

“A Comparative Study of Traditional and Digital Method of Teaching Social Studies the School of Bhopal”

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ABSTRACT

Nowadays the role of Information and Communication Technology (ICT), especially internet in the value education sector plays an important role, especially in the process of introducing the technology into the educational activities. The Traditional Approach causes the different methods like lecture method, observation method, discussion method etc. The Traditional Approach is practiced in school teaching. In this methods, text book occupies an important role. Moral values are the standards of good and evil, which govern an individual's behavior and choices. Individual's morals may derive from society and government, religion, or self. Religion is important source of moral values Examples of moral values are- Honesty, respect for others, loyalty, responsibility for personal actions, generosity, and kindness and other good values .They are defined as the ideals and principles that guide how people act. Today, human values play a great role in establishing peace and protecting society. Respect is one of the most essential values that people need to have. To show respect to a person, one must be able to appreciate that person's views, qualities and behaviors. Which are of free and consumable resources. The digitalization's developing very rapidly nowadays. Therefore, in order to balance it, the whole educational system should be reformed and ICT should be integrated into educational activities.

Statement of the problem: The statement of research of this study is to understand the “Effectiveness of Information and communication technology (ICT) based teaching for teaching values in social studies to class IV in terms of Achievement ” Three hypotheses have been taken as per objectives-

1. There is no significant effect of treatment on the achievement in moral values when their score of achievement in social studies were taken as covariate.
2. There is no significant effect of gender of the achievement in social studies when their score of achievement in social studies were taken as covariate.

3. There is no significant effect of treatment and gender on the achievement in moral values when their score of achievement in teaching moral values social studies were taken as covariate.

The research design is the detailed plan of an investigation in fact, it is blue print of the detailed procedure of testing the hypotheses and analyzing obtained data. On-equivalent Control Group Design is taken by the researcher.

For the present study Non-equivalent Control group design was employed. This can be presented as follows:

O X O {O = observation}
O X O {X = Treatment }

Sample size is 72 Students

Findings of the study:

1. ICT based teaching was effective in terms of students achievement in social studies with moral values.
2. ICT based teaching was effective in terms of students reaction towards the Approach.

Treatment (ICT based teaching) produced a significant differential effect on the students Achievement moral values through in social studies.

Keywords: Digital, Traditional method of teaching, values social studies.

INTRODUCTION

Moral values are the standards of good and evil, which govern an individual's behavior and choices. Individual's morals may be derived from society and government, religion, or self. When moral values derive from society and government they, be named as the laws and morals of the society for change. An example of the impact of changing laws on moral values may be seen in the case of marriage vs. "living together." But not only are such couples more plentiful, they are also more accepted by other individuals in our society.

Moral values also derive from within one's own self. This is clearly demonstrated in the behavior of older infants and young toddlers. If a child has been forbidden to touch or take a certain object early on, they know enough to slowly look over their shoulder to see if they are being observed before touching said object. There is no need for this behavior to be taught; it is instinctive. Once, however, any form of discipline is applied to modify the child's behavior, the child now gains the capacity within himself to distinguish his right behavior from his wrong behavior. Now, the child can make correct choices based on his own knowledge. The choices that are made by an individual from childhood to adulthood are between forbidden and acceptable, kind or cruel, generous or selfish. A person may, under any given set of circumstances, decide to do what is forbidden. If this individual possesses moral values, going against them usually produces guilt.

Religion is another source of moral values.

Most religions have built-in lists of do's and don'ts, a set of codes by which its adherents should live. Individuals who are followers of a particular religion will generally make a show of following that religion's behavioral code. It is interesting to note that these codes may widely vary; a person whose religion provides for polygamy will experience no guilt at having more than one spouse while adherents to other religions feel they must remain monogamous.

Christianity goes beyond all other religions in that it is more than just a system of do's and don'ts; it is a relationship with the living God through His Son, Jesus Christ. A Christian's set of moral values go beyond society's mores and selfish instincts. Christians ideally behave correctly because they love God and want to please Him. This is at once a high calling and a low position. It is a high calling because God has required that all who love Him should keep His commandments; therefore it is an act of obedience. John 14:15 says, "If you love me, you will obey what I command." It is a low position because we must totally deny our own will to do what pleases the Lord. Christ Jesus as He lived His life on earth is our supreme example; if we pattern our behavior after Him then our lives are most valuable. John 15:10 says, "If you obey my commands, you will remain in my love, just as I have obeyed my Father's commands and remain in his love."

Some examples of moral values

Honesty, respect for others, loyalty, responsibility for personal actions, generosity and kindness are all examples of moral values. They are defined as the ideals and principles that guide how people act.

Today, human values play a great role in establishing peace and protecting society. Respect is one of the most essential values that people need to have. To show respect to a person, one must be able to appreciate that person's views, qualities and behaviors. A person should be willing to do to others what one expects other people to do to him or her. Ideally, respect is considered the most basic value from which all other social standards are derived.

Valuing the connection between human beings is important in creating peaceful coexistence and happiness. A person should be able to manage his or her reactions and feelings that could lead to misunderstandings or injury. Social standards help people to behave accordingly even when in a state of anger and to avoid any behavior lacking in respect.

Putting human values into practice helps to contribute towards morality within the society. By integrating human values with personal relations, a person can live in harmony with others.

ABOUT SOCIAL SCIENCES

Sociological factors

Social factors are the aspects that directly influence or affect lifestyles. Some important social factors include: religion, ethnicity, family, physical status, economic status, education, location, life partners, children and political systems.

There are several examples of social change that had a lasting impact on society. Examples include the Industrial Revolution, which impacted almost every aspect of American individuals, from average income to a sustained population growth and the abolishment of slavery.

There are two primary sources for social change. The first source consists of random or unique factors such as weather, climate and certain groups of people. There are also systemic factors, such as having a stable government along with an ample supply of free and available resources.

What is ICT

ICTs stand for information and communication technologies and are defined, for the purposes of this primer, as a “diverse set of technological tools and resources used to communicate, and to create, disseminate, store, and manage information.” these technologies include computers, the internet, broadcasting technologies (radio and television), and telephony.

In recent years there has been a groundswell of interest in how computer and internet can best be harnessed to improve the efficiency and effectiveness of values and education at all level and in both formal and non-formal settings. but ICT s are more than just these technologies ; older technologies such as the telephone, radio and television, although now given less attention, have a longer and richer history as instructional tools. For instance ,radio and television have for over eighty years been used for open and distance learning, although print remains the cheapest, most accessible and therefore most dominant delivery mechanism in both developed and developing countries. The use of computers and the Internet is still in its infancy in developing countries, if these are used at all, due to limited infrastructure and the attendant high costs of access.

Importance of ICT in education

Nowadays the role of Information and Communication Technology (ICT), especially internet in the value education sector plays an important role, especially in the process of empowering the technology into the educational activities. Education sector can be the most effective sector to anticipate and eliminate the negative impact of ICT (internet) in another side can be the most effective way to increase the students knowledge.

Being aware of the significant role of ICT (internet) in our life, especially in the educational activities, education authorities should be wise enough in implementing the strategies to empower ICT in supporting the teaching values and learning process in the classroom. ICT is not just the bloom of the educational activities, but also it will be the secondary option to improve the effective and meaningful educational process.

The main purpose of the Strategy for Information and Communication Technology Implementation in Education is to provide the prospects and trends of integrating information and communication technology (ICT) into the general value system in practice and educational activities.

There are some unavoidable facts in the modern education;

The ICT has been developing very rapidly nowadays. Therefore, in order to balance it, the whole educational system should be reformed and ICT should be integrated into educational activities.

The influence of ICT, especially internet (open source tool) cannot be ignored in our students lives. So the learning activities should be reoriented and reformulate, from the manual source centered to the open source ones. In this case the widely use of internet access has been an unavoidable policy that should be wisely handled by the educational institution the students have large opportunities to do with multimedia games or online games having been addicted the students will have too little time to study and even do not want to attend classes.

I think our young generation will get more and more information and knowledge by about values by browsing in the internet they can also create innovation in web design that it may be out of the formal curriculum content but it will be useful for their future.

The teachers should be the main motivator and in initiator of the ICI implementation at schools the teachers should be aware of the social change in their teaching activities they should be the agent of change of values from the classical method into the modern one.

Study habits

Study habits refer to systematic study which is related with school and college work and some other academic goals. These habits involve attentiveness, concentration, love for reading, procedure of taking notes, laboratory work, intelligent reading of the learning material, systematic work, reading for comprehension, making the study plan and following good values reserving the time for emergencies, punctuality and regularity in attending the classes.

Traditional Approach

The Traditional Approach contained the different methods like lecture method, observation method, discussion method etc. The Traditional Approach is practiced in school teaching. In this method, text book occupies an important role.

Variable of the study

Variables	Independent	Dependent	Covariate
1.	Teaching method	Achievement of values in social studies.	social studies of values in Achievement of class IV
	ICT based teaching	Study habits	Pre-test scores of Study habits.
		Study habits	

Rationale of the study

The main functional of educational research is to improve the educational procedures, existing process of teaching and system through the refinement and extension of knowledge.

The researcher in this study wants to see the effectiveness of ICT in social studies teaching. It is well accepted fact that a single teacher is not capable of giving up-to-date and complete information in her own subject. ICT provides better technology to present content, which help learner in concentrate and better understanding and long retention of information, which is not possible otherwise.

Statement of the problem

The researcher in this study aspires to measure the effectiveness of the information and communication technology (ICT) in terms of students achievement of values in everyday life. “Effectiveness of Information and communication technology (ICT) based teaching for teaching values in social studies to class IV in terms of Achievement in social studies.”

OBJECTIVES OF THE STUDY

1. To study the effectiveness of ICT based teaching in terms of :
 - (a) Achievement in social studies of class IV students, and
 - (b) Reaction of the students towards digital method based teaching and traditional method
2. To study the effect and interaction of treatment and gender on the achievement in social studies of class IV students by taking their score of achievement in social studies scores of class III as covariate.
3. To study the effect and interaction of treatment and Gender on Study habits of class IV students by taking their pretest scores of study habits as covariate.

Hypothesis of the study

1. There is no significant effect of treatment on the achievement in social studies when their score of achievement in social studies were taken as covariate with digital and traditional method of teaching.
2. There is no significant effect of gender of the achievement in social studies when their score of achievement in social studies were taken as covariate.
3. There is no significant effect of treatment and gender on the achievement in social studies when their score of achievement in social studies were taken as covariate.

REVIEWS OF RELATED LITERATURE

Rabindranath, (1982) Development of multimedia instructional strategy for teaching social studies at secondary school level, Ph.D, Edu. Msu. The main objective of the study was to develop multimedia instructional strategy for teaching and study their relative effectiveness. The main finding of the experiment suggested that the multimedia approach was better as the experimental group achieved significantly better result on the achievement test.

Paul(1985), Evaluated the effects of computer based instruction using a variety of techniques were used to synthesize the studies on the effectiveness of computer based instruction .younger

lower achievers, male and exceptional students appeared to profit most from the exposure to CAI, when study methodology was considered, stronger studies produced different result than weaker studies.

Barbara(1986), carried out a study to compare the keyboarding performance of sixth graders resulting from two different teaching methods computer assisted instruction and teacher directed instruction. Analysis of variance revealed the following significant result: females achieved higher speeds than male. The computer assisted group achieved higher speeds than teacher directed group. There was no difference in accuracy between treatment group; achievement scores, previous keyboard instruction and absenteeism were related to technique scores.

Research design

The research design is the detailed plan of an investigation .in fact, it is due print of the detailed procedure of testing the hypothesis and analyzing obtained data. The research design may be defined as a sequence of those steps taken ahead of the time to ensure that the relevant data permits objectives analysis of the different hypothesis formulated with respect to the research problem.

Design of the study

In educational research it is not possible to control the situation in an adequate manner. No school will allow its class section to be disturbed or organized on a random basis. The practical reality therefore warrants the use of an experimental design with the least interference of the on going arrangements. Such design are known as “quasi experimental design”. In these designs researcher is able to control only some of the sources of internal validity. These provide control of when and to whom the measurement is applied, but because random assignment to experimental and control a treatment has not been applied, the equivalence of the group is not assured.

Compbell and Stanley (1963) suggested many quasi experimental designs. On-equivalent Control Group Design is one of the experimental designs. This design is often used in classroom experiments when experimental and control groups are such naturally assembled groups. The difference between the mean of the 01 and 02 scores and the difference between the mean of the 03 and 04 scores are tested for statistical significance.

For the present study Non-equivalent Control group design was employed. This can be presented as follows:

O X O

O X O

O=Observation

X=Treatment

Sample

Most of the educational phenomena consist of large number of units. It

would be impractical to observe each unit of the population under controlled conditions in order to arrive at the principle having universal validity. Some populations are so large that their study would be expensive in terms of time, money, effort and manpower. Sampling is a process by which a relatively small number of individual objects or events are selected in order to find out something about the entire population from which it was selected.

For conducting the present study, keeping in view the limitations and resources available with, the method of random sampling has been used.

The researcher which collects information from all the students that are conveniently available and willing to cooperate for providing information, the sample is called incidental sample.

Bal Bhawan School, Shyamla Hills, Bhopal was selected randomly. Two sections of the Class 4th was selected randomly from the five sections. From these two sections, one section was designated as control group. Experimental group was taught values through the ICT based teaching and the control group was taught through the traditional approach. Each group was having 36 students. The distribution sample (boys and girls) are presented in Table 3.1.

Table: 3.1: Group-wise and Gender-wise Distribution of Sample

Group	Boys	Girls	Total
Experimental	22	14	36
Control	22	14	36
Total	44	28	72

Data Gathering Tools

To select or construct appropriate tools for the study is an important aspect of any research study. In the present study the researcher has used one standardized tool and constructed two tools keeping in view the objectives of the study. For the present study, the variable, Achievement in social studies with moral values taken as dependent variable. Study habits and teaching strategies are independent variables. For measuring these dependent variables the tools used were presented under different captions.

Study Habits Inventory

This tool was developed by Dr. B.V. Patel. It consists of 40 items designed to find out the good study habits and caring values among the students. Some items are marked from 5-1 and some others are marked from 1-5. Marking is done according to the responses given by the students.

Constructing Achievement test

The test consists of multiple choice Questions only. The number, type and marks of the table below:

Details of the Item Achievement test

S.N.	Types of Questions	No. of Questions	Total Marks
1	Multiple Choice	40	44
Total		40	44

1. The students will be able to learn values through social studies with interest.
2. The students will be able to understand the nature of values in social studies.
3. The students will be able to develop confidence on values in social studies.

Statistical techniques used

For studying the effect of treatment and gender on achievement in 2X2 factorial design ANCOVA of unequal call size was used.

Schematic representation of the study

Activity	Experimental group	Control group	Time
Group Information	Section A was designated as experimental group and taught through the ICT	Section B was designated as control group the Traditional Method	
Pre-testing	1.Study habits	1.Study habits	45 minutes
Treatment	Value related Ten lesson were taught through ICT	Value related Ten lesson were taught through the traditional method	40 minutes each
Post testing of the Variable	Criterion test (Achievement test in social studies).	Criterion test (Achievement test in social studies).	50 minutes
Administration test	1.Study habits	1.Study habits	45 minutes
Administration of Reaction Scale	Administration of Reaction Scale	-----	30 minutes

Effectiveness of Teaching Moral Values in Social Studies through ICT based and Traditional method.

An Achievement test was developed by the Investigator to measure the Achievement in Social Studies of the students. The test consisted of 40 items. the total marks of the Achievement test were fourty. The test was administered to both the groups. Effectiveness of the ICT based teaching in terms of reaction of the students towards the teaching approach. A reaction scale developed by the investigator was administered to the students of Experimental group after the completion of teaching of ten lessons.

Statement-wise Responses of the students (given in the percentages)

S.No	Statements	Strongly Agree(SA)	Agree (A)	Undecided (UD)	Disagree (DA)	Strongly Disagree
1	Learning through this type of material is time consuming.					
2	Sometimes it is boring to learn through this material					
3	Learning through this material is an interesting experience.	92	8			
4	I feel motivated while learning through ICT.	86	10			
5	I feel happy and active in the class when the teacher taught through ICT.	90	6	3	1	
6	Provision for different examples for illustrating a concept helped me to learn with comprehension.	84	15	1		
7	Linkages of different concepts in the content were well-organized.	90	6	3	1	
8	Study through this package develops a competitive attitude.	75	20	3	2	
9	Studying through this material motivates the students to explore examples other than those given in the text-book.	89	6	3	2	
10	Matter based on ICT give chance to think independently.	92	6	2		

F-values for Effect and Interaction of Treatment and Gender on study Habits

Sources of variance	df	SS	MSS	F-Value
Treatment	1	13189.57	13189.57	171.014*
Gender	1	69.8	69.8	.906
Treat X Gender	1	3.06	3.06	.040
Error	67	5167.42	77.15	
Total	72	18429.9	13339.58	

*Significant at 0.01 level

Mean and SD of the Boys and Girls of Experimental and control Group for study Habits

Treatment	Experimental group			Control Group			Total
Gender	N	Mean	SD	N	Mean	SD	
Boys	22	1.48	1.026	22	1.21	9.24	44
Girls	14	1.51	7.043	14	1.23	9.52	28
Total	36	1.49		36	1.22		72

Effect of Treatment on study habits

The F-value of 171.014 for the Treatment is significant at 0.01 level with df equal to 1/67. It indicates that the Treatment produced a significant differential effect on the study habits. In other words, the adjusted mean score of the study of the students though through the ICT differs significantly from that of their counterparts taught through the Traditional method of teaching.

Findings

Following are the findings of the study:

1. ICT based teaching was effective in terms of students achievement in social studies with moral values.
2. ICT based teaching was effective in terms of students reaction towards the Approach.
3. Treatment (ICT based teaching) produced a significant differential effect on the students Achievement moral values through in social studies.
3. Gender did not produce any differential effect on the students Achievement moral values through in social studies.
4. The interaction of treatment and gender did not produce any differential effect on the students Achievement moral values through in social studies.

CONCLUSION

By analyzing the hypothesis it was found that Teaching with ICT is better than that of Traditional Approach so far as Achievement Moral values through in social studies is concerned. Thus ICT based teaching, are beneficial and it should be adopted by the teachers consequently to increase the Achievement in social studies among the Students.

Suggestions for further study

1. Software packages need to be developed for training of teachers to teach social studies.
2. Opinion of parents and teachers towards ICT based teaching can be analyzed.
3. Role of ICT based teaching in enhancing the personality of the students can be studied.

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