

Impact of Computer Assisted Learning Programme in Economics for Std.Xi

Dr. Bhavnababen Kiritkumar Bhavsar

Assistant Professor, B.Ed(Education), Sardar Patel College Of Education, Bakrol

Abstract:

In this paper, we examined the impact of computer-assisted programme on the achievements of the economic subject related to the experimental and control groups. Researcher has decided to use Experimental research method for the present study. Quantitative data was analyzed. Frequency distributions for all the students were prepared and Mean, Median, SD were calculated. To test the formulated hypotheses, t-test was used.

The results showed that the difference was in the name of sample number. This fact shows that the Computer-assisted learning method and traditional education methods have a clear different effect on the student's educational Economics achievements. This result leads that Economics achievement scores were found to be higher through the computer assisted learning program than through the traditional teaching method. The computer assisted learning program was more effective than the traditional method in terms of student achievement.

Keywords: Economics, Impact, Computer Assisted Learning

Introduction:

Learning is a relatively lasting change in behavior in that is the result of experiences. There is no in a person without learning. People learning about nature by observing the world outside and within themselves, and through what others say and do. Individuals learn by doing. Learning is also planning in life; programs in school life. People with special educational needs may have difficulty acquiring the basic skills needed to learn. Educational technology provides the desired development in terms of efficiency and effectiveness in education (learning process). Today is the age of technology, so computer based learning experience can be good to make the course more interesting and transformative. Moreover, nowadays computers are becoming more and more important to make school activities more efficient and interesting. Studies conducted abroad have also shown that considering differences, the use of technology is important in developing attitude, interests, value and preferences. Among students for each educational level to make the educational process more effective. Computer assisted learning refers to student learning enabled by computers use can be done personally. Progress in teaching orientation can be seen as each student uses his or her own method. The goal of CALP is computer based instruction. That is, projects, workshop, focus group discussion.etc. Can be saved in the format specified in used for individual study. It is possible to increase student's interest, desire and knowledge in learning. The results of recent study confirmed this conclusion. Therefore, this study was adopted to create a computer assisted learning system to evaluate its performance.

Definition of the term:-**Economics:-**

Economics is the study of how people, both individually and collectively, use limited resources for production, distribution, and consumption.

Computer assisted learning :-

Computer assisted learning covers a variety of technologies and concepts. A large school specializing in computers and information technology, it defines itself as 'the use of electronic/computer resources to deliver educational instruction and facilitate learning'.

In the present study "Learning based on Computer" means "try out to make learning effective by use of computer for some units."

Impact:-

"Impact means capacity or success for acquiring certain objectives."

In the present study impact means score of achievement test of certain units of Std-XI of Economics subject.

Objectives of the study:-

- To study impact of Computer Assisted Learning Programme in relation to students educational achievement.
- To investigate of the effect of Computer Assisted Learning Programme and traditional method in relation to students educational achievement.
- To impact of Computer Assisted Learning Programme and traditional methods in relation to students Intelligent quotient.
- To investigate the impact of Computer Assisted Learning Programme on students area.

Hypothesis of the study:-

Ho1 There is no significant difference between the mean scores of achievement test in Economics of the experimental group and controlled group.

Ho2 There is no significant difference in the mean score of achievement test between students of urban area and students of rural area in the experimental group.

Ho3 There is no significant difference in the mean score of achievement test between students Of urban area and students of rural area in the controlled group.

H04 There is no significant difference between the mean scores of achievement test of High I.Q. Pupils of experimental group and controlled group.

H05 There is no significant difference between the mean scores of achievement test of Low I.Q. Pupils of experimental group and controlled group.

Research Methodology:-

The researcher has selected experimental method considering nature of her problem. In experimental research method, what effect is happened administering precise treatment under controlled situation is measured. experiment done in controlled situation by which examination of scientific facts and principles. to examine effect of independent variable on dependent variable.

Research Design:-

Experimental group-control group only post-test design

Group	Pretest	Treatment	Post test
Experimental Group	-	Teaching by CALP	T2E
Control Group	-	Teaching by traditional method X2	T2C

ER= Experimental group taught by Computer Assisted Learning Programme (CALP)

CR= control group through by lecture method.

X1= Teaching by Computer Assisted Learning Programme.

X2= Teaching by lecture method.

T2= Economics Achievement Test (Post test)

Population:-

Students of Std-XI of general stream studying in Gujarati medium Higher Secondary schools of Gujarat State are Universe of the present study.

Sample:-

An experimental research method was used in the present study. The following two units of General Stream Economics Class-11 were selected for the study. 1. Demand and Supply 2. Market. Random sampling method was used to administer the teaching method. The present study is an experimental work. In this type of research work, the independent variable is manipulated over a long period of time. Hence sample size is kept small in experimental research as compared to other research methods. Schools were randomly selected from each Anand city and Mogari village for administration of experimental as well as control group.

Intelligence test constructed by Dr. K.G. Desai was given to each group, before administration of experiment, as effect of academic achievement with reference to IQ of students in the present study. Then teaching work was done to experimental group by CALP method while teaching work was done to control group by lecture method. Distribution of teaching method was also done randomly.

Data Analysis:-

Quantitative data was analyzed. Frequency distributions for all the students were prepared and Mean, Median, SD were calculated. To test the formulated hypotheses, t-test were used.

H01. There was no significant difference between the mean scores of the achievement test in economics of the experimental group and the control group. The t-value of this hypothesis was 8.58 which is higher than the table t-value of 1.96 at 0.05 level of significance. Therefore, the null hypothesis that there is no significant difference between the mean scores of the economics achievement test of the experimental group and the control group is not accepted. It means that there was a significant difference in the mean achievement score of the students of the experimental group and the control group.

Ho2:- There is no significant difference in the mean score of achievement test between students of urban area and students of rural area in the experimental group. The t-value of this hypothesis was 0.80 is less than the table t-value 1.96 at 0.05 level of significance So, the null hypothesis that There is no significant different between mean score of achievement test in Economics of the experimental group

urban area and rural area students is accepted. It means there was no significant difference in the mean achievement score of the students urban area and rural area in an experiment group.

H03:- There is no significant difference in the mean score of achievement test between students of urban area and students of rural area in the controlled group. The t-value of this hypothesis was 0.85 is less than the table t-value 1.96 at 0.05 level of significance. So, the null hypothesis that There is no significant difference between mean score of achievement test in Economics of the experimental group urban area and rural area students is accepted. It means there was no significant difference in the mean achievement score of the students urban area and rural area in an experiment group.

H04. There is no significant difference between the mean scores of achievement test of high I.Q. pupils of experimental group and controlled group. The t-value of this hypothesis was 7.35 is greater than the table t-value 2.58 at 0.01 level of significance. So, that the null hypothesis is not accepted. It means there is significant difference between the mean score of achievement test of High I.Q. Pupils of Experimental groups and controlled groups.

H05. There is no significant difference between the mean scores of achievement test of low I.Q. pupils of experimental group and controlled group. The t-value of this hypothesis was 7.39 is greater than the table t-value 2.58 at 0.01 level of significance. So, that the null hypothesis is not accepted. It means there is significant difference between the mean score of achievement test of low I.Q. pupils of Experimental groups and controlled groups.

Finding of the study:-

1. Economics achievement scores were found to be higher through the computer assisted learning program than through the traditional teaching method. The computer assisted learning program was more effective than the traditional method in terms of student achievement.
2. A computer assisted learning program was found to have a broadening effect in teaching work.
3. Difference was seen in achievement of students between teaching work done by Computer Assisted Learning Programme and traditional teaching work high I.Q. students. Achievement in Economics of High I.Q. was more among teaching work done by Computer Assisted Learning Programme than traditional method.
4. Achievement of student of low I.Q. was also seen high in students of teaching work done by computer Assisted learning programme than traditional method.
5. Computer Assisted Learning Programme was seen more effective in low I.Q. students than teaching work done by traditional method.
6. Economics Achievement was seen equal among students of high I.Q. of Urban as well as rural area, learning with computer Assisted Learning Programme i.e. no effect of area is seen on students of experimental group of high I.Q. students.

Educational Implication:-

- It was found that the educational performance of CALP was better than the traditional method in the case of two economic units of Std XI. Therefore, it can be said that the educational performance of students can be increased when educational studies that provide information from other departments are carried out during the education process carried out by CALP.
- Student educational success in other scientific studies, including those outside economics, can be significantly increased if taught through CALP.

- School students do not experience fatigue, rejection or rejection Visualization of content creates interest among students.
- Computer-assisted learning programs are effective in teaching abstract concepts and critical concepts..

Conclusion:-

Research is like the building block of education. Education, which is a process that continues in humans from birth to death, can be continued as a new leaf of research. The teacher should try the best teaching method to ensure that this teaching meets the quality. These days, we work hard for good and quality education. For this researcher, it is necessary to undertake qualitative research studies to ensure quality and good education studies in schools and the development of countries and societies. From this research project, instructions can be obtained on how to create a Computer Assisted Learning Program, how to use it in the classroom, how to understand all these issues, and how to make mistakes and errors in the research process..

References:-

1. Chovatiya, Sanjay M. (2009) Development and try-out computer Assisted learning Material in Accountancy Subject for class XI students.
2. David W.H. and Medougal, Computer Promise and Challenges in Education. Australia: Blackwell Scientific Publication.
3. Desai, H.G. and Desai Krishnakant G. (1997), Research Methods, University Granth Nirman Board, Ahmedabad.
4. Kothari, C.R. (1999). Research Methodology, (2nd Ed), New Delhi: Vishwa Prakashan.
5. Patel, Ashok, Patel R.S. and Maheta Jaydev, Information Technology in Education, Nirav Prakashan, Ahmedabad.
6. Uchat D.A. (2012), Shikhan ane Samajik Vijyano Man Sansodhan nu Paddhati Shashtra, Rajkot, Pravin Prakashan.