Abstract

Effectiveness of concept attainment model with reference

To Educational Achievement in the subject of

Gujarati of standard nine

Since last few years, ignorance and neglect of communicators, teachers and students towards the Gujarati language has become current problem of the time. They give more importance to other subjects than Gujarati language. There are number of reasons behind it. We have witnessed many changes in the educational system with the development in science and technology. The application of innovative methods and techniques has not been seen in the teaching of mother tongue. Use and application of teaching model can be seen in the education of present era. Each and every teaching model attributes psychological principle background. Teaching model also holds certain planning, sequential steps and proper rules. It also decides and clarifies the functions of the students. Overall, the teaching models are totally students centered and so they are revisable. There are many teaching models available for different aims and objectives. The objectives of the research were to construct the concept attainment programme on selected types of adverb of Gujarati language subject for the students of 9th standard, to compare the effectiveness of traditional lecture method and concept attainment model method on academic achievement of the students, to compare the effectiveness of traditional lecture method and concept attainment model method on academic achievement of the students with the reference to area, to compare the effectiveness of traditional lecture method and concept attainment model method on academic achievement of the students with the reference to gender and to study the effectiveness of application of concept attainment model on retention of the students.

The hypotheses of the study were

H₀₁. There will be no significant difference between the mean score of experimental group and controlled group of rural area on post-test.

H₀₂. There will be no significant difference between the mean score of experimental group of male and female students of rural area on post-test.
Ho₃. There will be no significant difference between the mean score of experimental group and controlled group of rural area on retention test.

Ho₄. There will be no significant difference between the mean score of experimental group of male and female students of rural area on retention test.

Ho₅. There will be no significant difference between the mean score of students of experimental group of rural area on post-test and retention test.

Ho₆. There will be no significant difference between the mean score of experimental group and controlled group of urban area on post-test.

Ho₇. There will be no significant difference between the mean score of experimental group of male and female students of urban area on post-test.

Ho₈. There will be no significant difference between the mean score of controlled group of male and female students of urban area on post-test.

Ho₉. There will be no significant difference between the mean score of experimental group of male and female students of urban area on retention test.

Ho₁₀. There will be no significant difference between the mean score of students of experimental group of urban area on post-test and retention test.

Ho₁₁. There will be no significant difference between the mean score of students of experimental group of urban area and rural area on post-test.

Ho₁₂. There will be no significant difference between the mean score of students of experimental group of urban area and rural area on retention test.

In the present study, the researcher had included the students of 9th standard of Gujarati medium school of Mehsana district studying in the academic year 2009-10 in the population of the study. The final sample was comprised of 120 students from rural and urban area 60 students were distributed to experimental group and 60 students were distributed controlled group. In the present study, the subjects of the experimental group were taught by the concept attainment teaching model. The lesson plans and PPTs were prepared by the researcher. the controlled group
students were taught by the traditional method of teaching. Academic achievement test was constructed by the researcher including different aspects of the language testing. The data was analyzed by the researcher using SPSS computer programme. Mean, standard deviation, standard error of mean and t-value was calculated by the researcher.

Oval all, the programme was effective in comparison with traditional method of teaching. the students of experimental group scored more than the students of controlled group. The programme was equally effective with the reference to gender and area.

Present study will be helpful to the principals of the institutions, teachers working in the school, students of the secondary schools and Rajya Pathya Pustak Mandal in the construction of the books. The research will be helpful to increase their accountability and professional knowledge. The findings of the study will also be helpful to all persons concerned with the education and schools. The researcher will be grateful if the research will be helpful to the society and education of the present era.