



Study of effectiveness of Role Playing method on academic achievement of students in Civics .

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Abstract

The Modern technology is often exciting, entertaining and informative, however with the exception of the computer, most of it is a still tool of passive learning. And expensive tools that are not always available. Active learning can have a profound affect on learning. And as a teaching method, role-playing produces and encourages active learning by students.

The present study attempts to assess the effectiveness of traditional teaching and Role Playing Method on students of std.9th of Rashmi High School, Phulenagar, Pune, by applying experimental method and two group post test design.

Researcher used achievement test for data collection. Mean and 't' test are used as statistical tools. Students were found to have benefited in learning through this highly "verbalized" method, involving communication through words, confidence in speaking the student's knowledge as well as retention level, increased after using the Role Playing Method.

Keywords: *Role playing Method, Retention, Modern Technology.*

Introduction:

The present research works attempts to find out the effectiveness of Role Playing Method. The main purpose of Role Playing Method is to facilitate subject-matter learning through the dramatization of literary, historical works and historical or current events.

Role playing provides the student with a dramatic confrontation and clarification of (1) his relations with others, (2) his information about and expectations of society, (3) his evaluation of himself and his life style, and (4) the ways in which academic material may be relevant to his daily tasks.

Role Playing Method provide individual instruction to students keep in view their personal abilities and interest and make the learning process effective.

Need & Importance:

All too often the education of students has mostly consisted and found from the very textbooks that students possess. of textbooks, blackboards and lectures. The student has often played the role of the audience, passively effective. The new technology is often exciting, entertaining and informative, however with the exception of the computer, most of it is a still tool of passive learning. And expensive tools that are not always available. Active learning can have a profound affect on learning.

As a teaching method, role-playing produces and encourages active learning by students. facilitate subject-matter learning through the dramatization of literary and historical works and historical or current events. Therefore, there is a need of Role Playing Method in our traditional system.

Statement of the problem:

“To study the effectiveness of teaching civics fundamental rights regarding(achievement test) using role playing method for 9th std students.”

Operational Definitions:

Role Playing Method-Role playing is a teaching strategy is a problem solving technique in which students are asked to act out a role, one that they would not normally be in (Shaftel 1982).

Standard Nine students-

A homogeneous group of students studying in standard nine, sharing almost same characteristics such as a school,age,classroom and undergoing same structured syllabus. These students have passed the eighth standard and share the same socio-economic status.

Effectiveness-

Effectiveness is producing the desired effect after the implementation of the program.

Objectives-

- a) To select the Civics unit for teaching by Role Playing Method.
- b) To prepare a plan by teaching role playing method.

- c) To teach with the help of the Role playing method to students of std 9th.
- d) To test and compare the effectiveness on academic achievement of traditional teaching and Role playing method.

Assumption:

Students know the objectives of the constitution.

Hypothesis:

There will be no significant difference in the post tests scores of traditional teaching and by using role playing method.

Research Methodology:

The method of research was experimental method.

Research Design:

Two group equivalent post test design.

Population and Sample:

All 9th Std. students studying in English medium School of S.S.C. board, in Pune City.

Sample:

Purpose sample was selected for the study which consisted 60 students from Rashmi English Medium school, Pune city.

Statistical Technique-

The researcher used mean and t-test statistical techniques for the analysis of data.

Variables-

Dependent Variable:

The dependant variable was the achievement of the students.

Independent Variable:

The independent variable was the plan of role playing prepared by the researcher.

Limitations:

- The interest the attention of each student was difficult to control during teaching learning.
- The study conducted was limited to students on division of standard nine.

Delimitation:

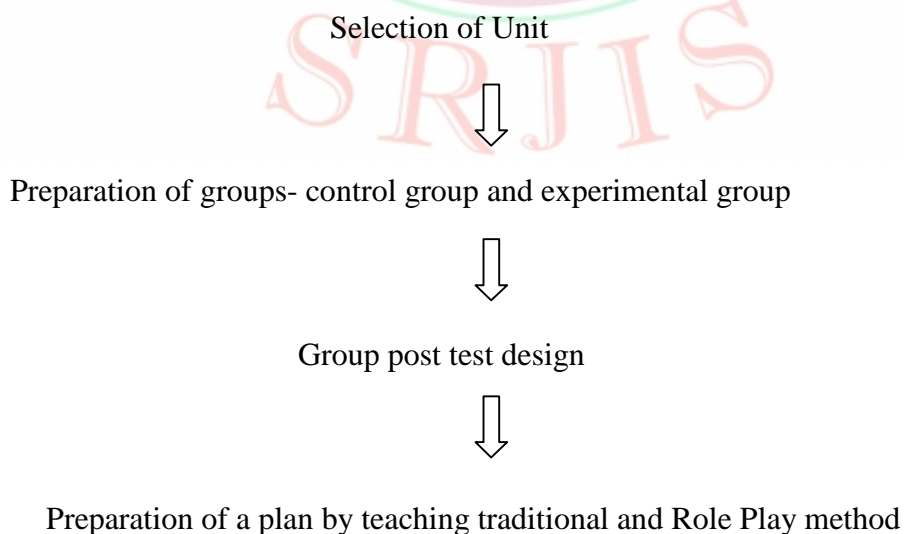
- Only one English medium school was selected for the study.
- Only 60 students from standard nine were selected for the study.
- Only selected civics unit was taken for the study.

Methodology of the conducted study-

Tool:

The tool used by the researcher was an achievement test followed by a traditional teaching and role play method.

Administration of the programme:





Teaching with the traditional and Role Playing Method.



Administration of post test

Data Collection-

The data for the study was collected through post-tests based on the score of achievement tests.

Data Analysis:

Significance of mean values of achievement between control and experimental groups at the post test

Group	N	Mean	S.D.	t-value	Level of significance
Experimental group	30	15.79	1.99	10.07	0.01
Control group	30	11.57	1.52		

Testing of hypothesis-

At the post tests level the mean values of achievement differ significantly between the control and experimental group.

Table shows that there is significant difference in the achievement at the posttest level among the two groups. The t-value indicates that the difference is highly significant at the 0.01 level.

Thus it can be said that the teaching by role play improves the retention and recalling of knowledge.

Conclusion-

From the above data analysis the following conclusions were drawn-

- Role playing teaches important lessons, that are ,competition, co-operation and empathy.
- Participation in role play allows students to make decisions, and through feedback students learn how to adjust his words and actions to produce more likeable results.
- Role play allows for the interaction between classmates and peers.
- Role play also allows introverted students to speak out.
- The teacher is also able to see the various capabilities of students at the same time.
- Students enjoy playing and learning through play would become easier.
- Role playing provides the student with a dramatic confrontation and clarification of (1) his relations with others, (2) his information about and expectations of society, (3) his evaluation of himself and his life style, and (4) the ways in which academic material may be relevant to his daily tasks.

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