CHAPTER-V

CHAPTER V

REACTIONS OF PRE-SERVICE AND IN-SERVICE TEACHERS TOWARDS THE EDUCATIONAL PROGRAMME ON HUMAN RIGHTS

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5.0 INTRODUCTION

There is a strong need to bring awareness about Human Rights in teachers, because they are best sources to enlighten the society on Human Rights. In the present era, we live in technologically developed society and computer has become an essential part of our life.

So, instead of teaching Human Rights by old traditional method, the investigator has made PowerPoint Presentation. The in-service and pre-service teachers like to be taught through the latest technologies. This chapter attempts to study the reactions of the learners toward the developed Educational Programme on Human Rights.

Data interpretation means explaining the effects in terms of causes. In this chapter Chi-square technique is employed to test the divergence of observed results from those expected on the hypothesis of equal probability (null hypothesis).

The major objectives of the present study, as described in the previous chapter are the designing, developing and implementing a programme to study the effectiveness of the developed programme in terms of the achievement of the in-service and pre-service teachers and their reactions towards the developed programme. Reactions of the in-service and pre-service teachers were collected with the help of a five-point reaction scale. In this chapter, collected reactions have been analyzed to test the null hypotheses employing Chi-square technique.

5.1 OBJECTIVE

To study the Reactions of in-service teachers and pre-service teachers towards the Educational Programme on Human Rights.

5.2 POPULATION FOR THE STUDY

All the in-service and pre-service teachers at Secondary level (2009-2010) of Gujarat State constituted the population for the study.

5.3 SAMPLE FOR THE STUDY

For carrying out research in-service teachers of four schools following GSEB syllabus and pre-service teachers of two B.Ed college, year 2009-10 were selected as the sample for the study.

In-service teachers of Amarjyoti Vidyavihar, Ahmedabad and Diwan Balloo Madhyamik Shala, Ahmedabad were selected as experimental group and teachers of B.V.D High school, Ahmedabad and Shri Gurukul Vidyamandir, Ahmedabad were selected as control group.

Pre-service teachers of S.U.G.. College of Education, Ahmedabad were selected as experimental group, whereas, pre-service teachers of R.B.Sagar college of Educaton, Ahmedabad were selected as control group.

Schools and Colleges were selected as it was feasible for investigator to experiment. Principals of Schools and Colleges were cooperative. It was decided to select the samples on the basis of convenient sampling.

Experimental group consisted of 21 in-service teachers and control group consisted of 23 in-service teachers. Total 44 in-service teachers were selected as the sample for the present study. Experimental group of pre-service teachers consisted of 79 student teachers, whereas, the control group consisted of 82 student teachers.

For the present chapter 21 in-service teachers and 79 pre-service teachers were selected as the sample.

5.4 TOOL

In order to study the reactions of in-service and pre-service teachers towards the programme, (objective#4) the investigator has constructed a five-point reaction scale. The reaction scale consists of close-ended items. The closed-ended items have been formulated in the form of 20 statements. Respondent has to tick mark (√) in one

appropriate box out of five, viz., Always, Very often, Often, Sometimes, Never. The statements are cutting across the following areas:

- Joyful learning through programme
- Appropriateness of text and pictures
- Clarity of language
- Appropriateness of Instructions
- Subject Matter Relevance
- Proper example and easy language in printed material

This prepared reaction scale was referred to the experts in the field of education. The suggestions given by the experts were incorporated. The validated reaction scale is presented in appendix I.

5.5 PROCEDURE FOR DATA COLLECTION

The reaction scale was administered on the experimental group to elicit their reactions on the programme. Before seeking the reactions, the investigator gave instructions regarding how to register the reactions. The investigator has collected the data personally.

5.6 DATA ANALYSIS

Chi-square technique is employed to test the divergence of observed results from those expected on the hypotheses of equal probability (null hypothesis).

5.7 REACTIONS OF IN-SERVICE AND PRE-SERVICE TEACHERS TOWARDS AN EDUCATIONAL PROGRAMME ON HUMAN RIGHTS

Table-5.1: Reactions of In-Service teachers

Sr. No.	Statements	Always	Very often	Often	Some-times	Never	Chi-Square
		fo %	*fo* %	*fo* %	*fo* %	*fo* %	
1	I enjoyed learning Through the program based on Human Rights.	20 (95.23%)	0 (0%)	1 (4.76%)	0 (0%)	0 (0%)	74.48
2	All the rights were arranged in sequential form in PowerPoint Presentation.	19 (90.48%)	2 (9.52%)	0 (0%)	0 (0%)	0 (0%)	65.9
3	In PowerPoint Presentation proper relation was established between pictures and text of articles on Human Rights.	18 (85.71%)	2 (9.52%)	1 (4.76%)	0 (0%)	0 (0%)	57.33
4	The pictures were clear in PowerPoint Presentation.	19 (90.48%)	2 (9.52%)	0 (0%)	0 (0%)	0 (0%)	65.9
5	Background, sound and letters were clear in each slide of PowerPoint Presentation.	20 (95.23%)	1 (4.76%)	0 (0%)	0 (0%)	0 (0%)	74.48
6	Enough time was provided for explanation and discussion	20 (95.23%)	1 (4.76%)	0 (0%)	0 (0%)	0 (0%)	74.48

	after each slide during the presentation.						
7	The presentation was attractive and interesting.	18 (85.71%)	2 (9.52%)	1 (4.76%)	0 (0%)	0 (0%)	57.33
8	The language used in presentation was simple and clear.	14 (66.66%)	7 (33.33%)	0 (0%)	0 (0%)	0 (0%)	33.18
9	All the rights were in sequential form in booklet.	21 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	84
10	The language was easy and clear in booklet.	18 (85.71%)	2 (9.52%)	1 (4.76%)	0 (0%)	0 (0%)	57.33
11	In the booklet explanations related to rights were clear and in easy language.	20 (95.23%)	1 (4.76%)	0 (0%)	0 (0%)	0 (0%)	74.48
12	Booklet was a complementary material to the presentation.	18 (85.71%)	1 (4.76%)	0 (0%)	2 (9.52%)	0 (0%)	57.33
13	It is easy to understand Human Rights through Video CD.	19 (90.48%)	2 (9.52%)	0 (0%)	0 (0%)	0 (0%)	65.9
14	Video CD was the complementary material to the Presentation.	18 (85.71%)	2 (9.52%)	1 (4.76%)	0 (0%)	0 (0%)	57.33
15	The language was easy and clear in Video CD.	18 (85.71%)	2 (9.52%)	1 (4.76%)	0 (0%)	0 (0%)	57.33
16	Investigator has used simple and easy language	19 (90.48%)	2 (9.52%)	0 (0%)	0 (0%)	0 (0%)	65.9

	in explanation and discussion.						
17	There was no difficulty in understanding Human Rights during intervention programme.	18 (85.71%)	2 (9.52%)	0 (0%)	1 (4.76%)	0 (0%)	57.33
18	Investigator has provided clear instructions during the programme.	21 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	84
19	The programme was interesting.	21 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	84
20	It can be said a complete programme on Human Rights to understand the rights.	19 (90.48%)	0 (0%)	1 (4.76%)	1 (4.76%)	0 (0%)	65.43

TABLE-5.2: Reactions of Pre-Service teachers

Sr. No.	Statements	Always	Very often	Often	Some-Times	Never	Chi-Square
		fo %	*fo* %	*fo* %	*Fo* %	*fo* %	
1	I enjoyed learning Through the program based on Human Rights.	68 (86.08%)	7 (8.86%)	3 (3.80%)	1 (1.27%)	0 (0%)	217.39
2	All the Rights were arranged in sequential form in PowerPoint Presentation.	67 (84.81%)	8 (10.27%)	2 (2.53%)	2 (2.53%)	0 (0%)	185.56
3	In PowerPoint Presentation proper relation was established between pictures and text of articles on Human Rights.	66 (83.54%)	7 (8.86%)	4 (5.06%)	2 (2.53%)	0 (0%)	201.06
4	The pictures were clear in PowerPoint Presentation.	63 (79.75%)	10 (12.66%)	3 (3.80%)	3 (3.80%)	0 (0%)	179.67
5	Background, sound and letters were clear in each slide of PowerPoint Presentation.	54 (68.35%)	19 (24.05%)	4 (5.06%)	2 (2.53%)	0 (0%)	133.31
6	Enough time was provided for explanation and discussion after each slide during the presentation.	59 (74.68%)	15 (18.99%)	3 (3.80%)	2 (2.53%)	0 (0%)	56.46
7	The presentation	68 (86.08%)	6 (7.59%)	5 (6.33%)	0 (0%)	0 (0%)	217.52

	was attractive and interesting.						
8	The language used in presentation was simple and clear.	60 (75.95%)	11 (13.92%)	5 (6.33%)	3 (3.80%)	0 (0%)	158.66
9	All the rights were in sequential form in booklet.	71 (89.87%)	8 (10.27%)	0 (0%)	0 (0%)	0 (0%)	244.1
10	The language was easy and clear in booklet.	65 (82.28%)	11 (13.92%)	3 (3.80%)	0 (0%)	0 (0%)	196.63
11	In the booklet explanations related to rights were clear and in easy language.	70 (88.60%)	7 (8.86%)	1 (1.27%)	1 (1.27%)	0 (0%)	234.35
12	Booklet was a complementary material to the presentation.	53 (67.09%)	22 (27.85%)	2 (2.53%)	2 (2.53%)	0 (0%)	129.91
13	It is easy to understand Human Rights through Video CD.	63 (79.75%)	14 (17.72%)	2 (2.53%)	0 (0%)	0 (0%)	184.86
14	Video CD was the complementary material to the Presentation.	63 (79.75%)	13 (16.45%)	2 (2.53%)	1 (1.27%)	0 (0%)	183.2
15	The language was easy and clear in Video CD.	60 (75.95%)	12 (15.19%)	4 (5.06%)	3 (3.80%)	0 (0%)	158.6
16	Investigator has used simple and easy language in explanation and discussion.	62 (78.48%)	14 (17.72%)	3 (3.80%)	0 (0%)	0 (0%)	177.17
17	There was no difficulty in understanding	60 (75.95%)	10 (12.66%)	1 (1.27%)	5 (6.33%)	3 (3.80%)	155.26

	Human Rights during intervention programme.						
18	Investigator has provided clear instructions during the programme.	70 (88.60%)	4 (5.06%)	4 (5.06%)	1 (1.27%)	0 (0%)	233.21
19	The programme was interesting.	70 (88.60%)	6 (7.59%)	1 (1.27%)	2 (2.53%)	0 (0%)	233.71
20	It can be said a complete programme on Human Rights to understand the rights.	58 (73.42%)	17 (21.52%)	4 (5.06%)	0 (0%)	0 (0%)	153.2

NOTE:

1. Figures out side the bracket indicate number of teachers.
2. Figure inside the bracket indicates the percentage.

5.8 INTERPRETATION

It is evident through table that the values of Chi-square are significant at 0.01 level against all the statements of the reaction scale. So the null hypothesis #5 that there will be no significant defference in the observed frequencies and the frequencies expected against equal probabllity is rejected against all the statements. A large majority of the respondents have either responded Always or Very often or Often to the different statements. Largely the in-service teachers and pre-service teachers have been found to have favorable reactions towards the Educational Programme on Human Rights.

5.9 CONCLUSION

Largely, the in-service and pre-service teachers have been found to have favorable reactions towards an educational programme on Human Rights.