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A Study of the Effect of Presages Variables on B.Ed. trainee of Ahmedabad District

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Abstract:
The child does to identify himself with teacher and tries to imitate his ways, manners and personality taints. Hence he himself should be a role model for the child. In order to be a role model, a teacher requires many qualities of a teacher which affect a student's learning process. Members of the secondary education commission were also of the opinion, "We are however convinced that the most important factor in the contemplated educational reconstruction is the teacher his personal qualities, his educational qualifications, his professional training and the place that he occupies in the school as well as in the community." So in this situation, it is notable that the teacher's personal variables. Like sex, age, his attitude towards the students, relationship with the students. Via this study the researcher concluded that the significance effect of some presages variable on trainee teachers.

Keywords: *B. Ed. trainee, Effect, Presage variable, Teacher*

1. Introduction
"The teacher is to be a friend and a guide to the child. He is not to transmit any information or knowledge to his pupil. But he has only to arrange the situations and opportunities which may enable then to learn." In means he is an active agent in the educative process irrespective of his philosophical training and leanings .He a mediator between the learner and learning. He is really the backbone of the foundation head of knowledge, the archived of society and the potential guide to provide directive for the growth and development of students of today as the worthily citizens of tomorrow .Therefore, the teacher should create such and atmosphere in the school that may lead to the development of the social personality of the child. It is true that the teacher is one of the people who wield a powerful influence on the child.

2. Objectives
Man is a rational animal. He is enclosed with power of reasoning and from this power of reasoning he seeks his own good by thinking logically. His right thinking levels him to his final good. It his goal perspective is clear in his mind, his work would not be aimless. In educational activities goals or objectives are of great importance. If a teacher has a clear goal perspective, he is seemed to go through his work. The investigator has the following objectives for the present study.
1. To study the effect of teacher's qualification on B.Ed trainee teachers of Ahmedabad District.
2. To study the effect of teacher's personality on B.Ed trainee teachers of Ahmedabad District.
3. To find out the impact of content knowledge of teacher on B.Ed trainee teachers of Ahmedabad District.
4. To study the effect of teachers student's relationship on B.Ed trainee teachers of Ahmedabad District.

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5. To find out the impact of teacher's classroom behaviour on B.Ed trainee teachers of Ahmedabad District.
6. To study the impact of teacher's classroom discipline on B.Ed trainee teachers of Ahmedabad District.

3. Hypotheses
The Null Hypotheses were created for this study which is as follows.

Ho$_1$ The B.Ed trainee teachers will not be significantly different towards the qualification of the teacher.

Ho$_2$ The B.Ed trainee teachers will not be significantly different towards the teacher's marital status.

Ho$_3$ The B.Ed trainee teachers will not be significantly different towards the personality of the teacher.

Ho$_4$ The B.Ed trainee teachers will not be significantly different towards the content knowledge of the teacher.

Ho$_5$ The B.Ed trainee teachers will not be significantly different towards teacher student's relationship.

4. Tool of Research
The investigator requires many data gathering tools or techniques. These may vary in their complexity, design, administration and interpretation. Each tool is suitable for the collection of certain type of information.

The main courses of selecting the tools are as follows:
1. It helps in collecting existing normal condition.
2. One can compare the existing normal condition in one locality with the condition in other locality.
3. It helps to collect the typical data
4. It is necessary because it tonal to focus attention on needs that might otherwise remain unobserved.

The investigator will use check list which will be prepared by the investigator.

4.1 Check List
The check list is an important tool in gathering facts for educational surveys. It consist of a list of items with a place to check, or to mark yes or no. The Chief purpose of the check list is to call attention to various aspects of an object or situation to see that nothing of importance is overlooked. It is a type of questionnaire in the form of a set of categories for the respondent to check.

4.2 User of Check List
1. It may be used as a form for seconding in observational studies of behavior.
2. It may be used in a number of ways both for analysis and for evaluation.
3. The use of the list is the checking of text books which deal with topics related to teaching.
4. Personality is also sometimes related by means of a check list.

In this way, the investigator developed self made checklist used for final data collection.

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5. Data Collection

Scientific educational sentences require three data by means of some standardized research tool or self designed instruments. Data mean observation or evidences. Data are both qualities and quantitative in nature. In present study for the data collection, the investigator used self designed checklist. First the investigator took permission from the & according to permission; the investigator made schedule for data collection from the sample of B.Ed College. This check list will supply individually to each trainee teachers. Necessary information is given by the investigator to fill the check list. The trainee teachers have to put yes mark on the most suitable opinion, Attention was also given that not to disturb the day to day college routine work during the leisure hours. In this way the data regarding presage variables is concerned, the investigator collected the entire check list from the B.Ed colleges.

6. Analysis and Interpretation of Data

In this study, the investigator made frequency of each statements and on that base investigator will use Chi square test. 'Chi' is the Greek letter corresponding to the English letter χ. It is written as $\chi2$ and pronounced as Kai-square. The statistics, which is used for several purposes. Is is a non parametric statistics because it involves no assumption regarding the normality of distribution of homogeneity of the variances. For this reason, Guildord (1956) called it the "General purpose statistics." Hence the investigators used Chi-square to know whether equal probability hypothesis is tenable or not. When the data are expressed in terms if frequencies of proportions or percentage, a Chi-square test is uses. Though, the Chi-square is generally applied to discrete data, any continuous data can be reduced to the categories in such a way that they can be treated as discrete data and then, the application of Chi-square can be justified. The formula for calculating Chi-square is as under.

$$\chi^2 = \frac{\Sigma(fo-fe)^2}{fe}$$

Where,

$\chi2 =$ is Chi- square   fo = Observed frequency

fe = Expected frequency Σ = Summition

For each category, there will be a fo. The fo's are measured measures, measures made on nominal scale, i.e. by counting. Then for each fo, we find out the corresponding expected frequency. Expected frequencies are frequencies under various categories when the two variables are not associated. Then, we find out the difference between fo and fe for each category in the table. Then we also find (fo –fe). This square difference when divided by fe gives the Chi-square value. In present study, the investigator will be expressed the collected data in terms of frequencies. Then to test whether or not equal probability hypotheses is tenable, the investigator will be used Chi-square test as the statistical method.

7. Analysis and Interpretation of Data

The investigator has studied the effect of presage variables on B.Ed trainee teachers. For that, the collected data were expresses in terms of frequencies to use chi-square test to analyze the raw data into a meaningful manner. On the bases of this chi-square test table can be formulated which can be showed as following.

7.1 Score Obtained in the Qualification of Teacher Statements

Table 1 Score Obtained in the Qualification of Teacher Statements

Option	fo.	$\chi^2 = \dfrac{\Sigma(fo - fe)^2}{fe}$
A	12	
B	159	177.71
C	89	

Ho$_1$ The B.Ed trainee teachers will be not significantly different towards the teaching qualification of the teacher.

Interpretation
From the Table 1, it is evidence that χ^2 is 177.71 which is greater than 0.01 level. Sot he null hypothesis is rejected.

7.2 Score Obtained in the Marital Status Statements

Table 2 Score Obtained in the Marital Status Statements

Option	fo.	$\chi^2 = \dfrac{\Sigma(fo - fe)^2}{fe}$
A	10	
B	35	1575.21
C	335	

Ho$_2$ The B.Ed trainee teachers will be not significantly different towards the teaching marital status of the teacher.

Interpretation
From Table 2, it is clear that χ^2 is 1575.21 which is greater than 0.01 level. Sot he null hypothesis is rejected. The investigator has selected three traits of personality like,
1. Dress-up of the teacher
2. Speech of the teacher
3. Fall expression of the teacher

7.3 Score Obtained in the Dress-Up the Teacher Statements

Table 3(a) Score obtained in the dress-up the Teacher Statements

Options	fo.	$\chi^2 = \dfrac{\Sigma(fo - fe)^2}{fe}$
A	168	
B	159	217.21
C	73	

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7.4 Score Obtained in the Speech the Teacher Statements

Table 3(b) Score obtained in the Speech the Teacher Statements

Option	fo.	$\chi^2 = \dfrac{\Sigma(fo - fe)^2}{fe}$
A	4	
B	396	176.78
C	0	

7.5 Score obtained in the fall expression of the Teacher Statements

Table 3(c) Score obtained in the fall expression of the Teacher Statements

Option	fo.	$\chi^2 = \dfrac{\Sigma(fo - fe)^2}{fe}$
A	400	
B	0	2100
C	0	

7.6 Combined Score Obtained in the Personality of the Teacher Statements

Table 4 Combined Score obtained in the Personality of the Teacher Statements

Option	fo.	$\chi^2 = \dfrac{\Sigma(fo - fe)^2}{fe}$
A	572	
B	555	168.28
C	73	

Ho₃ The B.Ed trainee teachers will be not significantly different towards the teaching personality of the teacher.

Interpretation
Form table 4, it is significant that χ^2 is 168.28 which is greater than 0.01 level so the null hypothesis is rejected.

7.7 Statements Related to Teacher's Content Knowledge

Table 5 Combined Scores obtained in the Teacher's Content Knowledge Statements

Option	fo.	$\chi^2 = \dfrac{\Sigma(fo - fe)^2}{fe}$
A	779	
B	1626	3868.49
C	395	

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Ho₄ The B.Ed trainee teachers will be not significantly different towards the teaching content knowledge of the teacher.

Interpretation

From Table 5, it is evidence that χ^2 is 3868.49 which is greater than 0.01 level. so the null hypothesis is rejected.

7.8 Statements Related To Teacher-Student Relationship
Table 6 Combined Scores obtained in the Teacher-Students Relationship Statements

Option	fo.	$\chi^2 = \dfrac{\Sigma(fo - fe)^2}{fe}$
A	693	
B	74	2999.44
C	57	

Ho₅ The B.Ed trainee teachers will be not significantly different towards the teaching teacher-student relationship of the teacher.

Interpretation

From Table 6, it is significant that χ^2 is 2999.44 which is greater than 001 level. So the null hypothesis is rejected.

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