

Effectiveness of Improvised Teaching Materials on Economics subject Achievement

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Abstract

The purpose of the study was to investigate the effect of improvised economics subject achievements on students' achievement test. The influence of gender on the achievement of the students taught with improvised teaching materials was also considered. Three research null hypotheses guided the study. A non-equivalent control group of quasi experimental design was used for the study. The purposive sampling technique was used to select two schools from Gujarat State in surat. Each of the schools was assigned to control and experimental groups. Two intact classes from each of the schools were used for the study. Two teaching materials on economics subject –Achievement Test (EAT). Mean and standard deviation were used to answer research hypothesis and t was used to test the hypotheses. The study revealed that the use of improvised economics subject –Achievement Test (EAT) increases the students' achievement. Based on the findings, it was recommended that Economics teachers should endeavor to use improvised economics subject –Achievement Test (EAT) since it enhances the achievement.

Key Word: Economics subject, achievement test, Experimental Group, Pre - test, Post – test

1. Introduction

Economics subject is the subject here data can be analysis upon and verify. This subject is content and process. The goal of economics subject teaching is to make the learner knowledge and inquiry minded. Hence, instruction followed by the teachers should reflect the famous saying by Tagore “Teaching is not filling a bucket, but it is lighting a lamp.” Efficacy economics subject teaching the students should experience the economics concepts which require equipment’s, laboratory and teaching learning materials. NPE (1986) says, “teachers should have freedom to innovate, to devise appropriate methods of communication and activity relevant to the needs and capabilities of the students and the concerns of the community.” necessity is the mother of inventions. New emerging needs of economics subject teaching call for improvisation.

2. Objectives

- To develop and implement improvised teaching material for teaching certain economics subject concepts.
- To study the effectiveness of the improvised teaching materials on economics subject achievement.
- To find out relative of knowledge between experimental and traditional group.

3. Hypothesis

- There is no significant difference between pre-test and post-test scores of achievements for experimental group.
- There is significant difference between scores of achievements for experimental and traditional group.
- There is no significant difference exists between post-test scores of experimental and traditional groups.

4. Sample

Present research was conducted to know the effect of teaching materials with regards to teaching method and gender. Here two section of Grade 11th were taken by purposive sampling technique as experimental and control group. Two groups were made equal by pair match on the basis of last year annual examination results. The sample of this study of 50 students.

5. Research Tool

In present research to know the effect of on academic achievement researcher has used self-constructed academic achievement test regarding economics subject of Grade.11th.

6. Procedure of Data Collection

Researcher has purposively selected school accordingly variable of the study. School have at least two selection in Grade 11th were selected. The two groups were made equivalent by considering the last year annual examination marks of the students. Then one group was taken as experimental group and was through teaching materials and the other was considered as control group which was through traditional (lecture) method. Later on, the learning outcomes of both the groups were obtained by academic achievement test of some unit of economics subject of Grade 11th. The scores of both experimental and control group were compared to find out the effectiveness of teaching materials in comparison to traditional method.

7. Research method

In present research to know the effectiveness of teaching materials researcher has used experimental Design.

8. Data Analysis

In present research to find out main and interaction effect of two independent variables on achievement two-way analysis of variance was used. Mean, Standard Deviation, mean difference, SED, t-values were calculated and the significance of hypothesis was established.

Table 1

Comparison of mean scores of pre-test and post-test scores of achievements for experimental group

Test	N	Mean	SD2	Mean Diff.	SED	T value
Pre	25	32.23	14.02	14.38	3.74	3.84
Post	25	46.47	15.37			

Table 1 show that the t value is significant. So, hypothesis “There is no significant difference between pre-test and post-test scores of achievements for experimental group.” is rejected. It is concluding that the improvised teaching materials in the teaching process improve the students’ achievement.

Table 2: Comparison of mean scores of achievements between experimental and traditional group.

Group	N	Mean	SD2	Mean Diff.	SED	T value
Experimental	50	52.71	16.28	21.88	5.60	3.91
Traditional	50	32.78	12.11			

Table 2 show that the t value is significant. So, hypothesis “There is significant difference between scores of achievements for experimental and traditional group.” is rejected. This shows that the knowledge gained through the improvised teaching materials is better than the one gained by the conventional method.

Table 3: Comparison of mean scores of achievements between post – test experimental and traditional group.

Group	Test	N	Mean	SD2	Mean Diff.	SED	T value
Experimental	Post test	25	41.50	17.71	15.36	1.65	9.29
Traditional	Post test	25	25.18	18.67			

Table 3 show that the t value is significant. So, hypothesis “There is no significant difference exists between post-test scores of experimental and traditional groups.” is rejected. This shows that the knowledge gained through the improvised teaching materials is better than the one gained by the traditional method.

9. Finding:

The present study reveals that there is significant enhancement in the students 'achievement through the improvised teaching material on economics subject teaching. There is more achievement in the post test than in the pre-test of experimental method. There is more achievement in the experimental method than in the control method.

Suggestion:

- Project based learning
- Workshop
- Seminar
- Need based research problem

10. References

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