Chapter No 6
FINDINGS &
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6.1 MAIN FINDINGS:

1. It was hypothesized that there will be no significant difference in the achievement of boys and girls in Physics.

   After the analysis of data it was found that there exists significant difference in the achievement of boys and girls in Physics. The mean of achievement score in Physics of boys was 36.94 and mean of achievement score in Physics of girls was 39.21, which reveals that Girls have better results than the boys. Therefore it can be concluded that sex has significant effect on the achievement in Multimedia based Self-Learning.

2. It was hypothesized that there will be no significant difference in the achievement of boys and girls in Physics belonging to low socio-economic status.

   After the analysis of data it was found that there exists significant difference in the achievement of boys and girls in Physics belonging to low socio-economic status. The mean of achievement score in Physics of Boys with low socio-economic status was 34.7 and mean of achievement score in Physics of Girls with low socio-economic status was 39.56, which reveals that Girls have better results than the boys. Therefore it can be concluded that with low socio-economic status and sex have significant effect on the achievement in Multimedia based Self-Learning.
3. It was hypothesized that there will be no significant difference in the achievement of boys and girls in Physics belonging to high socio-economic status.

After the analysis of data it was found that there exists no significant difference in the achievement of boys and girls in Physics belonging to high socio-economic status. The mean of achievement score in Physics of boys with high socio-economic status was 39.18 and mean of achievement score in Physics of Girls with high socio-economic status was 38.86, which reveals that boys have better results than girls but calculated ‘t’ value is less than at 0.05% level. Therefore it can be concluded that with high socio economic status and sex have no significant effect on achievement in Multimedia based Self-Learning.

4. It was hypothesized that there will be no significant difference in the achievement of boys in Physics belonging to high socio-economic status and low socio-economic status.

After the analysis of data it was found that there is no significant difference in the achievement of boys in Physics belonging to high socio-economic status and low socio-economic status. The mean score of achievement in Physics of boys with high Socio-economic status was 34.7 and mean score of achievement in physics belonging to low socio-economic status was 37.2, which reveals that high profile background have better score than low profile background but ‘t’ value is less than at 0.05% level. Therefore it can be concluded that in same sex (Boys) with different socio-economic status have no significant effect on achievement Multimedia based Self-Learning.
5. It was hypothesized that there will be no significant difference in the achievement of girls in Physics belonging to high socio-economic status and low socio-economic status.

After the analysis of data it was found that there is no significant difference in the achievement of girls in Physics belonging to high socio-economic status and low socio-economic status. The mean score of achievement in Physics of girls with high Socio-economic status was 39.56 and mean score of achievement in physics belonging to low socio-economic status was 38.86, which reveals that high profile background have better score then low profile background but 't' value is less then at 0.05% level. Therefore it can be concluded that in same sex (Girls) with different socio-economic status have no significant effect on achievement Multimedia based Self-Learning.

6. It was hypothesized that there will be no significant difference in the achievement of boys belonging to low socio-economic status and girls belonging to high socio-economic status in Physics.

After the analysis of data it was found that there is significant difference in the achievement of boys in Physics belonging to low socio-economic status and girls belonging to high socio-economic status. The mean score of achievement in Physics of boys with low Socio-economic status was 34.7 and mean score of achievement in physics of Girls belonging to high socio-economic status was 38.86, which reveals that high profile girls have better score then low profile boys. Therefore it can be concluded that sex (Girls) with different socio-economic status (High) have significant effect on achievement Multimedia based Self-Learning.
It was hypothesized that there will be no significant difference in the achievement of boys belonging to high socio-economic status and girls belonging to low socio-economic status in Physics.

After the analysis of data it was found that there is no significant difference in the achievement of boys in Physics belonging to high socio economic status and girls belonging to low socio economic status. The mean score of achievement in Physics of boys with high Socio economic status was 39.56 and mean score of achievement in physics of Girls belonging to low socio economic status was 38.1, which reveals that high profile boys have better score than low profile girls but 't' value is less than at 0.05% level. Therefore it can be concluded that sex (boys) with high socio economic status and sex (Girls) with low socio economic status have no significant effect on achievement Multimedia based Self-Learning.

6.2 EDUCATIONAL IMPLICATIONS:

The present study has substantially confirmed that self-learning multimedia package significantly improves the performance and learning achievement of the students in Physics. In present time, the computer has been introduced at the school level and teacher should use computer as a medium for instructions in classrooms. With the help of computers and internet, the students get freedom to collect any type of information whether quantitative or qualitative. The students are exposed to a new atmosphere in which they can interact with specific self-learning multimedia packages by learning on their pace. It will help the students
to improve his/her composition and presentation skills. Study concludes that technology based learning effects positively on students’ attitude towards learning, self-confidence and self-esteem. It is also helpful in improving school attendance, decreasing the dropout rates and has a positive impact on students’ independence and feeling of responsibility for their own learning.

Researcher investigating the impact of self learning multimedia package, found that when teachers try to integrate technology into their classrooms, the most important self development features include opportunities to explore, reflect, collaborate with peers, work on authentic learning tasks and engage in hands-on, active learning.

In essence, authorities should create successful learning environment for students. Technology based learning has also been shown to increase students motivation and engagement, prepare students for challenges of life and enhance students ability to work collaboratively.