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CHAPTER -VI

SUMMARY AND CONCLUSIONS

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VI.a   Introduction :-

Previous chapter V considered the methods of analysis, inferential statistics involved in research, hypothesis testing and calculation of norms.

Chapter VI refers to brief summary and major conclusions of the study, recommendations and suggestions for further study.

VI.b   CHAPTERWISE SUMMARY

Chapter I :-   INTRODUCTION

The chapter I deals with the importance of the problem, importance of Educational technology, concept of Educational technology, Development of Educational technology. and components of Educational technology.

It also pertains to statement of the problem, i.e   Preparation and Standardization of An Interest Inventory for Educational Technology.

The significance of the problem, objectives and assumptions of the problem, hypotheses stated by researcher are also given in chapter I. The scope and limitations of the problem, definitions of terms involved are explained clearly and briefly.

Chapter II   :-   CONCEPT OF INTEREST AND HISTORICAL
BACKGROUND OF INTEREST INVENTORIES IN INDIA AND ABROAD

This chapter is concerned with the concept of
Interest with meanings, definitions and various views
about interest,origin of interest and types of
interest.

The account of historical background, review of
interest inventories and development of interest tests
in India is given briefly. It ends with the common
conclusions drawn from review of the inventories.

Chapter III :- REVIEW OF RELATED LITERATURE

This chapter throws light on the importance and
need of review of related literature. It also
describes in brief foreign interest inventories like
Strong vocational interest Blank and Kuder interest
inventories.   It also deals with study of Indian
inventories especially interest inventory by
M.N.Palsane in detail, Interest inventory for the
student of X and XII standard by Bureau of psychology,
a brief study of   K.M.Mahajan's attitude scale for
B.Ed students, Process of standardization while
constructing the unit tests by K.R.Kulkar and various
interest inventories in research volumes edited by late
respectable   M.B.Buch.

Chapter IV :- RESEARCH PROCEDURE

This chapter is composed of the method under

which the problem comes, that is behavioural survey method. The research procedure is also explained. Similarly the information about tryout, finding of validity index, reliability testing, hypotheses testing with required formulae are all added.

Chapter V :- ANALYSIS AND INTERPRETATION OF DATA

Chapter V is composed of criteria of selecting units from educational technology syllabus for B.Ed course in Shivaji University, analysis of evaluation scale tryout analysis and testing of reliability. The reliability coefficients found by test retest method are, cognitive interest - <u>0.825,</u> creative interest - <u>0.807,</u> applied interest - <u>1.00</u>, interest related to management - 0.84, and skill based interest - <u>0.928.</u> Validity of statement has been assertained by opinions of the expert teachers. This chapter also explains testing of hypotheses with relevent graphs, pia diagrams, and norms calculated for significant groups.

VI.c MAJOR CONCLUSIONS :-

1. <u>Testing of Reliability</u> :- The reliability calculated by test-retest method gives correlation coefficients as below -

a. Cognitive interest - 0.825

b. Creative interest - 0.807

c. Applied interest - 1.001

d.   Interest related to management - 0.8408

e.   Skill based interest - 0.928

        Which are found to be above 0.8. So it can be
concluded that Interest inventory for Educational
technology is highly reliable.

2.   <u>Testing of validity :-</u> The content and face
validity has been ascertained by the expert teachers
while initially constructing the items. During item
analysis validity index has been calculated with the
help of flanagan's table.

        As another interest inventory is not available
in the field of Educatioanl technology hence, there is
no question about correlation of interest inventory in
Educational technology with other inventory.

3.   <u>Testing of Hypotheses :-</u> The brief summary of
hypotheses stated by researcher is given at the end of
chapter V.

<u>Conclusions from hypotheses testing :-</u>

<u>Hypothesis 1 (H_1)</u>

        There is no significant difference between
interest of female student teachers and male student
teachers in Educational technology.

CH_1,   The hypothesis was tested for total scores. The
        value was found to be significant at 0.05 level.
        This indicates that there was significant
        difference between the interests of female and

male student teachers. So by testing means of both groups it can be concluded that female student teachers have greater interest in Educational technology than male student teachers. So norms for total scores and separate norms for each area have been calculated.

$CH_{1.1}$ From hypotheses $H_{1.1}$ it can ;be concluded that there was significant difference between the female and male student teachers in cognitive interest area. Hence female student teachers were having greater interest than male student teachers in cognitive interest field.

$CH_{1.2}$ From hypothesis $H_{1.2}$ conclusion can be drawn that female student teachers were having more interest than male student teachers.

$CH_{1.3}$ In applied interest area the conclusion for total score can't be retained because for this area the hypothesis was accepted so the conclusion can be drawn that there was no significant difference between the female and male student teachers in applied interest area i.e in applied interest area the both groups were having equal interest.

$CH_{1.4}$ The hypothesis stated for interest related to management was rejected. So it can be concluded that there was significant difference between

female and male student teachers. From difference between means it can be concluded that female student teachers have greater interest in Educational technology than male student teachers.

$CH_{1.5}$ For skill based interest area the hypothesis was accepted. So conclusion can be drawn that, the interests of female and male student teachers in skill based interest area were equal.

Hypothesis 2 (H_2)

There is no significant difference between the interest of urban and rural student teachers in Educational technology.

CH_2 By testing the hypothesis for total score that t value was found to be 2.476 which is significant at 0.05 level. So it can be concluded that there was significant difference between the rural and urban student teachers in Educational technology. But by areawise hypothesis testing the following conclusions have been drawn.

$CH_{2.1}$ In cognitive interest area the interests of urban and rural student teachers were equal.

$CH_{2.2}$ In creative interest area the interests of urban and rural student teachers were equal.

$CH_{2.3}$ For applied interest area the interests of Urban student teachers and rural student teachers had significant difference i.e. urban student

teachers have greater interest than rural student teachers.

CH2.4 For interest related to management, the interest of urban student teachers and rural student teachers had significant difference i.e urban student teachers have greater interest than rural student teachers.

CH2.5 In skill based interest area the urban student teachers and rural student teachers have equal interest.

So it can be concluded that in cognitive, creative, and skill based interest area the urban and rural student teachers have equal interest. But in remaining areas urban student teachers have more interest than rural student teachers.

Hypothesis 3 (H₃)

CH3 Hypothesis 3 : There is no significant difference in interest between the ET and Non ET student teachers in Educational technology.

By testing this hypothesis with total score, it can be concluded with the help of t value that there was no significant difference as such between the both groups.

This throws light on researcher's assumption that the optional subject Educational technology has been given to student teachers without giving any idea. The data indicates that the students having ET as an optional subject and students

not having optional subject have equal interest. They both liked Educational technology but some of them were given Educational technology and some of then were not.

The areawise analysis concluded that.

CH$_{3.1}$ In cognitive interest there was no significant difference between ET and Non ET student teachers. So interest of ET and Non ET students ʿaʸe equal.

CH$_{3.2}$ In creative interest area significant difference was found betwen ET and Non ET student teachers. ET student teachers have greater interest than Non Et student teachers.

CH$_{3.3}$ In applied interest area there was no significant difference between ET and Non ET student teachers. So interest of both group were equal.

CH$_{3.4}$ In interest related to management there was no significant difference between ET and Non ET student teachers. Here also ET and Non ET student teachers have equal interest.

CH$_{3.5}$ In skill based interest it was found that there was significant difference between ET and Non ET student teachers.

Hence it can be concluded clearly (from t value 0.6636) that ET student teachers and Non ET student teachers were having equal interest in E.T.

Hence conclusion can be drawn that separate norms should be calculated for the groups between whom the significant difference was found for total scores.

Because of this reason the separate norms were calculated for female and male student teachers as well as rural and urban student teachers.

RECOMMENDATIONS :-

1. By analysis of interests between male and female student teachers it was found that female student teachers have greater interest so the interest of female and male student teachers should be explained using separate norms.

2. It is recommended that for the urban and rural student teachers separate norms tables are given like female and male student teachers so the interest of urban and rural student teachers should be measured separately.

3. The interest of ET and Non ET students was equal so by taking into consideration importance, need and aspects of Educational technology in twenty first century this subject will be very important as time basis of education, because it contains information about various teaching aids, innovations, etc. So the subject has not given proper value in the syllabus. Hence there is space here to recommend that the subject Educational technology should be as compulsory subject in the B.Ed education syllabus. So that each and every student teacher will be successfully trained in various aspects like

teaching aids, use of various devices and techniques. Then and then the objectives of education will be achieved.

4. Student teachers should be throughly oriented in respect of optional subjects in first week after admission.

5. The student teachers should at least be given interest inventory in Educational technology before selecting the optional subjects.

Areas for further Research

1. Replication of the study by selecting urban and rural student teachers separately.

2. Replication of similar study for male and female student teachers separately.

3. Preparation and standardization of an interest inventory in Educational technology with larger sample and with more variables at district and state levels.

4. To prepare and standardize an improved interest inventory for Educational technology for all units and at B.Ed as well as M.Ed level.

5. To determine the reliability of the present inventory with other methods than test-retest method, and to find out evidences.

6. To prepare and standardize an attitude scale related to the statements in the present inventory at B.Ed level for educational E

technology.

7. To detect the difference in interest of the student teachers in aided and non aided colleges of Education by using interest inventory in Educational technology.