

Effectiveness of a task based Programme to Develop Commerce Achievement among the Higher Secondary Students

¹Mr. Rittam Raval & ²Dr. Bharti Rathore

¹M.Phil. Research Scholar

²Research Guide & Assistant Professor, Waymade College of Education, Near. GCET Engg College, Vallabh Vidyanagar (India)

ARTICLE DETAILS

Article History

Published Online: 20February 2019

Keywords

Task based learning, Commerce Achievement

ABSTRACT

As University Grants Commission emphasized on interdisciplinary studies, the researcher tried to put a step on making the use of language teaching methodologies in teaching Commerce. To develop more understanding and permanent learning, the researcher carried out a research on various developing commerce achievement by implementing various tasks. It was an experimental study and two higher secondary schools of commerce were selected for the study. One group was kept as control and the other group was kept as an experimental. Both the groups were given pre test and post. The researcher implemented a set of tasks on selected chapters of Commerce and implemented among the students of experimental group. The study found out that the students having the treatment of such programme have become more competent than the students learnt through the conventional mode of learning. The researcher also observed that all the students were excited and curious during the implementation of each activity of the programme.

1. Introduction

It has been observed since the origin of the term LPG ie liberalization privatization and globalization in India, that the people having not much educated could do well in business whereas as the educated people learn the theory by heart. As a result such education does not help the learners to be true businessman. Therefore, the present research is aimed to develop commerce achievement and execution of various practical tasks so that the learning becomes permanent and life oriented. Mahatma Gandhi also focused on the same concept. Education should help the students to earn the bread whereas the present education is so weak that it gives only degrees and qualification. Commerce is a subject related to business and dealing with the trade and fare. If the commerce is not taught through experiments and others real life examples then the learning becomes monotonous.

Each subject or language has its own teaching pedagogies to teach the contents. There will be positive results if the interdisciplinary methods are used in teaching the subjects. The researcher tried to experiment the same through the use of language teaching methods for teaching commerce. A latest method of teaching English is Task based method. "Task is a piece of classroom work which involves students in manipulating, producing or interacting in target language(LT)while their attention is mainly on meaning rather than form" - David Nunn- Designing Task (1989)

2. Rationale of the Study

Task based learning is a unique method to teach the language. There have been many research conducted on effectiveness of various activities based programme to teach the language yet the rationale behind appropriate methods of teaching is question. Task based learning involves students' participation; it involves every learner to learn the content

because it contains many activity to learn the commerce. It makes students work in a focused way, the learners can understand very effectively the points by involving them in the task based learning method so this method is Creative critical method also .This method contains Group work or pair work ,it involves all students in particular task. It fulfils the Communication purpose and fills Information gap. One of the major characteristic is communicative activities, while involving in the task the student talk with each other and by doing so they can increase the communicative approach.

In the present scenario mostly learners do not like to read much, they want to study by such a method in which they can get interest. Learners like to learn by participating in games, task based activities in groups with their friends and partners.

It is also found that most of the commerce students are taught by lecture method or more or less discussion method. Looking at the result and outcomes of such learning becomes temporary and exam oriented. The present study is on evaluating the effectiveness of the task based programme to develop Commerce achievement among the students

3. Objectives of the Study

1. To construct and standardize (Experts' Opinion) Task based Programme
2. To construct and standardize (Experts' Opinion) Commerce Achievement Test
3. To study the effectiveness of task based programme among the students
4. To study gender differences with reference to their enhancement of Commerce achievement
5. To study the effectiveness of Task based progamme in relation to area (Rural & Urban) among the students

6. To study the students' expressions for the enhancement of the Commerce achievement
7. To record the students' performances for effective suggestions through Focused group discussion and observation

4. Variables of the Study

Independent Variable: Task based Programme

Secondary Independent Variable:

Gender: Boys and Girls

Area: Rural and Urban

Dependent Variable : Commerce Achievement

Control Variable:

11th Standard students, selected topics from 11th Standard NCERT Textbook

5. Hypotheses of the study

Ho1. There is no significant difference between the mean scores of the students of Experimental group and control group in Commerce achievement through Task based Programme.

6. Delimitations of the Study

- The study was conducted on 11th Standard students of English medium schools only.
- Selected topics from 11th Standard NCERT Commerce subject were included in the programme.
- The study was delimited to two schools of Kheda district, Gujarat.

7. Research Methodology

It was an experimental study and both qualitative and quantitative study.

Research Design

The researcher selected a two group pre-test post-test design for the study.

Population and Sample of the Study

- The population for the study comprised standard 11th students of all English medium Higher secondary schools of Gujarat State.
- The researcher used convenient sampling technique to select the sample of the study. The students of standard 11th of Two Higher Secondary Schools of Commerce, Kheda district were used as the sample of the study.

Research Tools

1. Commerce Achievement Test was constructed to evaluate the Commerce achievement of the students.
2. Task based Programme: It was constructed to develop Commerce achievement of the students.
3. Feedback Form: It was conducted to know students' expressions and opinions on the research activities and researcher's classroom intervention.
4. Focused Group Discussion: At the end of the implementation of each task, the researcher collected the opinions of the students on couple of questions based on the task.

Data Collection

The researcher took two classes of Higher secondary sections. Students of one school was kept as control group and the other group was kept as an experimental group. The researcher administered the pre-test and post-test to both the groups and executed the TBP on experimental group and the control group was taught through conventional mode.

Data Analysis

The collected data were analyzed quantitatively and qualitatively. Non-Related t-test was used to find out the effectiveness of the task based learning package and for quantitative analysis percentile technique will be used. Content analysis technique was used to analyse qualitative data.

Hypotheses Testing and Interpretation

There is no significant difference between the mean scores of the students of Experimental group and control group in Commerce achievement through Task based Programme.

Table 1 Student' Commerce Achievement Pre-test and Post-test

	Mean	N	SD	SEM	df	t
Control	27.02	48	6.70	1.22	96	7.05
Experimental	35.63	49	5.22			

*Significant at 0.01 level

The computed t-value i.e. 7.05 is greater than the table t-value 2.62 at 0.01 level of significance for 96 degree of freedom.

So, the null hypothesis that there is no significant difference between the mean scores of the students of Experimental group and control group in Commerce achievement through Task based Programme is rejected.

It means, there is significant difference in the mean achievement score of the students' learning through Task based Programme and Conventional mode.

It can be observed from the result that mean achievement score of the students' learning through Task based Programme is higher than the mean achievement score of the students' learning through conventional mode which indicates that the Task based Programme is effective in developing Commerce achievement among the students of experimental group.

8. Findings of the Study

- The task based programme was effective in developing commerce achievement among the students of experimental group than the control group.
- The task based programme was effective in developing commerce achievement among boys of experimental group.
- The task based programme was effective in developing commerce achievement among girls of experimental group.

- The task based programme was more effective in developing commerce achievement among girls than the boys of experimental group.
- The task based programme was effective in developing commerce achievement among rural students of experimental group.
- The task based programme was effective in developing commerce achievement among urban students of experimental group.
- The task based programme was more effective in developing commerce achievement among urban students than the rural students of experimental group.
- The task based programme was effective in developing commerce achievement among the students of experimental group.

9. Implications from the Study

1. The group activities on communication skills for business studies help students to enhance Commerce achievement.
2. Continuous motivation and use of teaching learning materials provide wide range of exposures to the students in learning Commerce.
3. Constant exposure in learning any new topic is necessary for effective learning.
4. The role play, simulation and Viewing and reviewing videos are more useful in developing Business skills.
5. Task based activities helped the students to develop team spirit, oneness and unity.
6. It develops students' academic achievement through participating in various interactive activities.
7. The implications of the study motivate the school teachers to carry out certain activities while teaching Commerce to the students.

References

1. Baruah, T. C. (1984). *The English teacher hand book*. New Delhi: Sterling publishers Pvt.Ltd.
2. Best J.W. and Kahn J.V. (2004), "*Research In Education*", Prentice-Hall of India Private Limited, New Delhi-110 001
3. Littlewood, W. (1981). *Communicative Language teaching*. Cambridge: Cambridge University Press.
4. Natraj, S. (2005). *Developing Communicative Skills*, V. V. Nagar: CharutarVidya Mandal.
5. U J Damyanti, (2006), "*Playway to English (Language Games)*", Published by S.Abril, S.J., Anand Press Gamdi ,Anand 388 001, India.