CHAPTER-V
SUMMARY OF FINDINGS, RECOMMENDATIONS, SUGGESTIONS FOR FURTHER STUDY AND CONCLUSIONS

5.1. INTRODUCTION

The data collected from 510 D.T.Ed., Trainees have been subjected to Statistical analysis and their interpretations are given in the previous Chapter. This Chapter provides the Summary of findings, recommendations and suggestion for further research and conclusion.

5.2. STATEMENT OF THE PROBLEM

In Tamil Nadu almost all DIET’s are connected with EDUSAT and the services of EDUSAT are being made use of by the DIET’s in the teaching learning process. The D.T.Ed trainees are exposed to EDUSAT programmes and they are familiar about EDUSAT. The Knowledge and the attitude of a person will motivate him to make use of it or to avoid it. Increased level of Knowledge and positive attitude towards a particular system will lead to its successful implementation. Hence, knowing about D.T.Ed., Trainees’ Knowledge and Attitude will be of much useful for the success of EDUSAT. Further, ETV is an existing successful system which acts as an motivating factor for the Government and the ISRO to launch a unique satellite to facilitate development in Educational system Hence, the attitude
towards ETV also plays a vital role in the Successful usage of EDUSAT. In the way, the investigator decided to take a study with these three concepts, The statement of the problem taken for this study can be stated as “A study on D.T.Ed., Trainees Knowledge and Attitude towards EDUSAT in relation to Attitude towards ETV”.

5.3. METHOD OF STUDY

Considering the objectives, hypotheses and the nature of the sample, the investigator considered survey design as most appropriate for the present study. Coleman (1980) observes that for the study of social organization, “Survey methods are highly efficient in collecting large volume of data- amenable to statistical treatment at a relatively low cost in time and effort”. Normative survey method of investigation attempts to describe and interpret what exists at present in the form of conditions, practices, attitudes and belief etc.

5.4. FINDINGS OF THE STUDY

5.4.1. DESCRIPTIVE ANALYSIS - D.T.Ed Trainees’ Knowledge about EDUSAT

✓ Female trainees are having higher knowledge about EDUSAT than male trainees.
✓ First year trainees are having higher knowledge about EDUSAT.
✓ D.T.Ed trainees with illiterate parents are having higher knowledge about EDUSAT.
✓ Business parents’ trainees mean scores are identified higher in their knowledge about EDUSAT than other trainees.
✓ Muslim religion trainees’ mean scores are identified higher in their knowledge about EDUSAT.
✓ OC trainees are having higher knowledge about EDUSAT than other trainees.

5.4.2. DESCRIPTIVE ANALYSIS - D.T.Ed., trainees Attitude towards EDUSAT

✓ Female trainees are having more favourable in their attitude in EDUSAT than male trainees.
✓ Second year trainees are having more favourable in their attitude towards EDUSAT than first year trainees.
✓ D.T.Ed trainees with illiterate parents are having more favourable in their attitude towards EDUSAT than trainees of school level educated and college level parents.
✓ D.T.Ed Trainees’ of business occupied parents mean scores are identified more favourable in their attitude towards EDUSAT than other parental occupation trainees.

✓ BC trainees mean scores are identified more favourable in their attitude in EDUSAT than other community trainees.

✓ Hindu religious trainees mean scores are identified more favourable in their attitude in EDUSAT than other religious trainees.

5.4.3. DESCRIPTIVE ANALYSIS - D.T.Ed., Trainees Attitude towards Educational Television Programme

✓ Female trainees are having more favourable Attitude towards Educational Television Programme than male trainees.

✓ First year trainees are having more favourable Attitude towards Educational Television Programme .

✓ Trainees parents are with college education having more favourable Attitude towards Educational Television Programme .

✓ Daily wages parent’s trainees mean scores are identified higher in their Attitude towards Educational Television Programme than other trainees.
✓ Hindu religions trainees mean scores are identified higher in their Attitude towards Educational Television Programme.

✓ BC trainees are having more favourable Attitude towards Educational Television Programme than other trainees.

5.4.4. DIFFERENTIAL ANALYSIS- Knowledge about EDUSAT

✓ There is significant difference between Male and Female trainees with respect to their knowledge about EDUSAT.

✓ There is no significant difference between First year and Second year trainees with respect to their knowledge about EDUSAT.

✓ There is no significant difference in knowledge about EDUSAT among D.T.Ed trainees with respect to their Parental Education.

✓ There is no significant difference between pairs of D.T.Ed., trainees of Daily wages & Professional, Daily wages & Agriculture and Professional & Agriculture employed Parents with respect to their knowledge towards EDUSAT.

✓ There is significant difference between pairs of D.T.Ed., trainees of Daily wages & Business, Professional &
Business and Agriculture & Business employed Parents with respect to their knowledge towards EDUSAT.

- There is no significant difference in knowledge about EDUSAT among D.T.Ed trainees with respect to their Community.
- There is no significant difference in knowledge about EDUSAT among D.T.Ed trainees with respect to their Religion.

5.4.5. DIFFERENTIAL ANALYSIS - Attitude towards EDUSAT

- There is significant difference between Male and Female trainees with respect to their attitude towards EDUSAT.
- There is significant difference between first year and second year trainees with respect to their attitude towards EDUSAT.
- There is no significant difference between pairs of D.T.Ed., trainees Parents illiterate & college education and school education & college education with respect to their attitude towards EDUSAT.
- There is significant difference between pair of D.T.Ed., trainees Parents illiterate & school education with respected to their attitude towards EDUSAT.
There is no significant difference between pairs of Daily wages & Agriculture and Daily wages & Business and Agriculture & Business employed Parents with respect to their Attitude towards EDUSAT.

There is significant difference between pairs of D.T.Ed Trainees Daily wages & Professional, Professional & Agriculture and Professional & Business parents with respect to their attitude towards EDUSAT. There is no significant difference in attitude towards EDUSAT among D.T.Ed trainees with respect to their Religion.

There is no significant difference in attitude towards EDUSAT among D.T.Ed trainees with respect to their Community.

5.4.6. DIFFERENTIAL ANALYSIS - Attitude towards Educational Television Programme

There is no significant difference between Male and Female trainees with respect to their Attitude towards Educational Television Programme.

There is significant difference between First year and Second year trainees with respect to their Attitude towards Educational Television Programme.
There is no significant difference in Attitude towards Educational Television among D.T.Ed trainees with respect to their Parental Education.

There is no significant difference in Attitude towards Educational Television Programme among D.T.Ed trainees with respect to their Parental Occupation.

There is no significant difference between pair of D.T.Ed., Christian and Muslim trainee with respect to their attitude towards Educational Television Programme.

There is significant difference between pair of D.T.Ed., Trainees Hindu & Christian, Hindu & Muslim with respect to their attitude towards Educational Television Programme.

There is no significant difference between pairs of BC& SC/ST, MBC & SC/ST community Parents with respect to their attitude towards Education Television programme.

There is significant difference between pairs of D.T.Ed Trainees OC & BC, OC & MBC, OC & SC/ST and BC & MBC community Parents with respect to their attitude towards Education Television programme.
5.4.7. CORRELATION ANALYSIS

1. There is a significant relationship between D.T.Ed., trainees’ Knowledge and attitude towards EDUSAT with respect to following sub-samples:
   a. Male and Female trainees
   b. First year and Second year trainees
   c. Illiterate, School Education and College Education parents trainees
   d. Daily wages, Professional, Business and Agriculture parents trainees
   e. Hindu religious trainees
   f. OC, BC, MBC, SC/ST Community trainees.

2. There is a no significant relationship found between D.T.Ed., trainees’ Knowledge and attitude towards EDUSAT with respect to Christian and Muslim trainees.

3. There is a significant relationship between D.T.Ed., trainees’ Attitude towards EDUSAT and Attitude towards Educational Television Programme with respect to following sub-samples:
   a) Male and Female trainees
   b) First year and Second year trainees
c) Illiterate, School Education and College Education parents trainees

d) Daily wages, Professional, Business and Agriculture parents trainees

e) Hindu religious trainees

f) OC, BC, MBC, SC/ST Community trainees.

4. There is no significant relationship found between D.T.Ed., trainees’ Attitude towards EDUSAT and Attitude towards Educational Television Programme with respect to Christian and Muslim trainees.

5. There is a significant relationship between D.T.Ed., trainees’ Knowledge about EDUSAT and attitude towards Educational Television Programme with respect to following sub-samples:

a) Male and Female trainees

b) First and second year trainees

c) Illiterate, School Education and College Education parents trainees

d) Daily wages, Professional, Business and Agriculture parents trainees

e) Hindu religious trainees

f) OC, BC, MBC, SC/ST Community trainees.
6. There is no significant relationship found between D.T.Ed., trainees’ Knowledge and attitude towards EDUSAT with respect to Christian and Muslim trainees.

5.4.8. REGRESSION ANALYSIS

✓ There is significant contribution found between Attitude towards EDUSAT and Attitude towards Educational Television Programme over the D.T.Ed., trainees’ Knowledge about EDUSAT.

✓ 27% of the total variance in D.T.Ed., trainees’ Knowledge about EDUSAT is attributed by the Attitude towards EDUSAT and Attitude towards Educational Television Programme.

✓ There is no significant contribution of Attitude towards EDUSAT on the D.T.Ed., trainees’ Knowledge about EDUSAT. There is a significant contribution of the independent variable Attitude towards Educational Television Programme on the dependent variable of the D.T.Ed., trainees’ Knowledge about EDUSAT.

✓ The Attitude towards EDUSAT and Attitude towards Educational Television Programme contributes positively to D.T.Ed., trainees’ Knowledge about EDUSAT.
5.5. DISCUSSION

On reviewing the related studies and comparing with the findings of the present study, the necessity of this study is established. Since, this topic itself is of contemporary Technological Innovation in the field of Education, there are limited direct studies in line with the present study only has been found. The related studies were used to finalise the procedure for this research work. Further, the studies also provide support and contradictions to the findings of the present study.

One of the findings of our study shows that female trainees are having more favourable in their attitude in EDUSAT than male trainees. This finding is in contradictory to the findings of Monica (2013), her findings shows that there is no significant between male and female students. Further Pratima Pallai (2013) study also found to be contradictory to the findings of the present study. This may be due to the influence of some other variables which have not taken for the present study.

Bowe, Furst (1997) also recorded a positive attitude towards a satellite based educational endeavour. Coverdale-Jones T (1997) reported felt usefulness among the students with regard to Telecom based Educational Teaching learning process.
Another findings of the present study shows that Female trainees are having more favourable attitude towards Educational Television programme than male Trainees. This gets supports from the findings of Jordan, Amy, B .et.al., (2003), which shows that girls are having more positive effect of Television Programme than boys.

5.6. RECOMMENDATIONS OF THE STUDY

Our former President Dr. A.P.J. Abdulkalam’s dream child is EDUSAT. The study reveals that EDUSAT is very much useful for the students’ community. The Diploma in education students gets a lot of academic benefit through the net work of SCERT and Directorate of school education. Hence the same benefit has to be realized by the students of other levels. The government should take efforts to provide educational broadcast through EDUSAT to the students of Higher Education as well as for the professional courses. The Repositories of teaching materials that can be utilized in EDUSAT need to be developed by the teacher educators and teachers should be intensively trained to use these as a routine and integral part of the teaching process. The researcher understands that the course material for the broadcast through EDUSAT is falling short hence the Educational administrators should take effort to produce the
quality educational content with the help of concerned teachers. It is essential that EDUSAT services to be made integral part of the everyday teaching learning process and that the teacher is to be equipped to utilize the services of EDUSAT. Such steps can greatly help to enrich and raise the quality of school education.

5.7. SUGGESTIONS FOR FURTHER STUDY

The following are the suggestions for further study:

1. Effectiveness of teaching through EDUSAT may be taken up.

2. Teachers’ attitude towards EDUSAT and their Technological usage may be undertaken.

3. A comparative study of teaching through computer and EDUSAT may be taken up.

4. A study of Aptitude of Teachers’ in using EDSAT in relation to their Attitude may taken up.

5. The Effectiveness of Teaching through computer in relation to EDUSAT may be taken up.

5.8. CONCLUSION

The investigator presented the conclusions arrived in the study as follows:

1. It is concluded that the D.T.Ed., trainees’ Knowledge about EDUSAT, Attitude towards EDUSAT, and Attitude towards
Educational Television Programme are high for the entire sample.

2. The Female trainees, First year trainees, illiterate parents trainees with business occupation parents, trainees belong to Muslim religion, OC community trainees are identified with high Knowledge about EDUSAT.

3. It is found that the level of Attitude towards EDUSAT identified as high. The female trainees, second year trainees, trainees with illiterate parents, trainees with business occupation, BC community trainees and Hindu trainees are identified with high Attitude towards EDUSAT.

4. It is found that the level of Attitude towards Educational Television Programme identified as favourable. The female trainees, second year trainees, trainees with college Education parents, Daily wages occupation parents, BC community trainees and Hindu trainees are identified with high Attitude towards Educational Television Programme.