

CHAPTER VI

SUMMARY, CONCLUSION AND SUGGESTIONS

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6.1 INTRODUCTION

The present Chapter gives a summary of the whole investigation described in the previous chapters. It comprises of objectives of the study, brief review of previous studies, plan and procedure which give clear picture of procedural aspects of the present investigation viz. hypotheses of the study, final study, statistical techniques used for the analysis of data and major findings. Efforts have also been made in this section to offer a few suggestions for carrying out further researches in this area.

6.2 SUMMARY OF THE STUDY

The present investigation is an experimental study which deals with comparative effect of integrated approach and conventional approach to teaching social studies on the performance of the pupils.

The title of the study is as follows:

2.a. The Problem

The problem to be investigated in the present study is stated in the following terms. "A study of the Effect of Integrated Approach of teaching social studies on the performance of the pupils of the fourth standard of the primary schools."

2.b. Objectives of the study

The objectives of the study are as under:

- (1) To develop a syllabus for an integrated social studies course for standard IV in Primary schools, in the State of Maharashtra, by collecting contents from the present syllabi in History, Geography and Civics and transforming them into an integrated whole.
- (2) To develop an instructional strategy for teaching the integrated social studies course.
- (3) To find out the effectiveness of the Integrated Approach in terms of Pupils' performance on achievement test.
- (4) To compare the performance of the pupils taught through the integrated approach and conventional approach with respect to the following objectives.
 - (a) Knowledge and Comprehension,
 - (b) Skill,
 - (c) attitude.

2.c. Significance of the study

Significance of the present study is threefold because it mainly considers three aspects of the educative process. i.e. (a) Curriculum (b) Teaching Strategy (c) Instructional materials.

Hence contribution of the present study would be helpful to -

1. Framers of the curriculum,
2. Teachers of social studies, and
3. Pupils.

1. Helpful to the Framers of curriculum

Present study has provided an effective workable programme of teaching integrated social studies course. It also contains a framework for a syllabus of integrated social studies. This developed framework for integrated social studies course would serve as a guide to framers of the curriculum in organizing social studies course for other standards. It will also provide guidance to text book writers in presenting the content of Social studies in an integrated manner.

2. Helpful to Teachers of Social studies

The present study provides a complete instructional strategy which includes teaching strategy and instructional materials as well, for integrated social studies course. This newly developed instructional strategy would prove useful in teaching social studies, and would guide to the social studies teachers in planning teaching units and preparing teaching aids suited to each teaching unit of the integrated social studies course for other standards of the primary school.

3. Helpful to pupils

The present study has developed a teaching strategy and teaching aids suitable for the integrated social studies course. Some of the important features of the teaching strategy which will prove very beneficial to the pupils are:

- (1) it provides a series of varied learning experiences,
- (2) it is activity-oriented,
- (3) it is learner dominated, and
- (4) it creates democratic atmosphere.

On account of these special features of the teaching strategy the study would be helpful to pupils, as they can learn at their own speed and learn by doing some activity. It is helpful to the teacher as well since it makes his task easy and facilitates the development not only of knowledge but also of certain skills and attitudes that go a long way in achieving the objectives of the subject.

2.d. Review of previous studies

Review of the foreign studies reveals that each set of research studies dealt with mainly one aspect of the crucial problem of teaching social studies either organizational aspect or the methodical one.

No doubt their respective contributions to the

field of social studies is valuable. It gave sound foundation to the subject and inspired the researchers that followed. Review of the Indian studies reveals that there is an ever growing need for more experimentation in implementing the programme of social studies in actual classroom situation. The theoretical aspect of teaching social studies also requires a more scientific approach in building the social studies programme. Social studies project has mainly tried to tackle the theoretical aspect, but the practical approach to teaching social studies in actual classroom situation requires more experimentation. Hence in the present study the investigator has made an attempt to make up the drawbacks of the programme of social studies which were pointed out while discussing the previous studies.

2.e. The Plan and Procedure

Procedure of the present investigation begins with the statement of hypotheses.

Hypotheses:

It has been hypothesized as follows:-

- (1) There is no significant difference between mean achievement of total performance of the group taught through integrated approach and the group taught through conventional approach.
- (2) There is no significant difference between mean

achievement of knowledge and comprehension of the group taught through integrated approach and the group taught through the conventional approach.

- (3) There is no significant difference between mean achievement of skill of the group taught through integrated approach and the group taught through the conventional approach.
- (4) There is no significant difference between mean achievement of Attitude of the group taught through integrated approach and the group taught through the conventional approach.

Procedure

The Sample:

The sample selected for the present investigation consisted of ninety nine pupils of the fourth standard of a primary school in Maharashtra State.

The experimental design:

The selected sample was divided into two matched groups on the basis of intelligence test. One group, was randomly assigned for experimentation and the other was treated as the control group. In the experimental group teaching was conducted by the Investigator and the integrated approach to teaching social studies was implemented. In the control group teaching was conducted by the regular subject teacher who had ten years' teaching experience and the conventional approach was adopted.

Both the teachers discussed about the content to be covered during the period of the experimentation, so that the content matter was controlled in both the groups.

Tools required for the experimentation were developed. They consisted of a syllabus for the Integrated social studies course, a new instructional strategy and systematically developed achievement tests.

Try-out study:

In order to study the feasibility of each activity of the new strategy and to judge the adequacy of time allotted to it, two try-outs were conducted. The first tryout was conducted in the month of January 1978 at Baroda for one month's duration and the second tryout was conducted in the Month of March 1978 at Poona. The purpose of the tryout study was to refine the strategy.

2.f. Final Experiment and Major Findings

The experiment was conducted for one academic term i.e. from June to September 1978 in Abhinav Primary School, Poona-4.

Before starting the experiment pre-test was administered to both the experimental and control groups. Then in the experimental group teaching was conducted by the investigator herself and integrated approach was adopted. In the control group teaching was conducted by the regular experienced subject-teacher of the school and conventional approach was adopted. At the end of the experimentation,

the same achievement test which was administered for the pre-test was administered. Data was collected and analysed. Obtained results are as follows:

Results

Mean of gain score of the Achievement in Total Performance Knowledge and Comprehension, Skill and Attitude:

Variables	Experimental group		Control group		't' values
	Mean	Sd.	Mean	Sd.	
1. Total Performance	17.65	6.99	13.43	5.68	3.35
2. Knowledge and comprehension	9.48	3.97	8.59	3.55	1.18
3. Skill	3.63	1.82	1.75	1.87	5.07
4. Attitude	4.69	4.13	3.21	3.66	1.99

't' values of total performance (3.35) and skill (5.07) are significant at .01 level of significance.

't' value of Attitude (1.99) is significant at .05 level of significance.

Above table indicates comprehensive picture of the achievement performance, in total performance and in specific objectives namely, Knowledge and Comprehension, Skill and Attitude of the experimental as well as that of control group. As the groups consisted of the numbers 48 and 51, the required values to be significant at .01 and .05 level of significance were 1.98 and 2.63 respectively.

obtained 't' values of total performance, and skill were 3.35 and 5.07, and they were significant at .01 level of significance. Obtained 't' value of Knowledge and comprehension is 1.18 and it was not significant.

Obtained 't' value of Attitude is 1.99 and it was significant at .05 level of significance.

6.3 CONCLUSION

As the achievement performance of the pupils of the experimental group in total performance as well as in specific objectives namely, skill and attitude is better than that of the pupils of the control group, it is emphatically stated that the Integrated Approach is superior to the conventional approach in achieving the goal.

Further relative effectiveness between the achievement performance and intelligence level, taught by the integrated approach and the conventional approach was studied. From the obtained result it is emphatically stated that Integrated Approach is superior to the conventional approach for Average Intelligence group only for developing competency in the 'skill' and for below Average Intelligence group for developing competencies in Total Performance, skill and attitude.

6.4 SUGGESTIONS

4.a. Suggestions for the concerned agencies

The present study reveals that the investigation would be useful and would give guidance to the agencies involved in the development of social studies programme and its implementation.

The concerned agencies are:

- (1) The framers of the curriculum of social studies.
- (2) Text-book writers of social studies.
- (3) Framers of teachers' training programme.

(4) Teachers of social studies.

(5) Other concerned agencies.

There are some suggestions to these above mentioned concerned agencies.

a.1. Suggestions for the Framers of the
Social studies Curriculum:

One of the important contributions of the present study is the development of a Framework for Integrated Social studies Course. Hence it is suggested that the Framers should develop 'Integrated social studies course' for other standards of the primary school on the line of the 'Framework' included in this study. In order to develop such Integrated Social Studies Course they should select and prescribe such contents as would provide knowledge of "Man and his relationships with his physical and social environment" in the past, present and future. Additional current knowledge regarding information of human relationships should be added to the existing syllabus and unrelated details should be omitted and thus the syllabus should be made easy and lively.

a.2. Suggestion for the Text-book writers of
Social studies:

The writers of text-books of Integrated Social studies Course have a special responsibility. They should write the text-book with the specific purpose of realising the objectives of teaching the subject. By referring to

the present study they should make themselves clear about the new concept of social studies and its implication for the subject. They should organise and present the contents in simple easy and attractive manner so that pupils would be interested in learning the subject.

Moreover, for explaining certain concepts, difficult terms and complicated ideas, they should provide maps, figures, and illustrations which would facilitate self-learning on the part of the pupils. They should also make provision for Teacher's Guide, Teachers' Hand Book, Teacher's Manual etc, for social studies teachers.

a.3. Suggestions for the Framers of Teachers' Training Programme:

Taking into consideration the nature and significance of teaching integrated social studies course, the Framers of the teachers training programme should provide, training methodology for Integrated Social studies Course, in the light of realizing the objectives of the social studies subject.

a.4. Suggestions for Teachers of Social studies:

One of the major contributions of this study is the development of a new instructional strategy, for implementing the Integrated Social Studies Course. It is, however, suggested that the teacher concerned need not be rigid in adopting the strategy while teaching the subject in Std. IV. He is free to make changes in the time

allotted to each activity as the situation demands. He should, however, take care to conduct all the activities serially as suggested in the strategy. He can also change the academic games, but at the same time he should bear in mind the purpose and significance of such activities.

One more suggestion is that the teacher should prepare and make use of a variety of instructional materials for teaching the subject in other standards of the primary school as well, on the lines illustrated in this study. Lastly, he should try his best to adopt the newly developed teaching strategy.

a.5. Suggestions for other Concerned Agencies:

Considering the importance of teaching Social studies the concerned Agencies like DESPSE, NCERT, Training Colleges, Extension Service Departments, should arrange special workshops and Seminars in connection with the Integrated Social Studies Programme. In these workshops and seminars the following topics should be systematically dealt with.

- (1) Drafting Integrated Social studies syllabi for the remaining standards of the Primary school.
- (2) Developing Instructional Strategy for implementing the Integrated Social studies Programme.
- (3) Preparing instructional material and teaching aids in the light of the new concept of the subject.

✂The cost of preparing instructional material used in this study amounted to about Rs.600/-. If it were prepared on a large scale it would cost much less. It would be better if the concerned agencies take up this as a Project.✂

4.b. Suggestions for Further Study

The major finding of the present study reveals that the Integrated Approach is a superior strategy for teaching Social studies. It is therefore, suggested to other researchers in the field to study the following various problems related to the Integrated Approach.

(a) Development of a Framework for Integrated Social studies course:

The present study has been conducted in a limited area. But a general 'Framework' for Integrated Social Studies Course has been developed therein. Future researchers in this field can take up the problem of developing an Integrated Social Studies Course and drafting the syllabi of all standards of the Primary school, on the basis of the framework provided in this study.

(b) Development of social studies programme through academic games:

Moreover, the present study gives a new outlook for the teaching of social studies. It reveals that the technique of academic games can be gainfully employed for teaching the subject. This suggests itself a new topic

for further research viz. "To prepare a programme for teaching social studies through academic games and study its effectiveness."

One of the major contributions of the present study is the development of a new teaching strategy for Integrated Social Studies Course. Hence it is suggested to the researchers that they may take a research project of studying the effect of (1) the new teaching strategy, and (2) Integrated Social studies Course,

1. to study the effect of the new teaching strategy on separate subjects History, Geography and Civics as well as other subjects, and
2. to study the effect of the conventional method on integrated social studies course.

One more topic can be suggested for further research viz. "to employ the new teaching strategy which was developed during this study for teaching other school subjects as well as study its effect."

It was observed during the present experimentation that the group of below average intelligent pupils are benefitted more through the Integrated Approach. It is, therefore, suggested that a separate study should be undertaken, "to investigate the comparative effect of the Integrated Approach on pupils of above average intelligence, of average intelligence and of low intelligence."