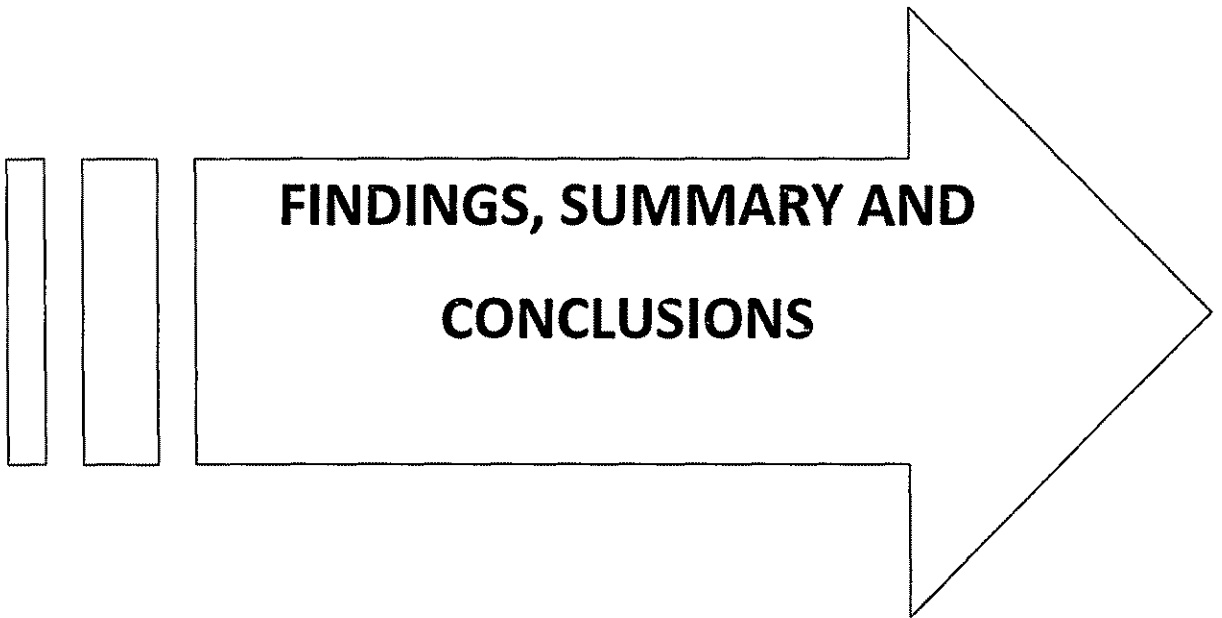


CHAPTER - V



**FINDINGS, SUMMARY AND
CONCLUSIONS**

CHAPTER - V

FINDINGS, SUMMARY AND CONCLUSIONS

5.0.0 INTRODUCTION

Introduction and the review of researches are presented in the chapter I and chapter II, respectively. The methodology employed for the study along with the techniques of sample selection, design of the study, tools, procedure of data collection and the statistical techniques for the analysis of data are presented in the chapter III. The results and interpretations are presented in the chapter IV. In the present chapter, findings, discussions, summary, implications and conclusions are presented in the following captions.

5.1.0 EFFECTIVENESS OF CONSTRUCTIVIST APPROACH

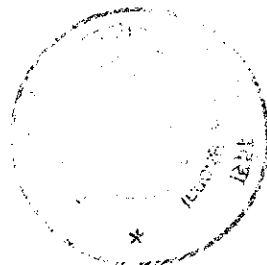
Effectiveness of the Constructive Approach was studied in terms of the students' Achievement in Urdu and the students' Reaction towards the Approach. The findings are as follows:

- (a) Constructive Approach was effective in terms of students' Achievement in Urdu.
- (b) Constructive Approach was effective in terms of students' Reaction towards the Approach.

These are discussed in the captions 5.1.1 and 5.1.2.

5.1.1 EFFECTIVENESS OF THE CONSTRUCTIVIST APPROACH IN TERMS OF ACHIEVEMENT IN URDU

Constructive Approach was found to be effective in terms of students' Achievement in Urdu. Constructive Approach was found to be effective in terms of students' Achievement in Urdu. In all these teaching strategies, the climate of the classroom was open, co-operative and encouraging with a scope for good deal of students' activity. The approach, thus, provided wide opportunity to students for acquiring concepts, interpreting the data and applies the principles in new and differential situations. All the students were found active in the class. The results of the present investigation are an outcome of this student-centered approach. The nature of the approach demands greater involvement of pupils in the teaching learning situation. So, the students were motivated and stimulated to retain and improvement in their achievement. The elements of novelty (new and different approach) or 'orienting effect' might have also contributed towards the present result. Different examples, which were presented in the material, might have aroused interest and motivation among the students to study Urdu. Thus, interest and motivation might have contributed towards the present result. Due to the multiple choice objective type test items, pupils achievement might have been higher. Generally, that kind of achievement of the students, is not achieved either through conventional\ made of teaching, or through the instructional material that are used by the teachers in the class room. Thus, the teaching through this approach was found to be effective in terms of students Achievement in Urdu.



5.1.2 EFFECTIVENESS OF THE CONSTRUCTIVIST APPROACH IN TERMS OF REACTION OF THE STUDENTS TOWARDS THE APPROACH

Constructive Approach was found to be effective in terms of students' Reaction towards the Approach. The various aspects of the teaching/ Approach were taken in to consideration. Majority of students had expressed favorable reactions towards these above said aspects. Thus, it can be concluded that the favorable reactions of majority of students towards the above mentioned aspects indicated that they found these aspects to be of important. Normally, people express their favorable reactions towards an object whenever they feel that object is of some use to them; it is of some interest to them; it helps to them in attaining the goals; it provides challenge to the individual. The present finding in respect to the approach can be viewed in the content of the above mentioned reason and it may, therefore, be said that the favorable reactions of students towards the teaching

5.2.0 EFFECT AND INTERACTION OF TREATMENT AND GENDER ON ACHIEVEMENT IN URDU

The discussions related to the effect and interaction of Treatment and Gender on Achievement in Urdu are presented in the captions 5.2.1, 5.2.2 and 5.2.3.

5.2.1 EFFECT OF TREATMENT ON ACHIEVEMENT IN URDU

Treatment (Constructive Approach) produced a significant differential effect on the students' Achievement in Urdu. The adjusted mean scores of Achievement of students in Urdu, taught through the

Constructive approach were found to be significantly higher than that of their counterparts taught through Traditional Method. This finding is supported by a large number of earlier studies (Seggei, 1969; Klausimer, 1970; Chelbek, 1970; Moore, 1973; Singleton, 1977; Zammarelli, 1977; Bergmann, 1980; Contessa, 1980; Miller, 1980; Rollens, 1980; Simon, 1980; Cook, 1981; Musa, 1981; Rowe, 1981; Change, 1982; Hunnicut, 1982; Charles, 1982; Chitrive, 1982; Gerston, 1982; Stout, 1983; Crisman, 1984; Baddar, 1983; Kumara, 1985; Pani, 1985; Shepherd, 1985; Vermont, 1985; Agrawal, 1985; Gangrade, 1986; Geibrasert, 1986; Gibson, 1986; Keller, 1986; Lynch, 1986; Vaidya, 1986; and Manocha, 1990). In the above mentioned studies, CAM and some other strategies were studied.

In this study, the reason for Constructive Approach's superiority to Traditional Method might be due to the teacher's domination in the traditional mode of teaching. The objective of Constructive Approach is to help the students to acquire a new concept. This strategy aims at concept formation. It involves the stages, namely, identifying and enumerating the data that are relevant to the problem; grouping those data according to some basis of similarity; and then finally categorizing and Labeling of data is done. Providing practice in inductive reasoning is one of the effects of Constructive Approach. In this approach, students get an opportunity to identify common properties of the examples presented and to differentiate them to finally determine the hierarchical order of information. Probably, these above stated ingredients of the components of the Constructive Approach were responsible for the

improvement of achievement of students taught through the approach..

In Constructive Approach, students get opportunity to think openly and freely. The students may think of one attribute or number of attributes of a concept, or the students may think of a concept or a number of concepts, at a time. But, teacher is required to confirm their hypotheses. The nature of the Constructive Approach demands greater involvement of pupils in the teaching learning. Because of these factors inherent in the Constructive Approach, the students might have been enabled to retain and reproduce larger amount of information than those who studied through the Traditional Method of teaching.

Students do not study and acquire knowledge just for the sake of knowledge but, they acquire the knowledge so that they can apply it in their day to day life. Students get an opportunity to identify additional unlabeled examples. They generate examples and teacher confirms their hypotheses. In this phase, students apply those principles, which they have learned in the different phases of the of CAM. Thus, Constructive Approach provides a chance to draw generalizations by applying principles. It is possible that the might have developed in the students, the ability to apply principles. This might be the reason for the improvement of Achievement of the students in Urdu taught through Constructive Approach.

5.2.2 EFFECT OF GENDER ON ACHIEVEMENT IN URDU

Gender did not produce any differential effect on the students' Achievement in Urdu. Therefore, it may be said that there is no significant difference in the performance of boys and girls on the

measure of Achievement in Economics. Mevareach (1985), Chaudhari and Vaidya (1992) and Singh (1994) support this finding.

In contrast, Abraham (1969), Beedwati (1986), Mathew (1976) and Riley (1985) found, in their studies, that males were significantly superior to females in academic Achievement in general. These studies were conducted ten years ago. There is a lot of difference in the attitude of parents, now. At present, through all media, attempts are being made to promote a feeling of equality among boys and girls. There has been a noticeable change in the attitude of parent towards girls and boys. Parents are now almost equally and increasingly investing time, energy and money to both the girls and boys. This change in educational climate and particularly, in the attitudes of parents and teachers might be the cause of lack of Sex difference in the achievement in the present study.

5.2.3 INTERACTION OF TREATMENT, GENDER ON ACHIEVEMENT IN URDU

The interaction of Treatment and Gender did not produce any differential effect on the students' Achievement in Urdu. The effect of interaction between Treatment and Sex on the measure of Achievement in Geography was not found significant. The result indicates that the male and female students were benefited to the same extent in both the modes of teaching. Thus, Sex differential was not noticed in the said interaction on Achievement. But the mean achievement scores of male and female students of experimental group were higher than that of the male and female students of control group. Further, achievement of female students of experimental group

was found higher than their male counterparts of the same group. Similarly, female students in the control group achieved higher than the male students of the same group. It may, therefore, be said that Sex of the pupils affected their Achievement in Urdu in both experimental and control group to the same degree. This result shows that the effect of Treatment on Achievement in Urdu is independent of the Sex of the students. Achievement generally depends on the cognitive development of the students. It is not dependent on Sex. Perhaps, therefore, no significant interactional effect was found in this study.

5.3.0 SUMMARY

The summary of the present study is presented in the following captions.

5.3.1 RATIONALE OF THE STUDY

The traditional approach unable to develop needed competencies in students. Therefore different approaches such as constructivist approach, situational language teaching approach etc. have been evolved. Still traditional approach were used to taught in classroom. The study will help to highlight the strength and weaknesses of both approaches. There may be possibility to suggest shift from traditional approach to constructivist approach in classroom transaction. It would be a shift from teacher centered instruction to child centered instruction. The findings of the study may also inform



the teacher regarding the most effective approach in teaching Language/Urdu.

5.3.2 STATEMENT OF THE PROBLEM

“COMPARISON OF CONSTRUCTIVIST APPROACH WITH TRADITIONAL APPROACH FOR TEACHING URDU TO CLASS IX IN TERMS OF ACHIEVEMENT IN URDU LANGUAGE”

5.3.3 DEFINING THE KEY TERMS

The different terms used in the title of the problem are defined as under:

Constructivist Approach

In the Constructivist Approach, learning is a process of the construction of knowledge. Learners actively construct their own knowledge by connecting new ideas to existing ideas on the basis of material/learning situations presented to them (experience).

Traditional Approach: In this approach only Text Book method was used to teach Urdu to class IX students.

5.3.4 OBJECTIVES OF THE STUDY

1. To study the effectiveness of the of the Constructive Approach in terms of :
 - a. Achievement in Urdu of students of class IX and
 - b. Reaction of the students towards the Constructive Approach.
2. To study the effect of Treatment and Gender and their interaction

on Achievement in Urdu by taking the students' previous years' Urdu scores as covariate.

3. To compare the students' classroom behavior before and after the treatment.

5.3.5 HYPOTHESES

1. There is no significant effect of Treatment on adjusted mean score of Achievement in Urdu of students taught through Constructive Approach and Traditional Approach when previous years' Urdu score is taken as covariate.
2. There is no significant effect of Gender on adjusted mean score of Achievement in Urdu of students taught through Constructive Approach and Traditional Approach when previous years' Urdu score is taken as covariate.
3. There is no significant interaction of Treatment and Gender on adjusted mean score of Achievement in Urdu of students taught through Constructive Approach and Traditional Approach when previous years' Urdu score is taken as covariate.
4. There is no change in the students' classroom behavior before and after the treatment.

5.3.6 METHODOLOGY

Experimental method was employed for the study.

5.3.7 SAMPLE

Random sampling technique was used for the selection of the school.

5.3.8 DESIGN OF THE STUDY

Post-test control group design was employed for the study.

5.3.9 TOOLS

The following tools were used for the collection of data. An Achievement test in Urdu was developed by the investigator. Reaction Scale was developed by the investigator to ascertain the reaction of the students towards the Constructivist Approach. Student's behavior observation checklist was developed by the investigator to ascertain the change of behavior of students in first and last day of treatment.

5.3.10 PROCEDURE OF DATA COLLECTION

Data were collected with the help of tools described in the preceding captions. The treatment i.e., teaching through Constructivist Approach and the teaching through Traditional approach was given to both the groups, respectively. The experimental group was taught through the Constructivist Approach and the control group was taught through the Traditional approach. In total, ten lessons were taught to both the groups following the different approach as mentioned. An Achievement test was developed by the investigator and was administered to the students of both the groups after teaching of ten lessons. The Urdu Achievement score of Class VIII was collected from the school register. The Reaction Scale developed by the Investigator was administered only to the experimental group, who was taught through the Constructivist Approach, after the completion

of ten lessons. The Classroom Behavior Observation Checklist developed by the investigator was administered only to the experimental group, after first day interaction and after last day interaction. The schematic representation of the experiment is presented in the table-3.3.

5.3.11 STATISTICAL TECHNIQUES USED FOR THE ANALYSIS OF DATA

The statistical technique used in the present study for analyzing the data is given objective wise as under:-

1. For studying the effectiveness of the Constructivist Approach in terms of (a) Achievement in Urdu, Percentile Mean, C.V. and Standard deviation were used; and
(b) Reaction of the students towards the Constructivist Approach Percentage was used.
2. For studying the effect of Treatment and Gender on achievement in 2X2 factorial design ANCOVA of unequal cell size was used.

5.3.12 FINDINGS

Following are the findings of the study:

1. Constructive Approach was effective in terms of students' Achievement in Urdu.
2. Constructive Approach was effective in terms of students' Reaction towards the Approach.
3. Treatment (Constructive Approach) produced a significant differential effect on the students' Achievement in Urdu.
4. Gender did not produce any differential effect on the students' Achievement in Urdu.

5. The interaction of Treatment and Gender did not produce any differential effect on the students' Achievement in Urdu.
6. Treatment (Constructive Approach) produced a change in the students' classroom behavior.

5.3.13 DELIMITATIONS OF THE STUDY

The present study was conducted under the following constraints:

- 1- The small sample was taken due to limited scope and time of the study.
- 2- Standard tools were not available for this study, so investigator constructed tool.
- 3- Sophisticated statistical technique for testing the reliability and validity couldn't be used because of limited facilities.
- 4- The study is limited to the private school of Bhopal.
- 5- The study is limited to class 9th students, only.

5.4.0 IMPLICATIONS

The implication of this study is for direct classroom teaching, as well as, for the teacher education programme. Some of the major implications visualized are as follows:

1. The strategies used, in this study, may be used by the classroom teacher in teaching different subjects other than the Urdu.
2. The component used in this study may be used separately or combined for teaching languages other than Urdu.
3. The lesson plans developed in this study may be used by the teacher of Urdu for teaching Urdu.

4. Teachers should be trained to develop instructional material on the lines of the lesson plan presented in this study.
5. The lesson plans developed in this study may be used by the teacher of other subjects for developing lesson plans.

5.5.0 SUGGESTIONS FOR FURTHER STUDIES

The present study being experimental in nature brings into lime light several issues – in which further research can be undertaken following are the few suggestions for further study

1. The study can be undertaken with the large sample for precise result.
2. Different grade levels can be selected.
3. The findings can be validated with other subjects as well.
4. Rural environment can be consolidated with urban one for a wide scope.
5. Constructivist Approach may be developed and validated in poetry also.

5.6.0 CONCLUSION

Constructive Approach is effective in raising the achievement of the subject concerned. It is also experienced during the present study that this approach is not only effective in cognitive development but also effective in interpersonal development. The skills those are practiced by the students can be further mastered by them. As the Constructive Approach advocates for the contextually, therefore, the content should be meaningful to the learner. Steps should be taken to help the students to make sense of the learning content.