TEACHER EFFECTIVENESS IN RELATION TO EMOTIONAL INTELLIGENCE AND ATTITUDE TOWARDS TEACHING PROFESSION

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Abstract

The present study was undertaken with the purpose of studying effect of multimedia instructional strategy on achievement in English poetry at secondary stage. This study was conducted on a sample of 100 students of private schools of IX standard of Amritsar District. The results indicates: 1) Achievement of group taught through multimedia instructional strategy is significantly higher than that of group taught through conventional method of teaching 2)There is no difference in achievement of boys and girls adolescents taught through multimedia instructional strategy.

Keywords : *Multimedia instructional strategy, Achievement in English*

As technology is the need of the day, the technological advancements have made society take a leap towards success. Every technological reform is a small step towards advancement. Every invention in technology is a step towards the progress of mankind. When we know that technology is found to be part of their future, it is best to introduce them to it during school life. Studies have shown that children conversant with technology show improvement in their writing, reading. Technology has also contributed to the decrease in dropout rates, improvement in student attendance and enhancement in their learning abilities. One of the ways to provide such a technology supported learning environment is to facilitate the teaching learning process. It is worth noticing that the use of multimedia has maximized the effectiveness of teaching learning process specifically in terms of student's outcomes in the form of achievement gains. Research has shown that the use of multimedia can aid in the comprehension and retention of student learning (Cronin & Myers, 1997; Large, Beheshti, Breuleux & Renaud, 1996; Tennenbaum, 1998) and influence the quality of teaching learning. it has changed the role of students in the learning process, Enrichment of the learning experience and motivation to students, Facility to control the learning process of the student themselves, Allowing students to review or revisit material, Enhancing student understanding by the addition of visual forms of presentation, Promoting the cognitive theory of multimedia learning which ultimately results in meaningful learning, Benefit in terms of increased quality and relevance and contextualization in learning.

The inclusion of technology in learning makes learning an enjoyable activity, thus inviting greater interest from kids. Technology not only benefits the school students but also eases the office work. The realization of technology in schools and its implementation is a necessity. (Oak, 2011). Multimedia as product and application can have potential roles in enhancing learning. Certainly multimedia resources are increasingly embraced in elementary and secondary education. On the contrary, multimedia in higher education has not been met with enthusiasm (Dawood, 2008). The conventional way of teaching and learning is empowered with the advent of multimedia technology. Multimedia technology also enriches the content of computer based education by providing media rich study materials for students (Brown, 1995).

Multimedia technology empowers the teaching learning process. It allows educators to include multiple media into the teachings materials and makes the study more interesting or even more motivated. It improves the quality of education as well as the interaction between teachers and the students. At present for teaching English poetry, the traditional method such as lecture method with inductive and deductive approach are being followed. But these are incomplete as a result the learners are facing lot of problem in learning poetry due to which the students lose interest towards learning English poetry. Hence, there is a need of alternative method based on ICT which can greatly enhance teaching and learning poetry. In the present study, the investigator has studied effect of multimedia instructional strategy on achievement in English poetry at secondary stage.

Method

Sample

1. A sample of 100 students of private schools of IX standard was included in the study. The students were equally divided into two group's i.e experimental and control group.

Measures

1. Achievement Test (pre and post) prepared by investigator.
2. Power Point Presentations on different topics of English poetry prepared by investigator.

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Procedure

Present study falls under the domain of experimental research. This study was conducted on a sample of 100 students of private schools of IX standard of Amritsar District. Achievement Test was applied as Pre Test and Post test. Experimental group was taught with PowerPoint presentations (multimedia instructional strategy) prepared by investigator. In order to analyze and interpret data, statistical techniques such as Mean, Standard Deviation and t-test were used.

Results and Discussion

Table 1: Mean, S D and 't'-value of Experimental and Control group

Group	N	Mean gain score	S.D.	SED	t-value
Experimental	40	5.95	1.51	0.36	7.13**
Control	40	3.38	1.66		

**Significant at 0.05 level (Critical value 1.96 at 0.05 and 2.58 at 0.01 level, df 78)

It may be seen from the table 1 that the mean gain scores on achievement in English poetry of experiment group i.e. group taught through multimedia instructional strategy is 5.95 which is higher than the corresponding mean gain scores of 3.38 for the control group i.e. group taught through conventional method of teaching. The t-value testing the significance of mean gain difference on achievement in English of two groups is 7.13, which in comparison to table value was found to be significant at 0.01 level of significance. The result indicates that the achievement of group taught through multimedia instructional strategy was found to higher than that of conventional method of teaching. Thus Hypotheses No.1, "The mean gain scores of achievement of group taught through multimedia instructional strategy is significantly higher than that of group taught through conventional method of teaching" is not rejected.

Table 2: 't' value of mean gain scores of Boys and Girls of Experimental Group

Gender	N	Mean	S.D.	SED	t-value
Boys	20	6.30	1.49	0.49	1.43
Girls	20	5.66	1.66		

It may be seen from the table 2 that the mean gain scores of boys is 6.30 which is higher than the corresponding mean gain score of girls ie. 5.66 of group taught through multimedia instructional strategy. The t-value testing the significance of mean gain difference on achievement in English of boys and girls is 1.43 which in comparison to the table value was not found to be significant. Thus Hypothesis II, "There will be no significant difference in the mean gain scores of achievement of boys and girls adolescents taught through multimedia instructional strategy" is not rejected.

EDUCATIONAL IMPLICATIONS

1. The school authorities should encourage teachers in using multimedia strategy as use of multimedia increases the concentration of students.
2. The teachers should be trained in preparing multimedia presentations by organizing workshops.
3. Technical assistance should be provided to the techno-phobic teachers.

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