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EFFECT OF COMPUTER ASSISTED INSTRUCTION ON ACHIEVEMENT IN GEOGRAPHY

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ABSTRACT: -

The present study intended to find out the level of effect of Computer Assisted Instruction on Achievement in Geography among Secondary School Students. The present study belongs to the Parallel Group Experimental Method. A sample of 76 students was selected by using simple random sampling technique from Govt. Syed Murthuza Hr. Sec. School, Marakkadai Tiruchirappalli. Data was analyzed by t-test. Findings showed that i) The Experimental Group Students are having higher level of Achievement in Geography than the Control Group Students, and ii) The students, whose parents having below and above standard X, are having similar level of Achievement in Geography.

KEYWORDS: Achievement in Geography, students learning, self-evaluating.

INTRODUCTION:

Computers could play a powerful role in students learning in schools. Because it helps to develop learners' potentials in different areas of learning and may also constitute powerful delivery system that may be bring about great changes in learners behaviors that are desirable to the society at large. It is noted that, most learning occurs by doing (experimental learning) including getting things wrong as well as getting them right

determined by immediate feedback in other words computers appears to be capable of giving almost instant feedback, tirelessly no matter how often learners get it wrong during the process.

The use of computers in schools seems to help people to be creative in problem solving thereby developing positive interest in their studies. In this respect, the whole purpose of education in a country like ours is to develop and enhance the potentials of human resources and progressively transform them into knowledge society.

Computer based instruction enables the students to learn by self-evaluating and reflecting on their learning process. It also motivates children to learn better by providing them with the immediate feedback



and reinforcement and by creating an exciting and interesting game-like atmosphere. Computer based instruction is the term used in academic areas such as reading, writing and mathematics skills for students.

NEED AND SIGNIFICANCE OF THE STUDY

Technology plays an important role in all aspects and in all sectors. Likewise in education too, educational technologies do so many wonders in classrooms. Educational technology refers to Computer Assisted Instruction (CAI), Video Assisted Instruction, Teleconference, Educational Satellite (Edu Sat), Video films etc. The investigators are very much interested to know to what extent this technology influences the achievement of the students. The investigators want to experiment on this context. Hence, the investigators entered into the study of comparing the outcomes of teaching geography by the method of elicitation and computer assisted instruction method.

OBJECTIVES OF THE STUDY

- To find out the level of the effect of CAI on Achievement in Geography among Higher Secondary School Students with respect to Control and Experimental Group (Pre-Test and Post-Test).
- To find out the level of Gain Scores on Control and Experimental Group Students learning through CAI with respect to Gender and Parents Educational Qualification.

HYPOTHESES

- There is no significant difference between the mean scores on the Control and Experimental Group (Pre-Test and Post-Test).
- There is no significant difference between the Gain Scores on the Control and Experimental Group Students with respect to Gender and Parents Educational Qualification.

RESEARCH METHOD

The present study belongs to Experimental Method.

i) Selection and Size of the Sample

The investigators have selected 76 Students from Govt Syed Murthuza Hr. Sec. School, Tiruchirappalli. They were equally divided into two groups, 38 students as a experimental and remaining 38 as control group students.

ii) Tool Development

The investigators prepared multiple choice items on the content of the XI Std. syllabus. Then the items were given to two subject experts for the content validity. After that, the questionnaire was administered to a small group of students. By following the split half method, based on the performance of the group, the correlation coefficient was arrived. As the r value is found to be 0.88, the tool was considered for the final study.

Data Analysis

Table 1: 't' value between the Pre-Test Scores on the Achievement in Geography among Control and Experimental Group Students

S.No.	Category	N	Mean	SD	't' Value
1	Control Group	38	25.73	6.51	0.82**
	Experimental Group	38	25.01	5.81	

**Not Significant.

Table-1 shows that the 't' value 0.82 is not significant at 0.05 level. It is understood from the results that there is no significant difference between the Mean Scores on the Control and Experimental Group Students on

Achievement in Geography. Hence, the framed null hypothesis is found to be accepted.

Table 2: 't' value between the Post-Test Scores on the Achievement in Geography among Control and Experimental Group Students

S.No.	Category	N	Mean	SD	't' Value
1	Control Group	38	24.28	5.07	7.34*
	Experimental Group	38	31.78	3.72	

*Significant.

From Table-2, the 't' value 7.34 is significant at 0.05 level. On observing the results, it is inferred that the Experimental Group Students is having higher level of Achievement in Geography than the Control Group Students. Hence, the framed null hypothesis is found to be rejected.

Table 3: 't' value between the Gain Scores on the Achievement in Geography among Control and Experimental Group Students

S.No.	Category	N	Mean	SD	't' Value
1	Control Group	38	1.44	6.74	3.75*
	Experimental Group	38	3.57	4.76	

*Significant.

Table-3 depicts that the 't' value 3.75 is Significant at 0.05 level. The results reveals that the there is a significant difference between the Gain Scores on the Control and Experimental Group. The Experimental Group Students is having higher level of Achievement in Geography than the Control Group Students. Hence, the framed null hypothesis is found to be rejected.

Table 4: 't' values between the Achievement in Geography among Control and Experimental Group Students with regard to Gender

S.No.	Gender	Category	N	Mean	SD	't' Value
1.	Male	Control Group	38	0.63	0.48	0.46**
		Experimental Group	38	0.57	0.50	
2.	Female	Control Group	38	0.73	0.97	0.46**
		Experimental Group	38	0.84	1.00	

**Not Significant.

The 't' values, 0.46 and 0.46 from Table-4, are not significant at 0.05 level. From the above results, it is inferred that the Gain Scores between the Control and Experimental Group Students with regard to Gender, the male and female students are having similar level of Achievement in Geography. Hence, the framed null hypothesis is found to be accepted.

Table 5: 't' values between the Achievement in Geography among Control and Experimental Group Students with regard to Parents Educational Qualification

S.No.	Gender	Category	N	Mean	SD	't' Value
1.	Below 10 th	Control Group	38	0.71	0.45	0.25**
		Experimental Group	38	0.68	0.47	
2.	Above 10 th	Control Group	38	1.28	0.45	0.25**
		Experimental Group	38	1.31	0.47	

**Not Significant.

Table-5 reveals that the 't' values, 0.25 and 0.25 are not Significant at 0.05 level. On observing the results, it is inferred that the Gain Scores between the Control and Experimental Group Students with regard to Parents Educational Qualification, students whose parents are below and above standard X are having similar level of Achievement in Geography. Hence, the framed null hypothesis is found to be accepted.

FINDINGS OF STUDY

- i. There is no significant difference between the Mean Scores on the Control and Experimental Group Students of Achievement in Geography.
- ii. The Experimental Group Students is having higher level of Achievement in Geography than the Control Group Students.
- iii. The male and female students are having similar level of Achievement in Geography.
- iv. The students, whose parents having below and above standard X, are having similar level of Achievement in Geography.

EDUCATIONAL IMPLICATIONS OF THE STUDY

As the study found that CAI is having good effect on achievement in geography, all the teachers may use computers in class room instruction as a teaching aid to quote the visual concepts in the class rooms. Many of the schools are having computers and the potentiality of the computers may be utilized by the teachers. The headmasters may be asked to encourage the teachers to periodically review to verify whether the teachers are regularly using the computers in their classrooms. Softwares for the all the lessons may be provided to all the schools prepared by the audio visual media by the government. Regular in-service programmes may be conducted to clear the all the doubts in using computers among students.

CONCLUSION

The study reveals that CAI is making good effect among the students on their achievement. Gender did not make any difference on the achievement among the students. Educational qualifications of the parents of the students did not make any difference on the achievement among the students. Therefore the teachers may use CAI in their teaching learning process so that difficult concepts may be explained with animation, simulation, graphics etc. This mode of instruction may help the students to get motivation and interest in learning.

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