



A STUDY OF THE EFFECTIVENESS OF ADVANCE ORGANIZER MODEL ON STUDENTS' ACHIEVEMENT IN ECONOMICS

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Abstract: Education is the training for life for complete living. It has become a complex process with the passage of time because of the complex nature of modern industrial civilization and explosion of knowledge due to scientific discoveries and inventions. Education not only plays an important role in the teaching learning process, but also develops the innovative characteristics as confidence, economical standard and moral values in an individual. To meet the challenges of time and educational aspiration of society, there is need for an effective system of education. A traditional teacher equates the teaching with telling. But the task of a modern teacher is not only different but requires a varied and diversified approach. To raise achievement and hence to improve the quality of education in the classroom and to make the effective use of school curriculum, it is required to select and implement the appropriate teaching strategies. The research for good teaching models has agitated the minds of Bruce Joyce and Weil Marsha. They have grouped the models of teaching into four families as per the nature of specific objectives to be achieved through these models. The present study is an effort in the direction of comparing the achievement of two groups of students- one taught economics through 'Advance Organizer Model and other with conventional method. It was found that the group of students taught economics through A.O.M.-Advance Organizer Model has scored significantly higher on the criterion achievement test.

Keywords: Advance Organizer Model (AOM), Conventional Method of Teaching, Effect

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INTRODUCTION:

Education is the initiation into something worthwhile. It develops the innovative characteristics as confidence, economical standard and moral values in an individual. Education has become a complex process with the passage of time because of the complex nature of modern industrial civilization and explosion of knowledge due to scientific discoveries and inventions. As education plays a vital role in building of a nation, the progress of nation in various spheres like science, technology, economics, literature, commerce etc. depends on an effective planned system of education. Generally, a traditional teacher equates the teaching with telling, but the task of a modern teacher is not only different but requires a varied and diversified approach. To raise achievement and hence to improve the quality of education in the classroom and to make the effective use of school curriculum, it is required to select and implement the appropriate teaching strategies. Crawford and others (1972) found that some new curricula and instructional strategies result in superior learning by pupils as compared to more conventional approaches. The research for good teaching models has agitated the minds of Bruce Joyce and Weil Marsha. They have grouped the models of teaching into four families as per the nature of specific objectives to be achieved through these models:

1. Information Processing Models
2. Social Interaction Models
3. Personal Models
4. Behavior Modification Models

Information Processing Models: They refer to the ways people handle stimuli from the environment, organize data, sense problems, and generate symbols.

Social Interaction Models: These models give priority to improvement of the individuals' ability to relate to others, to improvement of democratic process, and to the improvement of the society.

Personal Models: these models emphasize the process by which individuals construct and organize their unique reality. They give much attention to emotional life.

Behavior Modification Models: The models in this group emphasize on changing behavior from less productive to more productive patterns.



The Advance Organizer Model, taken for the present study, belongs to the family of 'Information Processing Models'.

The **Advance Organizer Model**, designed by Ausubel, is a deductive Information Processing Model. This model acts as a cognitive roadmap, guiding the students over the new content to be learned. To ensure that these new ideas are retained and connected to existing cognitive structures, the teacher helps students determine the relationship between the new and the old and among the new ideas themselves.

Instructional Effects of Advance Organizer Model:

1. Conceptual Structures
2. Meaningful assimilation of information and ideas

Nurturant Effects of Advance Organizer Model:

- ❖ Interest in inquiryAwareness
- ❖ Tolerance of ambiguity (but appreciation of logic)

The above said model is based on Ausubel,s ideas about subject matter, cognitive structure, active reception learning, and advance organizers. Advance organizer is a bridging strategy that provided a connection between one unit and another. Advance Organizers are rich and powerful transition statements (Heinich, Lolenda and Russel, 1989; Stollaok, 1998; West and Wolff, 2001).As reported in the fourth, fifth and sixth surveys of research in Education, there is need to investigate the effectiveness, usefulness and validity of models of different families. Teaching through "Models of Teaching" is a recent approach. Though some of the theories, on which teaching models are based, may not be very recent, but the manner in which Joyce and Weil (1995) have intricately interwoven educational purposes, learning theories and teaching strategies, is novel and very promising as it includes a rationale of its likely effectiveness and provides a strategy to analyze the education process. Gupta Suman (1991) checked the effectiveness of Advance Organizer Model of Ausubel in developing the teaching competence of student teachers and their attitude towards teaching and found this model effective than traditional method. The studies of Callahan, 2000;Umar 2000; Underhill, 2001 and Calandra, 2003; conclude that Advance Organizer Model is more effective than conventional method. Singh Perminder, (2004) studied the effect of concept attainment modal and advance organizer modal on scholastic achievement in Physics as



related to intelligence and achievement motivation of ninth class students. He found that both A.O.M. and C.O.M. are superior to traditional method of teaching.

STATEMENT OF THE PROBLEM:

A Study of the Effectiveness of Advance Organizer Model on Students' Achievement in Economics

KEY WORDS:

Advance Organizer Model (AOM)- this helps in linking the new information with the cognitive structure of the person.

Conventional Method of Teaching- In this method, the teacher is the only active participant in the teaching learning process and the students are the passive listeners.

Effect- In this study, effect referred to a particular treatment given to a subject to bring about desired behavioral change. This change was observed in achievement in Economics through both pre and post treatment criterion test.

OBJECTIVES:

1. To compare the mean achievement scores, on criterion achievement test in Economics, of two groups of students, one to be taught Economics with Advance Organizer Model and other with Conventional Method of teaching, before experimental treatment.
2. To compare the mean achievement scores, on criterion achievement test in Economics, of two groups of students, one to be taught Economics with Advance Organizer Model and other with Conventional Method of teaching, after experimental treatment.
3. To compare the gain scores, on criterion achievements test in economics, of two groups of students, one to be taught economics with Advance Organizer Model and other with Conventional Method of teaching, after the experimental treatment.

HYPOTHESES

H1: There is no significant difference in mean achievement scores, on criterion achievement test in Economics, of the two groups of students, one taught Economics through Advance Organizer Model and the other through conventional method, before the experimental treatment.



H2: There is no significant difference in the mean achievements scores, on criterion achievement test in economics, of the two groups of students, one taught economics through Advance Organize Model and the other through conventional method, after the experimental treatment.

H3: There is no significant difference in the mean gain scores, on the criterion achievement test in economics, of two groups of students, one taught economics with Advance Organizer Model and other with conventional method of teaching, after the experimental treatment.

METHODOLOGY:

Experimental Research Method was used.

Sample: a sample of 60 students of ninth class was taken from two schools namely D. A. V. School Rohtak (30) and Shiksha Bharti Public School Rohtak(30).

TOOLS:

Criterion Test in Economics (MCQ type-developed by the investigator).

Lesson plans were also developed according to A.O. M. and Conventional Method.

Statistical tool: t-test was applied for testing the significance of difference between the mean scores of student's achievement at pre- test as well as at post-test stage.

Table -1

Difference In Pre –Test Mean Scores Of The Students On Achievement In Economics

groups	N	M(X)	S.D	t' Value	Remarks
A.O.M. (experimental group)	30	23	1.713	2.19	not significant
C.M.(control group)	30	21.86	2.282		at 0.01 level of significance

It is evident from the table-1 that t-value is 2.19 which is insignificant at 0.01 level of significance. It means that there is no significant difference between the mean scores of the two groups of students, one to be taught Economics through A.O.M. (Advance Organizer Model) and other through C.M.(Conventional Method), at pre-test stage.

Table -2

Difference In Post –Test Mean Scores Of The Students On Achievement In Economics

groups	N	M(X)	S.D	t' Value	Remarks
A.O.M.(experimental group)	30	47.2	3.2496	6.95	Significant
C.M.(control group)	30	39.77	4.868		at 0.01 & 0.05 level of significance

It is evident from the table-2 that t-value is 6.95 which is significant at 0.01 as well as at 0.05 level of significance. It means that there is significant difference between the mean scores



of the two groups of students, one taught Economics through A.O.M. and other through C.M. This table also reveals that at post-test stage, the mean score of 47.2 of students of experimental group is higher than the mean score of the control group which is 39.77. This indicates that achievement in Economics of the students of experimental group is higher than that of the control group, after the treatment.

Table-3

Difference In Mean Gain Scores Of The Students On Achievement In Economics

groups	N	M(X)	S.D	t' Value	Remarks
A.O.M.(experimental group)	30	24.2	1.536	11.48	Significant
C.M.(control group)	30	17.9	2.586		at 0.01 & 0.05 level of significance

Table-3 indicates that t-value of 11.48 for difference in the mean gain achievement scores in Economics of students of experimental group and control group, is significant at 0.01 as well as at 0.05 level of significance. The mean gain score of 24.2 of the students of experimental group is higher than that of the control group which is 17.9. It means that the students of experimental group have gained higher than the students of control group in achievement in Economics.

FINDINGS OF THE STUDY:

- ❖ No significant difference was found in the mean achievement scores, on the criterion achievement test in Economics, of two groups of students, one taught Economics with Advance Organizer Model and the other with Conventional Method, at pre-test stage.
- ❖ The group of students taught Economics through Advance Organizer Model has scored significantly higher on criterion achievement test than the group of students taught Economics through Conventional method, at post-test stage.
- ❖ The group of students taught Economics through Advance Organizer Model has scored significantly higher gain on the criterion achievement test than the group of students taught Economics through conventional method, at post-test stage.

CONCLUSION:

On the basis of the study, it can be concluded that the Advance Organizer Model is better than Conventional Method of teaching and hence should be used in teaching Economics for better teaching- learning output.



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