

Study Of Effect Of Group-Based Competitive Exercise Programme On Student Teacher's Perception

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Abstract

Perceptions are very important in learning. So through learning, creation of the proper perceptions is the challenging task. In education system, we cannot separate teaching from learning. So, proper perceptions should be created by the teacher, among the students through teaching. Perceptions are having great impact on the student life and their carrier too. In this study researcher studied effect of group based competitive exercise on student teacher perception. To study effect of group based competitive exercise programme on student teachers perception is the main objective of the study.

Two group pre-test post-test quasi experimental design was used for the present study. In this study effects of treatments were judged by making the comparison between pre-test and post-test scores. Researcher compared mean scores of student teachers perception about group based competitive exercise before and after implementation of the programme and effects of treatment are estimated. Using purposive sampling method out of 47 B. Ed. colleges in Pune district, 2 colleges were selected as a sample. 40 student teachers in control group and 40 student teachers in experimental group, so total sample size was 80. Researcher implemented group based competitive exercise programme by using 3 stages i.e. planning, implementation and evaluation.

Data was collected before and after implementation of the programme for both the groups. Perception rating scale was used for the collection of the data. Information received through scores of experimental and control group before and after implementation of the group based competitive exercise programme was analyzed by using 't' test.

The result indicates, student teachers perceptions about group based competitive exercise were enhanced after getting treatment of group based competitive exercise programme.

Key words

Student teachers perception, Group based competitive exercise programme

Introduction

In a formal education setup, after teaching a lesson in the classroom exercise is given for the student. Each student in the class is supposed to solve that exercise individually. But in the group based competitive exercise, exercise is given for the different groups. So each student within the group is accountable for the completion of the exercise. When entire group take any effort for completion of group exercise and for achieving the competition, then it is called as group based competitive exercise. Simply it means presentation or submission of exercise or work by a whole group for any type of competition.

Perceptions are very important in learning. So through learning, creation of the proper perceptions is the challenging task. In education system, we cannot separate teaching from learning. So, proper perceptions should be created by the teacher, among the students through teaching. Because, perceptions are having great impact on the student life and the carrier. In this study researcher studied effect of group based competitive exercise on student teachers perception.

Review of Related Literature

There are research studies which are directly or indirectly related in the present research. These research studies vary in objectives, research design, sampling design and sample, data collection tools, procedure of data collection, mode of development of programme, implementation of programme.

Student teachers perceptions about any other things rather than group based competitive exercise were studied. Different techniques of cooperative learning are used from elementary level to university level or higher education. Many researches shows that actual experience of different techniques of cooperative learning should be given to the student teachers properly, so that they can implement all these techniques effectively in their future profession. In this study the researcher has focused on Group based competitive exercise programme for student teachers to enhance cooperative learning. There are no studies resembling the objectives and research methodologies used for present study have been earlier. Hence there is a need for this study.

Objective of the Study

To study effect of group based competitive exercise programme on student teachers perception.

Hypothesis of the Study

Null Hypothesis 1:

There is no significant difference between pre test scores of control and experimental group regarding student teachers perceptions about group based competitive exercise.

Null Hypothesis 2:

There is no significant difference between post test scores of control and experimental group regarding student teachers perceptions about group based competitive exercise.

Null Hypothesis 3:

There is no significant difference between pre test scores and post test scores of control group regarding student teachers perceptions about group based competitive exercise

Null Hypothesis 4:

There is no significant difference between pre test scores and post test scores of experimental group regarding student teachers perceptions about group based competitive exercise.

Methodology of the Study

Two group pre test post test quasi experimental design was used for the present study. Data was collected by using researcher made perception rating scale. In this study effects of treatments were judged by making the comparison between pre test and post test scores. Researcher compared mean scores of student teachers perception about group based competitive exercise before and after implementation of the programme and effects of treatment are estimated.

Sample of the Study

Using purposive sampling method out of 47 B. Ed. colleges in Pune district, 2 colleges were selected. 40 Student teachers of second year from Saint Dnyaneshwar B. Ed. College, Alandi (D), Pune were selected as a sample for experimental group and 40 students of second year from kantilal Khivasara B. Ed. College, Thathvade, Pune were selected as sample for control group. Total sample comprises 80.

Implementation of the Group Based Competitive Exercise Programme and Tools used for Data Collection

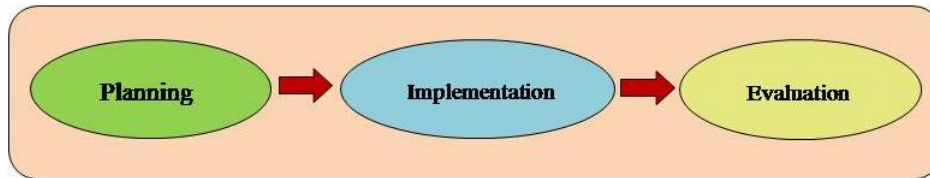
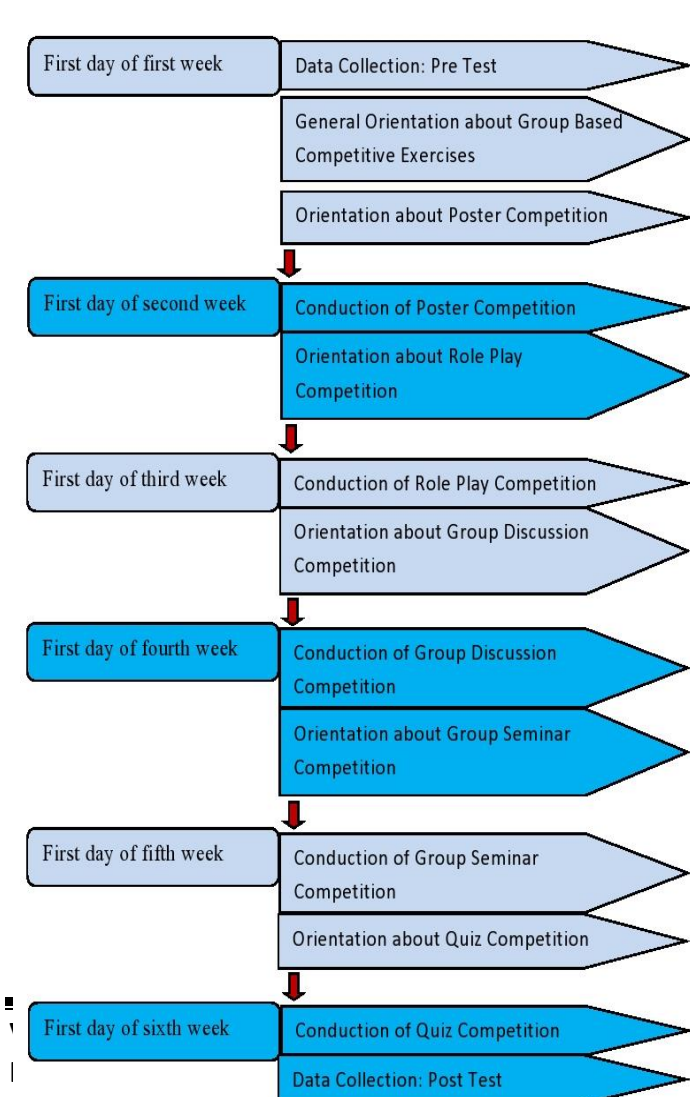


Figure: 1 Stages of planning of action programme

Researcher did planning of the action programme in 3 stages. Outline of every stage is given below.



Planning:

In this stage researcher finalize group based competitive exercise, topics, learning material and evaluation criteria. Groups of student teachers are prepared by using random method of selection. Common orientation about group based competitive exercise is given by the researcher and finally timetable of group based competitive exercise is displayed.

Implementation:

Researcher implemented selected group based competitive exercise in the proper sequence. Topics from the subject School Management distributed among groups and one week time is given for the preparation of the group competition.

Figure: 2 Implementation: Second stage of action programme

Evaluation

In this stage evaluation of each group based competitive exercise is done by teacher educators. After evaluation, result is displayed immediately. First two rankers felicitated with awards.

Analysis and Interpretation

For the fulfillment of the objective researcher implemented group based competitive exercise programme among student teachers. Data was collected before and after implementation of the programme for both the groups' i.e. experimental and control group. Perception rating scale was used for the collection of the data. Information received through scores of experimental and control group before and after implementation of the group based competitive exercise programme was analyzed by using statistical techniques. The data was analyzed by using "t" test.

A) Comparison of the Experimental Group and Control Group in the Pre-test for Student teachers perceptions about Group Based Competitive exercise

Table No. 1

Significant difference between pre test scores of experimental and control group regarding student teachers perceptions about Group Based Competitive Exercise

Test (T)	Variable (V)	Group (G)	Sample (N)	Mean (M)	Standard Deviation (SD)	Degree of Freedom (d f)	Table Value 0.05	Table Value 0.01	Calculated 't' Value	Level of acceptance
Pre Test	Student teachers perceptions	Experimental	40	102.625	7.099	39	1.684	2.423	1.045	0.05 Hypothesis Accepted
		Control	40	100.975	7.069	39				

Observation

Mean Score of student teachers perceptions about group based competitive exercise of experimental group was 102.625 and control group was 100.975, standard deviation of experimental group was 7.099 and control group was 7.069. The 't' value obtained calculating scores from control and experimental group was 1.045. Since the obtained "t" value i.e. 1.045 was less than the table 't' value with df 39 i.e. 1.684 at 0.05 level of significance. The difference was not significant. Hence, the null hypothesis was accepted.

Interpretation

There was no significant difference between pre test scores of control and experimental group regarding student teachers perceptions about group based competitive exercise.

B) Comparison of the Experimental Group and Control Group in the Post-test for Student teachers perceptions about Group Based Competitive exercise

Table No. 2

Significant difference between post test scores of experimental and control group regarding student teachers perceptions about Group Based Competitive exercise

Test (T)	Variable (V)	Group (G)	Sample (N)	Mean (M)	Standard Deviation (SD)	Degree of Freedom (d f)	Table Value 0.05	Table Value 0.01	Calculated 't' Value	Level of acceptance
Post Test	Student teachers perceptions	Experimental	40	110.875	0.707	39	1.684	2.423	7.767	0.01 Hypothesis Rejected
		Control	40	102.15	7.071	39				

Observation

Mean Score of student teachers perceptions about Group Based Competitive exercise of experimental group was 110.875 and control group was 102.15, standard deviation of experimental group was 0.707 and control group was 7.071. The 't' value obtained calculating scores from control and experimental group was 7.767. Since the obtained "t" value i.e. 7.767 was greater than the table "t" value with df 39 i.e. 2.423 at 0.01 level of significance. The difference was significant. Hence, the null hypothesis was rejected and alternative hypothesis was accepted.

Interpretation

There was significant difference between post test scores of control and experimental group regarding student teachers perceptions about Group Based Competitive exercise.

C) Comparison of the Control Group in the Pre-test and Post-test for Student teachers perceptions about Group Based Competitive exercise

Table No. 3

Significant difference between pre test scores and post test scores of control group student teachers perceptions about Group Based Competitive exercise

Group (G)	Variable (V)	Test (T)	Sample (N)	Mean (M)	Standard Deviation (SD)	Degree of Freedom (d f)	Table Value 0.05	Table Value 0.01	Calculated 't' Value	Level of acceptance
Control Group	Student teachers perception	Pre test	40	100.975	7.778	39	1.684	2.423	0.688	0.05 Hypothesis Accepted
		Post test	40	102.15	7.071	39				

Observation

Mean Score of student teachers perceptions about group based competitive exercise of pre test of control group was 100.975 and post test of control group was 102.15, standard deviation of pre test of control group was 7.778 and post test of control group was 7.071. The 't' value obtained calculating scores from pre test and post test of control group regarding student teachers perceptions about group based competitive exercise was 0.688. Since the obtained' value i.e. 0.688 was less than the table 't' value with df 39 i.e. 1.684 at 0.05 level of significance. The difference was not significant. Hence, the null hypothesis was accepted.

Interpretation

There was no significant difference between pre test scores and post test scores of control group regarding student teachers perceptions about group based competitive exercise.

D) Comparison of the Experimental Group in the Pre-test and Post-test for Student teachers perceptions about Group Based Competitive exercise

Table No. 4

Significant difference between pre tests scores and post test scores of experimental group regarding student teachers perceptions about Group Based Competitive exercise

Group (G)	Variable (V)	Test (T)	Sample (N)	Mean (M)	Standard Deviation (SD)	Degree of Freedom (d f)	Table Value 0.05	Table Value 0.01	Calculated 't' Value	Level of acceptance
Experimental Group	Student teachers perception	Pre test	40	102.625	7.098	39	1.684	2.423	5.26	0.01 Hypothesis Rejected
		Post test	40	110.875	6.917	39				

Observation

Mean Score of student teachers perceptions about group based competitive exercise of pre test of experimental group was 102.625 and post test of experimental group was 110.875, standard deviation of pre test of experimental group was 7.098 and post test of experimental group was 6.917. The 't' value obtained calculating scores from pre test and post test of experimental group regarding student teachers perceptions about group based competitive exercise was 5.26. Since the obtained 't' value i.e. 5.26 was greater than the table "t" value with df 39 i.e. 2.423 at 0.01 level of significance. The difference was significant. Hence, the null hypothesis was rejected and alternative hypothesis was accepted.

Interpretation

There was significant difference between pre test scores and post test scores of experimental group regarding student teachers perceptions about group based competitive exercise.

Results

- There was no significant difference between pre test scores of control and experimental group regarding student teachers perceptions about group based competitive exercise.
- There was significant difference between post test scores of control and experimental group regarding student teachers perceptions about group based competitive exercise.
- There was no significant difference between pre test scores and post test scores of control group regarding student teachers perceptions about group based competitive exercise.

- There was significant difference between pre test scores and post test scores of experimental group regarding student teachers perceptions about group based competitive exercise.

This study provides knowledge of effect of group-based competitive exercise on student teachers perception. Researcher compared mean scores of student teachers perception about group based competitive exercise before and after implementation of the programme and effects of treatment was estimated. From above result researcher can interpret that, student teachers perceptions about group based competitive exercise were enhanced after getting treatment of group based competitive exercise programme.

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