



The Effectiveness of Using White Board for Teaching Psychology in B.Ed. College

Abstract

This study is focused on the effectiveness of using White board for teaching psychology in B.Ed. College. The aims of the study is to know effectiveness of using white board and also in context of B.Ed. student teachers' subject. Research questions are also constructed. The pre-test/Posttest, equivalent group experimental design apply in the study. For that 30 B.Ed. student teacher for control group and 30 B.Ed. student teacher for Experimental group is the sample of the study. Learning unit of Psychology is the content of the study. 30 marks achievement test of learning unit constructed by researcher which is pre-test and posttest for the study. After the administration of pretest on both group, researcher found equivalence between both group and both subject. Then researcher taught learning unit to control group by conventional method and Experimental group by using white board. After the treatment researcher gave posttest to both group. Mean, SD and t value was calculated for analysis of the date. The study shows experimental group got higher mean scores than the control. There was significant difference in a post test between the control group and experimental group in favor of the experimental group and this means that the using of white board is better than using the conventional method in developing B.Ed. student teachers' achievement. There was significant difference in the students' achievement due to their subject and it was in favor of science subject B.Ed. student teachers.

Keywords: White Board, Conventional method, Effectiveness

1. Introduction

It is well said in National Policy of Education 1986: Education is an investment in present and future. Gone are the days of rote memory learning. Our education is undergoing a paradigm shift. We are focusing on child centered learning. Technology has made this task easier and interesting. Infact technology has touched each and every aspect of our life. Education also accepts the importance of information and Communication Technology (ICT). ICT plays an important role in imparting qualitative education. ICT plays an important role in improvement and development of education sector. ICT connects an individual globally. It is very important for teachers, students to be well trained with the basics of ICT. In a country like India, we are gradually moving from a traditional classroom to ICT based classroom. Many new things have been introduced in our education system and in this "White board" is a versatile gift of Science for teachers and learners. The White board software has revolutionized and brought a complete transformation in the traditional rote method of learning. The system understands the student's requirement and provides innovative learning solutions using digital instruction material, through the use of projectors, whiteboards and computers making the learning process student-centric. White board is a digital initiative, which is rapidly changing the approach and teaching learning methodology. It is necessary that teacher trainees who are getting trained to be the future teachers to be aware of this technology. Hence, this paper focuses on finding the effectiveness of using white board for Teaching Psychology in B.Ed. College.

2. Statement of the Problem

Having observed some B.Ed. colleges teaching Psychology, researcher noticed that students most often memorize information, they learn without interaction with the materials. They lack the motivation for learning Psychology subject; moreover it was completely teacher centered teaching learning process. To

solve this problem the researcher aims at using White board and investigates its' effect on students' achievement in Psychology.

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3. Definition of operational terms

The following terms had the associated meaning in this study

White Board: Hardware and software programs are combined by the smart board to create an interactive white board that allows presenters to display and manipulate information on the board for the students to view. The board operates by touch or by pens that are provided by board. The white board will use in teaching psychology for the B.Ed. student teachers.

Conventional Method: It is the method of teaching uses the teachers' book, chalk and normal board.

Psychology subject Achievement

The scores that will achieve by B.Ed. student teachers on psychology subject test which will constructed by the researcher.

4. Significance of the Study

Many researchers are interested in using technology in general as a medium for teaching and learning. Some researcher investigated the effectiveness of Power Point presentation on students' achievement in different subjects. Some researcher found out the obstacles of technology in teaching learning process. Therefore, many studies have been conducted on using many technologies such as smart board for teaching. To researchers' best knowledge; none of studies are conduct on using white board in teaching Psychology.

The current study focused on the effect of using white board on students' achievement in Psychology.

5. Objectives of the study

- (1) To know the effectiveness of using white board on B.Ed. student teachers' achievement in Psychology.
- (2) To know the effectiveness of using white board on B.Ed. student teachers' achievement in Psychology in context to their subject.

6. Variables of the study

Independent Variable: (A) Mode of Instruction: (1) Using White Board (2) Conventional way

(B) Subject: (1) Science (2) Literature

Dependent Variable: Achievement of Psychology

7. Questions of the study

- (1) Are there any statistically significant difference in the B.Ed. student teachers' achievement in Psychology due to using white board and conventional way?
- (2) Are there any statistically significant difference in the B.Ed. student teachers' achievement in Psychology due to subject?

8. Delimitation of the study

This study is limited to the first semester B.Ed. student teachers of the academic year 2017-19. The achievement test of psychology is constructed by researcher so its limitations are also the limitation of the study.

9. Population of the study

All B.Ed. colleges' student teachers of Gandhinagar city enrolling in the first semester are the population of the study.

10. Sample of the study

The sample of the study consisted of 60 B.Ed. student teachers of B.Ed. college; 30 student teachers (15 literature and 15 science subject) for Control group and 30 student teacher (15 literature and 15 science subject) for Experimental group.

11. Design of the study

This study was carried out to follow the Pre/post test equivalent group design. The experiment consisted of two levels: The experimental group was taught by using white board and control group was taught same content by traditional method. A pre-test was given before the application of the treatment to both groups to make sure they are equivalent and the same test was administered as a post-test after applying the treatment.

12. Tool of the study

In this study, learning unit of Psychology of B.Ed. curriculum of Gujarat University is used to taught both group and 30 marks achievement test of Learning unit constructed by researcher to measure the students' achievement to know the Effectiveness of using White Board for Teaching.

13. Procedures of the study

=Researcher apply Pre-test to both group.

= Researcher taught Learning unit to Control Group by traditional method.

=Researcher taught Learning unit to Experimental Group by using white board.

=After treatment researcher applied posttest to both group.

14. Statistical Analysis and Interpretation

First, researcher calculated Mean, SD and t value to know the equivalence of both groups and both subject. To answer the study questions, descriptive and inferential methods (mean and SD and t value) were calculated for pre and post tests for Learning unit of psychology to experimental and control groups.

Table-1: Equivalences of both groups and both subjects

Group/Sub.	N	Mean	SD	SEd	t	Remarks
Control	30	15.17	1.83	0.47	1.85	NS
Experimental	30	14.30	1.81			
Literature	30	14.47	1.75	0.48	1.12	NS
Science	30	15.00	1.95			

Table-1 shows that calculated t value of Control group and experimental group found 1.85 which is not significant at 0.05 level. It means on the pretest, both groups are equivalent

The calculated t value of literature and science subject students found 1.12, which is not significant at 0.05 level. It shows that both literature and science subject students equivalent on pretest.

Table-2: The achievement of Control and experimental group and both subject

Variable	Level	N	Mean	SD	SEd	t	Remarks
Group	Control	30	17.53	1.73	0.50	2.87	Sign-0.01
Experimental	Experimental	30	18.97	2.12			
Experimental	Literature	15	17.93	1.84	0.57	5.02	Sign-0.01
	Science	15	20.40	1.83			

(1) To answer the first : Are there any statistically significant difference in the B.Ed. student teachers' achievement in Psychology due to using white board and conventional way? Table-2 shows that the calculated t value of achievement of posttest of both group found 2.87, which is significant at 0.01 level and it is in favour of experimental group, that means the using white board is better than conventional method. It is evident that the experimental group performed much better on the posttest than the control group.

(2) To answer the second: Are there any statistically significant difference in the B.Ed. student teachers' achievement in Psychology due to subject? Table-2 shows that the calculated value of achievement of posttest of both subject found 5.02, which is significant at 0.01 level and it is in favour of science subject student. It means science subject students' performed better than literature subject students.

15. Findings of the study

(1) There is significant effect of using white board on achievement of B.Ed. student teachers' in Psychology.

(2) There is significant effect of using white board on achievement of science subject B.Ed. student teachers' in Psychology

(3) The using white board is better than conventional method.

(4) The experimental group performed much better on the posttest than the control group.

(5) Science subject students' performed better than literature subject students.

(6) White board is really very effective mode of teaching.

(7) Achievement of psychology is increase by using white board.

(8) White board is helpful to increase the achievement.

16. Educational Implication

(1) White board is the most important tool/mode of teaching than any other method.

(2) White board is very effective mode of instruction.

(3) White board can increase the achievement of the students.

(4) White board make a difference in teaching learning process.

(5) Teacher can improve their teaching learning process through white board.

(6) Science subject students' can improve their achievement.

(7) Teacher can teach complex content easily and effectively through using white board.

(8) Teachers and students both improve their learning style through white board.

(9) Each and every school and college adopted white board for effective teaching learning process.

17. Conclusion

After treatment, the experimental group got higher mean scores than the control. The study showed that there was significant difference in a post test between the control group and experimental group in favour of the experimental group and this means that the using of white board is better than using the conventional method in developing B.Ed. student teachers' achievement. It is evident that the experimental group performed much better on the posttest than the control group. Thus, it could be

concluded that the B.Ed. student teachers who were taught by using white board scored significantly higher in the post test than the student who were taught by conventional method. There was significant difference in the students' achievement due to their subject and it was in favour of science subject B.Ed. student teachers.

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