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# **Level of participation among the audience attended primary education training using group observation method.**

**K.Srinivasan Ph.D.\***

## **Abstract**

*The article provides a detailed analysis of the teachers who attended the training for primary education viewed pre-recorded cassette using Group Observation method. First the paper discusses detailed methodology on group observation and in the second part the findings suggests that for better production of any video Programme for training the teachers should contain innovative and novel approaches.*

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### **Introduction**

In communication the audiences are of prime importance. If the messages are not reached in time then the out comes are disastrous. One such experience is the impact of Cyclone in the coast of Gujarat State during June 1998. It is also important to work on reporting the aftermath of disasters. This was experimented in Japan during 1995(Symposium on "Analysis of the Great Hanshin Earthquake: Lifeline Information and the Role of Broadcasting).

This compels one to concentrate on the Audience. The knowledge on Audience is important for a communicator so that one can design the programme as per the expectations. In developing world the communication plays a vital role in all development activities. In the field of education different media have different roles. In India the SITE experiment was the pioneering effort to push the Television Media in to a new millennium (Agrawal, 1981). The new digital media such as Internet are following the footsteps of the SITE for their future prospects.

The present study is an attempt to study the Audience in a group setup. There were four groups formed from the total audiences. Each group contained seven members. There were four researchers engaged in observation. A researcher observed every group. He

concentrated on each and every member of the group for studying the participation level. Audience participation is assessed using various quantitative and qualitative methods. For developing audience profile there were various methods adopted, such as self administered questionnaires, interview schedules and observation methods (Agrawal, 1981, Ostman et al 1989). The present endeavor is an attempt to study the audience using group observation method.

### **Methodology**

The study was conducted in one of the training centres in the state of Tamil Nadu. The audiences were the teachers teaching Mathematics in Primary School level. To study the Effectiveness on training, different methods were used. In the present study among the various methods, group observation method was followed. The training was conducted in various centres and the group observation method was adopted in one of the centres. The Chennai was selected for the exercise. There were twenty-eight trainees (audiences) attended the training. They were divided into four groups consisting of seven members. One researcher observed each. The trainees (audiences) were observed on various aspects. These include, their participation in terms of taking notes, concentrating on the topic, not talking with the fellow trainees, not sleeping, not concentrating on other objects, and other activities. Based on the participation the researchers were asked to give scores in a three-point scale (active participation, moderate participation and poor participation). The researchers also observed the number of persons in each group actively participated and so on. This gave an overall picture of the participants.

The sequencing of the programme was done on the day before the actual programme by

viewing the cassette. The training was conducted all over Tamil Nadu and all the centres were delivered with a copy the cassette. Two researchers viewed the cassette on a day before and categorised the programme into 23 sequences. The cassette had contents on Mathematics and different approaches to teach. It was targeted to the primary school teachers who teach the children studying in the first standard to fifth standard (from 5 years to 10 years old) with a medium of instruction in Tamil. The sequences were consisting of songs, games, demonstrations, lectures, puzzles, and opinions. First the cassette was viewed on the day before the actual programme and sequencing was done. And every sequence went on from 30 seconds to 3 minutes. The sequences were named and the time it began and ended were recorded. Then a sheet for scoring the audience was developed with three column having sequences, timing, and score. The scoring was done based on the following criteria.

- The researches were asked to give scores in a three-point scale (Active participation, moderate participation, and poor participation).
- If a participant was watching the programme eye to eye without looking anywhere else and taking notes, then he / she scores 3 points.
- If there were a little diversion in concentration then the score would be 2.
- And in case of total diversion or sleeping then they were given 1 point.

Since the exercise was conducted on the groups the researchers were asked to give scores. The scores were given sequence wise. The sequence wise scores for each member was done by writing how many were highly participative, how many were less participative and how many were non participative among the seven member group. Based on that a trend was generated.

Further, the weightage for each sequence was developed as following. On each sequence the number of persons actively participated are multiplied by the score 3 and a weighted participation level was generated. In case of moderate participants, the number of persons moderately participated were multiplied by a score of 2 and for poorly participating participants the number of persons were multiplied by 1. Then the data were generated for each sequence for further analysis. This is called Total Weighted Participation Level (TWPL). Total Weighted Participation Level (TWPL) for each scene was calculated as following,

$$\text{TWPL} = (\text{No. of Active Participants} \times 3) + (\text{No. of Moderate Participants} \times 2) + (\text{No. of Poor Participants} \times 1) \quad \text{----- Eqn No. 1}$$

The mean score for the weighted participation level was also calculated by using the following formula.

$$\text{Weighted Mean} = \frac{\text{TWPL}}{\text{Total Number of Participants}} \quad \text{----- Eqn No 2}$$

**Table No 1. The List of Sequences**

| <b>Sl. No.</b> | <b>Sequences</b>   |
|----------------|--|
| <b>1</b>       | <b>Children's Dance on Mathematics</b>                                       |
| <b>2</b>       | <b>Numbers and their Shape</b>   |
| <b>3</b>       | <b>Children's Action on Mathematics</b>                                      |
| <b>4</b>       | <b>Number Shape</b>  |
| <b>5</b>       | <b>Odd or Even Equals and Unequals</b>                                       |
| <b>6</b>       | <b>Plus game Ludo</b>  |
| <b>7</b>       | <b>Number sequences</b>  |
| <b>8</b>       | <b>Children's Dance( Kummi)</b>  |
| <b>9</b>       | <b>Real Value and Place value</b>  |
| <b>10</b>      | <b>Questions</b>   |
| <b>11</b>      | <b>Cane Dance</b>  |
| <b>12</b>      | <b>Song on Multiplication and Division</b>                                   |
| <b>13</b>      | <b>Rangoli and Clay</b>  |
| <b>14</b>      | <b>Explaining Multiplication tables using sticks</b>                         |
| <b>15</b>      | <b>Explaining Multiplication tables using fingers</b>                        |
| <b>16</b>      | <b>Using dies</b>  |
| <b>17</b>      | <b>Using fingers</b>   |
| <b>18</b>      | <b>Getting the attention of the students using Puzzles</b>                   |
| <b>19</b>      | <b>Parent's opinion</b>  |
| <b>20</b>      | <b>Teaching in soft way</b>  |
| <b>21</b>      | <b>To make the students understand is the responsibility of the Teachers</b> |
| <b>22</b>      | <b>Class room time management and Activity plan for the subject teaching</b> |
| <b>23</b>      | <b>Valuation based on the Laboratory approach</b>                            |

The Table No. 1 presents the list of sequences, which were identified for the purpose of scoring and further analysis. For the future analysis the same sequences will be followed.

Analysis

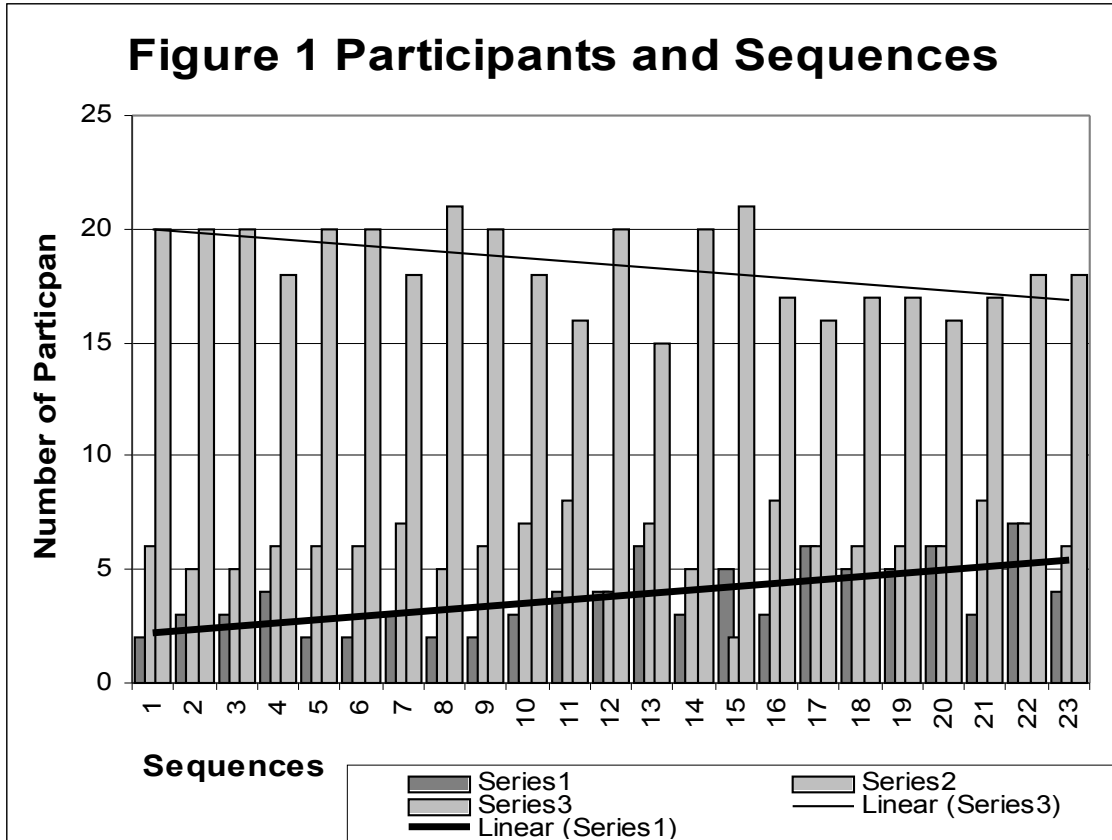




Figure 1. Presents the sequence-wise of participation of audience in numbers. From fig 1 it is clear that among all sequences the trainees (audience) were more interested in the sequence numbers 1, 2, 3, 5, 6, 8, 9, 12, 14, and 15. These are the sequences in which the innovative and entertaining methods were adapted to train on the teaching curriculum. The sequences basically included songs, actions, games, dance, and other innovative methods. This infers that the audiences were actually looking for a method which would be generating interest among children and innovative in nature. (Kindly refer the list of sequences in Table No. 1).

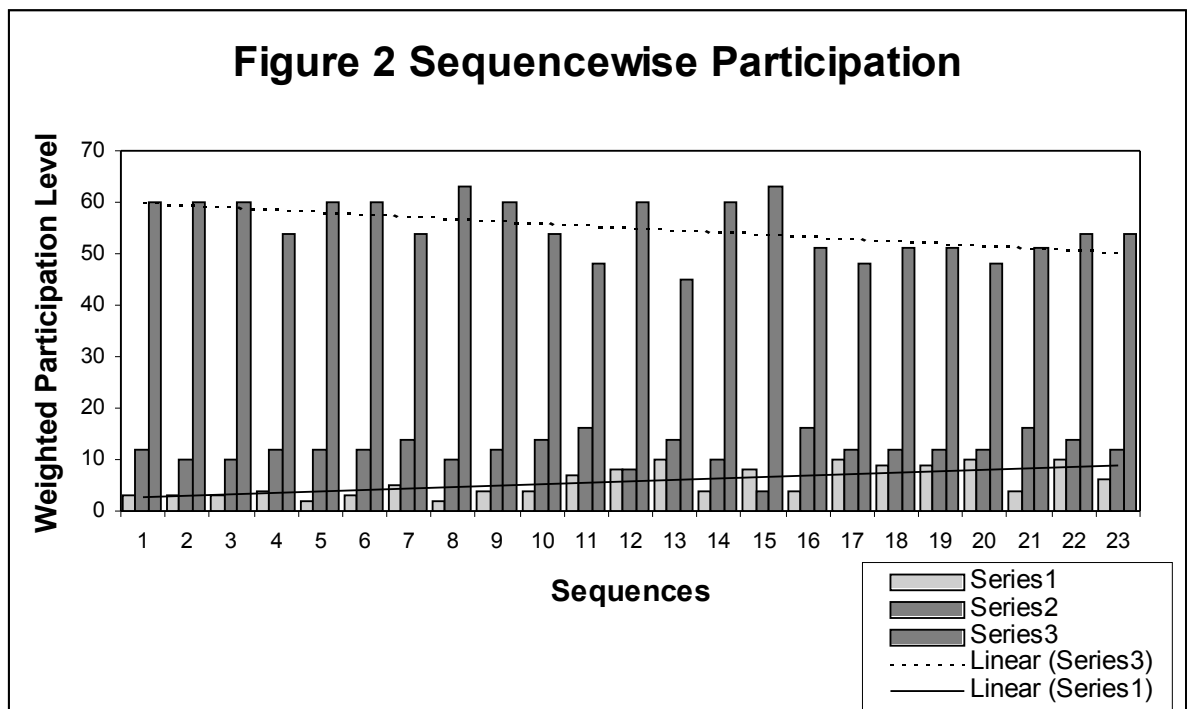


Figure 2 presents the sequence-wise weighted participation level generated using the Equation No. 1. In this the participation level was weighted for every sequence. This is done to get a clear picture of the poor participation and moderate participation. But there was no much difference between the earlier figure (Figure 1) and this figure.

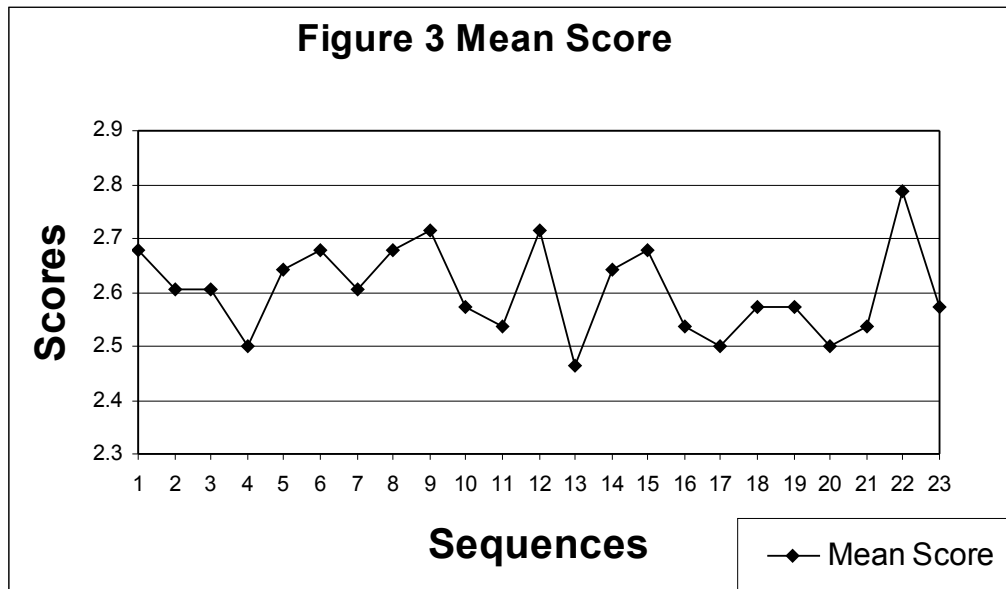


Figure 3, presents the mean scores of the participants during different sequences. The mean scores are calculated based on the weighted participation of the audiences using the formulae given in Equation No. 2. The figure is a depiction of the overall participation

level of respondents in various sequences. Overall all the respondents were interested in the sequence numbers 6, 9, 12, 15, and 22. The commonality among all the sequences are the innovative approaches to teaching and the class room management. This suggests that for an effective curriculum development and to maintain the interest level higher, one should emphasize on innovative approaches in classroom management and activity planning. If one look at the figure carefully, the interest level increased in the beginning and dropped after 11th sequence and it again went up in 22nd sequence which is a topic on class room time management and activity plan.

### **Conclusion**

In Figure 3 the high participation was noted in the number of sequences which are basically entertaining and innovative in nature. But, at the end the interest level was lost among audience, which had conventional approaches. This shows teachers are interested in innovative approaches and new approaches.

The trend also shows that in the initial stages the level of interest was high due to the initial interest and curiosity on training and it slowly dropped down. But there were events which brought the interest level higher in case of the entertaining / innovative sequences. Further, the weighted means of the scores for the different sequences suggests that overall the participation was normal.

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