

CHAPTER VI

CONCLUSIONS AND RECOMMENDATIONS

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CHAPTER - VI

CONCLUSIONS AND RECOMMENDATIONS

VI.1 INTRODUCTION

The last chapter was devoted to the analysis and interpretation of data collected through the pre-test and post-test.

This chapter is devoted to the findings and conclusions from the data collected and analysed.

It also gives recommendations and suggests related problems for further research.

As it was an experimental study and the hypotheses were null hypotheses, the conclusions are based on the significance of the difference between the mean score of the two groups and the difference between the correct responses to each statement.

VI.2 CONCLUSIONS BASED ON HYPOTHESES RELATED TO PRE-TEST - - POST-TEST

The first hypothesis was :

There is no significant difference between the mean scores of pre-test of experimental and control group.

Here the difference between the mean scores was not significant as the t value 0.27 was less than t critical value 2.042 for 30 df at 0.05 level of significance. Hence the researcher had to accept the null hypothesis.(cf Table V.5).

It was concluded that both groups were equivalent.

The Second hypothesis was :

There is no significant difference between the mean scores of pre-test and post-test of the experimental group.

The analysis related to this hypothesis showed that difference between the means of pre-test and post-test of experimental group was significant as the t value 5.84 was more than the t value 2.042 at 0.05 level for 30 df. The null hypothesis was rejected. (cf. Table V.6)

The conclusion is that the increase in the mean score was due to the experimental treatment and this treatment proved effective.

The third hypothesis was :

There is no significant difference between the mean scores of pre-test and post-test of the control group.

The analysis showed that the t value 1.51 is less than the critical t value 2.042 for 30 df at 0.05 level. Therefore,

the null hypothesis is accepted (cf. Table V.7).

It can be concluded that experimental treatment was not given to control group and therefore there was not significant difference between the mean scores of pre-test and post-test of control group.

The 4th hypothesis was as given below :

There is no significant difference between the mean scores of the post-test of the experimental and control group.

Analysis related to this hypothesis showed that the t value 3.90 is greater than the critical t value 2.042 at 0.05 level for 30 df. (cf. Table V.8).

Null hypothesis was rejected. It can be concluded, the difference was due to the experimental treatment given to the experimental group.

Hence the research hypothesis "The teacher trainees taught with the experimental treatment will have better achievement than the teacher trainees who were not given the treatment" is proved.

**VI.3 CONCLUSIONS BASED ON THE DIFFERENCE BETWEEN
PERCENTAGE OF CORRECT RESPONSE**

The fifth hypothesis put forth by the researcher was as given below :

There is no significant difference between the percentage of correct response to each statement after post-test by both groups.

This hypothesis was related to 50 statements included in four questions, so it will be worth while to see the questionwise conclusions.

Q.No. 1 :

Statement No. 3, 9, 10, 11, 12, 13, 15, 17, 18, 19, 20, 21, 27, and 30 showed significant difference between the percentage after the post-test. The C.R. was greater than 2.036 the critical t value at 0.05 level. cf. table V.9 to V.11.

The conclusion can be drawn that this difference was due to the experimental treatment and practice given to the experimental group.

Statement No. 1, 2, 4, 5, 6, 7, 8, 14, 16, 22, 23, 24, 25, 26, 28, 29 showed that there was no significant difference



between the percentages of the correct responses by the control and experimental group after the post-test.

The treatment given to the experimental group was not effective in case of questions related to these statements.

Q.No. 2 was of question tags and included 8 statements. Statement No. 4 was, I am an Engineer, and the tag was are n't I? This statement showed significant difference because this difficult and irregular tag had shown significant difference only because of the experimental treatment.

The other seven tags did not show significant difference and the experimental treatment did not cause much difference.

Q.No. 3 was related with the questions having mistakes. The teacher trainees had to find the mistakes and correct it.

In this respect the difference was not found significant and the experimental treatment did not prove effective.

Q.No. 4 was related with preparing questions on given passage. Question words were already provided.

The question related to 'how' gave a remarkable difference. The difference between the percentage of experimental group and

control group was significant and the experimental treatment proved effective. In case of other six questions it did not prove effective.

Overall conclusion -

Taking into consideration the analysis in all, it can be concluded,

The teacher-trainees taught with the experimental treatment had better achievement than the teacher-trainees who were not given the experimental treatment.

VI.4 OTHER FINDINGS

- 1) It was found that the questions with present tense and past tense were found to be simple and the response given by both groups was sufficient and good.
- 2) Questions with future tense, past perfect tense, perfect continuous tense had little correct response.
- 3) Negative question had also very little correct response.
- 4) Questions using how much, how, whom, which were found to be difficult.

- 5) Questions with question word 'who' had ample correct response in any tense because the construction does not change in such questions.
- 6) Questions on continuous passage with how, whom were not attempted by many students.
- 7) There was a great change in the percentage of pre-test and post-test of experimental group and the treatment proved beneficial to the experimental group.
- 8) The teacher trainees were attentive, interested and enthusiastic during the period of treatment.

VI.5 RECOMMENDATIONS

- 1) A training and practice of framing questions in English is essential for teacher trainees and it should be given in B.Ed. colleges.
- 2) Teacher-trainees should be given more practice in framing questions particularly present and past perfect tense, perfect continuous tense (all tenses) negative and passive questions.
- 3) The teacher-educators should see that teacher-trainees use variety of questions words while framing questions in English.

- 4) Teacher-trainees should prepare various questions on continuous passages as they are necessary for comprehension of pupils.
- 5) The statements showing insignificant difference does not mean that there is no necessity of experimental treatment on the other hand it should be given for a longer time.
- 6) The questions getting less correct response should be given more attention and more practice.
- 7) Questions with how much, whom, which, whose should be paid more attention and more practice.
- 8) While observing the lesson the teacher-educators should insist that the teacher trainees fully exploit all opportunities of asking questions. They should further see that these questions are correctly framed as per the rules of English grammar.

VI.6 TOPICS FOR FURTHER RESEARCH

Here are some topics or problems suggested for further research.

- 1) This experiment was conducted in three B.Ed. colleges of two districts, Sangli and Kolhapur. The similar experiment can be conducted in more colleges and more districts.
- 2) The researcher gave the experimental treatment for fifteen days. Duration of this can be lengthened and observed the effects.
- 3) This experiment was connected with framing questions, other skills like fluency and correctness in speech, knowledge of transformation of sentences, use of vocabulary etc can be experimented.
- 4) This experiment was related to teaching of English it can be done in any second or third language.
- 5) In this experiment the researcher had given the training of framing question as the experimental treatment a researcher can prepare self learning material and see its effectiveness.
- 6) This type of study can be conducted on D.Ed. students.
- 7) The similar study can be conducted on teachers teaching English at the upper primary and secondary levels of educations.

This will have the larger scope, wider sample and hence will be useful for establishing validity and reliability of the conclusions and recommendations of smaller studies as the present one.