C H A P T E R - IV

R E S U L T S A N D D I S C U S S I O N
R E L A T E D T O O B S E R V E R S

CHAPTER IV

RESULTS AND DISCUSSION RELATED TO OBSERVERS

4.0.0 INTRODUCTION

Related to the first objective of the study, the results and discussion of observers' comments with respect to the Cicirelli Category System have been presented in the earlier chapter. The second objective of the investigation was to study the effect of academic qualifications, teaching methods and status of observers upon the feedback (in the form of comments) and achievement marks of pupil-teachers. The data related to this objective were collected with the help of the proforma and by doing content analysis of observers' comments; positive comments and negative comments. For the purpose of quantification, each comment was given a weightage of one score and in this way the data were converted into numbers. As mentioned in Chapter II, the data were analysed by using t-test. In this chapter, the results and discussion related to the above said objective are given.

4.1.0 RESULTS AND DISCUSSION

The positive comments, negative comments and achievement marks obtained by the pupil-teachers have been studied with respect to the observers' academic qualifications, teaching methods and status. The results and discussions in respect of each of these are presented in separate captions as follows.

4.1.1 Types of Comments and Achievement Marks given by Graduate and Postgraduate Observers.

The significance of difference between the types of comments (positive and negative) and achievement marks given by the graduate and post-graduate observers was studied by using t-test.

Positive Comments

Mean, S. D. and T-value for positive comments given by the graduate and postgraduate observers are given in Table 4.1

TABLE 4.1

Mean, S.D. and t-value for Positive Comments given by Graduate and Postgraduate Observers

Groups	Mean	S. D.	N.	t-value
Graduate observers	2.061	0.955	37	2.919**
Postgraduate observers	1.264	1.075	23	

** Significant at 0.01 level

The mean of the positive comments given by the graduate observers to the pupil-teachers was 2.061 and that given by the postgraduate observers was 1.264. The t-value between them is 2.919 which is significant at 0.01 level for df of 58. It is, therefore, inferred that the graduate observers gave more positive comments to the pupil-teachers than the postgraduate observers.

There might be a few reasons for such a result. One reason may be that the postgraduate observers are superior in content of the subject matter to the graduate observers. Therefore, this content knowledge might have helped the postgraduate observers in analysing pupil-teachers' lessons critically from the point of view of content, sequence, appropriateness of examples or illustrations, richness of subject matter, etc. This might have led them to give less positive comments than the graduate observers.

Another reason may be related to the observer's attitude towards observing the lesson. It is quite possible that the graduate observers might have appreciated the minor aspect of teaching, whereas the same might have been overlooked by the postgraduate observers.

Negative Comments

Mean, S.D. and t-value for negative comments given by the graduate and postgraduate observers are given in Table 4.2.

TABLE 4.2

Mean, S.D. and t-value for Negative Comments given by Graduate and Postgraduate Observers

Groups	Mean	S.D.	N.	t-value
Graduate observers	2.652	1.092	37	2.967**
Postgraduate observers	1.750	1.175	23	

** Significant at 0.01 level

The mean of the negative comments given by the graduate observers to the pupil-teachers was 2.652 and that given by the postgraduate observers was 1.750. The t-value between them is 2.967 which is significant at 0.01 level for df of 58. It may, therefore, be said that the graduate observers gave more negative comments to the pupil-teachers than the postgraduate observers.

On the basis of the results for positive and negative comments, the hypothesis 1 (H_1), namely, "There is no significant difference between the means of comments (positive/negative) given by the observers of different academic qualifications (graduate/post-

graduate) in practice lessons" is rejected.

This might be because the graduate observers believed in giving more positive comments for motivation and reinforcement whereas more negative comments were given for highlighting the weak points in the lesson for further improvement. On the other hand the postgraduate observers gave less positive as well as negative comments because they might have liked to point out only the gross mistakes which distort the lesson. They might have overlooked certain errors which might have been committed unknowingly or due to habit. Some of such examples can be - pupil-teachers' colloquial language, sudden expression, pronunciation influenced by dialects, etc. So the postgraduate observers might have neglected such mistakes considering them as the outcome of the life style which need long time to change whereas the graduate observers might have given comments related to these mistakes too.

Achievement Marks

Mean, S.D. and t-value for achievement marks given by the graduate and postgraduate observers are given in Table 4.3.

TABLE 4.3

Mean, S.D. and t-value for Achievement Marks given by Graduate and Postgraduate Observers

Groups	Mean.	S.D.	N	t-value
Graduate observers	5.944	0.629	37	
Postgraduate observers	6.220	0.653	23	1.614

The mean of achievement marks given by the graduate observers to the pupil-teachers was 5.944 and that given by the postgraduate observers was 6.220. The t-value between these means is 1.614 which is not significant. This means that the mean of achievement marks given by the graduate and postgraduate observers did not differ significantly. It may, therefore, be deduced that the graduate observers and postgraduate observers gave equal marks to the pupil-teachers.

On the basis of these results, the hypothesis 2 (H_2), namely, "There is no significant difference between the means of achievement marks given by the observers of different academic qualifications (graduate/postgraduate) in practice lessons" is not rejected.

The graduate and postgraduate observers gave equal achievement marks to the pupil-teachers while the graduate observers gave significantly higher positive as well as negative comments in comparison to the postgraduate observers. The reason may be that the pupil-teachers under the guidance of the graduate observers were motivated by giving positive comments. At the same time, they were made aware of their weak points. The pupil-teachers might have improved upon the weak points and retained the strong points as the number of practice lessons progressed. On the other hand, the pupil-teachers under the guidance of the postgraduate observers might have improved because the pupil-teachers received both types of comments related to critical aspect of the teaching. Thus, the pupil-teachers under the guidance of the graduate as well as postgraduate observers might have improved equally which led them to receive equal number of achievement marks from these observers.

4.1.2 Types of Comments and Achievement Marks given by Science and Humanities Observers.

The significance of difference between the types of comments (positive and negative) and

achievement marks given by the science and humanities observers was tested by employing t-test.

Positive Comments

Mean, S.D. and t-value for positive comments given by the science and humanities observers are given in Table 4.4.

TABLE 4.4

Mean, S.D. and t-value for Positive Comments given by Science and Humanities Observers

Groups.	Mean	S.D.	N	t-value
Science observers	1.716	0.811	16	
Humanities observers	2.172	1.027	44	1.788

The mean of the positive comments given by the science observers to the pupil-teachers was 1.716 and that given by the humanities observers was 2.172. The t-value between these means is 1.788 which is not significant.

It means that the mean of the positive comments given by the science and humanities observers did not differ significantly. Furthermore, the mean of the positive comments given by the science observers

was not significantly different from that given by the humanities observers. It is, therefore, deduced that the science and humanities observers gave equal number of positive comments to the pupil-teachers.

Negative Comments

Mean, S.D. and t-value for negative comments given by the Science and Humanities observers are given in Table 4.5.

TABLE 4.5

Mean, S.D. and t-value for Negative Comments given by Science and Humanities Observers.

Groups.	Mean	S.D.	N	t-value
Science observers	2.266	1.339	16	
Humanities observers	2.397	0.777	44	0.369

The mean of the negative comments given by the science observers to the pupil-teachers was 2.266 and that given by the humanities observers was 2.397. The t-value between these means is 0.369 which is not significant.

It means that the mean of the negative comments given by the science and humanities observers did not differ significantly. Further, the mean of the

negative comments given by the science observers was not significantly different from that given by the humanities observers. It may, therefore, be deduced that the science and humanities observers gave equal number of negative comments to the pupil-teachers.

On the basis of the results of positive and negative comments, the hypothesis 3 (H_3), namely, "There is no significant difference between the means of comments (positive/negative) given by the observers of different teaching methods (science/humanities) in practice lessons" is not rejected.

As evident from Tables 4.4 and 4.5, the science observers and humanities observers did not differ significantly from each other in respect of positive and negative comments. Generally, an observer is expected to give comments related to the subject content and other aspects of classroom teaching like Classroom control, B.B.Work, confidence in teaching, pupil-involvement, etc. Normally an observer while observing his own teaching method lessons will give both types of comments related to the subject content and other aspects of classroom teaching. When he has to observe lessons other than his own teaching subject, he will be giving less comments related to

subject matter and more comments on other aspects of classroom teaching. Normally, in all S T E Is observers have to observe lessons of their own teaching methods as well as of other subjects. Therefore, the observers of science and humanities subjects may not differ in giving positive as well as negative comments.

Achievement Marks

Mean, S.D. and t-value for achievement marks given by the science and humanities observers are given in Table 4.6.

T A B L E 4.6

Mean, S.D. and t-value for Achievement Marks given by Science and Humanities Observers

Groups	Mean.	S.D.	N	t-value
Science observers	6.384	0.630	16	
Humanities observers	5.929	0.617	44	2.486 *

* Significant at 0.05 level

The mean of the achievement marks given by the science observers to the pupil-teachers was 6.384 and that given by the humanities observers was 5.929. The t-value between them is 2.486. This t-value is significant at 0.05 level for df of 58. It

may, therefore, be inferred that the mean of the achievement marks given by the science observers was significantly higher than the mean achievement marks given by the humanities observers.

Thus, on the basis of these results, the hypothesis 4 (H_4), namely, "There is no significant difference between the means of achievement marks given by the observers of different teaching methods (science/humanities) in practice lessons" is rejected.

Although the science and humanities observers gave equal number of positive as well as negative comments, they differed significantly in giving achievement marks. That is, the science observers gave more achievement marks to the pupil-teachers than the humanities observers. This might be due to the fact that the science observers might have given more weightage to certain aspects of teaching at the time of evaluation to which the humanities observers might have given less weightage. In other words, the science and humanities observers gave different emphasis to different aspects of teaching at the time of evaluation which might be responsible for this significant difference.

4.1.3 Types of Comments and Achievement Marks given by College and School Observers.

The significance of difference between types of comments (positive and negative) and achievement marks given by the College and School observers was tested by using t-test.

Positive Comments

Mean, S.D. and t-value for positive comments given by the college and school observers are given in Table 4.7.

TABLE 4.7

Mean, S.D. and t-value for Positive Comments given by College and School Observers.

Groups	Mean	S.D.	N	t-value
College observers	2.052	1.080	43	0.019
School observers	2.047	0.843	17	

The mean of the positive comments given by the college observers was 2.052 and that of the school observers was 2.047. The t-value between them is 0.019 which is not significant. The t-value between the mean of the positive comments given by the college observers did not differ significantly from that of the school observers. It may, therefore, be inferred that the college observers and the school

observers gave equal number of positive comments to the pupil-teachers.

On the basis of these results, the hypothesis 5, (H_5), namely, "There is no significant difference between the means of comments (positive/negative) given by the observers of different status (school/college) in practice lessons" in the case of positive comments is not rejected.

Negative Comments

Mean, S.D. and t-value for negative comments given by the college and school observers are given in Table 4.8.

TABLE 4.8

Mean, S.D. and t-value for Negative Comments given by College and School Observers.

Groups	Mean	S.D.	N	t-value
College Observers	2.166	1.052	43	2.218 *
School Observers	2.859	1.106	17	

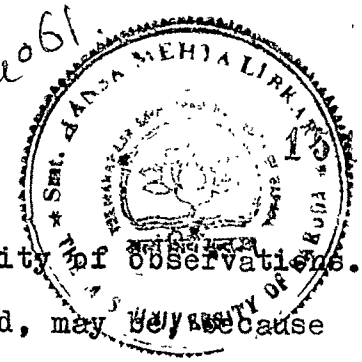
* Significant at 0.05 level

The mean of the negative comments given by the college observers was 2.166 and that of the school observers was 2.859. The t-value for the difference between these two means of the negative comments is

2.218. This value is significant at 0.05 level for df of 58. It means that the mean of the negative comments given by the college observers differed significantly from that of the school observers. It may, therefore, be inferred that the school observers gave more negative comments than the college observers.

On the basis of these results, the hypothesis 5 (H_5), namely, "There is no significant difference between the means of comments (positive/negative) given by the observers of different status (school/college) in practice lessons" in the case of negative comments is rejected.

The college and school observers did not differ significantly in giving positive comments whereas they differed significantly in giving negative comments. Giving positive comments means highlighting the strong points in teaching whereas the negative comments reveal the weak points in teaching. Comparatively, it is easier to give positive comments than negative comments. The school observers were told beforehand about the criterion for observing the practice lessons. Thus, college and school observers had a common frame of observing the lessons.



This helps to increase reliability of observations. On the other hand, they differed, may be because the school observers had first hand experience of classroom problems, dealing with the children, the subject matter, etc., whereas the college observers did not have first hand experience related to the above mentioned aspects. Therefore, the school observers were in a position to highlight the practical weaknesses of pupil-teachers more specifically than the college observers. Hence, the school observers gave more negative comments than the college observers. Another probable reason could be that the college observers might not have liked to give more negative comments because it might demoralize the pupil-teachers. Keeping in mind the learning capacity, stages of learning, etc. of pupil-teacher, the college observers rationalized the nature and number of comments. On the other hand, the school observers, who were in fact teachers, might have compared pupil-teachers' capacity, style of teaching, etc. with their own and hence this might have led them to give more negative comments. The interplay of these different processes might have produced the observed results.

Achievement Marks

Mean, S.D. and t-value for achievement marks given by college and school observers are given in Table 4.9.

TABLE 4.9

Mean, S.D. and t-value for Achievement Marks given by College and School Observers.

Groups	Mean	S.D.	N	t-value
College observers	6.175	0.636	43	2.447 *
School observers	5.733	0.628	17	

* Significant at 0.05 level

The mean of achievement marks given by the college observers was 6.175 and that of the school observers was 5.733. The t-value between them is 2.447. This value is significant at 0.05 level for df of 58. It means that the mean of the achievement marks given by the college observers did differ significantly from that of the school observers. It is, therefore, inferred that the college observers gave more achievement marks to the pupil-teachers than the school observers.

On the basis of these results, the hypothesis 6, (H_6), namely, "There is no significant difference between the means of achievement marks given by the

observers of different status (school/college) in practice lessons" is rejected.

Philosophically, the observer should make the pupil-teachers aware of their weak points in the context of classroom teaching for further improvement. The weak points will be indicated through the negative comments. When many negative comments are continuously given, it may have a reverse effect on pupil-teacher's 'learning to teach'. Psychologically, pupil-teachers getting more negative comments may become nervous, lose interest, etc. which may lead them to commit more mistakes instead of improving upon them. From the earlier results it is seen that the school observers gave more negative comments than the college observers; these negative comments might have affected adversely. Therefore, the pupil-teachers under the guidance of school observers received less marks than the college observers.

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