CHAPTER - VI
CHAPTER VI
SUMMARY AND CONCLUSION

6.1. INTRODUCTION

6.2. OBJECTIVES OF THE STUDY

6.3. HYPOTHESES OF THE STUDY

6.4. METHODOLOGY

6.5. RESEARCH PROCEDURE
   6.5.1. SAMPLE OF THE STUDY
   6.5.2. CONSTRUCTIONS AND VALIDATION OF TOOLS
   6.5.3. PILOT STUDY
   6.5.4. FINAL STUDY
   6.5.5. COLLECTION OF DATA

6.6. ANALYSIS OF DATA

6.7. FINDINGS OF THE STUDY

6.8. IMPLICATIONS OF THE STUDY

6.9. RECOMMENDATIONS OF THE STUDY

6.10. SUGGESTIONS FOR THE FURTHER RESEARCH

6.11. DELIMITATION OF THE STUDY

6.12. CONCLUSION
6.1. INTRODUCTION:

Curriculum occupies a prominent place both at all stages of education everywhere. Arts education helps the individual to acquire more ideas about the future development of one’s country. Arts education helps to increase the general knowledge of the students at the secondary level.

6.2. OBJECTIVES OF THE STUDY:-

(i) The following are the objectives of the study:

(ii) To identify the salient features of folk-arts in teaching.

(iii) To analyse and select the concepts of National Integration from the secondary level textbook.

(iv) To select the folk-arts suitable to teach the concepts of National Integration.

(v) To apply folk-arts to the students in order to promote awareness of National Integration.

(vi) To assess the effectiveness of the teaching through folk-arts in promoting the awareness of National Integration among the students of Std. VIII.

(vii) To compare the teaching of National Integration through folk-arts with that of the traditional method of teaching.

(viii) To identify the change in the attitude of the students towards National Integration.
6.3. HYPOTHESES OF THE STUDY:

The following hypotheses were framed for the study:

(i) There exists no significant difference between the mean awareness scores of the experimental group and the control group in the pretest.

(ii) There exists significant difference in the mean awareness scores of the experimental group in the pretest and the posttest.

(iii) There exists significant difference between the mean awareness scores of the control group in the pretest and posttest.

(iv) There exists significant difference between the experimental group and the control group in their post-awareness mean scores.

(v) There exists significant difference between the boys and the girls in their post-awareness mean scores.

(vi) There exists significant difference between the pre-attitude and the post-attitude mean score of the experimental group

(vii) There exists no significant difference between the boys and the girls in their post-attitude scores.

6.4. METHODOLOGY:

The method of investigation was experimental, by selecting VIII Standard students as subjects. The two parallel group pre – test and post –test experimental design was followed.
6.5. RESEARCH PROCEDURE:

6.5.1. SAMPLE OF THE STUDY:-

The investigator selected one section of Std VIII students of Shri Vidhya Giri Matriculation School, Pudhuvayal by adopting the Simple Random Sampling Technique for selecting the sample.

6.5.2. CONSTRUCTION AND VALIDATION OF TOOLS:

An awareness tool and an attitude scale were constructed by the investigator for both the pre and post-treatment. First the tools were validated. In the opinion of the experts, the tools were said to have content-related validity and also face – validity.

Secondly the reliability of the items of the questions was tested. The split-half method was used. It was found that the reliability coefficient of the constructed awareness tool and attitude scale were 0.85 and 0.79 respectively. Hence, the constructed tools were said to be reliable.

6.5.3. PILOT STUDY:

A pilot study was conducted by the investigator on a group of 5 students of std VIII of the same school from a different section. After administering a pre-test to the students, the pilot group was taught with folk-arts teaching for a period of three weeks. A post – test was conducted at the end. The treatment proved successful and was found to be worthy enough to be applied to the actual sample of the final study.

6.5.4. FINAL STUDY:
Two groups were identified and equated on the basis of their previous class test scores. One was called experimental group and the other the control group. First, the pre-test was conducted to both the groups but attitude scale was administered only to the experimental group. Then, the treatment began. The experimental group was taught through folk-arts and the control group was taught through the traditional lecture method. The treatment tasked three weeks. After the treatment the post-test was administered to both the groups. But the attitude scale was administered only to the experimental group in the past-treatment period.

6.5.5. COLLECTION OF DATA:

After test administration the scripts were evaluated objectively. The subjects were given the scores. Scoring was done before and after the treatment.

6.6. ANALYSIS OF DATA:

The collected data were then, statistically treated. The following statistical techniques were applied.

(i) Percentage
(ii) Mean and Standard Deviation
(iii) ‘t’ value (to find out the significant of difference between the mean scores of the control and the experimental group in the pre and the posttests).
(iv) Gap Closure Percentage.

6.7. FINDINGS OF THE STUDY
The research gave the following findings:

(i) There exists no significant difference between the experimental and the control groups in their pre-awareness scores.

(ii) There is significant difference between the mean awareness scores in the pretest and the posttest of the experimental group. The post awareness scores of the experimental group is significantly higher than its pretest scores. The experimental group which was taught through the folk-arts scored higher in the posttest than in the pretest.

(iii) The mean awareness score of the post-test of the control group is significantly higher than that of the pre-test of the control group.

(iv) The mean awareness score of the posttest of the experimental group is significantly higher than that of the posttest of the control group.

(v) There exists no significant difference between the mean awareness scores in the posttest of the boys and the girls of the experimental group.

(vi) There is no significant difference between the attitude mean scores in the pretest and the posttest of the experimental group. The experimental group which was taught through the folk-arts has more favourable attitude towards national integration in the post treatment than in the pre-treatment period.

(vii) There exists no significant difference between the post-mean attitude scores of the boys and the girls of the experimental group.
(viii) Gap closure in the awareness of the experimental group is 95% and that of the control group is 69%. Gap closure in attitude is 94.74%.

6.8. RESEARCH IMPLICATIONS:
The following are the implications of this research study:

(i) The important finding is that the post-awareness scores are significant greater than pre-awareness scores. Thus, the efficiency of teaching national integration through folk-arts is proved.

(ii) On comparison between the experimental and the control groups in their post test performance. The post-awareness scores of the experimental group is significantly greater than that of the control group. It drives home the point that the treatment (Folk-art Treatment) was more effective than the treatment of the traditional lecture method meted out to the control group. This proves effectiveness of the folk-arts teaching.

(iii) As there exists no gender difference in the outcome of the research the treatment of teaching through folk-arts is much suitable to both the boys and the girls.

(iv) The last finding brings to light that the attitudinal change has occurred in the experimental subjects towards national integration. This proves again the efficacy of the folk-arts teaching.

6.9. RECOMMENDATIONS OF THE STUDY:-

On the basis of the findings of the research the investigator makes the following recommendations:
(i) Through this study, it is proved that teaching of National Integration through folk-arts to the students of standard VIII has been proved effective. Hence, it is recommended that the strategy of the teaching National Integration through folk-arts could very well be applied to the students at the secondary level.

(ii) Another important finding is that the teaching of National Integration through folk-arts is more effective than the teaching through the traditional lecture method. Hence, the folk-art teaching is worthy of being adopted in teaching in schools.

(iii) As the treatment discards the discrimination due to gender, the folk-art is recommended to be applied in teaching particularly language and social science subjects.

(iv) As the post-attitude scores of the experimental group was greater than its pre-attitude scores, this teaching through folk-arts is highly recommended.

6.10. SUGGESTIONS FOR THE FURTHER RESEARCH:

The following suggestions were made for further research:

(i) Similar type of studies may be conducted in other units of the history syllabus such as French Revolution, Industrial Revolution etc.

(ii) Similar type of experimental studies may be conducted in other subjects like geography

(iii) The investigation can also be extended to other secondary classes

(iv) The study covers only the English students. It can also cover the Tamil medium students.
(v) Here in this study, samples of the matriculation school alone were attempted. Hence, the study can be extended to private and government schools too.

(vi) In the present study only the rural subjects were taken into account by the investigator. Hence, the subjects of the urban and the semi-urban schools may also be taken into account in the studies to follow.

(vii) The study may be extended to instruction at all levels starting from the primary to the Hr. Secondary level.

(viii) Similar studies may be conducted in the State Board schools.

(ix) Further probes may also be done on the role of religious educational institutions in hampering unity and integrity.

(x) Investigations may be done to find out the influence of media upon promoting/hampering National Integration.

(xi) In this study, only the following national integration concepts were tried out: National unity, secularism, no-superstition, environmental preservation etc. The other concepts could be tried out further.

(xii) Individual effects of different folk-arts on teaching national integration could be attempted in future researches.

6.11. DELIMITATIONS OF THE STUDY

The following were the delimitation of the study:-

(i) The teaching through folk-arts covered only “awareness of National Integration” unit in the history syllabus for the standard VIII.

(ii) The folk-arts like Villupaattu, Kummi, Kollattam, Karagattam, were alone performed in the treatment.
(iii) The National Integration concepts like national unity, Women rights, Abolition of superstition, were imparted.

(iv) The sample comprised only English Medium students.

6.12. CONCLUSION

India is a country that is rich in culture and tradition. Folk-arts once practiced in full swing, are now on the decline. No doubt it creates interest in the mind of the observer. Teachers especially history teachers, must cash in on its benefits to the advantage and interest of the learners.

Most of the present day pupils do not evince interest in the subject of history. So the history teachers must create interest in the learners in learning history.

The findings of this research study purported to overcome the lethargy and listlessness of the students as well as teachers in the teaching-learning process in history is a proof enough to highlight the fact that innovation in strategies or techniques in history teaching is a must.

The language and history teachers at the Educational district level must join together to make a concrete and concerted effort to evolve common strategies to create interest in the students in learning the subject and make use of folk-arts in teaching.

The role of the departments of education in this regard is significant. They can organize special seminars and workshops for the history teachers in order to orient them to new strategies of teaching like learning through folk-arts.

Finally the role of the individual teacher is so great that he or she is bound to learn and practice not only modern techniques but also traditional strategies for the class which he or she is handling. The teacher must find time to devote for creating interest in the learners to make his or her teaching in the classroom more effective as well as interesting.