Chapter – 6
Conclusions and suggestions

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6.1 Introduction.

Findings are the outputs of any research. In the present chapter the important aspects of the research are presented in such a way that the findings of the research can be drawn easily. The presentation of summary is important to understand the entire research process in just one over view. This step wise process of the present rescreen and its report is summarized and that summary is presented in this chapter.

6.2 Summary of Research

The summary of the present research report is as below.

6.2.1 Statement of the Problem

A COMPARATIVE STUDY OF THE EFFECTIVENESS OF PUPPET METHOD AND PICTORIAL STORY METHOD WITH REFERENCE TO THE UNIT OF SOCIAL SCIENCE ‘OUR COURTS OF STD. 6TH’

6.2.2 Objectives of the Research

Objectives of the present research were as under.
1. To study about the puppet method and pictorial story method.
2. To study the unit “Our Courts” of Social Science subject of std. 6th.
3. To prepare puppet program and pictorial story program on the unit ‘Our Courts’ of Social Science of subject of std. 6th.
4. To construct an Academic Achievement test to find effect of Puppet Method and Pictorial Story Method.
5. To administer the puppet program and pictorial story program to examine the effectiveness on students’ Academic Achievement.
6. To compare the effectiveness of two programs in the context of gender and area.

6.2.3 Variables of Research

The present research was an experimental research that involved various variables as following.
1. **Independent Variable**
   
   The independent variable in the present research was Methods of Instruction. It consisted of two levels.
   
   Level 1 : Puppet Method
   
   Level 2 : Pictorial Story Method

2. **Dependent Variable**

   The dependent variable of the present study was Academic Achievement.

3. **Moderate Variable**

   The moderate variables of the present research were as follows.
   
   - Area (Rural and Urban)
   - Gender (Boys and Girls)

4. **Area of the Research**

   The areas of the present research were primary education, teaching of social science and comparative education.

5. **Type of Research**

   The present research was classified as applied research.

6. **Research Method**

   The present research was carried out via experimental method.

7. **Population**

   The population of the present research was all students of std. VI studying in the year 2013-14 in the Gujarati medium primary schools.

8. **Sample**

   The sample of 140 students was selected by multiple sampling techniques.

9. **Limitations of the Research**

   The limitations of the present research were as follows.
   
   1. Present research included only Gujarati medium primary school.
2. As the research was completed in the academic session 2013-14, by the change of time, results of the research may change. This was the limitation of the research.

6.2.10 Tool of Research

The academic achievement test on the unit “Our courts” of the subject Social Science of Std. 6th was constructed by the researcher was used as tool for the present research. The test was of 20 marks and the time limit of it was of 30 minutes.

6.2.11 Data Collection

With the consent of principals of the schools of rural as well as urban area, the treatment through puppet method and pictorial story method was given to the students of group-1 and group-2 respectively. The self constructed achievement test was administrated after the treatment was given to the students.

6.2.12 Data Analysis

The data were collected after the experiment and classified and tabulated with reference to variables. With a view to examining the significant effect of methods, area, gender and the interaction of among them calculations of t-test and F-test were calculated.

6.3 Interpretations with Reference to Hypotheses

The details regarding accepting or rejecting the hypotheses on the bases of F-test and t-test are as under.

**Ho₁** There will not be significant difference between the mean scores of the Academic Achievement test of the students taught through puppet method and pictorial story method.

The F ratio of the scores of the students taught through puppet method and pictorial story method is 44.746 which is significant at 0.01 level. Thus null hypothesis is rejected. Thus there is significant difference between the academic
achievement test of the students taught through puppet method and pictorial story method.

The mean of the scores of the students taught through puppet method is 18.95 and that of the students taught through the pictorial story method is 17.55. The mean is in favor of puppet method. Thus the puppet method is found more effective than the pictorial story method.

\( H_0 \) \( \text{There will not be significant difference between the mean scores of the Academic Achievement test of the students of urban and rural area.} \)

The F ratio of the scores of urban and rural students is 3.471 which is not significant at 0.05 level. Hence \( H_0 \) is not rejected. It means that there is no significant difference between the mean scores of the academic achievement test Hypothesis 2.1 \( H_{0,1} \) \( \text{There will not be significant difference between the mean scores of the academic Achievement test of students of the urban and rural area taught through puppet method.} \)

The \( t \) –value based on the mean scores of the urban and rural students taught through Puppet Method are 0.81 which is less than the value at 0.05 levels. So, the null hypothesis is not rejected. So there is no significant difference between the mean scores of the urban and rural students taught through the puppet method.

\( H_{0,2} \) \( \text{There will not be significant difference between the mean scores of the Academic Achievement test of students of the urban and rural area taught through pictorial story method.} \)

The \( t \) –value based on the mean scores of the urban and rural students taught through Pictorial Story Method is 2.05 which is greater than the value at 0.05 level. So, the null hypothesis is rejected. So there is significant difference between the mean scores of the urban and rural students taught through Pictorial story method.
$\textbf{Ho}_3$ There will not be significant difference between the mean scores of the Academic Achievement test of boys and girls.

The F ratio of the scores of the boys and girls is 0.818 which is not significant at 0.05 level. Hence $\textbf{Ho}_3$ is not rejected. It means that there is no significant difference between the mean scores of the academic achievement test of boys and girls.

$\textbf{Ho}_{3.1}$ There will not be any significant difference between the mean scores of the Academic Achievement test of boys and girls taught through puppet method.

The $t$–value based on the mean scores of boys and girls taught through Puppet Method is 0.097 which is less than the value at 0.05 levels. So, the null hypothesis is not rejected. So there is no significant difference between the mean scores of boys girls taught through the puppet method.

$\textbf{Ho}_{3.2}$ There will not be any significant difference between the mean scores of the Academic Achievement test of boys and girls taught through pictorial story method.

The $t$–value based on the mean scores of boys and girls taught through Pictorial Story Method is 0.043 which is less than the value at 0.05 levels. So, the null hypothesis is not rejected. So there is no significant difference between the mean scores of boys girls taught through the Pictorial Story method.

$\textbf{Ho}_4$ There will not be any significant effect of the interaction of method and area on the Academic Achievement of the students.

The F ratio of the scores according to method and area is 3.497 which is not significant at 0.05 level. Hence $\textbf{Ho}_4$ is not rejected. It means that there is no significant effect of the interaction of method and area on the academic achievement of the students.

$\textbf{Ho}_5$ There will not be any significant effect of the interaction of method and gender on the Academic Achievement of the students.
The F ratio of the scores according to method and gender is 0.505 which is not significant at 0.05 level. Hence Ho5 is not rejected. It means that there is no significant effect of the interaction of method and gender on the academic achievement of the students.

**Ho6** There will not be any significant effect of the interaction of area and gender on the Academic Achievement of the students.

The F ratio of the scores according to area and gender is 3.135 which is not significant at 0.05 level. Hence Ho6 is not rejected. It means that there is no significant effect of the interaction of area and gender on the academic achievement of the students.

**Ho7** There will not be any significant effect of the interaction of method, area and gender on the Academic Achievement of the students.

The F ratio of the scores according to method, area and gender is 0.436 which is not significant at 0.05 level. Hence Ho7 is not rejected. It means that there is no significant effect of the interaction of method, area and gender on the academic achievement of the students.

### 6.4 Findings

The findings of the research based on the interpretations of the testing of the null hypotheses are as under.

- The puppet method was found to be more effective than the pictorial story method with reference to the unit “Our courts” of the subject social science of std. 6th.

- Puppet method was equally effective with reference to area.

- Pictorial story method was not so equal as puppet method with reference to area.

- Puppet method and pictorial story method were equally effective with reference to gender.

- There was no significant effect of the interaction of the teaching method and area on the academic achievement of the students
- There was no significant effect of the interaction of the teaching method and gender on the academic achievement of the students.

- There was no significant effect of the interaction of the area and gender on the academic achievement of the students.

- There was no significant effect of the interaction of the teaching method, gender and area on the academic achievement of the students.

6.5 Output of the Research

Output is the product or by product of any process. The outputs of the present research are as follows.

6.5.1 Puppet Program

In the present research, plays were constructed on the unit “Our courts” of the subject Social Science of std. 6th. The four plays had various scenes. These scenes explained the whole unit and clarified the concept of the content. Puppet program was constructed for teaching these plays through the puppets. Thus, puppet program is the output of the research.

6.5.2 Pictorial story Program

In the present research, plays were constructed on the unit “Our courts” of the subject Social Science of std. 6th. The four plays had various scenes. Pictures were drawn and painted on the bases of these scenes. For each play pictures were drawn and pictorial stories were made. Thus the pictorial stories are also the output of the research.

6.5.3 Academic Achievement Test

In the present research, the researcher constructed an academic achievement test on the unit “Our courts” of the subject Social Science of std. 6th. The test was of objective type items. The test measured the academic achievement of the students who were taught through puppet method and pictorial story method. Thus this test is useful to measure the academic achievement of the students on the content of the unit “Our courts” of the
subject Social Science of std. 6th. The test can be used as achievement test and so the test is also the output of the research.

6.6 Review of the Findings

Dave A.B. it was found that comparative effectiveness of teaching by Lecture method was not same for expt. -1. expt-2 and expt-3. Teaching by Supervision method and Experimental method was more effective for only expt-1. In the research of H.P.Bhutak it was found that Film strip, lecture and self research method were equally effective on academic achievement of students. In the research of Dave B.M. it was found that Experimental method was more effective than traditional method for teaching science In the research of Dave P.C it was found that Work card and CAI techniques were equally effective for boys and girls of Std. 11 In the research of Rathod D.K. it was found that Picture technique, music technique and work card technique had increased the attitude of boys and girls towards Sanskrit Subject In the research of Baby S.A. it was found that Higher scores were obtained by the students thought by puppetry method, Video film method In the research of Patel Mahesh G. it was found that Puppet method was more effective than Lecture method for above average and below average students In the research of Utpal A.K. it was found that Slow continuous running, farldek and interval running methods were effective in developing cardio In the research of Kumar A. it was found that The multimedia method was more effective than either the programd learning method or the expository method In the research of Yadav R.S. it was found that There was significant difference between the mean achievement scores obtained in the post test by the subjects of groups A and B.

In the present research, it was found that puppet method and pictorial story method were found equally effective with reference to area and gender but the effectiveness of pictorial story method was found more in rural area. There were interaction effect among the teaching methods and area, teaching methods and gender, area and gender on the academic achievement of the student. There was no significant effect of the teaching method, gender and area on the academic achievement of the student.
6.7 **Significance of the Research**

Following points emerge from the findings of the research.

- Puppet method is more interesting than the lecture method and the content taught is long lasting. So the teacher should construct puppet program for teaching the content of various subjects.

- In the beginning of the academic year, the teacher should sort out the units of the subject that can be taught through puppet method. The teacher should obtain necessary puppets in advance.

- The management and the principal should provide facilities for the arrangement of child plays in classroom teaching.

- The teachers should participate in trainings that teach how to make puppets and learn how to use the puppets.

- The teachers should use different types of puppets for teaching the content of different subjects.

- The teachers should be trained regarding the job of anchor, stage management and the use of puppets.

- Different educational institutes and state education departments should motivate to teach the content of different subjects though different methods.

- Puppets should be purchased, made or exchanged with respective institutes.

- The training should be provided to teachers for stage management and the physical facilities.

- The units of different subjects can be transformed into plays and taught through the puppet method effectively.

- The difficult points of different subjects can be transformed in easy language and they can be taught through puppet method interestingly.
6.8 Recommendations for Future Studies

Following are the suggestions for future studies.

- Comparative research of puppet method with the other methods can be carried out.
- The effectiveness of the puppet program with reference to the content of different subjects can be investigated.
- Research can be conducted on the attitudes of teachers about the puppet method.
- Research can be carried out to present historic events through the puppet program.
- Research can be carried out to investigate the effect of puppet program on the intelligence and achievement of the students.
- Research can be conducted on the effect of puppet program on the social customs, values of the students.
- Effect of puppet on the learning interest can be investigated.
- Experimental research through stage show or television can be carried out selecting the sample on a larger scale.
- Research can be conducted on the Comparative research of the pictorial story method with other methods.
- The effectiveness of pictorial story method can be investigated with reference to different units of different subjects.
- Research can be conducted on the attitudes of the teachers about the pictorial story method at pre primary and primary level.
- The retention ability of the students through the pictorial story can be investigated.
- Effect of pictorial story method on the intelligence and achievement of the students can be investigated.
- The effect of pictorial story method on the social customs and value can be investigated.
- The effect of pictorial story method on the learning interest can be investigated.
- Research can be conducted social awareness through the pictorial story method.
- The research of the development of the imagination ability, creative ability, logical ability, decision ability through the pictorial story method can be carried out.
- Research can be carried out on the development of expressional ability of students through the pictorial story method.
- Comparative research of the effectiveness of different types of puppets can be carried out.
- Research can be conducted about the use of puppet method and pictorial story method for public awareness, girl education and removal of superstitions.
- Research can be conducted on the effect of interaction of the puppet method and the pictorial story method with reference to different variables.

6.9 Conclusion

This chapter discussed the Summary of Research, Interpretations with Reference to Hypotheses, Findings, Outputs of the Research, Review of the Findings, Significance of the Research, Recommendations for Future Studies.