

Effectiveness of computer assisted instruction on consumer rights in terms of academic achievement of XI grade students

Amrita Sahney

Research Scholar, Department of Education, Kurukshetra University, Kurukshetra, Haryana, India

Abstract

Today, we are living in age of Science and technology. Information technology is progressively invading each and every of the modern civilization. It is a compressively umbrella term covering all the technological inventions which are used for collection, processing and transmission of information the world over. In this new technological age, the world is fully equipped with electronic devices. In 21st century, the objectives of education will be achieved through use of technology in the filed of education. The present study highlighted the effectiveness of computer assisted instruction on the academic achievement of XI grade students.

Keywords: Computer Assisted Instructions (CAI), Academic Achievement.

Introduction

Today knowledge is fastly expanding and new methods of teaching are coming up. Students need unique experience in the presentation of the contents. Learning becomes equal to teaching, when teacher uses several resources in classroom teaching. Student understands of concepts, principles and contents become effective when they are taught by innovative methods like T.V. Computer etc. The advancement in computer technology and communication technology have revolutionized the education system. They have changed the style of teaching and learning. Communication and gaining access to information. The advantages have compelled us to change our present style of schooling.

Computer Assisted Instructions (CAI)

Computer Assisted Instruction (CAI) plays an important role in contemporary teaching and learning of commerce concepts. Many commerce teachers and researchers have used CAI to enhance commerce learning in the classrooms during the last few decades.

Academic Achievement

Academic achievement is often referred to as the success of proficiency gained in some academic work. It may imply the sum total of information, as student has gained when he has completed a course of instructions and particular grade that he has obtained on an achievement test.

Review of Related Literature

Panda, C.S. & Chaudhary Jaya Krishna (2000) studied the effect of Computer Assited Learning (CAL) in achieving higher cognitive skills and clearly indicated the superiority of CAL over traditional approaches. Moreover the use of interactionist approach in CAL is supposed to contribute to the over and above effectiveness of CAL. The effect of gender on learning outcome in physics in the face of it indicates its level of significant only at 0.05 level but not at 0.01 level.

Dunn (2002) ^[3] found that at risk high school freshmen in the computer- assisted instruction treatment grouped scored

significantly higher than the control group on a measure of reading comprehension.

Bal Subramanian, N. and Meera, S. (2002) studied the relative effectiveness of different modes of computer based instruction in teaching commerce and concluded that computer assisted instruction in Drill and practice is more effective than the Tutorial and Simulation made in teaching commerce at Std XI. Uma, S (2004) ^[5] studied the role of computers and technology in classroom teaching and learning process in the subjects of science and mathematics and have the following findings:-

1. Revision helps in improving scores.
2. The performance of the studies is better after the teacher revision.
3. Though revising with computer has increased their performance but the best scores were obtained when computers are not used.

Statement of the Problem

Effectiveness of Computer Assisted instruction on Consumer Rights in terms of Academic achievement of XI grade students.

Objectives

1. To develop the computer assisted instruction on consumer Rights for XI grade students.
2. To compare academic achievement of XI grade students on the topic of consumer rights while teaching through computer assisted instruction and taught through traditional method of teaching.

Research Hypothesis

1. The academic achievement of student taught through Computer Assisted Instruction is more than those taught through Traditional method of teaching.

Null Hypothesis

There exists no significant difference between the group of students taught computer assisted instruction and traditional method of teaching.

Method: Experimental method was employed

Sample of the study: The sample comprised of 40 students of class XI selected on purposive basis.

Tool used

1. Pre- test prepared by the investigator.
2. Post-test prepared by the investigator.
3. Development of computer Assisted instruction.

Statistical Techniques Used: Differential and inferential statistics were used.

Analysis and interpretation of Data

Hypothesis-1: There exists no significant difference between the group of students taught through Computer Assisted Instruction and Traditional method of teaching.

Comparison of difference of means in academic achievement of students taught through. Computer assisted instruction and student taught through traditional method.

Table 1

Method	Group	N	mean	S.D.	t - ratio	Significance
Traditional method	control	20	23.05	2.06	5.73	sig at 0.01 level
Computer assisted	experimental	20	26.95	2.26		

Table-1 shows that 't'- value 5.73 is greater than the tabular value of 't' at the level of significance 0.01 level, so the hypothesis-1 is rejected and consequently research hypothesis is accepted.

Educational implications: The present study has its implication for both the teacher and students. Teaching through computer creates interest among the students and motivate them to learn and it also helps teacher to deliver instructions and fulfill students needs more efficiently.

References

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