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SUMMARY AND CONCLUSIONS

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INTRODUCTION

The quality of education depends to a large extent on the quality of teachers. The importance of teacher education has been emphasised and is laid down in the Education Policy Document and Indian Education Commission (1964-66) as “.... of all the different factors which influence the quality of education and its contribution to national development, the quality, competence and character of teachers are undoubtedly the most significant. Nothing is more important than securing recruits to the teaching profession, providing them with the best possible professional preparation, and creating satisfactory conditions of work, in which they can be fully effective.”

(National Policy of Education, 1964-66, P.84)

The school is the most important agency of education with which we are concerned, directs the pupil's activities through its teachers. Therefore it is necessary to consider qualities and qualifications of a good teacher. According to Aurobindo Ghose, ‘the first principle of true teaching is that nothing can be taught. The

teacher is not an instructor or task-master, he is a helper and a guide. Herbart gives three functions that the teacher has to perform, namely teaching, government and guidance.

The work of good teaching can only be undertaken if the teacher has sufficient academic qualifications and a teacher's training. Along with these, there should be an aptitude for acquiring knowledge and a keenness to increase his range of interests. Teaching is impossible without the necessary background of knowledge in different subjects to enable the teacher to guide the children in their difficulties and to help them acquire the fundamental skills with case and accuracy. A good teacher will always be eager to improve his knowledge and will read new books and journals and take an interest in varied educational activities. In addition, a teacher, who is put in charge of the kindergarten or primary classes, should have an aptitude for practical subjects like drawing, colour work, weaving papier-mache, card-board modelling and other arts, as these subjects occupy an important place in the curriculum of the lower-classes. Teaching involves the creation of an environment in which the growing mind of his pupils may

develop through their own activity, aided and guided by the teacher-through his suggestions, persuasion and by his stimulations.”

The second function of teacher is that of government, which means the control of children and management of a class, it is no easy task to handle a class of children of different temperaments and varying tests. There are shy children, extroverted children, mischievous children, inattentive children. The task of class-management requires a good personality and freedom from physical defect. They soon learn to love and respect a teacher who has a good personality and who does not easily lose his temper or get upset by their prantes.

Guidance is one of the most important duties of a teacher. It is both mental and spiritual. The teacher exerts a very great moral influence on the child and this is often done through story-telling, through direct moral talks and also by holding up the right types of heroes and great people before the child for admiration and emulation. The task of guidance can therefore, be rightly performed by a teacher possessing great sympathy, fact and insight into the child's nature and by one who has a real love for children.

Teaching is a profession which offers many opportunities. Many young men and women who enter into it hardly realize the many and varied advantages awaiting them.

- 1) There is opportunity to win the respect and confidence of youth and to share in their zeal and enthusiasm for life. Among the greatest rewards of teaching are the feelings of appreciation and admiration which students express over the years for their teachers.
- 2) Teachers are in a privileged position to enjoy the respect of the community. Teachers are gurus, most parents and members of the community look upto them for high standards of scholarship, character, social and moral virtues.
- 3) Teachers, as compared to members of other professions, have the opportunity and often the facilities to pursue in depth some scholarly pursuit of their choice. Teachers have been able to improve their qualifications and obtain higher degrees while teaching. This is often impossible to achieve in any other profession.

- 4) There is more security in the teaching profession, teachers work in regular and fairly uniform salary-scales based on their qualifications and experience. They get paid regularly, earn increments, provident fund and often pensions, besides, there are increases based on improved qualifications, promotions to better positions.

STATEMENT OF THE PROBLEM

“THE EFFECT OF TEACHING APTITUDE AND GRADUATE ACADEMIC ACHIEVEMENT ON THE THEORY PERFORMANCE OF B.ED. STUDENTS WITH SCIENCE METHOD - A STUDY.”

SIGNIFICANCE OF THE STUDY

Though a large number of studies have been undertaken involving the variables, 'teaching aptitude', 'academic achievement' and 'educational performance' of students, it is found that no study has been undertaken involving all the three variables and seeing the relationship of the previous academic performance (B.Sc.) with the present (B.Ed. performance of students with science method) and the effect of teaching aptitude on their B.Ed. performance.

Such a study reveal the levels of teaching aptitude and graduate performance conducive for good B.Ed. performance.

DELIMITATIONS OF THE STUDY

Only those B.Ed. students who had science methods, with B.Sc. (Science) were covered from all the aided and non-aided B.Ed. colleges affiliated to Shivaji University, Kolhapur.

OBJECTIVES OF THE STUDY

- 1) To find out the teaching aptitude of B.Ed. students with science as their first method.
- 2) To find out the relationship between teaching aptitude and B.Ed. performance.
- 3) To find out the relationship of the graduate academic achievement and the B.Ed. performance.
- 4) To find out the effect of both teaching aptitude and graduate academic achievement on the B.Ed. performance.
- 5) To determine the levels of teaching aptitude and graduate performance conducive for high B.Ed. performance.
- 6) To determine the levels of teaching aptitude and graduate performance responsible for average B.Ed. performance.

- 7) To determine the levels of teaching aptitude and graduate performance responsible for low B.Ed. performance.

HYPOTHESES

- 1) The teaching aptitude and B.Ed. performance of student-teachers are independent of each other.
- 2) The graduate academic achievement and the B.Ed. performance are independent of each other.
- 3) B.Ed. performance is independent of both teaching aptitude and graduate academic achievement.
- 4) The levels of teaching aptitude and graduate performance are independent of high B.Ed. performance.
- 5) The levels of teaching aptitude of graduate performance are independent of average B.Ed. performance.
- 6) The levels of teaching aptitude and graduate performance are independent of low B.Ed. performance.

PLAN AND PROCEDURE

Research Design Of The Study

Survey and Analytical (descriptive) methods of research were found to be appropriate for the present study.

SAMPLE

Selection Of Colleges

These are a total of 27 B.Ed. colleges affiliated to the Shivaji University, Kolhapur. Out of these two colleges are special B.A.,B.Ed. integrated course of four years, which is in Marathi medium. In Solapur there is one B.Ed. College, which is of one year academic duration but there is no science method available, so that college was deleted. Hence for this research, only taken 24 B.Ed. colleges, those of one year academic duration with Marathi medium was drawn.

All the B.Ed. students having science method as their first method from 8 aided and 16 non-aided B.Ed. colleges affiliated to Shivaji University, Kolhapur were taken for this study. A total of 395 B.Ed. students who had science method as their first method constituted the sample for this study.

DATA GATHERING TOOLS

For finding the teaching aptitude of B.Ed. students with science method, the following tools were used.

Teaching Aptitude Test (TAT)

Test construction and standardisation of TAT was done by Dr. Jai Prakash and Dr. R.P. Srivastava and the test was prepared by Dr. S.D. Kapoor.

B.Sc. Final Year Examination Marks

The B.Sc. final year examination marks of the sample were collected from the students and verified from office records.

B.Ed. Examination Marks

B.Ed. examination marks of 395 B.Ed. students who had science as their first method were collected after their final examination results were declared from the office records.

COLLECTION OF DATA

To collect data from all the B.Ed. students of Shivaji University, Kolhapur (1998-99 batches) with science as their first method, all the 24 B.Ed. colleges conducting the one year B.Ed. course had to be visited and the data regarding their teaching aptitude and their B.Sc. academic achievement were collected after obtaining due to permission from the Principals of B.Ed. colleges.

The data was collected on different days from the 24 colleges covering four districts of Maharashtra : Kolhapur, Sangli, Satara and Solapur from 16th of December, 1998 to 24th of February, 1999.

For collecting data for teaching aptitude, the standardised tool 'Teaching Aptitude Test' by S.D. Kapoor was used and as per the instructions in the manual, the tool was administered, data collected and interpreted.

The B.Sc. final year examination marks of the sample were collected from the students and verified from office records.

The data regarding B.Ed. performance was obtained from office records.

The three types of data obtained were statistically analysed, interpreted and results drawn.

TECHNIQUES USED FOR THE ANALYSIS OF DATA

Statistical indexes such as Mean, Standard Deviation (S.D.) were computed for all the distributions in pursuance of objectives and appropriate chi-square (χ^2) test was employed in order to test hypotheses of the study.

CONCLUSIONS OF THE STUDY

- 1) B.Ed. performance of students is independent of their teaching aptitude.
- 2) B.Ed. performance of student is independent of their graduate academic achievement.
- 3) Low, Average and High B.Ed. performance is independent of the different levels of graduate academic achievement and teaching aptitude.
- 4) There is no sex difference among student teachers in their teaching aptitude.
- 5) Teaching aptitude is independent of students academic qualifications and the university from which they hail.
- 6) B.Ed. students of all the 24 colleges have low teaching aptitude.

SUGGESTIONS FOR FURTHER RESEARCH

Any investigation answers only a few questions. It cannot be complete in itself and when the effect of teaching aptitude and graduate academic achievement on the theory performance of B.Ed. students, is being investigated, the conclusions drawn from

such a study remain purely hypothetical. So the need for further studies arise. Following are some of the suggestions for further research.

- 1) Present research problem can be studied in depth and in detail by increasing the Geographical area.
- 2) Comparative study covering other universities can be taken up.
- 3) Same study may be extended to find out the effect of teaching aptitude and graduate academic achievement on the theory performance of B.Ed. student with other methods as their first method like as English, Marathi, Hindi, History, Mathematics etc.
- 4) Similarly research problem can be taken up of other professional college students pertaining to aptitude in their profession.