



CHAPTER-5

SUMMARY AND

MAJOR FINDINGS

CHAPTER –V

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5.1 Introduction

This chapter presents a brief summary and findings to the study. This is followed by the educational implication used on the findings of the study, suggestions, for further research on related topic has also been outlined.

The present study deals with influence of remedial teaching on achievement of class V students in solving problems of fractions.

Variable of the study

Independent variable - Remedial teaching in fraction

Dependent variable - Achievement in fractions

Background variable - Gender

The researcher used single group pre test post test design to study-

A Study of Learning Difficulties in Arithmetic (Fraction) of Class V Students and Remedial Measures

5.1.1 Objectives of the study:

Following objectives are kept in view while conducting this investigation:

1. To identify the learning difficulties of class V students in solving problems of fraction.
2. To diagnose the causes of learning difficulties of class V students in solving problems of fractions.

3. To design and implement remedial measures in solving problems of fraction and study its effect.

5.1.2 Hypothesis

The objectives stated above helped the researcher to formulate the major hypothesis of the study.

1. There is no impact of remedial measures on class V students in solving problems of fractions.
2. There is no significant difference between the learning difficulties of boys and girls.
3. There is no impact of remedial measures on boys.
4. There is no impact of remedial measures on girls.
5. There is no significant difference between boys and girls of class V students in their achievement after remedial measures.

5.1.3 Tool used

For the study “Learning Difficulties in Arithmetic (Fraction) of Class V students and Remedial Measures”, the achievement test (for diagnostic purpose) was prepared by researcher herself and administered on students of class V of the selected sample.

Pre test: For finding learning difficulties in students in solving problems of fraction.

Post test: For finding the achievement of students in solving problems of fraction.

The researcher has taken pre test for finding learning difficulties on the basis of some criteria. Therefore, pre test is a diagnostic test also and post test was conducted for minimizing the difficulties on the basis of

given remedial teaching. Therefore, post test is an achievement also. Both these test were based on parallel test.

5.1.4 Sample

Sample drawn from the private schools in which one is having two sections of class V and other is having four sections of class V and researcher had chosen two sections of class V one from each school and each section has the strength 40 students. The researcher adopted **purposive sampling technique** so the sample of schools consisted of 80 students

5.2 Major findings

The major findings and conclusion of the present study are given below:

- ❖ Through remedial teaching achievement can be improved and the error committed by students can also be minimized.
- ❖ There was a significant increase in the post test scores of both boys and girls.
- ❖ There was no significant difference in the achievements between boys and girls of class V students.
- ❖ The intensity of improvement in achievement was same in boys and girls.
- ❖ Remedial teaching adopted was effective for minimizing the learning difficulties by class V students in solving problems of fractions.

5.3 Recommendations of the study

The findings of the present study indicate that there is a positive effect of the remedial teaching on learning keeping in mind the findings, the material can be recommended in different areas like;

- ❖ Day to day class room practices.
- ❖ Teacher training program organized by DIET.
- ❖ Teacher trainees of the DIET,
- ❖ To purpose text books and supplementary material.
- ❖ To develop teacher's handbook.

5.4 Educational Implications:

This study has direct implications for classroom teaching, as well as for the teacher education programme. Some of the major implications visualized are as follows:

- ❖ Remedial teaching used in teaching process helps the learner to minimize the learning difficulties in fractions effectively.
- ❖ Activities, remedial teaching and new methods of problem solving involved in teaching learning process motivate the students to learn better, hence lead to greater achievement.
- ❖ When the remedial teaching is devoid of linguistic difficulties, students are interested, they learn and understand the concept of fraction in a more positive and enthusiastic manner.
- ❖ Remedial teaching helps the teacher to develop new strategies in teaching fractions
- ❖ The material of remedial teaching must be provided to all the educational institutions as a compulsory part of teaching learning fractions.

5.5 Suggestions for further research studies

The present study being exploratory in nature brings into lime light several issues in which further research can be undertaken. The following are the few suggestions given by the researcher for further research:

- ❖ The study can be undertaken with a larger sample for precise results.
- ❖ Different class levels can be selected.
- ❖ Remedial teaching may be developed and validated in the other areas of mathematics, such as arithmetic, geometry, statistics etc.
- ❖ The relative effectiveness of pictorial, audio visual and CD based remedial teaching may be studied.
- ❖ It will be interesting to study the effect of the remedial teaching keeping in focus the following variables.
 - 1) Mental age and educational age of the students.
 - 2) Social and economical background of the students.
 - 3) Parents educational qualifications.
 - 4) Personality adjustment and emotional intelligence of the students.