



A Study of the Effectiveness of Self- Study Program and Computer Assisted Learning Program on ‘Money and Banking’ in Higher Secondary School in Economics Subject

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Summary:

The 21st century is the century of science and technology in which many changes have taken place, but the pace of change in the classroom has not happened. So motivated, to test the effectiveness of self-learning method and computer aided learning program on ‘Money and Banking’ unit in the subject of economics, a face-to-face experiment was conducted with 80 students, 20 boys and 20 girls from rural and urban areas of Surat district. After taking the target test at the end of the experiment, opinions were obtained through an opinion poll. In which analysis using SPSS, t-value, percentage, chi-square, self-paced method was found to be more effective than computer aided learning program, tried to reach the depth of the study by deriving several reasons which are presented here.

Introduction:

21st century is the century of science and technology in which many scientific discoveries made human life easier. Due to which there was a change in human food, living, trade, industry etc., in which education is also not deprived. In the present time there has been an explosion of knowledge, mostly the lecture method is used by the teachers in the school due to which education has become uninteresting, and the process of education has become a polar one. Even the teaching of economics at the higher secondary level makes the students inactive, unskilled and unpractical. As a result, the students do not understand the economics content properly. Also, although economics is very useful in daily life, students are not able to use it in daily life because of their rawness in this subject. The present problem was chosen to test the effectiveness of self-study method and computer

aided learning program to make the subject of economics interesting.

Objectives:

1. To compare the corrected post-test averages of the students of the teaching method taking the pre-test scores as a covariate on the ‘Money and Banking’ unit in the subject of economics of class-11 of higher secondary school.
2. To examine the interaction effect of teaching method and area on the modified post-test average of students taking pre-test scores as covariates on the ‘Money and Banking’ unit in the subject of economics of class-11 of higher secondary school.
3. To compare the corrected post-test mean of sexuality students taking pre-test scores as a covariate on ‘Money and Banking’ unit in Economics subject of class-11 of higher secondary school.
4. To examine the effect of teaching method, gender and its interaction on the modified post-test mean of students taking pre-test scores as covariate on ‘Money and Banking’ unit in Economics subject of class-11 of higher secondary school.
5. To examine the effect of Area, gender and its interaction on the modified post-test mean of students taking pre-test scores as covariate on ‘Money and Banking’ unit in Economics subject of class-11 of higher secondary school.

Hypothesis:

1. There will be no significant difference will be found between the adjusted post-test averages of the students of the teaching method taking the pre-

test scores as covariates on the 'Money and Banking' unit in the subject of economics of class-11 of higher secondary school.

2. There will be no significant difference will be found between the corrected post-test mean of the students of the interaction of teaching method and area taking the pre-test scores on 'Money and Banking' unit as a covariate in the economics subject of class-11 of higher secondary school.
3. There will be no significant difference between the corrected post-test mean of gender taking the pre-test scores as a covariate on the 'Money and Banking' unit in the subject of economics of class-11 of higher secondary school.
4. There will be no significant difference between the corrected post-test mean of gender, teaching method and their interaction taking the pre-test scores as a covariate on the 'Money and Banking' unit in the subject of economics of class-11 of higher secondary school.
5. There will be no significant difference between the corrected post-test mean of gender, area and their interaction taking the pre-test scores as a covariate on the 'Money and Banking' unit in the subject of economics of class-11 of higher secondary school

Importance of Research:

The importance of the present research is as follows

1. The principal and other teachers shall be useful for self-study of the students in the absence of the teacher in the school.
2. Students may be used for self-study in case of insufficient number of teachers in the school.
3. Individualized learning will be useful for working when the number of students in the classroom is large.
4. Will be useful to future researchers for higher studies.
5. Students can study at their own pace while studying online

Limitation of Research:

The present research delimitation is as follows

1. The present research was limited to Gujarati medium school of class-11 of higher secondary school.

2. The present research was limited to the 'Money and Banking' unit in Class-11 Economics subject of higher secondary school.
3. The creation of a program based on money and banking units was limited to the Swadhya program only
4. One school in rural and urban area of Surat district was selected as the sample character of the present research.
5. In the present research a holistic method was used for selection of sample schools.
6. Mean, standard deviation, t-value, covariance analysis, logistic covariance analysis and chi-square value were used to analyze the collected data in the present research.

Populations and sample:

A higher secondary school of Surat district was selected as the setting for the present research

Sample means a representative part or unit of the universe. According to which the researcher selected 80 letters of 20 boys and 20 girls from rural and urban areas of Surat district.

Selection of Tools and configuration:

For the present research Swadhya Prata was designed keeping in view various issues of money and banking unit.

The purpose of the presented research was to study the effectiveness of computer aided learning keeping in mind the textbook of economics of class-11 published by the Gujarat State School Textbook Board. Design of the computer program The sequential steps followed were expert opinion, preliminary trials and design of the final form of computer aided learning program.

For the purpose of testing the hypothesis for the present research, the design of the target test was done on the basis of the blueprint based on the content analysis and the inclusion of each issue.

For the present research, a five-point opinion scale consisting of 28 statements was designed to know the opinions of the students.

Data Collection and Analysis:

Data were collected by applying an experiment in two schools of urban and rural areas of Surat district selected for the present research. The data were collected by giving two parallel tests as a pre-test at

the beginning of the experiment and as a post-test after the study.

Analysis of covariance, t value, chi-square test by equal probability and correlation table as well as percentage and rank were used by using SPSS to perform statistical analysis as per the purpose for analysis.

Conclusions:

1. Self-paced method There is a significant difference between computer aided learning program and lecture method. That is, students cannot learn in the same way. Also the effectiveness of self-study method is more as compared to computer aided learning program.
2. The effect of education system on North Test score was similar for rural and urban areas.
3. Achievement of girls was found to be higher as compared to boys.
4. The effect of education system on North test scores was similar for boys and girls.
5. Controlling for the method effect of pre-test scores on post-test scores, examining the effect of

the interaction of area and sexuality on post-test scores.

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