

CHAPTER III

PLAN AND PROCEDURE

3.1 INTRODUCTION

Plans and procedures are the framework or blueprint of any research. The quality of any research depends on the rigorousness taken in preparing plans and procedures. A sound and logical plan and procedure determines the validity and generalizability of any research work. The present chapter discusses the methodology adopted for the present study. It also gives detail about population, sample, its selection procedure, tools used for data collection and techniques used for data analysis. The present study is an attempt to study the ICT awareness, use and need of secondary and higher secondary school teacher. The plan and processor of the present study is given in this chapter. This chapter deals with the objectives of the study and methodology used in the present study including design, population, sample, tools for data collection, data collection and data analysis in details.

3.2 OBJECTIVES OF THE STUDY

Following objectives were formulated to realize the present study which are given as follows:

1. To study the ICT awareness of secondary and higher secondary school teachers of Saurashtra region.

2. To study the ICT use of secondary and higher secondary school teachers of Saurashtra region.
3. To study the ICT need of secondary and higher secondary school teachers of Saurashtra region.

3.3 METHODOLOGY

The present study is a survey type of work where the investigator has studied the ICT awareness, use and need of the teachers of secondary and higher secondary schools of Saurashtra region. Details of the research methodology followed in this present study included population, sample, tools, data collection and method of data analysis are given as follow.

3.3.1 POPULATION

The population for the present study comprise of all the secondary and higher secondary school teachers of Saurashtra region.

3.3.2 SAMPLE

For the present study the sample was selected randomly. The list of all the secondary and higher secondary schools of Saurashtra region (prepared by DIET of Saurashtra region) was taken and using stratified random sampling method fifteen secondary and ten higher secondary schools from four different zones of Saurashtra region were selected. (The reason for selecting ten school for the higher secondary was that in one zone there was only one school which offer higher secondary education.) Again ten teachers from

each school were selected randomly. These one thousand teachers comprise the sample for the present study. A list of schools selected is given in appendix-II.

3.3.3 TOOL FOR DATA COLLECTION

To collect the required data according to the need of objectives, a scale on ICT awareness, use and need of secondary and higher secondary school teachers was prepared by the investigator. It was given to guide for further correction. After preparation of scale, it was given to five experts in the concern area. According to the expert's suggestions, necessary modification was done and final scale was prepared. A copy of scale is given in appendix -I.

The scale was comprised of the different components of ICT i.e. Computer (Word processing, Spreadsheet, Power Point, Access, CAI and related Software etc.), Internet (e-mail, chat, searching etc.), T.V., OHP, LCD Projector, Radio, Social Media, Ipod, Whatsapp, Play store etc. Further details of scale is given as under:

To know the ICT awareness of secondary and higher secondary teachers with respect to the different components of ICT, a five point scale was taken with the extent like Maximum, Average and Minimum. With the scale the maximum ICT awareness score of a teacher could be 54 .

To know the ICT use of secondary and higher secondary teachers with respect to different components of ICT in three different area like, Classroom Practice, Professional Development and Personal Development a three point scale was taken with the extent like, Great Extent, Some

Extent and Less Extent. The index of ICT use by the secondary and higher secondary teachers in the scale could be a maximum score of 162.

Similarly, To know the ICT need of secondary and higher secondary teachers with respect to different components of ICT a scale was taken with two components like, skill training, availability facilities. The index of ICT need by the secondary and higher secondary teachers using scale could be a maximum score of 36.

3.4 DATA COLLECTION

Data collection is one of the most important tasks of any research. Without data collection no research can be carried out. As far as the problem under study is concerned, the data should be collected properly , timely and precisely as it helps to find the solutions of the problems. For the present study the required data were collected from the secondary and higher secondary school teachers. For this purpose the representative of investigator has personally contacted the school principals and explain the purpose of the study. After that scale was distributed among the teachers and the completed scale was collected from the respondents. A total of 900 scales were collected by the representative of investigator after 2 to 3 times of follow up.