

***CONCLUSIONS AND
SUGGESTIONS***

CHAPTER – V

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5.1 Introduction:

This chapter includes the findings and conclusion of the present study. On the basis of the analysis and interpretation of the data collected the investigator derives some findings regarding change of medium of instruction and achievement in Mathematics. The investigator draws some conclusion from the findings that are as follows:

5.2 Major Findings:

The major findings of the study are as follows:

- 1) There is significant difference between change of medium of instruction and achievement in Mathematics of boys.
- 2) There is no significant difference between change of medium of instruction and achievement in Mathematics of girls.
- 3) There is no significant difference between change of medium of instruction and achievement in Mathematics of students.
- 4) There is significant difference between final result of previous year (VII Std.) and first term result of current year (VIII Std.) in Mathematics of boys.
- 5) There is significant difference between final result of previous year (VII Std.) and first term result of current year (VIII Std.) in Mathematics of girls.
- 6) There is significant difference between final result of previous year (VII Std.) and first term result of current year (VIII Std.) in Mathematics of students.

5.3 Conclusions:

The researcher in the present study came to the conclusion that there is significant difference in change of medium of instruction and achievement in Mathematics of boys but at the same time it was found that there is no significant difference between change of medium of instruction and achievement in Mathematics of girls. Hence we can say that girls can easily understand the language of Mathematics after changing the medium of instruction. It was found that there is difference in the final result of grade VII and first term result of current year i.e. grade VIII in Mathematics of both boys and girls.

This means that achievement in Mathematics of boys and girls is affected due to change of medium of instruction and girls overcome the difficulties that they face due to change of medium of instruction earlier than boys. Also through discussion with teachers and students following details are come:

Discussion with teachers:

- According to teachers they face difficulties while explaining the word problems and problems related with the concept of circle.
- Teacher uses both the language such as Marathi and English while teaching mostly Marathi is used for explanation purpose.

Discussion with students:

- Some of student use Marathi text book for Mathematics.
- Girls feel comfortable with English than boys.
- All students have difficulties in solving the word problems.

5.4 Educational Implication:

The use of this study is to find whether medium of instruction affect the achievement in Mathematics. The present study shows the change of medium of instruction affects the achievement in Mathematics.

Also the analysis of data shows that girls overcome the difficulties faced due to change of medium of instruction earlier than boys.

- The present study can be used to find the relationship between change of medium of instruction and achievement in Mathematics.
- It can be used to diagnose the problems faced by the students after changing the medium of instruction.
- It is helpful in finding the language difficulty in Mathematics faced by students.
- Also it can be used to find out the difficulties in different topics such as language of word problems based on expressions, different formulae etc.
- Also finding the different methods of teaching for word problems.

5.5 Suggestions for Further Study:

- 1) Relationship between change of medium of instruction and achievement in other subject can be studied.
- 2) Remedial measure to overcome the problem due to change of medium of instruction can be studied.
- 3) Urban and rural area can be taken as sample for the wider study.
- 4) Sample of the students who change their medium of instruction from Hindi to English can also be studied.
- 5) Change of medium of instruction and achievement in Mathematics can also be relate to other factors for study as personality, creativity, stress, attitude etc.

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