



SIMULATION BASED LEARNING APPROACH AND ACADEMIC ACHIEVEMENT OF COMMERCE AMONG GOVERNMENT HIGHER SECONDARY SCHOOL STUDENTS

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ABSTRACT

A classroom simulation is a method of teaching/learning or evaluating learning of curricular content that is based on an actual situation. The simulation, designed to replicate a real-life situation as closely as desired, has students assume roles as they analyze data, make decisions and solve the problems inherent in the situation. As the simulation proceeds, students respond to the changes within the situation by studying the consequences of their decisions and subsequent actions and predicting future problems/solutions. During the simulation students perform tasks that enable them to learn or have their learning evaluated. Simulated clients can play an important role in classroom teaching. Scenarios that reproduce real-world situations bring theoretical lessons to life and offer students a chance to ask questions, discuss approaches and evaluate outcomes. In our education programs, simulated students give opportunity to practice study skills and give training to obtain higher achievement in their academics and provide them with valuable feedback, facilitated and led by the teachers. Simulation-based learning is a constructivist learning model that provides learners with an experience of working on a usually simplified in the specific concept of the subjects. The effect of simulation based learning approach will help the commerce students to perceive higher understanding in the concept of commercial activities and theories of commerce. Further it is concluded that simulation based learning approach one among the best approach rather than the other learning approaches followed by the teachers in teaching the different subject of the schools. Finally it is concluded that the simulation based learning approach is right platform for the students studying the commerce subject. The stimulus based learning approach because more useful for enhancing their teaching achievement in commerce. The students become interest to learn commerce in future.

KEY WORD: Simulation Based Learning, Academic Achievement of Commerce, Higher Secondary School Students.

SIMULATION-BASED LEARNING

Simulated clients can play an important role in classroom teaching. Scenarios that reproduce real-world situations bring theoretical lessons to life and offer students a chance to ask questions, discuss approaches and evaluate outcomes. In our education programs, simulated students give opportunity to practice study skills and give training to obtain higher achievement in their academics and provide them with valuable feedback, facilitated and led by the teachers. Simulation-based learning is a constructivist learning model that provides learners with an experience of working on a usually simplified in the specific concept of the subjects. A simulation can be defined as a model of reality reflecting



some or all of its properties. Simulation-based learning today mostly relies on usage of computers and advanced technologies to provide a near authentic experience for the user and enhance learning. As a learning tool, simulations mostly rely on some other learning theory and implement its principles. Yet what is characteristic for simulation-based learning is the discovery that system representations are often to complex and difficult for a novice to facilitate his learning. Even though principles of human cognitive structure and methods of reducing cognitive load were taken into account while designing a simulation, it has been shown that learners are still frequently unable to successfully relate multiple representation elements to each other.

TEACHING OF COMMERCE THROUGH SIMULATION BASED LEARNING

In School settings there are different types teaching techniques are available to teaching the subject of commerce. The simulation based learning approach this playing vital role in the understanding of commerce among students at higher secondary level. The teaching of commerce in school level there are more number of approaches to be applied but few of them techniques is to be effective for the teaching of commerce in school level. In commerce subject has different perspective such as accountancy, calculations and theories which requires high level of teaching method to perceive the commerce subject with high understanding.

OBJECTIVE OF THE STUDY

- To find out the effect of simulation based learning approach in enhancing achievement of commerce among higher secondary students in relation to gender.

RESEARCH METHOD & SAMPLE

Experimental method was used for this study. A sample of 50 students was chosen in each group from commerce subject from government higher secondary schools in Sivagangai District.

DATA ANALYSIS

Hypothesis 1: There exists no significant difference in the achievement of control group boys and girls in their pre and post test.

Table 1: Achievement Mean Scores of Control Group Pre- and Post-Test Scores based on Gender

Control Group	Gender	N	Mean	SD	t-value	Level of Significance
Pre-test	Boys	20	37.3	2.05	0.60	Not Significant
	Girls	30	37.63	1.82		
Post-test	Boys	20	54.15	3.09	0.47	Not Significant
	Girls	30	54.63	3.75		

From Table-1 the t-values 0.60 and 0.47 are not significant at 0.05 level. This indicates that there is no significant difference in control pre- and post-test scores between boys and girls.

Hypothesis 2: There is no significant difference between in the achievement experimental group boys and girls in their pre- and post-test.

Table 2: Achievement Mean Scores of Experimental Group Pre- and Post-Test Scores based on Gender

Experimental Group	Gender	N	Mean	SD	t-value	Level of Significance
Pre-test	Boys	20	78.2	5.13	2.88	Significant
	Girls	30	82.4	4.99		
Post-test	Boys	20	54.1	3.22	0.83	Not Significant
	Girls	30	54.93	3.61		

From Table-2, the t-value 2.88 is significant at 0.01 level. It indicates that there is significant difference between boys and girls mean scores of the experimental group pre-test.

Table-2 also indicates that the t-value 0.83 is not significant at 0.05 level. It shows that there is no significant difference boys and girls mean scores of the experimental group pre test.

CONCLUSION

The present investigation implies that the simulation based learning approach can effectively evolve the teaching learning process in commerce subject. Generally commerce subject consists commercial activities and financial activities etc. It requires high level of perception among the students and teachers. In order to fulfill the requirements the teacher and students to be selected appropriate learning approach among the students in commerce teaching. The investigator felt that previous research study proved that simulation based learning approach can be effectively evolve the perception of students in different subjects. In this consideration the investigator felt that simulation based approach one among the best method for teaching the commerce subject. The present investigation has proved that simulation based learning approach will be effectively enhance the academic performance of students in commerce subject. Hence, the investigator implied that simulation based learning approach to be followed in the all the schools have commerce group at higher secondary level.

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