CHAPTER V.

FINDINGS AND INTERPRETATIONS.

TEACHING METHODS:

The frequency distribution of scores on the inventory of attitudes on teaching methods indicated that in general, teachers and students favoured discussion methods, namely tutorial and seminar more than the lecture method. Students and teachers favoured seminar more than tutorial, perhaps because they thought tutorial in practice was too exacting for great majority of students. In order of preference, lecture was given the last place by teachers and students. This shows that they were aware of the limitations of the lecture method and the necessity to combine lecture with other discussion methods.

There were significant differences in the scores of students and teachers on the attitude towards tutorial. This presented a clear picture of students attitude towards tutorial. The Mean Score of students in case of tutorial was 15.81 slightly above the cut-off point, showing favourable attitude towards tutorial. The mean score of students for lecture was 14.43. This indicated an unfavourable attitude towards lecture. Both teachers and
students favoured seminar more than the other two methods. Regarding lecture, teachers as a group was showing indifferent attitude as their mean score was 15.24, just above the mid point separating the favourable and unfavourable attitude.

Sex of teachers had no influence on their attitude towards the three methods. There were no significant difference in the scores of men and women teachers on the attitude scale. Women teachers were not showing a favourable attitude towards lecture. The mean score was 14.67 below the mid point.

The nature of subject, science or Arts, also had no influence on the attitude of arts and science teachers. There were no difference in their scores on each methods. Arts teachers were not favouring lecturing. This attitude might have been developed as a consequence of the increase in the number of lecture hours. Both Arts and Science teachers favoured seminar more than the other two methods. Higher qualification of teachers also did not have much influence on the attitude of teachers towards the three teaching methods comparing the scores an attitude scale of Teachers with research qualifications and other teachers, the difference in their scores were not significant. Teachers with Ph.D. were neutral towards lecture method.
Both groups favoured seminar more than the other two methods.

Age of teachers had influenced the attitude towards lecture method, comparing the attitude scores of teachers below 25 years of age and teachers between 25 - 40 years of age, significant difference was observed. The mean score of Teachers' below 25 years lecture was 17.8 and teachers between 25 - 40 was 15.25. However both groups prepared seminar more than the other two methods.

In case of teachers above 40 years of age and teachers between 25 - 40 the difference in their scores on each method was not significant. Both groups showed an indifferent attitude towards lecture. The mean score of teachers above 40 on lecture was 15.25 and teachers between 25 - 40 was 13.26. Both groups favoured seminar more than the other groups. Teaching experience also did not influence the attitude of teachers very much. There were no significant difference in the scores of teaching with less experience and more experience. The teachers with more experience were not in favour of lectures. The main score of teachers with 12 and more years of teaching experience was 13.23 which is below the mid point in the scale showing unfavourable attitude.
Sex, nature of subject (Science or Arts), medium of instructions in Schools and Colleges had no influence on the attitudes of Students towards the three teaching methods comparing the attitude scores of men and women Students, Arts and Science Students, Students coming from English medium Schools and Colleges and Students from Tamil medium Schools and English medium Colleges, the difference in their scores were not significant. All these groups favoured tutorial and seminar more than the other two methods. A very large majority of teachers and Students considered lecture followed by discussion was the most congenial teaching method.

Though most of the teachers were in favour of Semester System for degree and post-graduate courses, some students and teachers did not favour the system for under graduate courses.

According to the views expressed by students and teachers, most of the institutions included in the study, except some Women's Colleges, were affected by strikes and agitations. A good number of Students in most of the institutions participated in the agitations and many of the students participated in the agitations under compulsion.
There were four ways in which agitations were controlled: Principal and Teachers mediating, closing the College and Hostel, taking disciplinary action against the trouble makers and accepting the demands of Students.

Most of the Students and teachers considered all the causes and remedies mentioned in the questionnaire as 'important'. Some of the causes and remedies were considered 'very important' by many teachers and students. The graphs Nos. 3, 4, 5, 6 present a clear picture of the views of teachers and students regarding the importance of the suggested causes and remedies for Student unrest. Regarding the pattern of Student Development Services suggested in the questionnaire, a large majority of students and teachers considered it as suitable to their institutions. Many students and teachers were not taking part in the co-curricular activities organised in their institutions for various reasons such as lack of guidance, lack of time, lack of interest, lack of facilities. And majority of students and teachers felt that it was necessary to coordinate the various co-curricular activities in their institutions. A good number of teachers and students felt that the co-curricular activities listed in the pattern of student development services, if organised effectively
with coordination, would serve very useful purposes. On the basis of these findings, further interpretations and suggestions for improvements on methods of communication in higher education and a pattern of student Development Services are presented in chapter six.

**CONCLUSIONS.**

It is evident from the discussion of previous studies related to the topic, and from the attitudes and perception of University Students and teachers reported in this thesis, that the lecture method has serious limitations if adopted as an all-purpose teaching method in higher education.

The reasons for criticism of lecture are manifold. There can be no dispute regarding the objectives of higher education presented in the first chapter of the thesis (Chapter No.1). One can easily recognise the changes expected by achieving the stated objectives of higher education and these changes from the basis of the Student's future professional life. The lecture system alone is not capable of meeting the demands imposed by these educational objectives. It is also clear that lecture system gives very little consideration to individual differences amongst students.
However it is clear that lecture has its own advantages and it is essential to emphasise these virtues in the appropriate place and in the appropriate manner. By the effective use of this method, a good teacher, can inspire his students and capture their imagination by relating his special field to the realities of every day life. It is also possible to communicate the latest information in the field of knowledge. The lecture method enables a dedicated teacher to achieve their ends with the utmost economy of means.

According to the views of teachers and students, the standard of performance of lecture in our system of higher education has to be improved. It seems obvious that both training and practice in the art of lecturing are essential to achieve the required standard of performance. The lecturer has to use a variety of skills considering the characteristics of students and the nature of the Subject.

Whatever may be the advantages of lecture method, there is no justification for the use of lecture system without the support of other discussion methods. Perhaps the type of compulsory daily lectures, unleavened by discussion, practised in our country, can be an extremely effective training in passing examinations. But it encourages undesirable attitudes to the Subject. It is inevitable
that students, and to some extent their teachers tend to regard knowledge as a closed system under the pressure of compulsory lectures and examinations.

It appears that lecture system is clearly the preferred method of communication in higher education. However, even under the most favourable conditions, this system as it is practised today in our country fails to impress the students. So the urgent need is to compensate the deficiencies of this technique by supplementing lecture by the various discussion methods and printed matter. It is possible to improve the efficiency of this method by practice only training. A valuable training and experience can be gained from tutorials from case discussions, group projects seminars and workshops. Specific ways and means to improve the system are given in Chapter six.

The choice of a particular method should be based on the objectives and these objectives need to be clearly defined to relate the Subject matter and the expectations of parents and Students about the development. The objectives are to defined in terms of anticipated changes in Student behaviour which can be detected easily. In the absence of clear operationally defined objectives, the feedback from students can serve as a fruitful source of evaluation.
The development of each individual Student, his physical, mental, Social and psychological development is one of the stated objectives of higher education. To achieve this objectives, it is necessary to introduce suitable Student Development Services. According to the views of teachers and Students reported in this Thesis, most of them felt that it was necessary to coordinate the various co-curricular activities into a pattern suitable to the needs of Students and the environment. It is also clear that all round development of the individual student has been very much neglected in our country. It appears that the activities are not organised effectively and they are not challenging and meaningful to Students. It is a recognised fact that the total personality Development is as important as academic progress to compete for job requirements and Student development activities do accrue to this benefit. A pattern of student development services and suggestion to improve the function of higher education is given in chapter six.

The expressed views of teachers and students clearly indicate that most of our University Students are dissatisfied for various reasons which are related the existing system of education. It is clear from the discussion with students and teachers and the evidence reported in this study
that the remedies suggested in this study will help to reduce the intensity of student unrest. It seems obvious that improvements suggested on the two functions of higher education (teaching and Student Development Services) will be effective after reducing the intensity of student unrest by solving student problems.

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RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

1. The Suggestions given in this study can be used as the basis for operational Research.

2. When the sample is limited to a small number, it would be better to select a homogeneous group so that it might be possible to meet some of the limitations observed in this study.

3. When interview is used as a method to collect information, it is more useful to record the interview procedure using some recording device like a tape recorder.

4. As the background and practices vary from institution to institution, it might be better to select a sample with same background.
5. POSSIBILITIES FOR FURTHER RESEARCH IN THIS AREA:

1) As the attitudes and perceptions of Students and Teachers are partly influenced by the College environment, it would be informative to investigate the possible influences of College Environment on Students' and Teachers' attitude towards teaching methods and Student Development Services.

2) It would be useful to study the changes in the attitude of students after completing a course in a particular institution.

3) The effectiveness of the improvements on teaching methods and the design of teaching-learning suggested in this study can be established by action research, experimental Project conducted in one Institution.

4) The suitability and the Practicability of the pattern of Student Development Services suggested in this Study can be investigated by operating the pattern in an institution and by using careful evaluation techniques.

5) Co-education in Colleges is a controversial issue in the Madurai University area. It would be useful to survey the attitudes of Students, parents, and teachers towards co-education in Colleges.
6) During the course of interview with teachers and students, a need to survey the various problems of students coming from educationally backward areas and communities was realised.

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