

STUDY ON DIFFERENCE BETWEEN PRE-TEST AND POST-TEST SCORES OF ACHIEVEMENT OF PU STUDENTS IN THREE LEVELS OF ABILITY.

PARASHURAM PUJARI*

ABSTRACT

The purpose of the study is to study the Study the difference between pre-test and post-test scores of achievement of PU students in three levels of ability. The sample of the study is 100 students, studying in P.U.C I year in Govt. P.U.College, Dharwad .

Introduction

Previously teaching was nothing more than mere “giving information and imparting knowledge”. It was the time when teaching was regarded as a bi-polar-process the teacher and the subject being its two poles. The child was altogether ignored. No attention was given to his needs and desires. The child was non-entity and the teacher and the subject matter were considered important than him. The adult yardstick measured the child. The subject matter was read out and told by the teacher and the child simply memorized. Readymade material was given to him, which sapped his energies.

Education is process of bringing desirable changes in the behaviour of human beings. It can also be defined as the process of imparting or acquiring knowledge and habits through instruction. The most important objective of educational process is to transfer knowledge to the next generation (Gedler, 2001).

*** Lecturer in Education, S.V.R. College of Education, Harugeri,Belagavi(Dist)**

It is now widely recognised that the most important factor in teaching is the style of teacher's interaction with his students, the knowledge he possesses and his personality. The best teachers are able to transfer information, experience, and wisdom into a significant knowledge of a subject that is understood and retained by the students. Teachers need the ability to understand a subject well enough to convey its essence to a new generation of students. The goal is to establish a sound knowledge base on which students will be able to build as they are exposed to different life experiences. The passing of knowledge from generation to generation allows students to grow into useful members of society (Glickman, 1990).

English belongs to Indo European family of languages. English is spoken over such a large part of the world that native speakers of the language in USA, UK, Canada and Australia use a number of slightly different accents. Educated people all over the commonwealth also speak English, and a number of foreign accents' have therefore come into existence, each showing certain features of the speakers' mother tongue.

English grammar plays an important role in purifying English. Grammar is a systematic study of language. We Indians, wish to learn English through English grammar. So grammar is an important means of learning English. Unusually textbook committee introduces grammar and vocabulary along with lessons from fifth standard that have opted English as Second language. Grammar is also essential for almost of all competitive examinations like KAS, IAS, Bank, LIC etc. So, the teachers of primary schools and high schools should lay the foundation of grammar in a perfect manner, so that, the students do not find any difficulties at any stages of education.

English Grammar includes many components like tense, active voice and passive voice, direct and indirect speech, degrees of comparison, prepositions, conjunctions, articles etc. Patterns practice, teacher - student interaction, proper way of teaching adequate learning materials are very important to get mastery over them. In the present study the researcher selected "articles" as a means to find out the effect of Concept Attainment Model on teaching of English Grammar. The intention of the researcher was to select the simple and very limited concept "articles" is to minuscule and detailed study of Concept Attainment Method. So, the study focused on the effect of Concept Attainment Model. The study brings light upon how the Concept Attainment Model is useful to teaching of other components of English Grammar.

Devices of Teaching:

The word 'device' is often mis-constructed in teaching and learning. One may take it as a technique while the others may confuse the term with method. A device constitutes a certain external form of or mode "Which the instruction may from time to time assume" it is a plan scheme or trick invented for a special purpose, that are effective teaching and purposeful learning. It is a contrivance on which the success of the delivery of lesson in a particular subject depends.

It is not out of place to differentiate between a device and method. Method as differentiated from device, which is an external mode or form which instruction may from time to time assume, implies an orderly way of doing something. It is a systematized, organized way of doing for effective control. It is an effective procedure of using experience out of which, as it were methods grow and then return in to experience to direct and control it in a better and more efficient way. The fine demarcation that exists between a device and 'a method' is sometimes ignored for it is rethread procedure and the modes of presentation or devices for illustration. We may, for that reason often hears of the question method or dramatic method the technique of questioning or the art of dramatization may be employed in a teaching through time-honored methods. This means that "Method" is never something outside the material where as a 'device' is a mere external mode – something outside the material to which the teacher. Often resorts form time to time. So devices enter teaching as aids to the success of the lesson taught through any method – Analytic or deductive Problem-Solving, or Heuristic or the like.

The devices may also be classified as –

Teaching Devices: The teaching devices are those, which the teacher is expected to use while conducting the formal lesson for the first time. These devices are used by way of effective teaching technique. From oral communications like exposition and explanation to illustration, questions – answers, use of printing information and various sensory aids all are teaching devices of one type or another.

Fixing Devices: Fixing devices are made use of by the teacher after he has once finished his first round of teaching and now he wants to fix the material firmly in the mind of his pupils. Drill,

Review, and Repetitive Practice are fixing devices. Used for the purpose of repetitive revision to fix the subject-matter taught by the teacher and initially learnt by the pupils in the class.

a) Exposition: Exposition is time-honored technique particularly employed at the presentation stage in an informative lesson. Exposition is giving the pupils new information and later explaining this new information to them.

b) Explanation: Explanation as a teaching device assumes special value in a lesson, which aims at developing certain skill and imparting some knowledge. Explanation enables the teacher “to make plain, manifest, or intelligible to clear of obscurity, to expand to lay open the meaning of ‘to elucidate’ the topic in question.

c) Narration: Narration is another time-honored device for oral communication of knowledge. Narration is an art. It is “an art in itself”. Says Panton, “Which aims at presenting to the pupils, through the medium of speech, clear, vivid, interesting, ordered sequences of events in such a way that their minds reconstruct these happenings and they live in imagination through the experiences recounted either as spectators or possibly participators”.

d) Description: Description defined as “the out of representing a thing by words. Account of the properties or appearance of something”. So description is a “verbal portraiture of person, object or event”.

Fixing devices are-

a) Drill Technique: “Drill is a serious work actively which has for its purposes the perfection of a skill or the strengthening of association to make them more permanent”.

b) The Review: Review is a “tiresome, dull reacting of work previously covered in the class or in the text”. ‘Review’ is a sort of repetition and repetitions in any form does carry the terms, as having the same meaning is to confuse entirely two fundamentally different educational processes.

c) Recapitulation: Recapitulation is a fixing device in all types of work serves a very useful purpose. “Recapitulation is an aid to memory, a kind of consolidation preparatory to further advances.

d) Asking Questions: ‘Never underestimate’, warns Gilbert Hight “the power of well put question to illuminate the darkness”. It is a good technique of bringing of students who have been passively observing information to life and thus making them take active interest in their work.

e) Repetitive Practice: Repetitive practices are needed when the responses are to be made automatic and sound habit formation is the desirable goal. It is not said in vain “Practice makes a man perfect”. Practice is wider term and covers many of the aspects of drill and blind repetition.

f) Audio Visual Aids in Teaching: In addition to the language tools certain mass media are now gaining acceptance under the general heading of audio-visual aids. The concept of audio-visual aids are not aids to teaching, it is better to refer to them as aids to learning, for, the use of these aids helps the child in easier and better grasp of the subject matter presented by the teacher than other wise.

Objectives of the Study

- To study the difference between pre-test and post-test scores of achievement of PU students in three levels of ability.

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Hypotheses

There is significant difference between pre-test and post-test scores of achievement of PU students in three levels of ability.

Methodology

This is a quasi experimental study.

Sample

The sample of the study is 100 students, studying in P.U.C I year in Govt. P.U.College, Dharwad.

Tools

- (i) Achievement test in English Grammar developed by the Investigator.
- (ii) Raven's Standard Progressive Matrices (1960).
- (iii) Investigator prepared lesson plans using the Concept Attainment Model syntax.

Statistical Techniques

Descriptive Analysis

Analysis and Interpretation

Hypothesis: There is significant difference between pre-test and post-test scores of achievement of PU students in three levels of ability.

To test this hypothesis, the paired t-test was applied and the results are presented in the following table.

Table 1: Results of paired t-test Between Pre-test and Post-test of Achievement in Using Articles of English Language Scores of PU students in Three Levels of Ability

Ability	Achievement	Mean	Std.Dv.	Mean Diff.	SD Diff.	Paired t-value	p-value	Signi.
Below Average	Pre-test	36.1852	8.2464	-20.2963	7.4256	-14.2026	<0.05	S
	Post-test	56.4815	9.8581					
Average	Pre-test	36.5581	9.1971	-26.1860	5.0439	-34.0439	<0.05	S
	Post-test	62.7442	7.4133					
Above Average	Pre-test	44.0333	8.0451	-31.0667	6.5228	-26.0868	<0.05	S
	Post-test	75.1000	11.1922					

From the results of the above table, it can be observed that,

- There is a significant difference between pre-test and post-test scores of achievement of PU students with below average level of ability ($t=-14.2026$, $p<0.05$) at 0.05 level of significance. Hence, the hypothesis is accepted. It means that, the post-test scores of PU students with below average level of ability is higher as compared to that of pre-test scores.
- There is a significant difference between pre-test and post-test scores of achievement of PU students with Average level of ability ($t=-34.0439$, $p<0.05$) at 0.05 level of significance. Hence,

the hypothesis is accepted. It means that, the post-test scores of PU students with Average level of ability is higher as compared to that of pre-test scores.

- There is a significant difference between pre-test and post-test scores of achievement of PU students with above Average level of ability ($t=-26.0868$, $p<0.05$) at 0.05 level of significance. Hence, the hypothesis is accepted. It means that, the post-test scores of PU students with above Average level of ability is higher as compared to that of pre-test scores.

Findings

- The post-test scores of PU students with below average level of ability is higher as compared to that of pre-test scores.
- The post-test scores of PU students with Average level of ability is higher as compared to that of pre-test scores.
- The post-test scores of PU students with above Average level of ability is higher as compared to that of pre-test scores.

Discussion and Conclusion

In this study, the researcher aimed to study the significant difference between pre-test and post-test scores of achievement of PU students in three levels of ability. The study revealed that The post-test scores of PU students with below average level of ability is higher as compared to that of pre-test scores. The post-test scores of PU students with Average level of ability is higher as compared to that of pre-test scores. The post-test scores of PU students with above Average level of ability is higher as compared to that of pre-test scores.

Educational Implications

The finding has a significant educational implication for individualized instruction by matching teaching strategies with student variables.

A pre and in-service training of teachers syllabus of the B.Ed. programme should include theoretical information about the correlates of teacher effectiveness rather than just giving information about methods of teaching. In the papers on content cum methodology (special methods of teaching), the variables identified in Concept Attainment Model may be elaborated.

The models of teaching dealing with individualized teaching may also be introduced in the syllabus under the Practice teaching components. In addition to the lessons involving the Herbartian methods, three or four lessons involving Concept Attainment /mastery learning may be practiced by the trainees; such experiences will help the trainees to become aware of the wide choice available on teaching methods. It will also help to bring altitudinal changes towards teaching styles and strategies. As for in-service teachers, periodically their competencies need to be enhanced by holding workshops on the more recent advances in the area of teaching effectiveness. One of the programmes could be on Concept Attainment Model as implemented in models of teaching.

Another dimension is that the role of the principal in enhancing Concept Attainment Model. If teachers are to make the adjustments necessary to enhance the thinking capacity of pupils, certain changes and accommodations will be required within the classrooms. That will not only require academic suggestions but also the substantial support of principals. Williams (1979) has summarised the function of principal in the class room implementation of BTES as that of -

- (a) Knowledgeable colleague,
- (b) Process monitor, and
- (c) Supportive leader.

In most of the colleges, the principal is the person who is in the best position to provide the type of educational leadership required. The actual implementation of these research findings requires alterations to behaviour and skills. college-wise adoption could necessitate substantial change within the existing college practices. Under these circumstances the role of the principal as an innovator becomes a necessary condition in colleges.

The implications of this research also extend beyond classrooms, teachers and administrators. In a general sense, this type of research has implications for policy decisions related to the scope of syllabus prescribed by the Department of Public Instruction, allocated time for each subject and annual instructional planning of the teacher and choice of instructional strategies. Mere quantitative increase in allocated time may not bring in the desired improvement in learning.

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