

A Comparison of Learning Achievement Toward cost accounting I Between The Group has Solution of Homework and The Group not has Solution of Homework

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Abstract

The purpose of this research was to compare learning achievement for E-Learning towards cost accounting I subject of students between the group has solution of homework and The Group not has Solution of homework. The sample consisted of 100 undergraduate students in Silpakorn University, who were studying cost accounting I in the second semester 2011. The subject was divided into an experimental group (the group has solution of homework) of 50 student and a control group(The Group not has Solution of homework) of 50 students. The instruments used for this research were a lesson plan, the learning achievement test and the formative tests. The statistical methods such as the mean(), the standard deviation(SD) and the t-test were used to analyze data. The results of the research are summarized as follow, the experimental group was more statistically significant in learning achievement than the control group at 0.05 level.

Keywords: Information Technology

Introduction

Cost Accounting is subject that is quite difficult. This Subject is calculated more than other subjects and Students should be trained to do a lot of homework To achieve the skills to calculate costs. From the Teaching experience, some students had copied Homework from their friends, some copied were not Correct some student did not do homework because They could not do it. As a result, these students did not pass the examination. I think that in each week if students received homework and answer sheet to practice at home, students may understand better than before. This method may be better than the method that gave home work to students to do and when student came in class and listen the answers This is the reason that I need to research a comparison the academic achievement in subject Cost Accounting between students who have not homework answer sheet and students who have answer sheet.

Objective

1. To know the academic achievement in subject Cost Accounting between students who have not homework answer sheet and students who have homework answer sheet.

2. To know the attitude in subject Cost Accounting of students who have not homework answer sheet and students who have answer sheet.

Benefits are expected to receive

The results are used as guidelines for teaching in another method.

Hypothesis

1. The academic achievement of students who have homework answer sheet is higher than students who have not homework answer sheet.
2. Attitudes of students who have homework answer sheet is higher than students who have not answer sheet.

Population

The total population is students in 3rd year of Engineering Course of Business of the University of Fine Arts. Campus Sanam Jon Semester 1 , 2554, 100 students were divided into two groups, 1.Group no have homework answer sheet 50 students (on Tuesday) and 2.Group have answer sheet 50 students (on Friday).

Related Researchs

Nori Boonyasilapa (2006:Abstract) conducted research. Development of the English language. The travel agency in Nakon Pathom for students grade five . The study found that students' attitude was good. Tthe findings showed. Students' attitudes towards learning a series of model. The content of the learning, activities and the implementation in all areas.

Edward (1997:Abstract) studying innovative teaching strategies in class, grade 1 and grade 2, with a total of 175 people who returned to teach at home and in class. The variety of materials. The students are motivated to learn.

Mac Donald (1973: Abstract) conducted a study Development and evaluation of a series of instructional multimedia. To determine the effect of the success of teaching methods and attitudes. Using a set of classes. The multimedia learning how to self teach simple. The experimental group students' attitudes towards teaching methods that are used in high school than the control group. Statistically significant at the 0.05 level.

Tools used in this study

1. A plan of teaching subject Cost Accounting.
2. Homework answer sheet and tests.
3. A test of students' attitudes.

Research

1. Researcher were conducted for 16 weeks, three periods per week.
2. Students who have not homework answer sheet, in each week they will receive homework to practice at home and have to submit on Friday. Students who have answer sheet they will receive homework to practice at home and have to submit on Monday.
3. In next week let students ask question and problem which they found in homework and then learn next lesson.
4. To compare the test scores of the two groups.

The experimental schedule (Group: No have answer sheet).

Mid-term Exam		
No.	Date	Time
1	7 June2011	09.00 -12.00
2	14 June2011	09.00 -12.00
3	21 June2011	09.00 -12.00
4	28 June2011	09.00 -12.00
5	5 July 2011	09.00 -12.00
6	12 July 2011	09.00 -12.00
7	19 July 2011	09.00 -12.00
Final Exam		
8	2 August 2011	09.00 -12.00
9	9 August 2011	09.00 -12.00
10	16 August 2011	09.00 -12.00
11	23 August 2011	09.00 -12.00
12	30 August 2011	09.00 -12.00
13	6 September 2011	09.00 -12.00
14	13 September 2011	09.00 -12.00
15	20 September 2011	09.00 -12.00
16	27 September 2011	09.00 -12.00

The experimental schedule (Group: Have answer sheet)

Mid-term Exam		
No.	Date	Time
1	9 June 2011	13.00 -16.00
2	16 June 2011	13.00 -16.00
3	23 June 2011	13.00 -16.00
4	30 June 2011	13.00 -16.00
5	7 July 2011	13.00 -16.00
6	14 July 2011	13.00 -16.00
7	21 July 2011	13.00 -16.00
Final Exam		
8	4 August 2011	13.00 -16.00
9	11 August 2011	13.00 -16.00
10	18 August 2011	13.00 -16.00
11	25 August 2011	13.00 -16.00
12	1 September 2011	13.00 -16.00
13	8 September 2011	13.00 -16.00

14	15 September 2011	13.00 -16.00
15	22 September 2011	13.00 -16.00
16	29 September 2011	13.00 -16.00

The statistics which using to analyze the data

The statistics include the mean (\bar{X}) standard deviation (SD) and the statistics are not independent (t-test Dependent).

II. DATA ANALYSIS

Table 1 Compares the academic achievement of subject Cost Accounting of students who have not homework answer sheet and students who have answer sheet.

Experiment Group	n	\bar{X}	S.D.	t	Sig
No have Answer sheet	50	24.05	2.10	15.256	0.000
Have Answer Sheet	50	31.22	2.92		

Table 1 shows that students who have homework answer sheet have higher academic achievement than students who have not answer sheet. The statistically significant is at the 0.05 level, which is based on assumptions.

Table 2 Compares the attitude of 2 groups of students in subject Cost Accounting

Experiment Group	n	\bar{X}	S.D.	t	Sig
No have Answer sheet	50	3.43	4.32	5.125	0.000
Have Answer Sheet	50	3.97	8.64		

Table 2 shows that students who have homework answer sheet, their attitude are higher than students who have not answer sheet. The statistically significant is at the 0.05 level, which is based on assumptions.

III. CONCLUSIONS

1. Students who have homework answer sheet have higher academic achievement than students who have not answer sheet. Because of the answer sheet helped students who did not understand well can do homework by themselves and encouraged them to train more homework and repeating and make them understand it better and faster.

2. Students who have homework answer sheet, their attitude in subject Cost Accounting is higher than students who have not answer sheet.

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V. REFERENCES

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