

CHAPTER V

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5.0 INTRODUCTION

This chapter presents the findings and discussion of the present study. The objective of this study was to study the effectiveness of the developed open book environment in terms of the achievement of standard VIII students in Social science and also, to study the effectiveness of the developed open book environment in terms of the reaction of student towards developed open book environment. In order to achieve these objectives, the study was conducted by the researcher. The findings of the study are presented as follow.

5.1.0 MAJOR FINDINGS OF THE STUDY

On the basis of data analysis and its interpretation following major finding were drawn for the present study.

1. In an open book examination (OBE), open book environment was found significantly better than traditional close book environment in terms of enhancing scores in content knowledge in social science.
2. In an open book examination (OBE), open book environment was found significantly better than traditional close book environment in terms of enhancing scores in logic in social science.
3. In an open book examination (OBE), open book environment was found significantly better than traditional close book environment in terms of enhancing scores in divergent thinking in social science.
4. In an open book examination (OBE), open book environment was found significantly better than traditional close book environment in terms of enhancing scores in achievement in social science.
5. Open book environment helped students to write answers in a better way than the traditional close book environment in content knowledge, divergent thinking and logic in Social Science. It also helped students to score better in their overall achievement.

6. Open book examination including open book environment (OBEn) and open book testing (OBT) was found effective in terms of the reaction of students. The students in an Open Book Environment showed their positively agreed response in all the components related to OBEn and OBT separately and as a whole.

Apart from the above findings, the following points were also observed by the researcher among the students of experimental group.

- Students were found to be interested in learning through an open book Environment.
- Students developed their thinking power in learning through an open book environment.
- Students were found to develop social skills like co-operation, group work and understanding others while learning through open book environment.
- Students were found to develop their problem solving skill while learning through an open book environment.
- Students were found to share their learning experiences with other members of their group as well as with their classmates while learning within open book environment.
- Students were found to concentrate in audio visual presentation while learning through an open book environment.
- Students were found to respect the views of other members of their group while working in the group in an open book environment
- Students were found to have less examination anxiety while appearing for open book examination.

5.2.0 DISCUSSION

The above mentioned findings of the study are discussed as follows.

From the present study it can be said that achievement in examination differs significantly due to the change in the traditional environment. In the findings of the present study in an open book examination (OBE), open book environment was found significantly better than traditional close book environment in terms of enhancing scores in content knowledge, logic and divergent thinking. The finding revealed that experimental group students scored higher in overall achievement than the control

group students due to the effect of special treatment in an open book environment. The reasons for enhancing scores in all components in open book examination may be due to the impact of open book environment on teaching styles with a more interactive mode of teaching (Loi & Teo, 1999), less stress (Loi & Teo, 1999; Chan and Mui, 2004), less exam anxiety (Brightwell, Daniel & Stewart, 2004; Vyas Vyas, 2009), deeper and enrich learning by students (William & Wang, 2007), Favourable attitude of teachers (Chaudhary, 2009; Thaker, 2009; Rekhakumari, 2011; Gamit, 2013). It could be said that to do better in the examination of the higher order thinking in social science, students need to develop their thinking style in a constructive manner. There is a need to train students in their thinking style to do better in the questions of higher order thinking (HOT) for specific teaching learning environment which was supported directly or indirectly by the studies conducted by Ioannidou (1997), Patel (2010), Chatterjee (2014), Biswal (2015), Das (2015) and Maity (2016).

Open book environment helped students to write answers in a better way than the traditional close book environment in content knowledge, divergent thinking and logic in Social Science. It also helped students to score better in their overall achievement. Findings of the study conducted by Krarup et. al.(1974), Loi and Teo (1999), Vyas and Vyas (2009), Gupta (2011), Mekala (2011), Therriault et.al. (2011), Gharib et. al. (2012), Sharma (2012), Biswal(2015), Das (2015) and Maity (2016) support directly or indirectly the findings of the present study. Open book environment helped students to write answers in a better way than the traditional close book environment in content knowledge; divergent thinking and logic in Social Science may be due to the effect of the developed teaching learning environment for teaching Social Science in the open book test (OBT). The present study reveals that for better performance in the OBT a throughout preparation is needed to answer the question of higher order thinking (Maity2016). Hence a special environment should be prepared through which the present class room practice has to be modified for better performance in an open book examination.

Open book examination including open book environment (OBEn) and open book testing (OBT) was found effective in terms of the favourable reaction of students. The students in an open book environment showed their positively agreed response in all the components related to OBEn and OBT separately and as a whole. Findings of the study conducted by Williams & Wong (2007), Biswal and Das (2011), Rajan (2011),

Block (2012) and Gharib et. al. (2012) support the findings of the present study. The favourable responses of the students of experimental group towards OBEn could be due to the interest of the students (Eilersten & Valdermo, 2000). The other reasons of the favourable reaction could be the effect of innovative lesson plans, changing teaching-learning environment, group activities and sharing ideas in group, use of modern technology for delivering the lesson in class, application of strategy for creating divergent thinking and logic through innovative open book question that allowed students to think and imagine beyond the text book. During the implementation of OBEn it was observed that the students were more interested and involved in teaching learning process due to given more freedom for group work, less memorization and less examination anxiety by the components of the open book examination. Hence, it can be said that open book examination is an innovative tool of evaluation which has the ability to change the teaching learning process in the line of the open book environment and the testing process in the line of the open book testing. The present study was an attempt in this direction and lot more things are needed in this direction.