



## Formulation and Trial of Linear Order Learning on 'Market Process' Unit for Standard 12 Commerce and Management Subject

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### Article Info.

*Received on 14 Jan 2022*

*Revised on 28 Jan 2022*

*Accepted on 29 Jan 2022*

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### Keywords:

Formulation, Trial, Linear Order Learning, Market Process, Standard 12, Commerce and Management

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### ABSTRACT

*The presented research was designed and tested on the 'Market Process' unit for the subject of Commerce and Management of Standard 12. A total of four objectives and two hypotheses were included. The pre-test - Post test controlled group scheme method was chosen as the research method. A total of 64 students of Mahadev Shastri Vidyalaya, Olpad, Standard-12 were included in the sample. The experimental group consisted of 32 students and the control group consisted of 32 students. Linear orientation and feedback were constructed in the devices. Among the main findings, the average scores of the pre-test and post-test of the experimental group are 6.53 and 32.59 and the 't' value is 44.16 respectively. Which is significance at the level of 0.01. As a result, rejection of Hypothesis-1 (there is no difference between the pre-test and post test scores of the experimental group learning by linear orientation as a unit of market process) is rejected. The quotient averages are 26.06 and 15.62, respectively. The "t" value is 14.2. Which is significance at the level of 0.01. On the basis of this result, hypothesis No. 2 (there is no difference between the average of the gain obtained on the basis of pre-test and post test of the experimental and controlled group learning unit of market process) is rejected. That is to say, the study with linear orbital seems to be more effective than the current education method.*

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## **Introduction**

Population explosion and knowledge explosion is the problem of education today. Due to this problem, the concepts that the teacher teaches, teaches in the classroom and teaches only by speaking are likely to go wrong. The same education given to different students with different interests and personalities is not equally fruitful. In the current education system, grades 11 and 12 are considered higher secondary. At this stage of education, more emphasis has been given towards the exercise method. It emphasizes that students learn at their own pace, in their own way. An orbital study is an approach that can be helpful. Rotation is a process in which the content is arranged in a series of small steps. As a result, the student learns new and difficult things and principles by going from the known to the unknown through self-study. The student chose the present study as he was teaching commercial system in class-11, 12.

## **Problem statement**

Formulation and trial of linear order learning on 'Market Process' unit for standard 12 commerce and management subject

## **Research Objectives**

1. Creating a linear sequence on selected educational issues of the market process.
2. To test the presented linear sequence.
3. To compare the study with linear rotation and the study with chivalucha method.
4. To get the opinions of the students regarding the linear orientation presented.

## **Hypothesis**

1. There will be no significance difference between the average scores of the pretest and the post test of the experimental group learning by linear orientation on the unit of market process.
2. There will be no significance difference between the average of the Gain score obtained on the basis of pre-test and answer test of the experimental and controlled group learning unit of market process.

## Research Method

Pre-Test - Post Test Control Group Plan Method.

## Sample

A total of 64 students of Mahadev Shastri Vidyalaya, Olpad class-12 were included in the sample. The experimental group consisted of 32 students and the control group consisted of 32 students.

## Tools

Linear hierarchy and feedback.

## Data analysis and interpretation

**Table 1**

**Experimental group pre-test and comparison of average Number of Post Test**

Details	Pre-test		Post Test	
	Experiment 1	Experiment 2	Experiment 1	Experiment 2
<b>Number (N)</b>	32	32	32	32
<b>Average</b>	6.53	8.25	32.59	31.15
<b>Satndard deviation</b>	3.88	2.53	6.73	3.19
<b>Mean Standard Error</b>	0.686	0.447	1.19	0.564
<b>'t' value for main experiment-1 = 44.16 *</b>				

<b>'t' value for repeated experiment-1 = 81.78 *</b>
<b>. * 0.01 level of significance</b>

Looking at the table above, it can be seen that the "t" values obtained from both the experiments are 44.16 and 81.78 respectively. Since it is significance at the level of 0.01, Hypothesis-1 becomes unacceptable. As a result, linear rotation studies are more effective than conventional methods.

To find out the opinions of the students regarding the linear orbit, an opinion group of 12 students with five points was formed. The "Chi-square" value of the digits obtained on the feedback was found. It also got meaningful at 0.01 level. As a result, 81.25 per cent students claimed that the presented linear orientation was self-explanatory and 56.2 per cent students found it easier to understand the content.

### **Key Findings**

1. The average scores of the pre-test and post-test of the experimental group are 6.53 and 32.59 and the 't' value is 44.16 respectively. Which is significance at the level of 0.01. As a result, rejection of Hypothesis-1 (there is no Significance difference between the pre-test and post-test average scores of the experimental group learning by linear orientation as a unit of market process) is rejected, i.e. the proposed linear sequence has been effective in teaching students.
2. The average of the experimental group and the controlled group's Post test gain scores are 26.06 and 15.62 respectively. The "t" value is 14.2. Which is significance at the level of 0.01. On the basis of this result, hypothesis No. 2 (there is no significance difference between the average of the gain Score obtained on the basis of pre-test and post test of the experimental and controlled group learning unit of market process) is rejected. That is to say, the study with linear rotation seems to be more effective than the current method.
3. The findings of the repeat experiment were also obtained as above.
4. The opinions of the students participating in the experiment regarding the practical usefulness of linear rotation are positive. The quotient value of each statement is

meaningful at the level of 0.01. If there are such reactions, readiness for study is also mentioned. The orbital seemed self-explanatory and understandable and did not require external help.

### **Educational Implications**

The curriculum provides supplementary material to the teacher and teaches students the possibility of self-study. It should therefore be formulated and tried in other subjects.

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