

EFFECT OF DIGITALIZED TEACHING ON ACHIEVEMENT AMONG SENIOR SECONDARY SCHOOL STUDENTS: AN ANALYTICAL STUDY

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ABSTRACT

The present study has analyzed empirically, the effect of digitalized teaching on biology achievement among senior secondary school students. For this purpose, a sample of 326 students was selected randomly from private senior secondary schools affiliated to CBSE of Rohtak district from Haryana State. A self developed Achievement Test in Biology was administered to assess the achievement of the students. Three-way ANOVA with 2×2×2 factorial design was used to study the main and interaction effect of mode of teaching (digital teaching system vis-a-vis traditional teaching system), locality (rural and urban) and gender (male and female) on achievement of students. Hartley test of homogeneity was used to test the assumption of homogeneity of ANOVA. Main effect of mode of teaching; and locality on academic achievement of students was found significant whereas main effect of gender was found not significant. Further Interaction effect of mode of teaching & locality was found significant on the achievement whereas no significant interaction effect of mode of teaching & gender; and locality & gender was reported. However it was found that mode of teaching, locality & gender had a significant effect on student's achievement. The study suggested that inclusion of digitalized teaching methods has a positive effect in teaching learning process.

KEY WORDS: Mode of teaching, locality, digital teaching system, traditional teaching system, gender and academic achievement etc.

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