Abstracts:

SEÑEREZ, NELLY S. "A Comparative Study of the Relative Effectiveness of the Ward Method and the Conventional Methods of Teaching Music in Grade Two." M.A.Ed. Central Philippine University, 1974.

It was intended in this study to use the Ward method of teaching music to grade two children in Tinaytayan Elementary School, District of Dumarao, Capiz, in order to determine its effectiveness in teaching music as compared with the conventional methods, in terms of pupils' achievement, as revealed by testing.

There were two sets of tests (written and practical) which were prepared by the researcher with the help of three competent music teachers namely, Mrs. Concepcion Pestaño, Mrs. Elora Jordan, and Miss Grace Abellano. The same tests, both written and practical were administered during the initial and the final stages. Before administering the written test to the subjects, the researcher tried to determine its validity and reliability. The validity of the test was determined by item analysis, and the reliability determined by the Spearman Brown Prophecy Formula was found significant at the .05 level.

The grade two pupils of Tinaytayan Elementary School, seventy-four in number at the start of the school year, were divided into two groups by means of randomization technique. These pupils were put into groups according to the lots that they drew. Those who got "W" were put in the group to be taught by the Ward method (Group A), and

those with "C" were taught by the conventional methods (Group B). Group A was composed of eighteen boys and nineteen girls; Group B comprised seventeen boys and twenty girls. The subjects were equated for age, average grade in grade one, and initial test.

At the end of the school year, there were only fifty-eight pupils who completed the requirements for the experiment. Group A had eleven boys and seventeen girls while Group B had thirteen boys and seventeen girls. The remainders of the two groups were again equated and the findings showed that they were still from the same population and could be considered equivalent as far as average grade in grade one and the result of the pretest were concerned.

Due to the difficulty of equating control and experimental groups in all variables, the analysis of covariance was further computed to take care of the imperfections in equating the groups.

When the experimental teaching was to be started, the researcher administered the written test and the practical test to the subjects. Since there were two sets of tests the scores of each pupil were transformed into standard scores. The obtained means for the experimental group and the control group during the initial test were 51.26 and 48.80 respectively. There was a difference of 1.11 in the means and an S.D. difference of 1.29 as revealed by the use of the t-ratio. The critical value of t to be significant at .05 level is 2.00. The difference between the means and the S.D. of the two groups were therefore insignificant.

At the end of the school year, 1972, the final test, both written and practical, was given using the same procedure as that followed during the initial test as explained in chapter IV. In the final test the obtained means for the experimental group and the control group were 54.39 and 45.89 respectively. The mean difference was 5.05 and the S.D. difference was .54 as shown by the computation of the t-ratio. These findings revealed that Group A, the experimental group, showed better achievement than Group B, the control group. The insignificant difference of the standard deviations between the two groups revealed that the method was not associated with or influenced by the variables.

Another statistical measure, the analysis of covariance, was used. In the analysis of variance of X (initial) and Y (final) scores, which were treated separately, the computed

F on X was .21 and the F on Y was 6.58. The variance was insignificant since it did not reach the value significant at the .05 level. The F value on the final (Y) scores was definitely significant since it was greater than 4.00, the tabled value significant at the .05 level of significance.

In the computation of the analysis of covariance the obtained F on Y and X combined was 15.79 which was much greater than the value significant at .05 level. Further statistical procedures were required for the .05 level of significance in order to get the adjusted Y means. The correlation and regression coefficient (b) were then computed and it was found out that the b within was .63. Since b within is the most unbiased of the regression of Y on X, it was then proper to use this for the computation of the adjusted Y means. The adjusted Y means for the experimental group and the control group were 53.62 and 46.66 respectively. The mean difference was 6.96. The final test of the significance of difference between the adjusted Y means revealed that the SED was 1.43 and to be significant at .05 level it must be 2.86 (2.00 = 1.43). Therefore the mean difference of 6.96 is significant at .05 level.

CONCLUSION

At the start of the experiment the researcher assumed that the Ward method is as effective as the conventional methods. The experiment sought to answer the question: Which of the two methods, the Ward or theconventional methods, is more effective in the teaching of music in Grade II. The two groups of subjects were successfully equated as shown statistically. The test was proven to be valid and reliable. The final achievement test revealed that the mean difference was significant at .05 level. Therefore, the null hypothesis was rejected and it was concluded that the Ward method is more effective in the teaching of music in Grade II.

RECOMMENDATIONS

In view of the above conclusion, the following recommendations are presented.

First, the Ward method should be used in teaching music to Grades I and II pupils and also to other grade levels.

Second, music teachers should attend workshops, seminars, and demonstrations on the Ward method; right now only few of the teachers are familiar with this method.

Third, division and district levels should hold seminars, workshops, and demonstrations on this method in order that all the teachers can avail of the opportunity of knowing the techniques and methods of teaching the Ward way.

Fourth, books and materials in the teaching of the Ward method should be provided to suit the needs of Grade I and II pupils.

Fifth, universities and colleges training teachers should include the Ward method in their music methods class.

Sixth, further research on music teaching should be conducted. Experiments similar to this may be conducted for other grade levels.