CHAPTER 3
METHODOLOGY
Methodology

Superfluous to say that accurate methodology is a way to systematically solve the research problem. It may be understood as a science of studying how research is done. The foremost body of the report prolongs with method section after introduction and review of literature. The purpose of this section is to tell the reader how the research was conducted. The study is focused on teenagers of ninth standard, examining the level of awareness regarding consumerism and effect of educational technology on enhancement of level of awareness as a step towards developing effective educational media for better consumerism.

Children are important target group for advertising as they are influential to the buying decision of their parents and have own pocket money at their disposal. It is believed that meditations opens the “third eye” likewise, consumer education should help to open the “consumer eye” of consumers Consumer education teaches a value system which goes beyond purchasing skills, wise use of money and possessions and effective complainer to encompass a countervailing notion of sustainable consumption. It includes care for the environments, duties and obligations as well as rights, concern for the disadvantaged, and awareness of the finite resources of the economy. As learning is a cumulative acquisition of attitudes and skill is knowledge that occurs by building upon what one has previously understood.

The theoretical frame work developed in this chapter defines the variables under study and sets boundaries of the study. The current chapter discusses the study set up ,the methodology used in data gathering ,data recording and management, measurement, analysis and data interpretation . The sub topics covering the methodology of the present study in brief are grouped as follows:

3.1. Research process

The study progressed in six steps: literature search, research design and procedure for contacting respondents, data collection methods, measurement of variables, development of intervention program, and data analysis followed with interpretation. These are illustrated in the figure no .8
CHAPTER THREE

3.1.5 Development Of Intervention Program

3.1.1 Literature Search
- Printed Sources: books, journals, reports
- Electronic Sources: online database (journals), websites

3.1.2 Search For The Sample
- School Going Teenagers Of Urban And Rural Area In Anand District
- Confidentiality
- Cover Letter

3.1.3 Research Design
- The Variables
- Conceptual Framework Of The Study
- Operational Definitions
- Selection, Discription And Development Of Instrument

3.1.4 Sample, Sampling Procedure & Sample Size
- Selection Of Universe
- Locale Of The Study
- Sampling Procedure
- Sample Size
- Unit Of The Enquiry
- Pre-test of the sample

3.1.5 Development Of Intervention Program
- Content Writing
- Validation Of Content Material
- Development Of Educational Media
- Implementation Of Program

3.1.6 Data Collection, Analysis, Measurement And Interpretation
- Post-test
- Categorization
- Coding, Tabulation
- Data Analysis (SPSS) And Interpretation
- Hypotheses testing

Fig 8: The Research Process.
The steps of the study are described in detail in the following sections.

3.1.1 Literature search

The literature search includes both printed and electronic sources. Printed material includes books, reports, dissertations, periodicals (journals, magazines and newspaper), statistical reports, manuscripts, dictionaries, conference proceedings, and hand book.

I Printed source: Printed material included books, reports, dissertations, periodicals (journals, magazines and newspapers), statistical reports, manuscripts, dictionaries, conference proceedings, and hand books.

II Electronic sources: Online database were used to search electronically available information such as periodicals (journal articles, magazine and newspaper articles) abstracts, reports, briefing papers, working papers, annual reports and bulletins. The data base includes 1) ERIC Digest Education Resource Information Center (2) Inflibnet library (3) Electronic collection online (4) Expanded academic index (5) Proquest – digital dissertations.(6) Academic Search Elite, Management Source premier, news paper source, (7) Expanded Academic Index. (8) Electronic sites such as: www.blackwell-synergy.com, www.springerlink.com/journalarticles, ijedict.dec.uwi.edu.

In addition, various consumer educations related websites were also searched for reports, articles, news item, current debates and trends, publications, working and briefing papers. The sites searched included those of PC World - Business Center, online UW-Stout University Library, Educate consumer project (Ecp. online).

3.1.2 Search for the sample

The sample was selected from the schools situated in rural and urban area of Anand district. The selection criteria which were decided are as follow:

1. The school should not have established consumer club.
2. It should be government granted school and should have coeducation.
3. As per the planning three types of media exposure program required minimum 32 students in each group, thus the selected school should have at least 96 students in standard ninth.

4. The preferred medium of instruction was English.

There were 12 schools in Anand District with English medium amongst which I.B. Patel English medium school was the only school meeting all the criteria of sample. To match the same criteria in rural area H. M. Patel English Medium School at Dharmaj was selected.

Confidentiality:

The selected school was given assurance about the confidentiality and the respondents were informed very clearly that the data was to be used for educational purpose only. A letter of introduction from the department was carried along with proof as Ph.D. scholar to get positive response.

3.1.3 Research Design

The research design used for present study has two pronged approach. A descriptive survey with pre-tested, validated interview schedule was used to acquire the information needed for knowing the awareness among the students regarding the consumerism. After the survey an intervention program (need based) was designed to enhance the level of awareness among the selected respondents, thus the most suitable design for the present study was a combination of descriptive cum experimental method sandwiched with again the descriptive survey method for post test.

- Qualitative research

In the context of the current exploratory study, qualitative research method was considered appropriate as the study sought to delve in depth into complexities of processes on which little information exists (Marshall & Rossman 1999). To fully understand the way respondents define various aspects of consumerism, group- by- group examination was
considered necessary to gain an in-depth understanding of concept and the linkage between them as defined by the respondents. This gave the researcher a broad range of issues to interpret and analyze, thereby building on the theory on consumer education. Qualitative research also allowed the researcher for exploration, discovery, building and enhancement of theory on how the variables under study impacted on each other.

- **Quantitative research**

Quantitative research on the other hand proved useful in validating the findings of the qualitative research, determining the extent to which a particular phenomenon existed in a broader context (Strauss, 1997 & Corbin 2007). Using the responses from qualitative research to frame closed questions for the face to face interview method did this. Creswell (2008) suggested that combining qualitative and quantitative approaches is based on the assumption that any bias inherent in particular data source and method would be neutralized when used in conjunction with other data source and methods. Other reason for combining the method would be to seek convergence of result, to complement the findings of each method, to investigate and provide alternative explanation where contradiction and fresh perspective emerge, and to expand the scope and breadth of the study.

In the present study, combinations of qualitative and quantitative data were, therefore, used in reporting the findings. Qualitative data was reported by indicating the particular students from which the data was gathered, while the quantitative data was reported using percentages and frequencies. Combining the two sets of data was useful in validating findings, enhancing and testing emerging theories, makes comparisons between responses and develop a coherent theoretical representative of findings based on valid arguments.

**Variables**: There were two sets of variables selected for present research. They are as follow

- **Independent variables**
  - Gender of the respondents
  - Situational variable: The place of origin
CHAPTER THREE

- Educational media (Participatory, Semi-participatory; and non-participatory)
- Family Income of the respondent

**Dependent variables:**

- Awareness regarding consumerism
- Enhancement of knowledge regarding consumerism.

II. Conceptual framework of study

**Figure 9** shows the conceptual frame work of the study. It gives the clear depiction of the study. The teenagers of ninth standard were selected from government granted English medium schools, not established consumer clubs of rural and urban area with the main view to assess the level of awareness regarding consumerism.

All areas of life are being commercialized. The influences of marketing and advertising on a persons' life are beginning sooner and more cunningly. The main objective of developing participatory, semi participatory and non participatory educational media was to enhance student’s "cognitive skills" to help them make informed decisions and to develop positive attitude towards consumption and behave conscientiously. A summary of basic objectives of consumer education was to give pupils knowledge to act as informed consumers. For example, knowledge of consumer rights and law, that gives understanding of the functioning of society and the economy as a whole and the specific role of consumers, to develop skills to act as informed and responsible consumers. For example, writing a letter of complaint, the ability to spot sales gimmicks and to use products and services knowledgeably.
The study is an effort to find out existing level of awareness regarding consumerism among the selected secondary school students in rural and urban areas of Anand district. The independent variables identified for the study were the place of origin, income and gender of the respondent. The selected respondents were exposed to the intervention program where effect of intervening variables was found out on the enhancement in level of awareness regarding consumerism.

Figure 9: Conceptual Framework of the Study
III. Operational definitions:

1. **Consumerism**: Consumerism is defined as a process through which the consumers seek redress, restitution and remedy for their dissatisfaction and frustration with the help of their all organized or unorganized efforts and activities. It is, in-fact a social movement seeking to protect the rights of consumers in relation to the producers of goods and providers of services.

2. **Participatory media**: Participatory media is defined as the media where the concepts are to be learnt by doing activities practically and gaining knowledge by following the instructions of the researcher. The activities included are discussion, games, and other participatory activities.

3. **Semi participatory media**: Semi participatory media is defined as the media where the concepts are to be learnt information provided by the researcher and partially participating in the activity. It may include watching of film, TV program or radio talks followed with group discussion.

4. **Non-participatory media**: Non-participatory media is defined as the media where the concepts are to be only by listening, where learner do not have any scope of two-way communication. This may includes listening to lectures or radio talk.

5. **Rural respondents**: Rural respondents are defined as the students living and studying in rural Anand away from amenities like national bank, railway station, shopping mall, telephone exchange, cinema hall (Dharmaj).

6. **Urban respondents**: Urban respondents are defined as students living and studying in an area where amenities like national bank, railway station, shopping mall, telephone exchange, cinema hall are at their disposal (Vallabh Vidya Nagar).

7. **Effectiveness**: Effectiveness of the intervention program is defined as the percentage means net gain (difference between pre and post test) in selected educational media.
IV. Selection, Description and development of the instrument.

• Selection of the instrument:

Interview schedule was considered as appropriate tool to collect data. An interview method of collecting data involves presentation of oral-verbal stimuli and reply in terms of oral-verbal responses. This method is suited for the intensive researches. More information and that too in greater depth can be obtained through this method. Observation can also be made along with verbal information. One of the most important reason to use the interview schedule as a tool for study was that the respondents were asked to recall their past experiences and apply in the present market situation, where interview could help them through certain probe question.

• Description of the instrument:

According to the objectives of the study, the interview schedule was designed which was divided into eight sections covering in the following areas.

A. Background Information of Respondents:

This section had a set of questions to elicit the real backgrounds of respondents which include their age, gender, type of family, and family monthly income.

B. General consumer awareness:

This section of interview schedule had total 48 statements which included a list of nineteen terminologies of general awareness, twenty-two related to rights and responsibilities, and seven related to certifications marks which teenagers should know as a consumer in day-to-day life. The respondents had to indicate their answers in term of whether the statements are true, false or don’t know about the statement.

C. Awareness regarding Problematic market situations:

This section of interview schedule contained a set of ten questions regarding problematic situation that consumer faces in the market place.
To know whether they are aware of such situations, the statements were asked in form of match A with B.

D. Awareness regarding Consumer protection laws:

This section of interview schedule contained a set of ten questions regarding consumer protection laws.

To know whether they are aware of the laws, the statements were asked in form of match A with B. where the students had to match the problem with law that could be implemented.

E. Awareness regarding Redressal mechanism:

This section contained a set of six questions regarding problems faced by consumers and a set of four statements regarding awareness of Redressal mechanism.

To know whether they were aware of problems faced while purchasing and whether they know about Redressal mechanism, they were asked to answer their question in terms of YES or NO.

F. Awareness regarding Buying behavior among teenagers:

This section assessed the awareness regarding buying behavior among teenagers with reference to general awareness regarding consumerism.

The questions were stated in form of twenty statements of awareness regarding good and poor buying behavior. The respondents were asked to indicate their responses in terms of always, sometimes and never.

G. Awareness regarding advertising gimmick.

This section of interview schedule contained a set of six statements regarding advertising gimmicks; two alternatives were given under each condition. The
respondents were asked to choose an alternative amongst two which they felt appropriate.

H. Awareness regarding certification marks

This section was the last section in the schedule which contained a set of ten questions in form of symbols which the respondents had to recognize and were asked to write their name and its use.

(For detailed interview schedule, pls. refer appendix no .1)

- Development of instrument

A thorough review of literature helped to develop interview schedule so as to achieve the objectives of the study. The items of various scales were selected carefully so that enough contents are covered.

The interview schedule was constructed in such a way that it could be understood easily by students of ninth standard of both rural area and urban area and should enable them to answer the questions frankly and quickly. The schedule was prepared in English.

To ensure the quality of the research findings and conclusion, a number of factors were taken into consideration in the research. These included measures of ensuring the validity, reliability and objectivity of the research findings. The section describes how the researcher addressed these issues. The researcher also acknowledges the subjectivity likely to result from her own position in the study.

- Validity

The researcher herself developed level of awareness and effectiveness of media scale. The validity and reliability was established. To establish validity a panel of judges from the faculty of Home Science, faculty of Education, faculty of management and business studies were selected. They were asked to check the positive and negative
direction, (where applicable) clarity and relevance of the content for each statement of
the scale. A consensus of eighty percent among the judges was taken as a yardstick for
inclusion of the statement in the final tool.

- **Reliability**

Reliability is the extent to which findings can be replicated, or reproduced by another
inquirer (Silverman, 2000). The underlying issue is whether the process of the study is
consistent, reasonably stable over time and across researchers and/or method (Miles
and Hubreman, 1994). According to Leedy and Ormrod (2001) reliability can be
enhanced by using a standardized instrument, and in case of subjective judgments,
specifying the criteria that dictate the kinds of judgment the researcher makes.

The researcher enhanced the reliability of the study through pre-testing the tool on a
sample of 32 respondents who were not the part of sample but had characteristics
similar to the sample selected for the study. Pretesting gave an idea about the time
needed for the interview. Each interview took 10 minutes to get the frank and clear
answers from the respondents.

These responses were scored using split-half method. The reliability of the whole scale
was obtained using split-half formula.

**Split - half reliability**

A common type of internal consistent reliability is referred to as split half reliability.
Since split half reliability procedure require only one administration of error of
measurement that are eliminated such as difference in testing especially appropriate
when a test is very long.

The procedure for determining split-half reliability is as follows.

1. Administer the tool test to a group.
2. Divide the test into comparable halves, or sub test – the most common
   approach is to include odd items in one half and all even items in another half.
3. Compute each subject's score on two halves – each subject will consequently have two scores, a score for the odd items and scores for the even item.

4. Correlate the two sets of scores.

5. Evaluate the results.

The reliability of the whole scale was obtained by using Spearman Brown's formula as under.

\[
Correlation \ r = \frac{\sum xy}{\sqrt{\sum x^2 \times \sum y^2}}
\]

\[
r_{t.t} = \frac{2r}{1 + r}
\]

Where

\( r_{t.t} = \) reliability co-efficient

\( r = \) co-efficient correlation

In this way, the reliability of the half scale was found to be 0.49 whereas the reliability for the whole scale calculated by Spearman Brown's formula was 0.65.
CHAPTER THREE

**Figure 10: Flow of the Methodology**

**Listing of schools in Anand District**

- Purposive sampling

**Listing of Government Granted English Medium schools**

- Purposive sampling

**Listing of schools without consumer clubs**

- Urban school Respondents (96)
- Rural school Respondents (96)

**Pretest**

**Experimental group**

- Intervention program
  - Development of Participatory, semi participatory and non participatory educational media

**Post-test**

**Data analysis and interpretation**
• Objectivity

Objectivity refers to the extent to which findings are free from bias (Silverman 2004). Bias is defined by Leedy and Ormrod (2001) as any influence, condition or sets of condition that singly or together distort data. Leedy also acknowledges that the researcher cannot avoid having data contaminated by some form of bias. However, bias can be reduced enhanced objectivity. In this context, Robson (1993) defines objectivity as inter-subjective agreement on what multiple observers agree to as a phenomenon. To enhance objectivity in the study, the researcher used multiple interviews.

• Subjectivity

Subjectivity refers to the extent to which a judgment is based on individual personal impression, feelings, assumption, beliefs, value and opinions rather than external facts (Leedy and Ormrod 2001). The researcher approached the study with personal experience of disagreement and criticism about the level of awareness regarding consumerism. In the researcher’s experience respondents have very little knowledge about basic concept of consumerism. They hardly know about consumer protection laws and certification marks. The researcher, therefore, perceived that the children are ignorant about the aspects of consumerism.

With such perception, the researcher, in using interviews to gather data may have introduced biases in data. However, the researcher in being aware and sensitive to this possible source of bias and the personal experience brought to the study, sought to ensure that such biases were minimized, and the benefits of interviewing for this study were examined.
3.1.4 Sample, Sampling procedure and sample size

i. Selection of Universe

The schools included in the study, were of Anand district. The sample selected was teenagers of ninth standard, from government granted English medium schools, and not has established consumer clubs.

ii. Locale of the study

The survey was conducted on ninth standard school going teenagers of Vallabh Vidya Nagar and Dharmaj. The schools were government granted English medium schools, where consumer clubs were not established.

(According to census 2008 of India Vallabh Vidya Nagar is considered to be urban Anand where as Dharmaj is considered to be Rural Anand)

a. I B Patel English Medium School, Vallabh Vidya Nagar (urban area)
b. H M Patel English medium school, Dharmaj (rural area)

III. Sampling procedure and sample size

The objective of this step was to gather data among the school going teenagers in systematic way. By using stratified random sampling; the sample was selected from schools of rural and urban area of Anand district. The following general selection criteria were used:

- The school should not have established consumer club.
- It should be government granted school.
- It should have co-education.
- As per the planning, three types of media exposure program required minimum 32 students in each group, thus the selected school should have at least 96 students in standard ninth.
- The preferred medium of instruction was English.
Meeting the pre decided criteria, only two schools were found in Anand district viz:

1. I.B. Patel English teaching school at Vallabh Vidyanagar was selected from urban area.
2. H.M. Patel English Medium School at Dharmaj was selected from rural area.

The total sample size consisted of 192 teenagers from both the schools. The selected sample was again divided into three groups per school.

A. Group of students with exposure to participatory media (32)
B. Group of students with exposure to semi-participatory media (32)
C. Group of students with exposure to Non-participatory media (32).

The responses to the qualitative questions were also defined into sets of standard responses, and used to develop the final interview schedule (Babbie 1998). As such, it was important to gather data from subjects who were in the best position to provide the required information. Figure 11 gives the clear idea of sampling procedure.

V. Unit of Enquiry

Students of ninth standard were selected as unit of inquiry.

VI. Data collection (Pre-test)

Looking to the extensive nature of the interview, it was considered essential to send a preliminary notification to the interviewees requesting their participation in survey (Robson 1993). The notification outlined nature of interview, the anticipated duration and requested the participation of one and all who were respondents. The notification was made prior to the beginning of pre-test. The interview lasted between 10 to 15 minutes.
The structured pre tested, pre validated, interview schedule was used to collect the information. The information regarding general background of the respondents such as, gender of the respondents, locale, parental education and family monthly income were covered. A pilot study was carried out on 32 respondents (16 boys, 16 girls) from ninth standard from an English medium school, which were not included in final study. On the basis of results of pilot study appropriate changes were made in the tool.

Pre-test was carried out in the selected schools to know the existing level of awareness regarding consumerism among the respondents.
3.1.5. Development of intervention program

One of the objectives of the present study was to give need based intervention program to enhance the level of awareness regarding consumerism among the school going students of teenage through selected educational media. Hence, on the basis of pilot study and pre-test, weaker aspects of awareness regarding consumerism were identified amongst the teenagers.

The researcher with the help of review of literature developed a content material to be taught to the students to enhance their level of awareness regarding consumerism. A panel of experts from education department, business studies department, MBA Department, faculty of arts (economics) and Home Science department were invited to validate the importance of topics, content, language, clarity in language and for the appropriateness of the illustrations to the text. Their suggestions were incorporated and changes were made accordingly.

(For developed core content of consumerism, pls. see appendix no.9)

After the core contents were finalized three kind of educational media were developed by the researcher covering the selected topics. The three media were as follows:

Participatory media (Group 1)

Various participatory activities appropriate to the topics like group discussion, jigsaw strategies, playing cards, consumer wall, Hot seat, debate, cat in the raw, talking circle, walking circle, sell your products, flannel story making, etc. were given to the respondents. The described schedule 1 (Appendix 4) shows the different kind of activities developed for different topics.

Semi participatory media (Group 2)

It involved watching of telefilm on different aspects of consumerism. The telefilm was showed in different episode according to the subject to be thought in that particular period. The respondents were give topics for group discussion based on the subject showed in the episode. The described schedule 2 (Appendix 4) shows the distribution of topics episode.
wise. Also some booklets were developed by the researcher on the same topics to support the discussion.

Non participatory media (Group 3)

This involved listening of lectures. This followed the old traditional teaching method where researcher imparted education through simple lecture method with no other activity followed up. The described schedule 3(Appendix 4) shows the distribution of topics according to the periods.

Intervention schedule

Schedules were decided for each experimental group with the concern of subject teacher and the principal to minimize the loss of regular studies. The researcher utilized all the extra-curricular activity classes like drawing, physical education, S.U.P.W and karate classes. The developed program was of minimum 42 hours including all educational, energizer and feedback activities of all three groups. All the groups were given exposure to intervention program for a minimum period of 14 hours. (For detailed intervention activities and content, pls. see appendix no. 10)

3.1.6. Data Collection, Measurement, Analysis and interpretations

I Data collection (pre and post test)

After the pre-test and implementation of intervention program, at the gap of 10 days post-test was conducted with same tool used for pre-test. It was administered to see the enhanced level of awareness regarding consumerism.

Qualitative Data

The approach to data analysis and interpretation was to integrate the findings from multiple-case data and map general models of the variables specifying connection between them. To aid in the analysis process, various visual representation tools were used the content analysis was restricted to the issues that were relevant to the study, and
Quantitative Data

Quantitative data were analyzed using Statistical Package for Social Science (SPSS) to provide frequency distributions, percentages, cross-tabulation and correlations between variables. The frequency distribution and percentage were useful in summarizing the data and describing observations. The cross tabulation display the number of cases falling into each combination of the categories of two or more categorical variables, while the Pearson correlation was useful in measuring the directional relationship between two variables of linear association. Paired t-test was used to judge the difference between the mean of two related sample at both the 0.05 significance levels (Kothari 2005). The use of statistics provided for the necessary explicitness hence gave greater protection against bias in the interpretation of qualitative data (Robson 1993). Quantitative data analysis was therefore limited to the extent that it provided objectivity to the qualitative data.

With the help of SPSS, data were sorted, searched and recoded to allow for data exploration. Charts, figures and tables were prepared to give a logical link to the interpretation. The qualitative and quantitative were interpreted simultaneously, generating meaning and drawing conclusions from the analysis and results (Miles and Huberman, 1994)

II Categorization

The interview schedule was framed using close-ended questions and scale depending on nature of questions. Ordinal scale was used for mutually exclusive and collectively exhaustive categories. Interval scaling was used to measure the extent to which various aspects of the study were applicable or important.

A two point ordinal scale was used to score the responses in terms of YES and NO regarding redressal mechanism A three point ordinal scale was used in which the responses regarding basic consumer awareness were scored and
counted in terms of True, False and Don’t know. Similar pattern for scoring the awareness regarding buying behaviors was scored in terms of Always, Sometimes and Never.

Scale regarding General consumer awareness:

This section of interview schedule had a checklist of nineteen general awareness statements, twenty-two statements related to rights and responsibilities and seven statements related to certifications marks. That teenager should know as a consumer. The statement, consisted items covering basic consumer awareness of everyday life.

To check the awareness 48 statements were prepared. The respondents had to indicate their answers in term of whether the statements were True, False or they Don’t Know.

In case of positive statements the scores assigned were:

- True = 3 scores were assigned
- False = 1 score was assigned.
- Don’t know = 2 scores were assigned

In case of negative statements the scores assigned were:

- True = 1 score was assigned.
- False = 3 scores were assigned
- Don’t know = 2 scores were assigned

Scale for awareness regarding Problematic market situations and Awareness regarding Consumer protection laws:

These sections of interview schedule contained a set of ten questions in each section regarding problematic situations that consumer faces in the market place and Consumer protection laws. To know whether they were aware of such situations and laws, the statements were asked in form of match A with B.

In case of right match 2 scores were assigned.
In case of wrong match 1 score was assigned.
Scale for awareness regarding redressal mechanism:
This section reviewed the awareness regarding redressal mechanism. Wherein 6 questions were included regarding problems faced by respondents in market and four statements were constructed to assess the level of awareness regarding redressal mechanism. They were asked to indicate their responses in terms of YES and NO.

In case of positive answer 2 score was assigned
In case of negative answer 1 score was assigned.

Scale for Awareness regarding Buying behaviors of teenagers:
This section assessed the awareness regarding buying behaviors with reference to general awareness regarding consumerism. Twenty statements were constructed to assess the quality of awareness regarding buying behaviors in each area of buying. They were asked to indicate their responses in terms of always, sometimes and never.

In case positive statement
Always =3 scores were assigned
Sometimes =2 scores were assigned
Never=1 score was assigned.

In case of negative statement
Always =1 score was assigned.
Sometimes =2 scores were assigned
Never=3 scores were assigned.

Scale for Awareness regarding advertising gimmicks and Awareness regarding certification marks
This section of interview schedule contained a set of six statements regarding advertisement gimmicks, two alternatives were given under each conditions. The respondents were asked to choose the alternative amongst two, which they feel appropriate.

In the section of certification marks a set of ten questions were asked in form of symbols. The respondents were asked to write their name and use.

In case of right answer =2 scores were assigned.
In case of wrong answer =1 score was assigned.
The maximum score was 314 and minimum score was 108, from which three equal interval ranges were made to categorize the level of awareness regarding consumerism in terms of Good, Fair and Poor.

**Score Assignment And Categorization Of The Respondents On The Basis Of Score Acquired:**

- **Good awareness** regarding consumerism among the respondents is defined as the level where the respondents acquire the scores between 247 to 314.
- **Fair awareness** regarding consumerism among the respondents is defined as the level where the respondents acquire the scores between 178 to 246.
- **Poor awareness** regarding consumerism among the respondents is defined as the level where the respondents acquire the scores between 108 to 177.

**III Coding**

All the data were coded to maintain confidentiality, and facilitate data entry, documentation and discussion of findings. Code numbers were given to each answer. The information from each interview schedule was transferred on excel sheet of computer.

**Tabulation**

The data were transferred from excel sheet into tabular form to give a clear picture of findings.

**Statistical Analysis**

The data was computerized and SPSS was used for analysis. Paired 't-test', independent t-test and one way ANOVA along with LSD was carried out to compare the effectiveness of educational media and enhancement of level of awareness regarding consumerism among the respondents.

**Descriptive statistics:** The data were presented in frequencies; percentages and Means Net Gain score.
Relational statistics: Statistical analysis was carried out to test the relationship between selected variables and hypothesis postulated for the study.

- Paired-‘t-test’ was computed to find out comparison of the level of awareness regarding consumerism between pre-test and post-test
- Independent t-test was computed to find out comparison of the level of awareness regarding consumerism between gender, locale and family monthly income of the respondents.
- Analysis of variance one way ANOVA was computed to determine statistical relationship between pre-decided, dependent and independent variables such as correlation between the family income and level of awareness among the respondents, correlation between locale and level of awareness among the respondents and exposure to different media and enhancement in level of awareness.
- Least Significance Difference was computed to find out effectiveness between the treatments given to the respondents.

3.2. Limitation of study: There were various limitations of the study.

1. The study was limited to the schools which had not established consumer club.
2. The study was limited to the schools which was receiving government grants.
3. The study was limited to the schools which had co-education.
4. The study was limited to the schools which had English as medium of instruction
5. The study was limited to teenagers of ninth standard only.
6. The study was limited to 96 rural and 96 urban respondents of selected schools of Anand district only.
7. The study was limited to general awareness regarding consumerism, awareness regarding problematic situation of market place, awareness regarding consumer protection laws, awareness regarding redressal mechanism, awareness regarding buying behavior, awareness regarding advertising gimmicks and awareness regarding certification marks.
3.3. Hypothesis

The present study makes the following assumption:

HO1: There exists no significant difference in the pre-test and post-test scores of the selected respondents exposed to the intervention program for consumerism.

HO2: There exists no significant difference between the scores acquired by the rural respondents and urban respondents after imparting intervention program for consumerism.

HO3: There exists no significant difference between the scores acquired by female respondents and male respondents after imparting intervention program for consumerism.

HO4: There exists no significant difference between the scores acquired by respondents from different income groups after imparting intervention program for consumerism.

HO5: There exists no significant difference in the effectiveness of the participatory, Semi-participatory and non-participatory media on the enhancement level of awareness regarding consumerism among the selected students.

Conclusion

This chapter has provided the reader with the researcher method used in the study. Detailed explanations of the research procedure followed, the methods used in data collection, how and why particular data were collected, and the method of analyses used have been presented. Issues of validity and reliability have been addressed. Also the limitation of the research has been discussed. Having discussed the methodology, the researcher project proceeds to describe and analyze the findings of the study. This is followed by discussion and conclusion.