

## CHAPTER - 5

### SUMMARY AND CONCLUSIONS

## **CHAPTER – 5**

### **5.1 INTRODUCTION**

In the present study, an attempt is being made to find the effectiveness of programmed learning method on achievement's in mathematics of class VI students in comparison to conventional method.

Also effort was made to find out difference between boy's and girl's achievement taught through programmed learning method.

### **5.2 STATEMENT OF THE PROBLEM**

“A study of the relative effectiveness of the programmed learning method and conventional method in the teaching of mathematics for student of class VI.”

### **5.3 OBJECTIVES OF THE STUDY**

- To develop a programmed learning unit of the linear type in mathematics for class VI.
- To develop achievement test for the study

- To compare the achievement of the student studying by the traditional method of teaching with that of the student studying through programmed materials.
- To evaluate the relative effectiveness of the programmed learning methods on boys and girls separately.

#### 5.4 SAMPLE

The subjects of the study were the student of class VI of Demonstration school, Bhopal. Sampling technique adopted was purposive sampling.

There were 40 students in each section. They were matched by pairing in terms of their pre – test score. Finally 26 students for experimental and 26 for control group were selected but one was absent during experiment so there were 25 students were left in control group.

Table 5:- Details of sample

Groups	Boys	Girls	Total
Experimental Group	12	14	26
Control group	13	12	25

## **5.5 DELIMITATIONS OF THE STUDY**

- The population chosen is restricted to just one class i.e. VI.
- The study is limited to just one school.
- It includes 26 students in experimental group and 25 students in controlled group.

## **5.6 RESEARCH TOOLS**

For fulfilling the nature and requirement of the study following tests and self learning material were constructed

- Pre – test
- Programmed learning unit
- Post – test

## **5.7 HYPOTHESIS**

- There is no significant difference in the performance of the student's taught through programmed learning method and conventional method.
- There is no significant difference in the performance of boys and girls of experimental group compared to

## **5.8 STATISTICS USED**

For the analysis and inferential of data raw scores were classified and tabulated in to different categories mean, standard deviation were calculated for all test. Significance of difference among the categories was determined by calculating critical ratio.

## **5.9 FINDINGS**

- Programmed learning method has no effect on performance of students.
- Programmed learning has no differential effect on boys and girls of experimental group in respect of their performance in mathematics.

## **5.10 EDUCATIONAL IMPLICATION**

- There should be proper training of teacher related to programmed learning material which could contribute towards enhancement of academic performance of students.
- The teacher should implement new teaching method for improvement in academic achievement of students.

## **5.11 SUGGESTIONS FOR FURTHER RESEARCHES**

- Branching method of programmed learning instruction can be conducted for similar study.
- Similar study can be conducted for secondary level students.
- There is need to study programmed learning method in other subjects.
- A study of remedial effectiveness of programmed learning instruction on achievement of students can be taken up