CHAPTER V

MAIN FINDINGS

&

SUGGESTIONS FOR

FURTHER STUDIES
MAIN FINDINGS

The main findings of the study are as under -

1. The 't' value of 4.5 is Significant at both levels i.e. 0.05 and .01 level of significance with df = 398. Hence we reject the null hypothesis. As the mean of female 75.16 is greater than the mean of males 59.24, there appears to be a significant difference in the Study Habits of Pre service teachers. Achievement of females is significantly higher than that of males of Pre-Service teachers. Hence, the Study Habits of females is better than males.

2. The 't' value of 0.28 is not Significant at both levels i.e. 0.05 and .01 level of significance with df = 398. Hence we retain the null hypothesis. Hence, we can say that there is no significant difference in the Study Habits of rural females and rural males of Pre-Service teachers.
3. The 't' value of 6.81 is Significant at both levels i.e. 0.05 and .01 level of significance with df = 398. Hence we reject the null hypothesis. As the mean of females 70.09 is greater than the mean of males 47.64, there appears to be a significant difference in the Study Habits of male and female Pre service teachers. Study Habits of urban females is significantly better than that of urban males of Pre-Service teachers.

4. The 't' value of 0.27 is not Significant at both levels i.e. 0.05 and .01 level of significance with df = 398. Hence we retain the null hypothesis. Hence, there is no significant difference in the Reading Interest of rural males and rural females of Pre-Service teachers.

5. The 't' value of 1.39 is not Significant at both levels i.e. 0.05 and .01 level of significance with df = 398. Hence we retain the null hypothesis. So, there is no significant difference in the
Reading Interest of Urban males and Urban females of Pre Service teachers.

6. The 't' value of 5.4 is Significant at both levels i.e. 0.05 and .01 level of significance with df = 398. Hence we reject the null hypothesis. As the mean of female 71.20 is greater than the mean of males 62.02, there appears to be a significant difference in the Reading Interest of Pre service teachers. Reading Interest of females is significantly higher than that of males of Pre-Service teachers.

7. The 't' value of 4.5 is Significant at both levels i.e. 0.05 and .01 level of significance with df = 398. Hence we reject the null hypothesis. Hence, there is significant difference in the Attitude towards Teaching of males and females of Pre-Service teachers.

8. The 't' value of 4.23 is Significant at both levels i.e. 0.05 and .01 level of significance with df = 398. Hence we reject
the null hypothesis. As the mean of female 54.90 is smaller than the mean of males 69.13, there appears to be a significant difference in the Attitude towards teaching of Pre service teachers. Hence, there is significant difference in the Attitude Towards Teaching of rural males and rural females of Pre-Service teachers. Attitude of Rural male teachers is better than the attitude towards teaching of the rural female teachers.

9. The calculated value is less than the table value. Therefore, null hypothesis is retained at both the levels. So we can safely say that there is no significant difference in the Attitude Towards Teaching of Urban males and Urban females of Pre-service teachers.

10. Since the value of Correlation is .68, which is positive and significant. Therefore, we can safely say that there is a positive high correlation between the Study habits and Achievement of Pre-Service Teachers.
11. Since the value of Correlation is .46, which indicates that there is a correlation between the Reading interest and Achievement of the Pre Service Teachers. The value .46 is positive and the correlation is moderate. So there exists the moderate positive correlation between the Reading Interest and Achievement of Pre-Service Teachers.

12. The value .37 of the Correlation between the Attitude Towards Teaching and Achievement of the Pre Service Teachers is positive and the correlation is moderate. Hence, there is a moderate positive correlation between the Attitude Towards Teaching and Achievement of Pre-Service Teachers.

13. Achievement is effected by 46% because of Study Habits, 21% by Reading Interest and 14% due to Attitude towards teaching. The remaining 19% achievement is because of some
other factors like environment, economic factor, family conditions, background etc.

Hence, the independent variables Study Habits contributes 46% towards achievement, Reading Interest contributes 21% towards achievement and the Attitude towards teaching contributes 14% towards achievement. It means the independent variables contribute 81% towards the depending variables i.e. Achievement. Rest is the 19% is due to some other factors, which have not been taken in the purview of the present study.
EDUCATIONAL IMPLICATIONS

The present study is significant for the Educationists, Planners, Thinkers, Sociologists, Philosophers because it has shown adequate light upon the various contributors of achievement. The study has the independent variables i.e. Study Habits, Reading Interest and Attitude towards teaching, which have contributed towards achievement as significant ingredients. The study habits contribute towards achievement 46%, Reading Interest contributes towards achievement of the Pre service teachers 21% and the Attitude towards teaching contributes 14% towards achievement of the Pre-Service Teachers. Hence the three independent variable have shown a very significant contribution towards the depending variable - Achievement. We can further say that achievement is dependent upon significantly Study habits and after that upon Reading Interest and Attitude towards teaching. The study has shown the relationship between the dependent and independent variables in a significant way.
SUGGESTIONS FOR FURTHER STUDY

1. Comparative study can be conducted on a sample of the colleges of education affiliated to M.D. University, Rohtak and from a sample of the colleges of Education of Kurukshetra University, Kurukshetra with the same variables.

2. A research study can also be conducted to find out the various problems faced by the B.Ed. pupil pre service teachers of the regular colleges and their achievement.

3. A study can be conducted upon the B.Ed. pre service teachers in relation to their classroom behaviour through flander's system and its bearing upon the achievement of the B.Ed. pupil teachers.

4. A study of the intellects personality and attitude towards teaching of the B.Ed regular students and their bearing upon the achievement can also be studied.
A comparative study can also be conducted to see the effect of traditional and experimental techniques used in marking instructions to the B.Ed. pre service teachers and their bearing upon the achievement of the students.

A study can be conducted to see the level of aspirations, reading interest and its bearing upon the achievement of the B.Ed. pre service pupil teachers.

A study can be conducted to see the participation of the B.Ed. pupil teachers, their reading interest simulated and actual teaching and its bearing upon the achievement in theory and practical examinations separately.