

# Technological innovations in Education of 'Accounting'

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## **Abstract:**

Education technology is the most important part of technological innovations. Today the education system is being experimental and vast. It is becoming smarter than before. Today students want everyday a new concept, techniques and methods for learning. It effects on student's achievements also. This paper is based on the technological innovation in education of Accounting and will help to enhance new technologies.

**Keywords:** Education Technology, Technological Innovation, Achievement.

## **Introduction:**

Technological innovation refers to the process through which any educational system conceives and develops new techniques and teaching & learning methods. Technological innovation includes a broad range of activities in education of Accounting. Technological innovations can be like smart classrooms, online lectures, teaching through commerce lab and practical things etc.

If technology can change people, it should affect our educational system too. In education of Accounting if technology will be include in teaching methods it will definitely help the students along with teachers. Students will be able to learn the concept easily and with full of interest and teachers can be able to explain more effectively with full of description of any topic. Technology will help to save the content which can be used in future for time saving purpose. How can technology can affect the education of Accounting, this paper is based on it.

## **Review of Literature:**

The chief business of traditional education is to transmit to a next generation those skills, facts and students of moral and social conduct that adults consider to be necessary for the next generation's material and social success. The students are expected to receive and believe fixed answers. Teachers are the instruments by which this knowledge is communicated and these standards of behaviour are enforced.

Traditional teaching is concerned with the teacher being the controller of the learning environment. Power and responsibilities are held by the teacher and they play the role of instructor in the form of lecturers and decision makers in regards to curriculum content and specific outcomes. In short, in traditional teaching it is the teacher that causes learning to occur.

Learning is chiefly associated within the classroom and is often competitive. The lesson's content and delivery are considered to be most important and students master knowledge through practice.

#### **Objectives of the study:**

1. To study the achievements of students teaching through technology.
2. To compare the results of technology teaching and traditional teaching.

#### **Hypothesis of the study:**

1. There will be no significant difference of achievements after teaching through technology.
2. There will be no significant difference in the results of technological teaching and traditional teaching.

#### **Operational Definitions:**

1. **Education Technology-** Education technology is a systematic repetitive process for designing instructions or training used to improve performance.
2. **Technological Innovation-** Technological innovation comprises new methods and techniques for teaching and learning.
3. **Achievement-** A thing done successfully with efforts or skills with a new concept.

#### **Research Methodology:**

**A) The study:** As the study based on technological innovations this could be experimental research, so an experimental research will be applied on the students. The pre-test & post-test single group design was enlisted for this study. First pre-test of achievement was conducted. Then lesson presentation was given for 25 days. After this the post-test was organized. The pre-test and post-test were designed as follows:

***Pre Test ---- Lesson Presentation ---- Post-Test***

**B) The sample-** For this study the sample composed of XI grade school students of Lokmanya Tilak Vidhyalaya, Ujjain. The age group of the sample was 16-17 years, and it included boys and girls both. The students belonged to average socio- economic status, urban residential background and their medium was English. 34 students were selected as the sample.

**C) Tools for Data Collection:**

A self- developed achievement test was used.

The achievement of the students was assessed with the help of self- developed achievement test. Instructions were given in the test. The test comprised of 30 questions including multiple choices, fill in the blanks, and match the column, one word and short answer type of questions. The time limit for answering the questions was 40 minutes and the total marks for the test were 30.

**D) Tools for data analysis:** From selected and permission given five schools, one school was selected randomly by lottery method. The school was Lokmanya Tilak Vidhalaya, Ujjain. The pre-test (achievement test) was regulated and gave the students 25 lessons through instructional material, after that the post test was conducted consisting of achievement test. After collecting the answer sheets the scoring was done as per set criteria for further statistical analysis.

**Statistical Analysis:**

Correlated “t” test was employed for analyzing the data.

The pre & post test marks obtained in the criterion test were analyzed by employing the correlated t-test; the results are summarized in table 1.

**Table 1: Test wise Mean Achievement Score, SD and Correlated t-value**

Test	Mean	N	SD	R	T-VALUE
Pre achievement	4.05	34	2.62	8.37	18.24*
Post achievement	14.23	34	5.11		

\*Significant at 0.01 level

**Results and Discussions:**

It is clear the Table 1 that the correlated t-value is 18.24, which is significant at 0.01 level with df = 33. It indicates that the mean scores of achievement before and after the treatment are differing significantly. In this situation the null hypothesis that “There will be no significant difference of achievements after teaching through technology.” is rejected.

Further from table 1 it is evident that the mean scores of achievement after the treatment is 14.23, which is significantly higher than that before the treatment which is 4.05. It may therefore, be concluded that technology innovation is effective in education of Accounting.

**Conclusion:**

Technological innovations are effective and productive than traditional education in terms of student's achievement. If technology will be included in education of accounting it will definitely positively affect the learning and results of students. Students will enjoy learning specially those students who are not from commerce background. Results will be improved and knowledge will enhance through technological innovation in education of accounting.

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