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SUMMARY, CONCLUSION AND SUGGESTIONS
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CHAPTER V

SUMMARY, CONCLUSION AND SUGGESTIONS

5.1 INTRODUCTION

In the present chapter captioned “Summary, Conclusion and Suggestions”, the researcher has included the conclusion of the study which is followed by implications of the same and suggestions of the study. The findings of the study are arranged in a systematic structure in such a way that it starts from descriptive analysis which is followed by differential analysis, correlation analysis and regression analysis respectively. Conclusion for the study is given which is considered as much important and contributive for further implications. The chapter ends with the suggestions for the further research.

5.2 STUDY IN RETROSPECT

The present piece of research is initiated with the aim of analyzing and interpreting the present situation on the basis of the data gathered and to prepare the data collecting instruments for assessing the quality of B.Ed programme in IGNOU, attitude of student teachers towards IGNOU B.Ed programme, their multimedia usage and academic performances. This research is followed survey method. Samples have been chosen from the selected population and data gathering instruments are utilized to collect data and it is put under critical data analysis with the help of various statistical techniques as discussed. Conclusions drawn on the basis of data analysis and interpretations are given. Recommendation and suggestion are also given based on the findings of the study.
5.3 RESTATEMENT OF THE PROBLEM

It is imperative to study about the effectiveness of any programme of the universities so as to improve its strengths and to limit the limitations. It is very important to assess the effectiveness of the programmes in the case of open universities, since it is learnt by the students of the university without any contact directly with the teaching community. Moreover the assessment of the effectiveness of the course is useful to improve the resources for the benefit of learners.

The purpose of any training programme such as B.Ed is fulfilled only when it gets benefited by the prospective teachers. Without the satisfaction of learners and improvement of their teaching competency through undergoing the training programme, a programme cannot be useful for the society of the country. The quality of the programme can be assessed either directly by evaluating the quality otherwise by assessing the competency of the trainees who have undergone the training programme. In this context, it is mandatory to assess the level of professional as well as academic capabilities of the prospective teachers of the university. The researcher assumes that the quality of the IGNOU B.Ed programme can also be studied through assessing the professional and academic competency of its learners. Hence the researcher has undertaken this piece of research entitled as:

“AN ASSESSMENT OF THE EFFICACY OF IGNOU B.Ed PROGRAMME IN THE CONTEXT OF THE ACADEMIC AND PROFESSIONAL PERFORMANCE OF TEACHER TRAINEES“
5.4 HYPOTHESES FORMULATED FOR THE STUDY

1. The IGNOU B.Ed programme is distinct and has high potential for imparting academic and professional qualities and values in teacher trainees.
2. There is maximum transfer of the academic and professional skills and qualities developed during the training period, to the actual classroom situation.
3. There is significant positive correlation between multimedia usage and academic performance of distance learners.
4. Significant differences exist among distance learners in their usage of multimedia learning facilities on the basis of their background variables.
5. The teacher trainees in the IGNOU B.Ed programme experience difficulties in accessing and practicing the activities envisaged in the programme.

5.5 OBJECTIVES OF THE STUDY

1. To find out the curricular potential of IGNOU B.Ed programme for imparting quality teacher education;
2. To find out general nature of attitude of teacher trainees towards the IGNOU B.Ed programme;
3. To find the extent of use of activities in the IGNOU B.ED programme for improving the academic performance of teacher trainees;
4. To find the extent of use of activities in the IGNOU B.Ed programme for professional development of teacher trainees;
5. To identify the teacher efficacy of teacher trainees of IGNOU B.Ed programme;
6. To find the difficulties experienced by teacher trainees while engaging in the activities in the IGNOU B.Ed programme for their academic and professional development; and
7. To identify measures to enhance the availability, accessibility and transfer of academic and professional aspects of the IGNOU B.Ed programme to the teacher trainees on the basis of the findings of the research.

5.6 METHODOLOGY

The survey approach to educational problems is one of the most commonly used approaches. It goes beyond mere gathering and tabulating of data. It involves interpretations, comparison, measurement, classification, evaluation and generalization of all directed towards a proper understanding and solution of significant educational problems (Sharma, 2004). It brings into the focus the existing educational problems and also suggests way of meeting them.

The method of research used in the present investigation is survey to collect data from the selected sample to analyze them to arrive at meaningful findings.

5.6.1 Population

The population of the present investigation comprises of the student teachers those who are doing their B.Ed programme in Indira Gandhi National Open University, New Delhi though distance mode and working as a teacher in a school.

5.6.2 Sample

The sample of the present investigation comprises of 480 student teachers doing their B.Ed programme in Indira Gandhi National Open University, New Delhi, covering all the groups selected randomly from various Programme Study Centres of IGNOU in Kanyakumari district of Tamilnadu and Kollam district of Kerala.

5.6.3 Tools and Techniques
The researcher has used the following tools to collect data to arrive meaningful findings:

i. Quality of Curriculum Scale

ii. Attitude towards IGNOU B.Ed programme Scale

iii. Multimedia Usage Scale

iv. Teacher Efficacy Scale

v. Interviews with experts and persons associated with Programme Centres of IGNOU regarding the feasibility of the B.Ed Programme

5.6.4 Analysis of the Study

In the present study various statistical techniques such as descriptive analysis, t test, F test, correlation analysis, and regression analysis are used to analyze the collected data. With the above said statistical techniques, various variables of the student teachers as the quality of IGNOU B.Ed programme perceived by them, multimedia usage, attitude towards IGNOU B.Ed programme and their teacher efficacy are also used. Following are the background variables collected from the sample and used for the purpose of data collection. The background variables used in the study are: Gender (Male / Female), Age (below 25 / 25 – 45 / above 45), Locality (Rural / Urban), Years of Teaching Experience (below 5 years / 5 – 10 years / above 10 years), Subject (Science / Arts / Language), Nature of Service (Government / Aided / Unaided).

5.7 CONCLUSIONS BASED ON THE FINDINGS

The present study proves that the selected variables such as the quality of IGNOU B.Ed programme as perceived by its student teachers, their attitude towards IGNOU B.Ed programme, multimedia usage and academic performances are not very
healthy in status. These attributes have to be improved to a considerable level which can be very helpful for the educational progress and improvement of the quality of forthcoming generations of the nation. Suggestions are given on the basis of the findings arrived at this study. Recommendations are also furnished to improve the status of the variables which may be useful to improve further research.

The present study has brought forth the findings that the quality of curriculum of IGNOU B.Ed programme, attitude of student teachers towards IGNOU B.Ed programme, multimedia usage of student teachers and their teaching efficacy is just average. It may be viewed as an advantageous one, because it is not happened to be low in the crucial characteristic of an open educational system. However, in the context of the prevailing situations in the present day of educational scenario, the present findings seem to be a disappointing one. All the educational systems like open and conventional universities including affiliating institutions focus towards the achievement of improving the quality of curriculum in terms of the satisfaction of its learners as well as improving the utilizations of the e-learning resources including multimedia. But still the attitude of student teachers towards IGNOU B.Ed programme as well as their teacher efficacy is found to be just average which indicates that it needs more improvement. There are incidents that arise often which indicate that the emotional as well as intellectual aspects of teachers need to be trained further. There are many problems being faced by the teachers, which arise just because of their inability to manage with the different teaching-learning environments.

Therefore the researcher is of the opinion that the present findings may be taken as an important source of information for such untoward happenings in the schools. No doubt, every profession has got its positive as well as negative aspects and as such every
human being will have the same type of ordeal in life to cope with the profession he has chosen. Teaching is also not an exemption to this. The teachers with elaborate preparation enter the classrooms to interact with the students so as to impart effective learning and instill in them the values of life. Hence the teachers’ preparation needs to be highly quality oriented to manage the situations of the classrooms of different context. However, in spite of smooth sailing of both the teacher and the taught in institutions somehow there arise certain problems that are not easily predictable ones, as all the teachers are trained, competent, have mastery in their subjects, and aware of all emotional and social characteristics needed for the execution of the process of teaching and learning.

In spite of the competency of the teachers, the expected qualities of the profession of teaching have been inculcated though the training programmes such as B.Ed as well as D.T.Ed. The entire functioning of the school system as well as outcome of the schools entirely depends upon the training received by the student teachers during their training programme. The training received through the curriculum of the programme does not influence their teaching competency alone rather it has the ability to influence their attitude, usage of modern technological devices and ability to manage their classrooms effectively without hurting their wards.

Differential analysis of the data clearly indicates that no significant difference is found between male and female student teachers in their attitude towards IGNOU B.Ed programme, multimedia usage, teacher efficacy and perception of quality of IGNOU B.Ed programme. It implies that the gender of student teachers have no impact on their perception of quality of IGNOU B.Ed programme, attitude towards B.Ed programme, multimedia usage and their teacher efficacy. It may be due to the fact that now-a-days there is no major difference between male and female in their characteristics in terms of
intellectual, psychological as well as emotional because of exposure to the environment to the same level. Once upon a time there was a greater difference maintained between male and female in permitting to any courses or external environments. But presently it is not the situation, both the gender are participating in all the activities equally so as the characteristics may develop similarly. Both the gender has equal exposure for the usage of multimedia as well as all the technological devices because of the mastery over it. It may be the reason that there is no significant difference between male and female in the selected attributes.

No significant difference is found among student teachers of different age group such as below 25, 25 – 45 and above 45 in their perception over the quality of curriculum of B.Ed programme of IGNOU, attitude towards IGNOU B.Ed programme, multimedia usage and teacher efficacy. It can be understood from this finding that the difference in age does not make any difference in their perception over quality of curriculum, attitude towards the training programme, etc. All the age groups of student teachers have the exposure to the same level of knowledge pool with the help of technological devices. Everyday information can be updated, if one is interested through the communication devices for which the age doesn’t be the contributive factor. The attitude is the totality of the exposure gathered in the experience.

Further analysis shows that there is no significant difference between rural and urban area student teachers in their perception of quality of B.Ed programme of IGNOU, attitude towards B.Ed programme, multimedia usage and their teacher efficacy. In the past the locality of the individual was considered crucial for his/her knowledge exploitations, hence the facilities available to reach information differ significantly between the rural and urban locality. Mostly the urban area was well furnished with the facilities required to exploit all the information about anything in no time whereas it was
not possible for the rural areas. This disparity is broken by the invention of modern technologies, especially mobile phones, internet facilities, etc. As a result of invention of mobile devices it is common in both the areas without locality disparity, the knowledge gathering devices are made equal in both the area. Moreover, the knowledge pool has been digitalized and made easy to approach through the modern communication devices. Printable media is now not the only source for collecting information, without approach print media a student teacher can collect any information through internet. Hence the locality makes no difference in the selected characteristics of student teachers in terms of IGNOU B.Ed programme.

It is found that there is no significant difference among student teachers with number of years of teaching experience such as below 5 years, 5 – 10 years and more than 10 years in their perception of quality of IGNOU B.Ed programme, attitude towards B.Ed programme, multimedia usage and their teaching efficacy. This finding is a silver line that the length of experience in the profession of teaching doesn’t seem to make any difference in their attitude, perception, multimedia usage and teacher efficacy. There is a notion that experienced teachers can teach more effectively than that of inexperienced teachers or vice versa. This finding breaks such notion by confirming no difference formed by the length of teaching experience. Being the multimedia usage as well as the teaching efficacy are skills that come as the result of practice nothing else, a mere practice of being in a profession cannot make any significant difference in it. Attitude and perception towards B.Ed programme is entirely a psychological attribute which may once again free from the experience.

Further analysis clearly indicates that there is no significant difference among student teachers of different subjects such as science, arts and language in their perception of quality of IGNOU B.Ed programme, attitude towards B.Ed programme and multimedia
usage. It creates a notion that in teaching profession the subject has nothing to decide the 
attitude and multimedia usage of teachers. Hence these practices vary depending upon 
their interest and exposure to devices, it cannot be determined by various subjects. As all 
the subjects of our school education need no further reference or the school teachers are 
expected to teach the materials available in the textbook, no subject requires using the 
modern technological devices for the purpose of referring further beyond text books.

It is evident that student teachers belonging to science subjects are found to have 
more teacher efficacy than the student teachers belonging to arts subjects. It may due to 
the fact that science is a subject which is more systematic and requires few specific skills 
and prerequisites to exhibit the teaching better. As a result, science teacher may require 
more preparations and planning to teach the concepts in an interesting and easy way for 
the benefit of students. Ultimately as a result of continuous preparation followed by the 
student teachers, their teacher efficacy may improve highly to be better than student 
teachers belonging to arts subjects.

Analysis of data clearly indicates that there is no significant difference among 
student teachers of different nature of service such as government, aided and unaided in 
their perception of quality of IGNOU B.Ed programme, attitude towards 
B.Ed programme and their multimedia usage. It supports the notion that the nature of 
institution or the environment of the institution influence very less on the teaching 
profession as well as the psychological characteristics of teachers. The attitude, 
perception as well as multimedia usage are purely individualistic and depend largely on 
their exposure to different areas of interest.

Significant difference is found among student teachers with different nature of 
service such as government, aided and unaided in their teacher efficacy. Student teachers
working in government and aided institutions are found to have more teacher efficacy than the student teachers working in unaided institutions. It may be due to the fact that the private or unaided institutions have more and more restrictions on the teachers and they are highly monitored in each and every activity. More than that, the salary criteria are very crucial to determine the level of interest in teaching of the teachers. In government and aided institutions somehow freedom is given to teachers to exploit their teaching competences in the classroom. But in the case of unaided institutions the behaviour of the teacher is observed and penalized if it deviates from the interest of the management. Hence as a result of restricted environment, the teachers working in unaided institutions may not be improved in their teaching competency as par with the teachers working in government and aided institutions.

There is significant relationship between the perception of quality of curriculum of B.Ed student teachers of IGNOU and their attitude towards IGNOU B.Ed programme, multimedia usage and their teacher efficacy. It shows that the characteristics chosen in the present study are highly influenced by each other. Especially the dependent variable the perception of student teachers on quality of B.Ed programme of IGNOU is highly correlated with the attitude of student teachers, multimedia usage and their teacher efficacy. Hence the perception of the quality of B.Ed programme is not an independent entity but the product of various characteristics of an individual. Attitude of student teacher contributes the maximum to their all psychological as well as behavioural manifestations; hence attitude of a student teacher is the base for their behaviour. Multimedia usage and teacher efficacy of student teachers can contribute maximum to their perception upon B.Ed programme.
Attitude towards IGNOU B.Ed programme and multimedia usage of student teachers of IGNOU are found to be significant predictors of the perception of quality of B.Ed programme of IGNOU, whereas the teaching efficacy of student teachers is found to be not the significant predictors of perception of quality of B.Ed programme of IGNOU. It reveals that attitude of student teachers and multimedia usage of student teachers is the factors which are highly influencing or acting as the predicting powers of perception of student teachers upon B.Ed programme. Teaching efficacy of student teachers doesn’t contribute or predicting power of the perception of student teachers upon B.Ed programme. It is confronted that the perception of student teachers upon their B.Ed programme is highly influenced by their attitude and multimedia usage. Perception of student teachers is determined by their capacity to use the modern technological devices. The ability to use the technological devices significantly helps to form the perception upon the B.Ed programme.

5.8 IMPLICATIONS OF THE STUDY

The study implies that the overall grade including Theory and Practicum obtained by the maximum number of the student teachers is only C grade, which is an average score as far as IGNOU system is concerned. The practical component is concerned, the practical score of the maximum number of the student teachers is also an average C grade, which shows the teaching competency acquired by the student teachers through practical component of the IGNOU B.Ed programme is not up to the desired level / expectation of the teacher educators. It reveals that the practical teaching component have to be rigorously framed, by which, the teaching competency can be improved further height.
Student teachers’ participation in the workshop and involvement in school based activities are also part of the essential component for their successful completion of IGNOU B.Ed programme, and those activities are significant contribution to develop their learning skill as well as enrichment in their knowledge. As such, these activities are monotonously prepared and no intensive monitoring is carried out, resulting which many of the student teachers is not effective even if they successfully complete the IGNOU B.Ed programme. Thus more care has to be taken by the IGNOU authorities, in preparation and monitoring of the school based and workshop based activities of the programme.

The assignment submission is an important tool as far as IGNOU teaching - learning concept is concerned. By the way of submission, student teachers are expected to enhance their leaning skill, mark scoring in the term end examination, study habits etc. In contrary, these expectations are not effectively fulfilled as the assignments are not contributing much for their professional development and academic improvement. It seems to be the copying work from the study materials without referring any other source of materials like reference books, journals, research articles etc. Hence, the proper attention is needed to develop the assignment structure and questions incorporating the aptitude skills, creativity environment, problem solving attitude etc.

As the student teachers are not tuned / trained in the desired level of study activities like creation of self autonomy, independent study habits towards distance mode, systematic approach, hardworking, etc., during their study period, they are not able to perform well in the term end examination, resulting which, many of the students teachers are able to score only C grade. These factors are seriously to be reviewed by the authorities concerned and the remedial measures to be worked out.
5.9 SUGGESTIONS FOR IMPROVEMENT OF IGNOU B.ED PROGRAMME

On the basis of the findings of the study, the researcher would like to give the following recommendations for improvement:

1. The study materials of the university can be prepared not only concern with cognitive domain of the future teachers but value system of them should also be considered.

2. Exposure to modern technological devices may be made compulsory to get through the training courses successfully.

3. The Programme Study Centres may be permitted to engage part time psychologists to study the psychological characteristics of student teachers those with very positive and negative attitude about the course materials.

4. More attention to be given to the practical components of the programme than theoretical components.

5. Cultural and sports activities may be emphasized to bring forth their hidden talents and thereby to enjoy the profession and get appreciation for the exhibited talents.

6. Group activities may be organised in a systematic manner to enable each student teacher to have a role of his/her own to be played and graded by others.

7. Peer cooperation and coordination may be enhanced by arranging suitable programmes in a periodic manner.

8. Make all study activities compulsory.
9. The Programme Study Centres should be furnished with, all the infrastructure facilities helping student teachers to enhance their teaching efficacy

10. Workshops may be organized with intense care by the Programme Study Centres to provide practical oriented training to boost up their attitude and multimedia usage in order to help in their profession

11. A special training or intensive training is often to be conducted by the IGNOU authorities exclusively for the teacher educators working in IGNOU Programme Study Centres so as they can be trained to handle the subjects of the programme effectively on the basis of the intention for which it is introduced

12. Authorities from the IGNOU can make a periodic visit to the Programme Study Centres to monitor how the workshops being organized and to find the efficacy of teacher educators

13. Teacher educators should interact with the student teachers intimately to bring out valid information about their behavior manifestations which may be highly submissive or withdrawn

14. The number of student teachers admitted into B.Ed programme should be restricted so as only the interested and competent candidates can get admission into the training programme

15. The conduct of entrance test to admit the student teachers in the teacher education programme can be made more vigorous in such a way that the aptitude of the candidates should be tested to the maximum and the candidates with high teaching aptitude may only be admitted to go through the professional training programme
16. The student teachers should be motivated in the beginning itself by means of induction/orientation programmes to be genuine in their words and deeds

17. The non-performing student teachers would be concentrated intensively in order to find out the real cause for their poor achievement

18. Special training programmes can be offered to the student teachers by the IGNOU programme centres to enhance their multimedia usage ability

19. The student teachers may be specially instructed about the impending problems they have to confront with, at the time of practice teaching, and an intensive counselling could be given to help them to improve their teaching efficacy

20. The assignment components of the each course of B.Ed programme may be improved in quantity and quality so as the student teachers can get an overview about the content of the courses

21. It has been noted from the interviews, the language restriction made by the IGNOU makes the programme difficult for the student teachers. Hence major regional languages such as Tamil, Malayalam and other languages can be permitted as the medium of instruction depending upon the competency of the student teachers which will ultimately make the programme more effective and useful for the profession.

5.10 SUGGESTIONS FOR FURTHER RESEARCH

The researcher would like to give the following suggestions to generate effective and self fulfilled teachers for the profession of teaching:
1. A case study can be conducted on the growth and development of IGNOU School of Education

2. A content analysis can be conducted on the study materials of IGNOU B.Ed programme

3. A comparative study can be conducted on the effectiveness of study materials of IGNOU and any other university offering B.Ed programme in open access system

4. A correlational study can be conducted on the perceptions of student teachers on quality of B.Ed programme of IGNOU in relation to their teaching competency

5. A study can be conducted on the effectiveness of multimedia usage of B.Ed student teachers of IGNOU in relation to their mastery of technology

6. A differential study can be conducted on the exposure and usage of computer between student teachers from regular and distance mode of study

7. A study can be conducted on attitude towards teaching of student teachers in relation to their teaching competency

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