CHAPTER : 6

Observations conclusions and suggestions

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Observations conclusions and suggestions

6.0 Introduction:

The subject of the present study is “An effect of Mastery Learning Programme in teaching of Accountancy at Class XI”

The purpose of the study is to know the relative effectiveness of Mastery Learning Programme on Gender, I.Q., Attitude and Retention of the students in the subject of Accountancy of class XI. This was an experiment type research. Here the independent variable is teaching method, having two levels 1. Mastery Learning Programme and 2. Traditional Teaching Method.

To find the effect of Mastery Learning Programme, a programme was developed by the researcher and administered on the students of class XI of Sharda High School, Anand. To interpret the impact of dependant variables Gender, I.Q., Attitude and Retention null Hypotheses were formed and Data obtained during the programme was calculated by statistical formula ANOVA.

The following pages lead to the interpretation, recommendations and suggestions for the further study.

6.1 Interpretation of the results:

1. There is significant difference between Mean scores of students treated by Mastery Learning Programme and Traditional Methodology. Calculated value of $t$ is 6.68 and it is significance at 0.01 level. Mean scores of Mastery Learning group is 55.67 and Traditional Teaching group is 42.34. Mastery Learning programme shows positive effect on Achievement of students.

2. There is significant difference between Mean scores of boys treated by Mastery Learning Programme and Traditional Methodology. Calculated value of $t$ is 2.97 and it is significance at 0.01 level. Mean scores of Mastery Learning boys group is 49.79 and Traditional Teaching group boys is 42.50. Mastery Learning programme shows positive effect on Achievement of boys.
3. There is significant difference between Mean scores of Girls treated by Mastery Learning Programme and Traditional Methodology. Calculated value of \( t \) is 4.44 and it is significance at 0.01 level. Mean scores of Mastery Learning girls group is 61.25 and Traditional Teaching group girls is 42. Mastery Learning programme shows positive effect on Achievement of girls.

4. There is significant difference between Mean scores of High I Q students treated by Mastery Learning Programme and Traditional Methodology. Calculated value of \( t \) is 4.04 and it is significance at 0.01 level. Mean scores of Mastery Learning High I Q students is 64.81 and Traditional Teaching group girls is 47.35. Mastery Learning programme shows positive effect on Achievement of High I Q students.

5. There is significant difference between Mean scores of Low I Q students treated by Mastery Learning Programme and Traditional Methodology. Calculated value of \( t \) is 2.51 and it is significance at 0.05 level only. Mean scores of Mastery Learning Low I Q students is 50.40 and Traditional Teaching group girls is 35. Mastery Learning programme shows positive effect on Achievement of Low I Q students at 0.05 level only.

6. There is significant difference between Mean scores of High (Positive) Attitude students treated by Mastery Learning Programme and Traditional Methodology. Calculated value of \( t \) is 3.27 and it is significance at 0.01 level. Mean score of Mastery Learning High Attitude students’ is 57.78 and Traditional Teaching group girls is 44.78. Mastery Learning programme shows positive effect on Achievement of High Attitude students.

7. There is no significant difference between Mean scores of Low (Negative) Attitude students treated by Mastery Learning Programme and Traditional Methodology. Calculated value of \( t \) is 1.38 and it is not significance at 0.05 and 0.01 levels. Mean scores of Mastery Learning Low (Negative) Attitude students is 49.92 and Traditional Teaching group is 39.90. Mastery Learning programme does not show positive effect on Achievement of Low (Negative) Attitude students.
8. There is no significant effect of Attitude on the relation of Teaching Methodology and Gender. Ho8 is accepted. F value is 0.328 and it is not significant.

9. There is no significant effect of Attitude on the relation of Teaching Methodology and IQ. Ho9 is accepted. F value is 1.27 and it is not significant.

10. There is no significant effect of Attitude on the relation of Teaching Methodology and Retention. F value is 1.84 and it is not significant.

11. There is no significant effect of Gender on the relation of Teaching Methodology and Attitude. F value is 1.12 and it is not significant.

12. There is no significant effect of Gender on the relation of Teaching Methodology and IQ. F value is 0.87 and it is not significant.

13. There is no significant effect of Gender on the relation of Teaching Methodology and Retention. F value is 1.17 and it is not significant.

14. There is no significant effect of IQ on the relation of Teaching Methodology and Attitude. F value is 0.95 and it is not significant.

15. There is no effect of IQ on the relation of Teaching Methodology and Gender. F value is 1.07 and it is not significant.

16. There is no effect of IQ on the relation of Teaching Methodology and Retention. F value is 1.277 and it is not significant.

17. There is significance difference between Mean scores of retention of students treated by Mastery Learning Programme and Traditional Methodology. Calculated value of t is 3.43 and it is significance at 0.01 level. Mean scores of Retention of Mastery Learning group is 3.14 and Traditional Teaching group is 3.96. Mastery Learning programme shows positive effect on Retention of students.
6.2 Observations of the Study:

- Mastery Learning Programme is effective for higher secondary students for the subject of Accountancy.
- Mastery Learning Programme shows positive effect on High I.Q and High Attitude students.
- There is positive effect of retention on the group treated by Mastery Learning Programme. Retention of Mastery Learning Group is higher than Traditional Group.
- Students took keen interest in whole teaching learning process.
- Students were very enthusiastic in learning by Mastery Learning Programme.
- Students were interested during the discussion session.
- The star students were helping slow learners happily.
- As the programme was progressing the students’ tendency was seen towards self learning.
- The students were observed eager for self evaluation.

6.3 Inferences:

There are two main inferences of this study.

1. Mastery Learning Programme of subject Accountancy for Class XI
2. Attitude Scale towards the subject of Accountancy for student of Class XI

1. Mastery Learning Programme in subject of Accountancy for Class XI

During the research work the researcher has developed Mastery Learning Programme for three units of Accountancy for Class XI. The researcher has prepared self learning material, activities and objective types of questions for three units. The unit is divided in small learning units and objectives for all these small teaching points are defined. There are unit tests for each unit. This material will help the teachers to support slow learners. The
students can use these materials by themselves also. The said programme contains unit tests and integrated test; which will be useful to both teachers and students.

2. **Attitude Scale towards the Subject of Accountancy for Class XI**

To find the effect of Mastery Learning Programme on one of the variable, Attitude in the subject of Accountancy the researcher has constructed the Attitude scale towards the subject of Accountancy for student of Class XI. This Attitude scale will be helpful to the teachers, schools and parents to know the attitude of students and to guide them in selection of subjects and for their career.

6.4 **Suggestions for the further study**:

1. The Mastery Learning Programme can be developed and implemented for other units of the subject.

2. A study to find the effect of Mastery Learning Programme can be carried out for the subject of Commerce, Economics and statistics.

3. The study could be undertaken to find the effect of Mastery Learning Programme on Exam-Anxiety and Personality.

4. The Mastery Learning Programme could be implemented in the schools other than the Guajarati Medium Schools.

5. A study to find the effect of Mastery Learning Programme with the reference to certain variables for Class XII and college level.

6. To develop the Mastery Learning Programme by the teachers and to study their teaching attitude towards the subject.

7. A study to find the effect of Mastery Learning Programme in primary and secondary school subjects with reference to certain variables like I.Q., Efficacy, subject interest, Exam-Anxiety and Personality.
8. To study the academic and career records of the subjects (sample) of the Mastery Learning Programme as a follow up work.

6.5 The Recommendations of the study:

The implications of the study are self-evident and self-explanatory. But there is a little impact on classroom teaching. Though there is less scope for teachers’ initiation in the present system of education for time-consuming strategies like Mastery Learning Programme, the teachers eager to adopt new ideas can profitably plan the Mastery Learning Programme within the limitations of the system.

- Limited content from the chosen subject can be taught by the Mastery Learning Programme in school schedule.
- Time of the recess, proxy period and half an hour before/after the school time can be used for the remedial work during Mastery Learning Programme.
- The modules for self-learning material and remedial can be planned and prepared during the vacation.
- The help of high achievers can make the task easy; as well they get challenging work.
- Team of teachers of the same subject from different nearby schools can plan and prepare the learning material and correctives. For this they can meet periodically according to their convenience.
- Teachers should show interest in bringing up the slow learners by planning pair of slow learners and high achievers or give some assignments in groups under the observation of group leaders.
- Mastery learning programme can be further modified to suit better in university education by combining with modern information technology and other effective teaching methods.
6.6 Conclusion:

It was a wonderful experience to researcher to work with the students of Sharda High school, Anand. As learning is a continuous process the researcher has learnt many new things during the research. Results show that Mastery Learning Programme is far better than teaching with traditional method. Mastery learning may not solve all the complex problems faced by educators. Nevertheless, careful attention to the elements of mastery learning allows educators at all levels to make great strides in their efforts to reduce the variation in student achievement, close achievement gaps, and help all children to learn excellently. The researcher is hopeful that Mastery Learning Programme will be useful to teachers for teaching various subjects in schools.