

Using Teaching Learning Materials (TLM) on Achievement in Social Science Among Senior Secondary School Students

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Abstract

The purpose of this study is to find out the effect of teaching learning materials on achievement in social science senior secondary school students. To serve this objective a sample of 64 (32 experimental and 32 Control group) students were selected by purposive sampling techniques. In the study, Achievement Test on social science (ATS) was used to collect relevant data. The intervention programme of 8 weeks by using teaching learning to the experimental group students. The analysis was done after the intervention programme and found that the experimental group on which the instructional materials had used were more academically achieved than the control group students on which traditional method had been used..

Keywords: Teaching learning materials (TLM), achievement, senior secondary school students

Introduction

Teaching materials are the aids used by the teachers to deliver the lesson effectively. Using teaching learning materials in the classroom motivates the students for easy understanding and learn better (Sharma, 2012). Teaching learning materials use multi-sense of the students to enhance learning. Further, it creates interest among students in learning also. George (2017) revealed that majority of students fail in mathematics due to inability to use of TLM by teachers during teaching learning process. Using TLM in the classroom during delivery of lesson not only effective for students but also very good for the teachers to teach effectively and comprehensively (Bellow, 1999). To what extent the use of TLM in teaching helpful for the students is to be assessed properly. Hence, the present study was carried out to assess the effectiveness of TLM on achievement in social science among senior secondary schools.

Methodology

Design

This research was conducted with 64 senior secondary school students of class XII who were being educated in 2018-2019 academic session. Research is only limited to Inclined Projectile Motion. Research is applied at the Inclined Projectile Motion subject in social science lesson. 32 of the students formed the experimental group and 32 formed the control group. The lesson was treated by using TLM in experimental group and according to traditional method in the control group. Experimental pattern of the research is the one with pre-test post-test control group and is a semi experimental pattern. The tests that were applied to the experimental and control group students on whom applications were carried out before and after the experimental transaction.

Sample

The sample consisted of a total of 64 secondary school students MPC senior secondary school of Baripada District Mayurbhanj district of Odisha. The experimental and control groups consisted of 32 and 32 students each.

Tools

A social science achievement test self-developed was administered to measure the social science senior secondary school students. It contains 30 questions based on short answer, true/false and fill in the blanks on the topic 'Physical Features of India' from Geography.

Analysis and interpretation

SIGNIFICANCE OF DIFFERENCE BETWEEN THE MEAN ACHIEVEMENT IN social science SCORES OF THE EXPERIMENTAL AND CONTROL GROUP STUDENTS IN PRE-TEST

Groups	N	M	S.D.	t-ratio	Level of significance
Experimental	32	33.71	1.84	0.51	N.S.
Control	32	33.66	1.37		

Table-1 denoted that the mean scores of experimental and control group on physical features of India achievement test in pre-test are 33.71 and 33.66 with SDs 1.83 and 1.38. The t-ratio came out from above two groups is 0.50 which is not significant at any level of significance. That means both the groups did not differ significantly on the social science achievement. It implies that there is no significant difference exist between both the groups of students on social science achievement before the intervention programme i.e teaching by using TLM.

The mean scores of the secondary school students belonging to experimental and control group on social science achievement as depicted in the Table-1 is represented in the Bar Fig.1.

Figure-1

Comparative bargraph showing mean score on social science achievements of pre-test of Experimental and Control group students

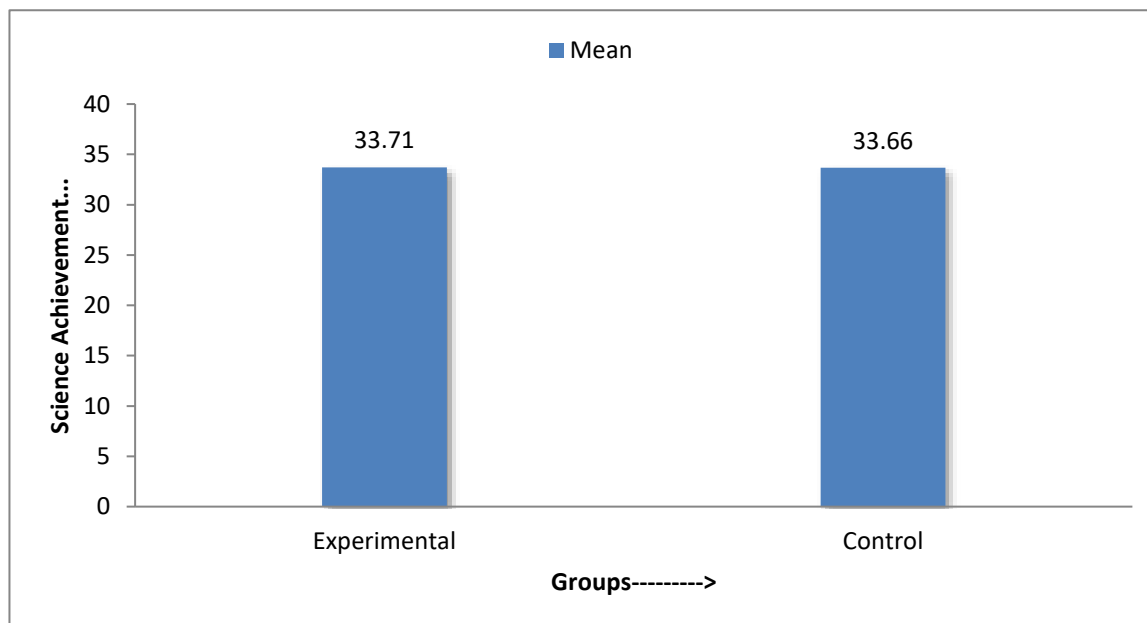


TABLE-2

SIGNIFICANCE OF DIFFERENCE BETWEEN MEAN SCORES OF SOCIAL SCIENCE ACHIEVEMENT OF THE EXPERIMENTAL AND CONTROL GROUP OF STUDENTS IN POST-TEST

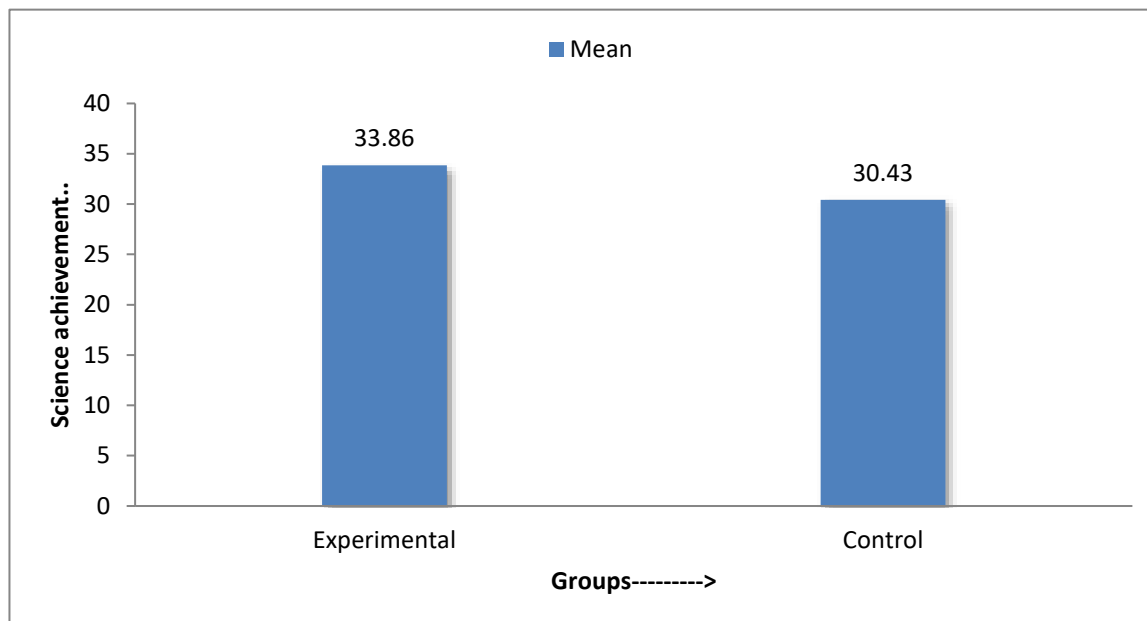
Groups	N	M	S.D.	t-ratio	Level of significance
Experimental	32	33.86	0.73	2.16	.05
Control	32	30.43	0.50		

Table-2 denoted that the mean scores of experimental and control group on social science achievement in pre-test are 33.86 and 30.43 with SDs 0.73 and 0.50. The t-ratio came out from above two groups is 2.16 which is significant at .05 level of significance. That means there is significant difference between experimental and control group students on science achievement. The mean social science achievement score of Experimental group is higher than the students of control group. It shows that the students of experimental group have good social science achievement as compared to the students of control group.

The mean scores of secondary school students of experimental and control group on social science achievement as depicted in the Table-2 is represented by the bar Fig.-2.

Figure-2

Comparative bargraph showing mean social science achievement score of post-test of Experimental and Control group students



Conclusion

Result of the study shows that teaching by using TLM has significant effect on the achievement in social science among senior secondary school students. So it is suggested that TLM should be used by the teachers in the classroom setting to help the students to learn comprehensively. Headmaster, school authority should provide appropriate TLM to the teacher to teach effectively in the classroom. Materials available in the schools should be used in daily basis by the teacher to provide information and knowledge to the pupils.

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