## SUMMARY AND IMPLICATION

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CHAPTER- V
SUMMARY AND IMPLICATION

5.0.0 INTRODUCTION:
The detailed report of the present investigation has been given in the previous chapters. In the present chapter the summary of the report has been presented with a view to giving the idea in nutshell. It is accompanied by the observations made by the investigator during the experiment and the implication of the findings.

5.1.0 NEED FOR RESEARCH
The teacher education is very important in the education system. Due to varied roles to be performed by the teacher in the classroom teaching the teacher training is becoming more and more important in teaching learning process. It is believed that the teacher is pivot in the entire process. He stimulates entire process for all-round development of pupils. The development in the psychology has changed century old concepts of the teachers and teaching. The entire system has been found under change. Competency based teacher education has changed almost dimensions of the teacher education. The professional teacher, competent teacher, an effective teacher are points of discussion and researches found nowadays. The teacher needs to develop the professionalism and he is to be master in all which enable him to be the best and effective teacher. Here is an attempt to boost the teacher training so that trainees be effective in their classroom teaching.
5.2.0 STATEMENT OF THE PROBLEM

"EFFECTIVENESS OF TRAINING OF DRAMATICS ON TEACHER EFFECTIVENESS"

5.3.0 OBJECTIVES

The present investigation was carried out with the following objectives.

1. To study the effectiveness of training of dramatics on teacher effectiveness of teacher trainees.

2. To compare teacher effectiveness of teacher trainees trained through training of dramatics with those trained through traditional training.

3. To compare the effectiveness of training of dramatics and the traditional method of teaching on teacher effectiveness.

4. To compare the adjusted mean gain scores of the experimental and the control groups when pre-test teacher effectiveness, SES, adjustment, attitude towards teaching and teaching aptitude is taken as covariates.

5. To study the effect of treatment, sex, faculty and their interactions on teacher effectiveness of teacher trainees.

6. To study the effect of treatment, sex, SES and their interactions on teacher effectiveness of teacher trainees.
7. To study the effect of treatment, sex, attitude towards teaching and their interactions on teacher effectiveness of teacher trainees.

8. To study the effect of treatment, sex, teaching aptitude and their interactions on teacher effectiveness of teacher trainees.

9. To study the effect of treatment, sex, adjustment and their interactions on teacher effectiveness of teacher trainees.

5.4.0 HYPOTHESES

The following hypotheses were formulated in the study.

1. There is no significant difference between the pre-test teacher effectiveness scores of teacher trainees of both the groups, experimental and control.

2. There is no significant difference between the adjusted mean gain scores for teacher effectiveness, of both the groups when SES is taken as covariant.

3. There is no significant difference between the adjusted mean gain scores for teacher effectiveness, of both the groups when adjustment is taken as covariant.
4. There is no significant difference between the adjusted mean gain scores for teacher effectiveness, of both the groups when teaching aptitude is taken as covariant.

5. There is no significant difference between the adjusted mean gain scores for teacher effectiveness, of both the groups when attitude towards teaching is taken as covariant.

6. There is no significant influence of treatment, sex and faculty and their various interactions on teacher effectiveness and on their components.

7. There is no significant influence of treatment, sex and SES and their various interactions on teacher effectiveness and on their components.

8. There is no significant influence of treatment, sex and attitude towards teaching and their various interactions on teacher effectiveness and on their components.

9. There is no significant influence of treatment, sex and teaching aptitude and their various interactions on teacher effectiveness and on their components.
10. There is no significant influence of treatment, sex and adjustment and their various interactions on teacher effectiveness and on their components.

5.5.0 METHODOLOGY

The methodology followed carried out the present investigation is described below.

5.5.1 Sample

The population of the study undertaken is the teacher trainees studying in the B. Ed. Colleges. There are six teachers training institutes affiliated to North Gujarat University, Patan. The researcher decided to carry out the experiment in S.T.T. College, Visnagar where he was permitted. The control group was selected randomly from the rest of the institutes. Thus, L.N.K. College of Education was drawn to constitute the controlled group. The sample selected for the study is seventy eight trainees. The teacher trainees of the S.T.T. College, Visnagar were considered for the treatment, as researcher was permitted to carry out his task. The trainees had to undergo the training of dramatics for forty-five hours and they had to spare time after college hours. The investigator had explained all the trainees about the training and also instructed them to continue the training for the sake of continuity. Thus researcher could manage to get willingness of thirty nine trainees to undergo the training of dramatics. The researcher sorted all the trainees in four groups, male-arts, female-arts, male-science, female-science. The exact number of trainees of control groups drawn from all groups as the researcher had in the experimental group. Thus the control group was constituted. The sample
drawn from the trainees doing their B.Ed. course during the year 1997-98, in teacher training institutes affiliated to North Gujarat University, Patan.

5.5.2 Design
The present investigation was experimental in nature. It was designed on the pre-test -- post-test control group design. The layout of the design is as under:

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   O1       X       O2
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   O3                      O4
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There were two groups, experimental and control. The teacher trainees belonged to experimental group were selected incidentally, as they showed their willingness for the training of dramatics. The trainees enrolled, in the year 1997-98, in Secondary Teacher's Training College, Visnagar, were among the experimental group. The trainees enrolled, in the year 1997-98, in L.N.K. College of Education, Patan, were among the control group. The teacher trainees of both groups were administered Teacher Effectiveness Scale as pre-test. The same test was readministered as post-test after the completion of the entire training programme at the end of the year, before their practical examination started. Both the groups were administered SES, adjustment, teaching aptitude and attitude towards teaching.

5.5.3 Tools
The measurement tools as mentioned below were used for measuring the variables under study.
### Variable Tools

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<th>Variable</th>
<th>Tools</th>
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<tr>
<td>1</td>
<td>Teacher Effectiveness</td>
<td>Teacher Effectiveness Scale by Dr. Pramodkumar &amp; D.N. Mutha, adapted by Dr. D.N. Patel and Dr. A.V. Patel</td>
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<tr>
<td>2</td>
<td>Adjustment</td>
<td>Bell's Adjustment Inventory adapted in Gujarati for Gujarati population by Vocational Guidance Bureau, Mumbai</td>
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<td>3</td>
<td>SES</td>
<td>Socio-economic Scale (Gujarati) by Dr. B.V. Patel and Dr. I.A. Vora</td>
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<td>4</td>
<td>Attitude Towards Teaching</td>
<td>Attitude Towards Teaching Scale (Gujarati) by Dr. H.N. Tapodhan</td>
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<tr>
<td>5</td>
<td>Teaching Aptitude</td>
<td>Teaching Aptitude Scale (Gujarati) by Dr. R.K. Pandya</td>
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<td>6</td>
<td>Reaction Scale (Training of Dramatics)</td>
<td>Reaction Scale in Gujarati (Training of Dramatics) by investigator</td>
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#### 5.5.4 Data Collection

As the study was quasi-experimental, pre-test- post-test control group design, the investigator administered Teacher Effectiveness Scale before the training begun, as pre-test. The same test was also administered on the controlled group. The experimental group had undergone the training of the dramatics over and above their usual training programme of the B.Ed. course. The control group was trained as usual. Both the groups had to study the same syllabus as both colleges are affiliated to the same university. Both the groups were administered SES, adjustment, teaching aptitude and attitude towards teaching. After the training of dramatics, both the groups were tested with the help of the same scale, Teacher Effectiveness Scale. The scoring was executed according to the norms. In order to know the reaction of the trainees who had undergone the
training of the dramatics over and above their usual teacher training, the reaction scale developed by the investigator himself was administered.

5.5.5 Statistical Techniques Used

The obtained data were analysed by using the following statistical techniques.

1. In order to study the effectiveness of training of dramatics on Teacher Effectiveness of teacher trainees, correlated t-Test was computed.

2. The main as well as the interaction influences of treatment, sex, faculty, teaching aptitude, Attitudes towards teaching, SES and adjustment on the teacher effectiveness of teacher trainees, Analysis of Variance of unequal cell-size was computed.

3. To compare the adjusted mean teacher effectiveness scores of both groups when pre-test teacher effectiveness scores, SES, adjustment, teaching aptitude and attitude towards teaching taken as covariates, ANCOVA was computed.

4. In order to realise the reaction of teacher trainees towards training of dramatics, percentiles, coefficient of variation, percentage and chi-square techniques were used.
5.6.0 MAJOR FINDINGS

The following were the major findings of the present investigation:

5.6.1 Teacher Effectiveness

1. The trainees who had undergone training of the dramatics over and above their usual teacher training found effective in the terms of teacher effectiveness.

2. The trainees who had undergone training of the dramatics over and above their usual teacher training found to be significantly superior in terms of teacher effectiveness when the groups were matched statistically with respect to SES.

3. The trainees who had undergone training of the dramatics over and above their usual teacher training found to be significantly superior in terms of teacher effectiveness when the groups were matched statistically with respect to adjustment.

4. The trainees who had undergone training of the dramatics over and above their usual teacher training found to be significantly superior in terms of teacher effectiveness when the groups were matched statistically with respect to teaching aptitude.

5. The trainees who had undergone training of the dramatics over and above their usual teacher training found to be significantly superior in terms of teacher effectiveness when the groups were matched statistically with respect to attitude towards teaching.

6. Treatment produced differential effects on teacher effectiveness of the teacher trainees. Training of dramatics was significantly superior to conventional teacher training programme.
7. Sex did not produce differential effects on teacher effectiveness of the teacher trainees.

8. Faculty did not produce differential effects on teacher effectiveness of the teacher trainees.

9. Attitude towards teaching did not produce differential effects on teacher effectiveness of the teacher trainees.

10. Teaching aptitude did not produce differential effects on teacher effectiveness of the teacher trainees.

11. Interactions between treatment and sex, sex and faculty, treatment and faculty, sex and adjustment and treatment and adjustment produced differential effects on teacher effectiveness of the teacher trainees.

12. Interactions among treatment, sex and faculty, treatment sex and adjustment produced differential effects on teacher effectiveness of the teacher trainees.

5.6.2 The Components Of Teacher Effectiveness

5.6.2.1 Information Source

13. Sex, interactions between treatment and sex, sex and faculty, treatment and faculty, sex and adjustment, treatment and SES and treatment and adjustment and interactions among treatment, sex and faculty as well as treatment, sex and adjustment produced differential effects on information source of the teacher trainees.

5.6.2.2 Motivator

14. No Variable or interaction produced differential effects on motivator.

5.6.2.3 Disciplinarian
15. Treatment, interactions between treatment and sex and treatment and SES and interactions among treatment, sex and adjustment produced differential effects on disciplinarian of the teacher trainees.

5.6.2.4 Advisor and Guide
16. No Variable or interaction produced differential effects on Advisor and Guide.

5.6.2.5 Relationship with pupils, fellow teachers, principal and parents
17. Adjustment, interactions between treatment and sex, sex and faculty, treatment and faculty, sex and adjustment and treatment and adjustment and interactions among treatment, sex and faculty, as well as treatment, sex and adjustment produced differential effects on Relationship with pupils, fellow teachers, principal and parents of the teacher trainees.

5.6.2.6 Teaching Skills
18. Faculty, adjustment, interactions between treatment and sex, sex and faculty, treatment, faculty, sex and adjustment and treatment and adjustment and interactions among treatment, sex and faculty as well as treatment, sex and adjustment produced differential effects on teaching skills of the teacher trainees.

5.6.2.7 Co-curricular Activities
19. Interactions between treatment and sex, sex and faculty, treatment and faculty, sex and adjustment and treatment and adjustment and interactions among treatment, sex and faculty as well as treatment, sex and adjustment produced differential effects on co-curricular activities of the teacher trainees.
5.6.2.8 Professional Knowledge

20. Interactions between treatment and sex, sex and faculty, treatment and faculty, sex and adjustment and treatment and adjustment and interactions among treatment, sex and faculty as well as treatment sex and adjustment produced differential effects on Professional Knowledge of the teacher trainees.

5.6.2.9 General Appearance and Habits in relation to classroom

21. Treatment, sex, faculty, attitude towards teaching, interactions between treatment and sex, sex and faculty, treatment and faculty, sex and adjustment and treatment and adjustment and interactions among treatment, sex and faculty as well as treatment, sex and adjustment produced differential effects on general appearance and habits in relation to classroom of the teacher trainees.

5.6.2.10 Classroom Management

22. SES, interactions between treatment and sex, sex and faculty, treatment and faculty, sex and adjustment and treatment and adjustment and interactions among treatment, sex and faculty as well as treatment sex and adjustment produced differential effects on classroom management of the teacher trainees.

5.6.2.11 Personality

23. Interactions between treatment and sex, sex and faculty, treatment and faculty, sex and adjustment and treatment and adjustment and interactions among treatment, sex and faculty as well as treatment, sex and adjustment produced differential effects on personality of the teacher trainees.
5.7.0 OBSERVATIONS

Some observations made by the investigator during the treatment period are given below.

During the treatment, it was observed that the teacher trainees of the experimental group were eager to know about the art of the drama. They had taken keen interest in identifying their own behavioural problems and with the help of the training programme, they tried to overcome. The entire training programme was based on activities. They participated in almost activities and enjoyed their performance. They worked hard in developing communicative skills and enjoyed flat reading, reading with gestures and postures, i.e. play-reading. The activity of improvisation was enjoyed by all participants because it was an activity in which they had to observe any of their friends and to present his mannerism or behaviour in order to develop an ability of observation, analysis and presentation.

The training of the dramatics was carried out in very live and democratic environment. They were instructed to be disciplined during the sessions. The active participation of all trainees made this programme a success because on the part of the investigator there was only demonstration or guidance. His role in the entire programme was that of the facilitator. The activities carried out in the different groups were organised by the group itself. It was observed that the trainees of the science faculty were very serious about the training and female were responding well. The trainees who had undergone the training of the dramatics were found relax during their practice teaching sessions. They also observed change in their
behaviours as the training was progressing. It was very exciting experience for both, trainees and investigator.

5.8.0 IMPLICATIONS
The findings of the present investigation have following few but important implications.

5.8.1 Educational Implication
The finding related to the comparison of both groups, Experimental and Control, emphasises that the trainees who had undergone the training of the dramatics over and above their usual teacher training were found effective than those who had usual training. Therefore the training of the dramatics should be incorporated with the usual teacher training programme. The training programme was useful and helpful to all those who had undergone the treatment. The almost components are found significant in this study, so the training was not only helpful to boost teaching effectiveness but it is also helpful in developing the behaviour of an individual, in our case- teacher trainee.

5.8.2 Implications for Further Research
The findings of the present study have some implications for the researchers who want to work in this area. The studies can be designed in any aspect as mentioned below.

1. In the present investigation the effectiveness of training of dramatics has been studied and compared with that of usual teacher training. Similar can be undertaken in other aspects of teacher behaviour.
2. In the present investigation the teacher effectiveness has been studied. The researchers may undertake the study in specific components of the teacher effectiveness, like disciplinarian, personality, teaching skills, etc.

3. In the present investigation the training of dramatics was the treatment. The researchers may study the specific training of Voice and Speech, Mime and Movement and Improvisation in order to develop the specific behaviour of the teacher trainees.

4. In the present investigation the effectiveness has been studied in the context of sex, adjustment, attitude towards teaching, teaching aptitude, socio-economic status and faculty. The researchers may study effectiveness of training of dramatics in the context of certain other characteristics.

5.9.0 CONCLUSIONS

The research is an endless process. It depends on investigator to make it more viable and useful but the real success is that one carries forward the stretched line for achieving ideals of teaching learning process. In short, it could be stated that the training of the dramatics was helpful and useful in developing good teachers.