

EFFECTIVENESS OF INTERVENTION STRATEGIES IN ENHANCING ACHIEVEMENT AMONG HIGHER SECONDARY STUDENTS IN ECONOMICS

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S.CHITRA

Research Scholar, Department of Educational Technology,
Bharthidasan University, Tiruchirappalli,
Tamil Nadu, India



Dr.I.MUTHUCHAMY

Professor, Department of Educational Technology,
Bharthidasan University, Tiruchirappalli, Tamil Nadu, India

Abstract

Economics is the study of mankind in the ordinary business of life, it refers that the part of individual and social action which is most closely connected with the attainment and with the use of national well being, It may be taught through a variety of approaches and strategies. The teaching economics should not only be helpful in acquiring knowledge but also helpful in leading a useful and aims at development of proper economic citizenship. The purpose of the study was to assess the higher secondary students, achievement in economics by adopting certain intervention strategies in their classroom. The study followed experimental method where pre test and post test equalent group design was adopted. The collected data were subjected to descriptive and differential analyses. The results of the study were in favour of intervention strategies and it was found to be effective, their learning and achievement may be improved. It is therefore, suggested that these interactive strategies should be adopted for students at higher secondary level.

Introduction

Economics of education is being an important subject of education, which contributes in the economic solution to the problems of the country by developing skills, abilities and attitudes. Economics of education must become on integrate part of school education and ultimately some studies on economics of education should become an art of all programmes in humanities and social science at the University level.

Economics provide skills that will help higher secondary students think more clearly, a more in school enjoy wider career choices and earn more profit after graduation. It is

important for the students to get a strong foundation in economics in higher secondary schools, and take demanding economics courses from higher secondary schools. Economics aims to explain how economics work and how economics agents interact. Economics analysis is applied throughout society, in business, finance and government, but also in education the family, health, law, politics and science. The expanding domain of economics in the social sciences has been described as economic imperialism.

In the modern periods, Economics has become the centre of diverse activities and now-a-day's economic activities from the basis of our all other activities. It brings to forefront the significance of economics. Now, It is needed every subject to view from its economic angle and if it is found that a special subject has no economic angle and has no economic value then no one is interested to take up the study of that subject.

In Economics when we aim at teaching modern economic principles by observation and understanding of existing practices. Teaching Economics has been always challenging for a teacher especially when there are several external factors that govern what has to be taught and what not. Generally it is seen that students find a complete lecture method uninteresting, more so when the concepts are difficult to comprehend. Involvement of students then becomes imperative and to meet this objective the change in the method of instruction serves a useful purpose.

To meet the needs of the higher secondary students, the teacher has to think about providing then appropriate instructional strategy for them, to make learning of economics pleasant affair. The teacher should lay the role of confidence builder and guide. He must inspire the students to skill fully learn the scientific principles and key terms and enable them to internalize those principles and concept. For this the teacher about to plan and design the instruction deliberately or effective class room work and follow remedial instruction so as to root out the problem of low achievement. The new instructional strategy for teaching economics among higher secondary students should be based on this approach in addition to that the new strategy ought to envelop the implications of learning economics.

Need and Significance of the Study

The vast majority of our students are first generation learners with little or no exposure to the subject. The single most powerful reason for the lack of enthusiasm in students for learning economics is that they do not use of the subject beyond its requirement for passing a difficult and critical assessment. The teacher should there fore try to impress upon the students the importance of the subject and the benefits they are likely to get from learning it.

The teaching economics should also provide the development of scientific attitudes, micro analytical skills etc... in order to effect the maximum growth on the

part of the students. Teaching is the complex process and involves many factors which influence effective teaching.

There are varieties of Instructional strategies made use to students to learn better. There is no definite set approach which the economics teacher must follow. The use of variety of methods during teaching helps to avoid monotony more over in contact with nature of the content the teachers themselves vary in their liking for different instructional strategies viz, interactive e – modules, group – discussion, co-operative learning etc. In that context, the investigator indented to apply a new strategy to teach economics and practice in the actual situation is needed.

The acquisition of learning economics is a very natural process for any acquisition there should be interest in the activity, which provides the person with adequate motivation for learning. Economics should be taught in the enabling environment of the Institution. All these things are provided in the intervention strategy for learning effectively by the plus one students and enhance the performance of students, so that other teachers may also adopt these strategies in their classroom for enhancing higher secondary students' performance in Economics.

So there is a growing need for appropriate economics education. The most important purpose of the teaching economics is the improvement of the students' performance. Hence the need for an interactive and participatory method of teaching and learning of economics assumes greater significance.

Statement of the Problem

Interactive learning strategy using an understanding of economics and its application to our social experience. This idea is to be inculcated in the minds of the students who learn economics. Hence the investigator has attempted to investigate on **"Effectiveness of Intervention Strategies in Enhancing Achievement Among the Higher Secondary Students in Economics"**

Objectives of the Study

The objectives of the study are stated as follows

- To indentify intervention strategies for higher secondary students in economics.
- To find out the effectiveness of intervention strategies on the achievement of Higher Secondary Students in Economics.
- To find out the significant difference between the pre tests and post tests of control group.
- To find out the significant difference between in the pre-test and post tests of experimental group.
- To find out the significant difference between post-test of experimentl group,in terms of gender.

Methodology

The study was conducted among Higher Secondary Students at Government Higher Secondary School, Peravurani. The study is experimental in nature and hence the investigator adopted pre tests and post tests equalent group design. The Investigator used simple random sampling technique. The investigator collected a sample of 40 students. They were categorized randomly as control group and experimental group, each group consists of 20 students.

It is intended to assess the difference of control group from the experimental group in accordance with the application of certain Intervention Strategies. The control group was exposed to traditional instruction, without adopting the intervention strategies. The experimental group was exposed by adopting certain intervention strategies viz, peer – tutoring and group discussion. The knowledge gained in economics by the experimental group was measured and compared with the control group in terms of their learning and achievement in economics and resulting difference in their scores which attributed to the effectiveness of the intervention strategies.

Adoption of Intervention Strategies

The intervention strategies have been identified and adopted for higher secondary students of different groups in order to get into practice. The healthy practices of certain intervention strategies in the present study includes the following

- Identifying the groups.
- Encountering the problems to learn Economics.
- Identify the intervention strategies
 - Peer tutoring
 - Group discussion
- Performing the above strategies in learning economics.

Statistical Techniques Used

For analyzing the data:-mean, standard deviation and t-test were employed in this study.

Data Analysis

Hypothesis – 1

There is no significant difference between control and experimental group at pre – test.

Table – 1Mean, Standard Deviation between Control and Experimental Groups Pre – Test Scores and the Calculated T- Value

Groups	N	Mean	S.D	t - Value
Control	20	35.6	5.41	0.99
Experimental	20	36.2	5.63	

The calculated t - value (0.99) is lower than the tabulated value (1.98), corresponding at 0.05 level of significance. Hence the null hypothesis is accepted.

Inferences Drawn are

- The Control and Experimental Group were not significantly differed in their pre - test scores. Both the groups are more or less same achievement scores at the entry level.
- It shows the homogeneity of the two groups in terms of their learning economics.

Hypothesis - 2

There is no significant difference between control and experimental group at post - test.

Table - 2 Mean, Standard Deviation between Control and Experimental Groups Post - Test Scores and the Calculated T- Value

Groups	N	Mean	S.D	t - Value
Control	20	36.8	5.62	2.15
Experimental	20	46.01	5.89	

The calculated t - value (2.15) is higher than the tabulated value (1.98), corresponding at 0.05 level of significance. Hence the null hypothesis is rejected.

Inferences Drawn are

- The Experimental Group and Control Group different significantly their Post - Test.
- The Performance of the experimental group in higher than that of the control group.
- The significance of difference is attributed due to adoption of intervention strategies given to the experimental group.
- The null hypothesis that there is no significant difference between Post - test some of control group and experimental group is thus rejected. Hence the adoption of intervention strategies has significant effect on learning economics among higher secondary students.

Hypothesis - 3

There is no significant difference between Pre - test and post - test scores of the control group.

Table - 3 Mean, Standard Deviation between Pre -Test and Post - Test of the Control Group and the Calculated T-Value

Tests	N	Mean	S.D	t - Value
Pre - Test	20	36.7	5.61	3.8
Post - Test	20	42.62	5.79	

The calculated t – value (3.8) is higher than the tabulated value (2.56), corresponding at 0.01 level of significance. Hence the null hypothesis is rejected.

Inferences Drawn are

- The Control group differs in the pre – test and post- test performance
- The post- test performance of the control group is higher than pre – test.
- The mean values of the pre-test and post- test of control group are significant.

Hypothesis – 4

There is no significant difference between Pre – test and post – test scores of experimental group.

Table – 4 Mean, Standard Deviation between Pre –Test and Post – Test of the Experimental Group and the Calculated t-value.

Tests	N	Mean	S.D	t - Value
Pre – Test	20	37.1	5.42	3.71
Post - Test	20	47.03	5.86	

The calculated t – value (3.71) is higher than the tabulated value (2.56), corresponding at 0.01 level of significance. Hence the null hypothesis is rejected.

Inferences Drawn are

- The experimental group differs its pre –test and post – test scores.
- The experimental group is higher in the post test scores than the pre –test scores.
- The higher achievement in the post-test scores of experimental group is due to intervention strategies.

Hypothesis –5

There is no significant difference between male and female at post - test scores of experimental group.

Table – 5 Mean, Standard Deviation between Male and Female Students at Post - Test and the Calculated T-Value.

Gender	N	Mean	S.D	t - Value
Male	10	43.08	5.71	1.28
Female	10	45.39	5.68	

The calculated t – value (1.28) is lower than the tabulated value (1.98), corresponding at 0.05 level of significance. Hence the null hypothesis is accepted.

Inferences Drawn are

The male and female students were not significantly differed at the post – test. Both the male and female students are similar in terms of their achievement at the post test level.

Discussion on Findings

Adopting certain interaction learning strategies are effective for the Higher Secondary Students. It improves the learning ability, make the students to be attentive in their tasks. These strategies developed and adopted in students to develop self – confidence. These strategies can be used in any setting convenient to the students according to their interest and own pace of learning. Comparison of pre-test scores of both the control and experimental group by applying appropriate statistical analysis reflected that there was no significant difference between two groups at the entry level and both the groups were almost equal with their learning abilities. The experimental group performed significantly better than the control group at the post - test. The difference between the post test means scores of the two groups were significant. The Higher Secondary students of the experimental group at post test have significantly improved their achievement in economics while adopting certain intervention strategies. Students were given proper training or certain topics in economics. The student's performance in economics has been improved. In this way intervention strategy was effective to enhance their achievement in economics.

Educational Implications of the Study

The present study has been shown that intervention strategy enhances students' performance in economics. Students were able to acquire the basic concept of economics using technical terms and diagrams than through ordinary learning experiences.

Intervention strategy is the basic foundation for concept formation this present study has shown that the student most utilized. This study has shown the intervention strategy programmes motivated the student's intellectual capacity of the pupils and induced the pupil's creativity.

- The teacher must concentrate on improving the student's performance.
- For this purpose the teacher must use innovative models, audio - visual aids and technical ideas.
- This strategy implies that intervention strategy should be implemented in the lower standard that a strong foundation will be laid.
- This intervention strategies like peer - tutoring, group discussion, role – play, simulation and games should be adopted in the economics education curriculum.

Conclusion

Intervention Strategy and learning together will make the classroom more effective. In the educational area if at all the good be any improvement in the educational development of students, then it could be done only through the application of employing intervention strategy

It is concluded that the effectiveness of intervention strategies fulfil the hopes and aspirations of individuals on enhancing academic achievement. It can create the readiness to transform abilities into success producing, academic skills. Accurate self knowledge is particularly important to students whose learning styles do not match those of typical learners. Not only who's understanding, one's disability remove some of the stigma and self blame associated with a learning difficulty, but also it is a prerequisite for being able to apply successful, personalized learning strategy.

By increasing their own understanding of learning styles, economics teachers can help in imparting information to their students, thus increasing students ability to think and achieve themselves.

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