

IMPACT OF 2007- NEW CURRICULUM IN ACHIEVEMENT GCE (O/L) ENGLISH LANGUAGE EXAMINATION IN BATTICALOA DISTRICT

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ABSTRACT

In General there are three National examinations such as GCE (O/L), GCE (A/L), and Grade 5 scholarship examination conducted every year in the school level by the department of examination in Sri Lanka. Those who pass the GCE (O/L) examination will help them to find mount important for getting small scale job and this will also help them to enter GCE (A/L) studies. Further these results are important to continue their studies at Technical College. According to statistics the student did not achieve the expected level in the GCE (O/L) examination. It was not satisfactory. 60% of the students are qualified for the GCE (A/L) studies. Five percent of the students who failed in all the subjects. 40 % of students who got through the GCE (O/L) examination in subject of English as a second Language. The new education reforms were introduced in 2007 for the purpose of developing this situation. It was mainly based on skill development and the student's improvement of achievements. Further this curriculum also focused on group discussion and there were changes in the lesson planning and instructions. These instructions based on 5 E model was introduced to fulfill the expected competency level. After the introduction of the new education reforms the researcher want to study the impact of the reforms in the performance level of the GCE (O/L) examination. The survey method was used to conduct this study. Batticaloa district was selected as the research area. There are four Educational Zone in the district. Both the quantitative and qualitative data were used. The study revealed that the percentage of pass in the subject of English Language was increased. This trend co-related to all Zone. It is also revealed that the mean of the subject of English in GCE (O/L) at national level was also increased. This trend co-related to three Educational Zone except Batticaloa Zone. This study included some suggestions to further improve the achievement of the students in the subject of English in GCE (O/L) examinations.

KEY WORDS: achievement, curriculum, GCE (O/L), reforms, Zone

(1) INTRODUCTION

Students attend their first national level exam of G.C.E (O/L) in their adolescence. This is the harvest of their 11 years' experience of the education. There are about two hundred and fifty thousand students attend this examination from their schools as first candidate in their attempt. According to the Statistical hand book published by the Department of Examination (2008) among these students there are 6% failed in all subjects whereas, only 40% passed in subject of English Language.

Batticaloa district was selected as the research area. There are four Educational zones and 344 schools including 10- National schools, 23- 1AB schools, 55- 1C schools, Type II schools 110, Type III schools 156 in Batticaloa district. Total numbers of students is 129, 577 and the teachers is 6564.

According the changes in the world education should also be changed .In 2007 a curriculum reform was introduced. With the aim to implement many changes in the education. This was the 1st reform for secondary education in Sri Lanka in 21st Century. This is based on essential competencies. Competencies are the combination of knowledge, attitudes, skills and interpersonal relationships (Ginige, 2008). This curriculum reform guided to change the teaching method from lecture method to activity based approach that improves students' competencies. It was expected that the reform should enhance thinking ability, social skill and self-skill among students. In this curriculum reform teacher should take transformation role-surpassing his previous roles including transmission and transaction. Now it came to the transformation role by actions of Head, Hand and, Heart. By these actions the above competencies will achieved (Ginige, 2008) further the 5E method was also introduced for preparing lesson plan.

(2) LITERATURE OF REVIEW

Influence factors of educational achievement curriculum. There are four major types. They are students, school, teachers and subject factors.

- Students' factors are age, strength, attitude in learning, knowledge, methods of learning, interest and motivation, language development, cultural influences etc.
- The school factors are type of school, curriculum and subject matters, text books, methods of examination, parents and society expectations, interior structure of the school etc.
- Teacher's factors are attitude, teaching methods, strength in the subject, professional development and experiences (Laughra, 2002)

Influence in the education. There are two types' interior and exterior factors. Interior factors are practicing examination, parents interest unsuitable text book, teaching techniques lack of motivation, unsuitable curriculum. Exterior factors mean, students are in poverty line, because of this reason students behavioral patterns, attitude, motivation are changed (Brimer,. 1998).

7 % of school factors , 13 % of teachers factors , 80 % of students factors are influenced in the students education achievement . And also behavioral patterns, home environment, IQ and motivations are included in this educational achievement (Marzano, 1998).

Students are given the direct instructions method. They can understand what they have taught. So the achievement will be increased. These achievements stand in their socio economic relationship (Aimee, H. & Lawrence, 2012).

The nine identified instructional strategies to increase the student's educational achievements.

- Identifying the differentiation of subject matters in the classroom.
- Taking short notes in the subject matters.
- Homework and exercises.
- More effort and identifying the needed things.
- Group learning.

- Goal and feedback.
- Different types of presentation.
- Making hypothesis and examining.
- Motivating the previous knowledge

(3) OBJECTIVES OF THE RESEARCH

01. To review the achievement of English Language subject in the GCE (O/ L) in National Level before and after the introduction of curriculum
02. To review the achievement of English Language subject in the GCE (O/ L) in Batticaloa district before and after the introduction of curriculum.
03. To find out the changes in the achievement in English Language subject in GCE (O/L) in Batticaloa district after the introduction of new curriculum.
04. To suggest ways to increase the achievement level of English Language subject in GCE (O/L) in Batticaloa district.

Achievement of English Language subject was Considered by only two ways

- i. Passed percentages in the subject of English
- ii. Mean values in the subject of English

(4) Research method

Research design

Survey design was used in this research.

Population

The population of this study consisted of all the candidates sat for the first time in the GCE (O/L) examination from Batticaloa district. Their achievements in the Examinations were obtained from the department of examination and the zonal education offices. As this exam is conducted by the department of examination is reliable.

Sampling

The researcher should present the suggestions for the improvement of science achievement level. The suggestions were obtained from senior teachers, In Service Advisors (ISA), Assistant Directors of Education (ADE). There are Four Educational zones in Batticaloa district. They are Batticaloa, Batticaloa central, kalkudah and Paddiruppu. Four ADE, Four ISA of Science subject and four senior teachers were selected from each zone as sample.

According their experience and knowledge they have selected by the ADE. A total of 60 were purposively Sampled including 15 from each and suggestions for improvement of the achievement in science were obtained them.

Tools of the research

The most important research instrument was questionnaire. Self developed questionnaires were used to gather data from the sample. Data was collected under four topics including general information, changes in the achievements, the reasons for achievement changes suggestions improve the

achievement. Among these, the topic on the reason for achievement changes is closely related to this research. Teacher, students, Principal and the administration are considered as the important factors effecting achievement in general examinations. 30 activities were included in relation to these factors. This questionnaire was piloted with 20 senior teachers of Kalmunai Educational zonal

(5) Data analysis.

Data was analyzed by using SPSS software. Percentage, mean, correlation, T-Test are used for this. Statistics graph and bar chart also used to show the data.

1. The changes of Passed percentages in the subject of English Subject

1.1 The Passed percentages in English subject in the G.C.E (O/L) in National Level.

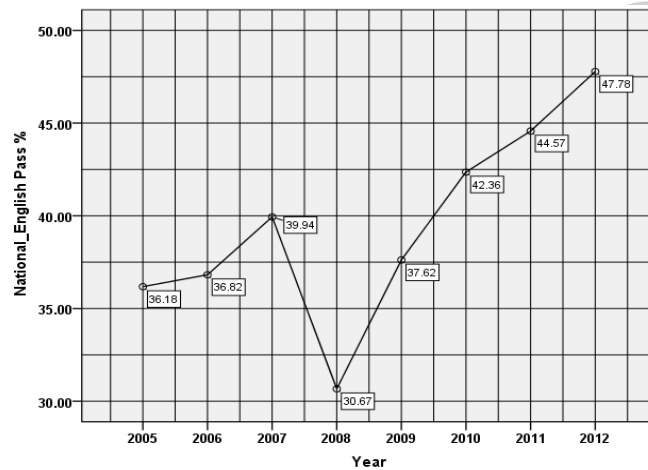


Figure 1.1: Passed percentages in the English in G.C.E (O/L) in National level
 1.2 The Passed percentages in English subject in the G.C.E (O/L) in District level

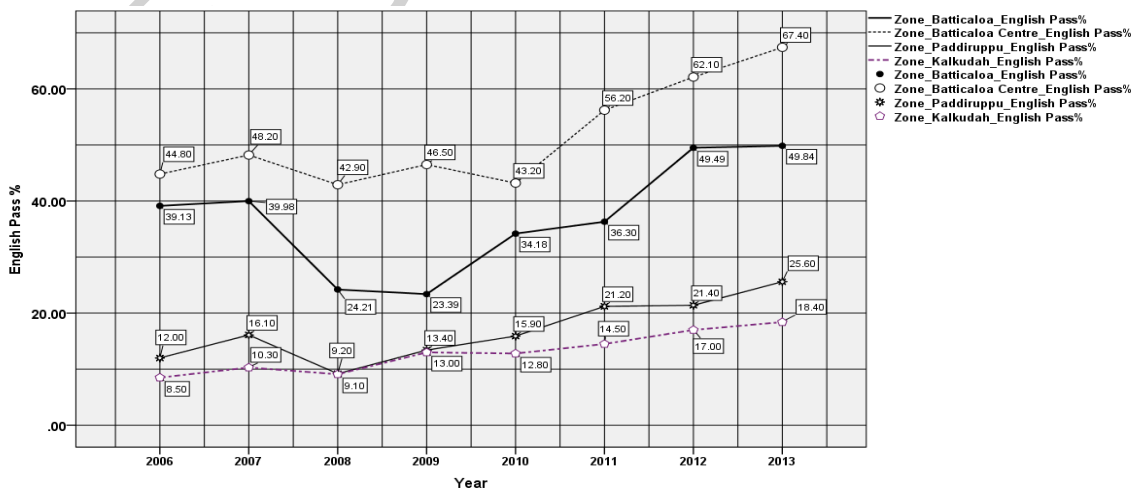


Figure 1.2: Passed percentage in the subject of English in Batticaloa district
 2. The Changes of mean Values in the subject of English
 2.1 Mean Values in the subject of English in National level

Table 2.1: Mean Values in the subject of English in National level Before (A) and after (B) - 2007

	N	Mean value	Standard deviation
B	3	37.65	2.01
A	5	40.60	6.67

2.2 Mean Values in the subject of English in district level

Table 2.2: Zonal wise Mean values for English subject, Before (A) and after (B) - 2007

Educational Zone		Mean values	Standard deviation
Batticaloa	B	40.1967	1.18989
	A	36.2350	11.61562
; Batticaloa Central	B	46.5000	2.40416
	A	53.0500	10.39899
Paddiruppu	B	14.0500	2.89914
	A	17.7833	6.03802
Kalkudha	B	9.4000	1.27279
	A	14.1333	3.31522

Analysis of the responses to the opened questions of questionnaires.

Following were identified as the major factors influence the achievement in G.C.E (O/L) examination.

- Teaching method of the teacher
- Preparation of lesson
- Students motivation by the teacher
- Completion of syllabus by the teacher
- Students attendance
- Students interest in the subjects.
- Exam procedures practiced by the school
- ISAs .Supervision and advices
- ADEs Supervision and advices
- Zonal level supervision

(3) Conclusions and Recommendation.

Conclusions - National level.

1. Pass percentage in English subject increases in National level.
2. This progress is increased after the introduction of the curriculum.
3. Mean values for English subject was increased after the introduction of the curriculum.
4. Before and after the introduction of curriculum, the changes in the pass percentage in English in significant at 0.05 levels

Conclusions – District level.

5. Passed percentage in English Subject increases in Batticaloa district.
6. This progress is increased after the introduction of the curriculum.
7. Mean values of the subject of English in GCE (O/L) at three Zone except Batticaloa Zone was also increased after the introduction of the curriculum.

Recommendations

The following recommendations were made for the improvement of achievement of English Subject in G.C.E (O/L) examination by analyzing the results of this study, reviewing the related literature and suggestions from the subject experts.

English is an important subject. Research should be undertaken to investigate the low achievement of this subject in national level.

Four factors influencing the achievement were identified .They are factors related to students, teachers, principal and administration. Among them, factors related to Principals were the most influencing factors. Therefore, Principals should take interest to increase the achievement. And the Zonal Directors should also take necessary action to encourage this progress.

Provincial level supervision, internal supervisions are not satisfactory. When the supervisions increase the achievement will also improve. So the Principals and the department of Education in Eastern province should take necessary action on this matter.

Homework and library learning are also not in a favorable. State Literature reviewed indicates that self-learning is more influential in students' achievement. Therefore students should take more interest in their self-learning habits to increase achievement in Batticaloa district.

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