SUMMARY
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Since the inception of mankind, the nature of education has been observed to be dynamic that is the reason that we see that education has gone under many changes according to the changing needs, aspirations and conditions of the country. It is said that "Education is for life and life is for education". Education is also a life long process and goes from birth to death, from womb to tomb, means our education starts with our birth and ends with our death. It evidently reveals its dynamic nature. Education provides vision and the sense of discrimination among the people. Aristotle once said, "The difference between the literate and the illiterate persons is the same, as we find between the living and non-living beings". Aristotle considered illiterate people as non-living beings because they do not contribute anything useful to the society. The contribution for the upliftment and the enrichment of the Society is done by the educated people. Formal stream of education became popular after the industrial revolution which made the society to
open the schools to keep the children in the school for a certain period. The parents, who belonged to middle class or parents working in the factories, they wanted to send their children to school for some time. The formal stream of education suited them very much. Therefore, formal education became popular at all stages and at all levels because it best suited the purpose of the people especially the middle class society. Under this formal system, the B.Ed. colleges for imparting training to the teachers were started, which were named as the colleges of Education for the pre service teachers. These institutions were opened at the initial stage viewing the man power needs of the society and could get the job of a teacher after finishing the training for B.Ed. course in the regular colleges.

U.N.E.S.C.O. declared Education as a human right under which the people have to be given education and the education is to be arranged by the Government of that country. As we have fundamental rights in the same way, we have the right to education and the Government has to make arrangement for education, for the people living in the country, as it is their rightful right. In order to
achieve this aim of education, "Education as a human right" the member nations of the world have implemented Universal, free and compulsory education for the age group 6 - 14 years. It is considered as a first step for all to achieve the means of education for all under "Education as a human right". We have many cases of drop outs due to certain reasons at the primary stage, therefore, in order to educate them, even the primary education needs special attention and has to be made universal, free and compulsory. Modern age is the age of explosion of population. Most of the nations of the world have adopted democracy as a form of Government, therefore, there is a dire need to educate the masses to control the abundant, unchecked growth of population to understand their right to vote and to choose the form of Government which can best serve their purposes. They should be educated to exercise their adult franchise to make education as a human right to check population and to know the value of their vote. With the growing need of the teachers in the Society, more and more teachers training colleges were opened. They became more important to meet the needs of the new schools opened for the growing population and also to inculcate values among the
people of the society. B.Ed. teacher training became important due to the following aims:

1. To develop skills continuously for people's growth.
2. To act as a guide of the community and the society.
3. To follow the basic principles of teaching-learning to teach effectively.
4. To have attitude for teaching, reading interest and the skills required for becoming effective and forceful teacher.

The way the teacher handles its class, the interactional process, the teacher tackles the learning difficulties, all these play a very important role. The teacher's role is very important for improving the quality of education. Teacher's study habits, reading interest and attitude towards teaching are very important as they colour the Personality of the students. Each action of the teacher is important for a student and he tries to follow the same in his life also. It is said that Learning is a matter of habit formation. Habits are
formed, learned and developed in a planned way. The behaviour of an individual is controlled and shaped by the habits one develops.

Klapper says habits are the very garment of the soul.

James, an eminent Psychologist has mentioned the habits as the “fly wheels of the Society” Reading is the quick association of the eye movement with words, while understanding them. Reading interest motivates and drives us towards the effectiveness influencing reading habits and reading interest. Attitude refers to the favourable or unfavourable reactions towards teaching. What an individual feels and how an individual believes, depends upon his attitude. Attitude has the following qualities:

1. Attitude is the mental or neutral study of readiness.

2. Attitude influences the reactions of the individuals.

3. Attitude changes the reactions of the individuals.
New Comb says, "An individual's attitude towards something is his pre disposition to perform, to perceive, to think and to feel in relation to it".

In the present study humble attempt has been made by the Researcher to establish the relationship and the comparison between certain variables i.e. Study Habits, Reading Interest and Attitude towards teaching and their bearing upon the achievement. This study is almost afresh attempt to establish the relationship and comparison with these variables of the B.Ed. regular pre service teachers. It will help to establish the difference between the Study Habits of the male and female rural and urban teachers. Besides this comparison, it will also establish the relationship between Study habits, Reading Interest and Attitude towards teaching and achievement. The study will also throw light upon the contribution of these independent variables upon the depending variable - achievement. The prediction in this respect will also help to a great extent, contribution made by Study Habits, Reading Interest and
Attitude towards teaching upon the achievement of the B.Ed. Pre Service pupil teachers is a matter of great importance for educators.

STATEMENT OF THE PROBLEM

AN INVESTIGATION INTO THE STUDY HABITS, READING INTEREST, ATTITUDE TOWARDS TEACHING AND THEIR BEARING UPON THE ACHIEVEMENT OF THE PRE SERVICE TEACHERS.

VARIABLES INVOLVED IN THE STUDY

**Independent variables:**

1. Study Habits
2. Reading Interest

3. Attitude towards teaching

**Dependant Variables**

1. Achievement test

**OBJECTIVES**

1. To study the study habits of male and female pre service teachers.

2. To study the study habits of rural male and female pre service teachers.

3. To study the study habits of urban male and female preservice teachers.
4. To study the reading interests of rural male and female pre service teachers.

5. To study the reading interests of urban male and female pre service teachers.

6. To study the reading interests of male and female pre service teachers.

7. To study the attitude towards teaching of male and female pre service teachers.

8. To study the attitude towards teaching of rural male and female pre service teachers.

9. To study the attitude towards teaching of urban male and female pre service teachers.

10. To find the relationship between Study Habits and achievement of pre service teachers.

11. To find the relationship between Reading Interest and Achievement of pre service teachers.

12. To find the relationship between Attitude towards teaching and achievement of pre service teachers.
13. To study the contribution of Independent variable Study Habits, Reading Interest and Attitude towards teaching on depending variable Achievement.
HYPOTHESES

1. There is no significant difference in the study habits of male and female pre service teachers.

2. There is no significant difference in the study habits of rural male and female pre service teachers.

3. There is no significant difference in the study habits of urban male and female pre service teachers.

4. There is no significant difference in the reading interests of rural male and female pre service teachers.

5. There is no significant difference in the reading interests of urban male and female pre service teachers.

6. There is no significant difference in the reading interests of male and female pre service teachers.

7. There is no significant difference in the attitude towards teaching of male and female pre service teachers.

8. There is no significant difference in the attitude towards teaching of rural male and female pre service teachers.
9. There is no significant difference in the attitude towards teaching of urban male and female pre service teachers.

10. There is no significant relationship between Study Habits and achievement of pre service teachers.

11. There is no significant relationship between Reading Interest and Achievement of pre service teachers.

12. There is no significant relationship between Attitude towards teaching and achievement of pre service teachers.

13. There is no significant contribution of Independent variable Study Habits, Reading Interest and Attitude towards teaching on depending variable Achievement.

**DELIMITATIONS**

The study has been delimited in the following areas:

1. The researcher has included only 400 B.Ed. pupil teachers, who are getting training through regular colleges of M.D. University,
Rohtak, in which 200 male and 200 female students have been purposely selected. The sample also represents 200 urban, 200 rural males and females.

2. The achievement of the B.Ed. pupil teachers in theory subjects only in first 4 compulsory papers have been taken.

3. The study has been confined to the following variables:

   a. Study Habits
   b. Reading Interest
   c. Attitude towards teaching
   d. Achievement test
CHAPTER II

REVIEW OF THE RELATED LITERATURE

Survey of the related literature: This chapter deals with the studies already done in the related field. This has been done after consulting various educational surveys.

CHAPTER III

RESEARCH DESIGN

METHOD USED

Normative Survey Method has been used.
The total sample for the study comprises 450 students from different Colleges. The researcher tried to ensure the representativeness of the population. Therefore, the investigator first selected the regular colleges of education of M.D. University, Rohtak on the basis of their district wise representation. In addition to that, it may be mentioned here that it would not be possible for the researcher to reach all the B.Ed. students of the regular stream in all the 14 colleges of education affiliated to M.D. University, Rohtak. Therefore, the researcher identified a sampling frame. There are five districts, in which the University has 14 affiliated colleges of education.
TOOLS USED

The following tools have been used in the present study for the collection of data:

1. Study Habits by Dr. C.P. Mathur.
2. Attitude towards teaching by Dr. S.P. Alluhwalia.
3. Reading Interest Inventory by Dr. D.K. Chadda.
4. B.Ed. Achievement test standardized and constructed by the Researcher himself.
STATISTICS USED

Mean, Standard Deviation, t Test/C.R. and Correlation -
Multiple Correlation, Regression, Prediction etc. have been used for
the analysis and interpretation of data.

CHAPTER IV

ANALYSIS AND INTERPRETATION OF DATA &
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 are 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.
6. 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.

7. 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 no 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 exist 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.
1. 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.

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

3. 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.