

Chapter V

Summary, Findings and Suggestions

5.1 Introduction

Present chapter gives summary of the steps followed in the completion of the research work. It also presents brief outline of the major findings of the research work, suggestions given based on the findings and an idea about related further research topics.

5.2 Summary of the Research Work

Summary of the research methodology followed for the present research work is presented in following points.-

5.2.1 Rationale of the Study

Teacher trainees belonging to low socio-economic background were found to be low in academic achievement with very few exceptions. During researcher's close interactions with B.Ed. students over many years, researcher had observed that students expressed varied opinions in their decision of joining B.Ed. training course. Researcher got intrigued and interested hence decided to understand various factors that motivated the B.Ed. students to join the course. Researcher observed that B.Ed. students have different perceptions about B.Ed. training and teaching profession. These students exhibited varied attitudes towards B.Ed. training and teaching profession; their understanding about B.Ed. training as a course also differed greatly. On the top of it, B.Ed. students expressed a variety of expectations regarding the B.Ed. training course.

These preliminary observations were certainly leading towards some kind of blurred pattern that researcher was attracted to delve into for better understanding of the phenomenon. B.Ed. students from different socio-economic status were exhibiting different patterns about their expectations and understanding of B.Ed. training and teaching profession.

Thus the researcher decided to study these blurred patterns systematically and hence undertook the research with following title.

5.2.2 Title of the Research Problem

Title of the Research Problem was –

“An Evaluative Study of the Relation between Socio-economic Background with Perception and Attitude of B.Ed. Students towards Teacher Training and Teaching Profession.”

5.2.3 Statement of the Problem

Statement of the research problem was as follows –

“To study the relation between Socio-economic Background with Perception and Attitude of B.Ed. students towards teacher training and teaching profession in Pune city.”

5.2.4 Operational Definitions of Terms

Operational definitions of terms included in the study were -

1. *Socio-economic background* –

Socio-economic background refers to social and economic condition of an individual. It includes parameters like – social status, economic condition, educational background and cultural condition of an individual.

2. *Perception* –

Perception refers to organization of information by teacher trainees received about components of training in Education such as B.Ed. entrance examination, nature of B.Ed. course, infrastructural facilities, classroom instructions and evaluation, practical work, management of the college and teaching profession through their senses.

3. *Attitude* –

Attitude denotes inner feelings or belief of B.Ed. students towards various components of training programme and teaching profession. Attitude can be positive or negative, favourable or unfavourable.

4. *B.Ed. (Bachelor of Education) –*

Pre-service teacher training course taken up after graduation which is of one year duration.

5. *B.Ed. Students –*

Students of B.Ed. course for the academic year 2011-12.

5.2.5 Research Objectives

The study was carried out with the objectives of -

1. To study the socio-economic background of B.Ed. students.
2. To study the perception of B.Ed. students about teacher training and teaching profession.
3. To study the attitude of B.Ed. students towards teacher training and teaching profession.
4. To investigate into perception about and attitude of B.Ed. students towards teacher training and teaching profession as per the type of institution (Granted/Non-Granted), medium of instruction (Marathi/ English) and gender (Male/ Female).
5. To study the difference in perception of B.Ed. students from Granted/Non-Granted colleges in Marathi/English medium and Male/Female B.Ed. students.
6. To study the difference in attitude of B.Ed. students from Granted/Non-Granted colleges in Marathi/English medium and Male/Female B.Ed. students.
7. To examine the relationship between socio-economic background and perception of B.Ed. students about teacher training and teaching profession.
8. To examine the relationship between socio-economic background and attitude of B.Ed. students towards teacher training and teaching profession.

5.2.6 Hypotheses of the Study

Following were the research and null hypotheses for the objectives 5, 6, 7 and 8 of the present study-

Objective 5 - To study the difference in perception of B.Ed. students from Granted/Non-Granted colleges in Marathi/English medium and Male/Female B.Ed. students.

Research Hypothesis-

There will be a significant difference in the perception of B.Ed. students from Granted/Non-Granted colleges in Marathi/English medium and Male/Female B.Ed. students.

Null Hypothesis-

There will be no significant difference in the perception of B.Ed. students from Granted/Non-Granted colleges in Marathi/English medium and Male/Female B.Ed. students.

Objective 6 - To study the difference in attitude of B.Ed. students from Granted/Non-Granted colleges in Marathi/English medium and Male/Female B.Ed. students.

Research Hypothesis –

There will be a significant difference in the attitude of B.Ed. students from Granted/Non-Granted colleges in Marathi/English medium and Male/Female B.Ed. students.

Null Hypothesis –

There will be no significant difference in the attitude of B.Ed. students from Granted/Non-Granted colleges in Marathi/English medium and Male/Female B.Ed. students.

Objective 7-To examine the relationship between socio-economic background and perception of B.Ed. students about teacher training and teaching profession.

Research Hypothesis –

There will be a significant relation between socio-economic background and perception of B.Ed. students about teacher training and teaching profession.

Null Hypothesis –

There will be no significant relation between socio-economic background and perception of B.Ed. students about teacher training and teaching profession.

Objective 8 - To examine the relationship between socio-economic background and attitude of B.Ed. students towards teacher training and teaching profession.

Research Hypothesis-

There will be a significant relation between socio-economic background and attitude of B.Ed. students towards teacher training and teaching profession.

Null Hypothesis –

There will be no significant relation between socio-economic background and attitude of B.Ed. students towards teacher training and teaching profession.

5.2.7 Research Questions

The study was intended to answer the following research questions –

- a) What is the Socio-economic background of students desirous of taking admission for the B.Ed. course?

Objective 1: To study the socio-economic background of B.Ed. students.

- b) What do B.Ed. students feel and think about the teacher training program?

Objective 2: To study the perception of B.Ed. students about teacher training and teaching profession.

Objective 3: To study the attitude of B.Ed. students towards teacher training and teaching profession.

- c) What is the perception about and attitude of B.Ed. students towards teacher training and teaching profession as per the type of institution (Granted/Non-Granted), medium of instruction (Marathi/English) and gender (Male/Female)?

Objective 4: To investigate into changes in perception about and attitude of B.Ed. students towards teacher training and teaching profession as per the type of institution (Granted/Non-Granted), medium of instruction (Marathi/English) and gender (Male/ Female).

Objective 5: To study the difference in perception of Granted/Non-Granted, Marathi/ English medium and Male/Female B.Ed. students.

Objective 6: To study the difference in attitude of Granted/Non-Granted, Marathi/ English medium and Male/Female B.Ed. students.

- d) What is the relation of socio-economic background of B.Ed. students with their perception about and attitude towards teacher training and teaching profession?

Objective 7: To examine the relationship between socio-economic background and perception of B. Ed. students about teacher training and teaching profession.

Objective 8: To examine the relationship between socio-economic background and attitude of B. Ed. students towards teacher training and teaching profession.

5.2.8 Research Assumptions

Following were the assumptions for the present research –

1. Students from different socio-economic background take admission to the B.Ed. course.

2. Perception of B.Ed. students about teacher training and teaching profession is different.
3. Attitude of B.Ed. students towards teacher training and teaching profession is different.
4. Socio-economic background of B.Ed. students is different and that has relation with their perception about teaching profession.
5. Socio-economic background of B.Ed. students has relation with their attitude towards teaching profession.

5.2.9 Limitations

Aspects like social background, economic background, age, maturity, I.Q., cultural conditions, educational qualification at graduation level, etc. of B.Ed. students were beyond the control of the researcher.

5.2.10 Delimitations

1. The research study was limited to pre-service B.Ed. students mainly from *Pune Vidyapeeth, S.N.D.T. Womens' University, Pune and Tilak Maharashtra Vidyapeeth, Pune.*
2. The research study was related to the sample from academic year 2011-12.
3. The research study was limited to study the relation of only socio-economic background of B.Ed. students with their perception and attitude towards teacher training and teaching profession.
4. The study was limited to few selected B.Ed. colleges from different parts of Pune city only.
5. The research study was applicable to all pre-service B.Ed. students from the State of Maharashtra.

5.2.11 Research Methodology

It was a status study and hence *Survey method* was used for the study.

5.2.12 Variables

In the present study, variables included were *socio-economic background* of B.Ed. students, *perception* and *attitude* of B.Ed. students towards teacher training and teaching profession.

5.2.13 Population, Sampling Procedure and Sample

For the present study all teacher trainees of B.Ed. course in the Maharashtra state formed the population and the sample selected through Purposive Sampling Technique consisted of 1054 teacher trainees from different teacher training colleges in the Pune city of the academic year 2011-12.

5.2.14 Research Tools

Researcher used following three tools to collect data from the sample. –

- A standardized Socio-Economic Status Scale prepared by Rajiv Bhardwaj was used to know about teacher trainees' social and economical status.
- Perception Inventory prepared by the researcher was used to collect information about teacher trainees' perception about B.Ed. training program and teaching profession.
- Attitude Inventory prepared by the researcher was used to get data about teacher trainees' attitude towards B.Ed. training program and teaching profession.

5.2.15 Statistical Treatment and Data analysis (Objective wise)

Statistical techniques used for data analysis were as follows –

For objectives 1, 2 and 3 -

Objective 1: To study the Socio-economic background of B.Ed. students.

Objective 2: To study the perception of B.Ed. Students about teacher training and teaching profession.

Objective 3: To study the Attitude of B.Ed. students towards teacher training and teaching profession.

For the fulfillment of *objectives 1, 2 and 3* Frequency distribution tables were prepared considering SESS T-Scores/Perception Scores/Attitude Scores respectively of all 1054 samples. Frequency polygons were plotted to know and to infer about the distribution of SESS T-Scores/Perception Scores/Attitude Scores of the sample. Statistical techniques like Mean and Skewness were computed.

Percentages were calculated for each option of Perception and Attitude Inventories considering the responses obtained from all 26 categories made to know the extent of perception and type of attitude respectively.

The percentages of Perception/Attitude scores were calculated and used for item-wise analysis.

For objective 4 -

Objective 4: To investigate into perception about and attitude towards teacher training and teaching profession as per the type of institution (Granted/ Non-Granted), Medium of Instruction (Marathi/English) and Gender (Male/ Female).

To investigate into perception and attitude towards teacher training and teaching profession, as per the type of institution (Granted/ Non-Granted), Medium of Instruction (Marathi/ English) and Gender (Male/ Female) considering perception scores and attitude scores, frequency polygons were plotted. Most stable measure of central tendency and a measure of variability, i.e., Mean, Standard Deviation respectively as well as a value of Skewness were calculated for each category.

For objectives 5 and 6 -

Objective 5: To study the difference in perception of B.Ed. students from Granted/Non-Granted colleges in Marathi/ English medium and Male/Female B.Ed. students.

Objective 6: To study the difference in attitude of B.Ed. students from Granted/Non-Granted colleges in Marathi/ English medium and Male/Female B.Ed. students.

For the fulfillment of *objectives 5 and 6*, Research hypothesis and Null hypothesis were formulated to study the difference between all the three categories, t-values were calculated for hypothesis testing.

For objectives 7 and 8 -

Objective 7: To examine the relationship between Socio-economic background and perception of B.Ed. students about teacher training and teaching profession.

Objective 8: To examine the relationship between Socio-economic background and attitude of B.Ed. students about teacher training and teaching profession.

Research hypothesis and Null hypothesis were formulated to study the relationship between Socio-economic background and perception/attitude scores as stated in both the *objectives 7 and 8*. 't-Value' was found to test the hypotheses.

5.2.16 Action Plan

For the present study sample was selected from various B.Ed. colleges from Pune city. Perception Inventory and Attitude Inventory were prepared by the researcher to collect information about perception and attitude towards teacher training and teaching profession. Feedback from seven experts was taken on both the inventories. Reliability and validity of both the inventories were found out through pilot study. A standardized Socio-economic Status Scale prepared by Rajiv Bhardwaj was used to know about B.Ed. students' social and economic background. Socio-economic Status Scale, Perception Inventory and Attitude Inventory were administered on the sample selected to

collect data. Data was tabulated, analyzed and interpreted quantitatively as well as qualitatively to draw conclusions.

5.3 Qualitative Feedback

Apart from quantitative analysis, researcher felt that it is necessary to get qualitative feedback from the sample to know their opinions about certain aspects of existing teacher training programme and teaching profession in general. Researcher used an open ended questionnaire as given in *Appendix L*, to know teacher trainees' views about certain aspects like–necessity of completion of B.Ed. course before joining teaching profession, teacher trainees' opinions about Teacher Training Institutes, Practice Lessons, Internal Evaluation, Placement Service and change in attitude towards teaching profession after joining the B.Ed. course, etc. which were not covered in both the inventories – Perception and Attitude Inventories. Representative, qualitative remarks mentioned by the sample are –

- 1) Majority of the sample opined that to know and understand duties and responsibilities of a teacher it is very necessary to complete the B.Ed. course.
- 2) Majority of B.Ed. colleges are not well equipped with sports material and a playground.
- 3) Most of the B.Ed. colleges do not have well equipped audio-visual rooms or mini theaters.
- 4) Most of the unaided B.Ed. colleges observe few special days' celebrations and they also organize very few lectures of experts. Such lectures by experts as well as special days' celebrations contribute towards maintaining a rich extra-curricular environment in the campus.
- 5) Most of the unaided B.Ed. colleges do not have well planned infrastructural facilities like laboratories; spacious and well-equipped library and classrooms with audio-visual facilities like L.C.D. projector, O.H.P. etc.
- 6) Fixed pattern of practice lesson notes does not permit for creative presentation of content.
- 7) Practice teaching and other lessons are mostly restricted to State Board syllabus. It does not facilitate study and practice of other school boards like CBSE and ICSE.

- 8) Practice lessons in the present B.Ed. training programme follow steps as per Herbartian Method. Most of the times limitations of this framework as well as limited time do not allow to practice any other approach for teaching the content.
- 9) Practice lessons in the present training programme do not facilitate technology based lessons adequately or to an optimal level.
- 10) As per opinions of the sample, some teacher educators were biased as well as subjective towards internal assessment.
- 11) Placement services in some colleges are ignored.
- 12) Most the sample felt that the B.Ed. course was like other academic programmes before joining it. But this idea changed after joining the course. Almost 80% of the sample opined that the course is laborious and hence they had to struggle in order to manage time.
- 13) Training received during the B.Ed. course changed attitude of the sample towards teaching profession in a positive way.

5.4 Major Findings

Major findings of the study were-

Objective 1: To study the Socio-economic background of B.Ed. students.

Finding: The students who take admission to the B.Ed. course belong to Upper Lower Class, Middle Class and Upper Middle Class of Socio-economic Status.

Objective 2: To study the perception of B.Ed. Students about teacher training and teaching profession.

Finding: The perception of male sample from both Granted and Non-granted English medium B.Ed. colleges about teacher training and teaching profession was to the moderate extent. Sample from rest of the categories perceived to the maximum extent about the same.

Objective 3: To study the Attitude of B.Ed. students towards teacher training and teaching profession.

Finding: The attitude exhibited by male students from English Medium Granted as well as Non-granted B.Ed. colleges towards teacher training and Teaching Profession was unfavourable. Sample from remaining categories exhibited favourable attitude towards the same.

- *Data analysis done for Objectives 2 and 3 indicates the sample who has perception to the moderate extent about teacher training and teaching profession exhibited unfavourable attitude towards the same and the sample who has perception to the maximum extent about teacher training and teaching profession exhibited favourable attitude towards teacher training and teaching profession.*

Objective 4: To investigate into perception about and attitude towards teacher training and teaching profession as per the type of institution (Granted/Non-Granted), Medium of Instruction (Marathi/English) and Gender (Male/Female).

Findings: 1) Perception of the sample about teacher training and teaching profession as per the type of institution (Granted/Non-Granted), Medium of Instruction (Marathi/English) and Gender (Male/Female) does not differ to a great extent.

- 2) Attitude of the sample towards teacher training and teaching profession as per the type of institution (Granted/Non-Granted), Medium of Instruction (Marathi/English) and Gender (Male/Female) was found to be favourable.

Objective 5: To study the difference in perception of B.Ed. students from Granted/Non-Granted colleges in Marathi/English medium and Male/Female B.Ed. students.

Findings: 1) B.Ed. students from Granted colleges and Non-granted colleges do not differ significantly in their perception about teacher training and teaching profession.

- 2) B.Ed. students from Marathi medium and English medium do not differ significantly in their perception about teacher training and teaching profession.

- 3) Male and Female B.Ed. students do not differ significantly in their perception about teacher training and teaching profession.

Objective 6: To study the difference in attitude of B.Ed. students from Granted/Non-Granted colleges in Marathi/English medium and Male/Female B.Ed. students.

Findings: 1) B.Ed. students from Granted colleges and Non-granted colleges differ significantly in their attitude towards teacher training and teaching profession.

- 2) B.Ed. students from Marathi medium and English medium do not differ significantly in their attitude towards teacher training and teaching profession.

- 3) Male and Female B.Ed. students differ significantly in their attitude towards teacher training and teaching profession.

Objective 7: To examine the relationship between socio-economic background and perception of B.Ed. students about teacher training and teaching profession.

Finding: There is a relation between socio-economic background and perception of B.Ed. students about teacher training and teaching profession.

Objective 8: To examine the relationship between socio-economic background and attitude of B.Ed. students about teacher training and teaching profession.

Finding: There is a relation between socio-economic background and attitude of B.Ed. students towards teacher training and teaching profession.

5.5 Contribution to Knowledge in the Field

After the thorough data analysis and interpretations, the study was useful to conclude and contribute in following manner in the field of Education.–

1. For quality teacher training, deficiencies in the physical and infrastructural facilities should be removed. Head of the institute should prepare an institutional plan and

constructively remove the deficiencies with the assistance of management of the institution or funding agency. The stakeholders or the beneficiaries like – teacher trainees, parents of teacher trainees and teacher educators should be encouraged to contribute in the development of their parent institute. In spite of the type of institution, whether Granted or Non-granted, all the Teacher Training Institutes must have similar physical and infrastructural facilities so that teacher trainees from varied socio-economic background will get same benefits from teacher training. It will certainly lead to better perception and development of favourable attitude towards teacher training and teaching profession.

2. Teacher training institutes should have day-to-day communication with practicing schools to give their students field experience. It will help in the development of general and specific skills of teaching in teacher trainees as well as to develop positive attitude towards teaching profession.
3. The task of producing quality teachers should be a pre-requisite to achieve qualitative improvement in Teacher Education which will further lead to improve quality of education at various levels such as primary, secondary and higher secondary.
4. As per the opinions of teacher trainees, present day Teacher Education Programme need to be restructured and reorganized keeping in view of the present day needs of the educational system and all technological advances.
5. Salary package for teachers should be restructured so that it will attract more number of students.

5.6 Topics for Further Research

1. Present investigation was limited to Pune city only. Further researchers may undertake the study covering large geographical area than Pune city.
2. Present investigation was limited to urban area; similar study may be undertaken for rural area.
3. Comparative study between urban and rural areas can be carried out for the same problem.

4. For the present study only one background variable was taken into consideration. Other variables like age; previous academic qualification, etc. can be studied.
5. Personal characteristics like perception and attitude were only studied in the present investigation. Other characteristics like styles of learning, style of teaching, study habits, motivation, interest in teaching, etc. can also be explored
6. In the present investigation, relation of socio-economic background of B.Ed. students with their perception about and attitude towards teacher training and teaching profession has been studied predominantly. There is definitive scope for further researchers to undertake a study between above mentioned two or more variables.
7. The sample size taken to conduct present investigation was 1054. However, further research can be done on a larger sample size to get comprehensive picture.
8. Present investigation was limited to samples from three universities namely – Pune University, Shreemati Nathibai Damodar Thackersey Women's University and Tilak Maharashtra Vidyapeeth. The further researches may include other universities from the state of Maharashtra in order to get deeper insight into the field of Teacher Education
9. Present study was limited for pre-service teacher trainees. Future research can be conducted for in-service teacher trainees.
10. Researcher feels that it would be interesting to carry out a comparative study between pre-service and in-service teacher training program.
11. Present study was carried out for regular mode of teacher education program. Further research can be done for distance mode as well.
12. Further researchers may undertake a comparative study between regular and distance mode considering same background variable and personal variables.
13. Present investigation was limited to B.Ed. course. Similar study can be carried out for D.T.Ed. and M.Ed. courses

14. Further researchers may also concentrate on other psycho-social variables which are not included in the present study.

Studies in these directions may help in improving the status of Teacher Education.

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Reference

1. Koul, Lokesh. *Methodology of Educational Research*, 4th Edition, Vikas Publishing House Pvt. Ltd., Noida, 2013.

