Research Article

Effectiveness of Teaching Economics through Concept Attainment Model over Traditional Method of Teaching to Higher Secondary School Students

Usha K,
Chinmaya Vidyala Hr. Sec. School,
Chennai - 92. Research Scholar,
N.K.T. National College of Education for Women, Chennai - 05.

Dr. Malathi S,
Associate Professor,
N.K.T National College of Education for Women, Chennai - 05.

ABSTRACT

The main objective of the study was to find out if there is any effect of Concept Attainment Model on Economics teaching. The experimental method was adopted for the present study. A sample of 100 students from Chinmaya Vidyalaya Higher Secondary School, Virngambakkam, Chennai-92 was selected on the basis of purpose sampling method. The investigator administered entry behavior test to the sample for the selection of experimental and control group. The investigator conducted pre-test and post-test for experimental and control group. Mean, S.D and t' test was used for analyzing the data. The major: finding was that there is significant effect of Concept Attainment Model on Economics teaching.

Keywords: Concept Attainment Model, Economics Teaching, Traditional Method, Higher Secondary Students, Teaching Effectiveness, Instructional Strategies, Academic Achievement

INTRODUCTION

Concept Attainment Model was originally designed by Joyce and Weil (1972) and is based on the research efforts of Jerome Brnner, et al. (1956). The Concept Attainment Model is an inductive model designed to teach concepts. Although it is similar to the general inductive model in the type of reasoning used, it is specifically designed to teach only one form of content, concepts. Concept learning is a naturally occurring process in people of all ages which

involves seeing similarities in objectives in world, forming categories on the basis of the similarities and abstracting from the categories

The educational objectives of the Concept Attainment Model are:

- To acquire a new concept.
- To enrich and clarify known concepts.
- To develop an awareness of thinking strategies.
- To understand the nature of conceptual activity.

The investigator being a teacher of Economics in Chinmaya Vidyalaya Higher Secondary School, Chennai - 92, she finds out that most of the students are unable to understand and retain the dates and events in the proper places. The traditi9nal method helps the students to understand the dates, events, facts and concepts only for a sh01t period. It does not help the student to retain perpetually. The traditional method encourages only memorizing instead of proper understanding of the subject. So the traditional method is not suitable and appropriate to teach Economics. Hence the investigator made up her mind to select the Bruner's Concept Attainment Model for teaching Economics for the present study.

OBJECTIVES OF THE STUDY

- To find out the difference between the means of pre-test score for the experimental and control group.
- To find out the difference between means of the post test score between the experimental and control group.
- To find out the difference between the means of the pre test and post-test scores of the experimental group.
- To find out the difference between the means of the pre test and post-test scores of the control group.

SAMPLE

For the experimental study, the investigator selected hundred students of Higher Secondary studying in Chinmaya Vidya]aya Higher Secondary School, Chennai - 600 092. For the purpose of experiment only one school was chosen. The selection of the school was made on the basis of purpose sampling method.

TOOLS

1. Entry behavior test: This test was used to evaluate student's mastery in Economics at high school Level. The test contained 60 objective type items based on previous knowledge about 40 economic concepts. On the basis of scoring, Experimental and Control groups were selected by equal matching pairs.
2. Pre-test / Post-test: The researcher conducted pre-test before the treatment and post-test after teaching Concept Attainment Model.
3. Reaction scale: This was administered only to experimental group at the end of the treatment. The scale consists of 10 items with 5 point scale.
4. Personal Data sheet for students: This tool was prepared by the researcher to co11ect data from the students regarding their name, gender, age, class, parental income, educational qualification, occupation etc.
5. Lesson plan: The researcher prepared lesson plan based on Bruner's Concept Attainment Model for Experimental group and Traditional Teacher-Centered Model for Control group.

COLLECTION OF DATA

A general class was taken by the researcher to be familiar with the topic and to establish rapport with the students. The pre-test was administered for both experimental and control groups separately.

TEACHING THROUGH THE CONVENTIONAL METHOD

The control group was taught six topics through conventional method. The researcher took 40 periods to complete the topics. Each class was of30 minutes duration. The Deductive method and lecture method were used to teach the topics. Questions were asked at the end of each class and the doubts of the students were clarified

ADMINISTRATION OF CONCEPT ATTAINMENT MODEL TO THE EXPERIMENTAL MODEL

The concept attainment model was administered on the experimental group on the same unit. The unit was divided into sub units. Each sub unit was taught in one period of 30 minutes. In each period, a particular concept was introduced and was discussed following to the model. To explain the concepts, the models, charts, flash-cards etc., were used ensuring students active pa11icipation. In the last 10 minutes were devoted to ask questions related to the concepts

covered, re-enforcing the student's learning and to some stimulus va1iation activity. Students at the end explained the concept following the rules of concept attainment model. The unit was completed in next 4 periods of30 minutes each. The post-test was administered both to the control group and to the experimental group after completing the lesson.

ANALYSIS OF DATA

Table.1 Control vs Experimental Group (Pre-test)

Groups	Mean	Standard Deviation	't' value	Level of Significance
Control	23.02	9.01	0.43	No Significance
Experimental	23.72	7.34		

From the above table it is inferred that there is no significant difference bet\veen the control group and experimental group in mean scores.

Table.2 Control vs Experimental Group (Post-test)

Groups	Mean	Standard Deviation	't' value	Level of Significance
Control	50.6	11.5	5.90	0.001
Experimental	66.8	15.5		

The mean of the experimental group was 66.8 and that of the Control group was 50.6. and 't'- value was 5.90 which was significant.

Table.3 Pre-test vs Post-test (Control group)

Groups	Mean	Standard Deviation	't' value	Level of Significance
Pre-test	23.4	8.95		

Post-test	50.6	11.5	13.2	0.001

Table.4 Pre-test vs Post-test (Experimental group)

Groups	Mean	Standard Deviation	't' value	Level of Significance
Pre-test	24.4	7.70	17.3	0.001
Post-test	66.8	15.5		

This table reveals that there is significant difference between the pretest perfo1mance and post-test perfom1ance of the experimental group.

RESULTS

1. There is no significant difference between the means of pre-test score for the experimental and control group.
2. There is significant difference between means of the post test score between the experimental and control group.
3. There is significant difference between the means of the pre-test scores and post-test score of the experimental group.
4. There is marginal difference between the means of the pre- test and post-test scores of the control group.

INTERPRETATION

1. There is no significant difference between the means of the experimental group and the control group in the pre-test. It shows that the two groups were similar.
2. The post-test scores of experimental group and control group differ significantly. The mean score of experimental group is greater than that of contro1 group. This reveals that the increase in the level of academic achievement is due to the application of concept attainment model.
3. The mean of the pre-test score and the post-test for the control group differ significantly with the post-test mean being greater than the pre-test mean.
4. The mean of the pre-test score and the post-test score for the experimental group differ significantly with the post-test mean being greater than the pre-test mean. This shows

that the level of academic achievement increased due to teaching through Concept Attainment Model.

EDUCATIONAL IMPLICATION

It was found that the Concept Attainment Model was significantly effective with the Experimental Group in achieving the objective. All schools should use this model in the class to make the concepts clear to the students. It is found that if once the concepts are clear, there is no difficulty for the learner to understand the topic further. For this, teachers should be made aware of this model.

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