

Comparative Study of Learning in English and Computer Education in Schools of Fazilka

Neha Sachdeva

Assistant Professor Guru Ramdass B.Ed. College, Jalalabad, India

INTRODUCTION

Education in its general sense is a form of learning in which the knowledge, skills, values, beliefs and habits of a group of people are transferred from one generation to the next through story telling, discussion, teaching, training, and or research. Education may also include informal transmission of such information from one human being to another. The entire development of nation depends upon education. It is as old as human race. It is never ending process of human growth and development. Its period stretches from cradle to grave.

Learning is often defined as a relatively lasting change in behavior that is the result of experience. Learning became a major focus of study in psychology during the early part of the twentieth century as behaviorism rose to become a major school of thought. Today, learning remains an important concept in numerous areas of psychology, including cognitive, educational, social, and developmental psychology.

LEARNING

Learning is goal directed act. Learning is acquiring new, or modifying & reinforcing, existing knowledge, behavior, skills, values and preferences and may involve synthesizing different types of information. The ability to learn is possessed by humans, animals & some machines. Progress over time tends to follow learning curves. Learning is not compulsory; it is contextual. It does not happen all at once, but builds upon & is shaped by what we already know. Learning is a process. The term learning refers to the process or the act of acquiring a modification in a behavioral tendency through experience. This term can also be used to refer to the process of acquiring knowledge and skills.

According to Woodworth (1945), "Any activity can be called learning so far as it develops the individual and makes him alter behavior and experiences different from what they would otherwise have been".

According to Kimble (1961), "Learning is a relatively permanent change in behavioral potentiality that occurs as a result of reinforced practice".

Human learning may occur as a part of education, personal development, schooling or training. It is aided by motivation. Learning is modification of behavioral tendency by experience. Learning prepares an individual for any adjustment and adaptation that may be necessary. Learning is powerful and goal oriented. Learning may be both vertical and horizontal. It is vertical in so far as precision in increased or information is added to that already learned. It is horizontal in so far as what is learned is integrated and organized as a part of a functioning unit of expanding experience. Thus the former means qualitative and the latter is quantitative in nature.

Yoakman and Simpson have described the following nine important characteristics of learning.

- **Learning is growth**
The individual grows as he lives. This growth implies both physical as well as mental development of the learner. The individual gains experiences through various activities. These are all sources of learning. The individual grows through living and learning. Thus growth and learning are inter-related and even synonymous.
- **Learning is adjustment**
Learning enables the individual to adjust himself properly, with the new situations. The individual faces new problems and new situations throughout his life and learning helps him to solve the problems encountered by him. That is why; many psychologists describe learning as "a process of progressive adjustment to the ever changing conditions which one encounters." The society in which we live is so complex and so dynamic that any one type of adjustment will not be suitable for all or many situations and problems. It is through learning that one could achieve the ability to adjust adequately to all situations of life.
- **Learning is purposeful**
All kinds of learning is goal-oriented. The individual acts with some purpose. He learns through activities. He gets himself interested when he is aware of his objectives to be realized through these activities. Therefore all learning is purposive in nature.
- **Learning is experience**
The individual learns through experiences. Human life is full of experiences. All these experiences provide new knowledge, understanding, skills and attitudes. Learning is not mere acquisition of the knowledge, skills and attitudes, it is also the reorganization of experiences or the synthesis of the old experiences with the new.
- **Learning is intelligent**
Mere cramming without proper understanding does not make learning. Thus meaningless efforts do not produce permanent results. Any work done mechanically cannot yield satisfactory learning outcomes. Learning therefore must be intelligent.
- **Learning is active**
Learning is given more importance than teaching. It implies self-activity of the learning. Without adequate motivation a person cannot individually work wholeheartedly and motivation is therefore at the root of self-activity. Learning by doing is thus an important principle of education, and the basis of all progressive methods of education like the Project, the Dalton, the Montessori and Basic system.
- **Learning is both individual and social**
Although learning is an individual activity, it is social also. Individual mind is consciously or unconsciously affected by the group activities. Individual is influenced by his peers, friends, relatives' parents and classmates and learn their

ideas, feelings and attitudes in some way or others. The social agencies like family, church, markets, and clubs exert immense influence on the individual minds. As such, learning becomes both individual as well as social.

- **Learning is-the product of the environment**

The individual lives in interaction of the society. Particularly, environment plays an important part in the growth and development of the individual. The physical, social, intellectual and emotional development of the child is molded and remolded by the objects and individuals in his environment. Therefore, emphasized that child's environment should be made free from unhealthy and vicious matters to make it more effective for learning.

- **Learning affects the conduct of the learner**

Learning is called the modification of behavior. It affects the learner's behavior and conduct. Every learning experience brings about changes in the mental structure of the learner. Therefore attempts are made to provide such learning experiences

Kolb (1984) argued that defining learning in terms of the change in behavior is limiting and it poorly characterizes the learning process. Kolb defined learning as a human adaptation process. "It is a process whereby knowledge is created through the transformation of experience".

SIGNIFICANCE OF THE STUDY

The rationale to conduct this research by the investigator was the difference in learning of various subjects as English and Computer Education in Govt. and Private schools, that the investigator observed during her B.Ed teacher training programme. She was keen to examine the issue because Computer curriculum is theoretical and laboratories are not well furnished and computer teachers are also not available. Due emphasis is not given on the teaching of computers as a subject in Govt schools, as they lack efficient teachers. In Govt. schools English is being taught from upper primary schools instead from primary level. So curriculum is to be revised to give equal importance to both subjects.

STATEMENT OF THE PROBLEM

Research problem is stated as under

"Comparative Study Of Learning In English & Computer Education In Schools Of Fazilka".

OBJECTIVES OF THE RESEARCH

1. To Construct an Achievement test to access learning in English and Computer education in schools of Fazilka.
2. To compare the performance of students in subject English in Private and Govt. schools.
3. To compare the performance of students in subject Computer in Private and Govt. schools.
4. To compare the performance of Boys and Girls in subject English in schools of Fazilka.
5. To compare the performance of Boys and Girls in subject Computer education in schools of Fazilka.

HYPOTHESES

1. There will be no significant difference in the learning of subject English in Private and Govt. schools.
2. There will be no significant difference in the learning of subject Computer in Private and Govt. schools.
3. There will be no significant difference in the learning of subject English among Boys and Girls of the schools of Fazilka.
4. There will be no significant difference in the learning of subject Computer education among Boys and Girls of the schools of Fazilka.

DELIMITATIONS

The study was limited to the Govt. and Private school students.

The study was limited to 120 students only.

SAMPLE

A total 120 students was selected from class 9th of govt. and private school of Fazilka 30 students were taken Govt. Sr. Sec. School for Boys and 30 students were taken from Govt. Sr. Sec. School for Girls and 30 students were taken from Sacred Heart Convent School and 30 students were taken from DCDAV school of Fazilka.

TOOLS USED

Self made Achievement test was constructed for assessing the performance of learning in English and Computer subjects.

DATA COLLECTION

The test for comparative study of learning in English and Computers was given to students of class 9th of all schools.

METHOD AND MATERIAL

Exploratory research which helps in determined the best research design, data collection method and selection of subjects. The objective of exploratory research was to gather preliminary information that would help define problems and suggest hypotheses. The study was conducted on 120 students of Senior Secondary School of city Fazilka of Punjab. Boys and girls were selected for this frame. All the students were collected from Govt. and Private Schools of city Fazilka of Punjab. As it was impossible to include all the government and private schools of city Fazilka, therefore only 4 schools were selected randomly by the Investigator in which 2 were private schools and other 2 were Govt. schools. The Data was collected using convenient Sampling Technique. Self made tool was constructed by the Investigator under the guidance of her Supervisor and checked and reframed by the experts to compare the learning in English and computer education in schools of fazilka.

In first draft of the test 65 items were included in which 35 were English questions and 30 were computer questions. In final draft, after being checked and reformed by the experts, 20 questions in English and 20 questions in Computers were selected and a final form of the Achievement Test was made by listing all the items (Appendices I and Appendices II).

ANALYSIS OF DATA

Mean, S.D, t-test for independent means was used to analyse data. Graphic presentation was done to depict data visually.

DESCRIPTIVE ANALYSIS

This section deals with the description of data, descriptive statistical measures are used to describe the characteristics of population or sample in totality. They limit generalization to the particular group of individuals observed or studied.

Table 1
DESCRIPTIVE STATISTICS

GROUP	SAMPLING AREA	NO. OF STUDENTS	MEAN	S.D	t- ratio (df = 59)	REMARKS
English	Private schools	60	8.48	1.61	10.93	Significant
	Govt. Schools	60	5.08	1.79		
Computer	Private schools	60	9.68	2.46	11.46	Significant
	Govt. Schools	60	5.23	1.73		
English	Boys	60	6.85	2.52	0.318	Not Significant
	Girls	60	6.71	2.30		
Computer	Boys	60	7.1	7.81	1.25	Not Significant
	Girls	60	2.73	3.37		

Above table shows the mean, S.D and t- ratio for the govt. and private schools and boys and girls.

HYPOTHESIS 1:- There will be no significant difference in the learning of subject English in Private and Govt. schools.

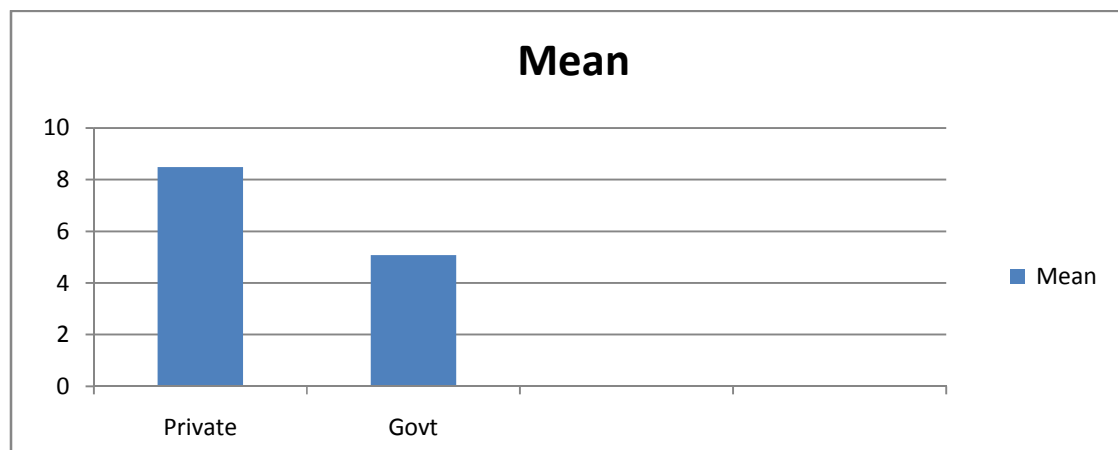
Table 2
Comparison of learning between Govt. and Private schools in English subject.

Sample	N	Mean	SD	t-value
Private school	60	8.48	1.61	10.93
Government school	60	5.08	1.79	

Interpretation:

The mean score of Private schools is 8.48 and mean score of Govt. schools is 5.08 which shows that learning of students is more in Private schools as compared to Govt. schools (Also shown in Fig 4.1). The calculated value of t-ratio is more than table value. Thus, results are found to be significant at 0.05 and 0.01 level. So hypothesis I that there will be no significant difference in the learning of English subject in Private and Govt. school is rejected. Thus there is a significant difference in the learning of subject English in Private and Govt. schools.

Figure 1
Mean score of Private and Govt. school in subject English.



HYPOTHESIS 2:- There will be no significant difference in the learning of subject Computer education in Private and Govt. schools.

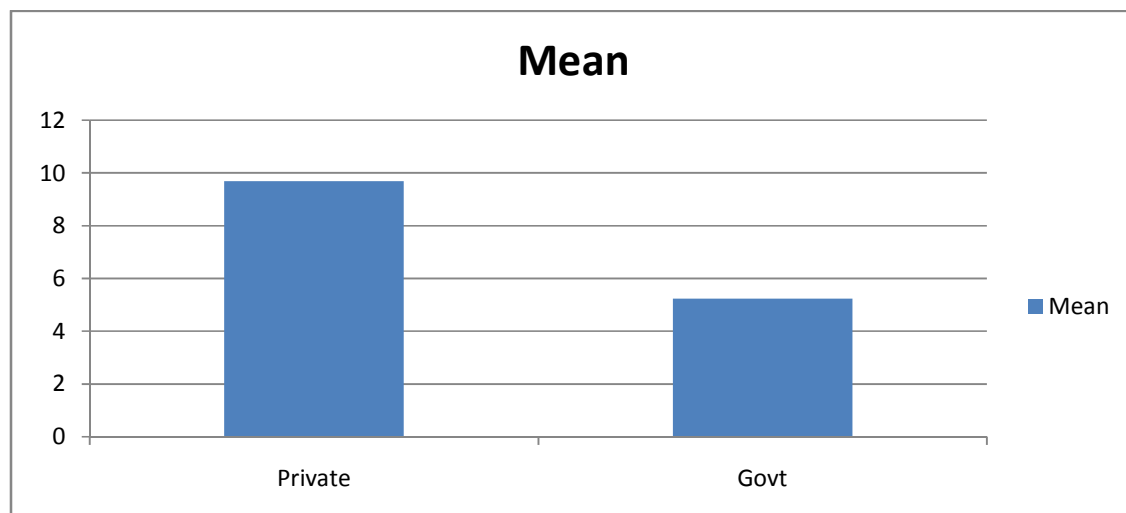
Table 3
Comparison of learning between gov. and Private schools in Computer subject.

Sample	N	Mean	SD	t-value
Private school	60	9.68	2.46	11.46
Government school	60	5.23	1.73	

Interpretation:

The mean score of Private schools is 9.68 and mean score of Govt. schools is 5.23 which shows that learning of students is more in Private schools as compared to Govt. schools (Also shown in Fig 4.2). The calculated value of t-ratio is more than table value. Thus, results are found to be significant at 0.05 and 0.01 level. So hypothesis II that there will be no significant difference in the learning of subject Computer education in Private and Govt. school is rejected. Thus there is a significant difference in the learning of subject Computer education in Private and Govt. schools.

Figure 2
Mean score of Private and Govt. School in subject Computer.



HYPOTHESIS 3:- There will be no significant difference in the learning of subject English among Boys and Girls of the schools of Fazilka.

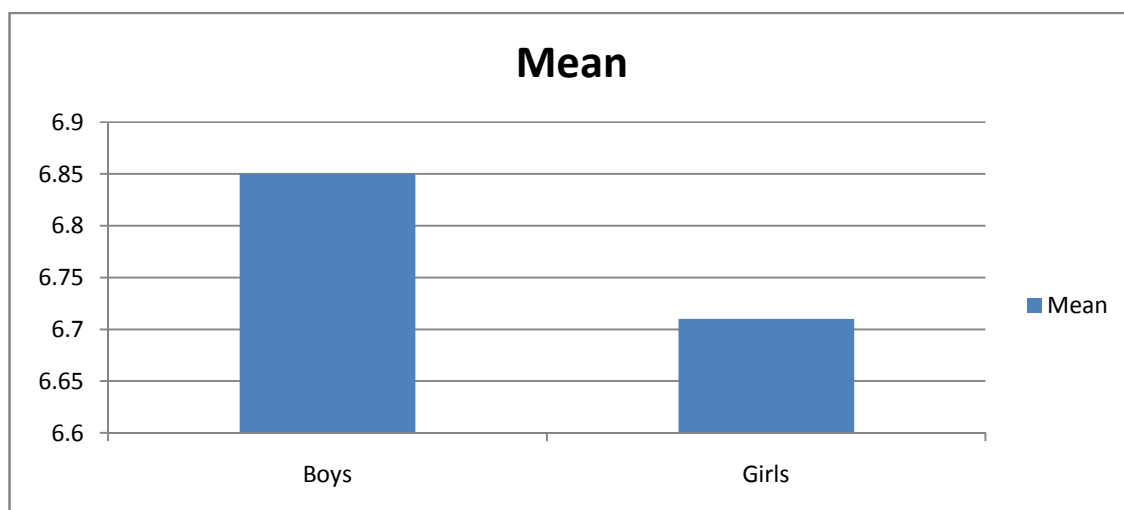
Table 4.4
Comparison of learning among Boys and Girls in English subject.

Sample	N	Mean	SD	t-value
Boys	60	6.85	2.52	0.318
Girls	60	6.71	2.30	

Interpretation:

The mean score of Boys is 6.85 and mean score of Girls is 6.71 which is closer to each other (Also shown in Fig 4.3). The calculated value of t-ratio is less than table value. Thus, results are found to be not-significant at 0.05 and 0.01 level. So hypothesis III that there will be no significant difference in the learning of English subject among boys and girls is accepted. Thus there is no significant difference in the learning of subject English among Boys and Girls.

Figure 3
Mean score of Boys and Girls in subject English in schools of Fazilka.



HYPOTHESIS 4:- There will be no significant difference in the learning of subject Computer education among Boys and Girls of the schools of Fazilka.

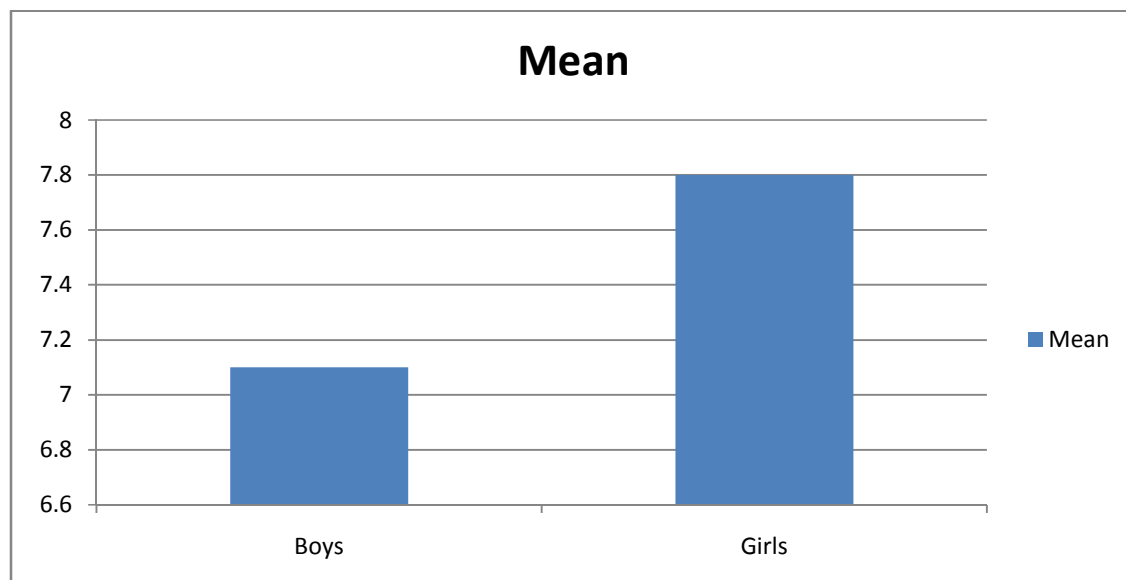
Table 5
Comparison of learning between Boys and Girls in Computer subject.

Sample	N	Mean	SD	t-value
Boys	60	7.1	2.73	1.25
Girls	60	7.8	3.37	

Interpretation:

The mean score of Boys is 7.1 and mean score of Girls is 7.8 which is closer to each other (Also shown in Fig 4.4). The calculated value of t-ratio is less than table value. Thus, results are found to be not-significant at 0.05 and 0.01 level. So hypothesis IV that there will be no significant difference in the learning of subject Computer education among boys and girls is accepted. Thus there is no significant difference in the learning of subject Computer education among Boys and Girls.

Figure 4
Mean score of Boys and Girls in subject Computer in schools of Fazilka.



CONCLUSION

- The result of this study is that there is a significant difference in learning of subject English between Private and Govt. Schools of Fazilka.
- The result of this study is that there is a significant difference in learning of subject Computer education between Private and Govt. Schools of Fazilka.
- The result of this study is that there is no significant difference in learning of English among boys and girls of the schools of Fazilka.
- The result of this study is that there is no significant difference in learning of Computer education among boys and girls in subject Computer.

SUGGESTIONS FOR FURTHER RESEARCH

It can be suggested that a research on following topics can be conducted in future:-

- Performance difference in learning of English subject of students of urban and rural schools.
- Performance difference in learning of Computer subject of students of urban and rural schools.
- Questionnaires and data collected by the study can be used to standardize the questionnaire for related studies.
- Improvement can be made in English and computer education in Govt. schools of Punjab on the basis of present study.

EDUCATIONAL IMPLICATIONS

- Teachers need to plan different strategies for English and Computer subjects, while formulating their lesson plans.
- Efforts should be made at administrative level to narrow the gap regarding the

quality of education provided in the government school.

- Regular feedback and reinforcement must be provided.
- Use of audio visual aids for better understanding of students.
- Orientations of teachers should be done, so as to increase innovative thinking in their pupils and not just cramming upon bookish knowledge.
- Both subjects helps in competitive exams.
- It helps in making proper educational and vocational choices.
- It helps in identification of students.
- Thus both English and Computer subjects are necessary as learning to perform well in academics and competitive exams. A strong foundation for promoting learning English and Computer subjects at early age can benefit pupils for their entire life.

REFERENCES

- **Candlin, C.N, & Edeloff, C. (1982)**, Challenges: Teacher's guide. London: Longman.
- **Das & Biswal (2001)**, Computer education curriculum an integrated approach, Journals of Indian Education, NCERT.
- **Geary, D. C. (2006)**, Development of mathematical understanding. In D. Kuhl & R. S. Siegler (Vol. Eds.), Cognition, perception, and language, Vol 2(pp. 777–810). W. Damon (Gen. Ed.), Handbook of child psychology (6th Ed.). New York: John Wiley & Sons.
- **Gurbandhar. et. al (2009)**, communication and collaboration.
- *Gi-Zen and Wan-Yu Journal of Science Education and Technology*, v23 n6 p827-839 Dec 2014.
- **Jia, J and Chen, Y.** *Journal of Computer Assisted Learning*, v29 n6 p556-568 Dec 2013.
- **Jia, J and Chen, Y.** *Journal of Computer Assisted Learning*, v29 n6 p556-568 Dec 2013.
- **Orhan. F. (2008)**, Redesigning a course for blended learning environment. Turkish online. Journal of distance education, 9 (1), 54-66.
- **Reardon, S. F., Scott, K. and Verre, J. (1994)**, Symposium: equity in educational assessment. Harvard Educational Review, 64 (1), 1–4.
- **Ravichandran, R. and Sasikala (2001)**, Computer based advanced technologies in education development, challenges & opportunities, Journals of Indian Education, NCERT.
- **Shaw, S.(2002)**, Proceeding of the knowledge media design institute, University of Toronto, Retrieved, August 24,2000.
- **Stronge, J.H.(2002)**, Qualities of effective teachers, Alexandria, VA: Association for supervision and curriculum development.
- **Sri Ram, (2007)**, Availability and utilization of computer Education at Secondary level, M.ed. dissertation, Guru Nanak dev University, Amritsar.
- **Wafula J. M. and Wanjohi, N. (2007)**, Kenya ICT Policy Document. Nairobi: IDRC.

- **Waheed, A. (2005)**, A Comparative Study of English Language writing courses meant for teaching writing skills at metric and O levels. (Unpublished) M.A TEFL Thesis Allama Iqbal Open University Islamabad Pakistan.
- **William, Dharma & Mohan (1999)**, Attitudes towards computers & achievement in computer science along higher secondary students experiment in education, the S.I.T.U council of education research, Chennai. Williams, D. D. (2000). Evaluation of learning objects and instruction using learning objects.
- **Zhang, Y. (2000)**, Technology and the writing skills of students with learning Disabilities Journal of Research on Computing in Education, 32(4), 467 – 478.
- **Zou, Bin (2013)**, Computer Assisted Language Learning, *v26 n1 p83-99 2013*.