



## Effect of Flipped Class Room Instructional Strategy on Academic Performance in Social Science among 10<sup>th</sup> Class School Students

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### Abstract

This study examined the effect of flipped instructional strategy on academic performance in social sciences among xth class school students. Flipped instructional strategy is a type of blended learning that reverses the traditional learning environment by delivering instructional content, often online, outside of the class room by watching video lectures, usually at home and what used to be homework is now done in class with teachers offering more personalized guidance and nitration with students, instead of lecturing. Pretest posttest design was used to assess the effect of flipped instructional strategy with traditional strategy with traditional strategy on xth class school students. The study sample consisted of 100 students, who were chosen purposely from the study population. The study sample was distributed into two groups. The experimental group that consisted of 50 students, who has studied in flipped classroom instructional strategy, and the control group that consisted of 50 students, who has studied in the traditional classroom strategy. The experiment was conducted in Govt. High School in Gurdaspur District. The findings revealed that flipped instructional strategy better than traditional strategy.

**Keywords:** Flipped instructional strategy & Academic performance.

Social sciences are a group of academic disciplines dedicated to examining society. This branch of social science studies how people interact with each other, behave, develop as a culture, and influence the world. Social sciences give us a better understanding of how to create more inclusive and effective institutions.

Further it is a study of the social institutions, social skills, social customs, social heritage etc. throughout observation & social experience for the purpose of preservation of what is good in our socio-economic culture and bringing about improvement in it. Flipped classroom provides sufficient time and space for students to explore and experiment, to practice and analyze and develop comprehensive knowledge on a given topic. Flipped classroom help students to develop critical thinking and higher order thinking skills. The flipped classroom is one of the most recently emerged and popular innovative teaching method now a days. Flipped classroom refers to pedagogical practices that allow students to learn course contents traditionally delivered in classroom lectures prior to class, with the help of technology. Researchers also found that student centered method of teaching like flipped classroom is more effective method for implicate and retention.

What is flipped instructional strategy: flipped classroom is a pedagogical approach in which direct instruction moves from the group learning space to individual learning space is transformed into a dynamic, interactive learning environment where the educator guides



students as they apply concepts and engage creatively in the subject matter. They create flexible spaces in which students choose when and where they learn. A flipped classroom is an instructional strategy and a type of blended learning, which aims to increase students engagement and learning by having pupils complete readings at home and work on live problem solving during class time. Concept of flipped classroom strategy can be define as follows:

- Coursera (2011) Defined flipped classroom as a form of blended learning that refers to any form of education that combines face to face instruction with computer mediated activities.
- Bergmann and Sams (2012) advocated that flipped classroom involves shifting the energy away from the instructor toward the students and then leveraging educational tools to enhance the learning environment.
- Wikipedia (2011) suggested that flipped classroom is an instructional strategy and a type of blended learning that reverses the traditional learning environment by delivering instructional content, often online, outside the classroom.
- Honeycutt(2014) referred that flipped classroom are student centered learning environments that incorporate active learning strategies during class time.

A flipped classroom is an instruction strategy and a type of blended learning that reverses the traditional learning environment by delivering instructional content often online, outside of the classroom. In a flipped classroom student watch online lectures, collaborate in online discussion or carry out research at home and engage in concepts in classroom with the guidance of a mentor.

### **Features of learning environments for experimental group (Flipped instructional strategy) and control group (Traditional classroom strategy)**

The flipped instructional strategy has its roots in both constructivism and social constructivism perspectives on learning, emphasizing the active role of learner in constructive knowledge and the importance of scaffolding by teachers and peers.

It is the latest pedagogy that has grown across multi- discipline and age levels and its effectiveness has been proven empirically. The flipped approach allows the students to review the topic given prior to learning than in the classroom and apply the knowledge gained via in – class activities. Therefore students are given more opportunities to apply the knowledge they have learned into the real life situation in collaborative learning interactions, improving student’s achievement and boosting student s interest and could even improve their attitudes towards school. Students are able to receive a personalized education to suit their learning style.

### **Objective of study**

1. To prepare instructional material in social science based on flipped instructional strategy.



2. To study effect of flipped instructional strategy on the level of academic performance in social science.
3. To compare the level of academic performance in social science of boys and girls of Xth class taught through flipped instructional strategy.

**Hypotheses of the study**

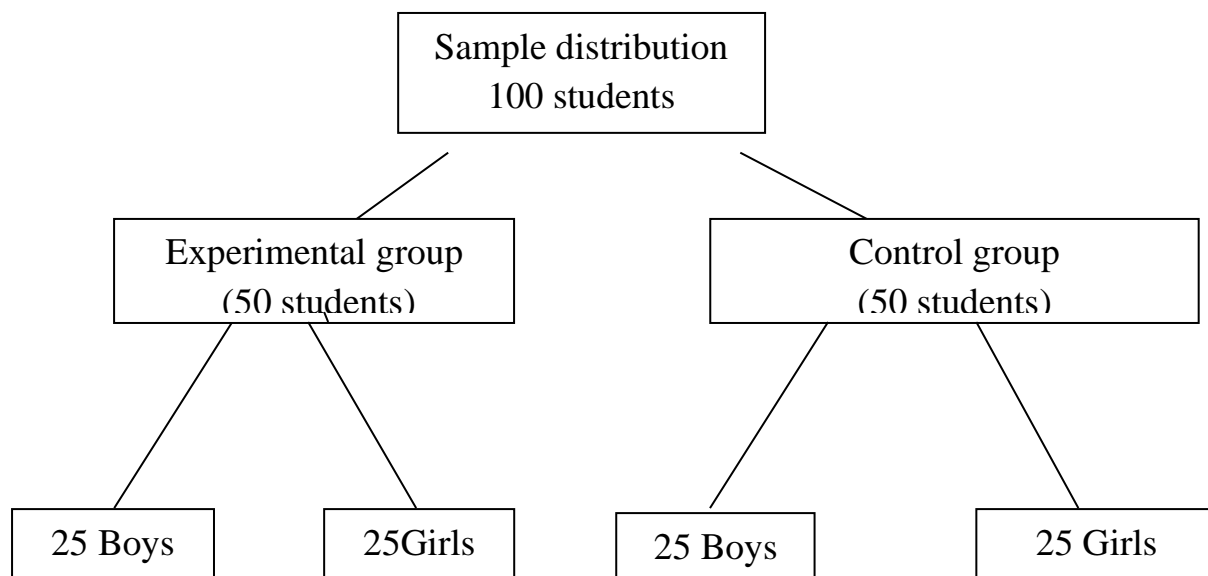
1. There exists no significant difference in level of academic performance in social science of Xth class students taught with flipped instructional strategy and traditional classroom strategy.
2. There exists no significant difference in level of academic performance in social science between boys and girls Xth class students taught with flipped instructional strategy.

**Design of the study**

Present study falls under domain of experimental research. Pre – test post – test control group design will be employed to study “EFFECT OF FLIPPED INSTRUCTIONAL STRATEGY ON ACADEMIC PERFORMANCE IN SOCIAL SCIENCES AMONGXTH CLASS STUDENTS.

**Sample of the study**

100 students of class xth from students affiliated to Punjab school education board of Gurdaspur district participants of the study. An interact random sample will be taken for present investigation.





### Statistical Techniques employed:

Data collected was analyzed and interpreted with the help of suitable and relevant statistical techniques.

### Findings of the study

The major findings of study are presented below:

1. The investigation revealed that there exists significant difference in level of achievement in social science of Xth class taught with flipped instructional strategy. It was found that students achieve more when they were taught through flipped instructional strategy than the students taught through traditional classroom strategy. The mean gain difference between two groups was found significant achieve better than traditional classroom strategy.
2. Further, it was found that there exists no significant difference in level of academic performance in social science between boys and girls of Xth class taught with flipped instructional strategy. Thus boys and girls had same level of achievement when they were taught through flipped instructional strategy. The t – ratio of boys and girls leads to better achievement irrespective of gender.

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