

CHAPTR – V

SUMMERY , CONCLUSIONS AND RECOMMENDATIONS

CHAPTER - V

SUMMARY AND CONCLUSIONS

1. Introduction-

Chapter IV considered the methods of analysis, inferential statistics involved in research, hypothesis testing and calculation of norms.

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

2. Chapter wise summary

2.1. Chapter I Introduction

Chapter I includes admission procedure and Training programme in Training colleges, Educational Technology meaning, components of Educational Technology. importance of Educational Technology.

It also pertains to statement of the problem i.e. Development of scale to measure attitude student teachers towards Educational Technology.

The significance of the problem, objectives assumptions of the problem, hypotheses stated by the researcher are also given

in chapter-I. The scope and limitations of the problem, definitions of terms involved are explained clearly and briefly.

2.2. Chapter II Review of Related Literature

Chapter II consists two part A and B part- A deals with purpose of review literature study, concept of attitude, components of attitude, definitions of attitude, theories regarding attitude formation, characteristics of attitude, factors influencing the formation of attitude different attitude scales- Thurstone- type scale and Likert type scale.

Chapter II part- B. It consists survey of research in Education by M. B. Buch. It deals with construction of study habits and attitude Q sort test by Sinha J. N., A Scale for measure in attitudes of college students towards Education by Badami H. D., Development of a teacher attitude inventory and a study of change in professional Attitudes of student Teacher by ahlwalia S. P., Mysore, Teacher attitude scales by Nayar P. R., A Study of the scientific attitude and its measurement by srivastava N. N., Development and application of a scale for measuring attitudes towards the new pattern of education and empirical validation of its psychometric properties by Rao R., Interest Inventory for Educational Technology for B. Ed. students by Vandana V. Jadhav. A scale to measure students attitude towards English Teacher and Teaching by Dr. K. P. Meera and various attitude scales in research volumes.

2.3 Chapter III Research Procedure

This chapter deals with method of the research, that is behavioral survey method. The research procedure included the

programme of the work, actual programme preparation of first draft item construction, tryout, sample selection, Administration of second draft, standardization reliability, validity, practicability (Usability), statistical formulas for calculation, calculation of norms, and manual and scoring key.

2.4 Chapter IV Analysis and Interpretation of data.

Chapter IV is composed of analysis of the syllabus of Educational Technology for B. Ed. course in Shivaji University for constructing the items.

Validity has been tested by the views of experts while constructing the items. During item analysis the validity index was calculated and the item were selected on the basis of flanagan's table.

The reliability coefficient found by test retest method are, Azad College of Education, Satara. 0.94, College of Education, Karad. 0.89, B. Ed. College, Patan 0.95, College of Education, Phaltan 0.92, Yashwantrao Chavan Maharashtra Open University, Nasik 0.87.

This chapter also explains the testing of hypothesis with relevant groups with their graphs, observations, and norms calculated for significant groups.

3.0. Major conclusions

3.1. Testing of validity-

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 attitude scale is not available in the field of educational technology hence, there is no question about co-relation of attitude scale in educational technology with other attitude scale.

3.2. Testing of Reliability-

The reliability calculated by test retest method gives co relation coefficient as below.

a. Azad College of education, Satara	-	0.94
b. College of Education, Karad	-	0.89
c. College of Education, Patan	-	0.95
d. College of Education, Phaltan	-	0.92
e. Y. C. open University, Nasik	-	0.87
f. Split up type of questionnaire	-	0.99

Which are found to be above 0.80 so it can be concluded that the attitude scale is highly reliable.

3.3 Testing of Hypothesis -

Hypothesis stated by the researcher was tested for significant and non significant criteria. The researcher found that out of total seven hypothesis, five hypothesis are found to be significant and two hypothesis are found to be non significant. Brief summery is given at the end of the chapter IV.

3.3.1. Conclusions from Hypothesis testing.

Hypothesis H.1.0. There is no significant difference between the attitude of female student teachers and male student teachers towards educational technology.

The hypothesis was tested for total female and male scores. The value was found to be significant at 0.01 level. This

indicates that there was significant difference between the attitude of female and male student teachers towards Educational Technology. Comparing the mean scores of both groups it can be concluded that female student teachers have favorable attitude towards Educational Technology than male students teachers. Comparatively female student teachers like Educational Technology more than the male student teachers. So norms for female and male student teachers scores are separately calculated.

Hypothesis H.2.0. - There is no significant difference between the attitude of urban area student teachers and rural area student teachers, towards Educational Technology.

The hypothesis was tested for total urban area and rural area student teachers scores. The value was found to be significant at 0.01 level. This indicates that there was significant difference between the attitude of urban area student teachers and rural area student teachers towards Educational Technology.

Comparing the mean score of between groups it can be concluded that urban student teachers have favourable attitude towards Educational Technology than the rural student teachers. Comparatively Urban student teachers like Educational Technology more than rural student teachers and norms for urban and rural student teachers scores calculated separately.

Hypothesis H.2.1. There is no significant difference between the attitude of urban area female student teachers and rural area female student teachers towards Educational Technology.

The hypothesis was tested for urban female and rural female student teachers score. The value was found to be Non significant at 0.05 and 0.01 level. This indicates that there was no significant difference between the attitude of urban female and rural female student teachers towards Educational Technology.

Comparing the mean score of between the groups it can be concluded that the difference in mean score is comparatively less, so both groups have same attitude towards educational technology hence there was no need of calculating norms.

Hypothesis H.2.2. There is no significant difference between the attitude of Urban area male student teachers and rural area male student teachers towards educational technology.

The hypothesis was tested for urban area male and rural area male student teachers scores, the calculated value was found to be significant at 0.01 level. This indicates that there was significant difference between the attitude of urban area and rural area scale student teachers towards educational technology.

Comparing the mean scores of both groups it can be concluded that urban area male student teachers have favorable attitude towards Educational Technology, than the rural area male student teachers.

Comparatively urban area male student teachers like educational technology more than rural area male student teachers. So norms for urban area male and rural area male student teachers scores are separately calculated.

Hypothesis H.3.0. There is no significant difference between the attitude of regular student teachers and distance education students teachers, towards Educational Technology.

The hypothesis was tested for regular student teachers and distance education student teachers scores, the calculated value was found to be significant at 0.01 level. This indicates that there was significant difference between the attitude of regular and distance education student teachers towards Educational Technology.

Comparing the mean scores of both the groups it can be concluded that regular student teachers have favourable attitude towards educational technology than distance education student teachers. Comparatively regular student teachers like educational technology more than the distance education student teachers. So norms for regular and distance education student teachers scores are separately calculated.

Hypothesis H.3.1. There is no significant difference between the attitude of regular female student teachers and distance education female student teachers, towards Educational Technology.

The hypothesis was tested for regular female student teachers and distance education female student teachers

scores. The calculated 't' value was found to be 'non-significant' at 0.05 and 0.01 level. This indicates that there was no significant difference between the attitude of regular female student teachers and distance education female student teachers towards educational technology.

Comparing the mean score of both the groups it can be concluded that the difference in mean score is comparatively less, so both groups have same attitude towards Educational Technology hence there was no need of calculating the norms.

Hypothesis H.3.2. There is no significant difference between the attitude of regular male student teachers and distance education student teachers towards Educational Technology.

The hypothesis was tested for regular and distance male students teachers scores the 't' value was found to be significant at 0.05 level only. This indicates that there was significant difference between the attitude of regular and distance education male student teachers towards Educational Technology.

Comparing the mean scores of both groups it can be concluded that regular male student teachers have favourable attitude towards educational technology than the distance education male student teachers comparatively regular male student teachers like the educational technology more than the distance education male student teachers, so norms for regular student teachers and distance education student teachers scores are separately calculated.

4.0 Recommendations:

1. Male student teachers' liking for Education Technology could be developed by convincing them importance of Educational Technology.

2. The rural student teachers should be well acquainted with new teaching technics; they should be made aware of the new educational aids and varies media.

3 Distance educational student teachers thou they are experienced teachers, they are using old traditional methods of teaching. They should be encourage to know and practice modern devices and Techniques while teaching.

4.3. The attitude of urban, Rural, and Distance education female student teachers have favourable attitude towards Educational Technology.

4.4. The aspects and impacts of Educational Technology in the process of recent developing trends in modern education, the Educational Technology subject having more coverage of information about various teaching aids, which improves the process of human learning new recent teaching techniques, so that Education technology subject more valuable in B. Ed course, It is recommended that the subject Educational Technology should be compulsory subject in the B. Ed. education course. 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 objective of education will be achieved.

4.5. Student teachers should be introduced thoroughly in respect of optional subjects in first week after admission.

4.6. The student teachers should be given attitude scale to measure the attitude towards the Educational Technology before selecting the optional subject.

5.0. Area for further Research

5.1. Preparation and standardization of an attitude scale towards Educational Technology with larger sample and with more variables at University and state level.

5.2. To prepare and standardise an attitude scale to measure attitude towards B. Ed. course.

5.3. To develop and standardise an attitude scale to measure attitude towards teacher and teaching profession.

5.4. To prepare and standardise attitude scale to measure attitude towards distance education.

5.5. Studies can be done to know student teachers attitude towards practice teaching, entire practical work.

5.6. Research work in the area of inventions as stimulation, models of teaching, three week internship programmes in schools and student teachers attitude towards them be done.

5.7. A scale can also be developed to know student teachers attitude to teacher education.