EFFECTIVENESS OF TECHNOLOGY BASED LEARNING ON THE ACADEMIC PERFORMANCE IN GEOMETRY OF GRADE 10 STUDENTS

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Abstract

The potential of technology to support the teaching-learning process has created important implications for educators. This action research was conducted to determine the effectiveness of technology based learning on the academic performance in geometry of grade 10 students. The quasi-experimental design was employed in this study. Two intact heterogeneous classes handled by the researcher were grouped as experimental and control using draw lots method. Thirty students were selected in each class as respondents who were manually matched based on their average in mathematics 9. Both groups used the same lesson content, but the experimental group was exposed to technology based learning while the control group was taught using the lecture discussion method. Pre-test and post-test that composed of 40-item were administered to both groups. Using $\alpha = 0.05$, t-test was used to analyse the data. The pre-test results of both groups showed that students have the same baseline of knowledge in Geometry, while the post-test revealed that there was an improvement in the performance of the samples. Also, the respondents in experimental group performed better as compared to the other group. Although, lecture discussion method was also effective in teaching geometry as revealed in this study, much effective learning was evident in the performance of students after the use of technology based learning. Based from these findings, it was recommended that school administrators should encourage teaching innovations that will lead to quality education especially in Science and Mathematics.

Keywords: *Prezi, Technology Based Learning, Geometry, Academic Performance*