

CHAPTER FIVE

Summary, Conclusions and Recommendations

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5.1 Introduction:

This chapter includes a brief summary of the study, findings and the conclusions drawn from various analyses. This is followed by the educational implication based on the findings of the study. Recommendations for further researches on related area have also been outlined.

The present study tried to investigate whether the class room environment is related with the achievement or not. The study focused on the relationship between achievement of learners and classroom environment provided to them.

For the present study the research scholar used random sampling. 70 students including 41 boys and 29 girls studying in grade VIII were selected from Scholars' Home Public School.

The tools used by the research scholars for this study were –

- Science Achievement Test
- Classroom Observation Schedule
- Classroom Environment Scale

The collected data was tabulated and analyzed using qualitative as well as quantitative techniques.

5.2 Major Findings of the Study:

- A significant relationship was found between classroom environment and performance of the student grade VIII in Science Achievement Test.
- A significant relationship was found between classroom environment and performance of the students of grade VIII in Half Yearly Exam.
- A significant difference was found between achievements of boys and girls of grade VIII in science.
- A significant difference between achievements of students of grade VIII in Science Achievement Test and Half Yearly Exam.
- No significant difference was found between perceptions of boys and girls of grade VIII about classroom environment
- No significant difference was found between perception of high achievers and low achievers of grade VIII about classroom environment.

5.3 Conclusion of the Study:

- A positive relationship exists between classroom environment and achievement whether it is Science Achievement Test or Half Yearly Exam. It indicates if the classroom environment is congenial then it facilitates learning and in turn achievement of students is enhanced.

- Achievement of boys and girls is not affected by their gender.
- Boys and girls of the same grade and age group perceive their classroom environment in the same way.
- Perception about classroom environment of high achievers is more favorable than that of low achievers. High achievers opine that teaching-learning activities occur at regular intervals while low achievers feel that they do not occur frequently.

5.4 Recommendation for Implementation:

Findings of the present study suggest that classroom environment is closely related to achievement of students. It means environment of class which includes behaviour of teachers, participation of students in classroom activities, interaction between teacher and students etc. provide opportunities to improve learning task. This in turn increases achievement of the students.

To improve the psychological environment of classroom in the school teacher should take personal interest in each student and tackle them according to their needs. The teacher should give the opportunities to students for free exposure of their views at opinions in the classroom.

The students should be encouraged for active participation in classroom activity. They should be encouraged to find the answers as well as the reasons by themselves. To classify the concept of the students various types of teaching aids should be used by the teacher.

5.5 Recommendations for Further Research:

In the light of the results of the present study, the problem can be undertaken from various other angles. Some of the recommended areas where investigations can be under taken are listed below:

- A comparative study of existing classroom environment and achievement of the students studying in two different institutions can be under taken.
- Socio-economic status, I.Q., age may be taken under consideration for the achievement and perception of classroom environment.
- Studies of the similar nature can be conducted on large sample.
- A comparative study with the variable exclusively boys and girls school as sample can be under taken.