



Effectiveness of Inquiry Training Model on Mathematical Achievements

DR. NARESH HERMA

Associate Professor

G.H. Sanghavi Shikshan Mahavidhyalaya-Bhavnagar

1. Introduction

Models of teaching enable the students to engage in robust cognitive and social task and teach the student how to use them productively. But it is most essential that teaching models are the specific instructional plans which are designed according to the concerned learning theories. In this paper the researcher wants to find the effect of ITM on the Mathematical achievement of the students.

2. Title of the study

Effect of Inquiry Training Model on mathematics achievement of seventh graders in the unit of square & square-root.

3. Objective of the study

1. To draw a lesson plan using Inquiry Training Model for Teaching Square and square-root to the seventh slandered students.
2. To compare the achievement with respect to Inquiry Training Model Method and the Traditional Method.
3. To construct achievement test on the base of criterion referenced test.

3. Hypotheses

- Ho1:** There will be no significant difference between the mean achievement score of students learnt by Inquiry Training Model Method and Traditional Method.
- Ho2:** There will be no significant difference between the mean achievement score of the boys learnt by Inquiry Training Model Method and Traditional Method.
- Ho3:** There will be no significant difference between the mean achievement score of the girls learnt by Inquiry Training Model Method and Traditional Method.
- Ho4:** There will be no significant difference between the mean achievement score of students belonging to the high academic achievement group learnt by Inquiry Training Model Method and Traditional Method.
- Ho5:** There will be no significant difference between the mean achievement score of students belonging to the low academic achievement group learnt by Inquiry Training Model Method and Traditional Method.

4. Research Design and Methodology

4.1 Method

Counter Balance Design of experimental method was applied.

4.2 Sample

The sample of 79 students was chosen from seventh class from two secondary school of Bhavnagar city. The total sample was consisted of 49 boys and 30 girls out of them 29 were belonging to the high academic achievement and 50 were belonging to the low academic achievement.

4.3 Type of variable

4.3.1 Independent variable

Teaching Method

4.3.2 Dependent variable

Achievement on posttest

4.3.3 Moderate variable

Gender, Academic achievement

4.3.4 Controlled variable

Syllabus, The teacher, Number of periods

4.4 Tools

1. Lesson plane on the base of concept Attainment Model
2. Achievement test was developed on the base of criterion Reference Test

5. Findings

1. High academic achievement was seen in Inquiry Training model method group then traditional method group.
2. Academic achievement of boy's students learnt by Inquiry Training Model method was found partially more then traditional method.
3. Academic achievement of girl's students learnt by Inquiry Training Model method was found high then traditional method.
4. The student belonging to high academic achievement group was not differed significantly either they learnt by Inquiry Training Model method or Traditional method.
5. The achievements of low academic achievement group learnt by Inquiry Training Model method were found more than Traditional method.

6. Conclusion

The result of present study shows that Inquiry Training Model method was better than traditional method with respect to student's achievement.

References

1. Buch, M.B. (Ed.) (1997). Fifth survey of Research in Education, Vol.1, 1988-1992. New Delhi: NCERT.
2. Joyce & Weil, M. (1992). Models of Teaching. Delhi: Prentice Hall of India.
3. Marvincalkim, (Ed.) (1992) Encyclopedia of Educational Research. New York: American Education Research Association.
4. Rao, U. (1991). Educational Technology: Himalaya Publishing House.