CHAPTER – V

SUMMARY

AND CONCLUSIONS

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5.0.0 INTRODUCTION

The present chapter is a summarized version of the whole dissertation. It is summarized under the headings like rationale, statement of the problem, objectives, Hypotheses, delimitations of the study, sample, design, tools, data collection, statistical techniques, recommendations and findings.

5.1.0 RATIONALE

In modern teaching and learning process, no single teaching approach is appropriate in all situations; consequently effective teaching requires alternative strategies to accomplish different goals at different level and for different subjects. It also proved by various researcher findings that different teaching methods work well for different types of students. The ultimate analysis of all these research findings is that variety of teaching methods need to be used by teachers at all levels. To maximize the output. It is important to use classroom as a laboratory for qualitative change, experimentation and innovation in teaching and learning. In these respect models of teaching approach by Bruce Joyce and Marsha

Weil is such an innovative and significant step in the development of teaching- learning process.

Currently teaching is not only a skill but, it is creating an environment where the focus is on the teacher and his preparation which may be considered as the main spring of all educational innovations which have received special attention of educational planners and researchers. All the efforts are directed towards implementing the strategies for facilitating effective transmission of subject matter to achieve goal directed and pre-planned effective teaching and learning.

The teaching model approach is one of the latest developments in the art and skill of teaching. Various teaching models have been developed by researchers in educational psychology, teaching methods and teaching behaviour. These models have the potentiality to match all the domains of instructional objectives. These models have been classified under four families by Bruce Joyce and Marsha Weil. The four families are information processing models, Social Interaction models, personal models and behavior modification models.

Models can help the teacher to improve the quality of teaching and to maximize learning in the classroom. They are helpful to create conductive environment for learning. In order to know the comparative effectiveness of models of teaching and traditional method, the researcher has selected Advance Organizer Model for the present study, which comes under Information Processing Family of models.

5.2.0 STATEMENT OF THE PROBLEM

Effect of Advance Organizer Model on achievement of B. A. B.Ed student teachers in English for communication- an experimental study

5.3.0 OBJECTIVES

1. To examine the effect of Advance Organizer Model on achievement of B. A. B.Ed student teachers in English for communication.

2. To compare the achievement of student teachers taught through traditional method and Advance Organizer Model.

3. To compare the post test achievement scores of student teachers in communications skills and Reading comprehension while taught through Advance Organizer Model.

5.4.0 HYPOTHESES

1. There is no significant difference in the immediate attainment level of Group C and Group E, while taught through traditional method and Advance Organizer Model.

2. There is no significant difference in the post test achievement scores of student teachers taught

through Advance Organizer Model and Traditional method.

3. There is no significant difference between pretest and post test achievement scores of student teachers taught through Advance Organizer Model.

4. There is no significant difference between the post test achievement scores of student teachers in communication skills and Reading comprehension taught through Advance Organizer Model.

5.5.0 DELIMITATION OF THE STUDY.

1. There are 22 models of teaching which are too vast and beyond the limit of single study. So it is neither feasible nor desirable to take one or two models in one research study.

2. The present study is limited to Advance Organizer Model and traditional method only.

3. The population of present study is the student teachers studying in first year B. A. B. Ed course of Shivaji University, Kolhapur.

4. The study is restricted to the subject English for communication as a compulsory paper in B. A. B. Ed course.

5. The study is further restricted to the student teachers studying in B. A. B. Ed. First year at K. H. College, Shri Mouni Vidyapeeth, Gargoti.

6. The study is further restricted to 60 student teachers and some selected topics from the subject English for communication.

5.6.0   SAMPLE

The sample of the study consisted 60 student teachers (75%) from the total population of 80 student teachers studying in B.A.B.Ed 1st year at K.H. College, Mouni Vidyapeeth, Gargoti. The sample was selected by randomization and divided into two equivalent groups. The groups were labeled as control group and experimental group consisting 30 student teachers in each.

5.7.0   DESIGN

Randomly assigned pretest, post-test design was chosen for the study. The sample of 60 students was divided into two groups by randomization. Group C was treated as control group and was taught through traditional method. Group E was treated as experimental Group and taught through Ausubel's Advance Organizer Model. The design is diagrammatically represented as follows.

Randomly Assigned	Pre-Test	Independent Variable	Post-Test
1.Experimental Group	$T E_1$	Teaching through Advance Organizer Model (AOM)	$T E_2$
2.Control Group	$T C_1$	Teaching through Traditional method(TM)	$T C_2$

5.8.0 TOOLS

The following tools were used in the study.

1. Achievement test developed by the researcher.

2. T test.

5.9.0 DATA COLLECTION

Pretest and post test achievement scores of student teachers in English for communication were collected for testing the hypotheses of the study.

5.10.0 STASTICAL TECHNIQUE USED

Researcher has used Fisher's "t" formula for testing the difference between means computed from independent treatment.

$$t = \frac{M_1 - M_2}{\sqrt{\frac{\sum x_1^2 + \sum x_2^2}{(N_1 + N_2 - 2)} \left(\frac{N_1 + N_2}{N_1 N_2} \right)}}$$

5.11.0 FINDINGS

1. There is significant difference in the achievement level of student teachers taught through Advance Organizer Model and Traditional Method. It is found that Advance Organizer Model is more effective method than Traditional Method.

2. There is significant difference in the achievement level of student teachers in communication skills and Reading comprehension taught through Advance Organizer Model. Where Advance Organizer Model is found more effective to teach Reading comprehension than communication skills.

5.12.0 IMPLICATIONS.

The findings of present study indicate that the modern teaching strategy in the form of Advance Organizer Model is more effective in achievement of student than traditional method. This effectiveness was also proved by researcher Senapati (1986) who has compared program learning, Advance Organizer Model and traditional method in terms of achievement of

students. In this study Advance Organizer Model was found more effective than both program learning and traditional method. In another study made by Panda (1986), who has studied the effect of Advance Organizer Model on learning text material. He found the difference between the means of pupils studying from Advance Organizer Model, set induction and traditional method were significant. In the same way Rajora (1987) has also proved that Advance Organizer Model was significantly superior to traditional method in terms of achievement in science.

In this way infinite number of studies made in India and out side India have proved the superiority of Advance Organizer Model over traditional method as well as other methods and strategies in different aspects.

5.13.0 CONCLUSION

From the major finding of the study it could be easily concluded that the use of Advance Organizer Model exhibit better achievement in English for communication than traditional method. In general sense, our

understanding of learning English language or any subject has been fast changing. The teacher seems to be more active than the learner. It may be due to overwork load of teachers or lack of competency, so they may not be able to implement new strategies and techniques of teaching or it may be due to curriculum inadequacy, lack of interest or facilities. New technologies in teaching learning process always helps in developing interest of the learners to understand instructional material well. To achieve cognitive, Affective and psychomotor objectives new teaching strategies should be used, traditional method or teacher dominated and autocratic method will not help to facilitate learning.

At last, the researcher would like to state that no conclusion could be final; it would be more precise to say that drawing conclusion or "sodhan" is endless procedure; it is continuous and continuing process. It means no conclusion would be final or ultimate; it would be only tentative and subjective.

5.14.0 RECOMMENDATIONS

The researcher recommended the following suggestions for further study:

1. Advance Organizer Model should be used in English language teaching at different levels.

2. In addition to achievement of student teachers other variables should be tested.

3. More models from information processing family can be taken to know comparative effectiveness.

4. Different models from the four families of models could be used to teach and research literary components or structural components.

5. Application of Advance Organizer Model could be verified in teaching English communication skills for B. A. B. Com. And B. Sc. Classes.

6. Instructional materials based on models should be developed in teaching English method as well as other methods at B. Ed training course.