

Chapter 5
Summary, Findings and Conclusion

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5.1 Introduction

The focus of the present study was to identify and address challenging areas in XIth standard economics and develop effective teaching strategies for its remediation. This study also intent to compare the effectiveness of this developed strategies with Conventional Lecture Method on overall achievement of students.

This chapter gives a brief summary of the study in retrospect which includes statement of the problem, objectives of the study, hypotheses formulated for the study, methodology in brief, variables in the study, tools used, procedure of data collection and the statistical techniques used. The major part of this chapter deals with the conclusions drawn out of the analysis. The educational implications which are the contributions of the study and suggestions for further research are also included at the end of this chapter.

5.2 The Study in Retrospect

In the present study the Investigator has made an attempt to find out the relative effectiveness of developed strategies for remediation of the hard spots with that of Conventional Lecture Method on the achievement in Economics' students of class XIth.

5.2.1 Restatement of Problem

Since the focus of the study was identifying the challenging areas in learning economics at class XIth level, develop remedial instructional strategies and to compare their effectiveness with Conventional Lecture Method on overall achievement of students, the problem under investigation is entitled as “Identifying and Addressing Challenging Areas in 11th Standard Economics: A Focus on Effective Teaching Strategies”.

5.2.2 Variables for the Study

The independent variables consider in the study are hard spots, select instructional strategies like Teaching through Module and Conventional Lecture Method. The dependent variable selected was the scores in the achievement test.

5.2.3 Objectives of the study

The objectives tried to be attained in this study are as follows:

1. To determine specific topics within 11th standard Economics that students find difficult.
2. To develop effective strategy to enhance understanding of the topic and to improve in their achievement, different modes of instruction in the form of pictures, videos (in the case of e-content), activities, text, graphs, visual media (Power Point Slides), traditional method (Lectures), case studies are included.

Apart from the above stated objectives, the other implicit objectives are:

1. To develop the package for the identified challenging topics
2. To develop the achievement test in that topic of Economics.

5.2.4 Methodology in Brief

Survey cum Experimental method was adopted for the conduct of study The Investigator identified the challenging areas (hard spots) and developed select instructional strategies in Economics and tried to find out their effectiveness by comparing them with the Conventional Lecture Method. For the development of the select instructional strategies the Investigator selected the chapter 3 'Production and Cost' from the standard XI Economics NCERT text book as identified through the survey conducted by the investigator. Post Test only control group design was followed. There were one experimental and one control groups. The experimental group was taught through developed instructional strategy (Teaching through Module) while the control group was taught through Conventional Lecture Method.

5.2.5 Data Gathering tools used in the study

The tools and materials used for the present study were-

1. Questionnaire for the students to find out the challenging areas for them in learning Economics at class 11th level (prepared by the Investigator).
2. Achievement test in Economics (prepared by the Investigator).
3. Module based lesson plan (prepared by the Investigator).

5.3 Major Findings and Conclusion

The major findings and conclusions of the study have been presented under the following heads-

1. Conclusions arrived from the analysis of Questionnaires.
2. Conclusions arrived from analysis of Achievement Test.

5.3.1 Conclusions arrived from the analysis of Questionnaires.

This section depicts the findings and conclusions that emerged from the analysis of questionnaire for students. The major conclusions pertaining to this section are given below.

- A **significant majority (86%)** of respondents do not find Economics to be a difficult subject.
- A majority of **54% students**—identified **numerical problems** as the most difficult area in Economics
- The **graphical component** of Economics was reported as challenging by **30% students.**
- Only **16% students** found **theoretical concepts** difficult.
- **Chapter 3 (Production and cost)** is overwhelmingly reported as the most difficult, with **58% students** indicating challenges in this chapter and **Chapter 1 (Introduction)** is found to be the least difficult one with no students found it difficult. While **10% students** found **Chapter 2 (Theory of consumer behaviour), Chapter 4 (The theory of the firm under perfect competition) and Chapter 6 (Non- competitive market)** as the most difficult chapter and **12% students** found **Chapter 5 (Market equilibrium)** as the most difficult one.
- A majority of students (**54%**) indicated that they prefer **visual aids**—such as diagrams, charts, graphs, videos, and presentations—as their primary mode of understanding Economics. **32%** students expressed a preference for **discussion-based learning** and Only **14%** students preferred **text-based explanations**, indicating that traditional lecture and textbook-driven methods.
- For better understanding of Economics, the most common suggestion, chosen by **30% students**, was the use of **online resources or educational videos.** **26% students** suggest **Group study sessions**, **20% students** choose **Visual aids**, **18% students** opt for a **better explanation** and only **6% students** suggest **additional reference books.**
- A strong majority of students **74%** find the Economics they learn in classroom to be relatable and applicable to real-life situations, indicating that many are able to connect classroom concepts to everyday experiences.

5.3.2. Conclusions arrived from Analysis of Achievement Test

The calculated t-value for **33 degree of freedom** is found to be **1.736** which is not significant at **0.05 level of significance**. Therefore, we have to accept the null hypothesis. This show that there is **no significant difference** between the mean of achievement score of control group and experimental group.

The mean scores of the experimental and control groups are **13.33** and **10.94** respectively. The difference between these two means is **2.39**, which is in the favour of experimental group but the difference is not statistically significant.

5.4. Tenability of the Hypotheses

The study provided sufficient evidences to affirm the validity of hypothesis set for it. An attempt has been made to examine the validity of the hypothesis.

Hypothesis 1 (H₀): Implementing targeted teaching strategies will lead to a statistically no significant improvement in student understanding and performance in Economics.

The analysis by the t-test of the post test scores of students taught through Module and Conventional Lecture Method on total achievement shows that the mean of the post test scores of the experimental group is not significantly higher than that of the control group. The findings of the study substantiate the hypothesis and hence **Hypothesis 1 is accepted**.

5.5 Suggestions for Further Research

On the basis of the findings and conclusions of the study, the following suggestions and recommendations are made. Related studies may extend the scope of present one and further generalizations would be possible.

- Since the developed instructional strategy is not significantly enhanced the achievement of students in Economics of class XIth, this may be because of less time given for intervention and a smaller number of students included in study so the similar study could be conducted giving more intervention time and number of students.
- Similar study could be conducted using a different population in same subject.
- Since there is no significant difference in the achievement of students who were taught through Module, Teachers can adopt additional input so as to make Module based teaching more effective.
- The present study has been limited to only two schools in Bhopal district. Investigations could be attempted in respect of other institutions incorporating large sample size and a greater number of experimental and control groups for more reliable results.

- It is further recommended that a similar study could be conducted using a different population like secondary school or upper primary level in other subjects.
- Survey could be conducted to find out the awareness of Teachers on different new instructional practices available.
- Studies could be conducted to find out the extend of utilization of modern approaches by Teachers in our classroom situations.
- Survey could be conducted to collect opinion of students on developed instructional strategies