

CHAPTER V

SUMMARY, SUGGESTION AND CONCLUSION

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CHAPTER 5

SUMMARY, SUGGESTION AND CONCLUSION

5.1 INTRODUCTION

Now a days information technology is widely accepted .But in this information technology age educational system has main aim is overall development of student .For fulfillment of this aim development of personality is most important . There are many aspect o

f personality . the most important aspect is self-concept of an individual .In Rogers view ,the self is the central ingredient in human personality and personal adjustment.

“The organized set of characteristic of that individual perceived as peculiar to her/him

(Carl Rogers)

Rogers describe self as social product developing out of interpersonal relationship and striving for consistency.

In area of personality development there is often a lot being said about the need to remain Positive Mental Attitude (PMA) However, what is less talked about importance of your self-concept and self-esteem and how these key factors directly influence your ability to maintain a positive mental attitude (PMA)

5.2 CONCEPTUAL AND OPERATIONAL DEFINITION OF TERMS

Self-concept

Conceptual definition

The organized set of characteristic that individual perceive as peculiar to him/her

(Carl Rogers)

Operational definition

For the purpose of this study self-concept of Science & Math's methodology student teacher was measured by R.K.Saraswat standardized test.

Adjustment

Conceptual definition

Process of adapting behavior to new or changed environment

(Terry page & Thomas)

Operational definition

For the purpose of this study adjustment of Science & Math's methodology student teacher was measured by Palsane standardized test.

Achievement

Conceptual definition

Performance in school or colleges in standardized series of educational test

(Terry page & Thomas)

Operational definition

For the purpose of this study student teacher admitted in B.Ed. colleges for Science & Math's methodology of year 2008-09 was considered

Science

Conceptual definition

Science is cumulative and endless series of empirical observations which results in formulation of concept and theories with both concept and theories beings subject to modification in the light of further empirical observation, science is both a body of knowledge and the process of acquiring and refining knowledge.

(The science Manpower Project)

Mathematics

Conceptual definition

Science of magnitude and numbers

Science & mathematical methodology

Operational definition

For the purpose of this study Science & Math's method of B.Ed. syllabus year 2008-09 was considered

Student teacher

Conceptual definition

Trainee teacher particularly engaged in teaching practices in school

(Terry page & Thomas)

Operational definition

For the purpose of this study of Science & Math's methodology student teacher of B.Ed. syllabus year 2008-09 was considered

5.3 OBJECTIVES

1. To study the self-concept of science& mathematics student teachers
2. To study the adjustment of science& mathematics student teachers
3. To study the academic achievement of science& mathematics student Teachers
4. To study the relationship between self-concept and adjustment of science & mathematics student teachers
5. To study the relationship between self-concept and academic achievement of science& mathematics student teachers
6. To study the relationship between adjustment and academic achievement of science& mathematics student teachers
7. To study the relationship among self-concept, adjustment and academic achievement of science& mathematics student teachers

5.4 ASSUMPTIONS

1. Every B.Ed student teacher has his own self-concept.
2. Self-concept is measurable by self-concept test.
3. Adjustment is measurable by adjustment inventory.

5.5 HYPOTHESES

1. There is relationship between self-concept and achievement.
2. There is relationship between adjustment and achievement.

Null Hypothesis

1. There is no significant relationship/association between self-concept and Health adjustment of science & mathematics student teachers.
2. There is no significant relationship/association between self-concept and Education adjustment of science & mathematics student teachers.
3. There is no significant relationship/association between self-concept and social adjustment of science & mathematics student teachers.
4. There is no significant relationship/association between self-concept and personal adjustment of science & mathematics student teachers.
5. There is no significant relationship/association between self-concept and Health adjustment of science & mathematics student teachers.
6. There is no significant relationship/association between self-concept and achievement of science & mathematics student teachers.
7. There is no significant relationship/ association between Health adjustment and achievement of science & mathematics student teachers.
8. There is no significant relationship/ association between Educational adjustment and achievement of science & mathematics student teachers.
9. There is no significant relationship/ association between Social adjustment and achievement of science & mathematics student teachers.
10. There is no significant relationship/ association between Personal adjustment and achievement of science & mathematics student teachers
11. There is no significant relationship/ association between Social adjustment and achievement of science & mathematics student teachers.

DELIMITATIONS OF STUDY

1. Present study is limited to student teachers of Marathi medium B.Ed colleges.
2. Present study is limited to B.Ed. colleges affiliated to Shivaji University Kolhapur.
3. Each 4 colleges of aided and non aided B.Ed. colleges are considered for study.
4. The study will be conducted in year 2008-09

5.6 SCOPE OF THE STUDY

In support of the study Whitney says” it will provides information concerning who, what, where and how many. To define a problems means to put a fence around it to separate it, by careful distinction from like question, found in related situation of need”

- 1) The results and conclusions of this study will be generalized to all Marathi medium B.Ed. colleges of Maharashtra.
- 2) All student teachers of science & mathematics methodology of B.Ed. colleges affiliated to Shivaji University, Kolhapur.

5.7 SIGNIFICANCE OF STUDY

The results of study is useful for & student teacher of all B.Ed colleges to know relationship between self-concept& achievement as well as relationship between self-concept& adjustment. It is also use for improving student academic achievement with the help of developing positive self-concept. Student teacher can prepare program for develop positive self-concept of student .so this is very useful & important study in the field of education. Hence this piece of research work is important.

5.8 SUMMARY

Reviews of related researches

Gottlieb, rosemary J; Rogers, Janet (2002)

ACADEMIC SELF-CONCEPT, ACADEMIC ACHIEVEMENT AND LEADERSHIP IN UNIVERSITY STUDENTS, STUDYING IN A PHYSICAL THERAPY PROGRAM

Students enrolled in a selected admissions program, in which there are a limited number of student positions available, were assessed for academic self-concept using the Dimensions of Self-Concept upon entry into the program. This study was performed to explore whether academic self-concept scores could predict successful completion of an academic program and the impact of self-concept scores on academic achievement and professional leadership. J Allied Health. 2002

Academic measures such as grade point average (GPA), high school rank, and admissions test scores traditionally have been used to make decisions for college admission. An increasing body of evidence.

. Bharati (1984)

A STUDY OF SELF CONCEPT AND ACADEMIC ACHIEVEMENT MOTIVATION OF EARLY ADOLESCENT.

Objectives of studies are

1. To study the aspect of self-concept real, ideal and perceived.
2. To study the achievement motivation and various self-concept measures in different age groups, sex groups, socio-economic status group.

The major findings are,

Findings

3. The boys self-concept was positively & significantly related to social adjustment while girls self-concept was positively & related to social significantly related to home ,health ,social emotional as well as total adjustment The
4. The boy's self-concept was positively & related to social significantly related to political &religious value while girl's self-concept was not related to any of these values only intellectual self-concept was positively & significantly related to academic achievement in both sexes' boys & girls differ significantly on total self-concept & its physical, social, moral dimension. Girls were found to be higher on all these dimension

From these reviews it is concluded that the researches & literature reviews shows that there are so many personality variables related with self-concept.

Sharma (1998),

COMPARED SELF-CONCEPT OF TWELV HIGH ACHIEVEMENT AND INTELLIGENT GROUPS OF STUDENT OF URBAN SECONDARY SCHOOL OF BAREILLY.

1. Intelligence showed strongest relationship with achievement but relationship between intelligence and self-concept was not significant in extreme intelligence groups .
2. Student having high intelligent also had low self-concept, achievement and socio-economic status.
3. Boys were found to be superior group to girls in all areas of self-concept.

4. Relationship between intelligence and self-concept was not significant in extreme intelligent group

Shrivastav.N. (1998)

A STUDY OF AGGRESSION IN ADOLESCENT BOYS & GIRLS IN RELATIONS TO THEIR SELF-CONCEPT, ACHIEVEMENT AND PERFORMANCE.

Objectives:

1. To find out the relationship of aggression with selected variables via self-concept, achievement, academic & non academic performance
2. To compare male subject with female subject on self-concept, achievement performance.
3. To study the effect of achievement & self-concept on aggression.

Finding:

1. There was no correlation of aggression with self-concept achievement, performance.
2. Boys were high aggression than girls

PLAN AND PROCEDURE

Research Method

Researcher used descriptive method for this study, in which survey method used to collection of data

Variables

Dependant: Academic achievement & adjustment

Independent: Self-concept.

SAMPLING

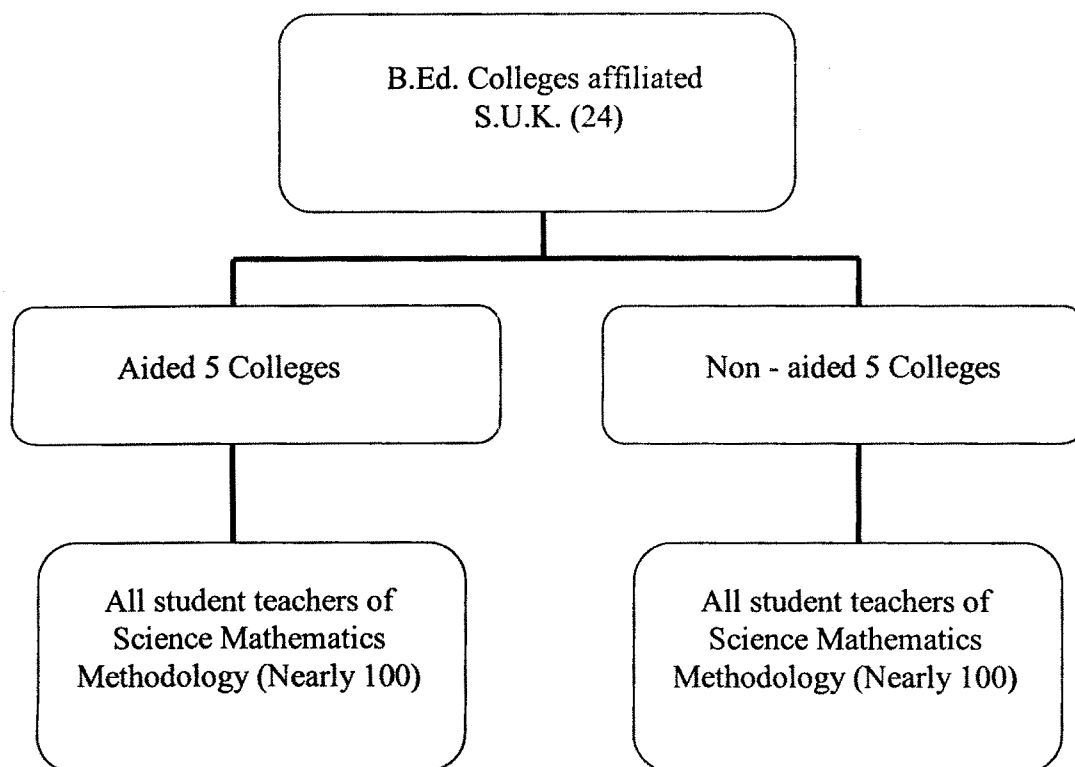


Fig.12 Sampling For present research

There are 24 B. Ed. colleges affiliated to Shivaji University, Kolhapur from which 2 are integrated B.A. B.Ed. colleges, for purpose of this study out of

22 colleges 5 are aided (1 Govt. & 4 aided.) Remaining 17 colleges are unaided out of 17 unaided, 5 colleges will be selected by random sampling method. In this study nearly 200 of science & mathematics student teachers will be considered as sample.

RESEARCH TOOL

- 1) Standardized test by R. K. Saraswat for self-concept.
- 2) Standardized test of adjustment by M.N Palsane.
- 3) B. Ed. Question paper of year 2008-09 science & mathematics methodology.
- 4) Leisure of B.Ed. Mark sheet for year 2008-09.
- 5)

ANALYSIS AND INTERPRETATION

Collected data was analyzed by qualitatively and quantitatively and suitable statistical method as follows

Descriptive statistical method	means, percentage graphs
Inferential statistical method:	chi-square, correlation.

5.9 CONCLUSION

Conclusions are drawn as per objectives of present research are given below,

1. Science & Mathematics methodology student teachers having average self- concept is more than that of low self-concept No one is found with high self-concept.
2. Science & Mathematics methodology student teachers having average personal adjustment is more than that of excellent personal adjustment, No one is found with good & unsatisfactory personal adjustment.
3. Science & Mathematics methodology student teachers having average Health adjustment is more than that of good Health adjustment & very few of them having Unsatisfactory Health adjustment. No one is found with good & unsatisfactory Health adjustment.
4. Science & Mathematics methodology student teachers having good social adjustment is more than that of excellent social adjustment & very few of them having average social adjustment ,No one is found with unsatisfactory social adjustment.
5. Science & Mathematics methodology student teachers having average educational adjustment is more than that of Unsatisfactory educational adjustment & very few of them having good educational adjustment. No one is found with Excellent & very unsatisfactory educational adjustment.

6. Science & Mathematics methodology student teachers having Unsatisfactory home adjustment is more than that of good& average home adjustment & very few of them having very Unsatisfactory home adjustment. No one is found with excellent home adjustment.
7. Most of student teachers of Science & Mathematics methodology scored first class than that of first class with distinction & very few of them scored second class & very very few student teachers scored third class i.e. negligible.
8. There is no relationship between self-concept and adjustment (Health, Educational, Social, Personal, Home) of science & mathematics student teachers.
9. There is positive & significant relationship between self-concept and academic achievement of science& mathematics student teachers.
10. There is no relationship between adjustment (Health ,Educational, Social, Personal, Home) and academic achievement of science & mathematics student teachers.
11. There is positive & significant relationship among self-concept, adjustment (Health ,Educational, Social, Personal, Home) and academic achievement of science& mathematics student teachers.

5.10 RECOMMENDATIONS

1. Teacher Educator should try to develop self concept of student teacher by using various type of teaching strategy & new techniques by arranging workshops, Discussion programs etc.
2. Syllabus should set in such way that it include various co-curricular activity to improve Self-concept & different areas of adjustment
3. Parent should use their parental skill to develop student self-concept by giving enough freedom by removing stress & creating healthy atmosphere at home & take care for proper adjustment in school & out of school i.e society, family, etc

5.11 SUGGESTION FOR FURTHER RESEARCH

1. A study of role of Teacher Educator & family in development of self-concept of students.
2. A study of role of Teacher Educator & family in development of adjustment of student in different areas of education .
3. Preparation of new learning packages to improve self-concept of student.
4. Comparative study can be undertaken for rural & urban student as to study relationship among the self-concept, adjustment and academic achievement
5. A study of correlation between various areas of adjustment .
6. Similar study can be taken for different methodology student teacher
7. Similar study can be taken for different level of education