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Influence of Multimedia Courseware Supported Teaching of Track Markings on Learning Attitude among Under Graduate Students

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Abstract

The purpose of the study was to find out the effect of multimedia courseware supported teaching of track markings on learning attitude among Under Graduate Students. To achieve this purpose of the study, thirty men students studying Bachelor of Physical Education in the Department of Physical Education, Annamalai University, Annamalainagar, Chidambaram were selected as subjects at random. The selected subjects were divided into two equal groups of fifteen subjects each, such as multimedia courseware supported group and control group. The group I learned track markings with the use of multimedia courseware supported teaching for fifteen days. Group II acted as control who learned track markings with chalk and board method. The learning attitude of the students towards track marking was selected as criterion variable. Learning attitude was measured by using the self-made questionnaire with 50 questions related with track measurements. All the subjects of two groups were tested on selected dependent variables at prior to and immediately after the fifteen days of learning period. The analysis of covariance (ANCOVA) was used to analyze the significant difference, if any among the groups. The .05 level of confidence was fixed as the level of significance to test the "F" ratio obtained by the analysis of covariance, which was considered as an appropriate. The results of the study showed that there was a significant difference between multimedia courseware supported group and control group on learning attitude in track marking. There was a significant improvement on learning attitude towards learning track markings due to multimedia supported teaching.

Keywords: Multimedia Courseware, Teaching, Track Markings, Attitude.

Introduction

Technology is making a significant, positive impact on education. Important findings in these studies include: Educational technology as demonstrated a significant positive effect on achievement. Positive effects have been found for all major subject areas, in preschool through higher education, and for both regular education and special needs students. Evidence suggests that interactive video is especially effective when the skills and concepts to be learned have a visual component and when the software incorporates a research-based instructional design.

Technology can be the knowledge of techniques, processes, and the like, or it can be embedded in machines to allow for operation without detailed knowledge of their workings. Technology has many effects. It has helped develop more advanced economies (including today's global economy) and has allowed the rise of a leisure class. Many technological processes produce unwanted by-products known as pollution and deplete natural resources to the detriment of Earth's environment. Innovations have always influenced the values of a society and raised new questions in the ethics of technology. Examples include the rise of the notion of efficiency in terms of human productivity, and the challenges of bioethics.

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Methodology

The purpose of the study was to find out the effect of multimedia courseware supported teaching of track markings on learning attitude among Under Graduate Students. To achieve this purpose of the study, thirty men students studying Bachelor of Physical Education in the Department of Physical Education, Annamalai University, Annamalainagar, Chidambaram were selected as subjects at random. The selected subjects were divided into two equal groups of fifteen subjects each, such as multimedia courseware supported group and control group. The group I learned track markings with the use of multimedia courseware supported teaching for fifteen days. Group II acted as control who learned track markings with chalk and board method. The learning attitude of the students towards track marking was selected as criterion variable. Learning attitude was measured by using the self-made questionnaire with 50 questions related with track measurements. All the subjects of two groups were tested on selected dependent

variables at prior to and immediately after the fifteen days of learning period. The analysis of covariance (ANCOVA) was used to analyze the significant difference, if any among the groups. The .05 level of confidence was fixed as the level of significance to test the "F" ratio obtained by the analysis of covariance, which was considered as an appropriate.

Analysis of the Data

Learning Attitude

The analysis of learning attitude of the pre and post test scores of medium intensity resistance training group and control group have been analyzed and presented in Table I.

Table 1

Analysis of covariance of the data on learning attitude of pre and post tests scores of multimedia supported teaching and control groups

Test	Multimedia Supported Teaching group	Control Group	Source of Variance	Sum of Squares	df	Mean Squares	Obtained 'F' Ratio
Pre Test							
Mean	19.73	20.27	Between	2.13	1	2.13	0.13
S.D.	3.60	1.34	Within	465.87	28	16.64	
Post Test							
Mean	46.73	38.53	Between	504.30	1	504.30	25.17*
S.D.	4.25	1.41	Within	560.97	28	20.03	
Adjusted Post Test							
Mean	46.73	38.54	Between	500.29	1	500.29	239.73*
			Within	56.35	27	2.09	

* Significant at .05 level of confidence.

(The table values required for significance at .05 level of confidence for 1 and 28 and 1 and 27 are 4.20 and 4.215 respectively).

The table I shows that the pre-test means of multimedia supported teaching group and control group on learning attitude are 19.73 and 20.27 respectively. The obtained "F" ratio of 0.13 for pre-test means is lesser than the table value of 4.20 for df 1 and 28 required for significance at .05 level of confidence on learning attitude. The post-test means of multimedia supported teaching group and control group on learning attitude are 46.73 and 38.53 respectively. The obtained "F" ratio of 25.17 for post-test means is higher than the table value of 4.20 for df 1 and 28 required for significance at .05 level of confidence on learning attitude.

The adjusted post-test means of multimedia supported teaching group and control group on learning attitude are 46.73 and 38.54 respectively. The obtained "F" ratio of 239.73 for adjusted post test means is higher than the table value of 4.215 for df 1 and 27 required for significance at .05 level of confidence on learning attitude

The results of the study indicated that there was a significant difference between the adjusted post-test means of multimedia supported teaching group and control group on learning attitude in track markings.

Conclusions

1. There was a significant difference between multimedia supported teaching group and control group on learning attitude in track markings.
2. There was a significant improvement on learning attitude in track markings due to multimedia supported teaching.

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