SUMMARY
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INTRODUCTION

Achievement is one of the important factors in the present age for which the parents, the teachers, the students, all have become conscious day by day and that is the reason that the teachers in the class-rooms, the students in the schools and in the homes have to work very hard to achieve more and more. Achievement has become an important factor in the lives of the children. All the activities of the students are directed towards achievement. Achievement has become the criteria for admission to any higher class or grade. On the basis of the achievement some selections are made. It means achievement plays a very dominant part in the academic career of a student.

The era of today is known as the competitive age and there is explosion of opportunities, knowledge and specialization. The quality of performance has become the key factor for social and personal progress of an individual. The level of aspiration of parents in relation
to their children is also becoming higher and higher. There is desire for higher achievement among the students. It has also been observed that many of the parents help the students to achieve better in their academic performance. The introduction of new system of education especially the objective type tests have raised the percentage of marks in relation to academic achievement of the students in the present age.

With the acceptance of education as a Human Right by UNESCO and implementation in the world nations, the education to be imparted to the people of the country is becoming more and more popular. Education as a Human Right, means it is the right of the people to receive education and it is the duty of the Government of the country in which they are living to make provisions for imparting education to the people of the country. Provisions are also being made to make education free, compulsory and universal at the primary level as a first step in this direction. Education for the drop-outs has been organised to check the problem of wastage, stagnation and illiteracy.
But it is strange to see that our country is still facing the problem of ignorance, illiteracy, poverty, population and pollution. Due to the unchecked growth of population, can we make education universal, free and compulsory for all? Therefore, we need alternative system of education to meet this challenge. The non-formal stream of education has emerged as an alternative to education for all against the present formal stream, which has failed to provide education to all. Poor and desirous should get education at all stages and at all levels. This is only possible, if alternative means for providing education to all in the age group 6-14 years are provided.

Therefore, the researchers became interested after consulting the various surveys of various educational researches by Dr. M.B. Buch and survey published by N.C.E.R.T. to compare the two streams of education that is formal and non formal streams. The two streams are compared in relation to their achievements, attitude towards teaching and the adjustment problems of B.Ed. student teachers enrolled through formal and non-formal streams. Therefore, the researcher thought it proper to investigate in this new field of education, which is yet almost an unexplored territory.
The education of the country is changing according to its needs, aspirations and conditions. It is said that education is a life long process and goes from womb to tomb or it goes from birth to death, which reveals its dynamic nature. Moreover, education is very essential for the human beings. It provides vision and the sense of discrimination among them. Aristotle once said, "The difference between the literate and the illiterate person is the same, as we find between the living and the non-living beings." It means Aristotle considered illiterate people as non-living beings because they do not contribute anything to the society. The educated people always make the contribution towards the enrichment or upliftment of the society. The formal stream of education has became more important after the industrial revolution, when the schools were opened to send the children to spend sometime in the schools. During the industrial revolution, Caxton invented the printing press. So all the knowledge was printed and stored in the form of books studied by the human being. This also led to a great revolution in the field of education. Moreover, during the Industrial revolution, the mother and the father used to work either in the factories or in the offices all the time?
Therefore, formal school became more and more popular among them for a particular period. So the parents sent their children for formal education and formal education became important among the middle class people as it best served their interests. With the rise of education in the schools, the concept for educating the children became importance and most all the parents started sending their children to the formal stream of education. Since then the schools are gaining the momentum for the education of the children and are improving their conditions of imparting education to the children. In the present days, we see that the education in the public schools, is imparted in a better way in comparison to their counter parts. The children use to stay in the school for a particular period for which most of the parents worked in the offices or in the factories, therefore, sending the children to get education in a formal school was a great relief to the parents.
STATEMENT OF THE PROBLEM

A COMPARATIVE STUDY OF THE ACHIEVEMENT OF B.Ed. STUDENT-TEACHERS ENROLLED THROUGH FORMAL AND NON-FORMAL STREAMS IN RELATION TO THEIR ATTITUDE TOWARDS TEACHING AND ADJUSTMENT.

OBJECTIVES:

1. To study the achievement of student teachers enrolled through formal and non-formal streams of education.
2. To study the attitude of student teachers towards teaching enrolled through formal and non-formal streams of education.
3. To study the adjustment of student teachers enrolled through formal and non-formal streams of education.
4. To study the relationship between achievement and attitude towards teaching of student teachers enrolled through formal stream.
5. To study the relationship between achievement and attitude towards teaching of student teachers enrolled through non-formal stream.

6. To study the relationship between achievement and adjustment of student teachers enrolled through formal streams.

7. To study the relationship between achievement and adjustment of student teachers enrolled through non-formal stream.

8. To study the relationship between attitude towards teaching and adjustment of the student teachers enrolled through formal streams.

9. To study the relationship between attitude towards teaching and the adjustment of the student teachers enrolled through non-formal streams.

10. To study the achievement of formal stream of student-teachers possessing high and low levels of attitude towards teaching.

11. To study the achievement of non-formal stream of student-teachers possessing high and low levels of attitude towards teaching.

12. To study the achievement of formal stream of student-teachers, who are well adjusted and mal-adjusted.
13. To study the achievement of well adjusted and mal-adjusted student-teachers of the non-formal stream.

14. To study the achievement of well adjusted formal stream of students with highly positive attitude.

15. To study the achievement of well adjusted non-formal stream of student-teachers with highly positive attitude towards teaching.

16. To study the achievement of well adjusted formal stream of student-teachers with highly negative attitude towards teaching.

17. To study the achievement of well adjusted non-formal stream of student-teachers with highly negative attitude towards teaching.
HYPOTHESIS

1. There is no significant difference between the achievement of student teachers enrolled through formal and non-formal streams of education.

2. There is no significant difference between the attitude of student teachers towards teaching enrolled through formal and non-formal streams of education.

3. There is no significant difference between the adjustment of student teachers enrolled through formal and non-formal streams of Education.

4. There is no significant relationship between the achievement and attitude towards teaching of student teachers enrolled through formal stream.

5. There is no significant relationship between the achievement and attitude towards teaching of student teachers enrolled through non-formal stream.

6. There is no significant relationship between the achievement and adjustment of student teachers enrolled through formal streams.
7. There is no significant relationship between the achievement and adjustment of student teachers enrolled through non-formal stream.

8. There is no significant relationship between the attitude towards teaching and adjustment of the student teachers enrolled through formal streams.

9. There is no significant relationship between the attitude towards teaching and their adjustment of the student teachers enrolled through non-formal streams.

10. There is no significant difference between the achievement of the formal stream of student-teachers possessing high and low levels of attitude towards teaching.

11. There is no significant difference between the achievement of the non-formal stream of student-teachers possessing high and low levels of attitude towards teaching.

12. There is no significant difference between the achievement of the formal stream of student-teachers, who are well adjusted and mal-adjusted.
13. There is no significant difference between the achievement of the non-formal stream of student-teachers, who are well adjusted and mal-adjusted.

14. There is no significant difference between the achievement of well adjusted formal stream of student-teachers with the highly positive attitude towards teaching.

15. There is no significant difference between the achievement of well adjusted student-teachers of the non-formal stream with the highly positive attitude towards teaching.

16. There is no significant difference between the achievement of well adjusted formal stream of student-teachers with the students of highly negative attitude towards teaching.

17. There is no significant difference between the achievement of well adjusted non-formal stream of student-teachers with the students of highly negative attitude towards teaching.
RELEVANCE OF THE STUDY:

The study has a great significance in the field of education especially at the time when formal and non-formal streams of education are trying to meet the challenges of the expansion of education and explosion of population. Therefore, the comparative study in relation to achievement will throw adequate light to assess the utility of the stream in education to be followed for better achievement. It will also bring to light the relative relationship between achievement and attitude towards teaching and achievement and adjustment of the B.Ed. pupil-teachers enrolled through both the streams.

The study will help in establishing the relationship and will also bring a comparative picture of both the streams along with these variable. Hence, the study will not only establish the relationship between the independent and dependent variables but will also bring to light the effectiveness of the stream to be followed in future for the education of the masses to achieve the goal of education for all in the near future viewing the abundant, unchecked and uncontrolled growth of population in the country. Non-formal means of Education appears
to be an effective alternative to meet the challenge of eradicating illiteracy from the country.

DELIMITATION

The study is delimited to :-

1. The student-teachers enrolled through formal and non-formal streams.

2. 300 pupil-teachers of B.Ed. Regular stream of the colleges of Education affiliated to M.D.U., Rohtak have been taken.

3. 300 pupil-teachers of B.Ed. correspondence stream of M.D.U. from the area where the regular B.Ed. colleges are situated have been taken.

4. 600 B.Ed. students of both the streams have framed the sample of the study.

5. The study is delimited to the following variables.

- Academic achievement. (Dependent variable)
- Attitude towards teaching (Independent Variable)
- Adjustment of the students (Independent Variable)
THE RESEARCH DESIGN

METHOD USED

Normative survey method has been used for this study.

Sample

The sample of the study comprised 600 B.Ed. pupil teachers, 300 of the formal stream and 300 of the non-formal stream. The tools used in the study are:

1. Achievement test
2. Attitude towards teaching
3. Adjustment Inventory.

1. The achievement test for the B.Ed. pupil teachers has been prepared by the researcher herself.
2. Attitude towards teaching by Dr. S.P. Ahluwalia
3. Adjustment inventory for measuring the adjustment by Sinha and Singh has been used in the study.
STATISTICS USED IN THE STUDY

Mean, median, mode, S.D. correlation and significance of difference between the two means have been used in this study.

MAIN FINDINGS OF THE STUDY

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.
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.