CHAPTER V

SUMMARY AND FINDINGS
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V.1. Introduction

The Summary and Findings' section is the most important part of the research report because it reviews all the information that have been presented in its previous sections. This section includes a brief re-statement of the problem, a description of the procedure used, and discussion of findings and conclusions of the study. In addition, the researcher lists unanswered questions that have occurred in the process of study in which further research beyond the scope of the problem investigated.

V.2. Need for the Study

Traditionally teachers have enjoyed a position of great respect in our country. But, the status of teachers has diminished during the last few decades. Deterioration in teachers' service conditions, the isolation in which teachers work, phenomenal expansion of the educational system, lowering of standards of teacher training, a general impression that a very large number of teachers do not perform their duties properly, changes in the value system of the society etc. are found to be the reasons for the
deterioration. The status of teachers has had a direct bearing on the quality of education, and many of the ills of the latter can be ascribed to the indifferent manner in which many teachers have performed their function. The National Policy of Education (NPE - 1986) therefore places complete trust in the teaching community. It calls for a substantial improvement in the conditions of work and the quality of teacher education.

The present trend in education at all levels is towards implementing technology based innovations. The success of such innovation depends on the contextual conditions and strategies employed in the process of implementations. The most important strategy related factor is 'staff development'. This factor gains more importance in the present situation since the standard of teaching English is decreasing day by day. There is a considerable short fall in achievement at school, resulting in a gap between the students' achievement and requirements. This is more prominent in the English subject and the English teachers are criticised as being responsible for this low achievement in English.
The majority of our teacher educators appear ill-equipped in the innovative methods of teacher training. It is not their fault however. They themselves had little help from their training in teaching the language. The trainer's role consisted in training the translation method and elaborate explanation of obscure grammatical points, followed by mechanical exercises in various constituents of English such as prose, poetry, grammar, composition, etc. Another serious defect in the training of English teachers is that the trainers do not adopt a proper method in training. This does not mean that they should adopt a rigid method. In fact, the training should be different for different subjects, different schools and teachers of different classes. They are not aware of the different techniques of training English teachers.

NPE (1986) has rightly said 'Educational Technology will be employed in the spread of useful information, the training and retraining of teachers, to improve quality, sharpen awareness of art and culture, inculcate abiding values, etc. both in formal and non-formal sections.'
There are a few researches that have evaluated the impact of media on students' communicative skills in English. No research, so far, has been done so deeply on teacher training. Hence, this research has evaluated the impact of media on English teaching competency of teacher-trainees.

V.3. Scope of the Study

Since this is an experimental study, the investigator attempted to know the treatment effect of the experimental factor, i.e. the purpose of this study is to evaluate the effectiveness of media and usefulness of this approach in catering to the need of the teacher-trainees. This study will be of immense help for the educationists particularly for the teacher trainers to know the usefulness of this approach. Since the concept of education has been changed from time to time, the training methods and techniques should also be changed in accordance with the change in system itself.

It will also help the administrators and educational institutions such as NCERT, SCERT, etc. to sensitise the present need in the method of English language teaching. This study will initiate several other studies on English Language Teaching (ELT) and Teacher Education. This study
will give scope for improvement of the method of second language teaching by removing the hurdles and give scope for further study in this field for the betterment of method of teaching English at B.Ed. level. This study may inspire some other researchers to try to find media effectiveness on their field of specialisation.

V.4. Statement of the Problem

The main purpose of this research is to evaluate the impact of media on teaching competency of student teachers. The title of this study reads as follows:

A STUDY ON THE IMPACT OF MEDIA ON STUDENT TEACHERS WITH REFERENCE TO SELECT VARIABLES

V.4.a Operational Definition of Key Terms

V.4.a.1. Impact: Oxford Advanced Learners Dictionary (1995) defines the term 'Impact' as the strong impression or effect of something. In this study this word refers to the effect of media administered to the experimental group. It is measured by comparing the mean scores of students of experimental group and control group.
V.4.a.ii. **Media:** Derived from Latin word ‘between’ the term refers to anything that carry information between a source and a receiver. They are considered as instructional media when they carry messages with an instructional purpose. The present study operationally defines media as an instructional package consisting more than one format. It is a combined presentation of visual media including video with other verbal media forms.

V.4.a.iii **Teaching Competency:** Oxford Advanced Learners Dictionary defines the word ‘competent’ as having ability, power, authority, skill, knowledge, etc. to do what is needed. ‘Teaching Competency’ means being competent in teaching.

In this study, the term ‘Teaching Competency’ denotes the measurable manifestation of the ability of the sample to teach. The teaching competency here is assessed by administering ‘Evaluation Proforma’ developed by SRKV College of Education, Coimbatore, Tamilnadu, India.
The evaluation proforma has three major components in the skill of teaching English prose for comprehension such as a) Reading (Process) b) Selection of the Passage (Material) and c) Testing (Product).

**V.4.a.iv. Student Teachers:** The 'Student Teachers' means the would be teachers who are undergoing training in teaching skill. The term 'Student Teachers' here stands for the B.Ed. trainees.

**V.5. Variables Selected for the Study**

The treatment variables are the training techniques namely i) Video assisted training and ii) Traditional method of training.

The learner variables are sex, student teachers’ discipline and medium of instruction under which they studied at school.

The dependent variables are the Attitude Towards Teaching and Intelligence.

**V.6. Objectives of the Study**

In the light of the variables selected for the study, the following objectives were framed.
1. To find out the impact of Video Assisted Training with the Traditional Method with reference to the teaching competency of the student teachers.

2. To find out whether there is any significant difference between the mean scores of the reading ability of the control group and the experimental group.

3. To find out whether there is any significant difference between the mean scores of the trainees’ competency to test pupils’ comprehension of the control group and the experimental group.

4. To find out whether there is any significant difference between the mean scores of the nature of the passage selected by the trainees of the experimental group and the control group.

5. To find out the correlation between the teaching competency and the following variables

   a) Attitude towards Teaching   b) Intelligence.
6. To find out the significant difference, if any, between the mean scores in teaching competency of sub-groups of the experimental group with reference to the following variables.

   a) Sex  b) Attitude towards Teaching   c) Intelligence  
   d) Medium of instruction in school education  
   e) Major discipline.

7. To find out the interaction effect, if any, between the treatment and the following variables of the experimental group on the teaching competency.

   a) Sex  b) Attitude towards Teaching   c) Intelligence  
   d) Medium of instruction in School education  
   e) Major discipline.

V.7. Hypotheses of the Study

To test whether the above objectives have been reached, the following null-hypotheses were formulated for testing.

1. There is no significant difference between the teaching competency of the experimental group and the control group at the post-test level.
2. There is no significant difference between the mean scores of the reading ability of the experimental group and the control group at the post-test level.

3. There is no significant difference between the mean scores of the trainees' competency to test the pupils' comprehension of the experimental group and the control group at the post-test level.

4. There is no significant difference between the mean scores of the nature of the passage selected by the trainees of the experimental group and the control group at the post-test level.

5. There is no correlation between the teaching competency and the following variable of the experimental group at the post-test level.
   a) Attitude towards Teaching  b) Intelligence.

6. There is no significant difference between the mean scores of the teaching competency of sub-groups of the experimental group with reference to the following variables at the post-test level.
   a) Sex  b) Attitude towards Teaching c) Intelligence  
   d) Medium of instruction in school education  
   e) Major Discipline.
7. There is no interaction effect between the treatment and the following variables of the experimental group on the teaching competency.
   a) Sex  
   b) Attitude towards Teaching  
   c) Intelligence  
   d) Medium of instruction in school education  
   e) Major Discipline

V.8. Methodology in Brief

V.8.a. Sample

The student teachers at the B.Ed. level formed the population of this study. The students studying in the affiliated Colleges of Education of the Bharathidasan University constituted the sample for this study. The trainees with English as one of their optionals formed the sample. The cluster sampling technique has been adopted in this study.

V.8.b. Methodology

The sample selected as above was divided into two groups. The subjects in the control group were exposed to conventional method of training. The treatment group was exposed to video. At the end of the experiment, the difference between the scores of the control group and the experimental group in the student teachers' teaching
competency was analysed statistically. The interaction effect between the treatment and the select variables was also analysed. Differential analysis was done to the data obtained from the experimental group with reference to the select variables.

V.B.c. Tools

i) Video Programme developed by the Investigator.

ii) ‘Evaluation Proforma’ to measure Teaching Competency developed and validated by Sri Ramakrishna Vidyalaya College of Education, Coimbatore, Tamilnadu, India.

iii) ‘Attitude towards Teaching Scale’ developed and validated by P.Ponnambalam and H.Visweswaran.

iv) ‘The Standard Progressive Matrices’ sets A,B,C,D and E, prepared and developed by J.C.Raven

v) The ‘Personal Blank’ to collect on the Sample
V.8.d. **Statistical Techniques**

i) 'T' test to analyse the differential hypotheses.

ii) 'F' test to find out the interaction effect of treatment and the variables on teaching competency of the sample.

iii) Correlation to find out the relationship between the Attitude towards Teaching and Teaching Competency and between the Intelligence and Teaching Competency of the experimental group.

V.9. **Limitations**

1. This study is limited to the B.Ed. Trainees who have selected English as one of their optionals.

2. This study is limited to the method of teaching English Prose for Comprehension only.

3. This study is limited to the selected samples from selected colleges only i.e. eighty trainees from two colleges.

4. Video is the only medium used in this study.
V.10. Findings of the Study

Hypothesis 1

There is no significant difference between the teaching competency of the experimental group and the control group at the post-test level.

- **Groups Compared**: Experimental Group and Control Group
- **Data Analysed**: Post-test scores
- **Statistical Technique Used**: 't' test
- **Result**: 't' value = 11.11
- **Critical Value at 0.01 level**: 2.58

Since the calculated value of 't' is greater than the critical value at 0.01 level of significance, the null hypothesis is rejected. Hence it is concluded that Media Assisted Training is superior to Conventional Method of Training in terms of learning outcomes of these teacher trainees.
Hypothesis 2

There is no significant difference between the mean scores of the reading ability of the experimental group and the control group at the post-test level.

Groups Compared Experimental Group and Control Group

Data Analysed Post-test scores

Statistical Technique Used 't' test

Result 't' value = 11.98

Critical Value at 0.01 level 2.58

Since the calculated value of 't' is greater than the critical value at 0.01 level of significance, the null hypothesis is rejected. Therefore, it is concluded that the experimental group and the control group differ significantly in the post-test achievement. The higher mean scores of the experimental group proved that the experimental group performed better than the control group in the competency of reading ability at post-test level. Hence, it is concluded that Media Assisted Training is superior to Conventional Method of Training.
Hypothesis 3

There is no significant difference between the mean scores of the trainees' competency in testing the pupils' comprehension of the experimental group and the control group at the post-test level.

Groups Compared  Experimental Group and Control Group

Data Analysed  Post-test scores

Statistical Technique Used  't' test

Result  't' value = 16.12

Critical Value at 0.01 level  2.58

Since the calculated value of 't' is greater than the critical value at 0.01 level of significance, the null hypothesis is rejected. Therefore, it is concluded that the experimental group and the control group differ significantly in the post-test achievement. The higher mean scores of the experimental group proved that the experimental group performed better than the control group in the competency of testing pupils' comprehension at post-test level. Hence, it is concluded that Media Assisted Training is superior to Conventional Method of Training in trainees competency in testing pupils' comprehension.
Hypothesis 4

There is no significant difference between the mean scores of the nature of the passage selected by the trainees of the experimental group and the control group at the post-test level.

**Groups Compared**  Experimental Group and Control Group

**Data Analysed**  Post-test scores

**Statistical Technique Used**  't' test

**Result**  't' value = 0.45

**Critical Value at 0.05 level**  1.99

Since the calculated value of 't' is less than the critical value at 0.05 level of significance, the null hypothesis is accepted. Therefore, it is concluded that the experimental group and the control group did not differ significantly in the competency in selecting passage at post-test level.
Hypothesis 5.a.

There is no correlation between the teaching competency and the variable 'Attitude Towards Teaching' of the experimental group at post-test level.

Groups Compared Experimental Group

Data Analysed Attitude Towards Teaching and Teaching Competency of the Experimental group at post-test level

Statistical Technique Used Product Moment Correlation

Result .29 – Low Positive

From the above analysis it is found that there is a low positive correlation between the teaching competency and attitude towards teaching of the trainees in the experimental group at post-test level.
Hypothesis 5.b.

There is no correlation between the teaching competency and the variable 'Intelligence' of the experimental group at post-test level.

<table>
<thead>
<tr>
<th>Groups Compared</th>
<th>Experimental Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data Analysed</td>
<td>Intelligence and Teaching Competency of the Experimental group at post-test level</td>
</tr>
</tbody>
</table>

Statistical Technique Used  
Product Moment Correlation

Result  
.6 - High Positive

From the above analysis it is found that there is a high positive correlation between the teaching competency and intelligence of the trainees in the experimental group at post-test level. .pa
Hypothesis 6.a.

There is no significant difference between the mean scores of the teaching competency of sub-groups of the experimental group with reference to the variable 'Sex' at the post-test level.

Groups Compared: Experimental Group

Data Analysed: Teaching Competency of Girls and Boys of the Experimental Group at the post-test level.

Statistical Technique Used: 't' test

Result: 't' value = 4.87

Critical Value at 0.01 level: 2.71

Since the calculated value of 't' is greater than the critical value at 0.01 level of significance, the null hypothesis is rejected. Therefore, it is concluded that the Boys and the Girls of the experimental group differ significantly in the teaching competency.

The higher mean score of the girls proved that the girls performed better than the boys in the competency of teaching at post-test level.
Hypothesis 6.b.

There is no significant difference between the mean scores of the teaching competency of sub-groups of the experimental group with reference to the variable 'Attitude Towards Teaching' at post-test level.

Groups Compared Experimental Group

Data Analysed Teaching Competency of the trainees in the Experimental Group whose Attitude towards Teaching is above mean and those with below mean at post-test level

Statistical Technique Used 't' test

Result 't' value = 1.35

Critical Value at 0.05 level 2.02

Since the calculated value of 't' is less than the critical value at 0.05 level of significance, the null hypothesis is accepted. Therefore, it is concluded that the trainees with above mean scores in Attitude Towards Teaching and those with below mean scores did not differ significantly in the teaching competency at post-test level.
Hypothesis 6.c.

There is no significant difference between the mean scores of the teaching competency of sub-groups of the experimental group with reference to the variable 'Intelligence' at post-test level.

Groups Compared  Experimental Group

Data Analysed  Teaching Competency of the trainees in the Experimental Group whose is above mean and those with below mean at post-test level

Statistical Technique Used  't' test

Result  't' value = 1.09

Critical Value at 0.05 level  2.02

Since the calculated value of 't' is less than the critical value at 0.05 level of significance, the null hypothesis is accepted. Therefore, it is concluded that the trainees with above mean scores in Intelligence and those with below mean scores did not differ significantly in the teaching competency at post-test level.
Hypothesis 6.d.

There is no significant difference between the mean scores of the teaching competency of sub-groups of the experimental group with reference to the variable 'Medium of Instruction under which the trainees studied in school' at post-test level.

Groups Compared: Experimental Group

Data Analysed: Teaching Competency of the trainees in the Experimental Group who studied in Tamil Medium at School and those who studied in English medium at post-test level

Statistical Technique Used: 't' test

Result: 't' value = 0.9

Critical Value at 0.05 level: 2.02

Since the calculated value of 't' is less than the critical value at 0.05 level of significance, the null hypothesis is accepted. Therefore, it is concluded that the trainees who studied in Tamil Medium in school and who studied in English medium did not differ significantly in the teaching competency at post-test level.
There is no significant difference between the mean scores of the teaching competency of sub-groups of the experimental group with reference to the variable 'Major Discipline' at the post-test level.

<table>
<thead>
<tr>
<th>Groups Compared</th>
<th>Experimental Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data Analysed</td>
<td>Teaching Competency of the trainees of the experimental group whose Major Disciplines are English literature, Science, Mathematics and Social Science at post-test level.</td>
</tr>
<tr>
<td>Statistical Technique Used</td>
<td>'F' test</td>
</tr>
<tr>
<td>Result</td>
<td>'F' value = 7.14</td>
</tr>
<tr>
<td>Critical Value at 0.01 level</td>
<td>4.40</td>
</tr>
</tbody>
</table>

Since the calculated value of 'F' is greater than the critical value at 0.01 level of significance, the null hypothesis is rejected. Therefore, it is concluded that there is a significant difference between the mean scores of teaching competency of the trainees in the experimental group with reference to the variable 'major discipline' corresponding to the .01 level of significance at post-test level.
Hypothesis 6.e.

There is no significant difference between the mean scores of the teaching competency of sub-groups of the experimental group with reference to the variable Major Discipline at the post-test level.

**Groups Compared** Experimental Group

**Data Analysed** Teaching Competency of the trainees of the experimental group whose Major Disciplines are English literature, Science, Mathematics and Social Science at post-test level.

**Statistical Technique Used** ‘F’ test

**Result** ‘F’ value = 7.14

**Critical Value at 0.01 level** 4.40

Since the calculated value of ‘F’ is greater than the critical value at 0.01 level of significance, the null hypothesis is rejected. Therefore, it is concluded that there is a significant difference between the mean scores of teaching competency of the trainees in the experimental group with reference to the variable ‘major discipline’ corresponding to the .01 level of significance at post-test level.
The higher mean scores of the students of English literature in the teaching competency proved that these students performed better than the students of other disciplines at post-test level. The science graduates (except mathematics) performed better than the graduates of social science and mathematics. The graduates of Social Science performed better than the mathematics graduates.

This may probably be due to the better exposure given to the English literature students in English and inclusion of 'English Language Teaching' as one of the major papers at Undergraduate level in many of the universities.
Hypothesis 7.a.

There is no interaction effect between the treatment and the variable Sex of the experimental group on their teaching competency

Groups Compared  Experimental Group

Data Analyzed  Teaching Competency of the girls and boys of the experimental group at pre and post-test levels.

Statistical Technique Used  'F' test

Result  'F' value = 0.39.

Critical Value at 0.05 level  3.96

Since the calculated value of 'F' is less than the critical value at 0.05 level of significance, the null hypothesis is accepted. Therefore, it is concluded that there is no interaction effect between the treatment and the variable Sex of the experimental group on the teaching competency.
Hypothesis 7.b.

There is no interaction effect between the treatment and the variable Attitude Towards Teaching of the experimental group on their teaching competency.

Groups Compared  Experimental Group

Data Analysed  Teaching Competency of the Trainees of the experimental group whose Attitude Towards Teaching is above mean and the below mean at pre and post-test levels.

Statistical Technique Used  'F' test

Result  'F' value = 1.77

Critical Value at 0.05 level  3.96

Since the calculated value of 'F' is less than the critical value at 0.05 level of significance, the null hypothesis is accepted. Therefore, it is concluded that there is no interaction effect between the treatment and the variable Attitude Towards Teaching of the experimental group on the teaching competency.
Hypothesis 7.c.

There is no interaction effect between the treatment and the variable Intelligence of the experimental group on their teaching competency

Groups Compared Experimental Group

Data Analyzed Teaching competency of the trainees of the experimental group whose Intelligence is above mean and the below mean at pre and post-test levels.

Statistical Technique Used 'F' test

Result 'F' value = 0.40

Critical Value at 0.05 level 3.96

Since the calculated value of 'F' is less than the critical value at 0.05 level of significance, the null hypothesis is accepted. Therefore, it is concluded that there is no interaction effect between the treatment and the variable Intelligence of the experimental group on the teaching competency.
Hypothesis 7.d.

There is no interaction effect between the treatment and the variable Medium of Instruction of the experimental group on their teaching competency.

Groups Compared
Experimental Group

Data Analysed
Teaching Competency of the Trainees of the experimental group who studied in Tamil Medium and those who studied in English Medium at school level at pre and post-test levels.

Statistical Technique Used
‘F’ test

Result
‘F’ value = 0.07

Critical Value
at 0.05 level 3.96

Since the calculated value of ‘F’ is less than the critical value at 0.05 level of significance, the null hypothesis is accepted. Therefore, it is concluded that there is no interaction effect between the treatment and the variable Medium of Instruction under which the trainees of the experimental group studied at school level on the teaching competency.
Hypothesis 7.e.

There is no interaction effect between the treatment and the variable Medium of Instruction of the experimental group on their teaching competency.

Groups Compared	Experimental Group

Data Analysed
Teaching Competency of the Trainees of the experimental group whose Major Discipline is English Literature, Science, Mathematics and Social Science at pre and post-test levels.

Statistical Technique Used
‘F’ test

Result
‘F’ value = 3.16

Critical Value
at 0.05 level 3.96

Since the calculated value of ‘F’ is less than the critical value at 0.05 level of significance, the null hypothesis is accepted. Therefore, it is concluded that there is no interaction effect between the treatment and the variable Major Discipline of the trainees of the experimental group on the teaching competency.
V.11. Summary of the Findings

1. The Media Assisted Training using video is superior to Conventional Method of Training. It is therefore concluded that the media has the positive impact on training the student teachers in teaching competency.

2. It is concluded that the media has the positive impact on training the student teachers in the various dimensions of teaching prose for comprehension such as a) Reading ability, and b) The skills in testing comprehension.

3. It is found that there is positive correlation between the teaching competency of the student trainees and their attitude towards teaching.

It is therefore concluded that the attitude towards teaching has the positive impact on teaching competency of the student teachers.
4. It is found that there is positive correlation between the teaching competency of the student teachers and their intelligence.

It is, therefore, concluded that the intelligence has the positive impact on teaching competency of the student teachers.

5. It is concluded that the teaching competency of the girls is superior to that of boys. It is perhaps because of the academic involvement shown by the girls.

6. It is concluded that the teaching competency of the student teachers who studied in Tamil medium at school level did not differ from those who studied in English medium.

7. It is concluded that the teaching competency of the student teachers whose major is English literature is superior to the teaching competency of the student teachers who studied other subjects as their major discipline for their graduation.
This may probably be due to the better exposure given to the English literature students in English and inclusion of 'English Language Teaching' as one of the major papers at Undergraduate level in many of the universities.

8. Sex, Attitude Towards Teaching, Intelligence, Medium of Instruction at School level, and Major Discipline while combined with the experimental factor viz. Media Assisted Training, all these, have no interaction effect.

V.11.a.Incidental Findings

1. The mean score of the attitude towards teaching of the student teachers is as low as 49.38 %. It is probably because that the student teachers with low attitude towards teaching happen to opt for joining the teacher training courses. This indicates, candidates should be tested for their attitude towards teaching at the entry level so that we may get better teachers.

2. The intelligence of the students is again as low as 58.17 %. It is therefore found that the high intelligent students do not opt for teaching professions.
V.12. Interview with Trainees: Report of a few Case Studies of Varying Nature

The following case studies were so planned that a variety of Teacher Trainees who belong to different categories in the variables chosen for the study.

The following Report of a few case studies reveal some interesting information related to this topic of research.

In order to increase the utility of the study, the investigator used interview as an additional device. Total five cases from Experimental group were selected for interviewing on the basis of scores obtained in teaching competency at post-test level, score gain, intelligence and attitude towards teaching. In the month of January and February, 1996, the investigator conducted the present experimental study on impact of media for B.Ed. trainees. Before the commencement of the experiment, pre-test was administered and after the experiment was over, post-test was administered. The tests to find out the intelligence and the attitude towards teaching of the Student-Teachers were also conducted. Then the investigator selected five trainees and the basis of selection is given below.
1. Two trainees who scored first and second rank in the post-test performance.

2. One trainee who scored lowest mark in teaching competency.

3. One trainee who scored lowest mark in intelligence.

4. One trainee who scored lowest mark in attitude towards teaching.

Findings

1. Ms. R.V. belonged to the Experimental group. She got first rank in post-test performance. Her intelligence and attitude towards teaching are 67 and 57 respectively. She got first mark in intelligence and third place in attitude towards teaching. Her gain scores from pre-test to post-test is 21%.

In an interview she expressed that she had joined B.Ed. course as a stop-gap arrangements. She was waiting for the Bank exam results after attending an interview. Her first occupational preference was Bank and teaching was only the second. She felt that in teaching profession, there is no more scope for promotion and teachers are monetarily inferior to Bank employees. She felt that media assisted training would help the student-teachers to improve their competency.
2. Mr. S. M. got second mark in the post-test performance. His intelligence and attitude towards teaching were 65 and 79 respectively. He got the first mark in attitude towards teaching and fourth place in intelligence. His gain score from pre-test to post-test is 26%.

In an interview he told that he had a good regard for teaching profession. His first preference was teaching profession. For the questions why the students with more intelligence do not opt for teaching profession, he answered that may be due to the repeating nature, poor salary compared with the bank employees, low status in the society etc. He also told that it depends on the mind and nature of the teachers and could easily be overcome. He is also of the view that exposure towards video helps to improve teaching competency.

3. Mr. G. K. got lowest mark in teaching competency at post-test level. His intelligence and attitude towards teaching were 62 and 41 respectively. His gain score from pre-test to post-test is 20%.

In an interview, it was found that he was an introvert in nature. His occupational preference was the field of auto-mobile technology. However, he felt that video would be useful to develop teaching competency.
4. Mr. N.C.P. got the lowest mark in intelligence i.e. 48. His attitude towards teaching was 65. His gain score from pre-test to post-test is 19%.

In an interview, it was found that his occupational preference was teaching. Being a student from English Medium classes he could speak English fluently. He also has the positive attitude towards media in developing teaching competency.

5. Mr. P.C. got the lowest mark in Attitude Towards Teaching i.e. 40. His intelligence was 57. His gain score from pre-test to post-test is 17%.

In an interview, he expressed that he joined B.Ed. course just because he could not get admission in M.Sc. course. His occupational preference was chemist. He felt that video also helped to improve the teaching competency.

The findings of the case studies, thus, reveal that the students of different nature opted for the teacher training course. Based on the findings of the study and the above case studies the following recommendations have been given.
V.13. Educational Implications

1. Since the student teachers of the video group have been found to perform better than control group, the student teachers may be given training through video in the Method of Teaching English prose for comprehension.

2. The teacher educators may be given training in using video effectively to train the trainees in the method of teaching English prose for comprehension.

3. The teacher educators may be given training in developing media suited to their task.

4. Since the teaching competency of the girls is better than the boys, the special care may be taken to train the male trainees effectively in the method of teaching English prose for comprehension.

5. Since the study has proved that there is positive correlation existing between the trainees' attitude towards teaching and their teaching competency, the trainees with positive attitude may be given admission in B.Ed. course. Or their attitude may be developed towards better through careful efforts during the course.
6. It is found from the study that the correlation between the intelligence of the trainees and their teaching competency is positive. So, the trainees with higher intelligence may be admitted in B.Ed. course.

7. Since the study has proved that the trainees whose discipline is English, teach better than the trainees from other disciplines, only the students of English may be allowed to teach English at School level, not those with the subject other than English as it is being practised now.

8. Libraries for educational video cassettes may be started at least at the University level so that every College of Education can make use of it for training.

V.14. Suggestions for Further Research:

1. The impact of media in training the method of teaching English prose was found out in this study. Studies may be undertaken to find out the impact of media on the other constituents of English such as Grammar, Poems, compositions, etc.

2. Only video was used in this study. Studies may be undertaken to find out the impact of other media materials.
3. The relationship between some more interrelated factors like video aptitudes, video literacy, attitude towards video, language ability, teacher effectiveness, etc. and the trainees' teaching competency is also an area of educational significance for research.

4. Studies may be undertaken to find out the impact of media on giving training to the student teachers in the method of teaching some other subjects.

V.15. Conclusion

In this world of science and technology, advancement in Educational Technology should be brought into all the strategies of teacher training. In this context, media has proved to be more effective for training the English teachers, when it is carefully and effectively planned. In short, the outcome of this study has thrown more light on the effectiveness of media with reference to optimum development of student teachers. It will be beneficial to all those who are involved in the system of education - the learners, the teachers and the educational institutions.