CHAPTER VI
SUMMARY, CONCLUSIONS, RECOMMENDATIONS AND TOPICS FOR FURTHER STUDY

6.0 INTRODUCTION -

This chapter deals with the outcomes of the experiment based on the findings of the study or by testing the hypotheses as per objectives formulated for the study or results or conclusions drawn from them, it also includes the brief summary of the study. It includes implications of this research for all those who are concerned with the process of education, in various capacities and a few suggestions for further study in the fields.

This chapter has been sub-divided into four groups.

1) Summary
2) Findings and Conclusions
3) Educational Implications
4) Suggestions for further study

6.1 CHAPTERWISE SUMMARY -

The Chapterwise summary of the study is given below.

CHAPTER - I - INTRODUCTION -

This Chapter deals with the present position of teaching-learning process in higher education, different methods used for teaching various subjects. It also states the need and importance of the study. It consists statement of the problem, stating the problem, definition of the terms used, scope and delimitations of the study, objectives of the study, assumptions of the study and hypotheses stated by researcher are also given in this chapter.

CHAPTER - II - REVIEW OF RELATED LITERATURE -

It throws light on the importance and need of the review of related literature. It also includes review of related studies on teaching-learning process, teacher attitude, traditional methods of teaching, lecture supporting methods such as Symposium, Seminar, Group Discussion and
Brainstorming methods of teaching. It throws light on need of selecting this problem for the study.

CHAPTER - III - LECTURE SUPPORTING METHODS -

It deals with strategy of selected lecture supporting methods. It throws light on meaning, definition, objectives, procedure, seating arrangement, mental operation of students, characteristics, various roles of students, teachers observers, participant, speakers, organisers, president respectively. It also throws light on advantages, limitations and necessity, importance, effectiveness of these methods as compared to lecture method.

CHAPTER - IV - METHODOLOGY OF THE STUDY -

It deals with procedure of the study. This chapter is composed of the method under which the problem comes that is experimental method. It also describes the experimental design, which suits to the study and sampling procedure. It also includes control of validity and variables. This chapter also covers analysis of the syllabus and selection of the units and subunits, sampling procedure, development of the support material and tools for the study, preparation of the study. It also describes the equivalence of the groups and conducting the experiment.

CHAPTER - V- ANALYSIS AND INTERPRETATION OF DATA -

It deals with the analysis and interpretation of the data obtained through teaching with lecture supporting methods, performance of the student teachers in terms of achievement tests. The means, SDs, t-value are calculated. Findings are drawn on the basis of observations.

CHAPTER - VI - SUMMARY, CONCLUSIONS, RECOMMENDATIONS AND TOPICS FOR FURTHER STUDY -

This chapter consists of a brief chapterwise summary which is followed by major findings, implications, recommendations for further studies. The implications includes for teacher educators, student teachers and colleges of education.
6.2  THE MAJOR CONCLUSIONS OF THE STUDY -

On the basis of the results and their interpretations, the following conclusions were drawn.

6.2.1 Conclusion Related to suitable units for Lecture Supporting Methods -

In the analysis of B.Ed. syllabus of Educational Psychology of Shivaji University, Kolhapur, 16 sub units were found suitable for teaching Educational Psychology using the lecture supporting methods such as symposium, seminar, group discussion and brain storming. (Table No. 4.1 Page No.  )

6.2.2 Conclusion Related to Lecture Supporting Methods -

1) While teaching the sub unit ‘Group Dynamics’ symposium method was found more effective as compared to lecture method. The calculated t-value is 7.92 which is significant at 0.01 level.

The symposium strategy helped student teachers to concentrate their attention on the conceptual part of the unit and made them eager to get more and more information and fostering a classroom climate that encouraged co-operation, collaboration, and the free exchange of ideas.

2. In respect of the sub unit ‘Image and Imagery’ Symposium method was found more effective than the lecture method. The calculated t-value is 9.87 which is significant at 0.01 level as it helped in classroom interaction to interact with environment with teachers, with peer groups with particular print or electronic media and developed in the students essential qualities for effective and verbal communication.

3. In connection with the sub unit ‘Education of Exceptional Childrens’ symposium method was found more effective than the lecture method. The calculated t-value is 8.90 which is significant at 0.01 level. This technique helped student teachers’ for good manners of putting questions and seeking clarifications.
4. As far as the sub unit ‘Imagination’ is concerned symposium strategy seemed more effective than lecture method. The calculated t-value is 9.69 which is significant at 0.01 level. It helped students to behave as an explorer, frank and facilitated the process of self discovery, self understanding and the sense of self ascertainment.

5. While teaching the sub unit ‘Learning Process’ seminar method was found more effective as compared to lecture method. The calculated t-value is 7.42 which is significant at 0.01 level. The effect of seminar method helped the student teachers to select proper learning experiences and make systematic arrangement and promoted interest by giving the students’ a share responsibility for the course and in search for the knowledge.

6. In connection with the sub unit ‘Factors affecting process of Learning’ the seminar method was found more effective than lecture method. The calculated t-value is 8.44 which is significant at 0.01 level. It promoted the student teachers’ for active participation in classroom and motivated them by keeping work within their intellectual bounds. The provision of feedback and class participation heightened the students motivation, facilitated the intellectual grasp of abstract concept and the learning of the problem solving skills.

7. As far as the sub unit ‘Thinking and Reasoning Process’ is concerned the seminar method seemed more effective than lecture method. The calculated t value is 10.10 which is significant at 0.01 level. It helped student teachers’ for presenting own point of view and defending other ideas, skills of arranging, formulating, presenting ideas in a sequence and sustained manner.

8. In respect of the sub unit ‘Transfer of Learning’ seminar method was found more effective than the lecture method. The calculated t-value is 8.26 which is significant at 0.01 level. It developed self-reliance, self-confidence, sense of co-operation and responsibility.
9. As far as the sub unit ‘Methods of Educational Psychology’ is concerned Group Discussion Method seemed more effective than the lecture method. The calculated t-value is 7.48 is significant at 0.01 level. The group discussion technique helped student teachers’ to present facts and figures from various angles, sharing and exchanging information and data, clarifying ideas and concepts, inspiring interest, taking decisions in the matter.

10. In connection with the sub unit ‘Factors influencing personality development.’ The Group Discussion Method found more effective than lecture method. The calculated t-value 9.60 which is significant at 0.01 level. It becomes more useful to enable students to learn together, make suggestions, provide facts, share responsibility and comprehended the topic.

11. In respect of the sub unit ‘Stages of Growth and Development’. Group Discussion Method was found more effective than lecture method as the calculated t value is 8.89 significant at 0.01 level. It helped to raise issues, provide facts and stimulate interest in selected topics, arguments made from two opposing groups to seek solution to current problem.

12. While teaching the sub unit ‘Memory’. This method was found more effective as compare to lecture method. The calculated t value is 6.65 significant at 0.01 level. It helped to crystallize the thoughts and enhanced their skills in decision making, human relation, communications and academics and even improved their subject matter.

13. While teaching the sub unit ‘Creativity’, Brain Storming Method was found more effective as compared to lecture method. The calculated t-value is 2.60 which is significant at 0.05 level. Teaching using brain storming method encouraged student teachers’ to draw conclusions independently and ability of drawing conclusions led to more clarity of knowledge.
14. In respect of the sub unit ‘Perception’. Brain storming method was found more effective than the lecture method. The calculated t - value is 2.11 which is significant at 0.05 level as it helped the student teachers’ in discovering what is not known already, and explanation of the problem prove very useful to students to develop the ability to select the appropriate solution to the problem.

15. In connection with the sub unit ‘Motivation’. Brain storming method was found more effective than lecture method. The calculated t - value 8.19 is significant at 0.01 level. It provided opportunities for the students’ to make practical application of the knowledge they had acquired in the classrooms. It developed facility in oral expressions, critical and creative thinking and intellectual and imaginative problem solving ability.

16. As far as the sub unit ‘Mental Health’ is concerned the brain storming method seemed more effective than lecture method. The calculated t - value is 9.46 which is significant at 0.01 level. It widened the intellectual horizons of the students, making it possible for the students to progress gradually towards the self-discovery and self-understanding.

6.3 IMPLICATIONS OF THE STUDY -

This study is useful to develop different teaching strategies for teacher educators, student-teachers and colleges of education.

Implication of this study is stated below.

6.3.1 Implication of this research for teacher educators’ -

1. This programme can be used as it is without modification.

2. If the teacher educator’s implement various methods stated in this research in their teaching, it will be effective in following ways.

   1) The boredom of lecture method can be avoided and innovations can be brought in teaching.
II) Critical attitude will be inculcated amongst the student teachers by the discussion method.

III) Through group work the student teachers will be motivated towards self-learning.

IV) Intellectual team-work for working out the details and seeking solution to the problem will develop in student teacher the ability of problem-solving.

3. The teacher-educators can help in creating an awareness among other teacher educators about the use of different teaching techniques for effective teaching at the B.Ed. level.

4. It will be useful for teachers to develop various methods and techniques of teaching and utilise the same according to the learning objective to be realized as no single teaching method can help in realizing all the objectives of higher education.

5. There is adequate scope for flexibility and freedom in the system for facilitating the growth of sterling qualities of initiative, cooperation, leadership, free thinking, dignity of labours and social responsibility

6. Development of competence with regard to prepare a lecture by using different techniques, methodology and knowledge of subject matter is possible.

7. It will be useful for developing awareness of students for the choice of methodology, choice for developing a skill, understanding about the alternative use of methodology.

8. Competency of subject matter, Competency of teaching skills, Competency of teaching behaviour and Competency of problem solving. These competencies will help to develop the quality of teaching.

9. Teachers will get source of knowledge, inspiration and motivation to the students in realising their potentialities and achieving the objective of education.
6.3.2 Implication of this research for the Student Teachers -

1) Seminar as an instructional technique has the potential to develop several abilities in student teachers that the process of stimulation of thinking brought about through interaction, different higher cognitive abilities like analytical and critical thinking, synthesizing and evaluating the ideas will develop.

2. Apart from these cognitive abilities certain effect attributes like tolerance for other’s views openners to ideas and co-operation with participant will develop.

3. It will be helpful in developing the creative ability and problem solving attitude with tolerance to hear one is own criticism and change their opinions through critical evaluation.

4. Symposium develops the ability to decision and judgement regarding the problem. It help to acquire good manners among the participants.

5. Lecture supporting methods develops advanced means of socialization and instruction involving students participation, preparation and interaction.

6. Brainstorming will help the student teachers to develop their clarity of thought and brevity of the expression.

7. Discussing academic work in small groups help student teachers’ to get the opportunity to organize their thinking by comparing ideas and interpretations with each other.

8. It will give student teachers’ chance to monitor their own learning and thus gain a degree of self-direction.

9. After the implementation of this programme the student teachers will be motivated towards self-learning, self-confidence and self-reliance.

10. Due to this study the student teachers will be familiar to various methods of teaching and their implementation.
11. In the absence of the teacher educator of Educational Psychology the student teachers will be able to carry out their learning by reading and performing various activities.

6.3.3 Implications for colleges of education -

1. It will be useful for developing a conceptual framework and theory of instructions through the instructional material.

2. It will inspire a sense of appreciation among other departments of the Universities and colleges.

3. It will be applicable for suitable inter human relationship, adequate communication and deep understanding through teaching strategies.

6.4 RECOMMENDATIONS -

On the basis of the conclusions, the researcher made the following recommendations.

1. Colleges of education find it very difficult to organise Brainstorming method as it is time consuming and students have difficulty in getting away from none reality. So it needs to be used sparingly and limited time be given to individual students.

2. Method writers should give thought to lecture supporting methods and equip the teacher educators with adequate learning material and lesson plans.

3. Subjectwise workshops on methods of teaching should be conducted for teacher educators to enlighten them with recent developments in Pedagogy.

4. The detailed instructional material of each lecture supporting method should be prepared which will be beneficial to all the colleges of education.

5. For some creative units the teacher educators should give proper training to student teachers for the preparation and presentation of critical ideas for proper building of critical and divergent thinking capacities.
6. Teacher educators should provide self-learning material on different methods of teaching to the student teachers and ask them to plan, prepare, implement the techniques occasionally.

7. Teacher educators should know the importance of teaching strategy and should inculcate to the student teachers during teaching.

8. Teacher educators should motivate student teachers to use lecture supporting methods effectively in their teaching.

9. The teacher educators should encourage the discussion on the points which may lead to constructive aspect of problem so teacher training programmes on LSM should be organised.

10. Teacher educators of lecture supporting methods should acquire more and up to date knowledge in the topics they have been teaching to handle the LSM with ease and facility so that they can clarify all doubts and difficulties of students.

11. Teacher educator should be aware of learners’ profile and their background, their knowledge levels, needs, interests, attitudes, etc to enhance student teachers participation in the entire process.

12. Mixed methods and multi media packages consisting of print materials and audio-visual aids may be utilised to ensure effectiveness of teaching.

6.5 **TOPICS FOR FURTHER STUDY** -

A number of topics for further research emerge out of his study. Following are some of the suggestions for the future researches in the area of methods of teaching.

1. Comparative effectiveness of lecture supporting method can be investigated.

2. Rest of LSM may be used for same units other than the suggested results may be found.

3. The research may be conducted to test strategies for empowering self directed learning.
4. The research may be done for encouraging student teachers’ retention and interest in teaching-learning process.

5. The research may be conducted for the investigation of critical thinking in student teachers.

6. The research on development of different competencies of student teachers in the use of LSM may be investigated.

7. The research may be done on development of habits of self-learning, self-direction, self-developments separately.

8. The present study has been conducted only on specific units in Psychology, the same may be replicated on other units in Educational Psychology so that all the syllabus of class B.Ed. will be analysed.

9. The present study has been conducted only on class B.Ed. students, the same may be replicated on any class of any branch of Education.

10. The study was conducted at B.Ed. level of government aided college with Marathi medium, the same study may be replicated in secondary, senior college of government aided or non-government and unaided irrespective of the medium/

11. The conduct of the experiment was at Satara, which is in a urban area. A similar study of comparing the effectiveness of models of teaching may be replicated in rural settings for making generalization.

12. The study was conducted on a limited sample for a limited duration. A similar long term experimental study with large sample could be done.

13. For the conduct of the experiment the subject Educational Psychology was taken into consideration. Other subjects may be considered for comparing the effectiveness of the lecture supporting methods.

14. The same relationship can be investigated by selecting other methods of teaching.
15. The study of effectiveness of lecture supporting methods may be replicated on mentally handicapped and physically disabled learners.

16. The interaction effects of the phases of the methods and the relationship between phases of the method and teaching performance can be investigated.

17. The study may be conducted on analysis of different methods of teaching in terms of their specific teaching and training skills.

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