



Impact of learning tasks on Achievement of Philosophical and Sociological Contents

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Abstract:

The teacher education program should be designed to develop creativity, critical thinking and thinking skills among trainees. There are several learning theories, instruction design and material developed on basis of such theories. Present study was carried out to synthesis such learning theories in context of teaching of philosophy and sociology of education at B.Ed level. In present study the researcher has developed Learning Centered Activity Package (LACP) for teaching of Philosophy and Sociology of Education. The major aim of the study was to standardize the procedure to establish this kind of package and suggest its guideline. The researcher has developed a package which covered 11 topics in the subject. These topics were presented through 95 activities. In present paper researcher has tried to describe the impact of the package on achievement in relation to certain variables.

Keywords: *Activity centered learning, Learning, Tasks, Teacher education*

1. Introduction

The process of preparing an expert teacher begins from teacher education. Here question arise that whether teacher education justify the whole process of teacher development. By educational efforts over the last so many years several changes have come, particularly in the role and responsibility of the teacher and learner. Teacher education program is regarded all over as the single most important factor in producing quality teachers. It is very inappropriate to assume that by providing various sources and equipments of information the quality of education will improve. We should try to bridge the gap between theory and practice.

Mostly during teacher education the ability of student teacher to translate the principles of education in the real classroom is not developed. By the traditional way of teaching we restrict the creativity of the learners. The classroom is no longer a place where the teacher pours knowledge into passive students who wait like empty vessels to be filled. The individuals, through their interaction with the environment construct their own knowledge and meaning. We should try to change the dynamics of the traditional classroom by empowering the learner as the focus and architect of the learning process while redefining the role of the instructor as a guide and helper rather than the source of knowledge.

2. Selection of the problem

To develop the pre-service student teachers as teachers certain inputs were provided. The B.Ed. curriculum includes subjects which can help them grow as a teacher. Further, each subject has its specific objectives. Among all the subjects "Philosophical and Sociological Foundations of Education" is of crucial importance. Its topics are taught to modify the perception of the student teachers, but question remains that whether the objectives of the subjects are achieved or not? The various researches are proved that learning centered education is more effective than traditional way of teaching. In this context some research finding from the field of language learning become

helpful. The task based learning approach has significant effects on language acquisition. In present study learning tasks was applied for philosophical and sociological contents at B.Ed level. Prabhu (1987) defines a task as "an activity which required learners to arrive at an outcome from given information through some process of thought, and which allowed teachers to control and regulate that process" (p.24). Besides Prabhu, Nunan (1989) uses the word 'task' instead of 'activity'. He defines a task as "a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form" (p.10).

3. Objectives of the Study

1. To Study the impact of LCAP on the achievement of the student teachers in relation to certain variables.

4. Assumptions of the Study

The achievement in the subject would be improved by learning through Learning Centered Activity Package (LCAP).

5. Variables

5.1 Independent variables

Learning centered activity package (LCAP)

5.2 Dependant Variable

Achievement in the subject- Philosophy & Sociology of education

5.3 Other Independent Variables

- a. Sex: Male-Female
- b. Educational faculty: Arts-Commerce-Science
- c. B.Ed. admission score : less than 55 % and more the 55 %

6. Hypotheses

- Ho₁**.The average mean score of the experimental group on achievement test will be significantly higher than the control group.
- Ho₂**.There will be no significant difference between average mean score of experimental group in the posttest of achievement in relation to sex.
- Ho₃**.There will be no significant difference between average mean score of experimental group in the posttest of achievement in relation to educational faculty.
- Ho₄**.There will be no significant difference between average mean score of experimental group in the posttest of achievement in relation to merit score for admission.

7. Research Methodology

The study was intended to develop teaching strategy for effective classroom transaction. The researcher has tried to measure effectiveness of learning tasks in relation to achievement, attitude towards subject and perception on education. In present paper findings related to effectiveness of learning tasks on achievement is discussed. Gibbs (1995) notes that educational development is to do with the intention of improving the instructor's classroom practice. He also adds that carrying out an action research project contributes much to a lecturer's understanding of her students' and their achievement as a result of changing his/her conceptions of teaching and he states that this change is "a change essential for sustained pedagogical development" (p.18). Gibbs also (1995) notes that changes that come by research have the capacity to be long lasting. In the present study the researcher has incorporated 'Two Group Posttest Design' for experiment.

8. Population

In the context of effectiveness of LCAP all students studying in various B.Ed. colleges affiliated to Gujarat University was population.

9. Sample

In the context of effectiveness of LCAP 70 students of Shri K.K.M College of Education, Kapadwanj were selected as experimental group and 83 student teachers of Shri Anjuman B.Ed. College, Balasinor were selected as controlled group. The sample was selected by convenient sampling. The student teachers of Shri K.K.M college of Education, Kapadwanj were selected as convenient sample in which researcher was working as a lecturer.

10. Tools for the study

10.1 Quantitative data

Philosophy and Sociology of Education subject Achievement Test developed by investigator.

10.2 Qualitative data

1. Researcher's Diary
2. Student teacher's Journal
3. In depth Interviews
4. Classroom observation reports

11. Implementation of LCAP

The study was covered under two major parts. First was development of the activity package and second was its implementation. The implementation was also intended the quality improvement of the package. The execution of whole package was consumed 36 hours. The package was implemented by researcher himself. The package covered 11 topics of the subject. Number of activity was varying for each topic varying from 5 to 13 activities. The package was contained of 95 activities.

12. Data collection

The data collection work was done throughout the study. During the implementation of package data collection through Researcher's Diary, Student teacher's journal and classroom observation was done. After completion of the programme data collection through in-depth interview was done. Researcher's diary was written on keen observations done by the researcher. Researcher observed the classroom activities and student teacher's verbal and non verbal expressions about learning-teaching process. The diary consist some important observations and reflections about student teachers likes and dislikes towards the approach of teaching. In the beginning of the implementation of package some student teachers were selected and advised to maintain journal. The student teacher's journal consists of reflections and classroom experiences. After teaching all topics through the package In-depth interviews and administration of test were done.

13. Data analysis and Interpretation

The scoring of responses on post test was done by the researcher. So far the Achievement test is concerned 1 mark for right answer and 0 marks for wrong answer were given. The test was contained objective type items. The qualitative data collected through Researcher's Diary and student teacher's Journal was analysed and interpreted through qualitative techniques like language analysis, concept analysis, selection of keywords and non verbal expressions, analysis of likes and dislikes.

Table 1.
T-Value of Control group and Experimental group

Variable	Group	N	Mean	S.D.	SED	t-Value	Significance
Achievement towards subject	C.G.	70	20.34	4.89	0.87	18.97	Significant
	E.G.	70	36.86	5.76			

Table no 1 reveals that the average mean score of control group and experiment group in relation to Achievement of subject was 20.34 and 36.86 respectively. The SD of control group and experiment group was 4.89 and 5.76 respectively. T-Value was 18.97 which shown significant difference in average means score at 0.05 levels.

Thus, the directional hypothesis the average means score of the experimental group on achievement test, attitude towards subject scale and perception on education inventory will be significantly higher than the control group was accepted.

Table 2.
Mean score on Achievement Test on relation to certain Variables

Variable	Level	N	Mean	SD	SED	t-Value	Significance
Sex	Male	23	38.22	6.62	1.57	1.29	NS
	Female	47	36.19	5.15			
Educational Faculty	Science	7	39.86	6.08	2.97	0.48	NS
	Commerce	9	38.44	5.62			
	Science	7	39.86	6.08	2.42	1.51	NS
	Arts	54	36.20	5.56			
	Commerce	9	38.44	5.62	2.02	1.11	NS
	Arts	54	36.20	5.56			
Admission Score	More than 55 %	41	37.73	5.16	1.34	1.58	NS
	Less than 55 %	29	35.62	5.99			

Table no 2 reveals that the average mean score of Male and Female trainees in relation to Achievement of subject was 38.22 and 36.19 respectively, whereas SD was 6.62 and 5.15 respectively. T-Value was 1.29 which shows difference in average mean score was not significant. The averages mean scores of trainees of Science, Commerce and Arts faculty in relation to Achievement of subject. T-Value of Science and Commerce trainees was 0.48. T-Value of Science and Arts Trainees was 1.51 and T-Value of Commerce and Arts Trainees was 1.11. Comparison of these values show that the difference in average means scores of Science, Commerce and Arts was not significant.

The average mean score of trainees having Admission score more than 55 % and below 55% in relation to Achievement of subject was 37.73 and 35.62 respectively, whereas SD was 5.16 and 5.99 respectively. T-Value was 1.58 which shows difference in average mean score was not significant.

Thus, the null hypothesis “There will be no significant difference between average mean score of experimental group in the posttest of achievement in relation to sex, educational faculty and admission score” was accepted.

14. Major findings of the study

1. The achievement of experimental group was significantly higher than control group which shows positive effect of the package.
2. There was no significant difference between mean score on achievement test of experimental group in relation to sex, educational faculty and B.Ed. admission score.

15. Findings based on qualitative data

1. The classroom environment was found free, learning friendly and tension free during the execution of the package.
2. Relationship of teacher educator and student teacher was affected positively. Student teachers also feel that their learning through the package positively affects their interpersonal relationship.
3. The elements and techniques included in the package were preferred by the student teachers. The elements like variety, peer learning, thoughtfulness, mutuality were prominently preferred by them. They have considered this method more effective than traditional.
4. The student teachers have opined that the knowledge acquired through such learning activities is experiential and long lasting. Moreover the student teachers were also felt that this learning experience will become useful to our professional development. Further they felt that they can make correlation of the subject with their life.

16. Discussion and conclusion

On the Basis of qualitative and quantitative data some important implications were found. The most important thing of LCAP found was that high gainer and low gainer are come into same level of achievement in this approach. The package was found equally effective on students of various educational faculties. In teacher education institution trainees are from different educational background so the learning of such varied background became easier and effective with this package. Most importantly teacher trainees had experienced learning centered teaching which positively effects their professional orientation.

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