

*Chapter – 6*  
*Summary &*  
*Conclusion*

# CHAPTER – VI

## SUMMARY & CONCLUSION

### 6.1 INTRODUCTION

This chapter sums up the process of the study as a whole. In this section of the study, the procedure, findings and entire development of the investigation have been clustered to give the complete picture of the study in a concise form. The conclusions have precisely been drawn. The implication of the study have also been discussed.

### 6.2 STATEMENT OF THE PROBLEM

“A study on relationship between reading Comprehension and Mathematics Achievement of Grade V Students of English and Hindi Medium Schools”.

### 6.3 OBJECTIVES

1. To compare the English Medium and Hindi Medium students on intelligence and socio economic status (SES).
2. To find out the reading comprehension of English Medium and Hindi Medium Students.
3. To find out the mathematics achievement of English Medium and Hindi Medium Students.
4. To find out the relationship between reading comprehension and mathematics achievement of English Medium Students.

5. To find out the relationship between reading comprehension and mathematics achievement of Hindi Medium Students.
6. To compare the reading comprehension of Boys and girls of Grade V.
7. To compare the mathematics achievement of Boys and Girls of Grade V.
8. To compare the intelligence of boys and girls of grade V.

#### 6.4 VARIABLES USED IN THE STUDY

Independent Variable	-	Reading Comprehension
Dependent Variable	-	Mathematics Achievement
Controlling Variable	-	A) Intelligence
		B) Socio Economic Status

#### 6.5 HYPOTHESES

1. There is no significant difference in the English Medium and Hindi Medium students in intelligence and socio economic status (SES).
2. There is no significant difference in the reading comprehension of English Medium and Hindi Medium Students.
3. There is no significant difference in the Mathematics achievement of English Medium and Hindi Medium Students.
4. There is significant relationship between reading comprehension and mathematics achievement of English Medium students.
5. There is a significant relationship between reading comprehension and mathematics achievement of Hindi medium students.

6. There is no significant difference in intelligence of Boys and Girls of Grade V.
7. There is no significant difference in the reading comprehension of boys and girls of Grade V.
8. There is no significant difference in the mathematics achievement of Boys and Girls of Grade V.

## 6.6 DELIMITATIONS

Every research work have some delimitations and the delimitations of this study are :-

1. The study have been restricted to public / private schools of Bhopal city.
2. The sample of this study was confined to 80 students of Bhopal City.
3. Students continuing in the same school i.e. from Grade IV to Grade V were included in the sample.
4. The study was confined to only those student whose mother tongue [First language] was Hindi ( $L_1$ ).
5. The study was limited to only reading comprehension skill of language other skills like listening and speaking were not taken into consideration.

## 6.7 SAMPLE OF THE STUDY

A sample of 80 students (boys & Girls) from the same board (i.e. M.P. Board) from the Grade V in the age group of 10-11 years was drawn from the seven-public/private schools of Bhopal city. 40 students from English medium and 40 from Hindi medium schools.

## TESTS

The subjects were given four different tests to assess their reading comprehension. For this decoding and comprehension tests were given both in English and Hindi Languages.

Word identification and passage comprehension tests in English included in the Woodcock Reading Mastery Tests – Revised (Form-G) (*Woodcock, 1987*) were used. For Hindi, decoding and comprehension tests developed in Hindi by Das, (1995) on the line of the English tests were used.

## 6.8 STATISTICS USED

Various statistical technique were used i.e. Mean, S.D. 't' test, Coefficient of correlation (r) for knowing all the distribution & differences between categories gender & influence of medium.

## 6.9 MAJOR FINDINGS

The findings are summarized as follows :

1. Comparison of the performance of English Medium and Hindi Medium students in intelligence Socio-Economic Status(SES) variables are controlled in the present study. There are many other factors which are responsible for affecting the academic achievement such as pupil's socio economic, back ground, intelligence, language as medium of instruction, various personality traits of students etc. which might be affecting the study so here two major factors such as intelligence and Socio-Economic Status are controlled which might affect the study. These two factors intelligence and SES are the utmost and practical aspects which might affect the study. From the result we

conclude that there is no significant difference in the intelligence and SES of English medium and Hindi medium students.

2. Comparison of the performance of English medium and Hindi medium students on reading comprehension given in their respective language of instruction reveals that English Medium students have performed better than Hindi medium students. Similarly, performance of English medium students was also found to be better in mathematics achievement as compared to the Hindi medium students.
3. Relationship between reading comprehension and mathematics achievement was found to be significant both for English medium and Hindi medium students. The correlation values for both the groups have been found to be significant.
4. From the analysis of data the reading comprehension of girls was found to be similar to boys.
5. Mathematics achievements of boys and girls was also found to be the same from the results.

#### **6.10 EDUCATIONAL IMPLICATIONS**

The basic skills of communication are established at the elementary stage of education where language plays a key role. All the four skills of communication are important (i) Listening Skill (ii) Speaking Skill (iii) Reading Skill (iv) Writing Skill. And these skills are interlinked with one another. Listening (Aural) and reading are the chief sources of knowledge.

No doubts the findings of this study will be useful for teachers and researchers, but the most important thing would be to help & give an insight to the

teachers and researchers who will be interested to improve the quality of their classroom instruction.

During the teaching the teachers should be concerned with those errors that can adversely affect the comprehension of the text. When reading skills are being developed, emphasis should be given on development of proper reading comprehension ability. Children's interest & motivation should also be taken into consideration in this process.

It is the responsibilities of a teacher to design an appropriate educational environment suitable to the child's needs. In ability to comprehend or faulty comprehension will affect the children's performance to solve problems and attempt mathematical reasoning. The present study has shown significant relationship between reading comprehension and mathematics achievements of students. Hence teachers should take this factor into consideration and focus on development of proper reading comprehension ability of children. Thus the implication of the study can be said to be practical oriented. Further English Medium students were found to have performed better than Hindi medium students in reading comprehension as well as mathematics achievement. It may be noted here that the mother tongue of both the medium students was Hindi, which is a majority language. Hence, even if the English medium students studied in a second language, their exposure and motivation to learn both their mother tongue i.e. Hindi and second language i.e. English was equally well. Further learning of a second language put them in an advantage position. Hence their performance has been found to be better compared to Hindi medium students.

## **SUGGESTION FOR FURTHER STUDIES**

1. A wider study may be made involving all schools of Bhopal City.
2. Researchers may also take children from different grades.
3. A Comparative study may be taken up involving different communication skills.
4. A Comparative study between Rural and Urban students.
5. To identify whether the reading incapability of students affects their comprehension of other subject or not.
6. To find out relationship between the speed of reading and comprehension.
7. Examining how family and cultural background relates to their reading performance.