CHAPTER IV
METHODOLOGY

Methodology means the procedures followed by the researcher to make the study scientific and valid. The methodology consists of the ways in which the data was collected, hypothesis were framed and tested and the theories are formulated. The nature of the problem and the kind of data needed for its solution determine the method of the study.

This study is an effort to extract the impact of educational programmes broadcast by Doordarshan on the audience in Kerala. The research method preferred to carryout the study is survey method. The survey method is a process by which quantitative facts are collected about the social aspects of a community's position and activities. According to Best "the survey is an important type of study. It involves a clearly defined problem and defined objectives. It requires expert and imaginative planning, careful analysis and interpretation of the data gathered and logical and skilful reporting of the findings." The methods adopted for the study is described in the following pages which include operational definitions, hypotheses and research design.
Operational Definitions

The researcher in her study used a number of terms which are inevitable for the study.

1. Educational Television (ETV)

Educational Television is defined as all the efforts which are used for imparting planned educational benefits through television.

Educational Television includes programmes aimed to educate rather than to entertain. Its communication is very much effective because of the use of audio-visual materials for demonstration in the class room.

Here, Educational Television means the programmes which are aimed mainly on education of students by Doordarshan.

(ii) Educational Technology

The council of Educational Technology in Britain defines Educational Technology "as the development, application and evaluation of systems, techniques and aids to improve the process of human learning."

Educational Technology uses technology for individual instruction as well as mass introduction. The technology for individual instruction is equipment and material designed for individual operation, such as computer assisted instruction, interactive video and language laboratory. Technology
for mass instruction comprises all mass media. In this study television is used as an educational, technological device for broadcasts of ETV programmes.

(iii) Audience

An audience is an individual or a group of persons intended to receive the message. In good communication the audience aimed at is already identified by the communicator.

In this study, the degree students and PG students of various colleges of Kerala, are considered as audience. It is considered so, because these educational programmes are intended for the degree and PG students and they are the main beneficiaries of the programmes.

(iv) Development Communication

Development Communication is communication which is purposeful, pragmatic, goal directed and audience oriented.

Here, educational development means the dissemination of visual and audio communication messages through Television is given importance.

(v) Non-formal Education

It is planned educational activity but without the structures and organizations associated with such institutions as schools and colleges. Examples of this type of education include the Adult Literacy and
Community centre programmes, agricultural extension and some forms of religious education.

In the present study Educational Television is used as a Non-formal educational device as it doesn't have the formal set up.

(vi) Distance education

Distance education is the method used to study any subject in a place physically remote from the institution, disseminating the course materials such as through correspondence - texts sent by post, so that face-to-face instruction is a rare occurrence. So ETV programme is a distance education programme.

(vii) Learner - Centred Education

In this system of education, student or the learner is placed in the centre. In other words the learning system revolves round the learner; he is given prime importance.

ETV can provide learner centred education and serve as an educative device.

(viii) Impact

The concept 'impact' corresponds to the influence of the medium of ETV on the cognitive (knowledge) and affective (attitude) behaviour of the
target audience (the students). Looking from the audience point of view, it can be said that people learn a great deal from television, and are usually influenced. 'Learning' and 'getting influenced' are two dimensions of behavioural change, and again the change is assumed to be positive in nature. Hence IMPACT represents a state of change or gain in both cognitive and affective dimensions.

The impact created by ETV on the degree and PG students in Kerala is the main point of discussion in this study.

**Hypotheses**

1. There is a significant relation between educational status and difficulty in understanding of ETV programmes.

2. Residential status of a student affects his understanding level of ETV programmes.

3. There is an association between subject specialisation and difficulty in understanding of ETV programmes.

4. There is a significant relation between educational status and ETV watching habit.

5. Residential status of a student affects his ETV viewing habit.
6. There is association between subject specialisation of a student and his ETV viewing habit.

7. The programmes which are regularly watched by the students affect their academic performance.

8. ETV watching habits and academic performance of students are dependent attributes.

**Research Design**

**Area and Respondents of the Study**

The researcher for the purpose of study divided the state into three zones - North, Central and South zones. Then selected the districts that fall under these three regions. Thus the districts selected were Thiruvananthapuram, Kottayam, Idukki, Ernakulam, Thrissur, Malappuram and Kozhikode. From each district respondents from two colleges were selected and from each college, forty students were selected from the degree (UG) and Post Graduate (PG) level, belonging to different disciplines like Science, Commerce and Arts.

The respondents consist of both male and female who come under the age group of 18-26. Adequate representation were given to urban, semi-urban and rural areas of the state. These respondents were selected purely on
random basis. The study was conducted during the period between August 2005 and May 2006.

**Data Collection**

The investigator used questionnaire method for collecting data. Questionnaires were given to the respondents and were collected from them. Even though a total of 560 questionnaires were distributed among the students the researcher was able to get back only 487 filled questionnaires. The questionnaires contained about 17 questions pertaining to the objectives of the study. First part contained questions relating to demographic factors. The second part deals with open ended, close ended, multiple choice and descriptive questions.

**Tools of data collection**

The needed data for the study on the impact of educational programmes broadcast by Doordarshan was collected by using simple random sampling and stratified sampling method.

In random sampling all the units were given equal importance. Every unit has an equal chance of being included in the sample. "Random sampling is the form applied when the method of selection assures that each individual or element in the universe has an equal chance of being chosen."
In stratified sampling method the entire population is divided into a number of groups or strata in order to homogenize the population. Since the method deals with 'strata' and so it is called 'stratified' sampling. Once the whole population is divided into various groups, certain number of items were taken from each group at random. In selecting the units at random out of different strata, we have selected them with a definite purpose or with a deliberate intention.

The collected data is analysed using SPSS package (SPSS is a well known statistical package for social sciences). Here frequency tables for some single attributes are calculated and they are presented by means of pie-diagram. Separate and detailed cross tabulation is made for the attributes. And tabulated data is also presented by means of multiple bar diagrams. Thus we tested each hypotheses one by one using chi-square test. Chi-square test is used for testing the concerned attributes when the attributes are in nominal scale.