

CHAPTER - V

SUMMARY, CONCLUSIONS ANDIMPLICATIONS

Summary

Findings of the study

Implications of the study

Suggestions for furtherResearch.

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SUMMARY

The purpose of this chapter is to bring together in a nutshell the various aspects of "AN INVESTIGATION OF THE PERSONALITY TRAITS OF TEACHER-EDUCATORS TRAINED WITH EDUCATIONAL TECHNOLOGY AT M.ED. LEVEL" discussed at length in the preceding chapters. It would be therefore, very useful to summarise the data and findings of investigation to give a brief summary of the whole work, chapterwise to enable, to review a glance the whole work.

This chapter includes a brief summary of the study, findings, implications and suggestions for further study. In view of the fact this chapter is divided into the following subheadings.

Summary.

Findings of the study.

Implication of the study.

Suggestions for Further Research.

INTRODUCTION: The influence of advancements in the field of science and Technology on the varied aspects of life, has resulted in the modernization which in turn has given rise to the new discipline - 'Educational Technology'. Today's world is the 'World of Technology' arising out of an explosion of knowledge, population and catering to the varied needs of individuals. The resulting day-to-day

changes need to be amalgamated with the educational process and, it is Educational Technology alone which can meet these diverse needs.

So every teacher-educator is capable of making best use of Educational Technology for the improvement of their classroom teaching and other instructional programmes. What then are the personality traits or characteristics of teacher-educators trained with Educational Technology at the M.Ed. level? As educators it is essential to know something about the personality traits of teacher-educators trained with Educational Technology and provide them with the necessary training, as to mould their personalities into the most effective and efficient teacher-educators possible.

The research work which has been reported in the earlier chapter of this dissertation is one such attempt analysing year-wise and age-wise teacher educators trained with and without Educational Technology as an optional group and then going on to identify the personality traits.

Statement of the Problem :

"AN INVESTIGATION OF THE PERSONALITY TRAITS OF TEACHER - EDUCATORS TRAINED WITH EDUCATIONAL TECHNOLOGY AT M.ED. LEVEL."

Significance of The Study :

Study of this nature has not been undertaken so far and hence it is essential to find out whether the Educational Technology component of the M.Ed. course has any influence on the development of positive personality traits among the M.Ed. students to make them good teachers.

Objectives of the Study :

In order to study the problem from its various aspects like following six objectives were stated :

1) To prepare a personality profile of teacher-educators trained with Educational Technology at the M.Ed. level.

2) To prepare a personality profile of teacher-educators trained with optional other than Educational Technology at the M.Ed. level.

3) To find out the difference in personality profiles of male and female teacher educators trained with Educational Technology as an optional at the M.Ed. level.

4) To compare the personality profiles of male teacher-educators trained with and without Educational Technology as an optional at the M.Ed. level.

5) To compare the personality profiles of female teacher-educators trained with and without Educational technology as an optional at the M.Ed. level.

6) To establish that Educational Technology at the M.Ed. level is responsible for the personality traits identified in Educational Technology teacher-educators.

Limitations of the study :

The study was limited to -

i) Teacher-Educators teaching in the one year B.Ed. and four year B.A.;B.Ed.Colleges affiliated to Shivaji University, Kolhapur during academic sessions of 1994-1995 only.

ii) Teacher-Educators who have undergone the M.Ed. training in regular course conducted in the Department of Education, Shivaji University, Kolhapur only were selected

for the study.

iii) The 16 P.F. cattell's Questionnaire only used to score the teacher-educators personality profile.

The hypothesis of the study have been included in the first chapter so that the dimensions of the problems are well clarified.

The second chapter of the dissertation is devoted to a review of related researches in the area under study. The reviews have been categorised under three groups namely -

- A) Reviews of studies related in personality traits.
- B) Reviews of studies related to personality traits and teacher effectiveness.
- C) Reviews of studies related to effectiveness of teachers.

Conclusion of each of the three groups have been summed up.

Research Design :

Survey methods of research were found to be appropriate for the present study.

Sample :

The population of present the study comprises of teacher educators teaching in the one year B.Ed. and four year B.A.;B.Ed. colleges affiliated to Shivaji University, Kolhapur. There are 29 such colleges. Due to limitations of time it was not possible to conduct the study on the entire population, therefore a 20% random sample comprising of 20 teacher educators (10 male and 10 females) trained in the Department of Shivaji University, Kolhapur at the M.Ed. with

Instructional Technology as the optional group and 20 teacher-educators (10 male and 10 females) having any optional group other than Instructional Technology were randomly selected.

Data Gathering Tools :

The tool used for data collection in this study is cattell's sixteen Personality Factor Questionnaire.

Collection of Data :

The teacher sample was administered the Cattell's 16 P.F. Questionnaire which is a standardised tool to find out the personality factors of Educational Technology trained teacher-educators and teacher-educators trained other than Educational Technology as an optional subject from B.A.B.Ed and B.Ed colleges.

Analysis of data :

The analysis is based on the personality factors.

FINDINGS OF THE STUDY :

A number of revealing findings have emerged from this study regarding the personality traits of teacher-educators trained with and without Educational Technology as an optional at the M.Ed. level. These findings would put a sharp focus on the thrust of the present investigation. They are : 1) There is no significant difference in the personality traits of teacher-educators trained with and without Educational Technology as an optional at the M.Ed. level.

2) There is no significant difference in the personality traits of male and female teacher educators trained with Educational Technology as an optional at the M.Ed. level.

3) There is no significant difference in the personality traits of male teacher-educators with and without Educational Technology as an optional at the M.Ed. level.

4) There is no significant difference in the personality traits of female teacher-educators trained with and without Educational Technology as an optional at the M.Ed. level.

5) There is no significant difference on the personality factor 'A' that is reserved and outgoing of the teacher educators trained with Educational Technology and other than Educational Technology as an optional subject at the M.Ed. level.

6) There is no significant difference on the personality factor 'B' that is less intelligent and more intelligent' of the teacher-educators trained with Educational Technology and other than Educational Technology as an optional subject at the M.Ed. level.

7) There is no significant difference on the personality factor 'C' that is affected by feeling and emotionally stable of the teacher-educators trained with Educational Technology and other than Educational Technology as an optional subject at the M.Ed. level.

8) There is no significant difference on the personality factor 'E' that is affected by Humble and assertive of the teacher educators trained with Educational Technology and other than Educational Technology as an optional subject at the M.Ed. level.

9) There is no significant difference on the personality factor 'F' that is sober and happy-go lucky of the teacher educators trained with Educational Technology and other than Educational Technology as an optional subject at the M.Ed. level.

10) There is no significant difference on the personality factor 'G' that is expedient and conscientious of the teacher educators trained with Educational Technology and other than Educational Technology as an optional subject at the M.Ed. level.

11) There is no significant difference on the personality factor 'H' that is shy and venturesome of the teacher-educators trained with Educational Technology and other than Educational Technology as an optional subject at the M.Ed. level.

12) There is no significant difference on the personality factor 'I' that is tough minded and tender-minded of the teacher-educators trained with Educational Technology and other than Educational Technology as an optional subject at the M.Ed. level.

13) There is no significant difference on the personality factor 'L' that is trusting and suspicious of the teacher-educators trained with Educational Technology and other than Educational Technology as an optional subject at the M.Ed. level.

14) There is no significant difference on the personality factor 'M' that is practical and imaginative of the teacher-educators trained with Educational Technology and other than Educational Technology as an optional subject at the M.Ed. level.

15) There is no significant difference on the personality factor 'N' that is forthright and shrewd of the teacher-educators trained with Educational Technology and other than Educational Technology as an optional subject at the M.Ed. level.

16) There is no significant difference on the personality factor 'O' that is placid and apprehensive of the teacher-educators trained with Educational Technology and other than Educational Technology as an optional subject at the M.Ed. level.

17) There is no significant difference on the personality factor 'Q' that is conservative and experimenting of the teacher-educators trained with Educational Technology and other than Educational Technology as an optional subject at the M.Ed. level.

18) There is no significant difference on the personality factor 'Q'₂ that is group dependent and self sufficient of teacher-educators trained with Educational Technology and other than Educational Technology as an optional subject at the M.Ed. level.

19) There is no significant difference on the personality factor 'Q'₃ that is undisciplined and controlled of teacher-educators trained with Educational Technology and other than Educational Technology as an optional subject at the M.Ed. level.

20) There is no significant difference on the personality factor 'Q'₄ that is relaxed and tense of the teacher-educators trained with Educational Technology and

other than Educational Technology as an optional subject at the M.Ed. level.

From the analysis of the above data it can be concluded that the personality traits of both teacher-educators trained with and without Educational Technology as an optional do not differ.

IMPLICATIONS OF THE STUDY :

For centuries success or failure in examination from a fixed curriculum set the educational standards of the day. The individual learners performance was the unit of measure and his relative performance of on academic measure was the multiplier factor by which the total standard was measured. Though this system yet exists in India, yet it is only recently that the philosophy of education political ideology an sociological theory has shaken faith in this single standard, social class, poverty in youth pedagogical theory, family influences, racialisolation, the climate of the school have all been reported as important factors for the teachers cognitive measure of performance.

The modern age is characterized as in age of 'angry young men and women' sociologically it is an age of all round social struggles, where the youth of today is causing grave concern all over the world, the intensity of the developing countries like India can be easily imagined.

The importance of education for the proper functioning of democracy and soci-economic advancement of the country has been emphasized time and again by various commissions set-up to update the system of education

especially after independence. The efficiency of the teacher vis-a-vis the system of education has come in for a lot of criticism in recent times. This has set the researcher in the field of teacher education to study the phenomena of teacher effectiveness.

Few implications of the present study for the concerned authorities are given below :

Implications for Educational Administration.

The following implications are note worthy :

i) While appointing new teacher's educational administration should verify their personality traits (factors). For that they should use the personality test and make appointments of a teachers well integrated personality.

ii) In training colleges the teacher educators should concentrate on developing pupil's personality keeping in mind. The various teacher personality factors necessary for developing pupil's all round development.

SUGGESTIONS FOR FURTHER RESEARCH

Some studies that need immediate attention of research are :

i) This study may be replicated on a larger and continuously selected sample extending the area of study.

ii) This study was only limited to the teacher-educators who have undergone the M.Ed. training regular course conducted in the Department of Education Shivaji University, Kolhapur. A larger sample including the teacher-educators who have undergone the M.Ed. training course external students can be taken it can also be conducted on other colleges of Shivaji University, Kolhapur and other Universities in Maharashtra.

iii) Studies can be undertaken to compare the personality factors of the Teachers trained with Educational Technology with each of the other optional group namely computer literacy, Edn. of the Exceptional childrens, Environmental Education etc.

iv) The result of the present study are tentative and further studies are needed to confirm the findings.