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Effectiveness of Competitive Exam Preparation Material for Std. 9 students in the context of gender

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Abstract

Competitive examinations are used in many countries for university and college admissions or admissions to secondary schools (entrance examination) or for positions in the civil service (Civil service examination). Problem solving is an attitude and therefore it can be best inculcated in the student's mind set at this important of their development. 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 9th 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. The present study focuses on assessing the effectiveness introduction of competitive examination preparation material to Std. 9 students. This paper presents the effectiveness of this competitive examination preparation material in the context of the students' gender.

Key Words :

Competitive examinations: *Competitive examinations are examinations where candidates are ranked according to their grades. They are used as an entrance examinations for university and college admissions or for jobs.*

Preparation Material: *The material constructed by the investigators and used by the sampled experimental group students.*

Introduction :

Education and completions are very closely related as competitions are put in education for the development of educational skills. Indeed, without competitions, we cannot imagine education. A student has to fight in admission tests and once he/she has passed, he/she admitted in the institution. Then the institution arranges several kinds of competitions that enhance the knowledge as well as skills of a student. The exam itself is a biggest competition where a student competes to surpass others.

Competitive Exams are exams conducted by recruiting bodies or educational institutions to select candidates for various jobs or higher education. These exams are conducted with two purposes in mind. Firstly to assess if the candidates educational and personality profile matches the requirements of the job and secondly to ensure

that all candidates are assessed uniformly and objectively and that the most deserving candidate qualifies.

Most of these exams are conducted in three stages – The written exam (Which may be further bifurcated into two levels the Prelims and the Mains), The Interview and The Physical Test and or Medical Examination.

The basic syllabus / content of the written exam is common and included in General Studies or General Knowledge. This includes most areas of knowledge viz., History, Geography, Science, Economics, Agriculture, Mental Ability, Current Events and basics of administration, with varying difficulty levels. The most important feature of these exams is they do not test only the knowledge of the candidate, but a host of other skill sets including time management, written communication, decision making skills, reasoning ability and positive attitude.

Each of these exams has a separate age limit, educational qualification and number of permitted attempts. In general if a candidate is disqualified at any stage in the exam, his fresh attempt begins all over again, Candidates appearing for these exams are expected to be well informed and aware of developments in all areas concerning human life.

Knowledge or information gathered by rote learning is not enough to succeed in these exams, one needs to acquire application skills, a broad outlook, complete familiarity with the exam process and deep set consistency and dedication

Competitive examinations are used in many countries for university and college admissions or admissions to secondary schools (entrance examination) or for positions in the civil service (Civil service examination). They are considered an egalitarian way of choosing worthy applicants without risking influence peddling, favoritism or other concerns.

Rationale of the Study:

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.

Moreover, this training being optional and a kind of a fun activity will not be an addition burden on the students but may become a hobby of many children. We always find it interesting to solve tickling puzzles and solving them gives us a unique delight. So this kind of training will become a fun-learning for the students.

Objectives:

1. To assess effectiveness of prepared study material for preparation of competitive exams for the students of Std. 9th in the context of gender.

Hypotheses:

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

Effectiveness of the Programme in the Context of Gender:

One of the objectives of the present test is to assess the effectiveness of the prepared programme in the context of gender for the assessment of which a post test was taken after the programme was completed. The achieved scores of the boys and girls were differentiated and t – value was calculated on the basis of the achieved scores of boys and girls in post test of both the groups and the information of its t – value calculation is as given below in Table – 1.

Table – 1
Average, Standard Deviation, and t – Value Calculated on the Basis of the Scores in the Post Test of Experimental Group in the Context of Gender

EXEPRIMENTAL		N	M	SD	S _{ED}	t	REMARK
GENDER	BOYS	145	27.34	7.67	0.96	5.81	0.01
	GIRLS	85	32.89	6.57			

By studying the Table – 1, it can be known that the average of the achieved scores of boys and girls of the experimental group in the post test is subsequently 27.34 and 32.89, besides their standard deviation is subsequently 7.67 and 6.57. The t – value found on the basis of it is 5.81, which is more than the value for significant difference at 0.01 level and 0.05 level of 1.96 and 2.58 subsequently. Therefore, the difference of average is significant and meaningful. Means, there is significant difference found in the average of the achieved scores of boys and girls in the post – test of students of experimental group. This means that there is effectiveness found of the experiment on the boys and girls of experimental group.

Interpretation :

After observing Table – 1, it can be understood that, the t – value found for the achieved scores of boys and girls of experimental group is 5.81 which is more than the table value at 0.01 level which is 1.96, therefore it can be said that 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 than the boys in the present study in the experimental group as well.

Table – 2

Average, Standard Deviation, and t – Value Calculated on the Basis of the Scores in the Post Test of Experimental Group in the Context of Gender

CONTROL		N	M	SD	S _{ED}	t	REMARK
GENDER	BOYS	113	21.85	6.04	0.78	4.32	0.01
	GIRLS	94	25.20	5.13			

By studying the table 2, it can be known that the average of the achieved scores of boys and girls of the controlled group in the post test is subsequently 21.85 and 25.20, besides their standard deviation is subsequently 6.04 and 5.13. The t – value found on the basis of it is 4.32, which is more than the value for significant difference at 0.01 level and 0.05 level of 1.96 and 2.58 subsequently. Therefore, the difference of average is significant and meaningful. Means, there is significant difference found in the average of the achieved scores of boys and girls in the post – test of students of controlled group.

Interpretation :

After observing Table – 2, it can be understood that, the t – value found for the achieved scores of boys and girls of controlled group is 4.32 which is more than the table value at 0.01 level which is 1.96, therefore it can be said that 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 than the boys in the present study in the controlled group.

After observing Table – 2, it can be understood that, 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.**

To study the inter group effect of the gender in the present study, the t – value was calculated in the context of gender among the experimental and controlled groups. The information regarding which is as given in the Table – 3 below :

Table – 3

Average, Standard Deviation, and t – Value Calculated on the Basis of the Scores in the Post Test of Boys of Experimental and Controlled Group

BOYS	GROUP	N	M	SD	S _{ED}	t	REMARK
	EXEPRIMENT	145	27.23	7.62			
	CONTROL	113	22.00	6.25			

By studying the table 3, it can be known that the average of the achieved scores of boys of the experimental and controlled group in the post test is subsequently 27.23 and 22.00, besides their standard deviation is subsequently 7.62 and 6.25. The t – value found on the basis of it is 6.05, which is more than the value for significant difference at 0.01 level and 0.05 level of 1.96 and 2.58 subsequently. Therefore, the difference of average is significant and meaningful. Means, there is significant difference found in the average of the achieved scores of boys of experimental and controlled groups in the post – test. This means that there is effectiveness found of the experiment on the students of experimental group.

Interpretation :

After observing Table – 3, it can be understood that, the t – value found for the achieved scores of boys of the experimental and controlled group is 6.05 which is more than the table value at 0.01 level which is 1.96, therefore it can be said that the achieved scores of the boys of the experimental 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 than the boys of the controlled in the present study.

**Table – 4
Average, Standard Deviation, and t – Value Calculated on the Basis of the Scores in the Post Test of Boys of Experimental and Controlled Group**

	GROUP	N	M	SD	S _{ED}	t	REMARK
GIRLS	EXEPRIMENT	85	32.78	6.58	0.90	8.32	0.01
	CONTROL	94	25.31	5.27			

By studying the table 4, it can be known that the average of the achieved scores of girls in the experimental and controlled group in the post test is subsequently 32.78 and 25.31, besides their standard deviation is subsequently 6.58 and 5.27. The t – value found on the basis of it is 8.32, which is more than the value for significant difference at 0.01 level and 0.05 level of 1.96 and 2.58 subsequently. Therefore, the difference of average is significant and meaningful. Means, there is significant difference found in the average of the achieved scores of the students of the experimental and controlled groups in the post – test. This means that there is effectiveness found of the experiment on the students of experimental group.

Interpretation :

After observing Table – 4, it can be understood that, the t – value found for the achieved scores of girls of the experimental and controlled group is 8.32 which is more than the table value at 0.01 level which is 1.96, therefore it can be said that 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 than the girls of the controlled in the present study.

After observing Table – 3 and 4, it can be understood that, 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.**

Findings :

- 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.
- 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.
- 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.
- 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.
- 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.
- 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.

Conclusion :

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.

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