Chapter 5

SUMMARY, CONCLUSION AND SUGGESTIONS

This chapter gives an overview of the study. This chapter contains restatement of the problem, objectives, hypotheses, methodology in brief, major findings, educational implications and suggestions for further research.

5.1 RESTATEMENT OF THE PROBLEM

The present study was entitled as “EFFECT OF A MODEL BASED ON CRITICAL PEDAGOGY ON LEARNING SKILLS, DEMOCRATIC ATTITUDE AND ACHIEVEMENT IN EDUCATIONAL PSYCHOLOGY OF B.Ed. STUDENTS”

5.2 OBJECTIVE OF THE STUDY

The purpose of the study was to assess empirically the effectiveness of an instructional model based on Critical Pedagogy on Learning Skills, Democratic Attitude and Achievement in Educational Psychology of B.Ed. students.

The objectives of the study are listed below:

4- To test whether there exist any effect of an instructional model based on Critical Pedagogy on Learning Skills of B.Ed. students, after controlling Intervening variables selected for the study. The Intervening variables selected are Learning Skills pretest, Democratic Attitude pretest, Achievement in Educational Psychology pretest and Intelligence.

5- To test whether there exist any effects of an instructional model based on Critical Pedagogy on Democratic Attitude of B.Ed. students, after controlling Intervening variables selected for the study. The Intervening variables selected are Democratic Attitude pretest, Learning Skills pretest, Achievement in Educational Psychology pretest and Intelligence.

6- To test whether there exist any effects of an instructional model based on Critical Pedagogy on Achievement in Educational Psychology of B.Ed. students, after
controlling Intervening variables selected for the study. The Intervening variables selected are Achievement in Educational Psychology pretest, Learning Skills pretest, Democratic Attitude pretest and Intelligence.

5.3 HYPOTHESES OF THE STUDY

The following hypotheses guided the course of study.

1. Instructional model based on Critical pedagogy will not have any significant effect on Learning Skills of B.Ed. students after controlling pretest in Learning Skills.

2. Instructional model based on Critical pedagogy will not have any significant effect on Learning Skills of B.Ed. students after controlling Democratic Attitude.

3. Instructional model based on Critical pedagogy will not have any significant effect on Learning Skills of B.Ed. students after controlling Achievement in Educational Psychology.

4. Instructional model based on Critical pedagogy will not have any significant effect on Learning Skills of B.Ed. students after controlling Intelligence.

5. Instructional model based on Critical pedagogy will not have any significant effect on Democratic Attitude of B.Ed. students after controlling Learning Skills.

6. Instructional model based on Critical pedagogy will not have any significant effect on Democratic Attitude of B.Ed. students after controlling pretest in Democratic Attitude.

7. Instructional model based on Critical pedagogy will not have any significant effect on Democratic Attitude of B.Ed. students after controlling Achievement in Educational Psychology
8. Instructional model based on Critical pedagogy will not have any significant effect on Democratic Attitude of B.Ed. students after controlling Intelligence.

9. Instructional model based on Critical pedagogy will not have any significant effect on Achievement in Educational Psychology of B.Ed. students after controlling Learning Skills.

10. Instructional model based on Critical pedagogy will not have any significant effect on Achievement in Educational Psychology of B.Ed. students after controlling Democratic Attitude.

11. Instructional model based on Critical pedagogy will not have any significant effect on Achievement in Educational Psychology of B.Ed. students after controlling pretest in Achievement in Educational Psychology.

12. Instructional model based on Critical pedagogy will not have any significant effect on Achievement in Educational Psychology of B.Ed. students after controlling Intelligence.

5.4 METHODOLOGY

Sample selected for the study

The sample for this study consisted of 62 students enrolled in B.Ed. course at Rama Degree College affiliated to University of Lucknow. Two intact sections of B.Ed. students of the college, participated in the study. One section was randomly assigned as treatment group (n=32) and another one as control group (n=30).

Instrumentation

Four standardized tools were used for the present study to collect data from the B.Ed. students. They were:

5. Learning Skills Inventory
6. Democratic Attitude scale

7. Achievement test in Educational Psychology

8. Raven’s Standard Progressive Matrix

The instruments Learning Skills Inventory, Democratic Attitude scale and Achievement test paper in Educational Psychology were developed and standardized by the investigator with the help of the research supervisor. Raven’s Standard Progressive Matrix instrument is already standardized and it is adopted for study.

**Design**

Quasi-experimental design was used in this study. Two groups were selected for the study. One group was experimental group and another one was control group. Experimental group received treatment of the instructional model based on Critical Pedagogy. The control group was treated with lecture cum demonstration method. All the tools were administrated to both the group before the starting the treatment. Outcome variables also were tested after the treatment. The design is precisely given in the following table:

<table>
<thead>
<tr>
<th></th>
<th>1-Pre test</th>
<th>2-Treatment</th>
<th>3-Post test</th>
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<tbody>
<tr>
<td>Experimental group</td>
<td>X</td>
<td>Instructional model based on critical pedagogy</td>
<td>X</td>
</tr>
<tr>
<td>Control group</td>
<td>X</td>
<td>Lecture cum demonstration method</td>
<td>X</td>
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</tbody>
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**Statistical techniques used**

*Descriptive analysis:* Visual Descriptive-(Graphical representation of data.) Measures of Central Tendency, Measures of Variability, Coefficient of Variation, Skewness, Kurtosis
**Inferential analysis:**

I. Test of significance of difference between two mean is used to compare the mean between control group and experimental group for pretest and posttest level for all considered dependent variables. Both independent sample ‘t’ test and paired sample ‘t’ test were used.

II. Exploratory Factor analysis was used in item analysis for Learning Skills Inventory.

III. ANCOVA was used to test the mean difference between control group and the experimental group for all considered dependent variables.

**5.5 MAJOR FINDING OF THE STUDY**

1. Instructional model based on critical pedagogy have significant effect on Learning Skills, after controlling pretest in Learning Skills.

2. Instructional model based on Critical Pedagogy have no significant effect on Learning Skills, after controlling Achievement in Educational Psychology.

3. Instructional model based on Critical Pedagogy have significant effect on Learning Skills, after controlling Democratic Attitude.

4. Instructional model based on Critical Pedagogy have no significant effect on Learning Skills, after controlling Intelligence.

5. Instructional model based on Critical Pedagogy have significant effect on Democratic Attitude after controlling Learning Skills.

6. Instructional model based on Critical Pedagogy have no significant effect on Democratic Attitude after controlling Achievement in Educational Psychology.

7. Instructional model based on Critical Pedagogy have significant effect on Democratic Attitude after controlling pretest Democratic Attitude.

8. Instructional model based on Critical Pedagogy have no significant effect on Democratic Attitude after controlling Intelligence.
9. Instructional model based on Critical Pedagogy have significant effect on Achievement in Educational Psychology after controlling Learning Skills.

10. Instructional model based on Critical Pedagogy have significant effect on Achievement in Educational Psychology after controlling pretest Achievement in Educational Psychology.

11. Instructional model based on Critical Pedagogy have significant effect on Achievement in Educational Psychology after controlling Democratic Attitude.

12. Instructional model based on Critical Pedagogy have significant effect on Achievement in Educational Psychology after controlling Intelligence.

5.6 EDUCATIONAL IMPLICATIONS

This study explored into the effect of the model based on Critical Pedagogy on three variables viz. Learning Skills, Democratic Attitude and Achievement in Educational Psychology. Based on the hypothesis set for study, the analysis was carried out and results of the study points to valuable findings. A research study is complete only when the investigator could suggest possible implications to improve the existing system. The study revealed the significance of Critical Pedagogy in improving the dependent variables selected for the study. The implications of the findings are discussed below by drawing from the contextual realities of the existing teacher education programme carried out in the country.

This study through light on the effect of Critical Pedagogy on Learning Skills, Democratic Attitude and Achievement in Educational Psychology of B.Ed. students. One of the important implications in the light of the study is the need for reforming the B.Ed. curriculum to wield the use of Critical Pedagogy. Integrating theoretical and practical aspect of Critical Pedagogy would help in improving the Learning Skills and Democratic Attitude of B.Ed. students.

A just and democratic society has its emanation from a democratic education system. Key determinant of democratic education system is its teachers. Integrating Critical Pedagogical practices during internship and other training experiences provided to the student teachers will have desirable effect in this direction. It would be great if the
universities take initiative to modify their curriculum in this direction. National Council for Teacher Education (NCTE) being the statutory agency for teacher educations in India can take strategic decisions in making use of each effective models.

The competence of teacher educators to in using Critical pedagogical practices is an important limitation for imparting Critical Pedagogy in teacher education programme. This has to be addressed. University Grants Commission (UGC) can do a lot in this direction. University Grants Commission (UGC) through its Human Resource Development Center (HRDC) can device special training programme for teacher educators to understand theoretically and practically about Critical Pedagogy and its implications in teacher education settings. Programme like special training programme to teacher educators with practical experiences and workshops for the Construction of hand book and materials for teacher education for practicing Critical Pedagogy in teacher education contexts would be great support in this regard.

The expertise of teacher educators who are well versed with critical pedagogy can be used effectively for the improvement of Learning Skills and Democratic Attitude of school teachers as well. Teacher Education institutions must establish links with District Institute of Education and Training (DIET’s) for giving special training to school teachers about Critical Pedagogy. This would help school teacher to use the fruits of Critical Pedagogy in their classroom practices.

National Council for Teacher Education (NCTE) is an important agent, who can do a great deal in this regard. NCTE should pay attention to propagate the importance of Critical Pedagogical Practices in Teacher Education institutions through its publications and other academic activities.

5.7 SUGGESTIONS FOR FURTHER RESEARCH

The present study tried to examine the effect of a model based on Critical Pedagogy on Learning Skills, Democratic Attitude and Achievement in Educational Psychology of B.Ed. students. There are possibilities of further research in the area. The possible suggestions are listed below.
The present study was conducted only on B.Ed. students. There is scope for conducting similar studies among secondary school students. Similar studies can also be conducted on students perusing higher education.

Similar Studies can be conducted to study the effect of demographic variables such as Socio- Economic Status, Locale and Gender etc.

Similar studies can be conducted on students of other professional courses as Engineering, Management and Medical etc.

Other variables can be considered as dependent variables to study the effect of Critical Pedagogy on them.

Comparative studies can be conducted among students of different school board such as Central board of Secondary Education (CBSE), Indian Certificate of Secondary Education (ICSE), to study the effect of Critical Pedagogy on the climate in these different school settings, differ widely in there social and academic climate.