

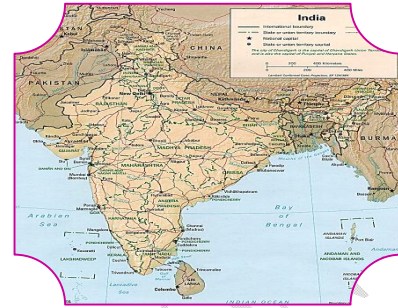


EFFECTIVENESS OF PROGRAMMED INSTRUCTIONAL MATERIAL IN TEACHING MAPS IN HISTORY FOR HIGH SCHOOL STUDENTS

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ABSTRACT

The present study investigates the effectiveness of programmed learning material for teaching map skills in high school students. The major objectives of the present study are to develop, standardize and find out the effectiveness of programmed instruction material for teaching maps in History for high school students. The investigator used the research tools of PIM of maps of hills and voyages of sea routes. A sample of 35 students from City Corporation Higher Secondary School, Coimbatore and 32 students from T.V. Sekharan Memorial Matriculation Higher Secondary School, Kovaipudur, Coimbatore was chosen for the study. Data was analyzed by t-test. Results proved that programmed instructional material is one of the appropriate and effective methods for teaching maps in history to the students.

KEYWORDS: Programmed Instruction Material, High School Students.

INTRODUCTION

Social studies has good place and importance in school curriculum. The study of social sciences should have three dimensions, namely learning about the social environment, learning through the social environment and learning for the social environment. There are different types of methods to teach social studies like demonstration, source, project, lecture, assignment, project methods etc. In a good Social Studies classroom the children will be working in groups pursuing different projects such as developing timelines, marking murals, using an atlas or a card catalogue, making graphs to display information and making or using various maps and globes.

LITERATURE REVIEW

Dhamija (1985) conducted a study on the effectiveness of a conventional, radio-vision and modular approach in improving the achievement of students in social studies. Results revealed that the highly intelligent student scored high marks in geography when taught through the radio-vision approach, civics through the modular approach and history through the conventional methods.

Kent A. Rittschof and Raymond W. Kulhavy (2006) studied learning and remembering from thematic maps of familiar regions. Two experiments were conducted, to examine how four methods of symbolizing data, affect learning from thematic maps of familiar regions.

OBJECTIVES

- To develop and standardize
 - the PIM on hills of Tamil Nadu
 - voyages and discoveries of sea routes.

- To develop and standardize the Criterion Reference Test on:
 - the hills of Tamil Nadu
 - voyages and discoveries of sea routes.

HYPOTHESES

1. There will be a significant difference in the mean scores of pre-test and post-test of IX standard students with regard to knowledge of map marking skills gained through PIM in History.
2. There will be a significant difference in the mean scores of male and female IX standard students with regard to knowledge of map marking skills gained through PIM in History.

METHOD & SAMPLE

Experimental method was used in this study. A sample of 35 high school students from City Corporation Higher Secondary School, Coimbatore and 32 students from T.V. Sekharan Memorial Matriculation Higher Secondary School, Kovaipudur, Coimbatore was chosen for the present study.

VARIABLES

- Independent Variables - PIM package on Hills of Tamil Nadu and Voyages & discoveries of sea routes.
- Dependent Variable - The knowledge gained in map marking skill due to PIM.
- Intervening Variables - Learner's sex and computer awareness.

TOOLS

- PIM on Hills of Tamil Nadu developed and standardized by the investigator.
- PIM on Voyages & Discoveries of sea routes developed and standardized by the investigator.
- Criterion Reference Test developed and standardized by the investigator.

DATA ANALYSIS

Table 1: Test of Significant Difference in the Mean Scores of Pre-Test and Post-Test of High School Students

Variable	N	Mean	Mean Difference	SD	t-value	Result
Pre-test	67	7.9851	18.094	5.4397	28.656	Significant
Post-test	67	26.0791		4.663		

Table-1 exhibits that the mean score difference in knowledge of map gained through PIM between pre-test and post-test of IX standard students. The t-value 28.656 is significant at 0.01 level. Hence the hypothesis-1 is accepted.

Table 2: Test of Significant Difference in the Mean Scores of Male and Female Students

Variable	N	Mean	Mean Difference	SD	t-value	Result
Male	53	17.924	4.218	4.945	2.496	Significant
Female	14	22.142		5.789		

Table-2 shows that the mean score difference in knowledge of map gained through PIM between male and female IX standard students. The t-value is 2.496 which is significant at 0.05 level. Hence the hypothesis-2 is accepted.

FINDINGS

- There is significant difference in the mean scores of pre-test and post-test of IX standard students with regard to knowledge of map marking skills gained through PIM in history. It is concluded that the PIM on hills of Tamil Nadu and voyages & discoveries of sea routes are effective for gaining mastery in map marking skills.
- There is significant difference in the mean scores of male and female IX standard students with regard to knowledge of map marking skills gained through PIM in history. It can be said that the sex differences of the selected students (IX) significantly influences the learning of map marking through PIM.

CONCLUSION

The study concluded that the programmed instructional material on hills of Tamil Nadu and voyages & discoveries of sea routes developed and standardized by the investigator for IX standard students is an effective interesting appropriate one for teaching, learning of map marking in History. The IX standard students have gained more knowledge on map marking skills through PIM. Further, the PIM on maps concept is apt for all types of learners, i.e. fast learners, medium students and slow learners.

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