CHAPTERS – 6

ABSTRACT, FINDINGS, EDUCATIONAL IMPLICATIONS AND RECOMMENDATIONS

6.0 Preface
6.1 Abstract of the present research
6.2 Findings of the study:
6.3 Educational implications
6.4 Recommendations for future research
6.5 Conclusion
CHAPTER-6
ABSTRACT, FINDINGS, EDUCATIONAL IMPLICATIONS AND RECOMMENDATIONS

6.1 Preface

The researcher thinks about the results of his hard work and has eagerness to know the results about the research problem up on which the whole research has been conducted. In the present research, the researcher has done the keen work after the selection of the problem. He has also studied the techniques, tools, methods of the previous researches carried out very minutely. The researcher even has taken care while the research that if any researcher wish to carry out research in the present area, this research work will be helpful as a torch light for him due to the scientific methods and approaches used in the present research work.

Abstract, educational implications and recommendations for the future research have been included in this chapter.

6.2 Abstract of the present research

The present study was conducted to test the effectiveness of Continuous Evaluation Method at secondary level with reference to grammar of Gujarati language grammar. For the said research lecture method and continuous evaluation method have been taken as independent variables while academic achievement, examination anxiety and opinions were there as dependent variables. As it was a comparative study of two standards of two different locations, Two groups posttest only randomized design was implemented for the said research. Continuous Evaluation method was used in teaching to the experimental group and lecture method was used in teaching to the controlled
group with reference to the said research. As well as the previous researches were reviewed which helped in forming the objectives of the research. There were total four objectives formed for the said research and to test the various effects of those objectives, 12 null hypotheses were formed.

In the present research, secondary schools of standard 9th and 10th of Junagadh city and rural area for the academic year 2012-13 were included in the study. The following 2 schools had been selected for the experiment.

3. Swasree Anilaben Vijaydashjividhyamandir - Dhandhusar
4. Sree Manasbhartividhyamandir - Junagadh

Thus, two groups, one experimental and the other controlled group were conveniently selected from the two classes of 2 schools by using randomly.

The researcher used two groups posttest only randomized design from the true experimental designs in which teaching program based on continuous evaluation method was prepared. Then after, continuous evaluation method was used on the experimental group and lecture method was used on the controlled group. There were four tools used for collection data of experiment.

1. Teacher made tests for standard-9
2. Teacher made tests for standard-10
3. Opinionaire to know the opinions towards Gujarati language grammar
4. Examination anxiety inventory

Two, teacher made tests and an opinionaire as tools had been prepared by the researcher while a readymade tool had been used as fourth tool which was examination anxiety inventory.

The data collected at the end of the research to test the effect on three dependent variables;
(1) Academic achievement of Gujarati language grammar
(2) Examination anxiety
(3) Opinions towards Gujarati language grammar

Each hypothesis, related to the present study, was tested and the interpretation of its acceptance and rejection has been given below:

Ho 1. There will be significant difference between the average score of academic achievements of students from rural area taught through lecture method and continuous evaluation method with reference to Gujarati grammar of standard 9.

It has been observed from the information collected for testing the hypothesis that the T-Value of average score of experimental group and controlled group was 2.74 which was significant at 0.01 level. Thus, the null hypothesis-1 is rejected. So, the concerned first research hypothesis is accepted.

Thus, it can be said that there was significant difference between the average score of academic achievements among the students of both groups with reference to grammar of Gujarati subject.

Ho 2. “There will be significant difference between the average score of academic achievements of students from urban area taught through lecture method and continuous evaluation method with reference to Gujarati grammar of standard 9.”- It has been observed while testing the above hypothesis that the T-Value of average score of experimental group and controlled group was 4.91 which was significant at 0.01 level. Thus, the null hypothesis-2 is rejected. So, the concerned second research hypothesis is accepted. Thus, it can be said that there was significant difference between the average
score of academic achievements among the students of both groups with reference to grammar of Gujarati subject.

Ho 3. “There will be significant difference between the average score of academic achievements of students from rural area taught through lecture method and continuous evaluation method with reference to Gujarati grammar of standard 10.”- It has been observed while testing the above hypothesis that the T-Value of average score of experimental group and controlled group was 3.39 which was significant at 0.01 level. Thus, the null hypothesis-3 is rejected. So, the concerned third research hypothesis is accepted. Thus, it can be said that there was significant difference between the average score of academic achievements among the students of both groups with reference to grammar of Gujarati subject.

Ho 4. There will be significant difference between the average score of academic achievements of students from urban area taught through lecture method and continuous evaluation method with reference to Gujarati grammar of standard 10.- It has been observed while testing the above hypothesis that the T-Value of average score of experimental group and controlled group was 6.14 which was significant at 0.01 level. Thus, the null hypothesis-4 is rejected. So, the concerned fourth research hypothesis is accepted. Thus, it can be said that there was significant difference between the average score of academic achievements among the students of both groups with reference to grammar of Gujarati subject.

Ho 5. There will be significant difference between the average score of exam anxiety of students from rural area taught through lecture
method and continuous evaluation method with reference to Gujarati grammar of standard 9.- It has been observed while testing the above hypothesis that the T-Value of average score of experimental group and controlled group was 3.41 which was significant at 0.01 level. Thus, the null hypothesis-5 is rejected. So, the concerned fifth research hypothesis is accepted. Thus, it can be said that there was significant difference among the exam anxiety of students of both groups.

**Ho 6.** There will be significant difference between the average score of exam anxiety of students from urban area taught through lecture method and continuous evaluation method with reference to Gujarati grammar of standard 9.- It has been observed while testing the above hypothesis that the T-Value of average score of experimental group and controlled group was 0.12 which was not significant at 0.05 or 0.01 level. Thus, the null hypothesis-6 is accepted. So, the concerned sixth research hypothesis is rejected. Thus, it can be said that there was similar exam anxiety among the students of both groups.

**Ho 7.** “There will be significant difference between the average score of exam anxiety of students from rural area taught through lecture method and continuous evaluation method with reference to Gujarati grammar of standard 10.”- It has been observed while testing the above hypothesis that the T-Value of average score of experimental group and controlled group was 2.36 which was significant at 0.05 level. Thus, the null hypothesis-7 is rejected. So, the concerned seventh research hypothesis is accepted. Thus, it can be said that there was significant difference among the exam anxiety of students of both groups.
Ho 8. “There will be significant difference between the average score of exam anxiety of students from urban area taught through lecture method and continuous evaluation method with reference to Gujarati grammar of standard 10.”- It has been observed while testing the above hypothesis that the T-Value of average score of experimental group and controlled group was 2.34 which was significant at 0.05 level. Thus, the null hypothesis-8 is rejected. So, the concerned eighth research hypothesis is accepted. Thus, it can be said that there was significant difference among the exam anxiety of students of both groups.

Ho 9. “There will be significant difference between the average score of opinions of students from rural area taught through lecture method and continuous evaluation method with reference to Gujarati grammar of standard 9.”- It has been observed while testing the above hypothesis that the T-Value of average score of experimental group and controlled group was 0.26 which was not significant at 0.05 level. Thus, the null hypothesis-9 was not rejected. So, the concerned ninth research hypothesis was rejected. Thus, it can be said that there was similarity in the opinions regarding grammar of Gujarati subject among the students of both groups.

Ho 10. “There will be significant difference between the average score of opinions of students from urban area taught through lecture method and continuous evaluation method with reference to Gujarati grammar of standard 9.”- It has been observed while testing the above hypothesis that the T-Value of average score of experimental group and controlled group was 0.81 which was not significant at 0.05 level. Thus, the null hypothesis-10 was not rejected. So, the concerned tenth
research hypothesis was rejected. Thus, it can be said that there was similarity in the opinions regarding grammar of Gujarati subject among the students of both groups.

Ho 11. “There will be significant difference between the average score of opinions of students from rural area taught through lecture method and continuous evaluation method with reference to Gujarati grammar of standard 10.” - It has been observed while testing the above hypothesis that the T-Value of average score of experimental group and controlled group was 2.37 which was significant at 0.05 level. Thus, the null hypothesis-11 was rejected. So, the concerned eleventh research hypothesis was accepted. Thus, it can be said that there was significant difference in the opinions regarding grammar of Gujarati subject among the students of both groups.

Ho 12. “There will be significant difference between the average score of opinions of students from urban area taught through lecture method and continuous evaluation method with reference to Gujarati grammar of standard 10.” - It has been observed while testing the above hypothesis that the T-Value of average score of experimental group and controlled group was 2.97 which was significant at 0.01 level. Thus, the null hypothesis-12 was rejected. So, the concerned twelfth research hypothesis was accepted. Thus, it can be said that there was significant difference in the opinions regarding grammar of Gujarati subject among the students of both groups.
6.2 Findings of the study:

Following were the findings of the study based on the interpretation of the data analysis.

1. The academic achievement of the rural students from standard-9 was higher that was taught Gujarati language grammar using continuous evaluation method as compared to lecture method.

2. The academic achievement of the urban students from standard-9 was higher that was taught Gujarati language grammar using continuous evaluation method as compared to lecture method.

3. The academic achievement of the rural students from standard-10 was higher that was taught Gujarati language grammar using continuous evaluation method as compared to lecture method.

4. The academic achievement of the urban students from standard-10 was higher that was taught Gujarati language grammar using continuous evaluation method as compared to lecture method.

5. The examination anxiety of the rural students from the standard-9 was lower that was taught Gujarati language grammar using continuous evaluation method as compared to lecture method.

6. The examination anxiety of the urban students from the standard-9 was same that was taught Gujarati language grammar using continuous evaluation method as compared to lecture method.

7. The examination anxiety of the rural students from the standard-10 was lower that was taught Gujarati language grammar using continuous evaluation method as compared to lecture method.

8. The examination anxiety of the urban students from the standard-10 was lower that was taught Gujarati language grammar using continuous evaluation method as compared to lecture method.
9. The opinion about Gujarati language grammar of the rural students of standard-9 taught through continuous evaluation method was same as compared to the students taught through lecture method.

10. The opinion about Gujarati language grammar of the urban students of standard-9 taught through continuous evaluation method was same as compared to the students taught through lecture method.

11. The opinion about Gujarati language grammar of the rural students of standard-10 taught through continuous evaluation method was more positive as compared to the students taught through lecture method.

12. The opinion about Gujarati language grammar of the urban students of standard-10 taught through continuous evaluation method was more positive as compared to the students taught through lecture method.

13. There was no effect of standard, subject of study and area on the correlation between teaching method and academic achievement.

14. There was effect of standard, subject of study and area on the correlation between teaching method and examination anxiety.

15. There was effect of standard, subject of study and area on the correlation between teaching method and opinion about Gujarati language grammar.

6.3 Educational implications

Following are the educational implications based on the results and the findings that could be useful in improving the education system at large.

1. According to research objectives, there were four experiments to be conducted. The results of these experiments indicate that the students who were taught through continuous evaluation method were having more academic achievement compared to those students who were taught through lecture
method. It proves that instead of mere lecture method of teaching, if continuous evaluation method is implemented, that can result into high academic achievement of students.

Thus, it can be suggested that the favourable arrangements should be made for the effective implementation of continuous evaluation method during teaching in the academic planning of the schools.

2. The results of the effect of teaching method on examination anxiety suggests that there was remarkable decrease found in the examination anxiety in reference to Gujarati language grammar taught to the rural and urban students of 10th standard using continuous evaluation method as compared to lecture method. Whereas, the similar result was found for the rural students of 9th standard with reference to continuous evaluation method. It decreased the examination anxiety of the students.

Looking at the mixed results, it can be said with reference to exam anxiety that whether the students are taught through lecture method or continuous evaluation method, both the methods is equally advantageous or it can be said that continuous evaluation method is more appropriate in decreasing examination anxiety of the students.

3. The results of teaching method suggests that there was remarkable positive approach found in the opinions towards Gujarati language grammar of the 10th standard students with reference to rural and urban area. Those students who were taught using continuous evaluation method had positive attitude towards Gujarati language grammar. Moreover, as far as ninth standard is concerned both methods had the same effect on the opinion about Gujarati language grammar. Therefore it can be said that the effect of teaching method on the opinion about Gujarati language grammar had mixed results.
Looking at the mixed results, it can be said with reference the opinions regarding Gujarati language grammar that if you want to have positive opinions about the Gujarati language grammar you should keep in mind the area and standard while selecting the teaching method.

6.4 Recommendations for future research

The researcher, during the research, acquired the new knowledge. Further, the experiments which were conducted were limited to certain area, standard and medium. There were some deficiencies found during the research by the researcher and to overcome these and to guide research scholars for future research, some recommendations have been mentioned here.

1. The present research was conducted only for the grammar of Gujarati subject which can be carried out for other subjects taught at secondary levels too.

2. The present research was conducted only for the students of 9th and 10th standard which can be carried out for the students of primary, higher secondary and colleges too.

3. The experiments can be conducted to test the effectiveness of continuous evaluation method for B.Ed. and P.T.C. colleges as well.

4. The effectiveness of continuous evaluation method can be tested keeping in mind the other variables like interests in learning, personality and motivation.

5. The present study was carried out to test the effect of the factors like area, standard and subject on academic achievement, examination anxiety and opinions about Gujarati language grammar. The study can be carried out keeping other than above mentioned factors.
6. Diagnostic remedial study can also be carried out based on the factors affecting academic achievement, examination anxiety and opinion about Gujarati language grammar

6.5 Conclusion

The researcher has carried out his research on the solution of the problem which is amongst the various problems related to Education segment. The researcher has chosen such a problem and plan out his research work. The research carried out is not the ultimate solution of the aforesaid problem, but the action plan carried out suggests only probable solution of the problem. There are plenty of research works carried out in reference to various research problems which are related to education segment; on the contrary, more research opens up the opportunities for the probability of the solution of the problem. The present research work has been a trivial effort to reach to the solution of the problem.

In the present research, the researcher has honestly tried to test the effectiveness of continuous evaluation of Gujarati Grammar at secondary school level. The scope of education has been increased in the present time and due to increased scope the problems of quality are found increasing gradually. The question of evaluation is one of such questions. The efforts are focused so that the students learn effectively and they become capable of learning effectively. It is mandatory to check whether the student has remembered or not and what they could learn. The traditional methods of evaluation test the students at the end of the year in form of a test paper which has the duration of 3 hours and such incompetent evaluation fails to justify the acute evaluation of the students. Some students do not find motivation in learning. If the continuous evaluation
is implemented along with their regular learning, it can help them in learning effectively which the conclusion of the present research is. Some of the difficult topics of the subjects should be taught through continuous evaluation method which can be proved to be the most effective.

In the present research, the effectiveness of continuous evaluation method was tested in compare to lecture method. In the present study, it was found that the effectiveness of found while teaching Gujarati Grammar through continuous evaluation method instead of lecture method. Due to year end exam, the students were found with exam anxiety whereas through the continuous evaluation method, the students were found with confidence in reference to exam. In addition to that, the attitude of the students was found positive.

Thus, the present study represents the small effort to bring the change in field of evaluation in the education segment. If such efforts are made consistently in the same direction, traditional methods of evaluations can be uprooted and quality evaluation can result into the enjoyable process of learning.

According to research objectives, there were four experiments to be conducted. The results of these experiments indicate that the students who were taught through continuous evaluation method were having more academic achievement compared to those students who were taught through lecture method. It proves that instead of mere lecture method of teaching, if continuous evaluation method is implemented, that can result into high academic achievement of students.

The researcher thinks about the results of his hard work and has eagerness to know the results about the research problem up on which the whole research has been conducted. In the present research, the researcher has done the keen work after the selection of the problem. He has also studied the techniques, tools, methods of the previous researches carried out very minutely.
The researcher even has taken care while the research that if any researcher wish to carry out research in the present area, this research work will be helpful as a torch light for him due to the scientific methods and approaches used in the present research work.

REFERENCES