ABSTRACT

In a democratic country like India, education has its own worth. The commitment of our nation to ‘Education’ is reiterated by the Right to Education Act passed in the Parliament on 4 August, 2009. The equality of education envisaged by the Indian Constitution will be meaningful only when equality of learning outcome becomes a goal of education. For this, the teachers must find ways of giving each child the help and encouragement he needs, rather than ensuring identical treatment of all children. The teachers can use different strategies in teaching for the full utilization of the intellectual powers of the children, which will in turn help them to survive in the age of enormous technological and social complexity.

In the present study, the investigator tries to find out the effectiveness of certain Behavior Modification Models on Achievement in Commerce among students at Higher Secondary Level. Experimental Method was used to conduct the study. The major tools used in the study were Lesson transcripts based on Contingency Management Model, Direct Instruction Model, combination of Contingency Management Model & Direct Instruction Model, Commerce Interest Inventory, Commerce Attitude Scale and Raven’s Standard Progressive Matrices. The study was conducted on a final sample of 200 students, divided into three experimental groups and one control group of 50 students each. Since the Behavior Modification Models are practice oriented, it has implications to educational practitioners, educational planners, teacher educators and curriculum designers. The major findings of the study holds that under appropriate conditions, a sizeable portion of the population can be brought to a high level of Achievement in the subject, Interest in the subject and Attitude towards the subject. The findings of the study also suggests that, the teacher can tailor instruction to the needs of most of the students in the classroom by employing behavior modification models in the classroom. For this, it is desirable that the teachers should have a fresh look at their teaching approach in terms of the Behavior Modification Models.
CHAPTER I

INTRODUCTION

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INTRODUCTION

The history of mankind is characterised by a continuous struggle to find and claim the ground of his or her existence in the matrix of social relationship. In this struggle, humans have come of ages surmounting all twiddles of history to yet another evolution, loosely woven by apparatus of modern social relationship giving wings to the concept of an open ‘world hood’. The contemporary society changes fundamentally and rapidly. As it changes, we must fit ourselves into the present and project ourselves into future. Young people will have to brave the new challenges in the society. As a society, we react to changes and social pressure by revising our educational purposes and in turn, the schools respond by changing their programmes. The major goal of education is to prepare students for success in a world of unknown dimensions and the role of education in improving the choice and quality of lives, enhancing social and economic productivity, and initiating the process of empowerment and redistribution of resources is well-documented in the past fifty eight years of research. Thus, the quality of education imparted to them will decide the development of the community. It may be true that the standard of education in our country is low as compared to advanced countries. Despite India’s commitment to provide “free and compulsory education for all children until they complete the age of 14” and achieve Universalisation of Elementary Education (UEE) and Millennium Development Goal (MDG) with substantial improvement in the quality, the average years of schooling has remained low at less than three years. Around 35 million children, in the age group of 6 to 14 years, are still estimated to be
out of school and the percentage of girls and other disadvantaged sections is disproportionately high among these children. So improvement of educational efficiency has become an imperative need. The development of the individual and progress of the nation depend mainly on the system of education prevalent in a country.

The function of education in this context is to form this substance and to acquaint the mankind of the open world hood. It is not an over throw of our antique identity, cherished over the years, but is a moving towards perfection where separate identities of the human communities, states etc. would be found to share the common universal substance, which ultimately take us into the experience of the world consciousness. This teleological principle of education authenticates our efforts of educating the Indians, from their perennial simplicity going through the most complex postmodern era of social and intellectual evaluation. Therefore it is necessary to study and evaluate the paths we have come through and visualise a glorious future in the light of this analysis.

Education is indispensable for the well being and survival of mankind. Human organisms are born with urges, aptitudes and capacities, which have to be polished and perfected through purposeful effort and meaningful guidance, transferring them into productive knowledgeable and value based person, capable of making their contribution to his happiness and well being and also that of the society at large. Man’s progress is highly depending upon his education, which helps in uprooting blind beliefs, conventions and transplanting modern and
scientific way of thinking and doing. Thus, education is the most powerful instrument that can bring about desirable changes in the social, economic, cultural and political spheres of life of the people. Hence, well-organized and purposeful education is a must for human progress and social development.

1.1 COMMERCE AND THE MODERN WORLD

The modern civilisation is a commercial civilisation and thus the wonderful achievements of commerce have glorified the modern world. A citizen of a modern world sees the countless manifestations of commerce all around him. Commerce has shrunk the world and totally changed the human outlook. In fact, commerce now has an all-pervading influence on every sphere of human activity.

In recent times, there has been rapid evolution of knowledge in the world of commerce. The use of this commercial achievement in promoting the well being of mankind in the field of industry, communication, transport, engineering, agriculture, medicine etc. has made commerce more important then ever before. Every advancement in commerce depends on our understanding of nature but nothing can be comparable to the commercial revolution in its impact on man’s development and outlook.

1.2 COMMERCE IN SCHOOL CURRICULUM

In the present world, commerce has now become everyday commerce for everybody. Teaching of everyday commerce for everybody has become an unavoidable part of general education. Nobody questions its inclusion as a subject
in the school curriculum. It is included in the school’s curriculum for the same reasons as any other subject, but in addition, commerce inculcates certain special values peculiar to it and which no other subject can provide. Commerce education is a part of liberal education. But besides satisfying the usual needs for its inclusion as a subject in the curriculum-such as intellectual, cultural, moral, aesthetic, utilitarian as well as vocational values-Commerce learning provides training in commercial outlook and also helps to develop a commercial attitude of mind in the learner. The qualities imbibed by the learner through learning commerce are valuable for a citizen living in the society. Commerce is now a compulsory subject in every system of school education right from the elementary stage. In the past commerce has to struggle long and hard for its rightful place in the school curriculum. There was a time when Commerce was considered an inferior subject to study and the meritorious students were supposed to study science, classics engineering, and mathematical subjects. New ideas or inventions in commerce were not immediately accepted in the society and looked upon with suspicion.

1.3 TEACHING OF COMMERCE

Education is widely recognised as an important instrument for economic development. It raises the economic literacy of people which leads to the optimum utilization of resources. Educated people are capable of utilising the benefits of modern science and technology. Education directly or indirectly contributes to improvement of the standard of living which ultimately results in the economic welfare of people.
Commerce, as a teaching subject, possesses various values such as intellectual values, utilitarian values, cultural values, moral values, and aesthetic values. Considering the subject from this point of view, commerce is the most inexhaustible storehouse of knowledge. It opens new horizons of knowledge everyday and is continuously adding to the cultural heritage of making the ever-increasing new knowledge, new explorations, and new ideas. Along with the acquisition of expanding knowledge, it makes man aware of the vastness of the unknowable in the universe. Commerce develops insights in to the expanding universe of knowledge and mysteries of creation and existence, which have always attracted the attention of man since the dawn of civilization. Besides satisfying the intellectual curiosity of man and providing materials and media for intellectual exercise, Commerce has disciplinary effect on the minds of man. Since commerce covers the widest range of knowledge, the learner wonders at the intricacies and mysteries of the universe, the known and the unknown. These tend to create a broader outlook in the mind of the learner.

Further, commerce is universal in character; which has no barrier of any kind and is international in outlook. The commercial revolution began in USA, where modern commerce was born but its home is now the whole world and the people all over the world enjoy the fruits of commercial discoveries in one counter. Commerce is not concerned with caste, creed or color nor recognizes territorial barriers. Such a pattern inherent in commerce will have an impact on the minds of the learners and is expected to develop broad mindedness in them.
Everything or every event happening around us demands some knowledge of simple business facts or principles. Without the elementary knowledge and information of business, we will be at a loss in the society. Commerce is now an everyday subject for everybody; its knowledge must no longer be confined to the classes but must reach the masses. The achievements and the benefits of commerce touch all sectors and all levels of the modern society. The modern man has applied commerce and industry (technology) for the well being of humanity by inventing machines and by harnessing the resources of nature. The gifts of commerce have been profitably used for making life comfortable and raising the standard of living. The recent advances in the field of industry and business makes the wide application of the achievements of commerce in agriculture, industry, medicine, transport, and communication as well as their uses in domestic life. Commerce has opened a number avenue for pursuing different vocations. A student of commerce can study M.B. A, M.C.A, and taxation, or any similar subject and make his career in that profession. In fact, if we refer to “preparation of the individual for the future” as one of the aim of education, then commerce, as a subject, is rightly serving this purpose.

Commerce has made a tremendous impact on the cultural life of the present day society, which is a product of commerce. The thinking, feeling and actions of a modern man are practically guided by the effects of commerce. The study of commerce brings behavioural change in the learner and enriches his character and personality. Commerce gives opportunity for creative thinking and
constructive imagination. Further, commerce is a subject where ideas can be experimented upon and verified. The learner develops the habits of searching for the truth (profit). These qualities affect the pattern of behaviour of the learner. The significant aspect of commerce is that whatever the student learns has immediate application in the world around him and this is educationally very sound.

1.4 MODELS OF TEACHING

Methods of teaching have passed through several developments in the history of pedagogy. Teachers all over the world, including our country, followed fixed ways of teaching in the classroom, which failed to achieve a variety of instructional objectives for which teaching is designed and performed. Pupils having multi-dimensional personalities have different learning styles. The common implications of both of these facts are that the teachers should use different strategies of teaching to match the objectives of teaching and the different learning styles and personalities of students.

“The core of the teaching process is the arrangement of the environment within which the students can interact and study how to learn” (Dewey, 1916). One of the effective teaching techniques for teaching a particular goal in a given situation is ‘Methods of Teaching’. There are varying instructional goals for different classes and different subjects. Bloom’s (1956) taxonomy of educational objectives categorises objectives into cognitive, affective and psychomotor domains. To achieve these educational objectives, the teacher must practice different teaching
strategies. Thus, the prescriptive strategies, which help the teacher to realize specific instructional goals, are known as models of teaching.

Models of teaching are basically, approaches to metacognition i.e., learning to learn. The long-term effects of instruction may be the student's increased capabilities to learn more easily and effectively through various skills. Thus, in the actual sense, an increasing aptitude to learn is one of the fundamental purposes of the model. According to Joyce and Weil (2005) “a model of teaching consists of guidelines of designing educational activities and environments. It specifies ways of teaching and learning that are intended to achieve certain kinds of goals”.

Models of Teaching are designed for specific purposes, i.e. the teaching of information, concepts, and ways of thinking, the study of social values and so on by asking students to engage in particular cognitive and social tasks. “Models are prescriptive strategies designed to accomplish particular instructional goals (Eggen, 1993).

Educationists and psychologists have designed several types of teaching models, which provide suitable guidelines to the teachers, for modifying the behaviour of the learner. In simple language, a model of teaching may be defined as a blue print designed in advance for providing necessary structure and direction to the teacher for realising the stipulating objectives. Thus, to satisfy different educational objectives and instructional goals, a teacher must have to practice different teaching models and strategies.
1.5 NEED AND SIGNIFICANCE OF THE STUDY

Education is a subject matter of constant criticism. Educationists and psychologists have been attempting to analyse the teaching learning process to find out the exact nature of the development to be achieved by the pupils. These eminent have become aware of the limitations of the traditional classroom, which force the able child to limit achievement, and cause the less able child to become frustrated through fear of failure. Here lies the importance of the application of the principles of learning and psychology at every stage of education.

Even though the developments in the field of education and Psychology have influenced Indian Education also, the content, organisation and method of teaching are still in a state of confusion. Large crowded classrooms, inadequate facilities, lack of proper training for teachers and too much emphasis on examination oriented coaching are said to be the cause of this state of affairs. It is true that even today, the major tool of instruction is the age-old lecture method, which is dominated by the drawbacks of verbalism. Here the pupils have no major participative role in the teaching learning process and they remain as passive listeners. There is no room to train their capacities of inquiry and problem solving. Hence, it is necessary to refine and improve the teaching methods and instructional techniques to realise the fullest potentialities of the individual learner.

A model of teaching helps us to realise specific instructional goals. The models of teaching are developed on the fact that a single, the best way to teach does not exist and as such, different models of teaching are required to realise
different instructional goals (Eggen, 1993). Thus, one who is able to recognise
different kinds of instructional goal and select appropriate teaching models to
realise the specific instructional goals is an effective teacher.

Joyce and Weil (2005) in Models of Teaching say “it is necessary that
teaching should aim at improving strategies of learning and intellectual ability.
Hence educators and teachers are seeking for effective models or rather perfect
models of teaching which will unravel each child’s potential for learning and add
new creative dimensions to childhood experiences, systematically applying sound
learning principles to classroom organisation and management”

The age old traditional method of teaching which is entirely based on the
text book and the teacher is not sufficient for the effective teaching of Commerce.
Since the utilitarian value of Commerce in the modern scientific, technological,
industrial and business world is unassuming, changes and modifications are to be
resulted in the teaching of Commerce also. Hence, to train effective and very active
citizens, many of our traditional educational practices must be seriously questioned
and novel approaches based on sound objectives must be implemented. It is at
this point that teacher who follows the conventional method of teaching has to look
into other instructional strategies

A review of related studies in the area of methodology of teaching reveals
the need to try out models of teaching at all levels of school. Also being a student
as well as a teacher of commerce, the investigator himself felt the need for
adopting a new instructional strategy, which may cater to the individual differences
and suitable to the diverse content area to be taught. Hence, when the investigator comes to know about the application of models of teaching, a genuine interest developed in it. More reading in the area directed the investigator to study the effectiveness of selected behaviour modification models in the teaching of Commerce at Higher Secondary Level.

1.6 STATEMENT OF THE PROBLEM

The present study is undertaken with the objective of testing the effectiveness of selected behaviour modification models on Achievement in Commerce among Higher Secondary students. The study is entitled as “EFFECTIVENESS OF CERTAIN BEHAVIOUR MODIFICATION MODELS ON ACHIEVEMENT IN COMMERCE AMONG STUDENTS AT HIGHER SECONDARY LEVEL”

1.7 DEFINITION OF KEY TERMS

Some of the key terms that needed clarification are defined below:

Effectiveness: The term effectiveness stands for the outcome of the study which the influence of one factor or condition is dependent on the presence or absence of another factor or conditions.

Behaviour Modification Models: Behavioural Modification Models are models oriented towards the modification of visible and overt behaviour of the learner rather than underlying psychological structure and unobservable behaviour. The main psychological bases of these models are stimulus control and reinforcement.
Achievement in Commerce: Achievement in Commerce refers to the total score obtained by an individual as measured in the test constructed in Commerce covering instructional objectives; knowledge, understanding, application, analysis, synthesis, and evaluation.

Higher Secondary: Any school recognised by Govt. of Kerala for imparting instructions to students, at terminal stages of school education comprising standard XI and XII. For the present study, the investigator selected standard XII.

1.8 OBJECTIVES OF THE STUDY

The major objectives of the study are:-

1. To find out the effectiveness of Behaviour Modification Models of Teaching and Conventional Activity Oriented Method on Achievement in Commerce of students at Higher Secondary Level.

2. To compare the effectiveness of Behaviour Modification Models of Teaching with the Conventional Activity Oriented Method on Achievement in Commerce of students at Higher Secondary Level.

3. To find out the effectiveness of Behaviour Modification Models of Teaching and Conventional Activity Oriented Method on Achievement in Commerce of students at Higher Secondary Level with respect to the category of objectives - Knowledge, Understanding, Application, Analysis, Synthesis and Evaluation.

4. To compare the effectiveness of Behaviour Modification Models of Teaching with Conventional Activity Oriented Method on Achievement in Commerce of
students at Higher Secondary Level with respect to the category of objectives- Knowledge, Understanding, Application, Analysis Synthesis and Evaluation.

5. To find out the effectiveness of Behaviour Modification Models of Teaching and Conventional Activity Oriented Method on Interest in Commerce of students at Higher Secondary Level.

6. To compare the effectiveness of Behaviour Modification Models of Teaching with Conventional Activity Oriented Method on Interest in Commerce of students at Higher Secondary Level.

7. To find out the effectiveness of Behaviour Modification Models of Teaching and Conventional Activity Oriented Method on Attitude towards Commerce of students at Higher Secondary Level.

8. To compare the effectiveness of Behaviour Modification Models of Teaching with Conventional Activity Oriented Method on Attitude towards Commerce of students at Higher Secondary Level.

1.9 HYPOTHESES OF THE STUDY

Keeping in view of the objectives of the study, the following hypotheses were formulated.

1. The Achievement in Commerce of students at Higher Secondary Level taught using Behaviour Modification Models of Teaching is significantly
higher than that of students taught using the Conventional Activity Oriented Method.

2. The Achievement in Commerce of students at Higher Secondary Level taught using Behaviour Modification Models of Teaching is significantly higher than that of students taught using the Conventional Activity Oriented Method with respect to categories of objectives-Knowledge, Understanding, Application, Analysis, Synthesis and Evaluation.

3. The Interest in Commerce of students at Higher Secondary Level taught using Behaviour Modification Models of Teaching is significantly higher than that of students taught using the Conventional Activity Oriented Method.

4. The Attitude towards Commerce of students at Higher Secondary Level taught using Behaviour Modification Models of Teaching is significantly higher than that of students taught using the Conventional Activity Oriented Method.

1.10 METHODOLOGY IN BRIEF

Experimental method was used to conduct the present study. The design selected was pretest-posttest non-equivalent group design (Best & Khan; 2007).

Samples Selected for the study

The samples are selected from two schools namely Government Higher Secondary School, Muppathadam, Aluva and Cardinal Higher Secondary School,
Thrikkakara, Ernakulam. The study was conducted on a final sample of 200 students (50 students in each group) of standard XII.

**Tools used in the study**

In the present study, the tools used for collecting data were;

i. Lesson transcripts based on Contingency Management Model

ii. Lesson transcripts based on Direct Instruction Model

iii. Lesson transcripts based on the combination of Contingency Management Model and Direct Instruction Model

iv. Lesson Transcripts based on Conventional Activity Oriented Method.

v. Achievement Test in Commerce.

vi. Commerce Interest Inventory

vii. Commerce Attitude Scale


**Procedure Adopted in the Study**

The previous achievement in commerce and General Intelligence of the whole students were compared before grouping the students and then the students were classified into four groups in consultation with the teachers of the concerned schools. Three groups were selected as experimental groups and one group as control group. Before starting the experimental treatment, the achievement test in Commerce, Commerce Interest Inventory and Commerce Attitude Scale were
administered as pre-test. Then the Experimental group I (EI) was taught using the lesson transcripts based on Contingency Management Model of Teaching, Experimental group II (EII) was taught using lesson transcripts based on Direct Instruction Model of Teaching, Experimental group III (EIII) was taught using lesson transcripts based on the combination of Contingency Management Model & Direct Instruction Model and the Control Group (C) was taught using Conventional Activity Oriented Method of teaching. When the classes were over, the same achievement test, Commerce Interest Inventory and Commerce Attitude Scale were administered to the experimental groups and control group as post-test. The pre-test and post-test scores were subjected to statistical analysis by applying appropriate statistical techniques.

1.11 SCOPE OF THE STUDY

The teacher in the emerging Indian society has a very pivotal role in the social reconstruction and in the transmission of wisdom, knowledge and experiences of one generation to another. Children are the potential wealth of a nation. They are always exposed to the information of the teacher. It is, therefore necessary to realise that the emerging Indian society can achieve all round devolvement with the help of the teacher who acts as a powerful agency in transmitting its cherished values. A teacher can help our country in the process of reconstruction and this could be possible if the teachers’ role is properly recognised and he/she is in proper frame of mind to understand the problems of the society.
The present study is an attempt to test the effectiveness of selected Behaviour Modification Models of Teaching on Achievement in Commerce of students at Higher Secondary level. The use of behaviour modification model for the realisation of specific instructional objectives is the strategy adopted here. Enhancement of specific type of thinking is expected through the use of such a strategy. This strategy can help the students to learn more meaningfully and effectively the concepts in Commerce which are usually abstract in nature. It is expected that the study would contribute some highlights towards new strategies of teaching especially towards Models of Teaching. An understanding of the models of teaching will help teachers to identify the conceptual framework of the unit they are teaching, that would contribute much to the functional knowledge of the higher secondary teachers for the effective teaching of the subject Commerce at Higher Secondary Level. It will also help teachers to understand the effectiveness and necessity of the application of ‘model approach’ in the teaching of Commerce. On the basis of the conclusions arrived at, relevant suggestions are put forth and it is hoped that they may serve as guidelines for teachers to make teaching a more enjoyable task. In short, it is hoped that the findings of the study would be of immense help to all those who are concerned with teaching models.

1.12 LIMITATIONS OF THE STUDY

The investigator has made every attempt to make the study a perfect one. But certain unavoidable limitations have crept into the study as follows: -
1. Students (Commerce Students) in the standard XII in the Higher Secondary School of Kerala form the population of the study. Due to time limit, the investigator could not conduct experiment in all Higher Secondary Schools in Kerala. So, the study was confined to only a representative sample of 200 (50 in each group) students from two schools.

2. Only 100 lesson transcripts (25 on each model) on three units were prepared due to time limit.

3. Due to the non-availability of time, only two models from the Behaviour Modification Family, namely Contingency Management Model and Direct Instruction Model, are included in the study.

4. Due to the limited time and resources, the investigator could not evaluate the nurturant effects of the model.

1.13 ORGANISATION OF THE REPORT

The report of the study is arranged in six chapters.

Chapter I

It contains a brief introduction of the problem, need and significance of the study, statement of the problem, definition of key terms, objectives of the study, hypotheses, scope and limitations of the study.
Chapter II

This chapter gives light on the theoretical background of the models of teaching with special reference to Behaviour Modification Family, namely Direct Instruction Model and Contingency Management Model.

Chapter III

It presents a survey of related literature and studies conducted in the area selected.

Chapter IV

This chapter describes the methodology of the study in detail, variables of the study, design, population, tools used, samples selected, procedure adopted in the experiment and statistical technique used.

Chapter V

This chapter presents the results of analysis made in accordance with the objectives and hypotheses.

Chapter VI

This chapter gives a summary of procedures adopted, major findings of the study, the tenability of the hypotheses followed by conclusions based on findings and suggestions for further research.