

Effectiveness of KLMN EDUCATION MODEL in Teaching and Learning Achievement in Educational Psychology

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ABSTRACT

Education model has assumed growing importance in imparting training to the teachers, upgrading the curricula and also, in a broader sense, universalization of education in the country. Modern Educational systems worldwide are being directed to use Information and Communication Technology ICT to impart the knowledge and skills the students need in the present scenario. New innovative education models have not only emerged as a prospective subject in educational research but also proved to be a potential tool for bringing about desirable changes, both qualitative and quantitative, in the educational arena. The proposed new innovative teaching learning model the KLMN EDUCATION MODEL is designed and developed aiming to equip the teaching pedagogy in modern education system. The learning study was conducted during the academic year 2017-18. The study was conducted during the academic year 2020-2021. The main aim of the study was to find out the effect of KLMN EDUCATION MODEL in Teaching and Learning " achievement in Educational Psychology. In the present study Experimental method was adopted. A sample consists of 30 student teachers were selected for the study from (From Govt .Schools in the Coimbatore district.) They were selected through purposive sampling technique. Self-prepared achievement tests were used to check the performance of the teachers as measuring tool. Mean, Standard deviation, and t-test were used to analyze the collected data. Findings of the study revealed that, the experimental group achievement mean scores was higher than the control group. Hence, above results proved empirically effectiveness of KLMN EDUCATION MODEL in Teaching and Learning was good than the traditional method of instruction.

Keyword: - KLMN Education Model, EDUCATION LOGO KLMN SWASTIK[®], Teachers, Students,

1. INTRODUCTION-1

In modern education system, the Cognitive science explores the AR; Augmented Reality in teaching and learning process in classroom for better healthy progress in class room. In modern education system, the quality of education and training plays a vital role in the development of a country. Revamping and up gradation in Improving policies, the teaching pedagogy, the learning management system is required to meet the challenges in the modern world. An education model improves the quality of education in several ways by not only motivating the learner but engaging him by providing basic skills.

In modern education system, the Information and Communication Technology helps the teaching pedagogy in teaching the Conceptual and difficult educational content effectively with attractive colors, sounds, animation or video and even text, with the help of different media of Information and Communication Technology like videos, television, and computers. Interactive radio likewise makes use of soundeffects, songs, dramatizations, comic skits, and other performance conventions to compel the students to listen and become involved in the lessons being delivered. With this present scenario, the proposed KLMN EDUCATION model facilitates both the teacher

and student to work in a collaborative way in the classroom, to enhance the effectiveness of the teaching learning process.[3]

By providing drill and practice, the model can facilitate the transmission of basic skills and concepts of that are the foundation of higher order thinking skills and creativity.

The education logo KLMN SWASTIK[®] is very helpful in the acquisition of basic skills like remembering, recalling, reading, writing of letters. The words, its meaning and the inter-related concepts are linked by developing the higher order thinking skill of the student. The education logo KLMN SWASTIK[®] is very helpful in the acquisition of basic skills like remembering, recalling, reading, writing of basic alphabets.

The outline shapes and arrow mark educates the student to develop the higher order thinking skill of the student by linking the meaning of the words and its subjective values. The illustrated wall drawing of the education logo ensures the development of thinking skill with repetition and reinforcement until there is mastery of skills by the learners.

2. NEED AND SIGNIFICANCE OF THE STUDY-2

Innovative education model is required because education has been made universal and compulsory in India. Indian Academicians and educational research scholars have been developing new models satisfying the recent trends in education system. While many of the western models are practicing, quite few Indian models are recognized and implemented with better result. The proposed KLMN EDUCATION MODEL is a typical INDIAN model for teaching and learning. [4] The model contributes supportively in improving the quality of education along with technological devices that are used to impart knowledge. Addressing the problem of the individual differences, a modern teacher needs the guidance from Educational technology and educational psychology. The model helps the modern teacher in many ways such as developing self-learning and lifelong learning attitude in the teacher. It assists the modern teacher to develop right attitude in teaching about education problems. It helps the teacher in treating their pupils with sympathy and understanding; [5]. The emotional intelligence and intellectual intelligence of the teacher is facilitated by the model in handling the teaching pedagogy in modern classroom. [6]

3. OBJECTIVES -3

- To administer or employ the KLMN EDUCATION MODEL for teaching of Educational Psychology.
- To compare mean scores, on the achievement test in Educational Psychology of the two groups of teachers “, to be taught Educational Psychology with the use of KLMN EDUCATION MODEL and conventional method of teaching before the experimental treatment.
- To compare mean scores, on the achievement test in Educational Psychology of the two groups of teachers , to be taught Educational Psychology with the use of KLMN EDUCATION MODEL and conventional method of teaching after the experimental treatment.
- To know the effect of KLMN EDUCATION MODEL and conventional methods in relation to class achievement of teachers in Educational Psychology.

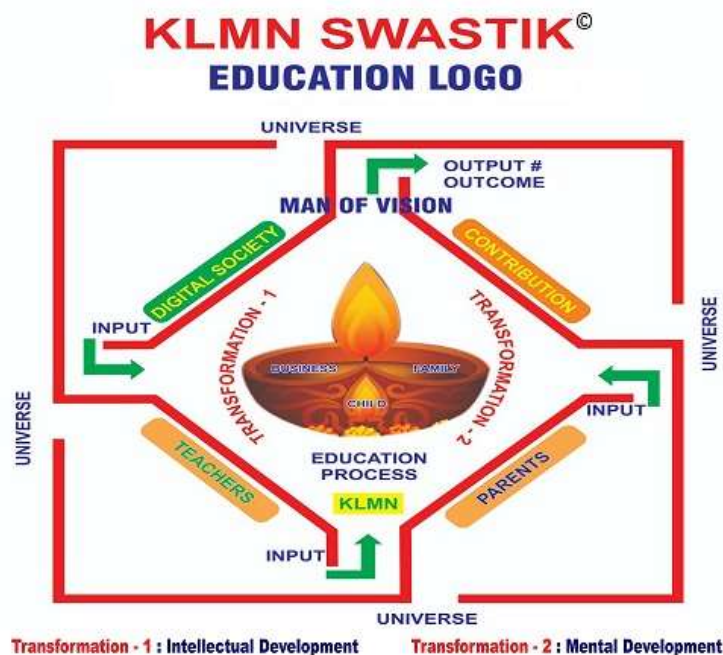


Fig-1: Education Logo KLMN SWASTIK[®]

4. HYPOTHESES -4

4.1 Hypothesis 1-1

H_0 : Null Hypotheses:

There is no significant difference in the mean scores, on the achievement test in Educational Psychology, of the two groups of teachers' "", to be taught Educational Psychology with the use of KLMN Education Model and conventional method of teaching, before experimental treatment.

4.2 Hypothesis 1-2

H_1 : Alternate Hypotheses:

There is no significant difference in the mean scores, on the achievement test in Educational Psychology, of the two groups of teachers' "", to be taught Educational Psychology with the use of KLMN Education Model and conventional method of teaching after experimental treatment

5. METHOD -5

The present study was conducted on thirty teachers of schools from Coimbatore District. The Whole orientation session was given to more than 100 schools from Coimbatore District, the investigator chosen 30 teachers. Experimental group 15 teachers form Section A and Controlgroup 15 teachers form Section B.

Researcher Conducted pre-test for both applying self –made achievement test on the topic pedagogic studies under the part of B.Ed. syllabus framed by Department of Teacher Education National Council Of Educational Research And Training. Both the groups were taught pedagogic studies for 30 days. The control group was taught by using traditional method whereas the experimental group was taught by giving special orientation using KLMN Education Model.

This teaching includes use of EDUCATION LOGO KLMN SWASTIK[®], PowerPoint, YouTube videos, e-content materials followed by lecture and discussion. After completing the teaching for thirty days a post test was conducted for both the groups.

5.1 Sample-1 A sample consists of 30 student teachers were selected for the study. They were selected through purposive sampling technique.

5.2 Tools -2

For the experimental group, KLMN Education Model is used PowerPoint presentation, E-books, and audio and video recorded content were used as the instructional tool. An Administrative training manual was provided

For the control group, same lesson were taught through conventional methods teaching (Chalk and Talk). Achievement tests were used to check the performance of the student teachers as measuring tool.

6. RESULTS AND DISCUSSION-6

6.1 Hypothesis 1-1

H₀: Null Hypotheses:

There is no significant difference in the mean scores, on the achievement test in Educational Psychology, of the two groups of teachers' ", to be taught Educational Psychology with the use of KLMN EDUCATION MODEL and conventional method of teaching, before experimental treatment.



Fig 2: Result of Pre-test score

Table -1: Significance of t-value between Experimental and Control Groups on Pre-Test

Group	Method	N	Mean	SD	df	t-
						value
Experimental	KLMN EDUCATION model method	15	26.1	15.4	14	1.28* NS
Control	Traditional Method	15	23.9	15.1		

Table-1 shows that the calculated t-value 1.24 is not significant at 0.05 level. Thus, there is no significant difference between experimental and control group of pre-test scores. Hence, null hypothesis was accepted.

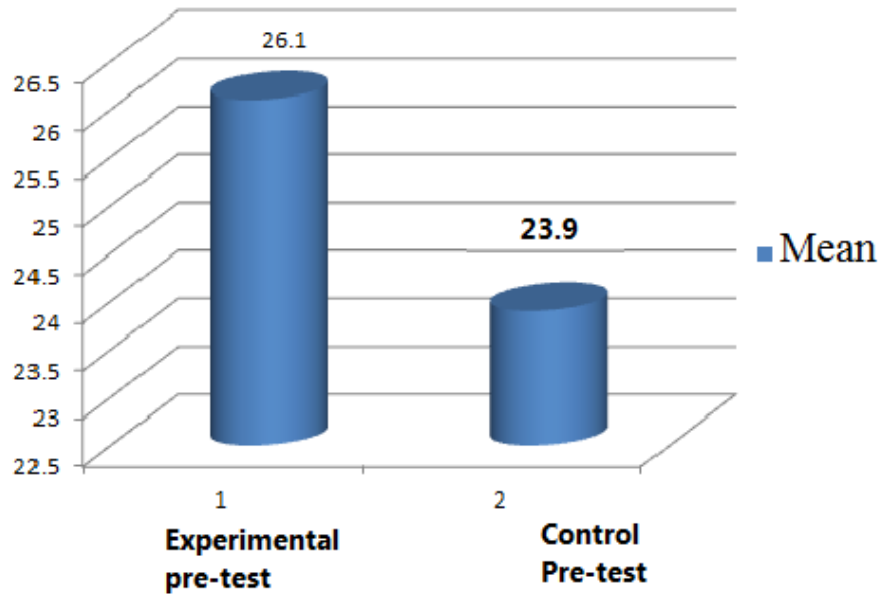


Chart -1: Pre-test Mean Scores of Experimental and Control Group

6.2 Hypothesis 1-2

H₁: Alternate Hypotheses:

There is no significant difference in the mean scores, on the achievement test in Educational Psychology, of the two groups of teachers’ “, to be taught Educational Psychology with the use of KLMN Education Model and conventional method of teaching after experimental treatment

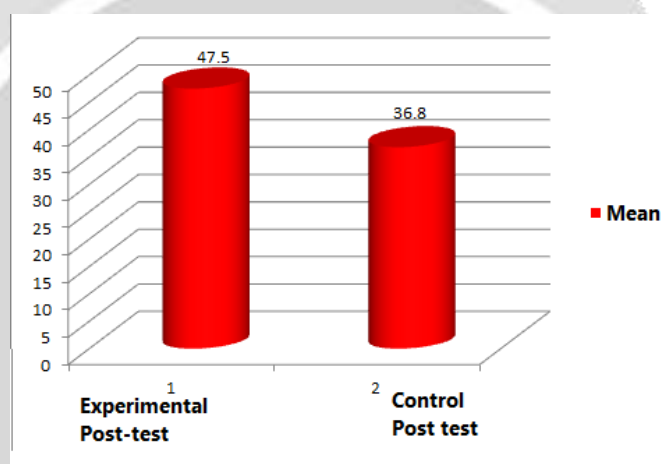


Fig 3: Result of Post-test score

Table -2: Significance of t-value between Experimental and Control Groups on Post-Test

Group	Method	N	Mean	SD	(df=N-1)	t-value
Experimental	klmn educational model method	15	47.5	8.7	14	14.02
Control	traditional method	15	36.8	11.1		

Table-2 shows that, the calculated t-value 8.37 is significant at 0.01 levels. Hence, there is significant difference between experimental and control group of post-test scores. Therefore, null hypothesis was rejected. And the alternative hypothesis is accepted.

**Chart -1:** Post-test Mean Scores of Experimental and Control Group

6. MAJOR FINDINGS -6

- There was no significant difference in the mean scores, on the achievement test in Educational Psychology, of the two groups of teachers to be taught Educational Psychology with the use of KLMN EDUCATION MODEL and conventional method of teaching before experimental treatment.
- There was significant difference in the mean scores, on the achievement test in Educational Psychology, of the two groups of teachers to be taught Educational Psychology with the use of KLMN EDUCATION MODEL and conventional method of teaching after experimental treatment.
- The experimental group achievement mean scores were higher than control group. Hence, above results proved empirically the effect of KLMN EDUCATION MODEL was good than the traditional method of instruction.

6. EDUCATIONAL IMPLICATIONS

- KLMN EDUCATION MODEL encourages teachers to use electronic medium for making classroom teaching effective.
- KLMN EDUCATION MODEL improves quality of education as similar as technological devices are used to impart knowledge.
- KLMN EDUCATION MODEL based approach develops problems solving ability, flexibility, logical skills and collaborative skills among teachers and students.

7. CONCLUSIONS

The KLMN EDUCATION MODEL in Education ensures to increase the productivity and efficiency of education in order to enhance the process of teaching and learning. The study revealed that, the experimental group achievement mean scores was higher than control group. Hence, above results proved empirically the effectiveness of KLMN EDUCATION MODEL in teaching was good than the traditional method of instruction.

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