Chapter 7

Conclusions

The preceding chapter has made an attempt to comprehend mean and t-value in theoretical as well as historical conceptualization of social advantagedness phenomenon. The present chapter proposes to deduced conclusions from the interpreted data. The conclusions are being presented objectivewise. In addition the chapter attempts to throw light on the degree of validity of the hypothesis framed and mentioned in the initial chapter of the present research report. The conclusions in this context are being presented sequentially objectivewise as under:

1. Teaching Effectiveness;
2. Teaching Aptitude;
3. Attitude towards Teaching Profession and
4. Personality Characteristics.

Comparative teaching effectiveness of socially advantaged and socially disadvantaged teacher trainees

Teacher education institutions primarily aim at shaping the prospective teacher into an effective communicator in class room situations. The purpose of communication is served only when teacher has developed relevant teaching skills helpful to him in helping the learners to develop cognitive, psychomotor and affective abilities under the interviewing influence of subject content prescribed for a specific grade.
The present study has drawn the following conclusions in respect of effectiveness of teaching of socially advantaged and socially disadvantaged teacher trainees.

1. Teacher trainees differing in the level of their social advantagedness, differ significantly in respect of their teaching effectiveness.

2. Teacher trainees belonging to socially advantaged group have relatively more effective in their class room teaching in comparison to the teacher trainees who belong to socially dis advantaged section of the society.

3. Notwithstanding the relative superiority of socially advantaged teacher trainees over socially disadvantaged teacher trainees in respect of teaching effectiveness, if one takes into consideration. In STEN POINT both the comparison groups have by and large and average level of teaching effectiveness.

4. The similarity in average teaching effectiveness socially advantaged and disadvantaged teacher trainees is a resulted of similar instructional treatment that they receive in teacher education classroom situations.

5. In the context of fourth conclusion, it can be concluded that teacher educators by and large show impartiality in their day to day interaction with socially advantaged and disadvantaged teacher trainees.
Comparative teaching aptitude of socially advantaged and socially disadvantaged teacher trainees

Aptitude place a very significant role in the academic achievement as well as professional success. Studies conducted earlier demonstrate convincingly that more developed is the aptitude of an individual for a specific implicit or explicit behaviour as for example-music, art, drawing, technical, scientific, literacy, teaching etc., the greater are the chances of the individual in making better performances in the specific behavioural characteristic, mention earlier. The data obtained in present study also lend support to the findings drawn earlier in respect of the relationship between an aptitude for in a specific activity (musical, art, literature, drawing, teaching etc.) and in magnitude of success in the same activity. The conclusions drawn in this regard in the present study are as under:—

1. Teacher trainees differing in the level of their social advantagedness, differ significantly in respect of their teaching aptitude.

2. Teacher trainees belonging to socially advantaged group have relatively more developed aptitude for teaching in comparison to the teacher trainees who belong to socially disadvantaged section of the society.

3. The socially advantaged teacher trainees because of genetic contribution and conductive environmental situations tend to develop more aptitude for teaching in comparison to socially disadvantaged
teacher trainees, who get neither a greater magnitude of genetic contribution nor environmental condition conducive for teaching aptitude.

4. The similarity in average teaching aptitude in socially advantaged and socially disadvantaged teacher trainees is a resulted of similar instructional treatment that they receive in teacher education classroom situations.

5. In the context of the fourth conclusion it can be concluded that teacher educators by and large show impartiality in their day to day interaction with socially advantaged and disadvantaged teacher trainees.

Comparative attitude towards teaching profession of socially advantaged and socially disadvantaged teacher trainees

Attitude of an individual towards a person, object, ideology activity occupation profession or a group is a significance determiner of his/her behaviour towards these. In fact an attitude embraces three components, namely, perception, feeling and action. The success of a teacher education institution can be estimated in terms of the development of positive attitude towards the teaching profession which teacher trainees studying in that teacher education institution have chosen to pursue the data obtained in the present study least two conclusions as under:-

1. Teacher trainees differ in the level of their social advantagedness differ significantly in respect of their attitude towards teaching profession.
2. The socially advantaged teacher trainees have been found to manifest relatively more positive attitude towards teaching profession in comparison to those teacher trainees who are socially disadvantaged.

3. However in terms of STEN POINT both the comparison groups have seemingly an average attitude, neither very positive nor very negative, towards teaching profession.

4. The average level of the attitude towards teaching profession of both the groups suggest implying that they shall feel satisfied if they get placement in a educational institution as teacher.

5. In the context of the above conclusion, it can be inferred that they may not take all those measures an efforts which contribute to professional development in teaching.

Comparative personality characteristics of socially advantaged and socially disadvantaged teacher trainees

Success of a teacher in lend outside class room situation substantial depend on components of personality which are conducive and helpful in the teaching activity. An array of empirical studies have been made in exploring the relationship between different components of the relationship between different components of the personality on the one hand and teaching success or effectiveness on the other experts analyzing the personality have shown wide differences in respect of personality theories differences among
the theorists on personality emerge from faith in specific school of psychology as well as from contemporary research on personality.

However a majority of the psychologist do agree with the primary and secondary factors obtained by Cattels on the basis of factor analysis. The present study, therefore, opted for Cattels sixteen personality characteristics for ascertaining the difference on each one of the sixteen personality factors.

The conclusion drawn in this study on difference between socially advantaged and disadvantaged teacher trainees personality characteristics are as under:


2. Socially advantaged and disadvantaged teacher trainees differ significantly on lower-higher scholastic mental capacity component of their personality.

3. Socially advantaged teacher trainees have relatively more scholastic mental capacity in comparison to socially disadvantaged teacher trainees.
4. The socially advantaged teacher trainees are more quick to grasp the teaching content of their subjects than the socially disadvantaged teacher trainees.

5. In view of their capacity to grasp the complexity of their teaching trainees are more successful in helping their students to learn to comprehend and to apply the great knowledge in new situations in comparison to socially disadvantaged teacher trainees.

6. Social advantaged teacher trainees differ significantly from socially disadvantaged teacher trainees on Harria-Permia personality components of their socially advantaged teacher trainees Harria-Permia are relatively more Harriac in comparison to socially disadvantaged teacher trainees.

7. The socially advantaged teacher trainees are relatively more practical, realistic, independent and responsible in comparison to socially disadvantaged teacher trainees.

8. The Harriac characteristic of the socially advantaged teacher trainees is helpful to them in planning and implementing teaching strategy in classroom situations.

Validity of the hypothesis framed and specified in the introductory chapter

The four directional hypothesis were framed in the context of four objectives of the study. The four hypothesis which the researcher sought to test are as under:-
1. Socially advantaged teacher trainees are more effective in their teaching ability than those teacher trainees of the same institutions who are socially disadvantaged.

2. Socially advantaged teacher trainees have more aptitude for teaching than those teacher trainees of the same institutions who are socially disadvantaged.

3. Socially advantaged teacher trainees have more positive attitude towards teaching profession than those teacher trainees of the same institutions who are socially disadvantaged.

4. Socially advantaged teacher trainees differ significantly from those teacher trainees of the same institution who are socially disadvantaged in respect of their personality characteristics.

Objectivewise mentioned conclusions above confirm the validity of each of the four hypothesis mentioned above.

Socially advantaged teacher trainees are more effective in teaching ability (HO₁); have more effective for teaching (HO₂), more positive attitude towards teaching (HO₃), and are significantly different in respect of their personality characteristics (HO₄) in comparison to socially disadvantaged teacher trainees.

The observation mentioned in this chapter in respect of objectivewise conclusion of hypotheses indicate two broad conclusion there are:—
1. Differences in the level of socially advantagedness have some relationship which may not be too high yet is sufficiently indicating of the differences in such variables as teaching effectiveness, teaching aptitude, attitude towards teaching and to a limited extend on personality characteristic of the teacher trainees.


Is so mean that is a strong indicator of the success of the measures and efforts taken by Central and State Government is raising the academic, mental, social and professional status. The fact is implementation of the reservation policy has substantially bridge the gulf between have (socially advantaged) and have not (socially disadvantaged).
To be precise, notwithstanding the differences in the teaching effectiveness, teaching aptitude, attitude towards teaching profession and fourteen personality factors the teacher trainees of the socially disadvantaged section of the society are showing hopeful enhancement on factors or variables which have been the subject of the present study. The researcher hopes that in the succeeding decades there will be still lesser difference in the teaching effectiveness and other characteristics which have been studied and other factors relative with this group provided, of course, if better instructional treatment, better teaching learning climate and better academic inputs are provided the socially disadvantaged members/teacher trainees.