

EFFECTIVENESS OF INTEGRATED INSTRUCTIONAL STRATEGIES FOR TEACHING GEOGRAPHY AMONG HIGHER SECONDARY SCHOOL STUDENTS.

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ABSTRACT

Instructional strategies are technique; teachers use to help students become independent, strategic learners. These strategies become learning strategies when students independently select the appropriate ones and use them effectively to accomplish tasks or meet goals. It would be difficult to teach complex geographical process effectively without the integration of multi strategies. It is an experimental study, all units in the sample was not taken. The study was limited to only few topics selected from the syllabus of X11 standard within these limitations investigator tries the level best to find the effectiveness of integrated instructional strategy-based learning. The present study is an attempt to develop instructional strategies for teaching Geography among secondary school students. Appropriate statistical techniques were used by the investigator.

Keywords: *effectiveness, integration, instructional strategies, teaching, geography, higher secondary students.*

1.1 INTRODUCTION

“Without universal education, in other words, winning the war against illiteracy and ignorance, we cannot also win the war against disease, squalor and unemployment. Without universal and high standard education we can only go so far but not far enough in breaking the cycle of poverty.” – Gordon Brown, UN Special Envoy for Global Education

Education is the backbone of every nation and plays an important role in the overall development of individuals and in the progress of the society. Education is intact a process of training the individual through various experiences of life so as to draw out the best in him. The aims of education are related to the aims of life, which in turn are determined by the philosophy of life. Instructional strategies are technique; teachers use to help students become independent, strategic learners. These strategies become learning strategies when students independently select the appropriate ones and use them effectively to accomplish tasks or meet goals. By reintroducing innovative instructional strategies, educationist intends to recalibrate teacher's attention and concentration towards the significance of some factors of critical importance to effective learning such as 'very affective filtration', 'exposure', 'purposeful communication', 'attention' and some other crucial significant context variables like motivation and active engagement of all learners in the process of active learning. In this context, analysis of usage of existing instructional strategies and need for new strategies has come a fundamental element of present Geography learning. Hence, new instructional strategies have come powerful way to successfully achieve a number of educational goals, mainly confined to integrative instructional strategies.

1.2 STATEMENT OF THE PROBLEM

It would be difficult to teach complex geographical process effectively without the integration of multi strategies. So the investigator presumes to study the *“Effectiveness of Integrated instructional strategies for teaching Geography among higher secondary school students”*.

NEED AND SIGNIFICANCE OF THE STUDY

Several research studies are undertaken and accomplished year after year. But in most cases very little attention is paid to an important dimension relating to geography, namely, that of teaching geography. The need, therefore, is for those concerned with research i.e., teaching geography to pay due attention to designing and adhering to the appropriate strategies throughout for improving the quality of teaching geography. Neelima (2013) conducted a study on effectiveness of learning package on language games for vocabulary in Malayalam among upper primary school students. Experimental method was used for the study. The findings of the study revealed that learning package on language games is so effective for vocabulary in Malayalam. Indukala (2014) conducted a study on effectiveness of computer assisted instruction on achievement in Geography at secondary school students. This study was an experimental study with pre-test post-test non equivalent group design. The findings of the study reveal that the computer assisted instruction strategy is more effective for teaching Geography of secondary school students. The present study is mainly focused on the effectiveness of integrated instructional strategies for

teaching geography. From what has been stated above, we can say that new methods and strategies are needed to improve teaching geography. In this context there exists a wide gap in research study concerning the importance of new strategies in teaching geography. The investigator requires an adequate familiarity with the works that have already been done in the particular area of his or her choice. Majority of the present geography teachers do not follow suitable learning strategy. The present study intends to identify what new methods or strategies are adequate to make subject geography more interesting.

OBJECTIVES

1. To test the effectiveness of integrative instructional strategies for teaching Geography among higher secondary school students.
2. To assess the mean pre-test achievement score in Geography among Secondary School students of both control and experimental group.
3. To compare the mean post-test achievement scores in Geography of experimental group with that of the control group.

HYPOTHESES.

1. Divergent strategies are effective for teaching geography among higher secondary school students.
2. There exists significant difference between mean pre-test achievement scores of pupils in the experimental group and control group.
3. There exists significant difference between mean post test achievement scores of pupils in the experimental group and control group.

METHODOLOGY

The Experimental method is used for the present study. The selected population of the study is higher Secondary School students in Malappuram district of Kerala state. 100 students from two divisions of X11 standard were selected as the sample for the study..

TOOLS

1. Teaching module based on integrative instructional strategies.
2. Lesson template based on problem solving method for teaching Geography.
3. Achievement score in Geography (as pre-test and post- test).

STATISTICAL TECHNIQUES

For the present study the following statistical techniques were used. They are:

1. Arithmetic Mean
2. Median
3. Mode
4. Standard Deviation
5. Critical Ratio
6. t- test

ANALYSIS AND INTERPRETATION

In fact, it is a search for broader meaning of research findings. Utility of research findings lie in proper interpretation.

Comparison of achievement in Geography of the experimental group and control group based on pre-test and post- test scores.

To find out the effectiveness of integrated strategy based learning, the pre-test and post- test scores of the experimental group and control groups were compared using t-test.

Table 4.1
Descriptive Statistics for the pre test scores of the
Experimental and Control group in achievement in Geography.

Statistical calculation	Values obtained	
	Experimental group	Control group
Mean	6.025	6.45
Median	5	6
Mode	4	7
Standard deviation	2.80	2.92
Skewness	0.771	0.558
Kurtosis	0.168	0.0604

The maximum score awarded for the achievement in Geography was 30. The low values of mean (6.025, 6.45) and median (5, 6) indicates that the pupils in both the experimental group and control groups did not get high scores in the pre-test.

The arithmetic mean of the scores obtained by experimental group is 6.025 and that obtained by control group is 6.45. The difference in mean is 0.425. This shows that the two groups did not differ very much in their performance.

The median value obtained for the experimental group is 5 and that of the control group is 6 which show that about 50% of the pupils in the experimental group scored above 5 and, 50% of the pupils in the control group scored above 6. The median value also shows that the two groups did not differ very much in their achievement in Geography before the experiment.

The mode value obtained for the experimental group is 4 and that for the control group is 7. The mode value indicates that most repeated scores in the experimental group and control groups are 4 and 7 respectively.

The standard deviation of experimental group is 2.80 and that of control group is 2.92. These values show that there is only very mild variation in the pre-test scores of the pupils.

The skewness obtained for the scores of the experimental group is 0.771 and that for the scores of control groups is 0.558. It reveals that distribution for experimental group and control groups is positively skewed.

The kurtosis value of experimental group is 0.168 and control group is 0.0604. As both the values are greater than that of 0.263, the distribution is platykurtic.

Comparison of pre-test scores in achievement in Geography of students in the experimental and control groups

The differences between the mean pre-test scores of the two groups were tested for significance by finding the critical ratio. The data and result of the test of significance are given in the Table 4.2

Table 4.2
Data and result of test of significance of pre test Scores in achievement in Geography of experimental and control group

Groups	No. of pupils	Mean	Standard deviation	Critical ratio	Level of significance
Experimental group	50	6.025	2.79	0.6643	Not significant at 0.05 level
Control group	50	6.45	2.92		

The critical ratio obtained for the comparison of pre-test scores of achievement in Geography of both groups is 0.6643 which is not significant even at 0.05 level. This shows that there is no significant difference between the means of the pre-test scores of pupils in the experimental group and control group. Therefore the two groups do not differ significantly in their achievement or the two groups were more or less in their same performance.

Comparison of post-test achievement score in geography of pupils in the experimental and control groups.

Data and result of test of significance of post-test scores in achievement in Geography of the experimental and control groups.

Groups	No. of pupils	Mean	Standard deviation	Critical ratio	Level of significance
Experimental group	50	23.05	3.46	5.11	significant at 0.01 level
Control group	50	18.8	3.95		

The mean post-test scores of the experimental group (23.05) is greater than that of the control group (18.8). The critical ratio obtained is 5.11 which is highly significant at 0.01 level. Since the mean of experimental group is greater than that of control group, it is inferred that experimental group is better than the control group after treatment.

The observed difference is significant (CR=5.11, P<0.01) when the post-test mean scores of control and experimental groups, were tested for statistical significance. So the hypothesis there exists significant

difference between mean post test achievement scores of pupils in the experimental group and control group is accepted.

CONCLUSION

From the analysis it is very clear that integrated new strategy based learning is superior to problem solving method. The findings and conclusions thus obtained have been summarized with implications. With using different strategy media based learning we can provide motivation and engage students in the learning process in a positive way. With integrated strategy students can reinforce and consolidate their knowledge and improve their achievement. New integrated strategy offers a safety environment to test and learn by their own so that the information becomes meaningful when students understand its use. Developed strategy is the best to turn the geographical information in meaningful content.

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Happiness is not something ready-made. It comes from your own actions.

~ Dalai Lama