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METHODOLOGY

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4.1. **INTRODUCTION**

The review of related literature paves way for a suitable method to be adopted for the present study. Entire research work and its progress are dependent upon the method it has adopted. In order to find out the effectiveness of folk-arts in promoting awareness of National Integration at the secondary level, this research attempt was made by the investigator.

**TITLE OF THE STUDY**

Effectiveness of Folk-arts in promoting awareness about National Integration to the students at the secondary level”

4.2. **STATEMENT OF THE PROBLEM**

The study deals with an attempt to teach National Integration through the use of folk-arts to the students at the secondary level. It also assesses the attitude of students towards National Integration through folk arts. The study also compares the impact of the new strategy of teaching with that the traditional method of teaching.

4.3. **RESEARCH QUESTIONS:**

1) What is folk-art?
2) What are the different types of folk-arts?
3) What are the uses of folk-art?
4) What are the concepts of National Integration introduced in the high school textbook.
5) Is teaching National Integration concepts through folk-arts possible?
6) Will teaching National Integration through folk-arts be effective?
7) Can the teaching through folk-arts be compared with that of the traditional method of teaching?
8) Will folk-arts teaching improve the attitude of students towards National Integration?

4.4. ASSUMPTIONS OF THE STUDY
The following assumptions were made in this study:-
I) It is possible to use folk-arts for teaching National Integration
II) It is assumed that the effectiveness of teaching National Integration through folk-arts to the students of Students VIII could be identified.
III) It is assumed that the effectiveness of both the traditional and the new strategy of teaching National Integration to the students of Students VIII could be compared.
IV) Possible to identify the attitude of the learners towards National Integration.

4.5. OBJECTIVES
The following are the objectives of the study:
(i) To identify the salient features of folk-arts in teaching.
(ii) To analyse and select the concepts of National Integration from the secondary level textbook.
(iii) To select the folk-arts suitable to teach the concepts of National Integration.
(iv) To apply folk-arts to the students in order to promote awareness of National Integration.
(v) To assess the effectiveness of the teaching through folk-arts in promoting the awareness of National Integration among the students of Std. VIII.
(vi) To compare the teaching of National Integration through folk-arts with that of the traditional method of teaching.

(vii) To identify the change in the attitude of the students towards National Integration.

4.6. RESEARCH HYPOTHESES:

The following hypotheses were famed:

(i) There exists no significant difference between the mean awareness scores of the experimental group and the control group in the pretest.

(ii) There exists significant difference in the mean awareness scores of the experimental group in the pretest and the posttest.

(iii) There exists significant difference between the mean awareness scores of the control group in the pretest and posttest.

(iv) There exists significant difference between the experimental group and the control group in their post-awareness mean scores.

(v) There exists significant difference between the boys and the girls in their post-awareness mean scores.

(vi) There exists significant difference between the pre-attitude and the post-attitude mean score of the experimental group.

(vii) There exists no significant difference between the boys and the girls in their post-attitude scores.
4.7. EXPERIMENTAL METHOD

The investigator adopted experimental method for this study. According to John W. Best (1977) “Experimental method is the description and analysis of what will occur under carefully controlled conditions. The experimental method is unique in two aspects.

(i) It is the only type of method that directly influences to attempt a particular variable.

(ii) It is the only type of method that can really test hypotheses about cause and effect relationships.

The immediate purpose of experimental method is to predict events in the experimental settings. The ultimate purpose to be generalize the relationship between variables, so that it may be applied to wider population.

4.8. TWO PARALLEL GROUP PRETEST– POSTTEST – DESIGN:

The researcher followed the two parallel group pretest-post test designs for experimental study. In this design, the pretest is conducted to the control group and the experimental group. Similarly the posttest is conducted to both the groups but the treatment is given only to the experimental group. The achievement difference is assessed by comparing the pretest and posttest scores of the experimental group. The achievement difference between the pretest and the posttest scores proves the effectiveness of the treatment.

4.9. SAMPLE FOR THE STUDY

To select the sample for the study, Simple Random Sampling Technique was adopted. Simple Random sampling technique helps the investigator to select the sample at random from the population. In this
technique, every member of the population has an equal chance of being selected as the sample.

Students studying in 8th Std of Shri Vidhya Giri Matriculation School, Puduvayal were selected as the sample of the study. A group of five students were selected through the simple random sampling method for the pilot study. Thirty students were assigned to the experimental group and control group and for the final study. Both groups were equated on the basis of their class marks.

4.10. RESEARCH STEPS:

The following were the steps involved in the research process:
(i) Identifying concepts of National Integration in the Standard VIII syllabus.
(ii) Selecting suitable folk-art to teach National Integration concepts.
(iii) Construction of an awareness tool and an attitude scale for the pre and post treatment.
(iv) Validation of the constructed tools.
(v) Conduct of a pilot study.
(vi) Administrating the pretest to the both the experimental and the control groups
(vii) Administrating the pre-attitude scale only to the experimental group.
(viii) Experimentation :-
    i. (Treatment – Instruction through folk-arts to the experimental
    ii. group and the traditional teaching to the control group)
(ix) Administrating the posttest to both the groups.
(x) Administering the post-attitude scale only to the experimental group.

(xi) Comparison between the pretest and the posttest awareness scores and comparison between the experimental and the control groups.

(xii) Comparison between the pre and post-attitude scores of the experimental group.

4.11. CONSTRUCTION OF TOOLS

Two tools were constructed by the investigator:

(i) Awareness tool.

(ii) Attitude scale.

(i) **AWARENESS TOOL**

The awareness tool consists of 50 statements for which the respondents had to answer choosing the best one from the 3 choices given for each statement. Each correct choice carried 2 marks. Maximum marks were 100 (Vide Appendix No I)

(iii) **ATTITUDE SCALE**

The attitude tool is a 3 point scale. It consists of 50 statements. The respondents had to answer choosing any one of the 3 points namely (a) Fully agree (b) Partially agree and (c) Disagree - (Vide Appendix No – III)

Both the tools were developed in consultation with the experts and senior teachers.

4.12. VALIDITY OF THE TOOLS:-

Validity may be defined as the accuracy with which a test purports to measure. If a test measures correctly what it intends to measure then, it is
said to possess validity. A good research tool must possess the validity and the reliability.

In the present study, validity of the test items were determined by the content validity, which measures a representative sample of the subject matter of content. This content validity of both the tools was established by the critical analysis done with the help rendered by the panel of experts.

4.13. RELIABILITY OF THE TOOLS:-

Reliability of the tool refers to the consistency of measurement observed for the same individuals on different occasions. A test is reliable to the extent that it measures accurately and consistently from one time to another.

In this study, the researcher followed Split Half Method establishing reliability. In this method the same tool is split into two halves odd number and even number statements. The tool is divided into two halves of the test in which every item is an objective type question. Reliability co-efficient was calculated by administering both halves of the same test to the same group and correlating the same sets to which two sets of scores showed the consistency between the scores.

The formulas for calculating reliability co-efficient was

$$\frac{N\sum xy - \sum x \cdot \sum y}{\left\{N\sum x^2 - (\sum x)^2 \right\} \cdot \left\{N\sum y^2 - \sum y^2 \right\}}$$

By using the above formula ‘r’ was found to be 0.85 and 0.79 for the awareness tool and attitude scale respectively. This indicates high degree
of correlation. It implies the tools developed by the research were highly reliable

4.14. PILOT STUDY

The investigator chose 5 students from VIII th Standard using the random sampling technique for the pilot group from Shri Vidhyaa Giri Matriculation School, Puduvayal

A pretest was administered to the group. No time limit was set for the test. The test scripts were valued and the scores were recorded. Then the treatment started. It lasted for three weeks. Then, a post-test was conducted. Its scores were also recorded. Finally the scores were treated statistically. The result revealed that the final experiment could very well be carried out.

4.15. CONDUCTING THE EXPERIMENT (TREATMENT):

In the beginning, attitude scale was administered to the experimental group. Before the conduct of the experiment, a pre-awareness test was conducted to both the groups. Then, the experimental group was taught through the folk-arts and the control group through the traditional lecture method. The experiment lasted three weeks. A post-awareness test was conducted to both the groups after the experiment was over. After the treatment the attitude scale was administred only to the experimental group.

4.16. SCORING PROCEDURE:-
The following scoring procedure was followed in the present study:

(i) Awareness tool - choose the best answer
(50 questions, each carries 2 marks)

(ii) Attitude scale
- Fully agree       - 3 marks
- Partially agree  - 2 marks
- Disagree         - 1 mark

4.17. SCHEME OF DATA ANALYSIS:

(i) The means and standard deviations of the data collected were calculated and tabulated both for the experimental and the control groups.

(ii) Computation of ‘t’ value for the pre-awareness test scores of the control and the experimental group.

(iii) Computation of ‘t’ value for the post-awareness test scores of the control group and the experimental group.

(iv) Computation of ‘t’ value for the pre-awareness test and post-awareness test scores of the experimental group.

(v) Computation of ‘t’ value for the pre-awareness test and post-awareness test scores of the control group.

(vi) Computation of ‘t’ value for the pre and post-attitude scores.

4.18. CONCLUSION:

Methodology is the main part of the thesis. In this chapter, the methodology has been presented in detail. Detailed analysis of the collected data is described in the next chapter.