

# Cultural Determinants Affecting Pedagogical Innovation in Teaching-Learning Process in Teacher Education

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## ABSTRACT

*A perfect conglomeration of the innermost culture dominating the teacher's personality and the inherent culture present in the students can only provide a perfect teaching learning environment. The relevance and gravity of this discourse lies in the fact that it helps to motivate the students with a better career objective. The investigator employed Survey Method to present this discourse for a better teaching learning environment and objective. If this can be employed, the qualities of a learner can be harnessed and enhanced in a more scientific way to develop the society as a whole.*

**Keywords:** Cultural determinants, Conglomeration, Pedagogical Innovation inherent, harnessed, enhanced.

## Introduction:

The cultural determinants are cultural factors that affect people's beliefs, collaboration, efficacy, family background, discipline and their sense of having an identity and their culturally based philosophies, practices and values. The term cultural determinants in a school environment describe the environment that affects the behaviour of teachers and students.

All societies have their own culture which are unique and are inherently peculiar to their culture and should not be precisely translated into the language of another society. If you translate it into any other language, the essence is lost, significance sacrificed, and in a few cases, the meaning is murdered. Culture is considered the key that opens the door to an analysis of human societies and human behavior. By culture we mean the system of norms and standards by which a society, over the aeons, has developed ideas, attitudes, values and behaviour of man, language, arts, music, religion, customs, beliefs etc. Culture is constantly undergoing change and is also in a state of flux. Culture is therefore a dynamic ongoing process. Culture binds the individuals in society together. When new things happen in a society, there is growth and development of culture. Culture is thus the progressive growth into humanization and liberalization of human spirit.

Pedagogy, on the other hand, is the method and practice of teaching, especially as an academic subject or theoretical concept. Pedagogy is the conceptual framework describing how knowledge is absorbed, processed and retained during teaching- learning process. Cognitive, emotional and environmental influences as well as prior experience all play a part in how understanding, or a world view, is acquired or changed and knowledge and skills retained. Pedagogy is leading people to create their own knowledge, interpret the world in their own unique ways, and ultimately realize their full potentiality as human beings.

Pedagogical innovation is a significantly positive change to the way that we lead people to a place where they can learn for themselves. Innovations sometimes involve radical changes, but often they result only in incremental adaptations of well known practices. Pedagogical practice always needs to be innovative. Adapting to characteristics of students and responding to their development is an inherent aspect of pedagogy. It would not be impertinent here to mention the cycle of the current pedagogical innovation as has been often professed by the teachers of education. The seven diacritic features of this cycle are mentioned for a better understanding of the concept under consideration.

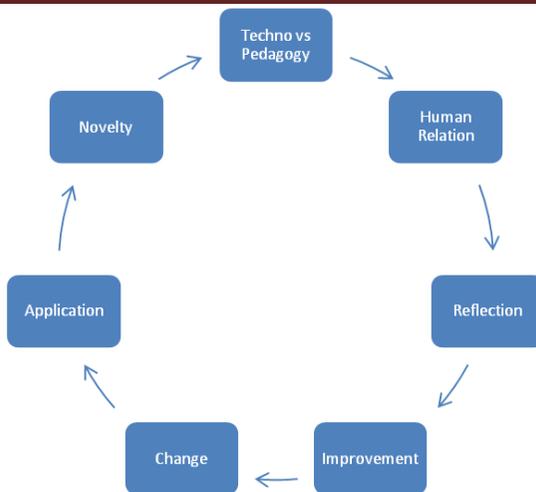


Figure: The Current Pedagogical Innovation Conception Cycle.

**Statement of the problem:**

The problem of this study is entitled as “Cultural Determinants Affecting Pedagogical Innovation in Teaching-Learning Process in Teacher Education.”

**Objectives of the study:**

- To know the difference between students -culture on pedagogical innovation in teaching learning process on the basis of their gender.
- To find out the difference between the classroom –culture on pedagogical innovation in teaching learning process on the basis of their medium of instruction.

**HYPOTHESES:**

The investigator has conducted the study on the basis of the following research Hypothesis:

H<sub>01</sub>. There is no significant difference between students’ cultures and pedagogical innovation in teaching learning process on the basis of their gender.

H<sub>02</sub>. There is no significant difference between the classroom cultures and pedagogical innovation in teaching learning process on the basis of their medium of instruction.

**Methodology:**

In the present study the investigator has adopted the Survey Method.

**Population and Sample:**

The population for the present study consisted B. Ed students under WBUTTEPA in West Bengal, who were studying B. Ed in St. Mary’s College (B.Ed and D.El.Ed), Ranaghat, Nadia. The investigator has used Simple Random Sampling Method for collection of sample from the population. The sample consisted of 100 B.Ed students.

**Tools of the Study:**

Cultural Determinants Scale and Pedagogical Innovations inventory were developed and validated by the investigator.

**Statistical Techniques Used:**

Percentage analysis and “t”-test were used in this study.

**DATA ANALYSIS AND INTERPRETATION:**

**Hypothesis 01:**

H<sub>01</sub>. There is no significant difference between Students’ cultures and pedagogical innovation in teaching learning process in their Cultural Determinants.

Table-1: **Difference between Students’ cultures and pedagogical innovation in teaching learning process with Regard To Cultural Determinants.**

Gender	N	Mean	Standard deviation	Calculated ‘t’ value	Level of significance
Boys	51	196.5882	24.03013	3.43	S**
Girls	49	210.2245	14.30365		

**S\*\* - Significant at 0.01 level**

The obtained 't' value 3.43 is greater than the table value 2.58 at 0.01 level of significance. Hence, the null hypothesis is rejected.

### Hypothesis-02:

H<sub>02</sub>. There is no significant difference between the classroom cultures and pedagogical Innovation in teaching learning process on the basis of their medium of instruction.

Table-2: **Difference between the classroom -culture and pedagogical innovation in teaching learning process on the basis of their medium of instruction.**

Medium of instruction	N	Mean	Standard deviation	Calculated 't' value	Level of significance
Bengali	54	202.6111	21.81000	0.340	NS*
English	46	204.0435	20.04324		

NS\*- Not Significant at 0.05 level.

There is no difference in the classroom -culture on pedagogical innovation in teaching learning process between boys and girls as reflected in 't' – test. The null hypothesis is accepted. Because the obtained 't' value 0.340 is less than table value 1.96 at 0.05 level of significance.

### FINDINGS:

1. B.Ed students show significant difference between students' cultures and pedagogical innovation in teaching learning process in their Cultural Determinants.
2. B.Ed students do not have any significant difference between the classroom cultures and pedagogical innovation in teaching learning process on the basis of their medium of instruction.

### EDUCATIONAL IMPLICATIONS:

- Teacher education in an institution has to play a major role in shaping the teacher trainees with adequate knowledge and training, cultures and pedagogical innovation in teaching learning process with regard to Cultural Determinants.
- The importance of this paper is that it apparently expresses the positive attitude of teacher trainees towards the classroom-culture and pedagogical innovation in teaching learning process on the basis of their medium of instruction.

### CONCLUSION:

The study found that there is a significant difference between students' cultures and pedagogical innovation in teaching learning process in their Cultural Determinants with regard to their gender. The higher mean score of girls indicate that they are better than their counter parts. And it is also concluded that there is no significant difference between the classroom cultures and pedagogical innovation in teaching learning process with respect to their medium of instruction.

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