CHAPTER V

MAIN FINDINGS

AND

SUGGESTIONS FOR

FURTHER STUDIES
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CONCLUSIONS

1. The achievement of the B.Ed. Pupil Teachers of the formal stream is better than the achievement of the B.Ed. Pupil Teachers of the non-formal stream.

2. No difference between the formal and non-formal B.Ed. Pupil Teachers in respect of their self-concept has been found.

3. The attitude towards teaching of the B.Ed. Pupil Teachers of the formal stream has been found to better than it's counterparts of the non-formal streams.
4. No significant difference has been found in the human values among the two streams of the B.Ed. Pupil Teachers.

5. Significant difference has been found between the achievement of formal B.Ed. male students and non formal B.Ed. male students.

6. The achievement of female formal B.Ed. Students has been found better than the B.Ed. non formal Female students.

7. The Self Concept of Male Formal Students of B.Ed. is almost the same as compare to the non formal B.Ed. male pupil teachers.

8. A significant difference has been found between the formal and non-formal female B.Ed. Pupil Teachers. The Self Concept of formal female B.Ed. Pupil Teacher is better than its counterpart.

9. The attitude towards teaching of male B.Ed. Pupil teachers enrolled through formal streams has been
found better than the male B.Ed. pupils teachers of the non-formal streams.

10. The attitude toward teaching of the Female B.Ed. pupil teachers of the formal stream has been found better than the non-formal female B.Ed. teachers.

11. There is no difference in the human values of the male B.Ed. pupil teachers of the formal and non-formal streams.

12. No difference has been found in relation with human values between the formal and non-formal streams of the B.Ed. students.

**SIGNIFICANT OF THE STUDY**

The study is significant for the educationists, sociologists, psychologists and planners and can be used in the area of education to improve the achievement of the non-formal stream students. It will also throw adequate light for the educationists to inculcate the human values and to teach better self-concept among the teachers of the non-formal stream. Therefore, the study will help to focus
the attention of the educational thinkers to improve the attitude toward teaching of the non-formal stream so that the gap between the two streams may be lessened. The study is therefore significant to be given a practical shape to the educationists and can help to improve the process of evaluation and achievement techniques.

**SUGGESTIONS FOR FURTHER STUDY**

1. A comparative study can be of both the streams with more variables.

2. A comparative study can be done by taking the sample from two different universities who are running B.Ed. course through correspondence e.g. M.D. University, Annamalai, Kota and others.

3. A comparative study can be done to compare the achievement of B.Ed. pupil teachers of the non-formal streams with certain more variables, by taking two different universities.
4. A comparative study can be done to compare the achievement of B.Ed. pupil teachers of formal stream with non-cognitive variable by studying the two different universities.

5. A study can be done by comparing both the streams with a larger sample of rural and urban students.

6. A comparative study can be done in relation to achievement of students by taking schedule caste students of two streams.

7. A comparative study can be done in relation to achievement of students by taking backward class students of two streams.