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COMPARATIVE STUDY OF SELF LEARNING MATERIAL AND CONVENTIONAL METHOD IN TEACHING OF 'INSURANCE SERVICE' UNIT IN ORGANISATION OF COMMERCE AND MANAGEMENT SUBJECT OF STANDARD 11TH

ABSTRACT

The present study was designed to construct the self learning material for 'Insurance Service' unit related to the subject Organisation of Commerce and Management of standard 11th and its effectiveness on the achievement in context of student's gender.

In the present study, 'two group, random sampling, post-test design' was employed. Sample consisted of thirty boys and thirty girls of eleventh class. Study was divided into two experiments. One was carried out on girls and the other was carried out on boys. For each experiment two groups were formed. The first group which was designated as experimental group was taught by self - learning material and the second group which designated as control group was taught by lecture method. After the experiment, students were given teacher's made test to measure the achievement. t-test was used for the statistical analysis of data obtained.

The results of the study revealed that the self learning material was more effective than lecture method in context of girl's achievement. It was also found that the self- learning material was more effective than lecture method in context of boy's achievement. It was concluded that there was no significant effect of student's gender on the relationship of teaching methods and achievement.

INTRODUCTION

Education is the most cogent instrument in the progress of any nation. Hence, the quality of education has to be improved for faster all-round development. It is universally acknowledged that any attempt at the improvement in the quality of education ultimately depends on the quality of instruction imparted in the classrooms. The purpose of education is to manage students' learning and the value of any technology used in education must, therefore, be measured by its capacity to affect learning. In a wider perspective, technology today seems to hold out more benefits than ever before. Educational technology has exhibited a great amount of promise and potential in facilitating teaching and learning. The method which would be used in the classroom must be student centered. Self-learning material method is helps the students to learn according their ability. This study intended to compare the self-learning material and conventional method in teaching of Organisation of Commerce and Management.

OBJECTIVES OF THE STUDY

Objectives of the study were as under:

- To construct self-learning material for the unit 'Insurance Services' of Organisation of Commerce and Management of Standard 11th.
- To construct teacher's made test for the unit 'Insurance Services' of Organisation of Commerce and Management of Standard 11th.
- To compare the effectiveness of self-learning material and conventional method for the unit 'Insurance Services' of Organisation of Commerce and Management of Standard 11th.
- To find the effect of student's gender on the relationship between the teaching methods and achievement.

HYPOTHESES OF THE STUDY

The following hypotheses were formulated for testing.

- There will be no significant difference between the mean score obtained by girls learnt by the

self-learning material and by the conventional method for the unit 'Insurance Services' of Organisation of Commerce and Management of Standard 11th.

- There will be no significant difference between the mean score obtained by girls learnt by the self-learning material and by the conventional method for the unit 'Insurance Services' of Organisation of Commerce and Management of Standard 11th.
- There will be no significant difference of student's gender on the relationship between teaching methods and achievement.

SAMPLE

The sample of the study consisted thirty boys and thirty girls studying in 11th class in two senior secondary school of Rajkot.

TOOLS

For collection of the data, investigator had constructed teacher's made test for the measurement of dependent variable. The questions were of objective type. Investigator had also prepared scoring key for the evaluation.

TREATMENT STAGE

This study was divided into two experiments. Experiment one was undertaken on girls and the later was undertaken on boys. For experiment one, two groups were formed randomly. Out of this two group, group one which designated as experimental group was taught by self-learning material. The second group which designated as control group was taught by conventional method. The same procedure was used for the experiment two.

DATA COLLECTION

After the experiments students were given a teacher's made test. In each experiment, both the groups were given the test simultaneously.

METHOD OF ANALYSIS OF DATA

t-test was applied to check the effect of independent variable (teaching method) on the dependent variable (achievement).

DATA ANALYSIS AND INTERPRETATION

Table- 1

Analysis of score obtained by girls on teacher's made test for the unit 'Insurance Services'

Teaching Methods	Number of Students	Mean	Standard Deviation	t-value
Self Learning Material	30	27.8	4.43	3.157*
Conventional Method	30	21.07	8.77	

*significant level 0.01

Table-1 shows that the t-value was found to be significant at .01 level of significance. It means there is a significant difference between the mean scores obtained by girls learnt by self learning material and by the conventional method for the unit 'Insurance Services' of Organisation of Commerce and Management of standard 11th.

Table-2

Analysis of scores obtained by boys on teacher's made test for the unit of 'Insurance

Services'

Teaching Methods	Number of students	Mean	Standard Deviation	t-value
Self-Learning Material	30	28.60	7.28	2.89*
Conventional Method	30	22.87	6.26	

*significant level 0.01

Table-2 shows that t-value was found to be significant at .01 level of significance. It means there is a significant difference between the mean scores obtained by boys learnt by self-learning material and by the conventional method for the unit 'Insurance Services' of Organisation of Commerce and Management of standard 11th.

Table-3
Results of experiments on girls and boys in context of the effect of teaching methods on the achievement

Experiment	Subjects of Experiments	Result
1	Girls	Self-learning material was more effective than lecture (conventional method) in context of girls' achievement.
2	Boys	Self-learning material was more effective than lecture (conventional method) in context of boys' achievement.

Table-3 shows that self-learning material was more effective in both cases. It means there is no significant difference of student's gender on the relationship between teaching methods and achievement.

FINDINGS

Findings of the study were:

- Self-learning material was more effective than conventional method in context of girl's achievement.
- Self-learning material was more effective than conventional method in context of boy's achievement.
- There was no effect of student's gender on the relationship of teaching methods and achievement.

IMPLICATIONS OF THE STUDY

The conclusions from the study have important implications for day-to-day classroom teaching. The results indicate that Self-Learning Material approach to the teaching of Organisation of Commerce and Management may be introduced for the benefit of the students. So the students can learn the content of the subject at their own capacity.

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