

**STUDY THE DIFFERENCE BETWEEN BOYS AND GIRLS OF
PU STUDENTS WITH RESPECT TO PRE-TEST, POST-TEST
AND GAIN IN PRE-TEST AND POST-TEST ACHIEVEMENT
IN USING ARTICLES OF ENGLISH LANGUAGE IN
EXPERIMENTAL AND CONTROL GROUP**

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ABSTRACT

The purpose of the study is to study the difference between boys and girls of PU students with respect to pre-test, post-test and gain in pre-test and post-test achievement in using articles of English Language in experimental and control group. The sample of the study is 100 students, studying in P.U.C I year in Govt. P.U.College, Dharwad .

Introduction

English language is considered as associative official language. English is teaching and learning as second language in India. Most of the students feel difficult in learning English because of faulty adoption of methods and techniques. If a teacher handles properly the methods, techniques, approaches and models, can teach in an effective way. So in this study the researcher has made an attempt to evaluate the effect of concept attainment model on articles. The results can be applied to teachings learning to English Grammar in different situations. The phrase 'Models of teaching' has been defined in various ways by various experts. Some of the definitions are as follows:-

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According to Joyce and Weil (1985) “A teaching model is a pattern or plan which can be used to shape curriculum or course to design instructional materials and to guide instruction in the classroom and other settings”.

According to Singh (1996) “A model of teaching is designed to achieve a particular set of objectives. It is not a substitute to any teaching skill. Rather, it creates the conducive teaching – learning environment in which teachers teach more effective, by making the teaching act more systematic and efficient”.

Objectives of the Study

- To know the difference between boys and girls of PU students with respect to pre-test, post-test and gain in pre-test and post-test achievement in using articles of English Language in experimental group
- To know the difference between boys and girls of PU students with respect to pre-test, post-test and gain in pre-test and post-test achievement in using articles of English Language in control group

Hypotheses

- There is significant difference between boys and girls of PU students with respect to pre-test, post-test and gain in pre-test and post-test achievement in using articles of English Language in experimental group
- There is significant difference between boys and girls of PU students with respect to pre-test, post-test and gain in pre-test and post-test achievement in using articles of English Language in control group

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) Investigator developed Summative Achievement test in English Grammar.
- (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 boys and girls of PU students with respect to pre-test, post-test and gain in pre-test and post-test achievement in using articles of English Language in experimental group

To test this hypothesis, the unpaired t-test was applied and results of the same is presented in the following table.

Table 1: Results of t-test between Boys and Girls of PU students With Respect to Pre-test, Post-test and Gain of Pre-test and Post-test Achievement in Using Articles of English Language in Experimental Group

Achievement	Gender	Mean	SD	t-value	p-value	Signi.
Pre-test	Boys	34.1200	6.1733	-6.0520	<0.05	S
	Girls	46.0400	7.6729			
Post-test	Boys	66.3600	8.9902	-2.7815	<0.05	S
	Girls	74.6000	11.7721			
Gain score	Boys	32.2400	5.2700	2.2965	<0.05	S
	Girls	28.5600	6.0352			

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

- The boys and girls of PU students in experimental group differ significantly with respect to pre-test achievement scores in using articles of English Language ($t=-6.0520$, $p<0.05$) at 0.05 level of significance. Hence, the hypothesis is accepted. It means that, girls have higher pre-test achievement in using articles of English Language as compared to that of boys of PU students.

- The boys and girls of PU students in experimental group differ significantly with respect to post-test achievement scores in using articles of English Language ($t=-2.7815$, $p<0.05$) at 0.05 level of significance. Hence, the hypothesis is accepted. It means that, girls have higher post-test achievement in using articles of English Language as compared to that of boys of PU students.
- The boys and girls of PU students in experimental group differ significantly with respect to gain in pre-test and post-test achievement scores in using articles of English Language ($t=2.2965$, $p<0.05$) at 0.05 level of significance. Hence, the hypothesis is accepted. It means that, boys have higher gain in pre-test and post-test achievement in using articles of English Language as compared to that of girls of PU students.

Hypothesis: There is significant difference between boys and girls of PU students with respect to pre-test, post-test and gain in pre-test and post-test achievement in using articles of English Language in control group

Table 2: Results of t-test between boys and girls of PU students with respect to pre-test, post-test and gain of pre-test and post-test achievement in Using Articles of English Language in control group

Achievement	Gender	Mean	SD	t-value	p-value	Signi.
Pre-test	Boys	36.0400	8.7296	-0.9862	>0.05	NS
	Girls	38.6000	9.6047			
Post-test	Boys	56.6400	8.3660	-1.8530	>0.05	NS
	Girls	61.4400	9.8872			
Gain score	Boys	20.6000	5.5678	-1.3194	>0.05	NS
	Girls	22.8400	6.4075			

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

- The boys and girls of PU students in control group do not differ significantly with respect to pre-test achievement scores in using articles of English Language ($t=-0.9862$, $p>0.05$) at 0.05 level of significance. Hence, the hypothesis is rejected. It means that, the boys and girls of PU students have similar pre-test achievement in using articles of English Language.
- The boys and girls of PU students in control group do not differ significantly with respect to post-test achievement scores in using articles of English Language ($t=-1.8530$, $p>0.05$) at 0.05

level of significance. Hence, the hypothesis is rejected. It means that, the boys and girls of PU students have similar post-test achievement in using articles of English Language.

- The boys and girls of PU students in control group do not differ significantly with respect to gain in pre-test and post-test achievement scores in using articles of English Language ($t=1.3194$, $p>0.05$) at 0.05 level of significance. Hence, the hypothesis is rejected. It means that, the boys and girls of PU students have similar gain in pre-test and post-test achievement in using articles of English Language.

Findings

- The girls have higher pre-test achievement in using articles of English Language as compared to that of boys of PU students.
- The girls have higher post-test achievement in using articles of English Language as compared to that of boys of PU students.
- The boys have higher gain in pre-test and post-test achievement in using articles of English Language as compared to that of girls of PU students.
- The boys and girls of PU students have similar pre-test achievement in using articles of English Language.
- The boys and girls of PU students have similar post-test achievement in using articles of English Language.
- The boys and girls of PU students have similar gain in pre-test and post-test achievement in using articles of English Language.

Discussion and Conclusion

In this study, the researcher aimed to study the difference between boys and girls of PU students with respect to pre-test, post-test and gain in pre-test and post-test achievement in using articles of English Language in experimental and control group groups. The study revealed that The girls have higher pre-test achievement in using articles of English Language as compared to that of boys of PU students. The girls have higher post-test achievement in using articles of English Language as compared to that of boys of PU students. The boys have higher gain in pre-test and post-test achievement in using articles of English Language as compared to that of girls of PU students. The boys and girls of PU students have similar pre-test achievement in using

articles of English Language. The boys and girls of PU students have similar post-test achievement in using articles of English Language. The boys and girls of PU students have similar gain in pre-test and post-test achievement in using articles of English Language.

Educational Implications

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

Further another implication of the study is that the Concept Attainment Model maximizes student learning by providing adequate “attributes of concepts” in learning. The syntax of the Concept Attainment Model involves the three phases of practice and as observed in the study Concept Attainment Model strategy requires more allocated time. In the context of Indian educational system of large classrooms, substantial syllabus and provision of uniform time to all students, interested colleges and teachers have to carve out additional time by using colleges and teacher specific strategies for the benefit of the students. This action seems to be imperative, as the findings of the study have indicated that students are benefited by Concept Attainment Model. Therefore teachers should plan their lessons in such a way that engaged time for students is increased by structuring learning experiences of students proactively, so that there are opportunities for giving examples and non examples practices. It helps to solve many problems of students in attaining concepts.

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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