

Effectiveness of SWOT Analysis Technique on Practice Teaching achievement of D.T.Ed students.

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Abstract

Today's world is a world of competition and modernization. Every sector is in the race to improve the quality and performance of their products. Education sector is also expecting the good quality of teaching and teachers. It is a need of today to improve the quality of teachers to face the incoming challenges in Education. A best way to improve the self quality by the teachers is to understand their own Strengths, Weaknesses, Opportunities and Threats i.e. SWOT This study was undertaken to study the effectiveness of SWOT analysis technique on D.T. Ed students to check its effectiveness on their practice teaching achievement. The research method used in this study was experimental method with single group Pretest-Posttest design. The result of the study had shown the statistically significant differences in Pretest and Posttest score after acquiring the SWOT analysis technique by D.T.Ed students. The score of Posttest was increased after the implementation of SWOT analysis technique.

INTRODUCTION:

Today's world is a world of competition and modernization. Every sector is in the race to improve the quality and performance of their products. Education sector is also expecting the good quality of teaching and teachers. It is a need of today to improve the quality of teachers to face the incoming challenges in Education. A best way to improve the self quality by the teachers is to understand their own Strengths, Weaknesses, Opportunities and Threats i.e. SWOT

Due to the introduction of advanced and complex curriculum and effective ways of educational evaluation it is vital for teachers to do their SWOT analysis to get an idea about their present knowledge and to prepare themselves for utilizing the opportunities present in their teaching career.

NEED OF THE RESEARCH STUDY:

D.T.Ed (Diploma in Teacher Education) students are the persons undergoing the training of teaching of elementary level. By doing SWOT analysis they can get an idea about their Strength and Weaknesses at the early period of their training program and in parallel they can aware about the future opportunities and threats in their teaching career.

SCERT is the state level agency which control and design the structure of D.T.Ed course in every state. SWOT analysis can help to strengthen the skills and methodology of teaching in D.T.Ed students.

SWOT analysis would help the D.T.Ed students to prepare in better way for the competitive examinations like Teacher Eligibility Test (TET) at the state and central level.

IMPORTANCE OF THE RESEARCH STUDY:

It is important for D.T.Ed students to know their inner factors like Strength, Weaknesses, and external factors like Opportunities and Threats.

SWOT analysis is important for the elementary teacher trainees to gain some professional qualities like leadership, efficiency, social status, research attitude and to cope up with the problems of teaching profession.

STATEMENT OF THE PROBLEM:

A Study of the effectiveness of SWOT Analysis Technique on Practice Teaching achievement of D.T.Ed students of Mumbai city.

OBJECTIVES OF THE RESEARCH STUDY:

1. To prepare a program of SWOT Analysis for the first year D.T.Ed students of D.T.Ed course of MSCERT.
2. To find the effectiveness of SWOT Analysis Technique program.

ASSUMPTIONS OF THE RESEARCH STUDY:

1. It was found that the professional development was needed to build a prosperous society by educating the people, to serve mankind, to face new challenges. (Singh, M. 2013).
2. The teachers are aware of the concept of professional development and teachers initiatives. (Singh, M., 2013).

SCOPE OF THE RESEARCH STUDY:

1. This research had scope in Teacher Education only.
2. The study had the scope on D. T.Ed students
3. This study had focused on evaluation of teachers trainees.

DELIMITATIONS OF THE RESEARCH STUDY:

- 1 .The study was delimited to D.T.Ed students of Maharashtra State Council of Educational Research and Training. (MSCERT)
2. The study was delimited to D.T.Ed students of English Medium.
3. This Study was delimited to SWOT Analysis Technique only.
4. SWOT Analysis Technique program was focused on Teaching-Learning problems and Personality of elementary teacher trainees.
5. The program of SWOT Analysis Technique implemented on the Practice lessons based on Mathematics subject only.
6. This program of SWOT analysis was implemented on practice teaching component only.

LIMITATIONS OF THE RESEARCH STUDY:

1. Interferences from the exceptional conditions like the administration of the college were beyond the control of the researcher.
2. Other techniques of self assessment except SWOT Analysis Technique were beyond the control of researcher.

REVIEW OF RELATED LITERATURE AND RESEARCH:

Review related literature and research were taken from different institutional libraries. The material obtained from there such as in books, Published Review in Journal, ERIC and M. B. Buch

TYPE OF RESEARCH:

Applied Research was used for the present research.

RESEARCH METHOD:

Experimental Method was used in this study.

RESEARCH DESIGN:

Single group Pretest-Post test design was used for this study.

RESEARCH VARIABLES

1. Independent Variables:

SWOT analysis technique was the independent variable for this study.

2. Dependent Variables:

Achievement of the D.T.Ed students in Practice Teaching.

3. Controlled Variable:

In Pre Test and Post Test following variables were controlled by researcher:

- The Approximate Age Group of Teacher Trainees : 19-27
- Type of College : Non-aided College.
- Controlling State agency : MSCERT
- Area : Urban.
- Tutor : Researcher.
- Medium of Instructions : English.

POPULATION:

- The Population for the present research work was finite in kind.
- All D.T.Ed students of all Non-aided English Medium D.T.Ed colleges in Mumbai which follows MSCERT Curriculum

SAMPLE AND SAMPLING METHOD:

Selection of D. T.Ed College:

- In the present research work the researcher selected one college by Purposive Sampling Method for Non probability Sampling Method..

Selection of D. T. Ed Students:

The students of D. T. Ed. were selected from selected college by Incidental Sample method from Non-Probability Sample Method.

Number of D.T.Ed students	Pre Test Group	26	Total Students
	Post Test Group	26	52

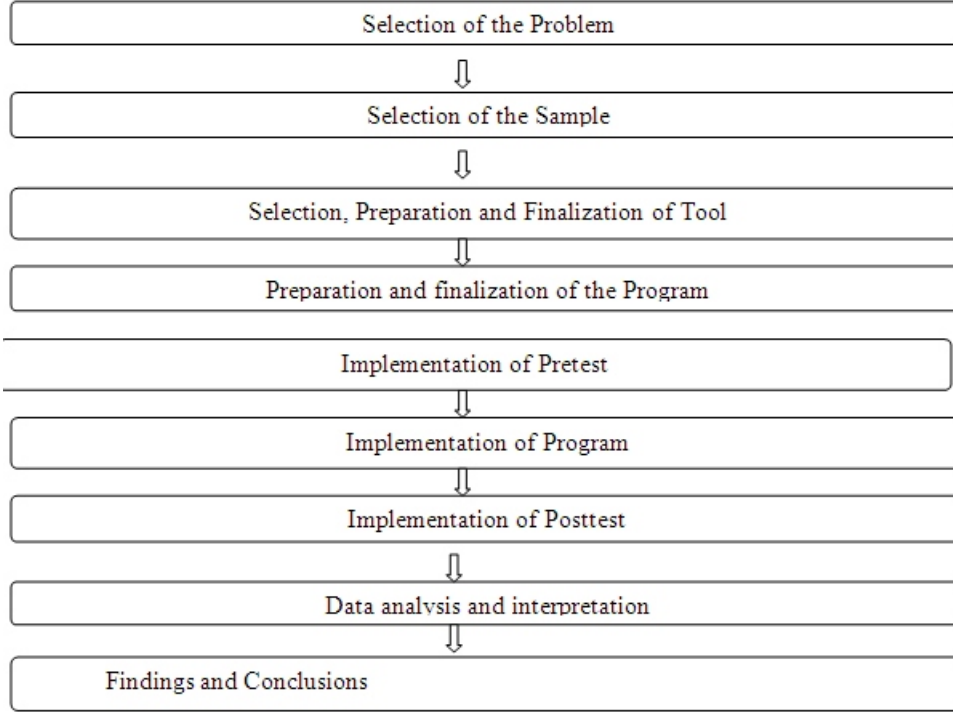
TOOLOFDATA COLLECTION:

Achievement Tests (Pre Test-Post Test) were conducted to know the exact effect of SWOT Analysis Technique.

TOOLOFDATAANALYSIS:

T test was used as the statistical tool for data analysis.

RESEARCH PROCEDURE:



STATISTICAL COMPARISONS OF PRE TEST- POSTTEST:

The analysis was done by using raw data collected by the researcher

Particulars	Pre Test	Post Test
No. of Students (N)	26	26
Mean(M)	12.80	19.70
-----	4.25	4.66
Standard Error(σ_M)	0.82	0.90
Coefficient of Correlation (r)	0.81	
Degree of Freedom (d_f)	26	
Standard Error of Difference(SED)	0.56	
Difference between Means (D)	6.90	
Obtained t value	12.14	
Table t Value (Two Tailed : Significance Level 0.05)	2.060	

RESEARCH MAJOR FINDINGS:

1. There is a statistically significant difference between Post Test and Pre Test Group scores after implementation of program of SWOT Analysis Technique for D.T. Ed students (Above Table).
2. The scores increased in the Post Test group after the implementation of SWOT Analysis Technique program

HYPOTHESIS:

1. Research Hypothesis:

There will be a significance difference between the Pre Test Group and Post Test group scores after acquiring technique of SWOT Analysis Technique by the D. T. Ed students

1. Null Hypothesis:

There will be no significance difference between the Pre Test group and Post Test group scores after acquiring technique of SWOT Analysis Technique by the D. T. Ed students.

RESULT AND CONCLUSIONS:

The table t value 2.06 is at 0.05 level (Two tailed significant level) and obtain t value is 12.14. It means the obtain t value is greater than table t value. So that the stated Hypothesis No 1 is accepted and hypothesis 2 is rejected, it means there is a significance difference between the Pre Test group and Post Test group scores after acquiring technique of SWOT Analysis Technique by the D. T. Ed students.

RECOMMENDATIONS:

SWOT Analysis Techniques should be used in academics to improve the quality of teachers. (According to Major Finding No 1, and 2).

CONTRIBUTION TO KNOWLEDGE

This study is done by considering the importance of teacher's personality and cognitive ability in profession. Attempt is made to find out the real strengths, weaknesses, threats and opportunities at the teacher training level and it would really help the Teacher Trainees to understand their potentials before entering in the teaching profession.

TOPICS FOR FURTHER STUDY:

1. Effectiveness of SWOT Analysis Techniques to other streams of Education.
2. Effectiveness of SWOT Analysis Techniques at different level of Teacher Education.

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