



EFFECTIVENESS OF MULTIMEDIA PACKAGES FOR ENHANCING ACHIEVEMENT IN COMMERCE AMONG XI STANDARD STUDENTS

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Abstract

The present day students are in a digital era of learning. During their course of study they acquire a wide range of information from various sources like Internet, books and journals. They came into contact with worldwide friends using Twitter, Face book and Google Groups etc. The researcher observed that the students face many problems on learning the subject; Commerce, especially advertising, because of its vague and critical nature. Majority of the content in the said subject are in advertising which develops unwanted boredom in the minds of the students. If it is taught with the help of software packages, the teacher can explain the learning more interesting and meaningful. The investigator intends to prepare a multimedia package using video lessons and animation covering the commerce subject and it's tested on the students of experimental group and compared with the control group whom were taught chalk and talk method. The study proved that the control and experimental post-test group students differ in their achievement of commerce. The students in the experimental group are better in their commerce achievement than the Control group.



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INTRODUCTION

Multimedia is computer-controlled integration of text, graphics, drawings, still and moving images (Video), animation, audio, and other media where every type of information can be represented, stored, conveyed and administered digitally and complete unit comprising a number of components separately. 'Effectiveness' means the presentation of concepts or activities elaborate in a teaching unit that most accelerates the learner's achievement. In recent educational developments in teaching learning process are mainly focusing on science and mathematics subjects. The existing organized methods for teaching commerce involves chalk and talk method. Hence, there is a felt need among the present school teachers make use of newer

techniques and strategies for the better understanding and better presentation of knowledge in the school curriculum.

STATEMENT OF THE PROBLEM

It is necessary to change the existing teaching-learning strategy into modern or innovative strategy in teaching commerce. In this manner, the researcher wanted to find out the achievement in commerce through multimedia packages entitled as “**EFFECTIVENESS OF MULTIMEDIA PACKAGES FOR ENHANCING ACHIEVEMENT IN COMMERCE AMONG XI STANDARD STUDENTS**”

OBJECTIVES OF THE STUDY

1. To develop and validate multimedia packages for enhancing achievement in commerce among the XI standard students.
2. To find out the effectiveness of Multimedia packages for enhancing achievement in Commerce.

HYPOTHESIS OF THE STUDY

1. There is no significant difference in the pre-test mean scores of achievement in commerce between control and experimental group.
2. There is no significant difference between pre test and post test scores of achievement in commerce of the control group
3. There is no significant difference between pre test and post test scores of achievement in commerce of the experimental group.
4. There is no significant difference in the post-test mean scores of achievement in commerce between control and experimental group.

METHODOLOGY

SAMPLE

The investigator has selected standard XI students from Salem district in Tamil Nadu as a population for the study. He has selected three types of schools for the study viz., Government, Aided and Private schools. In the selected co-education schools, there is a commerce group where the students enrolled 45 in government school, 40 in aided school and 30 in private school respectively. The investigator has selected 60 samples from these three types of school. In which each 10 boys and girls students from the selected school constituted as samples for control and

experimental group respectively. The total 60 students are divided into two groups' viz., control group and experimental group having each 30 students.

ACHIEVEMENT TEST

The investigator has constructed fifty questions from the unit of advertisement in XI standard to assess students' achievement in commerce. The questions were framed based on the instructional objectives i.e., Knowledge, Understanding, Application and Skill. Each question carries one mark. An hour was given to the students to answer all the questions. Mean, SD, and Paired sample t test are the Statistical Techniques used for the Study.

EVOLVED A MODEL FOR TEACHING COMMERCE

The investigator evolved the following models and lesson plan for teaching Commerce. The investigator prepared both Tamil and English version of multimedia packages for Tamil and English medium students respectively.

The Intervention of the present study is:

1. The investigator taught the lessons to the control group using Chalk and Talk method for 15 periods.
2. The investigator taught the lessons to the Experimental group using through multimedia package 15 periods.

Non Randomized Control Group, Pre-Test and Post- Test Design

The researcher used Non-Randomized Control Group Pretest-Posttest Design for the present study.

Table No-1 Non-Randomized Control Group Pre-test Post-test Design

Group	Pre-Test	Independent Variable	Post Test
Experimental group	T1	Multimedia packages	T2
Control group	T1	Chalk and Talk Method	T2

Hypothesis -1: There is significant difference in the mean scores of achievement in Commerce between control and experimental group in the pre test.

Table 2 Paired sample t test showing the difference in the pre-test mean scores of achievement in commerce between control and experimental group

Pre-test Control	Group	N	Mean	SD	t value	P value	Result
Vs	Control	30	33.56	3.70	0.13	0.85	Not sig.
Experimental Group	Experimental	30	33.66	3.43			

The above table shows that the significant difference in the pre-test mean scores of achievement in commerce between control and experimental group. The calculated P value 0.85 is greater than 0.05 and it is not significant at 0.05 level. Hence the formulated hypothesis “There is no significant difference in the pre-test mean scores of achievement in commerce between control and experimental group” is **accepted**

Hypothesis 2: There is no significant difference in the mean scores of achievement in commerce between pre-test and post-test of Control group.

Table 3 Paired sample t test showing the significant difference in the mean scores of achievement in commerce between pre-test and post-test of Control group

Control Group	Test	N	Mean	SD	t value	P value	Result
	Pre-test	30	33.56	3.70	57.10	0.00	Sig
	Post-test	30	66.30	6.48			

The above table shows that the significant difference in the mean scores of achievement in commerce between pre-test and post-test of Control group. The calculated P value 0.00 is less than 0.01 and it is significant at 0.01 level. Hence the formulated hypothesis “There is no significant difference in the mean scores of achievement in commerce between pre-test and post-test of Control group” is **not accepted**.

Hypothesis 3: There is no significant difference in the mean scores of achievement in commerce between pre-test and post-test of experimental group.

Table 4 Paired sample t test showing the significant difference in the mean scores of achievement in commerce between pre-test and post-test of experimental group

Experimental group	Test	N	Mean	SD	t value	P value	Result
	Pre-test	30	33.66	3.43	44.02	0.00	Sig
	Post-test	30	89.10	4.96			

The above table shows that the significant difference in the mean scores of achievement in commerce between pre-test and post-test of experimental group. The calculated P value 0.00 is less than 0.01 and it is significant at 0.01 level. Hence the formulated hypothesis “There is no significant difference in the mean scores of achievement in commerce between pre-test and post-test of experimental group” is **not accepted**.

Hypothesis 4: There is no significant difference in the post-test mean scores of achievement in commerce between control and experimental group.

Table 5. Paired sample t test showing the difference in the post-test mean scores of achievement in commerce between control and experimental group

	Group	N	Mean	SD	t value	P value	Result
Post-test	Control	30	66.30	6.48	14.40	0.00	Sig
	Experimental	30	89.10	4.96			

The above table shows that the significant difference in the post-test mean scores of achievement in commerce between control and experimental group. The calculated P value 0.00 is less than 0.01 and it is significant at 0.01 levels. Hence the formulated hypothesis “There is no significant difference in the post-test mean scores of achievement in commerce between control and experimental group” is **not accepted**

FINDINGS OF THE STUDY

- ❖ The control and experimental pre-test group students do not differ in their achievement of commerce.
- ❖ The Control group students differ in their achievement in commerce between pre-test (33.56) and post-test (66.30).
- ❖ The experimental group students differ in their achievement in commerce between pre-test (33.56) and post-test (66.30).
- ❖ The control and experimental post-test group students differ in their achievement of commerce. The students in the experimental group (89.10) are better in their commerce achievement than the Control group (63.30)

DISCUSSION OF THE STUDY

The samples in the control and experimental group do not differ in their mean scores of achievement in Commerce in the pre test. It shows that the samples are equivalent in both control

and experimental group. The samples of the control group were taught in the chalk and talk method the mean scores in the post test increased in a reasonable manner when compared to pre test. It is found that the mean scores of achievement in Commerce of the samples in experimental group increased in a remarkable manner when compare to pre test. It is due to the utilization of multimedia packages in teaching Commerce. In the post test analysis between control and experimental group the samples in the experimental group have better achievements in Commerce than the control group. It is obviously proved that there is an efficacy of multimedia approach in teaching commerce. Hence, the multimedia packages utilized in teaching Commerce has influenced in the learning of Commerce and enhanced the better achievement in learning commerce.

CONCLUSION: The study proved that there is effectiveness in teaching commerce and its achievement. Teachers should not rely on chalk and talk method and they may get awareness of using the different methods, approaches, strategies to teach commerce subject in an interesting manner Hence, the commerce teachers have to understand and utilize the multimedia packages in teaching commerce and provide opportunity for the students to have positive attitude and to mastery level of learning in commerce. All the teachers should utilize the educational technology in their teaching and learning process for better achievement.

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