



Teaching of Philosophy and Sociology of Education through Learning Tasks and its impact on Perception on Education

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Abstract:

The theoretical contents play very crucial part in Teacher Education. But at the same time he delivery of these contents are also important. It has been observed that in many teacher education programs focuses on practical teaching at school level but they overlook the need for learning of theory papers. As a result the student teachers treat these subjects as examination point of view. In the present paper the researcher has discussed the impact of learning activities on perception on Education. The researcher has developed a Learning Centered Activity Package (LACP) for Philosophy and Sociology of education for B.Ed trainees and tried to measure its impact on perception on education of student teachers.

Keywords: *Activity based learning, Learning, Perception on education, Teacher education*

1. Introduction:

Teaching through lectures is, by and large, a frustrating experience. Although we all try to craft our lectures to be attentive, gems of clarity, wit, and wisdom, it is a common experience to find that the audience, apart from one or two very sincere bright or confident students, are extremely unresponsive and evidently much less inspired than they ought to be. Something is missing and that is most crucial gap. This gap is interaction and other forms of active engagement with the material.

Indeed, there is an emerging consensus in higher education research that the traditional lecture is of very little value as a method of teaching. (Brandford, 1999) It has been found that students learn best when *active learning* takes place; that is, when students are required to actively engage with the material and apply the concepts being taught. (Smith, 2005)

The Teacher Education program has long term impact on overall quality of education. There is clear link between teacher education and school education. The structure of teacher education program is designed such way that it can provide exposure to the student teacher towards basic theories and concepts of education. On its basis the student teacher can develop its pedagogical perspectives. The teaching learning of the theory papers have direct concern on perception on education of the student teachers.

2. Theoretical background

Many of our current teaching practices as mentioned earlier assumed that students “empty vessels” and it is teacher’s responsibility to fill them with knowledge. Research on student learning suggests that the metaphor of “dialogue” is more appropriate in that it emphasizes “the interactive, cooperative, relational aspects of teaching and learning”. (Tiberins, 1986, p.148) This can be included in teaching through learning activities. Making teaching and learning a dialogue is very necessary.

This kind of learning provides the learner with an active role in participating and creating the activities, and consequently increases their motivation for learning. This kind of learning offers more

opportunities for the students to display their thinking through their actions. In this approach the teacher can also be more conscious to the needs of the students. This approach allows students to use their prior knowledge and apply it productively in learning tasks. This kind of direct experience helps learners to appreciate. This helps learner for further learning.

The task usually requires the selection of learning outcomes. The learners can work together and share their views. This process provides opportunity for interaction among different participants within group and pair. This way classroom interaction follows in same direction with diversity of views. This can help to develop meaningful discussion on the learning activity. Teacher remains present in the classroom to facilitate their learning. This will induce reflection as well as the development of critical awareness in the students (Ki, 2000).

The socio-cognitive approach focused on individual development in the context of social interaction, the socio-cultural approach focuses on the causal relationship between social interaction and individual cognitive change. (Vygotsky, 1962, 1978) (Wertsch, 1979, 1985, 1991). The social activity, from which individual mental functioning develops. (Rogoff, 1990). The teacher should not do anything for the students that they can do for themselves (Weimer, 2002).

3. Selection of the problem

Various theory papers are being taught in B.Ed Course for development of perception on education. These subjects are taught through teacher centered methods. These methods cannot provide thinking liberty to the student teachers. Information regarding various educational thinkers and school of thinking are given to student teacher. The practical aspect of philosophy is ignored. Teaching profession requires critical thinking of teachers. The teachers should have opportunities to think differently. At Pre-service teacher education level learning experiences should be provided. The development of thinking skills is also a major aim of this curriculum.

The method of teaching should be depends upon the nature of the subject. The various researches are proved that learning centered education is more effective than traditional way of teaching. In this paper the researcher has tried to discuss the impact of LCAP on perception on education of the student teachers.

4. Objectives of the Study

1. To study the impact of LCAP on perception on education of the student teacher.
2. To study the effectiveness of LCAP in the context of sex, discipline of education, merit score for admission and educational level of the student teacher.

5. Assumptions of the Study

The student teacher learning through LCAP will lead to higher level of perception on education, interest and motivation in the subject.

6. Scope of the study

1. The group of 70 student teachers was selected for implementation of the LCAP.
2. LCAP was developed only for selected topics from philosophical and sociological foundations of education.

7. Variables

7.1 Independent variables

Learning Centered Activity Package (LCAP)

7.2 Dependant Variable

Perception on education

7.3 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 %
- d. Educational level Graduate- Post graduate

8. Hypothesis:

- H₁.** The average mean score of the experimental group on Perception on education inventory will be significantly higher than the control group.
- Ho₁.** There will be no significant difference between average mean score of experimental group in the posttest of perception on education in relation to sex.
- Ho₂.** There will be no significant difference between average mean score of experimental group in the posttest perception on education in relation to educational faculty.
- Ho₃.** There will be no significant difference between average mean score of experimental group in the posttest of perception on education in relation to merit score.
- Ho₄.** There will be no significant difference between average mean score of experimental group in the posttest of perception of education in relation to educational level.

9. Research Methodology

The researcher has tried to measure effectiveness of Learning Centered Activity Package (LCAP) in relation to achievement, attitude towards subject and perception on education. In present paper findings related to effectiveness of LCAP on Perception on Education is discussed. In the present study the researcher has incorporated 'Two Group Posttest Design' for experiment.

10. Population

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

11. Sample

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

12. Tools for the study

12.1 Quantitative data

Education perception inventory developed by Shri.Nishant Joshi

12.2 Qualitative data

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

13. Implementation of LCAP

The study was covered under two major parts. First step 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 activities was varying from 5 to 13 activities. The package was contained of 95 activities.

14. Data collection

The data collection work was done at the end of the study. After teaching all topics through the package the administration of test was done. The data was collected by administering post test to experiment and control group in relation to determined variables.

15. Data analysis and Interpretation

The scoring of responses on post test was done by the researcher. So far perception on education is concerned five point rating scale inventory containing 40 items was given to both groups. The average mean score was calculated for each group and variables. T-test was applied for hypothesis testing.

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

Variable	Group	N	Mean	SD	SED	T-Value	Significance
Perception on education	CG	70	117.97	11.05	1.91	12.46	Significant
	EG	70	94.18	12.56			

Table 1 reveals that the average mean score of control group and experiment group in relation to Perception on education was 117.97 and 94.18 respectively. The SD of control group and experimental group was 11.05 and 12.56 respectively. T-Value was 12.46 which shown significant differences in average mean score at 0.05 levels. Thus, the directional hypothesis the average means score of the experimental group on perception on education inventory will be significantly higher than the control group was accepted.

Table 2: Mean score on Perception on Education Inventory in relation to certain Variables

Variable	Level	N	Mean	SD	SED	T-Value	Significance
Sex	Male	23	119.30	11.72	2.90	0.69	NS
	Female	47	117.32	10.65			
Stream	Science	7	116.14	10.19	5.25	1.16	NS
	Commerce	9	122.22	10.70	4.13	0.33	NS
	Science	7	116.14	10.19			
	Arts	54	117.50	11.05	4.13	0.33	NS
	Commerce	9	122.22	10.70			
	Arts	54	117.50	11.05			
Admission Score	More than 55 %	41	118.37	11.66	2.16	0.36	NS
	Less than 55 %	29	117.41	10.09			
Study	Post graduate	53	117.79	11.41	0.77	0.96	NS
	Graduate	17	118.53	9.80			

Table 2 reveals that the average mean score of Male and Female trainees in relation to perception on education was 119.30 and 117.32 respectively, whereas SD was 11.72 and 10.65 respectively. T-Value was 0.69 which shows difference in average mean score was not significant. Thus, the Null hypothesis No: 2 was accepted.

Table 2 also shows the mean scores of trainees of Science, Commerce and Arts faculty in relation to perception on education. T-Value of Science and Commerce trainees was 1.16. T-Value of Science and Arts Trainees was 0.33 and T-Value of Commerce and Arts Trainees was 0.33. Comparisons of these values show that the difference in mean score of Science, Commerce and Arts was not significant. Thus, the Null hypothesis No: 3 was accepted.

Table 2 reveals that the mean score of trainees having Admission score more than 55 % and below 55% in relation to perception on education was 118.37 and 117.41 respectively, whereas SD was 11.66 and 10.09 respectively. T-Value was 0.36 which shows difference in mean score was not significant. Thus, the Null hypothesis No: 4 was accepted.

It also reveals that the mean score of Post-graduate and Graduate trainees in relation to perception on education was 117.79 and 118.53 respectively, whereas SD was 11.41 and 9.80 respectively. T-Value was 0.96 which shown difference in mean score was not significant. Thus, the Null hypothesis No: 5 was accepted.

16. Major findings of the study

1. The perception on education of experimental group was significantly higher than control group. This shows positive effect of the package.
2. There was no significant difference between mean score on perception on education inventory of experimental group in relation to sex, educational stream, B.Ed. admission score and Study. The LCAP is found equally effected on student teacher of different gender, educational stream, merits and level of education.

17. Findings based on qualitative data

1. The task which is incorporated thoughtful situations; critical thinking and criticism of current education are found more effective and useful
2. Explanation is the only way to teach theoretical subjects' such belief is found false. The package contains various learning activities which can be used for teaching of such theoretical subjects was found effective qualitatively as well as statistically.
3. The comprehension for the subject was developed significantly. Moreover contemplation, critical thinking, and liking for the subject were also changed positively. Such nurturing impact provides depth to their learning.
4. The various aspects related to learning-teaching process like active learner, participation in learning, use of reasoning, creativity, creation of knowledge, teacher's role as facilitator, innovation and level of interest were incorporated and developed through the program.
5. The program was admired and accepted by the student teachers. The result related to participation, confidence, satisfaction, contentment, enthusiasm, and concentration was very positive.
6. The activities which contains tasks like identification of statements, rewriting of paragraph to make appropriate, reading comprehension was most preferred by the observers.
7. The student teachers were preferred to work in pairs and small groups as it provides them more confidence in learning.
8. 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.

18. Discussion of conclusions and observation

The researcher was undergone through the whole experience of study. On the basis of his observations some important aspects related to learning of students was emerged. The most important educational aspect is conceived that every student has capacity to learn. The learning style and pace of every student may be different but with the help of appropriate learning experience he or she can learn. 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. The package had provided opportunity to come in close contact between student teachers which help them to build healthy relationship. The student teachers had got better exposure for their professional development. Classroom teaching, material development and evaluation are the main important fields in the quality enhancement of the present education system. The study has provided very important implications for these aspects.

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