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## A STUDY OF EFFECTIVENESS OF LECTURE METHOD AND POWERPOINT TECHNIQUE

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### ABSTRACT:

Learning is essentially a process, which results in a more or less permanent modification of behaviour as a result of practice or experience. According to Behaviorist school of thought, learning is concerned with establishing an association between a stimulus and a response. Title: A study of effectiveness of Power Point Presentation on standard 9<sup>th</sup> of Jawahar Vinay Mandir, Shapur. Objectives: (1) To compare the mean achievement score of students who are taught through lecture and power-point method of standard 9<sup>th</sup> of Jawahar Vinay Mandir, Shapur. (2) To compare the mean achievement score of male students who are taught through lecture and power-point method of standard 9<sup>th</sup> of Jawahar Vinay Mandir, Shapur. (3) To compare mean achievement score of female students who are taught lecture and power-point method of standard 9<sup>th</sup> of Jawahar Vinay Mandir. Hypothesis: (1) There will be no significant difference between the mean achievement score in the students who are taught through lecture and power-point method of standard 9<sup>th</sup> of Jawahar Vinay Mandir, Shapur. (2) There will be no significant difference between the mean achievement score in the male students who are taught through lecture and power-point method of standard 9<sup>th</sup> of Jawahar Vinay Mandir, Shapur. (3) There will be no significant difference between the mean achievement score in the female students who are taught through lecture and power-point method of standard 9<sup>th</sup> of Jawahar Vinay Mandir, Shapur. **KEY WORDS** : Power Point Presentation, Lecture method, **DELIMITATION** : This study is delimited for the standard 9<sup>th</sup> students of Jawahar Vinay Mandir, Shapur, Ta. Vanthali, Dist. Junagadh. **METHOD OF STUDY**: The researcher has taken experimental method for the study about effectiveness of lecture and power-point method on gender. **SAMPLE** : The researcher has taken 20 male and 20 female randomly selected students out of 52 (male) and 46 (female) accordingly for the study as sample. **RESEARCH DESIGN** : The researcher has selected following design for the procedure. R x Post Test, R x Post Test **TOOL** : The researcher has made blue-print oriented two question papers to test the students. **STATISTICAL TECHNIQUE** : The researcher has used t-test with SPSS software for analysis of the data. The researcher has collected data by teaching lecture method and power-point method after taking post test of the students, he has analysed the data for the conclusions.



**KEYWORDS:** Power Point Presentation, Lecture method.

### INTRODUCTION :

Learning takes place if the response of the learner to a stimulus is strengthened.

According to Thorndike's Law of effect, learning which is associated with satisfaction is likely to be more permanent than learning not

accompanied by satisfaction. According to Skinner's Operant Conditioning, a behaviour is learned, when it is immediately

reinforced. Any kind of learning activity can be broadly categorized under response strengthening, knowledge acquisition and knowledge construction. Here the learner has experimented and known about the effectiveness of lecture verses power-point method which is discussed in the paper: Title: A study of effectiveness of Power Point Presentation on standard 9<sup>th</sup> of Jawahar Vinay Mandir, Shapur.

#### **OBJECTIVES:**

- To compare the mean achievement score of students who are taught through lecture and power-point method of standard 9<sup>th</sup> of Jawahar Vinay Mandir, Shapur.
- To compare the mean achievement score of male students who are taught through lecture and power-point method of standard 9<sup>th</sup> of Jawahar Vinay Mandir, Shapur.
- To compare mean achievement score of female students who are taught lecture and power-point method of standard 9<sup>th</sup> of Jawahar Vinay Mandir.

#### **HYPOTHESIS:**

- There will be no significant difference between the mean achievement score in the students who are taught through lecture and power-point method of standard 9<sup>th</sup> of Jawahar Vinay Mandir, Shapur.
- There will be no significant difference between the mean achievement score in the male students who are taught through lecture and power-point method of standard 9<sup>th</sup> of Jawahar Vinay Mandir, Shapur.
- There will be no significant difference between the mean achievement score in the female students who are taught through lecture and power-point method of standard 9<sup>th</sup> of Jawahar Vinay Mandir, Shapur.

#### **DELIMITATION :**

This study is delimited for the standard 9<sup>th</sup> students of Jawahar Vinay Mandir, Shapur, Ta. Vanthali, Dist. Junagadh.

#### **METHOD OF STUDY**

The researcher has taken experimental method for the study about effectiveness of lecture and power-point method on gender.

#### **SAMPLE :**

The researcher has taken 20 male and 20 female randomly selected students out of 52 (male) and 46 (female) accordingly for the study as sample.

**RESEARCH DESIGN :** The researcher has selected following design for the procedure.

R x Post Test  
R x Post Test

**TOOL :** The researcher has made blue-print oriented two question papers to test the students.

**STATISTICAL TECHNIQUE :** The researcher has used t-test with SPSS software for analysis of the data.

**DATA COLLECTION AND DATA ANALYSIS :** The researcher has collected data by teaching lecture method and power-point method after taking post test of the students, he has analysed the data for the conclusions.

### COMPARISON OF MEAN ACHIEVEMENT SCORE OF LECTURE AND POWER-POINT METHODS

The objective was to compare the mean achievement score of students who are taught through lecture and power-point method of standard 9<sup>th</sup> of Jawahar Vinay Mandir, Shapur. There were two levels of achievement score for comparison namely as, lecture and power-point methods. The data were analyzed with the help of t-test by the use of IBM 20 SPSS package.

**Table-1 Summary of t-test for achievement score of comparison of lecture and power-point method.**

Method	n	Mean	SD	Mean Difference	t-value
Lecture	40	25.40	3.14	-1.92	2.42
Power-point	40	27.33	3.34		

It is evident from the Table-1 that the t-value is significant of 0.05 level with df 78. It shows that the mean achievement scores between the students who are taught through lecture and power-point method of standard 9<sup>th</sup> of Jawahar Vinay Mandir are differ significantly. In this context, the null hypotheses 'There will be no significant difference between the mean achievement score in the students who are taught through lecture and power-point method of standard 9<sup>th</sup> of Jawahar Vinay Mandir, Shapur' is not accepted. Further from the Table no.1, it is evident that the mean achievement score of the students who are taught through lecture and power-point method of standard 9<sup>th</sup> of Jawahar Vinay Mandir, Shapur is differ significantly. It may therefore be concluded that power-point method is effective than lecture method with mean variance 1.92 of achievement score of students who are taught with both methods in standard 9<sup>th</sup> of Jawahar Vinay Mandir, Shapur.

### COMPARISON OF MEAN ACHIEVEMENT SCORE OF MALE STUDENTS TAUGHT THROUGH LECTURE AND POWER-POINT METHODS

The objective was to compare the mean achievement score of male students who are taught through lecture and power-point method of standard 9<sup>th</sup> of Jawahar Vinay Mandir, Shapur. There were two levels of achievement score for comparison namely as, lecture and power-point methods. The data were analyzed with the help of t-test by the use of IBM 20 SPSS package.

**Table-2 Summary of t-test for achievement score of male students comparison of lecture and power-point method.**

Method	n	Mean	SD	Mean Difference	t-value
Lecture	20	24.50	3.967	-1.80	1.54
Power-point	20	26.30	3.404		

It is evident from the Table no.2 that the t-value is not significant of 0.05 level with df 78. It shows that the mean achievement scores in the male students who are taught through lecture and power-point method of standard 9<sup>th</sup> of Jawahar Vinay Mandir, Shapur are differ significantly. In this context, the null hypotheses 'There will be no significant difference between the mean achievement score in the male students who are taught through lecture and power-point method of standard 9<sup>th</sup> of Jawahar Vinay Mandir, Shapur' is accepted. Further from the Table no.2, it is evident that the mean achievement score of the male students who are taught through lecture and power-point method of standard 9<sup>th</sup> of Jawahar Vinay Mandir, Shapur is not differ significantly. It may therefore be concluded that both the methods are equally effective in the male students of standard 9<sup>th</sup> of Jawahar Vinay Mandir, Shapur. The mean variance is seen 1.80 between mean achievement score of the male students it shows that power-point is effective between both methods.

### COMPARISON OF MEAN ACHIEVEMENT SCORE OF FEMALE STUDENTS TAUGHT THROUGH LECTURE AND POWER-POINT METHODS

The objective was to compare the mean achievement score of female students who are taught through lecture and power-point method of standard 9<sup>th</sup> of Jawahar Vinay Mandir, Shapur. There were two levels of achievement score for comparison namely as, lecture and power-point methods. The data were analyzed with the help of t-test by the use of IBM 20 SPSS package.

**Table-3 Summary of t-test for achievement score of female students comparison of lecture and power-point method.**

Method	n	Mean	SD	Mean Difference	t-value
Lecture	20	26.30	3.373	-2.050	2.027
Power-point	20	28.35	3.014		

It is evident from the Table no.3 that the t-value is significant of 0.05 level with df 78. It shows that the mean achievement scores in the female students who are taught through lecture and power-point method of standard 9<sup>th</sup> of Jawahar Vinay Mandir, Shapur are differ significantly. In this context, the null hypotheses 'There will be no significant difference between the mean achievement score in the female students who are taught through lecture and power-point method of standard 9<sup>th</sup> of Jawahar Vinay Mandir, Shapur' is not accepted. Further from the Table no.3, it is evident that the mean achievement score of the female students who are taught through lecture and power-point method of standard 9<sup>th</sup> of Jawahar Vinay Mandir, Shapur is differ significantly. It may therefore be concluded that power-point method is effective than lecture method with mean variance 2.050 of achievement score of the female students who are taught with both methods in standard 9<sup>th</sup> of Jawahar Vinay Mandir, Shapur.

### CONCLUSION, INTERPRETATION

The power-point method is effective than lecture method with mean variance 1.92 of achievement of all male and female students who are taught with both methods in standard 9<sup>th</sup> of Jawahar Vinay Mandir, Shapur.

The power-point method is effective than lecture method with mean variance 2.050 in female students who are taught with both methods in standard 9<sup>th</sup> of Jawahar Vinay Mandir, Shapur

Both the methods are equally effective in the male students of standard 9<sup>th</sup> of Jawahar Vinay Mandir, Shapur. The mean variance is seen -1.80 between mean achievement scores of the students. It shows that power-point is also effective.

So, it may say from above concluding statements, overall power-point method is effective for students of standard 9<sup>th</sup> of Jawahar Vinay Mandir, Shapur.

### IMPLICATIONS :

- The students should be taught through power-point presentation for teaching effective way.
- The explanation on the slides should be easy to understand for the students.
- Audio and video can be added to do effective presentations.
- Amusive cartoons should also be added in the presentations.
- Student's interest can be developed for the hard content in the subject.
- Achievement level can be more than lecture. So it is benefited for the students.
- Students can get content and prepare at their own speed and feasibility of their time and hospitality.