



The Effectiveness of Implementing Reading Guide to Increase Students' performance in Financial Management Course

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Abstract- The main objective of this study is to examine the effectiveness of implementing reading guide to increase students' independent learning in studying theoretical knowledge in financial management course. Participants were 20 in financial management 1. Interviews & Questionnaire were conducted with the study. The study found that most student before implementing RG have low performance in their tests, not performed well in their study skills, low independent learners, not prepare well the topic before they came to the class. After implementing the RG, the study found that student's performance increased specially in the second cycle, they obtained high grades, become more independent learners, and prepared the topic before come to the class. The study supports the effectiveness of provide and implementing RG for financial management and other courses.

Keywords: Financial Management Course, Reading Guide, independent learning

I. INTRODUCTION

Reading is an achievement that plays an essential part in the learning process of students (Muhid, Amalia, Hilaliyah, Budiana, & Wajdi, 2020). Reading is a method conceptualized in order to grasp the significance of the written texts by interpreting printed symbols in phonological types (Fathi, & Afzali, 2020). Any academic institution's key purpose is to achieve learning. However the Quality Assurance Unit is a compulsory necessity and an instrument to enhance quality standards continually; it is responsible for ensuring that the required learning objectives are reached with success (Anane and Addaney, 2016). Moreover, Carmichael, Palermo, Reeve & Vallenge (2001) suggest that in all fields of education, the experience of individual learners should be a central component of the Quality Improvement Policy and mechanism.

Biggs and Tang 2011 stated that, the theory makes us aware that there is a problem and it helps to generate a solution to that problem. Accordingly, I searched on the main problem, I discovered from a feedback that received from most students, and from my observation during the class that most students are not fully attention when I explain the theoretical knowledge part, while they fully attention for analytical and practical parts. In addition, they are not prepared the topic before they come to the class, in other word they are dependent learning. In order to improve their performance and encourage them to be independent learner I introduce the reading guide (RG) in the last semester. For the lecturer, RG means taking advantage of the ability to pick carefully text and to consciously and intensively teach strategic reading systems (Fountas & Pinnell, 1996). RG is a technique intended to assist students during the course and to improve their comprehension of the subject. At the beginning of each lesson, RG is a lecturer who has readings and distributions (Haydon et al. 2011).

From PCAP program I learned how to reflect on each case in my class. For instant, for the current case I designed a RG for each topic to be distributed at the beginning of the class. I believed that providing students with RG at the first stage and RG with presentation in the second stage could possible encourage them to be independent learner and improve their performance. However, there are different studies found that there is a significant relationship between providing student with RG and their performance such as; (Konrad et al. 2009; Cornelius and Owen, 2008; Barnett, 2003; Austin et al., 2002; Murphy & Cross, 2002; Barbetta & Skaruppa, 1994). The current study uses the findings of these studies to support its rational and to ensure that the UK PSF professional value in this regard is acknowledged.

The significant of current study is that most studies have been done only examined providing RG on student's performance, while this study conducted in two cycles by providing RG without presentation in the first cycle and adding presentation in the second cycle.

Two main abbreviations will be used from now onwards:

MCQs = Multiple choice questions

RG = reading guide

II. RESEARCH OBJECTIVES

The main objective of this study is to examine the effectiveness of implementing reading guide to increase students' independent learning in studying theoretical knowledge in financial management course. The sub-objectives are; to examine providing students reading guide to improve students' performance; to examine providing reading guide will encourage students become independent learners; to assess students' perception about the benefits and usefulness of reading guide.

Research Questions

From the research objectives the main question can be derivative:

- To what extend is implementing a reading guide to increase students' independent learning in studying theoretical knowledge in financial management course?

From the main question, a number of sub-questions were raised:

- 1-How effective is implementing a reading guide in encouraging students become independent learners?
- 2-How effective is implementing a reading guide in enhancing student's performance in test?
- 3-What are students' perceptions toward implementing a reading guide?

III. METHODS

Action analysis is the notion that teachers can launch a loop of inquiries, data collection, reflection and action decisions. I conduct the current study to understand the problem; try to find solutions through applying the proposed solutions in two cycles to enhance and improve professional level in teaching and learning process.

The main focus of this study is to improve the students' performance and increase their independent learning, using a RG, reading guide with presentation to reach the required percentages in theoretical knowledge skill (see Appendix 1).

Participants

The study conducted on one section for the financial management I course during the first semester of the academic year 2017/2018, the section includes 20 students. However, there are two students are excluded from this study as they have continuously absent. Students enrolled in this course met for one hour and a half two times a week.

Data Collection Tools

Most research used fundamental theory to increase validity and decrease subjectivity in qualitative studies (Jonsen and Jehn, 2009). The present thesis explains how in qualitative research three related approaches of triangulation can be used to verify and discuss ideas and themes.

To answer the research questions, the current study used, quizzes (pre and post), questionnaires and interviews. These assessments were also used by other researcher such as Park and Kim (2015). Moreover, statistical analysis of student's grade for the pre and post quizzes was used in this study.

Quizzes

In order to evaluate student's performance, measuring improvement over time, and give students the opportunity to show what they have learned lecturer gives formative and summative quizzes from time to time (Chaqmaqchee, 2015). The present study deals with the integrated use formative quizzes as an assessment tool in order to evaluate the implementing reading guide method. The quizzes were used in each cycle two times; pre and post quiz to measure the student's performance before and after

implementing the RG and the reading guide with presentation (see Appendix 1 & 2). This method used by (Dickson et al. 2005; Daniel and King's, 2003).

Questionnaire

The second collection data method used in this study is the questionnaire. I developed standardized questionnaire based on the multiple Likert-scale to make sure that, students have the same question, same system and same environment. The goal here is to try to ensure that differences in answers to questions can be interpreted as reflecting differences among students. In line with this study method (Dickson et al. 2005) used questionnaire in their study.

The questionnaire were distributed to the target students after each cycle. In the first cycle, the questionnaire was designed which contains on four questions to discover if the RG encourage them to prepare for the topic before come to the class, if its enhance students to be independent learner, and if its help them to perform well in their tests (see Appendix 3). However, in the second cycle I distributed the questionnaire adding reading guide with presentation delivered by students (see Appendix 4).

Interviews

In addition to the questions, a semi-structured interview has been built in the present study to produce confirmative findings considering the various approaches used to capture, evaluate and interpret data. The current study conducted interviews after the two cycles, include 8-randomly selected students. The main aim from this method, which were conducted in my office, was to give the student an opportunity to express their perceptions toward implementing a RG freely (Ramirez, 2010) and how it help them to improve their performance and be an independent learner (see Appendix 5).

Many scholars use different methods in their studies to examine the impact of RG on students' performance such as; Nelson, 2001; Russell, Hendricson, & Herbert, 1984.

IV. RESEARCH PROCEDURES:

The current study conducted in three main organized cycles started with pre-cycle, followed by the first cycle, last with second cycle as shown in Figure 4-1. The following details research procedures for each cycle are discussed below.

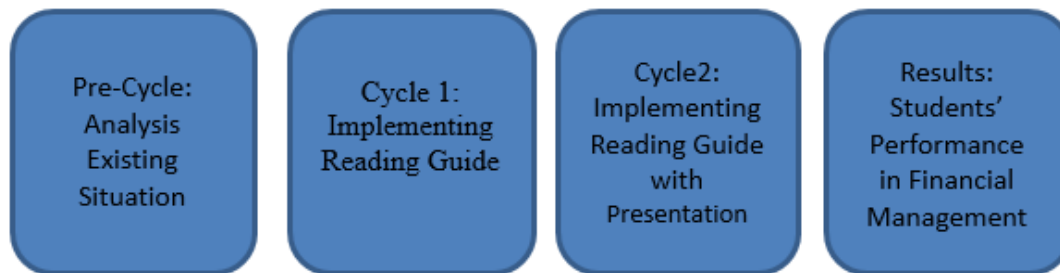


Figure 4.1: Research Cycles

Pre-Cycle: An analysis of the Current Situation:

The existing situation is that, the students in financial management course are not performing well in the theoretical knowledge part. I tried to investigate and find the main problem behind that many times in previous semesters. I noticed that students are not fully pay attention to the theoretical knowledge when they study the materials and they are not prepared the topic before they come to the class. In the first semester I decided to find a solution by implementing a RG. The pre-cycle conducted before 19th of November and contain the formative pre quiz before implementing the RG. The main action in this cycle is the pre-quiz.

Cycle 1: Implementing Reading Guide

The first cycle started from 19th of November till 10th of December. During this cycle I distributed the RG for each topic (see Appendix 1). Students took 10 minutes to read RG individually, then discussed it with

lecturer. In addition, the RG will be uploaded on E-learning. The formative post quiz was given at the end of cycle, to compare the results with the pre quiz before implementing the RG. However, the questionnaire was distributed for those who attended the whole cycle and did pre and post quiz to measure their performance. The cycle finished with interviews with 8-randomly selected students to express their perception about implementing RG as the first time, and what the impact of implementing RG on their performance.

The cycle steps are summarized in figure 4.2

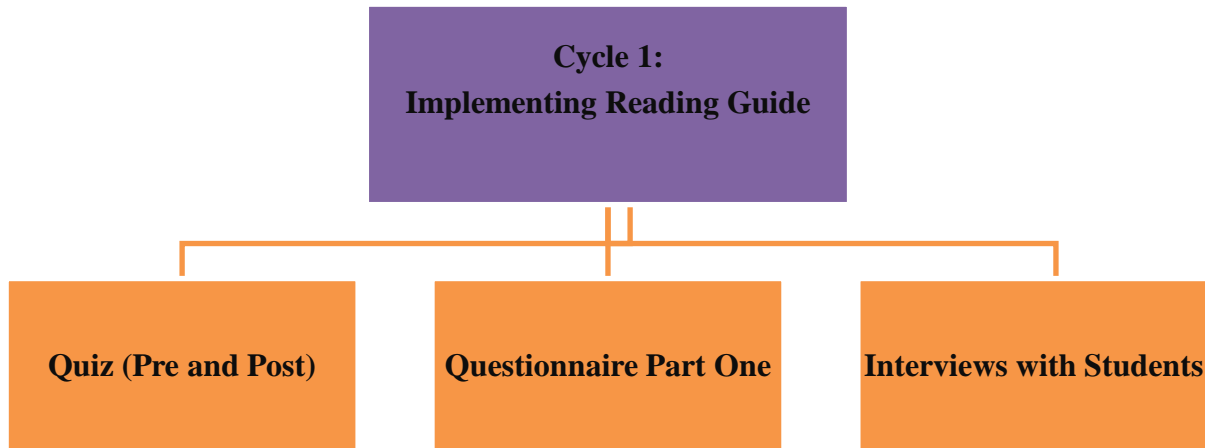


Figure 4.2: Cycle One

Cycle 2: Implementing Reading Guide with Presentation

After the first cycle done, the second cycle took two weeks started in 11th December till 25th of December. During this cycle the same procedures as in the cycle one are followed with adding a student's presentation. It started with pre-quiz, and then students received the RG and discussed it by oral presentation performed by students. Questionnaire was distributed to the students to answer the target research questions. However, the interviews were conducted with the same students at the end of this cycle.

The cycle's steps are summarized in figure 4.3.

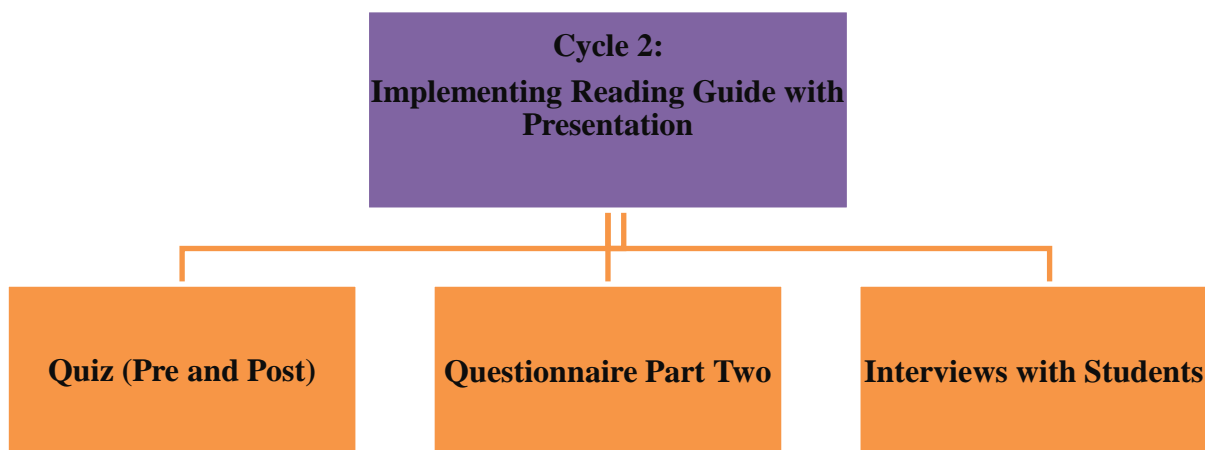


Figure 4.3: Cycle Two

V. ANALYSIS OF FINDINGS

The findings that obtained from the current study have been confirmed that, implementing RG in the first cycle, and reading guide with the presentation in the second cycle on the financial management course students, helped them in general to improve their performance and being an independent learner.

The interpretation of the main findings for this study is discussed in the detail as following:

5.1 Pre and Post- Quizzes Findings

At the begging of each cycle the pre-quiz has been taken place in the current study. Figure 5.1 reveals that students' results in the pre-quiz for the cycle one were low with average mark 1.52 over 3. That result donates around 50% of the students who have taken the pre-quiz in the first cycle have grade less than the average which means they fail.

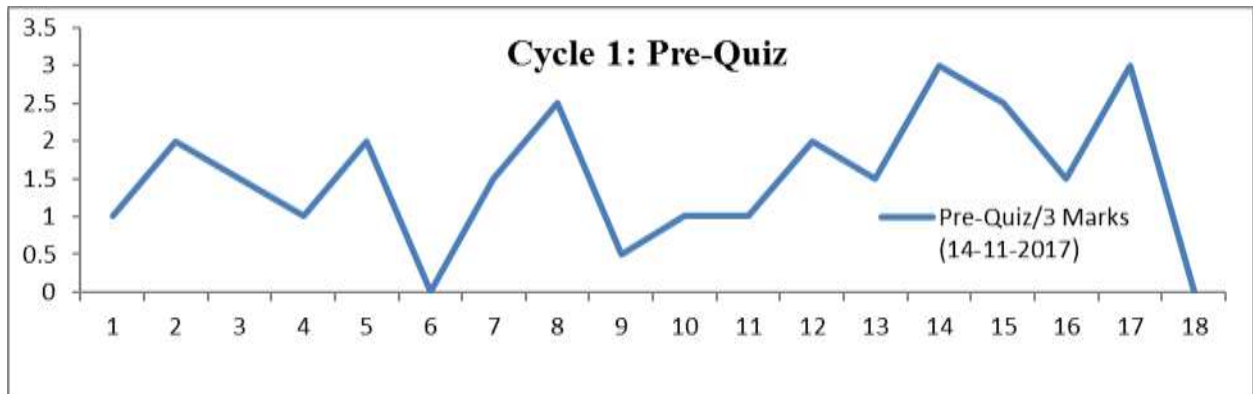


Figure 5.1: Students Results in Pre-Quiz in the First Cycle

On the other hand, at the end of the first cycle student's results have improved during the post-quiz after they implemented the RG in the first cycle. Figure 5.2 demonstrates that students' results have been improved by 42% with average around 2.14 over 3 instead with 1.51 in pre-quiz, which means the average equal to around 72% over 100% with no fail student in this quiz.

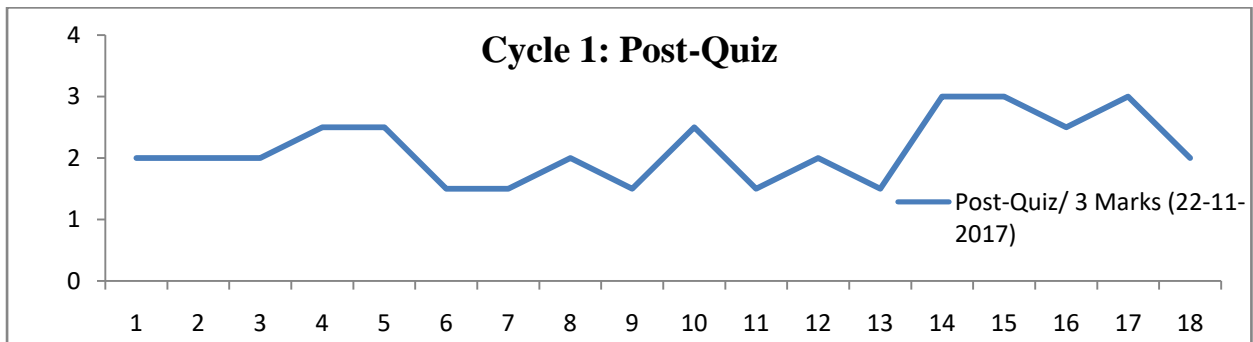


Figure 5.2: Students Results in Post-Quiz in the First Cycle

The results for the pre and post-quiz for the second cycle, pre-quiz in Figure 5.3 shows that, students grade average 2.92 over 4 which equal to around 73% over 100%.

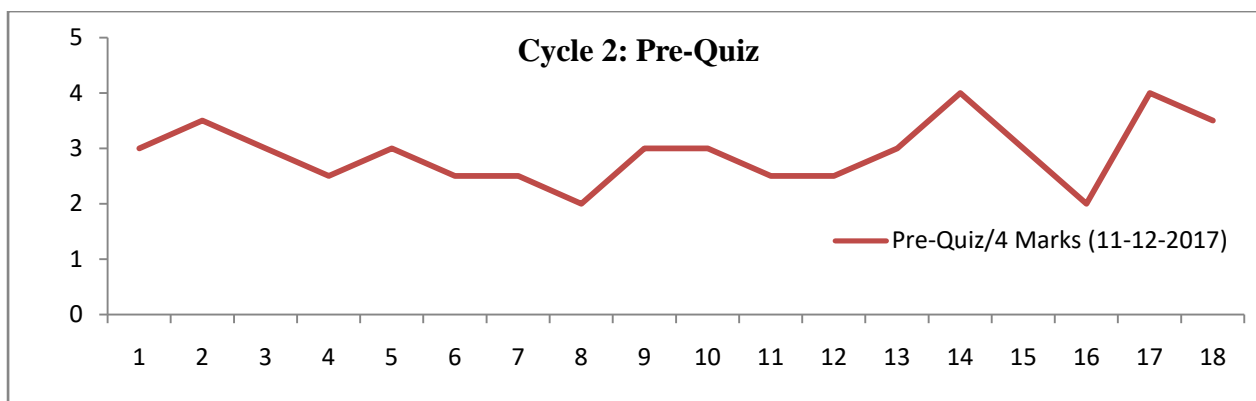


Figure 5.3: Students Results in Pre-Quiz in the Second Cycle

In addition, Figure 5.4 shows that the students' results recorded the highest grade in both cycle, the average grade has been improved by 62% from the pre-quiz in the first cycle. However, students' results in this cycle show that the average marks around 81.63% over 100% in this quiz.

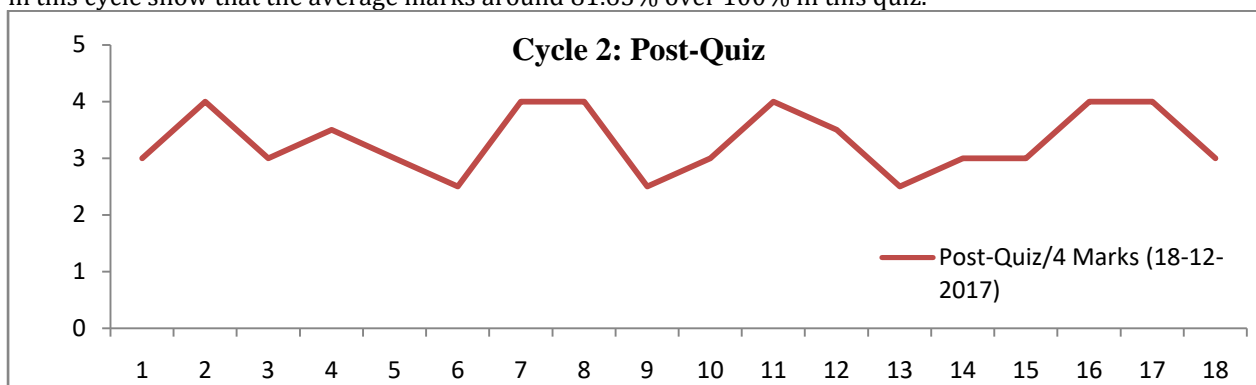


Figure 5.4: Students Results in Post-Quiz in the Second Cycle

Based on the quizzes results, the study affirmed that the findings showed the performance of students enrolled in this study have been improved gradually from cycle to other. The findings answer the second research question for the current study if the implementing a RG in enhancing student's performance in test.

5.2 Questionnaire Findings Analysis

The findings obtained from the first cycle questionnaire clearly show that, there is a significant relationship between implementing RG and students become independent learners, and students' performance in tests.

However, Table 5.1 reveals the results of questionnaire for the first cycle. The results show that around 44% from the student responded positively to the first question, as the RG encourage them to read the topic before they come to the class. Moreover, students answered if the RG encourages them become independent learners by strongly agree and agree with 50%, which indicates a positive significant to be independent learners after implementing RG. On the other hand, students responded to the third question positively, as the RG enhance help them to improve their skills in the course by 50%. Accordingly, the last question reported 6.66% of the students who find the RG help them better understand the target content. The figure also show that, the mean for the questionnaire in this cycle is 3.40 which indicates that most students around the average and that the RG is new for them and they never used before which means they do not have fully aware about RG and what the important of it. However, this confirmed by the high total standard deviation for the current cycle as recorded around 1.122 which means there is a high variation in students' responses.

Table 5.1 Statistical Analysis for the First Cycle Questionnaire

Question	No.	Mean	Standard Deviation
Q1: The reading guide encourages me to read the topic before I come to the class	18	3.2222	1.165966
Q2: The reading guide encourages me become independent learners	18	3.3333	1.188177
Q3: The reading guide helps me improve my study skills in the course	18	3.4444	1.041618
Q4: The reading guide helps me better understand the target content	18	3.6111	1.092159
Total	18	3.4027	1.12198

Table 5.2 demonstrates that the students' level has been improved over all from the previous cycle. As obviously from the table that the total mean dramatically increased from 3.40 in the first cycle to 4.40 in the second cycle. On the other hand, the total standard deviation decreased from 1.122 in the first cycle to 0.603 that indicates the students responses to these questions are near each other with low variation compared with previous cycle. This indicate, students in the current cycle have been more aware and understood how the implementing reading guide with presentation is important which help them to read the topic before come to the class, to be more independent learner, improve their study skills in this course and improve their performance in the tests.

Table 5.2 Statistical Analysis for the Second Cycle Questionnaire

Question	Students' No.	Mean	Standard Deviation
Q1: The reading guide with presentation encourages me to read the topic before I come to the class	18	4	0.59489
Q2: The reading guide with presentation encourages me become independent learners	18	4.4444	0.615699
Q3: The reading guide with presentation helps me improve my study skills in the course	18	4.5	0.514496
Q4: The reading guide with presentation helps me better understand the target content	18	4.6666	0.685994
Total	18	4.4027	0.60277

5.3 Interviews Analysis

During the interviews with selected students after the first cycle, around 90% of students assured that the RG was new for them and they never used before. However, they reported that at the beginning of this cycle were not convinced in RG, and they afraid to use it in this course as a new idea. Moreover, they defined the RG for them before be implemented is waste of their time and they will not get a benefit. That was their perception about the RG before they implement. Meanwhile, only 10% from the students who have idea about the RG, also those students responded that they know what does mean but they never used.

After students implemented the RG in this cycle, in the interviews, I found that most students are positively response, as they found that the RG was helpful and encourage them to read the topic before they come to the class, which help them also to be more independent learners. Moreover, they confirmed that the RG slightly improved their skills and performance.

Despite student expressed their perception toward the reading guide with presentation negatively before they apply it, as around 93% of the students found adding presentation will be more complicated for them. In their perception toward that, it will force them to be more prepared before they come to the class, which mean they need extra effort. In addition, they find the oral presentation is difficult for them

for different reason such as, the feel agonized and ashamed, lack of self-confidence and English language barrier.

But, when the students expressed their opinions after applied the reading guide with presentation several times during the second cycle, they responded highly positive significant, as more than 95% of the students found that cycle two is more helpful from the previous cycle and the learned more in this cycle. however, they found their performance are highly increased than before, they be more independent learners, prepared the topic before they come to the class, the participate during the lecture, and obtained high grade in the course tests.

When I asked students for their opinions, if they have a recommendation for the RG to be implemented in next semester for this course for ever and other courses, more than 97% they responded positively to that. Moreover, they have been more aware about the importance of implementing RG in their courses.

These results confirmed by the final test results at the end of semester as the theoretical knowledge achieved around 69% which is above of the required (see Appendix 6).

VI. DISCUSSION AND CONCLUSIONS

The current study conducted on the financial management course students, in order to help them enhance their performance in the theoretical knowledge particularly, and their study skills and to be independent learners generally. The study found that most student before implementing RG have low performance in their tests, not performed well in their study skills, low independent learners, not prepare well the topic before they came to the class. After implementing the RG, the study found that student's performance increased specially in the second cycle, they obtained high grades, become more independent learners, and prepared the topic before come to the class. The study supports the effectiveness of provide and implementing RG for financial management and other courses.

Limitation of the study, the study conducted for only financial management course, and for one semester with a few numbers of students in the class. Moreover, the time of the study was short during five weeks only.

Next plan will be for implementing the reading guide with presentation in all my classes, recommended the ides for all my colleagues to be more aware about how it important for the students to take the advantages from this implementation. I will propose to make a work shop in our university for the staff and students, to show my action research results and explain for them how much implementing RG is important for students' performance and how much will contribute to make the learning happened. As I delivered a work shop for them before, about the importance of the action research in teaching process and it was very helpful for me to capture that opportunity to show what I had learned from PCAP program.

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