals of Ahmedabad city. The parents, teachers and media professionals selected for pre-testing of the tools, took forty to forty-five minutes to fill up the entire tool. The purpose of the pretesting was to know the difficulty faced by them in following the questionnaire, time required for filling up the questionnaires and to check the clarity of the language. The statements found ambiguous and unclear by the respondents were modified taking care of clarity and completeness of each of the statements.

3.10 Data Collection

To study the perceptions of the teachers, parents and media professionals regarding media education, the investigator collected the data from total 560 teachers, parents and media professionals in Ahmedabad city selected for the study from October 2006 to February 2007. The data collection for teachers, parents and media professionals were done separately. The data were collected from teachers and media professionals through personal contact. The questionnaires distributed to the teachers, parents and media professionals contained a brief introduction about media education. This brief introduction described the influence of media on children, definition and importance of media education. Each of them was requested to read the introduction for better understanding of the concept of media education. The procedures for data collection of teachers, parents and media professionals were as follows:

3.10.1 Data Collection from Teachers

The selected English medium schools of Ahmedabad city were contacted to collect the data from teachers teaching in standards VII to IX. As mentioned earlier, the teachers who accepted the invitation to be part of the sample in the study were included in the sample of the teachers. Each of the selected teachers of the study was contacted personally in their staffrooms to distribute the questionnaires. The questionnaires were collected by making two to three visits to the schools.

3.10.2 Data Collection from Parents

As discussed in chapter 3, students in standards VII to IX were selected to contact their parents for the study. Each of the class teachers was contacted for distributing the questionnaires to the students selected.

The questionnaires were distributed to the students in their classrooms during the recess time in the presence of concerned class teachers. Half of the students were distributed the questionnaires for obtaining response from fathers, whereas the other half of the students were given questionnaires to get filled up by their mothers.

Later on, the questionnaire was collected from each of the student in presence of the class teachers, by making two to three visits.

3.10.3 Data Collection from Media Professionals

As mentioned earlier, the media professionals who accepted the invitation for being the subject of sample were finally selected for the research study, each, of the selected media professional was personally contacted in his or her office by taking prior appointments to distribute the questionnaires. Nature of the job of media professionals created delay in response to the questionnaires. Later on, the questionnaire was collected from each of the media professional by making three to four visits to their office.

3.11 Scoring and Categorisations of the Data

The research data on perceptions of teachers, parents and media professionals regarding the selected aspects of media education were scored and categorized as follows:

3.11.1 Mass Media Exposure (Variables for Teachers and Parents)

A Rating scale was developed to measure the type of exposure of the respondents to mass media. The scoring of the various items on mass media exposure was done as follows:

Table-5 : Type of mass media read / watched / used

Response	Score
Yes	1
No	0

Table-6 : Frequency of usage of mass media

Response	Score
1 day/week	1
2-3 days/week	2
4-5 days/week	3
6-7 days/week	4

Table-7: Hours of usage of mass media

Response	Score
Less than 1 hour	1
1 to less than 2 hours	2
2 to less than 3 hours	3
3 hours and above	4

Table-8: Frequency of news read/watched/listened/accessed in mass media

Response	Score
Frequently	4
Occasionally	3
Rarely	2
Never	1

Table-9: Frequency of reading / listening / watching / accessing programmes / items in newspapers, magazines, radio, television and internet

Response	Score
Frequently	4
Occasionally	3
Rarely	2
Never	1

3.11.2 Opinion about Importance of Media (Variables for Teachers and Parents)

An opinionnaire was developed to measure the opinion of the teachers about importance of media. It was 3 point rating scale. The scoring of the responses on the scale was done as follows:

Table-10: Scoring of the responses of items on opinion about importance of media

Nature of statement	Great Extent	Some Extent	Less Extent
Positive	3	2	1
Negative	1	2	3

3.11.3 Categorisations of the Variables for Teachers, Parents and Media Professionals

The categorizations of the variables for teachers, parents and media professionals were done as follows:

Table-11: Categorisations of the Common Variables for Teachers and Parents

Sr. No.	Variables	Description	Categories
1.	Mass media exposure	Mean and above mean	More exposure
		Below mean	Less exposure
2.	Opinion about importance of media	Mean and above mean	More favourable
		Below mean	Less favourable

Table-12: Categorisations of specific variables for teachers and parents

Samples	Sr. No.	Variables	Description	Categories
Teachers	1	Sex	—	Male Female
	2	Educational qualification	Bachelor of Education, Masters of Education and diploma course	With professional training Without professional training
	3	Teaching experience	Upto 5 yrs	Less experienced
			6 to 10 years	Moderately experienced
			More than 10 years	Highly experienced
	4	Type of school they are employed in	—	Self-financed Government aided
Parents	1	Sex	—	Male Female
	2	Educational qualification	Post graduation (Masters degree and above)	Highly educated
			Up to graduation	Moderately educated
	3	Male parents' occupation	—	Service Business
	4	Female parents' occupation	—	Working Homemaker

[151]
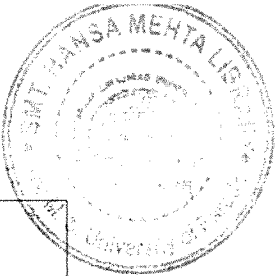
Table-13: Categorisations of the variables for media professionals

Sr. No.	Variables	Description	Categories
1.	Sex		Male Female
2.	Age	22 to 32 yrs	Younger
		33 to 45 yrs	Middle
		46 to 61 yrs	Older
3.	Experience in media profession	1 to 10 yrs	Less experienced
		11-20yrs	Moderately experienced
		21-30yrs	Highly experienced
4.	Type of media organization	-	Government Non-government
5.	Type of employment	-	Employed Freelance

3.11.4   Scoring of the Overall and Aspectiwise Perceptions of Teachers, Parents and Media Professionals Regarding Media Education

The perception scale was developed to measure the type of perception of teachers, parents and media professionals regarding media education. Three point rating scale was used. The scoring of the responses on the scale was done as follows:

Extent	Weightage
Great Extent	3
Some Extent	2
Less Extent	1

Table-14: Overall and aspectwise maximum and minimum possible scores for teachers, parents and media professionals

Section	Aspects	No. of Items	Minimum Score	Maximum score
	Overall	123	123	369
II	Importance of media education	16	16	48
III	Content for media education	35	35	105
IV	Strategy for implementing media education	18	18	54
V	Role of teachers in imparting media education	22	22	66
VI	Role of parents in imparting media education	16	16	48
VII	Role of media professionals in imparting media education	16	16	48

The type of perceptions for teachers, parents and media professionals were categorised on the basis of the mean score in the following way:

Mean and above mean - More favourable

Below mean - Less favourable

The following range of intensity indices was decided for intensity index of overall, aspectwise and itemwise perceptions of teachers, parents and media professionals regarding media education:

2.01 - 3.00 - More favourable

1.00 - 2.00 - Less favourable

3.12 Statistical Analysis

The statistical measures used for analysis of data for three different groups were as follows:

Table-15: Statistical analysis of the data

Sr. No.	Purpose	Teachers	Parents	Media Professionals
1.	Background information	Frequency, percentage and intensity indices	Frequency, percentage and intensity indices	Frequency and percentage
2.	Overall and aspectwise perceptions of respondents regarding media education	Intensity indices	Intensity indices	Intensity indices
3.	Difference in the Overall and aspectwise perceptions of respondents regarding media education	t-test and F-test (Anova)	t-test	t-test and F-test (Anova)
4.	Itemwise perceptions of respondents regarding media education	Intensity indices	Intensity indices	Intensity indices

Formula used in 't' test:

$$ t = \frac{X_1 - X_2}{\sqrt{\dfrac{Sp^2}{n1} + \dfrac{Sp^2}{n2}}} $$

$$ Sp^2 = \frac{(n_1 - 1)\, S_1^2 + (n_2 - 1)\, S_2^2}{n_1 + n_2 - 2} $$

Where

X_1	=	Mean of Group$_1$	X_2	=	Mean of group$_2$
N_1	=	Number of group$_1$	n_2	=	Number of group$_2$
df	=	$n_1 + n_2 - 2$	S_1	=	SD of group$_1$
S_2	=	SD of group$_2$	Sp	=	Pooled variance

Formula used for ANOVA ('F' Test)

$$F = \frac{\text{Large variance}}{\text{Small variance}}$$

$$\text{Or} \quad F = \frac{\text{Between group variance}}{\text{Within group variance}}$$

Between group variance = variance in the mean of each group from the total mean of al variance group

Within group variance = average variability of scores within each group