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## A STUDY OF CONCEPT ATTAINMENT ABILITY OF SECONDARY SCHOOL STUDENTS.

Swami Durgadevi Sadashiv<sup>1</sup> and <sup>2</sup>Ashok P. Gingine

<sup>1</sup>Researcher, School of educational Sciences, S. R. T. M. University, Nanded. (MH)

<sup>2</sup>Assistant Professor, School of educational Sciences, S. R. T. M. University, Nanded. (MH)



Swami Durgadevi Sadashiv

### ABSTRACT

School education has beginning in different learning way and its Important to develop concept attainment model from development stage. Education get influence from teaching and learning process according to some theories accepted and not accepted to develop personality from

education. The school planning is depends upon cognitive step of Benjamin bloom. It means tereonomy at Betjeman bloom. There are some social events are integrated in the society social culture and traditional accepted society is no long before. Because of all cultural activities happening in different way in the society.

There are some social needs are changed according to getting sources of syllabus and content to the students. The researcher has chosen this subject for understanding basic concept of the students capability according to basic cognitive theories and theorized contents may be applicable in the schooling time there are some evaluation parameters will be included in the continuous evaluation at secondary level students.



**KEYWORDS** :concept attainment, Ability.

### INTRODUCTION :

Some students are strong in some subject according capacity like subjects of Marathi, Hindi, English, geography, history and social science, the teacher must be focus on lower student available in the school. Concept attainment ability are not significant in different subjects. How much students are lower in when subject will majorly concerns of teachers and administrative point of view. There are some innovative practices will be doing in classroom teaching as well as school environment.

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Educational methods will be applicable in the school. Ex. ICT, animation, projector, multimedia, etc.

All students are different from mental, intellectual, cognitive level, basic understanding capacity, like-not like, in according students active participation in the school the learning style of students at that time some students are gifting game problem behind it and understanding capacity of each students.

Some professional working, family problems and skill development has affected on learning style of students. So there are some mistakes are available during academic learning process in the school some students are getting back in the school because of its happening some basic problems behind it so there is little association of content, syllabus and other contractive approach being done a good reference, in their educational life. Then the concept attainment ability of secondary students are not able to qualify at that level. Because concept attainment ability model are required the there are some students understanding capability is not sufficient level in secondary school.

#### CONCEPT ATTAINMENT AND CONCEPT FORMATION:

To understand the concept attainment consider an example. Suppose person sees a chair. He perceives the image and puts that image under the category "chair" which already exists in his mind. It means he has concept of chair in his mind. This task of identifying a suitable blind concept, reflect the concept attainment.

A baby of two years identifies a sheep as dog because she has not a clear concept of dog in his/her mind. It means he/she just tries to fit the object in different categories he/she has in his/her mind, and the on the basis of hypothesis develops different concepts. After different trials baby is able determine the suitable category. It means a person remain for some time in act of developing the concept which remains forever in the mint. The power of concept attainment contributes in every walk of life of a person.

#### SCOPE OF RESEARCH:

- 1.The scope of research study is related to the secondary students.
- 2.The scope of research study is related to the secondary students in Palam Town.
- 3.The scope of research study is related to the concept attainment ability of secondary school students.
- 4.The scope of research study is related to secondary students from semi English medium and Marathi medium.
- 5.The scope of research study is related to urban and rural secondary students.
- 6.The scope of research study is related to academic year 2014-2015.
- 7.The scope of research study is related to the age group 14 to 18 years.

#### LIMITATIONS OF RESEARCH:

**The present study will have the following limitations:**

- 1.Related research work is limited to secondary students only.
- 2.Related research work is limited to secondary students from Palam town only.
- 3.Related research work is limited for academic year 2014-2015 only.
- 4.Related research work is limited to urban and rural secondary students only.
- 5.Related research work is limited to Semi English medium and Marathi medium of secondary students only.
- 6.Related research work is limited to the age group between 14 to 18 year only.

**OBJECTIVE OF RESEARCH:**

- 1.To study the concept attainment ability of secondary students.
- 2.To find out concept attainment ability level in secondary students.
- 3.To measure the concept attainment ability of secondary students.
- 4.To evaluate the conception capacity concept attainment ability of secondary Students.
- 5.To compare between rural and urban concept attainment ability of secondary students.
- 6.To compare between urban male and female concept attainment of secondary Students.
- 7.To compare between rural male and female concept attainment of secondary Students.

**HYPOTHESIS OF RESEARCH:**

**NULL HYPOTHESIS:-**

- 1)There would no significant difference in concept attainment ability of urban Marathi medium and urban Semi English medium secondary students. male and female secondary students
- 2)There would no significant difference in concept attainment ability urban Semi English medium and rural Marathi medium secondary students.
- 3)There would no significant difference in concept attainment of urban Marathi medium and rural Marathi medium secondary students.
- 4)There would no significant difference in concept attainment of urban Semi English medium female and male secondary students.
- 5)There would no significant difference in concept attainment of urban Marathi medium female and male secondary students.
- 6)There would no significant difference in concept attainment of rural Marathi medium female and male secondary students
- 7)There would no significant difference in concept attainment of rural Marathi medium female and urban Semi English medium female secondary students.
- 8)There would no significant difference in concept attainment of rural male and Urban Marathi medium male secondary students.
- 9)There would no significant difference in concept attainment of urban Semi English medium, urban Marathi medium, rural Marathi medium female and urban Semi English medium, urban Marathi medium, rural Marathi medium male secondary students.

**POPULATION OF RESEARCH:**

In the present research researcher has taken finite population i.e. all secondary schools from two different secondary schools of 9th std. students out of 106 secondary schools in Palam town.

**SAMPLE OF RESEARCH:**

In the present research the researcher has selected the purposive sampling method.

The sample selected from populations in this research was 90 secondary students from the tow different secondary schools of different mediums from Palam town and Kerwadi village.

**TOOLS FOR RESEARCH:**

The researcher selected standardized psychological research tool for the collection of data;

The main objective of the test is to measure the concept attainment ability. Whole test is divided into four parts. The time limit for the completion of the test is 40 minutes.

This test is Anuradha Joshi and Ratnamala Arya.

METHODOLOGY OF RESEARCH:

Researcher applied the survey method for the present study.  
Parameter Statistics:- Z-Score, “ t ” test, Standard derivation, Mean, correlation

ANALYSIS AND INTERPRETATION OF DATA:

SECONDARY STUDENTS OF URBAN SEMI ENGLISH MEDIUM, MARATHI MEDIUM, RURAL MRATHI MEDIUM, (FEMALE) AND URBAN SEMI ENGLISH MEDIUM, MARATHI MEDIUM, RURAL MARATHI MEDIUM, (MALE).

Sr. No.	Sample [Region& gender] medium	Mean	S.D.	S.E.	$\sigma_D$	Corre-lation [r.]	df	Calculated ‘t’-value.	Table ‘t’-value AT significance level 0.05
1.	Urban semi English medium, Marathi medium, rural Marathi medium, (female) [45]	13.75	4.43	0.66	1.14	0.12	58	0.4113	2.00
2.	Urban semi English medium, Marathi medium, rural Marathi medium, (Male) [45]	14.33	4.40	0.65					

\*NS    0.4113<2.00

CONCLUSION AND MAJOR FINDINGS:

1)There is significant difference in concept attainment ability of urban Marathi medium and urban Semi English medium secondary students.



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- 2) There is significant difference in concept attainment ability urban Semi English medium and rural Marathi medium secondary students.
- 3) There is significant difference in concept attainment of urban Marathi medium and rural Marathi medium secondary students.
- 4) There is significant difference in concept attainment of urban Semi English medium female and male secondary students.
- 5) There would no significant difference in concept attainment of urban Marathi medium female and male secondary students.
- 6) There would no significant difference in concept attainment of rural Marathi medium female and male secondary students.
- 7) There would no significant difference in concept attainment of rural Marathi medium female and urban Semi English medium female secondary students.
- 8) There would no significant difference in concept attainment of rural male and Urban Marathi medium male secondary students.
- 9) There would no significant difference in concept attainment of urban Semi English medium, urban Marathi medium, rural Marathi medium female and urban Semi English medium, urban Marathi medium, rural Marathi medium male secondary students.

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