CHAPTER-V

SUMMARY AND CONCLUSIONS

5.1 Introduction: -

This chapter presents a brief summary and a bird's eye view of the main features of the study. The suggestions for further research have also been given.

According to NPE 1986, "Each individual's growth presents a different range of problems and requirements at every stage from the womb to the tomb" implying that an individual's individuality and dignity should be respected and his abilities should be taken into account by the educational system.

The present study, investigated the Influence of learner-learner interaction strategy on mathematics achievement of the class v students.

5.2.1 Objectives: -

The objectives of the study were-

1. To study the influence of learner –learner interactions on mathematics achievement as compared with traditional method of teaching.

2. To compare the influence of learner-learner interaction on mathematics achievement on boys and girls of class V th.

3. To study the influence of learner-learner interaction on mathematics achievements on boys of class Vth.

4. To study the influence of learner-learner interaction on mathematics achievements on girls of class Vth.

5. To compare the influence of traditional method of teaching on mathematics achievement on boys & girls of class V.

6. To analyze the levels of improvement among class Vth students in achievement after teaching learner-learner interaction strategy.

7. To analyze the levels of improvement among class Vth boys in achievement after using learner-learner interaction strategy.

8. To analyze the levels of improvement among class V^{th} girls in achievement after using learner-learner interaction strategy.

9. To analyze the levels of improvement among class V^{th} students in achievement after using traditional method.

10. To analyze the levels of improvement among class V^{th} boys in achievement after using traditional method.

11. To analyze the levels of improvement among class V^{th} girls in achievement after using traditional method.

5.2.2 Corresponding to each of the above objectives following hypothesis were formulated: -

Hypothesis of the study: - The null hypothesis of the study was as follows.

1. Learner-learner interaction strategy and traditional teaching methods have the same effect on the mathematics achievement of class V^{th} students.

2. Learner-learner interaction strategy has same effect on boys and girls of class V^{th}.

3. Learner- learner interaction strategy and traditional teaching methods have same effect on the mathematics achievement of class V^{th} boys.

4. Learner-learner interaction strategy and traditional teaching methods have same effect on the mathematics achievement of class V^{th} girls.

5. Traditional method. Of teaching has same effect on boys and girls of class V^{th}.

6. There is no improvement in achievement of students after teaching through learner-learner interaction strategy.

7. There is no improvement in achievement of boys after teaching through learner-learner interaction strategy.

8. There is no improvement in achievement of girls after teaching through learner-learner interaction strategy.

9. There is no improvement in achievement of students after teaching through traditional method of teaching.

10. There is no improvement in achievement of boys after teaching through traditional method of teaching.

11. There is no improvement in achievement of girls after teaching through traditional method of teaching.

5.2.3 Variable: -

The following variables were studied.
Gender:- Independent variable
Learner-learner Interaction strateegy-Idependent variable
Mathematics achievement - Dependent variable.

5.2.4 Research design: -

This study was an experimental research. The researcher used Randomized group pretest-post test design to find out the Influence of learner-learner interaction strategy on mathematics achievement of class v students.

5.2.5 Sample: -

Two groups of the students were selected for studies using convenient random sampling. One of the groups called experimental group, was exposed to learner-learner interaction strategy and the other one, control group, was taught by the traditional method of teaching. In this study the students of one school form the population. The researcher had used convenient random sampling in selecting the sample for this study. The sample consisted of 62 students, 31 for

(iii) Learner learner interaction strategy & traditional teaching methods have different effect on the mathematics achievement of class Vth boys. Learner learner Interaction is more effective on boys than traditional teaching method.

(iv) Learner-learner interaction strategy & traditional teaching methods have same effect on the mathematics achievements of class Vth girls.

(v) Traditional method of teaching has different effect on boys & girls of class V^{th}. It is more effective on boys than girls.

(vi) Improvement in achievement of students through learner-learner interaction strategy is high.

(vii) Improvement in achievement of boys through learner learner interaction strategy is high.

(viii) Improvement in achievement of girls through learner learner interaction strategy is high.

(ix) There is improvement in achievement of students after teaching through Traditional method of teaching.

(x) There is improvement in achievement of boys after teaching through traditional method of teaching.

(xi) There is improvement in achievement of girls after teaching through traditional method of teaching.

5.2.9 Implication of study: -

As far as implications of the study were concerned it was found that the achievement of students learning through learner-learner interaction strategy was scientifically higher than the students of the control group so this strategy can be implemented in classroom practices in order to improve the learning of the students.

* This strategy can be implemented for all subjects at school le

* Preservice & In service teachers can be trained .To implement the learner-learner interaction strategies in their classroom.

* This approach may develop rapacity of taking initiative, interest in learning together, sharing of ideas. They will learn to solve problems in education.

* This approach will also be helpful for the teacher.

* Teacher has not to teach every topic. He or she has not taught every topic. He or she will encourage the students to work out problems. The Teacher will act as a facilitator. He clan intervenes where it is important.

* It can be used for large classes.

* In multigrade situation this approach may be very useful.

5.2.10 Limitations of the study: -

Following were the limitations of the study:

* The small sample was taken due to limited scope and time of the study.

* The study was conducted on only one class of one school only in Bhopal.

* Random selection was not possible because authorities of school did not permit random selection of students.

* Standardized tools were not available for this study, so investigator constructed tool.

* Sophisticated statistical technique for testing the reliability and validity couldn't be used because of the limited facilities.

5.2.11 Suggestion for future research: -

* Similar studies may be conducted on large sample covering more topics in mathematics or any other subject for longer duration.

* Studies using learner learner interaction can be conducted in the tribal area.

* Study investigating the influence of learner learner interaction strategy on student's academic achievement of different classes.

* For standardization, the reliability and validity of the test may be conducted for future studies.