CHAPTER V

SUMMARY AND IMPLICATIONS

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5.0.0 Introduction

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

5.1.0 Need for Research

It is generally observed that the present education system has failed to fulfill its goal to develop the innate personality of the students and enhance the level of adjustment in various areas of life. Models of teaching have provided a breakthrough. In traditional teaching, the teacher comes in the class, delivers a lecture, does some black-board work, writes down some important notes and comes out of the class. He completes the syllabus and feels that he has fulfilled his job. He might not be knowing even his student's name whom he was teaching.

In NDM the teacher operates as a counsellor, helping the students understand themselves, clarify their goals and accept responsibility for their growth and the direction of their activities.

In the Indian classrooms, NDM has been tried out for developing Model Group Discussion leader (Chaudhari - 1978) and in teaching
Economics (Sahani 1986). Though the positive results have been obtained in these two researches, there is a need to conduct more experimental work in order to determine the effectiveness of NDM over its goals. The present investigation is an attempt to study the effectiveness of NDM with respect to personality factors and adjustment of teacher trainees.

5.1.1 Statement of Problem
Influence of Nondirective Model on personality factors and adjustment of teacher trainees.

5.1.2 Objectives
The present investigation was carried out with the following objectives.

1. To study the level of adjustment of teacher trainees.
2. To study the effectiveness of NDM in terms of A, C, E, F, G, H, I, L, M, N, O, Q1, Q2, Q3, Q4 personality factors of teacher trainees.
3. To study the effectiveness of NDM in terms of home, health, social, emotional and total adjustment of teacher trainees.
4. To study the influence of treatment, sex, marital status and their various interactions on A, C, E, F, G, H, I, L, M, N, O, Q1, Q2, Q3, Q4 personality factors of teacher trainees.
5. To study the influence of treatment, sex, marital status and their various interactions on home, health, social, emotional and total adjustment of teacher trainees.
6. To study the reaction of teacher trainees towards NDM.
5.1.3 Methodology

The methodology followed in carrying out the present investigation is described below in brief.

* Sample:

Initially the sample comprised 271 teacher trainees, selected from Vivekanand Education College (98 males & 75 females) and M. N. Shukla College of Education (58 males & 40 females). The investigator found 103 teacher trainees maladjusted following the administration of BAI on them. As 49 teacher trainees showed their willingness for NDM treatment, they were considered as an experimental group and rest 54 teacher trainees were included in controlled group. Among 49 teacher trainees of experimental group, 6 teacher trainees did not complete the NDM treatment, so they were excluded from the sample. Thus the sample shrunk into 97 teacher trainees (43 experimental group and 54 controlled group). Besides treatment, sex and marital status were the independent variables of the present study. The teacher trainees selected in the sample belonged to rural and urban areas. They represented the middle and the upper middle classes. They belonged to the age group of 23 to 32 years. The teacher trainees in both the groups were studying in coeducational afternoon colleges, where the medium of instruction was Gujarati. They were graduated and/or post graduated in Arts, commerce and/or science faculty.

* Design:

This was an experimental study designed on the pretest posttest control group design. There were two groups, experimental and
controlled. The teacher trainees belonging to experimental group were selected incidentally, as they showed their willingness for NDM treatment. The rest of the teacher trainees were constituted as controlled group. The teacher trainees of both the groups were selected from Vivekanand College of Education and M. N. Shukla College of Education. The investigator selected the maladjusted teacher trainees on the basis of Bell Adjustment Inventory. Besides BAI, the selected maladjusted teacher trainees were administered 16 personality factor questionnaire as pretest. The teacher trainees of experimental group were treated through NDM, whereas the teacher trainees of controlled group were not given any kind of treatment. The treatment being over, both the groups were posttested on BAI and 16PFQ. Reactions of the teacher trainees of the experimental group towards NDM were obtained by posttesting only at the end of the treatment.

* Tools

The measurement tools of the present study are as follows:

1. In order to measure the personality factors of the teacher trainees, an adaptation and standardization of Cattell's 16 Personality Factor Questionnaire for the Gujarati population by Sheela Emmanuel was used.

2. For measuring the adjustment of the teacher trainees, Bell Adjustment Inventory adopted in Gujarati for Gujarati Population by Vocational Guidance Bureau, Bombay was used.

3. Reaction scale prepared by the investigator was used to measure the reactions of teacher trainees towards NDM.
* Procedure of Data Collection

The measurement tools, Bell Adjustment Inventory and 16 Personality Factor Questionnaire were pretested and posttested on teacher trainees grouped in experimental and controlled as per the design of the present study for collecting the data. After pretesting of both the tests was over, the teacher trainees of the experimental group were treated through the phases of NDM, whereas the teacher trainees of controlled group were not given any treatment. The task of treatment being over, both the groups were posttested. The teacher trainees of experimental group were given reaction scale for finding out reaction towards NDM as posttest only. After posttesting, the scoring of the three tests was done.

* Statistical Techniques Used

Following statistical techniques were used for analysis of the data.

1. To study the level of adjustment of teacher trainees chi-square technique was used.

2. In order to study the effectiveness of NDM on the teacher trainees' personality factors, viz. A,C,E,F,G,H,I,L,M,N,O,Q1, Q2, Q3 and Q4 and adjustment areas, viz, home, health, social, emotional and total, correlated t-test was computed separately.

3. The main as well as the interactional influences of treatment, sex and marital status on the teacher trainees' personality factors, viz. A,C,E,F,G,H,I,L,M,N,O,Q1,Q2,Q3 and Q4 and
adjustment areas, viz. home, health, social, emotional and total, 2 x 2 x 2 Factorial Design ANOVA of unequal cell-size was used separately.

4. In order to study reactions of the teacher trainees towards NDM, percentiles, coefficient of variation and chi-square were applied.

5.2.0 Major Findings

The following were the major findings of the present investigation.

1. The level of home, health, social, emotional and total adjustment of the teacher trainees belonging to various adjustment categories differed significantly.

2. NDM was found to be effective in terms of influencing the personality factors viz. A, C, E, F, G, H, I, L, M, N, O, Q1, Q2, Q3 and Q4 of the teacher trainees under study.

3. NDM was found to be effective with regard to home, health, social, emotional and total adjustment of the teacher trainees.

4. Treatment produced differential influence on A, C, E, F, G, H, I, L, M, N, O, Q1, Q2, Q3 and Q4 personality factors of teacher trainees.

5. Sex did not produce significant influence on A, C, E, F, G, H, I, L, M, N, O, Q1, Q2 and Q4 personality factor of teacher trainees.

7. Marital status did not produce significant influence on A,C,E,F,G,H,I,M,N,O,Q1,Q2,Q3 and Q4 personality factors of teacher trainees.

8. Marital status produced significant influence on teacher trainees' personality factor L.

9. The interaction between treatment and sex did not produce significant influence on teacher trainees' A,C,E,F,G,H,I,L,M,N,O,Q1,Q2,Q3 and Q4 personality factor.

10. The interaction between treatment and sex was significant in influencing teacher trainees' personality factor Q2.

11. The interaction between treatment and marital status was not significant in influencing A,E,F,G,H,I,L,M,N,O,Q1,Q2,Q3 and Q4 personality factors of teacher trainees.

12. The interaction between treatment and marital status produced significant influence on teacher trainees' personality factor C.

13. The interaction between sex and marital status was insignificant in influencing teacher trainees' personality factor, viz, A,C,E,F,G,H,I,L,M,N,O,Q1,Q2,Q3 and Q4.

14. The interaction among treatment, sex and marital status did not produce significant influence on A,C,E,F,G,H,I,L,M,N,O,Q1,Q2,Q3 and Q4 personality factors of teacher trainees.

15. Treatment produced significant influence on home, health, social, emotional and total adjustment of teacher trainees.

16. Sex did not produce significant influence on teacher trainees' home, health, social, emotional and total adjustment.
17. Marital status was insignificant in influencing teacher trainees' home, health, social emotional and total adjustment.

18. The interaction between treatment and sex was significant in influencing home and total adjustment of teacher trainees.

19. The interaction between treatment and sex did not produce significant influence on health, social and emotional adjustment of teacher trainees.

20. The interaction between treatment and marital status did not produce significant influence on teacher trainees' home, health, social, emotional and total adjustment.

21. The interaction between sex and marital status produced significant influence on health and social adjustment of teacher trainees.

22. The interaction between sex and marital status was insignificant in influencing teacher trainees' home, emotional and total adjustment.

23. The interaction among treatment, sex and marital status produced significant influence on health and social adjustment of teacher trainees.

24. The interaction among treatment, sex and marital status was insignificant in influencing teacher trainees' home, emotional and total adjustment.

25. The teacher trainees expressed favourable reaction towards NDM.
5.3.0 Observations

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

First, the investigator is happy to state that she received whole-hearted and enthusiastic co-operation from principals, lecturers and teacher trainees of both the colleges. She was provided separate room and specific arrangement by the respective college authorities.

During the administration of BAI, the teacher trainees were eager to know about their results. They showed greater interest in identifying their own adjustment level. The maladjusted teacher trainees after recognizing their own level of adjustment felt dejected. Some of them were very eager to overcome their maladjustment and started taking interest in developing good adjustment in life. When maladjusted teacher trainees were suggested for NDM treatment, some teacher trainees came forward and extended whole hearted co-operation in the experiment. They were motivated to develop their personality and increase the level of adjustment.

The investigator could observe that initially the teacher trainees of experimental group were very dejected. They were depressed. They could not express their problems, ideas and feelings properly. They looked very tense. They had no control over their emotions. Seven to eight teacher trainees wept during
the interview sessions. They were moved during the interview. In
the beginning some of the teacher trainees hesitated in
expressing their problems.

The hesitation was obvious looking to their age group and the
type of problems that they normally face. Some emotional problems
relevant to various personal relationships often confronted their
expressions. The feeling of insecurity with respect to family
set-up and future establishment was creating a confusing state of
mind in them. They were by and large aware of the difficulties
they were supposed to face in near future in getting their
desired dreams of employment come true. Many a time, they
manifested helplessness in meeting the challenges of life. They
felt alone and in the heart of their heart, they were sub-
consciously longing for sympathy. All this made a sorry plight
for them and perhaps NDM looked to them as a silver lining in the
cloudy weather.

A few teacher trainees who resisted in expressing their feelings
and problems, left the treatment after few interviews. Rest of
the teacher trainees in experimental group, though experienced,
showed some hesitation, but after some time they expressed their
feelings and problems freely. It could be seen that after the
release of their feelings, they looked relaxed. The investigator
could see that after few interviews the teacher trainees were
able to express their views and feelings properly. They became
independent thinkers. They tried to learn on their own. They
could develop insight in finding out various adjustment problems. They could identify positive and negative factors of their personality. During the interview sessions, they tried to consolidate their positive factors of personality and tried to mould their negative factors of personality in positive direction. At times, they were confused and found difficulties in what they determined to do and put into practice. After few sessions, they could develop their self-confidence and at the completion of the treatment, they strengthened their self-confidence and achieved further insight.

The investigator could observe that both males and females, whether married or unmarried, showed equal readiness in adopting the NDM treatment and started taking interest in developing their personality. They also tried to identify their problems and determined to face them properly, so that it can bring solutions.

In the beginning, the teacher trainees were asking for readymade solutions. But after a few interviews, they tried to find out the problems on their own and could identify them to solve.

After the completion of the treatment they looked fresh, enthusiastic, well-behaved, confident and independent. Even the other lecturers and principals could notice the difference and conveyed their reactions to the investigator.

The teacher trainees were very much thankful and opined that it was very essential and every student should get this kind of
opportunity. They also said that every school should provide this type of service. They felt deprived for not getting such a service earlier in their lives.

Some of the teacher trainees who were not included in sample, also came to the investigator and asked for the assistance.

The teacher trainees of both the groups underwent the tests given to them with utmost interest and enthusiasm.

5.4.0 Implications.

The findings of the present investigation have the following implications.

The finding related to the level of home, health, social emotional and total adjustment conveys that emotional area of adjustment of teacher trainees is more disturbed than the other areas of adjustment. The colleges should arrange various types of activities, such as elocution competitions, poem recitation, musical programmes, dramas, group discussions and writing competitaions, so that their feelings get an outlet and it can be properly chanalized. For the development of social adjustment, the college authorities should organize social gatherings, lectures of some prominent personalities, picnics etc., so that their interaction with others can be strengthened. For developing health adjustment, college authorities should arrange various indoor and outdoor games. The educational institutions should
have a playground. Talks and discussions by doctors and technologists in food and nutrition should be arranged so that they can guide them in balanced food habits. Moreover they should be motivated for physical exercises as well as yoga. For nourishing home adjustment, the college authorities should arrange parents/ guardian days twice or thrice a year in the college.

The findings related to effectiveness of NDM on all personality factors emphasize that NDM was effective in developing all factors of personality irrespective of teacher trainees' sex and marital status. Therefore, the teacher trainees should be treated through NDM.

The teacher trainees' home, health, social, emotional and total adjustment were significantly influenced by NDM. The male and female, whether married or unmarried could achieve better adjustment after the NDM treatment. This implies that counselling through NDM should be given importance in the colleges.

It was interesting to note that treatment came out with better results with regard to personality factors and adjustment of teacher trainees than no-treatment (controlled) group. It means that there are less chances of development in personality and adjustment if the teacher trainees are left free to the environment. Special efforts should be made and NDM treatment should be given to them. this points out the need for training the lecturers in NDM and give them opportunity to make their teaching effective and smoothe.
Positive reaction of the teacher trainees towards NDM implies that the teacher trainees' opinions about the model have favourable disposition for accepting the model in their training and learning programmes. Majority of the teacher trainees opined that NDM was effective in clarifying their goals, self concept, interaction with others and solving their problems. This points out the need of NDM in the training and learning programmes. Moreover, teacher trainees have opined that the users of this model should be trained. So the lecturers as well as school teachers should be given training in this field.

5.5.0 Implications for Further Research

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

1. In the present investigation, the effectiveness of NDM has been studied on personality factors and adjustment of teacher trainees. Similar studies can be undertaken in other faculties of education and schools as well.

2. In the present investigation, NDM was not compared with any other model of teaching. The researchers can compare it with other models of teaching regarding behaviour modification.

3. In present investigation, the investigator has studied the effectiveness of NDM on personality factors and adjustment. The researchers may study in terms of other dependent variables.
4. Sex and marital status were taken as independent variables besides treatment in this study. The researchers may study NDM in the context of other student characteristics.

5. In the present study NDM was used in one-to-one sitting. The researchers may study its effectiveness in groups also.