CHAPTER V

MAIN FINDINGS OF THE STUDY

& SUGGESTIONS FOR FURTHER STUDY
5.1 MAIN FINDINGS OF THE STUDY:

The data collected by the researcher in relation to the various variables was collected and interpreted to come to the main findings. In short the main findings of the study are as under:

1. The calculated value is more than the table value, hence the null hypothesis is rejected at .01 level and .05 levels of significance. The table value at .05 level is 2.58 and .01 level the table value is 1.96. Here the null hypothesis is rejected at both the levels; we can safely say that there is significant difference in the achievement of student-teachers enrolled through formal and non-formal streams. The achievement of the students of formal stream is better in comparison to the non-formal stream of student-teachers.

2. The calculated value of t is 4.15, which is more than the table value. The table values are 2.58 at .05 level and 1.96 at .01 level of significance. Hence the null hypotheses stands rejected. We can safely conclude that there is significant difference between the attitude towards teaching of the two streams of student-teachers. The attitude towards teaching of the non formal
stream of the student is better in comparison to the attitude towards teaching of the formal stream of student-teachers.

3. The calculated value of \( t \) is 3.21, which is more than the table value as 2.58 at .05 level and 1.96 at .01 levels of significance. Hence the null hypotheses stands rejected. We can safely say that there is significant difference between the adjustment of the two streams of student-teachers. The adjustment of the non formal stream of the student is better in comparison to the attitude towards teaching of the formal stream of students as their mean is less than the mean of the formal stream of student teachers.

4. The calculated value of correlation is .64, which means that there is high degree positive correlation between the achievement and attitude towards teaching of student teachers enrolled through formal stream.

5. The calculated value of correlation is .55, which means that there is high degree positive correlation between the
achievement and attitude towards teaching of student teachers enrolled through non-formal stream.

6. The calculated value of correlation is .37, which means that there is low degree positive correlation between the achievement and adjustment problems of student teachers enrolled through formal stream.

7. The calculated value of correlation is .46, which means that there is low degree positive correlation between the achievement and adjustment problems of student teachers enrolled through non-formal stream.

8. The calculated value of correlation is .73, which means that there is very high degree positive correlation between the attitudes towards teaching and adjustment problems of student teachers enrolled through formal stream.

9. The calculated value of correlation is .60, which means that there is high degree positive correlation between the attitudes
towards teaching and their adjustment problems of student teachers enrolled through non-formal stream.

10. Null hypothesis is rejected because the calculated value 2.62 is more than the table value at .05 and at .01 levels. Therefore it can be safely said that there is significant difference in the achievement of the student-teachers having high attitude towards teaching and low attitude towards teaching.

It is concluded that there is significant difference between the student-teachers having high and low attitude towards teaching.

11. Null hypothesis is rejected because the calculated value 3.70 is more than the table value at .05 and at .01 levels i.e. 1.96 and 2.58. Therefore it can be safely said that there is significant difference between the achievement of the student-teachers having high and low attitude towards teaching in relation to the non-formal stream.
12. Null hypothesis is rejected as the calculated value 2.80 is more than the table value at .05 and .01 levels of significance. Thus it can be concluded that there is significant difference in the achievement of well adjusted and mal-adjusted student-teachers.

13. There is significant difference in the achievement of the student-teachers enrolled through the non-formal stream in relation to well adjusted and mal-adjusted students, as the calculated value 2.62 is more than the table value at .01 and .05 level of significance.

14. Null hypothesis is retained as the calculated value 1.18 is less than the table value at .01 and .05 level of significance. There is no significance difference between the achievement of well adjusted student having highly positive attitude towards teaching of the formal stream.

15. The calculated value is 2.20 which is more than the table value at .05 level and less than the table value at .01 level. Therefore
it can be inferred that the achievement well adjusted student-teachers and achievement of highly positive attitude towards teaching in relation to the non-formal stream is significant at .05 level whereas it is not significant at .01 level.

16. Null hypothesis is rejected as the calculated value 2.71 is more than the table value at .01 and .05 level of significance. There is significant difference in the achievement of the student-teachers, who are well adjusted having highly negative attitude towards teaching.

17. Null hypothesis is rejected as the calculated value 2.62 is more than the table value at .01 and .05 level of significance. There is significant difference between the achievement of well adjusted non-formal stream of student-teachers with the students of highly negative attitude towards teaching.
5.2 EDUCATIONAL IMPLICATIONS

The present study is significant for the Educationists, Planners, Sociologists, Philosophers because it has thrown adequate light upon the various contributors of achievement. The study has the independent variables i.e. Adjustment and Attitude towards teaching, which have contributed towards achievement as significant ingredients. Hence the two dependent variable - Achievement has shown a very significant contribution towards the independent variable - Adjustment and Attitude towards teaching. We can further say that achievement is significantly dependent upon Adjustment and Attitude towards teaching. The study has shown the relationship between the dependent and independent variables in a significant way, which can be used for the interaction in the classroom for the teachers. It will tell the students the correlates of achievement i.e. adjustment and attitude towards teaching which can help the teachers to make the students to achieve better in the class subjects by making them aware of better attitude towards teaching and better adjustment. The study has also shown high correlation between achievement and attitude towards teaching for the formal and non-formal stream of
students. A positive correlation has also been found between the achievement of formal and non-formal stream of students and in the same way the attitude towards teaching has also been observed high correlation.

5.3 SUGGESTIONS FOR FURTHER STUDY

1. Both the formal and non-formal modes of B.Ed. can be compared in relation to certain cognitive attributes with a larger sample.

2. A comparative study can be done by comparing the Achievement of the formal and non-formal stream of B.Ed. pupil teachers in relation to their personality traits.

3. A comparative study can be done by comparing the creative thinking of the formal & non-formal mode of B.Ed. pupil teachers in relation to their teaching attitude.

4. A comparative study can be done by comparing the socio-economic status of the two modes of B.Ed. pupil teachers in relation to their intelligence and Adjustment.
5. Creative thinking can be compared between the two modes of B.Ed. Pupil teachers in relation to male and female pupil teachers of the formal and non-formal streams.

6. Comparative study of the Adjustment can be done between the two modes of B.Ed. student teachers in relation to their socio-economic status and rural urban base.

7. A comparative study can be conducted by taking the sample of B.Ed. pupil teachers enrolled through non-formal mode of I.G.N.O.U and formal mode of B.Ed. regular students of M.D.U. colleges in relation to their Achievement, attitude towards teaching and study habits.

8. A comparative study of the attitude towards population Education of the two modes of B.Ed. pupil teachers in relation to their personality traits can be conducted.

10. Intelligence, Anxiety, Achievement, Motivation and Adjustment as determinants of Achievement of high and low achievers B.Ed. pupil teachers enrolled through formal mode.


12. A comparative study of the Academic Achievement of male and female pupil teachers of the formal stream in relation to their intelligence and reading interest.

13. A study of relationship between emotional adjustment, academic anxiety, level of aspiration and academic achievement of pupil teachers of formal stream.

14. A comparative study of the impact of frustration upon the achievement of the male and female pupil teachers of the formal mode.

15. A comparative study of the Achievement of the male and female students and day scholars of the B.Ed. formal stream of students.