

CHAPTER - V**SUMMARY, CONCLUSION AND RECOMMENDATION FOR FURTHER STUDIES**

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CHAPTER V

5.0 INTRODUCTION :

The influence of advancement in the field of Science and Technology on varied aspects of life has resulted in-explosion of knowledge and resources. An application of a scientific approach to teaching and learning has made it possible to provide circumstances which enable the work of the teacher to become considerably effective. Though the educational system today is student-centered, yet the teacher has the control pivotal role in designing the learning system and in deciding the alternative for effective communication.

Effective communication would require student-teacher to express the ideas clearly. There must exist a teaching tone of mutuality involving a sharing of experiences which the teacher and his students must commonly undertake together.

There are four major kinds of communication used in the process of classroom communication.

- 1) Oral Communication.
- 2) Written Communication.
- 3) Visual Communication.
- 4) Graphic Communication.

The research work which has been reported in the earlier chapter of this disertation is one such

attempt to analyse the communication skills used by the student-teachers for teaching Geography from their evaluated lesson plan and then going on to compare communication skills used by student-teachers of Geography with their total performance.

A brief summary, conclusions of the study and recommendations for further study are given below for the convenience of the reader.

5.1 SUMMARY :

The teacher training programmes contribute to the development of certain essential teaching skills associated behaviours in the teacher, to make them effective communicators. In the new syllabus, Geography is taught from Standard III to X at the school stage. The subject Geography forms part of the subject social studies. It is observed that the subject is not properly taught. Geography though a social science subject is mostly taught as an academic one. The result is that the objectives of teaching Geography are not properly achieved. It is found that teachers do not make use of variety of communication skills. The problem under study has therefore been stated as "Influence of Communication Technology on the teaching effectiveness of student-teachers of Geography Method".

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

- i) To identify and classify the communication skills (verbal, visual, graphic and ~~written~~ used for teaching Geography from the 18 teaching components listed in the lesson plans approved by the Shivaji University, Kolhapur.
- ii) To identify the communication skills (verbal, visual, graphic and written) used by the student-teachers for teaching Geography from their evaluated lesson plans.
- iii) To compare the communication skills (verbal, visual, graphic and written) used by student-teachers of Geography from aided and non-aided B.Ed., colleges of Shivaji University, Kolhapur.
- iv) To compare the communication skills (verbal, visual, graphic and written) used by male and female student-teachers of Geography from B.Ed., Colleges situated in Urban and rural areas.
- v) To compare the communication skills (verbal, visual, graphic and written) used by student-teachers of geography to their total performance.
- vi) To suggest measures for improving student-teachers total performance in Geography by using necessary communication skills.

The assumptions and limitations 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 are devoted to a review of related researches. Direct reviews in the area of Geography teaching not many therefore related studies have been reviewed. The reviews have been grouped under two categories namely :

Category I - Studies on teacher and teaching effectiveness.

Category II - Studies on teaching strategies and communication skills in the classroom.

Conclusion of each of the two categories have been summed up.

The third chapter divulges the plan and procedure of the study. The paradigm developed by the researcher, which underlines the study is presented. Opening with the plan it chalks out the research design which discusses the survey method used extensively for studying the teacher educators and student-teachers of Geography of the eight B.Ed., colleges. The two tools interview and evaluated Geography lesson plans have been used for data collection. The procedure of data collection has been discussed and clarified. Chapter four forms the main bulk of the dissertation. The study was conducted in two stages as follows :

Stage I - Preliminary Preparation
(Teacher-educator's Interview)

Stage II - Main study.

(Survey of the evaluated Geography lesson plans of student-teacher)

The fifth chapter has dealt with a summary of the study, findings, implications and suggestions for further research.

5.2 FINDINGS OF THE STUDY :

The findings of the study are reported in 2 different categories. Category I is based on the findings from teacher educators. Where as category II is based on the analysis of lesson plans.

Category I :

Findings based on teacher-educator's Interview :

- 1) The 7 teaching components namely Explanation, Questioning, Black Board Writing, Stimulus Variation, Various Learning Experiences, Classroom management, Systematic Planning are found related to the 4 communication skills namely verbal, visual, graphic and written.
- 2) The teacher- educators of Geography methods have categorised the 4 communication skills namely verbal, visual, graphic and written into five categories namely.

Category I Verbal

Category II Verbal, visual

- Category III Visual, Graphic, Written
Category IV Verbal, Visual, Graphic
Category V Verbal, visual, Graphic, Written.

Category II :

Findings based on the student-teacher evaluated lesson plans of Geography method.

- 1) In student-teachers from aided and non-aided B.Ed., colleges affiliated to the Shivaji University, Kolhapur, there is no consistence in the use of 5 category of communication skills in teaching Geography in relation to the grades received by them in practice teaching lessons.
- 2) In urban male and female student-teachers from the B.Ed. Colleges affiliated to the Shivaji University, Kolhapur, there is no consistency in the use of the 5 categories of communication skills in teaching Geography in relation to the grades. Secured by them in their practice teaching lessons.
- 3) In rural male and female student-teachers from the B.Ed. colleges affiliated to the Shivaji University, Kolhapur, there is no consistency in the use of the 5 categories of communication skills in teaching Geography in relation to the grades secured by them in their practice teaching lessons.

- 4) Student-Teachers of Geography who have secured 'B' grade in their total performance are found to use all the 5 categories of communication skills the most as compared to those securing grades A, C, D and E in their practice teaching lessons.

5.3 CONCLUSIONS OF THE STUDY :

- 1) Student-Teachers of Geography method are found to use four communication skills namely verbal, visual, graphic and written.
- 2) There is no consistency in the use of the five categories of communication skills namely.
 - I Verbal
 - II Verbal, visual
 - III Visual, Graphic, Written,
 - IX Verbal, visual, Graphic
 - C Verbal, Visual, Graphic, Written.

between males, females, urban-rural and aided-non-aided student-teachers of Geography method.

5.4 IMPLICATIONS OF THE STUDY :

Few implications of this study are given as follows:

1. Implications for Educational Administrations :

The main objective in a socialistic society of the developmental needs of nation and society in a scientific age, is to help future students develop desired. Competency by providing the needed environment

and the relevant setting to facilitate the future adolescents, to become successful workers.

The teacher preparation programmes should be reviewed with the change and demands of society. They should include specific all-round personality development components for grooming effective teachers keeping in mind the requirements of each profession. Teacher orientation and Refresher courses should be organised, enabling, greater interaction of teachers. providing training in the use of various communication skills.

2. Implication for Educational Practitioners :

Students are influenced by the success stories of adults and their teachers regardless of personal competence. Being aware of their own skills, competencies and limitations student-teachers would be motivated to develop those competencies in which they are lacking and which cause hindrance in their total performance.

Appointment of teachers for various school activities would be made simpler keeping in mind the teachers capabilities.

5.5 RE-COMMENDATIONS FOR FURTHER RESEARCH :

Some studies that need immediate attention of researchers are -

1. This study may be replicated on a larger representative and continuously selected sample extending the area of study.
2. This study is only limited to the B.Ed. colleges in Kolhapur District. A large sample including other faculties can also be studied and a comparison drawn between teacher-communicator's effectiveness and their classroom behaviour.
3. Use of video, observation of classroom management behaviours etc. would help enhance the reliability of the study.
4. Classroom management skills along with the communication skills used by student-teacher may be identified and training strategies to develop them among student-teachers may be undertaken.
5. The result of the present study are tentative and further studies are needed to confirm the findings.