

CHAPTER V SUMMARY

5.1 INTRODUCTION

This chapter gives an idea about the whole research work which was carried out by researcher and the result obtained by researcher after data collection, data analysis, and interpretation.

5.2 OBJECTIVES OF THIS STUDY

- To compare the mean scores of achievement in Economics of ICT integrated teaching and without ICT integrated teaching on pre-test.
- To compare the mean scores of achievement in Economics of ICT integrated teaching and without ICT integrated teaching on post-test.
- To compare the mean scores of achievement in Economics at pre-test and post-test stages of group taught through ICT.
- To compare the mean scores of achievement in Economics at pre-test and post-test stages of group taught without ICT.

5.3 HYPOTHESIS OF THIS STUDY

- H_0 1: There is no significant difference between mean scores of achievement in Economics of ICT integrated teaching and without ICT integrated teaching on pre-test.
- H_0 2: There is no significant difference between mean scores of achievement in Economics of ICT integrated teaching and without ICT integrated teaching on post-test.
- H_0 3: There is no significant difference between mean scores of achievement in Economics at pre-test and post-test stages of group taught through ICT.
- H_0 4: There is no significant difference between mean scores of achievement in Economics at pre-test and post-test stages of group taught without ICT.

5.4 SAMPLINGS

In this study, the researcher applied the following sampling techniques for sample selection and data collection.

- Purposive Sampling Technique
- Random Sampling Technique

5.5 TOOLS OF THIS STUDY

Achievement tool was used by the researcher for data collection.

5.6 FINDINGS OF THIS STUDY

This study was conducted to investigate the effect of ICT integrated teaching on achievement test in Economics of class IX students of Kendriya Vidyalaya Bhadrak, Korkora, Arnawal Road, Bhadrak, Odisha.

The findings of this study showed that ICT integrated teaching of Economics created a quantifiable important effect on achievement skill, listening skill of students, understanding level, analytical level and reflective level of students when compared with the control group who were taught in a traditional method without ICT integrated teaching. In ICT integrated teaching, students enjoyed a lot, they were able to link what they had taught in their class with their day-to-day life. But in lecture method without ICT integrated teaching, students felt bore, they were unable to link the Economics subject with their day-to-day life.

The findings of this study showed that there was no significant difference between the mean score of achievement test in experimental group with ICT integrated teaching and control group without ICT integrated teaching on pre-test stage at 0.05 significant level. But there was significant difference between mean score of achievement test in experimental group with ICT integrated teaching and control group without ICT integrated teaching on post-test stage at 0.05 significant level.

Further the findings of this study showed that there was a significant difference between the pre-test and post-test scores of experimental groups. And also found that there was a significant difference between the pre-test and post-test scores of control group. If we compared this then there was 10.88 mean scores difference between pre-test and post-test of experimental group with ICT integrated teaching but there was only 5 mean score difference between pre-test and post-test of control group without ICT integrated teaching. In ICT integrated teaching class, students took more interest as they enjoyed the class and understand the economic concept i.e. Factors of production, consumption, distribution, surplus, land distribution, labour factors, farming and non-farming activities etc. They were able to link these concepts with their real life because they taught through ICT project where they were showed pictures and videos on these concepts. And the researcher also gave the examples of their villages and also asked the students what they had seen in their village. So that students in ICT integrated teaching class were very active and made the class more two way interactive also. But in traditional lecture method teaching classroom, students were not

able to connect these economic concepts with their real life as the researcher taught them in only lecture method without use of ICT instruction. The students felt bore and did not enjoy the class.

5.7 EDUCATIONAL IMPLICATION

Teachers:

- Teachers should use ICT in teaching of Economics in order to make the class more effective and interesting. If they are not aware of ICT use in teaching Economics, then they need enlightenment and special training on the use of ICT in teaching of Economics.
- In Economics, teachers should use ICT in the perception of contents and process that will help easy understanding of subject matter.
- Teachers should follow some strategies for effective use of ICT for maximum efficiency in classroom are lesson plan, teaching and evaluation process.
- Teachers should encourage students to practice their economic reasoning skills in many settings, from their other classes to their practicum sites, students organizations, residence hall council, and elsewhere, to gain practice and confidence applying their thinking skill.
- Teachers should give classroom assignments to students.

Students:

- Students should aware of ICT utilization in learning Economics. As ICT integrated teaching enhances students learning of Economics and develop their creative skill and problem-solving skills.
- If they are taught Economics through ICT then they will able to link Economics with their day-to-day life.
- Students are able to take decision for their personal life.

Principal:

- Principal of the school should provide adequate ICT for each classroom. So that teacher can utilise the ICT in their teaching.
- Principal should organise ICT training programs for teachers on use of ICT for teaching.
- Principal should appoint highly well qualified and competitive teachers for secondary education level.

5.8 CONCLUSION

From the findings of this study, the researcher concluded that ICT integrated teaching of Economics was found more effective over traditional lecture method without ICT integrated teaching of Economics in terms of student's achievement score. The researcher also concluded that before treatment there was no effect on the pre-test achievement score of both ICT integrated teaching and traditional lecture method teaching. The researcher further concluded that ICT integrated teaching of Economics enhances the students Economics learning abilities, their knowledge skill, logical abilities, develop creative abilities, which were not found in lecture method. ICT integrated teaching of Economics made the class more interesting, collaborative, interactive, effective over traditional lecture method without ICT integrated teaching.