A Study of Effectiveness of Self Learning Material Aided Teaching Technique

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A B S T R A C T

This research work was carried out to study the effectiveness of self learning material aided teaching technique. Self learning materials were developed on course-101 for B.Ed. trainees. Pre-test was administered before the experiment. Self learning materials were given to the trainees after that. The content was taught with the help of Self learning materials. Unit tests were also given to the trainees at the end of unit. Post-test was given at the end of course and retention test was given after 20 days of post-test. It was found in the result that self learning material aided teaching technique was very effective. Trainees accepted that they liked to learn with this technique. It was observed that trainees scored higher marks in retention test than post test. It happened because of university examination trainees studied self learning material after post test.

Introduction

The present time is the time of individualisation so individualisation of instructions is the demand of the time. Effective teaching and learning requires individual guidance, personal

attention. Teaching the content with the help of self Learning material is very useful to the learners because learners can refer the self learning material before and after the class. Learners are free from tension because they need not to take note in the class and visit the library to make a note. It was observed in Brown (1976), Gay(2001), Jay(2004), Jyoti(2007), Kariya (2001), Panchal(2007) and Nayak(2003) researches that the Self Learning materials are more effective as compared to traditional mode of teaching. So researcher thought that if traditional teaching is given with the help of self learning material than it would be more fruitful. This is the reason why researcher carried out this project.

Objectives of the study

1. To develop the self learning material on B.Ed. Course-101: Teacher in Emerging Indian Society.

2. To try out the self learning material aided teaching technique on the B.Ed. trainees.

3. To know the trainees opinion regarding the self learning material aided teaching technique.

Hypothesis of the study

1. There will be no significance difference between the mean score of 1st unit test and post test.

2. There will be no significance difference between the mean score of 2nd unit test and post test.

3. There will be no significance difference between the mean score of 3rd unit test and post test.

4. There will be no significance difference between the mean score of pre-test and post test.

5. There will be no significance difference between the mean score of post-test and retention test.

Research Method

It was an action research and single group pre-test post-test experimental design was administered in this research.

Sample

The researcher selected 98 trainees of B.Ed. Semester-1 of academic year 2013-14 as a sample of this study. All trainees were students of V.T.Choksi Sarvajanik College of Education, Surat. The education college was affiliated with Veer Narmad South Gujarat University, Surat.

Tools for Research

Researcher had developed self learning material on three units of course-101Teacher in Emerging Indian Society. Self material was developed on following topic:

Unit-1

1.   The Meaning of Education: Dictionary, Etymological, Narrow and General

2.   Nature of Education: Formal, Non- formal, Informal,Life long, Continuing, and Distance Education

3.   Impact of Indian thought (Sankhya Darshan, Yoga Darshan, Naya Darshan, Vaisheshik Darshan, Poorva Mimansa, Uttar Mimmansa, Jain Darshan, Baudha Darshan and Geeta Darshan) and its contribution to educational practices

Unit-2

1.   Relation between philosophy and Education

2.   Idealism: The belief of Ultimate truth of the universe, form of knowledge, Educational objectives, curriculum and Educational Method

3.   Pragmatism: The belief of Ultimate truth of the universe, Form of knowledge, Educational objectives, Curriculum and Educational Method

Unit-3

1.   Secularism: Meaning, Effective Factors, Importance and Limitations

2.   Democracy in the Society: Meaning, Effective Factors, Importance and Limitations

3.   Social Aims: Nature and Importance

There were three units in course-101, so three unit tests were developed for each unit. One more test was developed for pre test, post test and retention test. One questionnaire was also developed to collect the trainee's opinion.

Data Collection

The pre-test was given to the trainees on the first day of experiment. Self learning materials were given after the pre-test. The researcher taught the content of first unit for 10 days with the help of self learning materials. 1st unit test was given to the trainees on 11th day. Again the researcher taught the content of second unit for 10 days with the help of self learning materials. 2nd unit test was given to the trainees before to start the third unit. Third unit was also taught with the help of self learning materials and unit test was given at the end of unit. Post test was also given to the students at the end of course. One questionnaire was also given to the trainees to know their feedback regarding self learning material aided teaching technique. Retention test was given after 20 days of post test. Same test was used in pre test, post test and retention test. This way the data were collected from the trainees.

Data analysis

Collected data of pre test, unit tests, post test and retention test were in quantitative forms. Its statistical analysis was possible. So the statistical functions- Mean, Standard deviation and t-test were used for data analysis. The data of questionnaire were and qualitative form. Its statistical analysis was possible so content analysis method was used for it.

Table-1

Statistical Analysis of the study

	Pre test & 1st Unit Test		Pre test & 2nd Unit Test		Pre test & 3rd Unit Test		Pre test & Post Test		Post test & Retention Test	
Mean	14.28	38.25	14.28	40.12	14.28	36.91	14.28	39.62	37.62	42.08
S.D.	4.13	6.03	4.13	5.18	4.13	3.12	4.13	6.09	6.09	5.37
t-value	4.63		5.13		4.47		4.23		2.01	
Significant Level	0.01		0.01		0.01		0.01		0.05	

Results

1. The data in table-1 clearly show that the first hypothesis would be rejected. It was found that there was significant difference between mean score of pre-test and first

unit test. Predictor can assume that self learning material aided teaching technique was effective on unit-1.

2. The data in table-1 clearly show that the second hypothesis is also rejected. It indicates that there was significant difference between mean score of pre-test and second unit test. Anyone can assume that self learning material aided teaching technique was also effective on unit-2.

3. The data in table-1 clearly indicates that the third hypothesis is also rejected. It shows that there was significant difference between mean score of pre-test and third unit test. It is easy to assume that self learning material aided teaching technique was also effective on unit-3.

4. The data in table-1 clearly indicates that the forth hypothesis is also rejected. Anyone can find that there was significant difference between mean score of pre-test and post test. It suggests that self learning material aided teaching technique was effective in entire course.

5. The data in table-1 clearly show that the fifth and last hypothesis would be rejected. It was found that there was significant difference between mean score of post-test and retention test. It was difficult to understand how trainees could more score in retention test. But after little investigation it was found that because of university examination trainees studied the self learning material. So they score higher in retention test.

6. Researcher had given questionnaire to the trainees to get the feedback regarding self learning material aided teaching technique. It was found in their opinion that they liked to learn with help of self learning material. They were enjoyed teaching learning. Advance preparation was possible due to this technique. All trainees appreciated the technique. It was requested that they would like to learn in the second semester also with self learning material aided teaching technique.

Discussion

Present study was the combination of Self learning and traditional learning. It was found in the previous researches that the researcher like Brown(1976), Gay(2001), Jay(2004), Jyothi(2007), Panchal(2007), Patel(2008), Kidwadkar(1998), Nayak(2003) and Sonavane(2004) developed content material and tried out. It was seen that self learning material was effective. Role of the teacher is change in the class room. Now teacher become a

facilitator. This study suggests that combination of Self learning and traditional learning will become more effective. Nothing is perfect in this world. Self learning material aided teaching technique had some limitations. In this technique students get ready made material so it creates laziness among the students. But it is very helpful for the average and bellow average students.

Conclusion

To conclude, the main finding of this study is that Self learning material aided teaching technique was effective. Students were preferred to learn with this technique. Any teacher uses this technique in the class rooms.

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