Journal of Advances and Scholarly Researches in Allied Education
Vol. 16, Issue No. 6, May-2019, ISSN 2230-7540

A Study of Academic Performance 0f 9th Standard Students after Applying Self-Regulated Instructional Model

Smt. Dilshad H. Nadaf[1]* Prof. T. M. Geetha[2]

[1] Researcher Scholar, Department of Studies in Education, Karnataka State Akkamahadevi Women's University, Vijayapura

[2] Professor, Department of Studies in Education, Karnataka State Akkamahadevi Women's University, Vijayapura

Abstract – The main aim of the study was to investigate the effectiveness of the academic performance of 9th standard students after applying self regulated instructional model. The sample of the study consisted of 80 students of 9th standard Vijayapur city. The investigator selected the stratified random sampling technique. The objective of the study is to find out the academic performance of the 9th students of Vijayapur city after applying self regulated instructional Model. Also to find the effect of the self regulated instructional Model in academic performance. The result revealed that there is a significant relation between the self regulated instructional Model and in academic performance.

Keywords: Self Regulated Instructional Model And Academic Performance.

----------X----------

INTRODUCTION

The Education institutes have become money making in present days. Education is to provide standard knowledge to the students. The education institutes concentrate only to get crowd students admission in their institute and ranking. The school and colleges has to focus on the standard knowledge and individual performance of the students. The academic performance score of the students is directly proportional to the schools and colleges ranking. The reputation of the education institute is depends on the standard knowledge and academic performance of the individual students. The academic performances of students increase, when standard knowledge is provided to the students. This leads reputation and rakings of the school and colleges in the society. The self regulated instructional model helps to provide the educational knowledge with easy methods. The academic performance scores of the students increases after applying self-regulated instructional model.

OBJECTIVES OF THE STUDY

To find out the academic performance of the 9th students of Vijayapur city after applying self-regulated instructional Model.

HYPOTHESIS OF THE STUDY

Hypothesis: No significant interaction effect of groups (control and experimental) and gender (boy and girl) on after model academic performance scores of 9th standard students of Vijayapur city.

METHODOLOGY

The sample of the study comprises 80 students of 9th standard students of Vijayapur city.

SAMPLE FOR THE STUDY

The sample of the study consisted of 80 students of 9th standard Vijayapur city. The investigator selected the stratified random sampling technique.

TOOLS USED IN THE STUDY

The tool was developed by research investigator with the help of software engineers to develop Self Regulated Instructional Model on Social Science. The research investigator Dilshad H. Nadaf constructs Academic performance test in Social Science.

DATA GATHERING TECHNIQUES

The research investigator collected the data by visiting P.D.J "A" Grade English Medium Higher Secondary 9th standard school of Vijayapur city. The sample selected was 80 students of 9th class. The research investigator used stratified random sampling technique to collect data.

STATISTICAL TECHNIQUES USED

Two ways ANOVA Test was employed for analyzing the data by research investigator.

DATA ANALYSIS AND INTERPRETATION

Table: Results of two way ANOVA with interaction design of groups (control and experimental) and gender (boy and girl) on after model academic performance scores of 9th standard students of Vijayapur city.

Sources of variation	Degrees of freedom	Sum of squares	Mean sum of squares	F-value	P and signi.
Main effects					
Groups	1	2464.20	2464.20	80.0167	0.0001, S
Gender	1	61.25	61.25	1.9889	0.1625, NS
2-way interaction effects					
Groups x Gender	1	6.05	6.05	0.1965	0.6589, NS
Error	76	2340.50	30.80		
Total	79	4872.00			

The result of the above table clears that,

- The main effect of groups (control and experimental) on after model academic performance scores of 9th standard students of Vijayapur city is found to be significant ($F=80.0167$, $p<0.05$) at 5% level of significance. Hence the H_0 is rejected an H_1 is accepted. It means that, the control and experimental groups have different after model academic performance scores of 9th standard students of Vijayapur city.

- The main effect of gender (boy and girl) on after model academic performance scores of 9th standard students of Vijayapur city is found to be not significant ($F=1.9889$, $p>0.05$) at 5% level of significance. Hence the H_0 is accepted an H_1 is rejected. It means that, the boy and girl of 9th standard students of Vijayapur city have similar after model academic performance scores.

Table: Pair wise comparisons of interaction effect of groups (control and experimental) and gender (boy and girl) on after model academic performance scores of 9th standard students of Vijayapur city

Interaction	Control male	Control female	Experimental male	Experimental female
Mean	25.30	27.60	36.95	38.15
SD	4.77	4.08	6.12	6.81
Control male	-			
Control female	P=0.5592	-		
Experimental male	P=0.0001*	P=0.0002*	-	
Experimental female	P=0.0001*	P=0.0001*	P=0.9030	-

*p<0.05

The results of the above table showing that:

- The males in control and females in control group of 9th standard students of Vijayapur city do not differ statistically significant with respect to after model academic performance scores at 5 percent level of significance. It means that, the males in control and females in control group of 9th standard students of Vijayapur city have similar after model academic performance scores

- The males in control and males in experimental group of 9th standard students of Vijayapur city differ statistically significant with respect to after model academic performance scores at 5 percent level of significance. It means that, the males in experimental of 9th standard students of Vijayapur city have significant higher after model academic performance scores as compared to males in control group.

- The females in control and females in experimental group of 9th standard students of Vijayapur city differ statistically significant with respect to after model academic performance scores at 5 percent level of significance. It means that, the females in experimental group of 9th standard students of Vijayapur city have significant higher after model academic performance scores as compared to females in control group.

- The males in experimental and females in experimental group of 9th standard students of Vijayapur city do not differ statistically significant with respect to after model academic performance scores at 5 percent level of significance. It means that, the males in experimental and females in experimental group of 9th standard students

of Vijayapur city have similar after model academic performance scores.

FINDINGS

- A significant difference was observed between before and after self regulated instructional model academic performance scores of 9th standard students of Vijayapur city in experimental group.
- A non-significant difference was observed between before and after model academic performance scores of 9th standard boy students of Vijayapur city in control group.
- A non-significant difference was observed between before and after model academic performance scores of 9th standard girl students of Vijayapur city in control group
- A significant difference was observed between before and after self regulated instructional model academic performance scores of 9th standard boy students of Vijayapur city in experimental group.
- A significant difference was observed between before and after self regulated instructional model academic performance scores of 9th standard girl students of Vijayapur city in experimental group

CONCLUSION

The self-regulated instructional model is more effective in the education. The academic performance of the students is low before applying self regulated instructional model. After applying the self regulated instructional model the score of the students and academic performance increases. It is not only used in schools but it can also be used in colleges and universities. Self regulated instructional model improve the skills of the students to get government and private jobs. It helps to understand the mistakes and difference between standard and achieved performance score of the students. Self regulated instructional model creates the active classroom learning to monitor and evaluate the performance of the student by self, before and after the education of self regulated learning. It saves the time of teachers.

SUGGESTION FOR FURTHER RESEARCH

The study can be extended to other educational like primary to degree colleges and Universities.

REFERENCES

1. Dr. R. T. Jantali (2006). Introduction to Educational Technology, for B.Ed., M.Ed students, pp. 154-160.
2. Dr. N. B. Kogavada (2007). Educational Technology for B.Ed., M.Ed. students, pp. 81-87.
3. Agarwal J.C. (1996). Educational Research and introduction Agra Book Department, New Delhi.

Corresponding Author

Smt. Dilshad H. Nadaf*

Researcher Scholar, Department of Studies in Education, Karnataka State Akkamahadevi Women's University, Vijayapura