



**RESEARCH ARTICLE**

**EFFECTIVENESS OF POWER POINT PRESENTATION ON IMPROVING DRAWING SKILL**

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**ABSTRACT**

An attempt was made to know the impact of power point presentation on teaching of drawing skill in zoology subject in students' achievement. For that the investigator, randomly selected 50 students having equal mental ability and split-up into control group and experimental group. Traditional method of teaching of drawing skill was given to control group and Power point presentation method of teaching drawing skill was given to experimental group. A test was conducted for both the groups and subjected to statistical analysis like descriptive (Mean, S.D) and differential analysis (t-test). It shows that experimental group scored better than control group. The power point presentation method of teaching drawing skill is far better than traditional method of teaching drawing skill.

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**INTRODUCTION**

Drawing skill plays an important role in acquiring more marks in secondary school examinations. It's developing a sense of aesthetic hobby among secondary students especially in arts and science subject particularly to 10<sup>th</sup> standard students. Developing and improving the performance of drawing skill, in drawing diagrams varies from different methods of teaching from traditional black board to modern technical based teaching. This put a series effort to conduct a study on Impact of Power Point Presentation on Improving Drawing skill to 10th standard students in Zoology subject.

**Significance of the study**

Drawing skill performance plays significant role in getting maximum marks in science subject. Generally drawing skill is unique and inborn quality but some of the techniques and trainings may help the students to improve the drawing skill. Thus the investigator intend to know the effectiveness of technology based teaching and training in teaching of drawing skill over traditional method of teaching.

**Need for the study**

- To know the level of performance of drawing skill among students in traditional and technology based teaching.
- To know the influence of power point teaching on students achievement over traditional method.
- To know the impact of power point presentation of teaching drawing skill.

**Statement of the problem**

Impact of Power Point Presentation on improving drawing skill of 10<sup>th</sup> standard students in drawing diagrams in Zoology subject.

**Definitions of the terms (operational Definitions Used)  
Power Point Presentation**

A PowerPoint presentation is a presentation created using Microsoft PowerPoint software. The presentation is a collection of individual slides that contain information on a topic. The slides that contain information usually in the form of text and sometimes graphics. The graphics that may be contained in a PowerPoint presentation include charts, graphs, diagrams, photos, movies and animations.

**Drawing skill**

The art of representing objects or forms on a surface chiefly by means of lines. A technique of producing images on a surface, usually paper, by means of marks in graphite, ink, chalk, charcoal and crayon.

**10<sup>th</sup> standard students**

Those students who are studying 10<sup>th</sup> standard education often call as secondary education students under Tamilnadu State Board Education.

**Zoology subject**

The branch of biology that deals with animals and animal life, including the study of the structure, physiology, development, and classification of animals.

### Delimitations of the study

- This study limited to students having equal mental ability.
- Sample restricted to fifty students.
- Developing and practising drawing skill for selected topics only.

### Objectives

1. To know the level of drawing skill performed by the control and experimental groups.
2. To know the significant difference exist between control and experimental group students to improvement of drawing skill on the basis of Gender (Male/ Female), Community ( BC/MBC), Residential Locality(Urban/ Rural), Hobbies ( Drawing/ Non-Drawing) and Parents Profession (Teaching/Non-Teaching).

### Hypotheses

1. There is no significant difference exist between control and experimental group students to improvement of drawing skill on the basis of Gender (Male/ Female), Community ( BC/MBC), Residential Locality(Urban/ Rural), Hobbies ( Drawing/ Non-Drawing) and Parents Profession (Teaching/Non-Teaching).

### Tools used

Questionnaire was developed and standardized by the investigator. A pilot study was conducted to ensure the genuineness of the developed tool. Reliability of the tool was found as 0.82 by test- re-test method. Both content and face validity were arrived by getting jury opinion from subject experts.

### Methodology and Research Design

Experimental methodology was adopted with control and experimental group design.

### Sampling Procedure

A sample of 50 students studying 10<sup>th</sup> standard from K.R.P.Matric. Hr.Sec. School, Sankari West, Namakkal District, TamilNadu during the academic year 2010-2011 was selected randomly after conducting equal mental ability test to ensure the homogeneity of selection.

### Developing power Point presentation and Adoption.

Power point slides with animated steps for practicing and drawing diagrams related to Mature Sperm, Mammalian, Hen's and Amphibian egg and Multiple fission,...etc are prepared and developed for 60 slides with background information . The developed slides are shown to subject and computer experts and necessary correction were made to ensure the originality of developing drawing skill based on practical and theory public examination point of view.

### Adaptation of the tool

The developed power point presentation was used to teach experimental group whereas traditional method of teaching drawing skill was adopted to control group. A test was conducted to both the groups to check the performance improvement of students after their learning drawing skill from different methods of teaching.

### Scoring procedure

Based on the drawing skill performance, the mark was allotted. For each question, a maximum of six marks was allotted and total score is thirty. The answer sheets collected were evaluated and scored and subjected to statistical analysis.

### Statistical analysis

1. Descriptive (Mean and S.D), and 2. Differential analysis(t-test)

### Findings

**Table 1. The overall mean scores of Control and Experimental Groups**

S.No	Group	Mean	Maximum score	Percentage
1.	Control	22.17	30	73.90
2.	Experimental	24.90	30	83.00

Experimental group students' performance of drawing skill is far better than control group students'.

**Table 2. The Means Scores, S.D and T-values of Sub variables of Control and Experimental Groups**

S.No	Sub-Variabes	Group	N	Mean	S.D	t-test	Significant at 0.05 level
1	Male	Control	20	21.25	1.8027	6.4846	S
		Experimental	14	24.21	0.8017		
2	Female	Control	05	23.09	0.6741	3.7639	S
		Experimental	11	25.59	1.4142		
3	BC	Control	17	23.62	1.1180	3.9112	S
		Experimental	16	21.47	1.9402		
4	MBC	Control	8	24.77	4.8372	2.2116	S
		Experimental	9	28.67	1.2909		
5	Urban	Control	7	24.28	1.0690	3.4163	S
		Experimental	17	25.67	1.1631		
6	Rural	Control	18	23.30	0.9128	2.6886	S
		Experimental	8	24.88	1.0606		
7	Drawing	Control	14	22.50	1.3093	6.9886	S
		Experimental	17	25.64	1.1631		
8	Non-Drawing	Control	11	20.63	1.9306	3.9578	S
		Experimental	8	23.37	1.0606		
9	Teaching	Control	9	20.62	2.3717	3.7182	S
		Experimental	8	24.22	1.4529		
10	Non-Teaching	Control	16	21.87	2.2500	3.1056	S
		Experimental	17	25.29	2.1004		

S-Significant

### Findings

- The level of drawing skill performed by the experimental group is better than control group.
- There is significant difference exist between control and experimental group students to improvement of drawing skill on the basis of Gender (Male / Female), Community (BC/MBC), Residential Locality (Urban/ Rural), Hobbies (Drawing/ Non-Drawing) and Parents Profession (Teaching/Non-Teaching).

**Suggestions**

1. Technology based teaching stimulates students attention, therefore the government and private management schools must come forward to implement the power point presentation in teaching and learning process.
2. Teachers must know and equip with the alternative method of teaching based on technology especially power point presentation technique.
3. Power point presentation slides can be effectively made by using Corel draw, animation and flashpoint techniques.

**Conclusions**

Power point presentation technology method of teaching drawing skill in drawing diagrams improves the performance of students over traditional method of teaching. Hence technology is a contributing factor and teacher must have proper knowledge about technology implementation in teaching and learning to have a maximum outcome in drawing.

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