Effectiveness of perceptions on History Achievement Test and History Subject Achievement of 9th Class students

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Abstract:
*History has been rightly described as a window on the rapid progress of technology and scientific knowledge that is constantly taking place in the world. It has been described as a pipeline for the stream learning. The **NCERT (1966)** observed, "History is a Subject which is rich in literature-humanistic, scientific and technical. If under sentimental urges we give up History we could out ourselves off from the living stream of ever growing knowledge. **Education Commission (1964-1966)** as rightly stressed that History would play a vital role in higher education as an important library Subject. The Commission has said that no student should be considered as qualified for a degree, in particular Master's degree, unless he has acquired a reasonable proficiency in History.*

Keywords: *Achievement, History Subject, Effectiveness*

1. Introduction

Education is one of the basic needs of human beings. Education has the capacity for bringing about change. Education is one of the most important building blocks for a nation as it serves as an instrument of economic and social development. It is through education that a child gets equipped with skills and competencies essential for a successful life. Education is a process of development from birth to death. Education refines sensitivities and perception that contribute to individual growth and development, social cohesion and national spirit. Education hence, as a system becomes a potent instrument for achievement of society's goals. Modern educationists may answer to education as an essential requirement for social justice and equity.

Human beings are social animals, who always have the thirst of eagerness to know things in and around. To satisfy the thirst of eagerness interaction and communication are necessary and to fulfill this purpose Subject plays an important role in the life of mankind. Without Subject human beings are unthinkable. It promotes our thoughts, mediates our relations with others and even creeps in our dreams. It plays an important part in unifying a vast and complex world. Without it, society as we now know would be impossible. The overwhelming buck of human knowledge is stored and transmitted in Subject. Subject learning requires active participation of learners. Whatever is learnt needs constant practice and use for consolidation of knowledge. **Hutchison and Waters (1987)** pertinently point out, "learning a Subject is not just a mental process but a process of negotiation between individuals and society".

2. Objectives of the Study

1. To Construct and try-out of perceptions on History Achievement Test scale for students of Class 9.
2. To Construct and try-out of History Subject Achievement for students of Class 9th.
3. To study the effectiveness of History Subject Achievement for students of Class 9 with reference to gender, habitat, types of Socio-Economic status and level of intelligence.
4. To study the Effect of Type of Socio-Economic Status-wise, Habitat-wise and Gender-wise and its

interaction on Achievement Score on History of students having low Intelligence.

5. To study the Effect of Type of Socio-Economic Status-wise, Habitat-wise and Gender-wise and its interaction on Achievement Score on History of students having moderate Intelligence.
6. To study the Effect of Type of Socio-Economic Status-wise, Habitat-wise and Gender-wise and its interaction on Achievement Score on History of students having High Intelligence.
7. To study the Effect of Type of Socio-Economic Status-wise, Habitat-wise and Gender-wise and its interaction on Achievement Score on History of students having Intelligence.
8. To study the Effect of Type of Socio-Economic Status-wise, Habitat-wise, Gender-wise, intelligence-wise and its interaction on Achievement Score on History.

3. Operational Definitions
3.1 History Subject Achievement
By History Subject Achievement, the investigator means, how far 9th Class students have reached the expected level of achievement of the pre-defined skills through appropriate tests.

4. Delimitations of the Study
The present investigation has the following delimitations:
1. This study is delimited to History Achievement Test and home environment only.
2. The Study is delimited to government schools and private school only.
3. For collection of data regarding History Subject achievement, the investigator will construct and administer a tool considering the components like chapter and 9th class of Secondary school of Godhra district during the year of 2016-2017.

5. Method Used for the Present Study
After reviewing the characteristics of the different methods of educational research, the investigator will decided to use the survey type of research for the present study.

6. Population and Sample
All the students studying in Class 9 in the Government and private school with traditional and Gujarati medium of instruction will be considered as the population for the present study. Stratified random sample technique will be used for the selection of the sample for the present study.

7. Tools Used for the Present Study
By keeping various objectives and purposes of the study in mind, the investigator will prepared the following tools for the present study for the purpose of data collection.
  A. Bio-data form
  B. History Subject Achievement Test
  C. Score in Previous Examination as the level of the Intelligence

8. Administration of the tools
Investigator will get the prior permission from the headmasters/headmistresses concerned schools. Then with the help of the class teachers, he will met the students of these schools, will introduced himself, will explained the purpose of his visit and also the items in the research tool. The students will ask to fill in the bio-data form. Then they will be instructed to respond to the items in the tools. The filled-in response sheets will properly collected. Thus the tools will be administered.

9. Major findings of the study

No	Hypothesis	F-Value	Sig.
1	There will be no significant difference between mean score of the students having low Intelligence with low, moderate and high Socio-Economic status on the achievement Test of History of the Class: 9.	1.46	NS
2	There will be no significant difference between mean score of the habitat of students having low Intelligence on the achievement Test of History of the Class: 9.	2.48	NS
3	There will be no significant difference between mean score of the gender of students having low Intelligence on the achievement Test of History of the Class: 9.	0.08	NS
4	There will be no significant difference between interaction of Type of Socio-Economic Status X Habitat of the students having low Intelligence with low, moderate and high Socio-Economic status on the achievement Test of History of the Class: 9.	2.21	NS
5	There will be no significant difference between interaction of Type of Socio-Economic Status X Gender of the students having low Intelligence with low, moderate and high Socio-Economic status on the achievement Test of History of the Class: 9.	1.76	NS
6	There will be no significant difference between interaction of Habitat X Gender of the students having low Intelligence with low, moderate and high Socio-Economic status on the achievement Test of History of the Class: 9.	0.16	NS
7	There will be no significant difference between interaction of Type of Socio-Economic Status X Habitat X Gender of the students having low Intelligence with low, moderate and high Socio-Economic status on the achievement Test of History of the Class: 9.	0.16	NS
8	There will be no significant difference between mean score of the students having moderate Intelligence with low, moderate and high Socio-Economic status on the achievement Test of History of the Class: 9.	1.47	NS
9	There will be no significant difference between mean score of the habitat of students having moderate Intelligence on the achievement Test of History of the Class: 9.	2.04	NS
10	There will be no significant difference between mean score of the gender of students having moderate Intelligence on the achievement Test of History of the Class: 9.	0.48	NS
11	There will be no significant difference between interaction of Type of Socio-Economic Status X Habitat of the students having moderate Intelligence with low, moderate and high Socio-Economic status on the achievement Test of History of the Class: 9.	2.92	NS
12	There will be no significant difference between interaction of Type of Socio-Economic Status X Gender of the students having moderate Intelligence with low, moderate and high Socio-Economic status on the achievement Test of History of the Class: 9.	3.38	NS
13	There will be no significant difference between interaction of Habitat X Gender of the students having moderate Intelligence with low, moderate and high Socio-Economic status on the achievement Test of History of the Class: 9.	1.01	NS

No	Hypothesis	F-Value	Sig.
14	There will be no significant difference between interaction of Type of Socio-Economic Status X Habitat X Gender of the students having moderate Intelligence with low, moderate and high Socio-Economic status on the achievement Test of History of the Class: 9.	0.33	NS
15	There will be no significant difference between mean score of the students having high Intelligence with low, moderate and high Socio-Economic status on the achievement Test of History of the Class: 9.	1.47	NS
16	There will be no significant difference between mean score of the habitat of students having high Intelligence on the achievement Test of History of the Class: 9.	3.53	NS
17	There will be no significant difference between mean score of the gender of students having high Intelligence on the achievement Test of History of the Class: 9.	0.54	NS
18	There will be no significant difference between interaction of Type of Socio-Economic Status X Habitat of the students having high Intelligence with low, moderate and high Socio-Economic status on the achievement Test of History of the Class: 9.	2.85	NS
19	There will be no significant difference between interaction of Type of Socio-Economic Status X Gender of the students having high Intelligence with low, moderate and high Socio-Economic status on the achievement Test of History of the Class: 9.	1.53	NS
20	There will be no significant difference between interaction of Habitat X Gender of the students having high Intelligence with low, moderate and high Socio-Economic status on the achievement Test of History of the Class: 9.	0.34	NS
21	There will be no significant difference between interaction of Type of Socio-Economic Status X Habitat X Gender of the students having high Intelligence with low, moderate and high Socio-Economic status on the achievement Test of History of the Class: 9.	0.69	NS
22	There will be no significant difference between mean score of the students having intelligence of total sample with low, moderate and high Socio-Economic status on the achievement Test of History of the Class: 9.	0.65	NS
23	There will be no significant difference between mean score of the habitat of students having intelligence of total sample on the achievement Test of History of the Class: 9.	0.72	NS
24	There will be no significant difference between mean score of the gender of students having intelligence of total sample on the achievement Test of History of the Class: 9.	0.36	NS
25	There will be no significant difference between interaction of Type of Socio-Economic Status X Habitat of the students having intelligence of total sample with low, moderate and high Socio-Economic status on the achievement Test of History of the Class: 9.	0.65	NS
26	There will be no significant difference between interaction of Type of Socio-Economic Status X Gender of the students having intelligence of total sample with low, moderate and high Socio-Economic status on the achievement Test of History of the Class: 9.	0.86	NS
27	There will be no significant difference between interaction of Habitat X Gender of the students having intelligence of total sample with low, moderate and high Socio-Economic status on the achievement Test of History of the Class: 9.	0.19	NS

No	Hypothesis	F-Value	Sig.
28	There will be no significant difference between interaction of Habitat X Gender of the students having intelligence of total sample with low, moderate and high Socio-Economic status on the achievement Test of History of the Class: 9.	0.08	NS
29	There will be no significant difference between mean score of the students having intelligence of total sample with low, moderate and high Socio-Economic status on the achievement Test of History of the Class: 9.	0.82	NS
30	There will be no significant difference between mean score of the habitat of students having intelligence of total sample on the achievement Test of History of the Class: 9.	1.79	NS
31	There will be no significant difference between mean score of the students having intelligence of total sample with low, moderate and high Socio-Economic status on the achievement Test of History of the Class: 9.	0.88	NS
32	There will be no significant difference between mean score of the students having intelligence of total sample with low, moderate and high Intelligence on the achievement Test of History of the Class: 9.	9.02	SIG
33	There will be no significant difference between interaction of Type of Socio-Economic Status X Habitat of the students having intelligence of total sample with low, moderate and high Socio-Economic status on the achievement Test of History of the Class: 9.	1.02	NS
34	There will be no significant difference between interaction of Type of Socio-Economic Status X Gender of the students having intelligence of total sample with low, moderate and high Socio-Economic status on the achievement Test of History of the Class: 9.	0.78	NS
35	There will be no significant difference between interaction of Habitat X Gender of the students having intelligence of total sample with low, moderate and high Socio-Economic status on the achievement Test of History of the Class: 9.	8.25	SIG
36	There will be no significant difference between interaction of Type of Habitat X Gender of the students having intelligence of total sample Habitat on the achievement Test of History of the Class: 9.	0.61	NS
37	There will be no significant difference between interaction of Habitat X Intelligence of the students having intelligence of total sample Habitat on the achievement Test of History of the Class: 9.	6.44	SIG
38	There will be no significant difference between interaction of Gender X Intelligence of the students having intelligence of total sample Gender on the achievement Test of History of the Class: 9.	9.02	SIG
39	There will be no significant difference between interaction of Type of Socio-Economic Status X Habitat X Gender of the students having intelligence of total sample with low, moderate and high Socio-Economic status on the achievement Test of History of the Class: 9.	0.59	NS
40	There will be no significant difference between interaction of Type of Socio-Economic Status X Habitat X Intelligence of the students having intelligence of total sample with low, moderate and high Socio-Economic status on the achievement Test of History of the Class: 9.	0.38	NS
41	There will be no significant difference between interaction of Type of Socio-Economic Status X Gender X Intelligence of the students having intelligence of total sample with low, moderate and high Socio-Economic status on the achievement Test of History of the Class: 9.	6.13	SIG

No	Hypothesis	F-Value	Sig.
42	There will be no significant difference between interaction of Type of Habitat X Gender X Intelligence of the students having intelligence of total sample with low, moderate and high Socio-Economic status on the achievement Test of History of the Class: 9.	8.22	SIG
43	There will be no significant difference between interaction of Type of Socio-Economic status X Habitat X Gender X Intelligence of the students having intelligence of total sample with low, moderate and high Socio-Economic status on the achievement Test of History of the Class: 9.	0.53	NS

10. Summary

A problem cannot be solving with the help of preparing research plan only. Research plan directs only direction to solve the problem, and every problem is related with the different variables they may be directly or indirectly. Attempts and practice to solve the selected each problem makes the phenomena to understand the problem and this is makes the situation to probable solution of the problem. Effectiveness of the present research will be useful and fruitfulness either it will be applied at the various level of the research of the History Achievement of the students. In this present research there is intelligence-wise significant difference found, it has been also seen that their habitat-wise, gender-wise and SES-wise no any significant difference found on the History Achievement Test.

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