EFFECT OF BRUNER’S CONCEPT ATTAINMENT MODEL ON ACHIEVEMENT IN HINDI IN RELATION TO LEARNING APPROACHES AND INTELLIGENCE

A SUMMARY OF THE THESIS

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NEETU OHRI

DEPARTMENT OF EDUCATION
PANJAB UNIVERSITY
CHANDIGARH
SUMMARY

The present study entitled as ‘Effect of Bruner’s Concept Attainment Model on Achievement in Hindi in Relation to Learning Approaches and Intelligence’ was conducted to reveal the effect of concept attainment model on achievement in Hindi grammar in relation to learning approaches and intelligence.

For the study, pre-test and post-test experimental design was employed. Achievement in Hindi grammar was the dependent variable and instructional treatment was the independent variable and it was studied at two levels viz. concept attainment model based instructions and conventional method of teaching. Learning approaches was studied at two levels viz. deep and surface learning approach and intelligence was studied at three levels, i.e. high, average and low. A sample of 260 students of 8th class from the four secondary schools of Ludhiana City affiliated to Punjab School Education Board was drawn purposively and randomly.

For analysis of data, 2x2x3 factorial design of analysis of variance was employed on gain mean achievement scores. The data revealed that on achievement in Hindi grammar, experimental and control group students; students having deep and surface learning approaches; and high, average and low intelligence student; were found to be significantly different. The interaction effect of instructional strategies and learning approaches; and instructional strategies and intelligence levels; was found to be effecting significantly the achievement.

But, the interaction effect of learning approaches and intelligence levels has not revealed any significant effect. No interaction effect of instructional strategies, learning approaches and intelligence levels was found on achievement in Hindi grammar.

The results of the study will be beneficial for teachers, parents, curriculum planners and teachers to use the teaching models as an effective instructional strategy.