CHAPTER - V

SUMMARY AND CONCLUSIONS

A brief summary and conclusion is drawn from the analysis of the data with suggestions for further research and educational implications in this chapter.

The concern over the progress of education especially in its qualitative dimension indirectly evidenced the condition of the present education in India.

The present study choose variables of education along with English and Psychology only after exhausting review on Indian research in the present direction.

For the purpose of the present research, influences of cognitive ability, school environment, teacher effectiveness and socio economic status on students' performance in English were taken up. The main objective of the study was to ascertain the extent of correlation between the variables of cognitive ability, school environment, teacher effectiveness, socio-economic status, students' performance in English, the aim of the present research was to determine the significance of performance in English in education in order to maintain and improve the quality of education, the need of the hour in India. In this venture the significance of teacher effectiveness and school climate have also been fully considered.
The major assumptions of the present study were extrapolated as follows:

1. There will be no difference among the students in Matriculation, CBSE, Aided, Government and Corporation schools with respect to performance in English.

2. There will be no difference among the students in Matriculation, CBSE, Aided, Government and Corporation schools with respect to cognitive ability.

3. There will be no difference among the students in Matriculation, CBSE, Aided, Government and Corporation schools with respect to school environment.

4. There will be no difference in performance in English among Matriculation, CBSE, Aided, Government and Corporation schools with respect to teacher effectiveness.

5. There will be no influence in the socio-economic status and performance in English among the students in Matriculation, CBSE, Aided, Government and Corporation schools.

The students sample consisted of IX std boys and girls and co-education students belonging to Government, Aided, Corporation, Matriculation and Central Board schools. They were totally 610 in number. The age group of students range from 13 to 14 years.
The appropriate tools for evaluation were either constructed or selected from available resources. The tools selected were as follows:

1. English Language Test
4. Vedanayagam’s Teacher Effectiveness Scale (1994)

The tools thus constructed and selected were administrated according to procedure and data collected. The data was subjected to two types of statistical analysis namely, multivariate analysis and analysis of variance in order to verify the hypotheses of the present study. The results obtained were discussed and summarised.

The following conclusions were drawn within the restricted arena of the present study:

a. Cognitive ability was found to have positive relation to performance in English in all the five types of schools study. Learners with low cognitive ability have no aspiration for good performance in English, learners with high cognitive ability have shown good performance in English.

b. School environment also influences the performance of students in English. A congenial atmosphere is essential for good performance and on the contrary, an uncongenial atmosphere results in poor performance of students in English.
c. Teacher effectiveness has direct influence on performance in English. Effective teaching results in expected learning outcomes. In effective teaching only hinders the performance of students in English.

d. Gender differences is highly significant in the performance of students in English. Girls usually perform better than boys.

e. Types of school also influence the performance of students in English. CBSE and Matriculation school students show good performance in English. Government and Corporation school students show poor performance in English when compared to students in CBSE and Matriculation schools. Students studying in Aided schools perform better than Government school students in English.

To conclude it has been observed that cognitive ability, school environment, teacher effectiveness and socio-economic status play a vital role in students' performance in English.

SUGGESTIONS FOR FURTHER RESEARCH

The present research attempted a new approach of investigating an intricate relation between performance in English, taking into consideration the social and psychological interventions. Nevertheless this pioneering venture also had its limitation common in all research endeavours with restricted time limit.
The present study confined itself only to the five types of schools.

Further the student performance in English and cognitive ability have been confined only to IX std students.

Anglo Indian schools could also be included in further research. Among the Central Board schools, Central Government schools could also be tested and compared.

A cross sectional study of student performance in English and cognitive ability at different class levels could also be done in order to obtain the consistency of results of relationship.

EDUCATIONAL IMPLICATIONS

It is expected that the present research will have a vital contribution to make in the performance of English. The study has assumed a relevant relation between cognitive ability, school environment, teacher effectiveness and socio-economic status with performance in English. Further the study has attempted to explore the extent of difference is performance in English on the basis of gender and different types of schools following different curricula. At this juncture it is felt that this kind of educational research is of great importance in a developing country such as India where the standard of English is deteriorating. Language teachers in schools should provide learning experience to students to improve their performance in English language.
Information regarding differences in performance have been found equally attributed to differences in types of schools along with the psycho-social-economic status. This it is felt could be rectified gradually by providing approximity to educational system.

Similarly perception of teacher effectiveness has been found to have been found to have a high relation to student performance enforcing the need to improve conditions of quality in teaching skills. The perceived climate factor also relating to students performance has provided information and focus on the need to provide a "learning climate" with facilitation through class room conduciveness and effective teachers. Hence the contributions of psychology to student performance has been studied. It is envisaged that the study of the present nature will pave the way for a rich educational outcome encompassing quality of learning, facilitation through teacher and climate in the long run.