

Effectiveness of Competitive Examination Training Material in Teaching Some Units of Competitive Exam in context to Gender

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ABSTRACT

Competition is nothing but the fight for acquiring scarce resources, services or posts by a large number of people. It has been an ongoing process even before the dawn of mankind as we know it today. In fact Competition is a way of life. Look around you, a child competes for the mother's attention, an athlete competes for the medal, boys compete to woo the best girl in college, party workers compete for the leaders blessings, vegetable vendors compete with each other to woo the buyer, job aspirants compete for the best post and around 2 lakh students compete for 1200 seats in the IIMs. Education and competition are two universal ingredients of all human cultures, in fact, of almost all animal life. Humans have always considered education and competition important issues, both in the past and in the present. Of course, there have been fluctuations in emphasis and much has changed throughout the centuries. Education and academic competitions are two most important ingredients of human life and these two have always been considered as important issues. In this article, Researcher is going to discuss about the role of academic competitions in education as well as in student life.

Keywords: *Competitive Examination, Experiment, Secondary School*

“Competition is what makes the world go round” – A Chinese proverb

Competition is a vital prerequisite for being successful in life. Competition needs to be re-integrated into school and early childhood and youth development because it teaches motivation, determination and focus. Instead of viewing competition as dragging someone else down, it should be viewed in a more positive light as rising above components -- in sports, business or education.

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Most of the entrance exams or recruitment exams are aptitude tests and aptitude or attitude is not built overnight or even in short duration, rather aptitudes are a component of the personality which is built after a long series of related experiences? The age group of the students selected for this research is of 13 – 14 years which is a very crucial period of developmental process of a child and even from the point of view of once personality build up. Problem solving is an attitude and therefore it can be best inculcated in the student's mind set at this important of their development. In this Age their ability to grasp is at its peak and so they will be able to digest the tickling tricks of Reasoning. Everybody would agree that rather than compelling the students to understand such complex reasoning at the later age and that also as a compulsion to give entrance test or recruitment tests, it is far better to start training the children from an early stage with relatively easier concepts of reasoning and deep on increasing the difficulty level as their age progresses. Many students who suddenly come across these types of questions at the time of preparing for their entrance test for different graduation and post-graduation level courses find these type of questions somewhat odd or new and find some difficulties in coping up with them. But if we train the students from their post primary level that is from 8th standard, they will be better prepared for facing such entrance tests and it is more possible that problem solving will become a part of their personality make up in real sense.

Statement of the Problem

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Objectives

Following were the objectives for Present Study:

1. To develop Competitive Exams Preparation Material for the Students of Std. 9th.
2. To assess effectiveness of prepared study material for preparation of competitive exams for the students of Std. 9th.
3. To assess effectiveness of prepared study material for preparation of competitive exams for the students of Std. 9th in the context of gender of the students.

Hypotheses

Following were the Hypotheses for Present Study:

1. There would not be significant difference in the mean scores of the students of experimental group and the students of control group of Std. 9.
2. There would not be significant difference in the mean scores of the boys and girls of experimental group of Std. 9.
3. There would not be significant difference in the mean scores of the boys and girls of control group of Std. 9.

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4. There would not be significant difference in the mean scores of the boys of experimental group and control group of Std. 9.
5. There would not be significant difference in the mean scores of the girls of experimental group and control group of Std. 9.

Delimitations of the Study

1. The Study Material prepared for competitive exams includes only some selected chapters in General Knowledge, Logical Reasoning and English considering the age group of the students and difficulty level.
2. The study was delimited to the students of Std. 9.
3. The study was delimited to the students of three schools of SVKM.
4. The study was delimited to the Gujarati Medium students.
5. The study material and tools used in the present study were prepared by the investigators and so the limitations of the study material and the tools also remain the limitations of the present study.

METHODOLOGY

Population

The students of Std. 9 in Gujarati Medium in the schools of Gandhinagar district in the year 2013-14 were included in the population of the study.

Sample

The students of Std. 9 in three schools of Sarva Vidyalaya Kelavani Mandal were selected purposively as the sample of the study.

Research Method: Experimental Method of Research

Research Design: Two Groups Only Post Test Research Design.

Group One	Group Two
The students were given the study material and they were trained by the expert teachers for that material.	The students were not provided any kind separately prepared of study material or any orientation for such preparation.

Selection of the Content of the Material

The commonly asked fields in the entrance tests are covered in this study material like General Knowledge, Basic English and Logical Reasoning have been included. Of course the students do prepare general knowledge in subjects like Social Science, Science, Languages or Maths but they gain all such knowledge casually and momentarily. This programme will focus on developing an aptitude by orienting the students to various fields of knowledge and making them aware about the importance of their present study of all these subjects. The students also learn Basic English

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as a part of their studies but they do not learn it in an applied and practical manner, besides they pay little or no attention on improving their reading comprehension, English usages or vocabulary due to lack of knowledge or complacency or even due to incompetency of the teachers as well. The programme will try to cover up all these loopholes and improve the linguistic aptitude of the students. The third area of preparation of Logical Reasoning is quite a new area of preparation based on the previous knowledge of the students, in this way it is new but not something very enchanted thing for the students. Logical reasoning will built the problem solving attitude of the students.

Preparation Areas	9th Standard
Basic English	<ol style="list-style-type: none"> 1. Basic English Grammar 2. Reading Comprehension 3. English Usages
Logical Reasoning	<ol style="list-style-type: none"> 1. Series 2. Coding-Decoding 3. Blood relations 4. Direction sense 5. Analogy 6. Logical Venn diagrams
General Knowledge	<ol style="list-style-type: none"> 1. Sports 2. History 3. Indian Culture 4. Politics 5. Current Affaires 6. Environmental Awareness 7. Computer Knowledge

Data Analysis and Interpretation

Statistical technique of ‘t’ Test was used for analysis and interpretation of the data. The calculation of ‘t’ test will be made between the achieved scores of Experimental and Controlled Groups. The prepared Study Material was divided into three parts, so factor-wise analysis was done to find which factor has found more development. Factor wise comparison will also be made on the basis of the scores of Post Test with the help of ‘t’ test. Gender wise comparison will also be made among the boys and girls of Experimental Group with the help of their achieved scores.

	Groups	N	M	SD	S_{ED}	t	REMARK
All Schools	Experimental	230	103.12	25.36	2.47	1.48	NS
	Controlled	207	106.78	26.17			

(To assess equivalency of Group)

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Groups	Test	N	M	SD	S _{ED}	t	REMARK
Experimental	POST TEST	230	29.36	7.72	0.65	9.17	0.01
Controlled	POST TEST	207	23.37	5.89			

Group		N	M	SD	S _{ED}	t	REMARK
Experimental Group	BOYS	145	27.34	7.67	0.96	5.81	0.01
	GIRLS	85	32.89	6.57			
Control Group	BOYS	113	21.85	6.04	0.78	4.32	0.01
	GIRLS	94	25.20	5.13			
Boys	EXEPRIMENT	145	27.23	7.62	0.86	6.05	0.01
	CONTROL	113	22.00	6.25			
Girls	EXEPRIMENT	85	32.78	6.58	0.90	8.32	0.01
	CONTROL	94	25.31	5.27			

Findings

1. The experimental group and controlled group are found to be equal.
2. The achieved scores of the Experimental Group were found to be more than the achieved scores of the controlled group which indicates the effectiveness of the programme applied in the present study.
3. The achieved scores of the girls of the experimental group were found to be more than the achieved scores of the boys of the experimental group which indicates the girls are found to be superior to the boys in the present study in the experimental group as well.
4. The achieved scores of the girls of the controlled group is found to be more than the achieved scores of the boys of the controlled group which indicates the girls are found to be superior to the boys in the present study in the controlled group.
5. Thus, in both the groups there is significant difference found between the achieved scores of boys and girls and this difference is in favour of girls in both the groups. **Therefore, it can be said that, there is no significant effect of gender in experimental force in the present study.**
6. The achieved scores of the boys of the experimental group were found to be more than the achieved scores of the boys of the controlled group which indicates that the boys of the experimental group are found to be superior to the boys of the controlled in the present study.
7. The achieved scores of the girls of the experimental to be more than the achieved scores of the girls of the controlled group which indicates that the girls of the experimental group are found to be superior to the girls of the controlled in the present study.
8. Thus, in both the groups there is significant difference found between the achieved scores of boys of experimental and controlled groups and girls of experimental and controlled groups and this difference is in favour of experimental group. **Therefore, it can be said that, there is significant effect of gender in experimental force in the present study.**

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Recommendations

1. The competitive exam preparation programme for the students of Std. IX was found to be effective on the whole sample in general and therefore it can be recommended that such programmes should be initiated in other schools as well.
2. In the context of gender, in both the groups the girls were found to be superior to the boys in terms of their achievement. Therefore, some additional efforts should be taken to improve the achievement of the boys as well.
3. The three schools selected for the experiment, were of three different types.
 - i. R. C. Patel High School – Self Finance – Co-Education
 - ii. R. G. Girls School – Grant – In – Aid – Girls School
 - iii. C. M. High School – Grant – In – Aid – Boys School
4. But still the programme was found to be effective in all the three types of schools so one could generalize that such programme can be effective in all the kind of school types.
5. More advanced and broadly prepared study material, including some additional subjects can be prepared and applied.
6. The similar kind of study can be conducted to find the effectiveness of such study material in primary school level. Because the earlier such training gets introduced, the better preparation it would give.

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