



Academic Sports Scholars

EFFECTIVENESS OF LEARNER CENTRED APPROACHES OF TEACHING IN ACHIEVEMENT OF ECONOMICS AT SECONDARY LEVEL

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ABSTRACT

The Objective of the study was to determine the effectiveness of learner centred approaches of teaching in achievement of economics at secondary level. The subjects for this study were selected from Govt. Higher Secondary School, Bhopal (Madhya Pradesh). A total of 100 subjects were selected

and used as one experimental groups and one control group each group consisted of 50 subjects. learner centred approaches was considered the independent variable and achievement of economics was considered the dependent variable. achievement of economics was measured by achievement test developed by the investigator. T test was used to locate significance effects of effectiveness of learner centred approaches of teaching in achievement of economics at secondary level. at 0.05 levels of significance.

KEYWORDS :Effectiveness, Learner Centered Approaches.

INTRODUCTION :

Education is considered or one of the main and important enterprises

of a country. In the process of education we try to shape the behavior of young children in accordance with aims and goal of nation. Education is in a way development of desirable habits, skills and attitudes that makes an individual a good citizen, briefly we can define education as shaping of or modification of behavior of an individual for adequate adjustment in the society. Education plays an important role and is powerful instrument of progress and social change. The teaching learning process is a central focus of it. Teaching is the axis of education.

In recent years the quality of education in schools and especially the effectiveness of teaching-learning have drawn the attention of educational policy planners and practitioners. Considering the

need of the society, the National Council of Education Research and Training (NCERT) developed National Curriculum framework (NCF) in the year 2005. The NCF (2005) emphasis 'learner centered approaches' to achieve the objectives of the curriculum. The history of research on 'teaching effectiveness' reveals that there has been an increasing shift from 'teacher-centric' teaching methods to 'learner-centric' classroom procedures.

In 1970s, the dominant model of research into 'teaching effectiveness' was the process-product model. Where the researchers examined the correlation between the product (measure of achievement) and the process (a measure of class room activities). The processes were studied more in terms of teacher craft that is teacher's knowledge, skills and strategies. By the 1980s, it was recognized that in classroom process, learner craft that is, learning strategies, prior knowledge, skill and context of the learner are as important as teacher craft. During the 1980s and 1990s, constructivist movement gained momentum and researcher like Posner (1982), Driver (1983) and Novak (1982) conducted a number of studies on 'how children construct knowledge and how teacher can provide intervention to help children construct their concepts. These researches also emphasis the active role of the learner in the teaching learning process.

Teaching is a dynamic and well planned process. Its objective is to acquire maximum learning experiences. In order to achieve this great objective, various method and techniques are used. The success of teaching depends on well- planning in addition to other requirements. A skilled teacher, while planning, think carefully about the teaching strategies, these operations of teaching depend upon contents task-analysis, teaching objectives, and nature of learning types of learning experiences interest of pupils their attitudes, capacities, needs and entering behaviors. Therefore, it is important to take decision about teaching operations. The teacher should perform in order to achieve the objectives of teaching. For this, it is necessary to select and use appropriate instructional strategy. Now educationists are shifting from the positivist approach to Learner centred approach. Following approaches may be used as learner centred approach for the presented study.

Experiential learning asserts the importance of critical reflection in learning Kolb, one of the proponents of experiential learning, developed a cyclic model of experiential learning involving four steps namely concrete experience, observation and reflection forms of new concepts/ ideas and validating new ideas. The second important approach with in the learner centred frame work is problem solving. In the problem solving approach students are active participants in the construction of new knowledge whereas in traditional Methods, students are passive receptors of knowledge. In problem solving, student formulate hypothesis. Suggest alternate solution, conduct experiments, draw generalization compare their findings and results with those of others, verify of lecture, reading or recitation, student receive existing knowledge. Through problem solving approach students develop the thinking observation and enquiry skills.

Investigatory approach develops the abilities to formulate enquiry and measuring, planning, enquiry and communication , the steps involved in investigatory approach are posing useful questions, planning out investigation hypothesizing, Predicting and evaluation. This approach is particularly helpful in learning natural science and social science subjects. Concept mapping for meaningful learning is another emerging method in learner centred framework. Concept mapping is particularly useful in learning about the structure of knowledge and understanding the process of knowledge construction. Concept mapping uses three types of knowledge facts, concepts and generalizations. The steps involved in concepts mapping are selecting the key concepts and sub concepts, linking the concepts and sub concepts through prepositions and making meaning out of horizontal and vertical linkages.

Social Inquiry is a useful learner centered approach. This approach requires students to collect data, analyze and interprets data, draw generalizations and develop theories and concepts on the basis of empirical research based data. Field survey and research involves community participation. The learner centred method that can be used to develop cognitive and affective abilities of a higher order among students is creative writing. This method can be used to teach all subjects like language, science, social science and mathematic. Creative writing helps in developing abilities of reporting, arguing, explaining, reflecting coping and evaluation. Creative writing allows free expression of thought, feelings and emotions.

The executive committee of NCERT had taken the decision at its meeting held on 14 and 19 July 2004 to revise the NCF, following the statement made by the Hon'ble minister of Human Resource Development in the Lok-Sabha that the council should take up such a revision. The Education Secretary, Ministry of HRD communicated to the Director of NCERT the need to review the NCF for school education (NCFSE-2000) in the light of the report, learning without burden (1993). In the context of these decisions a national starring committee, chaired by Prof.Yash Pal, and 21 National Focus Groups were set up. Finally, NCF came in the form of a document in 2005.

Our teacher sometime teach by the lecturer method and sometime takes up activities to verify the factual knowledge given in the text books these methods of teaching ore used since teachers believe that their role is to transmit authoritarian knowledge to the passive learners. The traditional method of teaching & learning are based on objective view of knowledge Objectivism is based on the assumption that knowledge is objective, universal & complete and it can be imparted by those who have it to those who do not have it. Constructivism on the other hand is based on the assumption that knowledge is subjective, contextual and inherently partial. In the learner centred approach learner constructs knowledge in the particular context in which he is cognizing individual is operating. (Von Glaserfeld, 1989)

The empirical data from studies shows that when individuals executer new information they use their own prior knowledge and personal experience to make sense of the new material. The learner centred approach provides teachers with an alternative way of viewing their teaching. It considers the student as an active learner and teacher as a guide in the learning process. The theory of learner centered is based on the idea that children learn better by activity, constructing knowledge and by reconciling new information with previous knowledge. The learner activity, rate, interpret and reorganize knowledge in individual ways. It suggests that students should participate in experiences that accommodate these ways of learning. Such experiences include inquiry activities, discovery, problem solving, discussion with peers and teachers, collecting and interpreting information from different sources, expressing their understanding in diverse ways, applying and validating their under standing in new ways, etc. In the learner centered classroom the role of teacher changes from 'transmitter` to `facilitator' of knowledge and role of student changes from 'knowledge acquisition 'to' knowledge construction. This approach shows remarkable improvement in the academic achievement of the student and also facilitates creativity among student. It was found that in many areas of the teaching studied have been conducted. But those were of in the behavioral approach. A good number of researches is conducted on Constructivist Approach as well as Learner Centered Approaches.

OBJECTIVES OF THE STUDY

The following are the main objectives of the study:-

1. To compare the effect of learner centred approaches and traditional teaching in terms of pupil's achievement in economics.

- 2.To compare the mean post scores of experimental and control group to see the effectiveness of learner centred approaches on achievement in economics.
- 3.To compare the mean post test scores of boys and girls of experimental group.

HYPOTHESES OF THE STUDY

- 1.There is no significant difference in the mean pre test scores of experimental and control group.
- 2.There is no significant difference in the mean post test scores of experimental and control group.
- 3.There is no significant difference in the mean post test scores of boys and girls of experimental group.

MEHTEDOLOGY

Experimental research can be conducted under the framework of several experimental designs. For the purpose of present study, the investigator selected parallel group design. In this type of design the relative effects of two treatments are compared on the basis of two groups which are equated in all relevant aspects. Under controlled conditions only a single factor or variable is manipulated or changed; the experimental factor is varied for one group (the experimental group) while the parallel group serves as the control for comparative purpose, undergoing customary or non-experimental condition.

SAMPLE OF THE STUDY

Sample was selected randomly. It consisted of 100 students of IX grade from Govt. high sec school Bhopal, out of 100 students, 50 were boys and 50 were girls.

TOOL USED FOR THE STUDY

Following tools were used:

1. Intelligence Test - Verbal Intelligence Test by Ojha and Ray Choudhary was used.
2. Lesson plan based on Lerner Centered Approaches on one topic of economics were prepared and used by the investigator.

3. ACHIEVEMENT TEST

Procedure Of Data Collection

Data was collected with the help of tools described in preceding captions. The treatment, i.e., teaching through learner-centered approach was given to both the groups, i.e. experimental and control group, respectively. The experimental group was taught through the learner centered approach and control group was taught through the traditional approach. In total, 5 lessons were taught to both groups following the different approach as mentioned. An achievement test will be developed by the investigator and administered to the student of both the groups after teaching 5 lessons. Intelligence test, was administered to both groups during the treatment.

STATISTICAL ANALYSIS

For the analysis of the data Arithmetic Mean, Standard Deviation and t-test were used.

Table -1

Showing 't' value of Mean Pre-test scores of experimental and controlled group in Economics

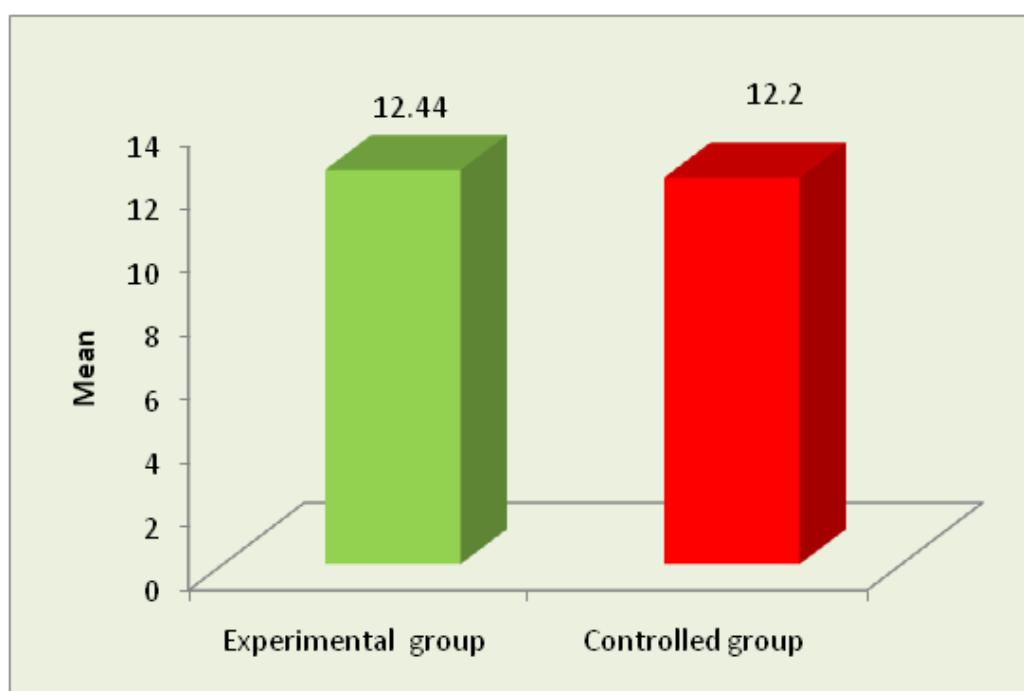
Groups	N	Mean	S.D.	Mean diff	df	t-ratio
Experimental	50	12.44	4.180	0.24	98	0.319
Controlled	50	12.20	3.301			

Significant at 0.05 df 98 ()

Table I it is found that mean pre-test scores if experimental and controlled group were 12.44 and 12.20 respectively and mean difference (D) was 0.240. The value of $t=0.319$ was not significant at 0.051 level. From the other interpretation of results, it was found that the mean pre test scores of experimental group were significantly higher ($M=12.44$) than that of controlled group ($m=12.20$). It means the students taught through Learner centred approaches showed better performance than the students taught through controlled method .It is to be concluded that the performance of students in the both the groups i.e. experimental and controlled groups do not differ in their pre achievement scores.

In order to test that, "There is no significant difference in the mean post test scores of experimental and control groups", the following analysis is done

Figure-I



Pre-test scores of experimental and controlled group in Economics

Table II

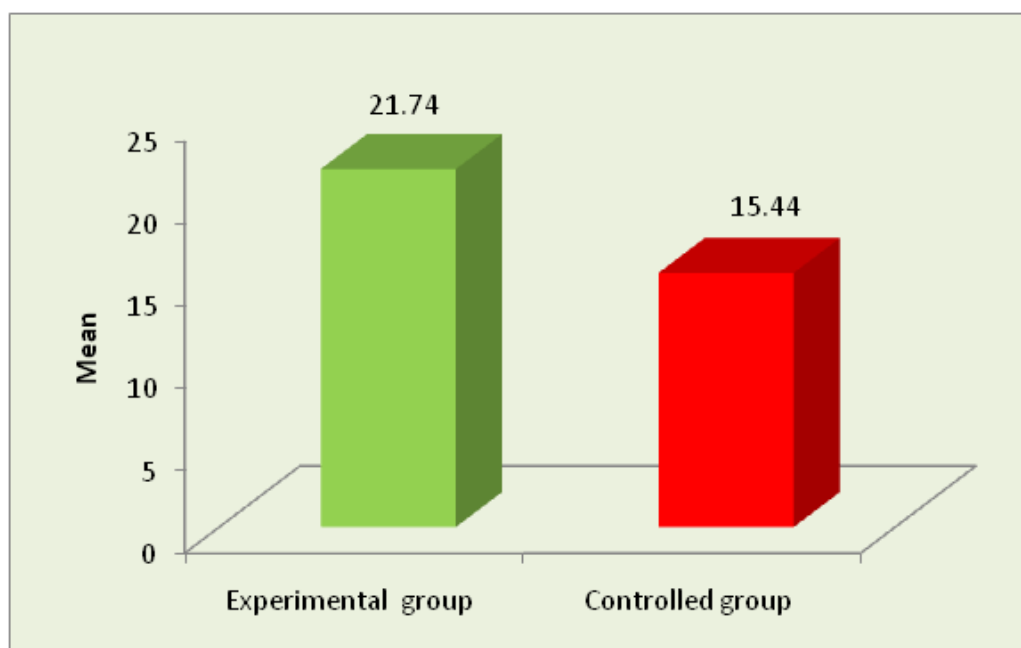
Showing 't' value of Mean Post-test scores of experimental and controlled group in Economics

Groups	N	Mean	S.D.	Mean diff	df	t-ratio
Experimental	50	21.74	0.696	6.3	98	9.047
Controlled	50	15.44	2.565			

Significant at 0.05

Table II reveals that the mean post test scores of experimental and controlled group were 21.74 and 15.44 respectively and SD was 0.696., 2.565 The value of $t=9.047$ was significant at 0.05 level. From the above interpretation of results, it was found that the mean post-test scores of experimental group were significant higher, that of controlled group and significant difference exists between the mean post-test scores of experimental and controlled group. It is also revealed that mean post-test scores were in favour of experimental group. It means the students taught through Learner Centred approaches ($M=21.74$) should better performance than the students taught through controlled method (15.44). it is to be concluded that performance of students in mean post test scores of experimental group with Learner centered is higher than mean post test scores of controlled group with conventional method. In order to test that, "There is no significant deferens in the mean post test scores of boys and girls of experimental group" the following analysis is done.

Figure - II



Post-test scores of experimental and controlled group in Economics

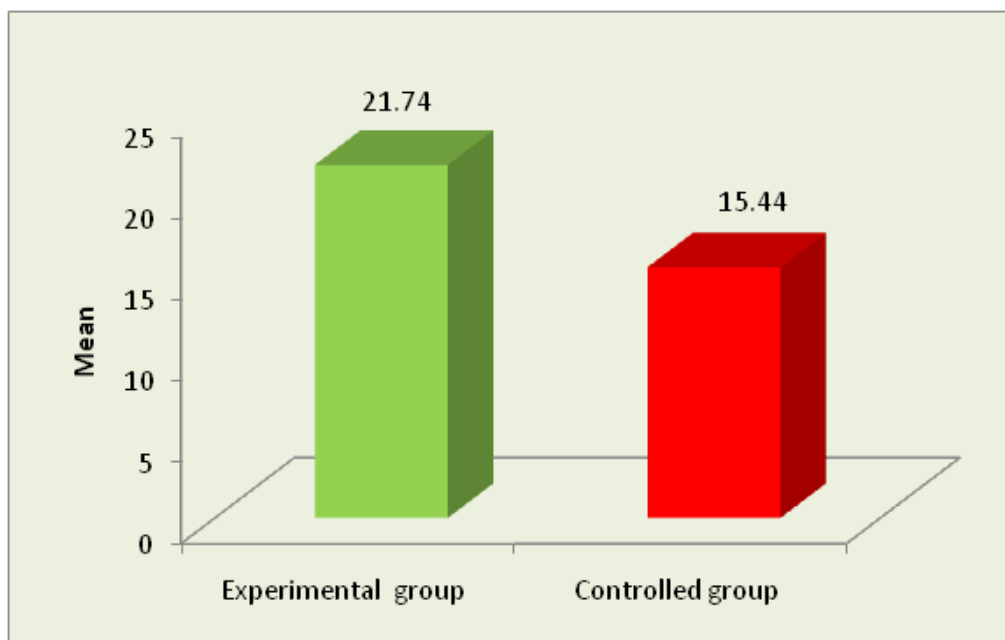
Table -III
Showing 't' value of Mean Post-test scores of experimental group

Groups	NMean	S.D.	Mean diff	df	t-ratio
Experimental	5024.16	3.927	1.320	98	1.098
controlled	5023.43	2.852			

Significant at 0.05

Table III it is observed that mean post scores of girls and boys of experimental group were 22.60 and 21.28 respectively and SD was 3.927, 2.852. Further, 't' value ($t=1.098$) was found to be not significant at 0.05 level. From the other above interpretation of results, it was found that mean post test score of girls ($M=22.60$) showed better performance than boys ($M=21.28$) in an experimental group. This establishes the fact that girls attain more benefit when taught with learner centred approaches. It concludes that boys and girls slightly differ in their performance when taught through learner centred approaches. It means experimental group is found to be nearly equally superior for both girls as well as boys for learning Economics.

Figure - III



Post-test scores of experimental and controlled group .

RESULT AND DISCUSSION

In order to test that "There is no significant difference in the mean pre-test scores of experimental and control groups" hypothesis, raw scores obtained from intelligence test, pre-test and post-test were tabulated and analyzed. 't' value was computed to study the significant difference between mean pre-test scores of experimental and controlled groups. The light of above mentioned interpretation and discussion the main conclusion of the study are given below: The performance of students both the group i.e. experimental group and controlled groups do not differ in their pre

achievement scores. The performance of students in mean post test scores of experimental group i.e. with Learner centered is higher than mean post test scores of controlled group i.e. with conventional method. The boys and girls slightly differ in their performance when taught with Learner centred approaches. It means experimental group is found to be nearly superior to both girls as well as boys for learning economics. The students of experimental group were looking well motivated and ready to learn each day of experimental duration.

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