CHAPTER - IV
ANALYSIS AND INTERPRETATION OF DATA
ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with the analysis and interpretation of data which has been done in six steps.

The first step (A) deals with the comparison of B.Ed. pupil-teachers of the campus based mode and distance teaching mode in respect of four variables: Scholastic Performance, Teaching Aptitude, Attitude towards Teaching and Reading Interest.

--- The second step (B) deals with the relationship between Scholastic Performance and Teaching Aptitude, Scholastic Performance and Attitude towards Teaching, Scholastic Performance and Reading Interest, Teaching Aptitude and Attitude towards Teaching, Teaching Aptitude and Reading Interest and Attitude towards Teaching and Reading Interest of B.Ed. pupil-teachers of the campus based mode.

--- The third step (C) deals with the relationship between Scholastic Performance and Teaching Aptitude, Scholastic Performance and Attitude towards Teaching, Scholastic Performance and Reading Interest, Attitude towards Teaching and Teaching Aptitude, Teaching Aptitude and Reading Interest and Attitude towards Teaching and Reading Interest of B.Ed. pupil teachers of the distance teaching mode.

--- The fourth step (D) deals with the comparison of B.Ed. pupil-teachers of campus based and distance teaching
modalities with regard to the relationship between: 
Scholastic Performance and Teaching Aptitude, Scholastic 
Performance and Attitude towards Teaching, Scholastic 
Performance and Reading Interest, Attitude towards Teaching 
and Teaching Aptitude, Teaching Aptitude and Reading 
Interest, and Attitude towards Teaching and Reading Interest.

-- In the fifth step (E) data has been analysed and 
interpreted for predicting the scholastic performance of 
B.Ed. pupil-teachers of the campus based mode through their 
Teaching Aptitude, Attitude towards Teaching and Reading 
Interest and also for determining the direct and indirect 
contribution of these predictor variables to the Scholastic 
Performance.

-- The sixth step (F) deals with the prediction of 
Scholastic Performance of B.Ed. pupil-teachers of the 
distance teaching mode through their Teaching Aptitude, 
Attitude towards Teaching and Reading Interest and the direct 
and indirect contribution of these predictor variables to 
Scholastic Performance.

4A.1 COMPARISON OF SCHOLASTIC PERFORMANCE OF B.Ed. PUPIL-
TEACHERS OF CAMPUS BASED AND DISTANCE TEACHING 
MODALITIES

OBJECTIVE-I

The objective-I of the present study is to 
compare the scholastic performance of B.Ed. pupil-
teachers of the campus based and distance teaching modalities.

HYPOTHESIS-1

This hypothesis states that there is no significant difference in the scholastic performance of B.Ed. pupil-teachers of the campus based and distance teaching modalities.

To test this hypothesis, mean, S.D. and then critical ratio was calculated for the two groups. The values obtained are depicted in the following table.

**TABLE - 4.01**

Comparison of Scholastic Performance of B.Ed. Pupil-Teachers of Campus Based and Distance Teaching Modalities

<table>
<thead>
<tr>
<th>S.No.</th>
<th>GROUP</th>
<th>N</th>
<th>MEAN</th>
<th>S.D.</th>
<th>C.R.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>B.Ed. (Campus Based Mode)</td>
<td>300</td>
<td>80.67</td>
<td>15.48</td>
<td>3.70*</td>
</tr>
<tr>
<td>2.</td>
<td>B.Ed. (Distance Teaching Mode)</td>
<td>300</td>
<td>75.77</td>
<td>16.91</td>
<td></td>
</tr>
</tbody>
</table>

*Significant at 0.01 level of confidence.
From the table 4.01, it may be perceived that the mean for the scholastic performance of B.Ed. pupil-teachers of campus based mode is 80.67 and S.D. is 15.48, whereas the mean for the scholastic performance of B.Ed. pupil teachers of distance teaching mode is 75.77 and S.D. in 16.91. The calculated C.R. value is 3.70. The calculated C.R. value being greater than 2.58 indicates significant difference at .01 level of confidence.

Thus, it may be concluded that the difference obtained in the scholastic performance of B.Ed. pupil-teachers of the two modalities is not due to chance and the null hypothesis thus stands rejected. It can, therefore, be inferred that the two groups differ significantly from each other in the aspect of scholastic performance, the students of B.Ed. of the campus based mode showing better scholastic performance as compared to the B.Ed. pupil-teachers of the distance teaching mode.

The objective-2 of the present study is to compare the teaching aptitude of B.Ed. pupil teachers of campus based and distance teaching modalities.
HYPOTHESIS-2

This hypothesis states that there is no significant difference in the teaching aptitude of B.Ed. pupil teachers of campus based and distance teaching modalities.

To test this hypothesis, mean, S.D. and then C.R. was calculated for the two groups. The values obtained are depicted in the following table:

TABLE-4.02
Comparison of Teaching Aptitude of B.Ed. Pupil Teachers of Campus Based and Distance Teaching Modalities

<table>
<thead>
<tr>
<th>S.No.</th>
<th>GROUP</th>
<th>N</th>
<th>MEAN</th>
<th>S.D.</th>
<th>C.R.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>B.Ed. (Campus Based Mode)</td>
<td>300</td>
<td>219.90</td>
<td>44.10</td>
<td>4.52*</td>
</tr>
<tr>
<td>2</td>
<td>B.Ed. (Distance Teaching Mode)</td>
<td>300</td>
<td>203.50</td>
<td>44.87</td>
<td></td>
</tr>
</tbody>
</table>

* Significant at .01 level of confidence

It is evident from the table 4.02 that the mean for teaching aptitude of B.Ed. pupil teachers of the campus based mode is 219.90 and S.D. is 44.10, whereas the mean for the teaching aptitude of B.Ed. pupil teachers of the distance teaching mode is 203.50 and S.D. is 44.87. The obtained critical ratio is 4.52.
The obtained C.R. value being much higher than the table values of C.R. at 0.01 and .05 levels of significance which are 2.58 and 1.96 respectively, shows that obtained C.R. value is significant at both the levels of significance.

Thus, it may be concluded that the difference obtained is not due to chance. Hence, the null hypothesis stands rejected. It appears, therefore, that the two groups differ significantly in their teaching aptitude. It is also safe to interpret here that the B.Ed. pupil teachers of the campus based mode have better teaching aptitude than those of the distance teaching mode.

COMPARISON OF B.Ed. PUPIL TEACHERS OF CAMPUS BASED MODE AND DISTANCE TEACHING MODE IN THE ASPECT OF THEIR 'ATTITUDE TOWARDS TEACHING'

OBJECTIVE-3

The objective-3 of the study is to compare the attitude of B.Ed. pupil teachers of the campus based and distance teaching modalities towards teaching.

HYPOTHESIS-3

This hypothesis states that B.Ed. pupil teachers of campus based and distance teaching modalities do not differ significantly in their attitude towards teaching.
In pursuance of the objective stated above, mean, S.D. and then critical ratio was calculated for the two groups. The values obtained are depicted in the following table.

**TABLE-4.03**

Comparison of Attitude Towards Teaching of B.Ed. Pupil-Teachers of Campus Based and Distance Teaching Modalities

<table>
<thead>
<tr>
<th>S.No.</th>
<th>GROUP</th>
<th>N</th>
<th>MEAN</th>
<th>S.D.</th>
<th>C.R.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>B.Ed. (Campus Based Mode)</td>
<td>300</td>
<td>262.63</td>
<td>32.40</td>
<td>2.60*</td>
</tr>
<tr>
<td>2.</td>
<td>B.Ed. (Distance Teaching Mode)</td>
<td>300</td>
<td>255.70</td>
<td>32.94</td>
<td></td>
</tr>
</tbody>
</table>

* Significant at .01 level of confidence

It may be observed from the table 4.03 that the mean for attitude towards teaching of the B.Ed. pupil teachers of campus based mode is 262.63 and S.D. is 32.40, whereas the mean and S.D. for the attitude towards teaching of the B.Ed. pupil teachers of distance teaching mode is 255.70 and 32.94 respectively. The obtained C.R. value is 2.60, whereas table values of C.R. are 2.58 and 1.96 at .01 and .05 levels of significance respectively. The obtained C.R. value being much higher than the table values of C.R. at both the levels of significance shows that C.R. value is significant at .01 and .05 levels of significance.
Thus, it may be concluded that the difference observed between the two groups in their attitude towards teaching is not due to chance and the null hypothesis, thus, stands rejected. Therefore, it can be inferred that B.Ed. pupil teachers of the two modes of education differ significantly in their attitude towards teaching. The B.Ed. pupil teachers of the campus based mode have more positive attitude towards teaching than the B.Ed. pupil teachers of the distance teaching mode.

COMPARISON OF READING INTEREST OF B.Ed. PUPIL TEACHERS OF THE CAMPUS BASED AND DISTANCE TEACHING MODALITIES

OBJECTIVE-4

The objective-4 of the study is to compare the reading interest of B.Ed. pupil teachers of the campus based and distance teaching modalities.

HYPOTHESIS-4

The hypothesis-4 states that there is no significant difference in the reading interest of B.Ed. pupil teachers of the campus based and distance teaching modalities.

To test this hypothesis, mean, S.D. and the C.R. was calculated for the two groups. The values obtained have been depicted in the following table.
<table>
<thead>
<tr>
<th>S.No.</th>
<th>GROUP</th>
<th>N</th>
<th>MEAN</th>
<th>S.D.</th>
<th>C.R.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>B.Ed. (Campus Based Mode)</td>
<td>300</td>
<td>66.20</td>
<td>7.49</td>
<td>3.38*</td>
</tr>
<tr>
<td>2.</td>
<td>B.Ed. (Distance Teaching Mode)</td>
<td>300</td>
<td>64.07</td>
<td>7.95</td>
<td></td>
</tr>
</tbody>
</table>

* Significant at .01 level of confidence.

It may be observed from the table 4.04 that the mean for reading interest of the B.Ed. pupil teachers of campus based mode is 66.20 and S.D. is 7.49, whereas the mean for B.Ed. pupil teachers of distance teaching mode is 64.07 and S.D. is 7.95. The critical ratio (C.R) value obtained is 3.38.

The obtained C.R. value, being much higher than the table value of C.R. at .01 level of confidence which is 2.58, shows its significance at .01 level of confidence.

Thus, it may be concluded that the difference obtained between the two groups with regard to their reading interest is not due to chance and the null hypothesis, thus, stands rejected. Thus, it can be inferred that the two groups differ significantly.
FIG. 1 MEANS OF VARIABLES OF B.Ed. PUPIL TEACHERS
(CAMPUS BASED AND DISTANCE TEACHING MODALITIES)

MEANS

VARIABLES

\[\square\text{Campus Based Mode} \quad \square\text{Distance Mode}\]
in the aspect of their reading interest. B.Ed. pupil teachers of the campus based mode have more reading interest than their counterparts in distance teaching mode.

**RELATIONSHIP BETWEEN SCHOLASTIC PERFORMANCE AND TEACHING APTITUDE OF B.ED. PUPIL TEACHERS OF CAMPUS BASED MODE**

**OBJECTIVE-5**

The objective-5 of the study is to find out the relationship between the scholastic performance and teaching aptitude of B.Ed. pupil teachers of the campus based mode.

**HYPOTHESIS-5**

This hypothesis states that there is no significant relationship between scholastic performance and teaching aptitude of B.Ed. pupil teachers of the campus based mode.

To ascertain the relationship between scholastic performance and teaching aptitude of B.Ed. pupil teachers of the campus based mode, coefficient of correlation was computed between scholastic performance scores and teaching aptitude scores by employing Pearson's Product Moment Method.

The following Table 4.05 exhibits the coefficient of correlation between scholastic performance and teaching aptitude of B.Ed. pupil teachers of the campus based mode.
<table>
<thead>
<tr>
<th>S.No.</th>
<th>VARIABLES</th>
<th>SIZE OF SAMPLE (N)</th>
<th>MEAN</th>
<th>S.D.</th>
<th>r</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Scholastic Performance</td>
<td>300</td>
<td>80.67</td>
<td>15.48</td>
<td>0.487*</td>
</tr>
<tr>
<td>2.</td>
<td>Teaching Aptitude</td>
<td>300</td>
<td>219.90</td>
<td>44.10</td>
<td></td>
</tr>
</tbody>
</table>

* Significant at .01 level of confidence

It may be perceived from Table-4.05 that the value of coefficient of correlation between scholastic performance and teaching aptitude of B.Ed. pupil teachers of the campus based mode is 0.487. It represents moderate positive relationship between the two. The obtained coefficient of correlation is highly significant at .01 level of confidence.

It seems fair to interpret that scholastic performance and teaching aptitude are interdependent to a large extent. To be specific, it may be said that the extent of such unidirectional changes appear to be around 50 percent. Thus, the null hypothesis stands rejected.
OBJECTIVE-6

The objective-6 of the study is to find out the relationship between the scholastic performance and attitude towards teaching of the B.Ed. pupil teachers of the campus based mode.

HYPOTHESIS-6

This hypothesis states that there is no significant relationship between the scholastic performance and attitude towards teaching of the B.Ed. pupil teachers of the campus based mode.

To ascertain the relationship between the two variables under consideration, coefficient of correlation (r) was computed by employing Pearson's Product Moment Method.

TABLE : 4.06

<table>
<thead>
<tr>
<th>S.No.</th>
<th>VARIABLES</th>
<th>SIZE OF SAMPLE (N)</th>
<th>MEAN</th>
<th>S.D.</th>
<th>r</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Scholastic Performance</td>
<td>300</td>
<td>80.67</td>
<td>15.48</td>
<td>0.129**</td>
</tr>
<tr>
<td>2.</td>
<td>Attitude towards Teaching</td>
<td>300</td>
<td>262.63</td>
<td>32.40</td>
<td></td>
</tr>
</tbody>
</table>

** Significant at 0.05 level of confidence
Table-4.06 shows that the value of coefficient of correlation between scholastic performance and attitude towards teaching of B.Ed. students of campus based mode is 0.129. It represents very low positive relationship between the attitude towards teaching and scholastic performance of B.Ed. pupil teachers of the campus based mode.

This coefficient is significant at .05 level of confidence. It gives rise to the inference that changes in scholastic performance are affected by teaching attitude in the same manner but the chances of such unidirectional changes are only limited to the limit of 13 out of 100. In light of the above findings, the null hypothesis is thus, rejected.

4B.3

RELATIONSHIP BETWEEN SCHOLASTIC PERFORMANCE AND READING INTEREST OF THE B.Ed. PUPIL TEACHERS OF THE CAMPUS BASED MODE:

OBJECTIVE-7

The objective-7 of the present study is to determine the relationship between scholastic performance and reading interest of the B.Ed. pupil teachers of the campus based mode.

HYPOTHESIS-7

This hypothesis states that there is no significant relationship between scholastic
performance and reading interest of the B.Ed. pupil teachers of the campus based mode.

In pursuance of objective-7 stated above, Pearson's Product Moment Method was employed for computing coefficient of correlation between the scholastic performance and reading interest of B.Ed. pupil teachers of the campus based mode.

**TABLE-4.07**

<table>
<thead>
<tr>
<th>S.No.</th>
<th>VARIABLES</th>
<th>SIZE OF SAMPLE (N)</th>
<th>MEAN</th>
<th>S.D.</th>
<th>r</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Scholastic Performance</td>
<td>300</td>
<td>80.67</td>
<td>15.48</td>
<td>0.517*</td>
</tr>
<tr>
<td>2.</td>
<td>Reading Interest</td>
<td>300</td>
<td>66.20</td>
<td>7.49</td>
<td></td>
</tr>
</tbody>
</table>

* Significant at .01 level of confidence

From the table 4.07 it may be perceived that the coefficient of correlation between scholastic performance and reading interest of B.Ed. pupil teachers of the campus based mode is 0.517, which represents a moderately positive correlation between the two variables under consideration. The obtained coefficient of correlation is highly significant at .01 level of confidence. Thus, the null hypothesis stands rejected.
It is safe to interpret that scholastic performance and reading interest are interdependent to a large extent. To be specific, it may be said that the extent of such unidirectional changes appear to be around 52 percent.

RELATIONSHIP BETWEEN ATTITUDE TOWARDS TEACHING AND TEACHING APTITUDE OF B.Ed. PUPIL TEACHERS OF THE CAMPUS BASED MODE:

OBJECTIVE-8

The objective-8 of the study is to find out the relationship between attitude towards teaching and teaching aptitude of B.Ed. pupil teachers of the campus based mode.

HYPOTHESIS-8

This hypothesis states that there is no significant relationship between attitude towards teaching and teaching aptitude of B.Ed. pupil teachers of the campus based mode.

To determine the relationship between attitude towards teaching and teaching aptitude of B.Ed. pupil teachers of the campus based mode, coefficient of correlation was computed by using Pearson's Product Moment Method.
TABLE-4.08

Co-efficient of Correlation between Attitude towards Teaching and Teaching Aptitude of B.Ed. Pupil Teachers of the Campus Based Mode:

<table>
<thead>
<tr>
<th>S.No.</th>
<th>VARIABLES</th>
<th>SIZE OF SAMPLE (N)</th>
<th>MEAN</th>
<th>S.D.</th>
<th>r</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Teaching Aptitude</td>
<td>300</td>
<td>219.90</td>
<td>44.10</td>
<td>0.190*</td>
</tr>
<tr>
<td>2.</td>
<td>Attitude towards Teaching</td>
<td>300</td>
<td>262.63</td>
<td>32.40</td>
<td></td>
</tr>
</tbody>
</table>

* Significant at 0.01 level of confidence

Table 4.08 shows that the value of coefficient of correlation between attitude towards teaching and teaching aptitude of B.Ed. pupil teachers of the campus based mode is 0.190, which represents a low positive relationship between the above two variables. The relationship has been found to be significant at .01 level of significance. The null hypothesis, thus, stands rejected.

It can be interpreted safely that attitude towards teaching and teaching aptitude of B.Ed. pupil teachers of the campus based mode are correlated with each other. Changes in attitude towards teaching also affect the teaching aptitude of B.Ed. pupil teachers.
in the same manner but the chances of such undirectional changes are only limited to the limit of 19 out of 100.

4B.5 RELATIONSHIP BETWEEN TEACHING APTITUDE AND READING INTEREST OF B.Ed. PUPIL TEACHERS OF THE CAMPUS BASED MODE

OBJECTIVE-9

The objective-9 of the study is to find out the relationship between teaching aptitude and reading interest of the B.Ed. pupil teachers of the campus based mode.

HYPOTHESIS-9

This hypothesis states that there is no significant relationship between the teaching aptitude and reading interest of the B.Ed. pupil teachers of the campus based mode.

In pursuance of the objective stated above, the coefficient of correlation was computed by employing Pearson's Product Moment Method.

TABLE-4.09

<table>
<thead>
<tr>
<th>S. No.</th>
<th>VARIABLES</th>
<th>SIZE OF SAMPLE (N)</th>
<th>MEAN</th>
<th>S.D.</th>
<th>r</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Reading Interest</td>
<td>300</td>
<td>66.20</td>
<td>7.49</td>
<td>0.134**</td>
</tr>
<tr>
<td>2.</td>
<td>Teaching Aptitude</td>
<td>300</td>
<td>219.90</td>
<td>44.10</td>
<td></td>
</tr>
</tbody>
</table>

** Significant at .05 level of confidence
From the table 4.09, the value of coefficient of correlation between reading interest and teaching aptitude of the B.Ed. pupil teachers of the campus based mode can be read out as 0.134, which represents very low positive relationship.

This value of coefficient, being higher than the table value of coefficient of correlation at .05 level of confidence but less than the value at .01 level of confidence, is found to be significant at .05 level of confidence. Thus, the null hypothesis stands rejected.

This can be safely interpreted that though reading interest and teaching aptitude of B.Ed. pupil teachers of the campus based mode are significantly related to each other but the relationship is not very strong. Changes in teaching aptitude affect the reading interest in the same manner but the extent of such unidirectional change is limited to only 13 percent.

RELATIONSHIP BETWEEN ATTITUDE TOWARDS TEACHING AND READING INTEREST OF B.ED. PUPIL TEACHERS OF THE CAMPUS BASED MODE:

OBJECTIVE-10

The objective -10 of the present study is to determine the relationship between attitude towards
teaching and reading interest of B.Ed. pupil teachers of the campus based mode.

HYPOTHESIS-10

This hypothesis states that there is no significant relationship between attitude towards teaching and reading interest of B.Ed. pupil teachers of the campus based mode.

To ascertain whether there exists some relationship between reading interest of B.Ed. pupil teachers of the campus based mode and their attitude towards teaching, co-efficient of correlation was computed by employing Pearson's Product Moment Method.

TABLE-4.10

Co-efficient of Correlation between Attitude towards Teaching and Reading Interest of B.Ed. Pupil Teachers of the Campus Based Mode:

<table>
<thead>
<tr>
<th>S.No.</th>
<th>VARIABLES</th>
<th>SIZE OF SAMPLE (N)</th>
<th>MEAN</th>
<th>S.D.</th>
<th>r</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Reading Interest</td>
<td>300</td>
<td>66.20</td>
<td>7.49</td>
<td>0.202*</td>
</tr>
<tr>
<td>2.</td>
<td>Attitude towards Teaching</td>
<td>300</td>
<td>262.63</td>
<td>32.40</td>
<td></td>
</tr>
</tbody>
</table>

* Significant at .01 level of confidence
Table - 4.10 shows that the value of coefficient of correlation between the two variables i.e. attitude towards teaching and reading interest of B.Ed. pupil teachers of the campus based mode is 0.202, which represents a low positive relationship. As this value of coefficient of correlation is more than the values of coefficient at 0.1 and .05 levels of confidence, it is significant at .01 and .05 levels of confidence. Thus, the null hypothesis stands rejected. In other words attitude towards teaching and reading interest of B.Ed. pupil teachers of the campus based mode are significantly related to each other. Changes in one will affect the other variable in the same manner, but the extent of such unidirectional changes is limited to 20 percent only.

4C.1 RELATIONSHIP BETWEEN SCHOLASTIC PERFORMANCE AND TEACHING APTITUDE OF B.ED. PUPIL-TEACHERS OF THE DISTANCE TEACHING MODE:

OBJECTIVE-11

The objective-11 of the study is to find out the relationship between scholastic performance and teaching aptitude of B.Ed. pupil-teachers of the distance teaching mode.

HYPOTHESIS-11

This hypothesis states that there is no significant relationship between scholastic
performance and teaching aptitude of B.Ed. pupil-teachers of the distance teaching mode.

To ascertain the relationship between scholastic performance and teaching aptitude, coefficient of correlation was computed between the scores of the two variables by employing Pearson's Product Moment Method.

The following table shows the coefficient of correlation between the scholastic performance and teaching aptitude of B.Ed. pupil-teachers of the distance teaching mode.

**TABLE-4.11**

<table>
<thead>
<tr>
<th>S.No.</th>
<th>VARIABLES</th>
<th>SIZE OF SAMPLE</th>
<th>MEAN</th>
<th>S.D.</th>
<th>r</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Scholastic Performance</td>
<td>300</td>
<td>75.77</td>
<td>16.91</td>
<td>0.356*</td>
</tr>
<tr>
<td>2.</td>
<td>Teaching Aptitude</td>
<td>300</td>
<td>203.50</td>
<td>44.87</td>
<td></td>
</tr>
</tbody>
</table>

* Significant at .01 level of confidence

It may be perceived from table-4.11 that the value of coefficient of correlation between scholastic performance and teaching aptitude of B.Ed.
pupil-teachers of the distance teaching mode is 0.356. It represents a low positive relationship between the two variables. The obtained coefficient of correlation is found to be significant at .01 level of confidence.

It seems fair to interpret that scholastic performance and teaching aptitude are interdependent on each other. The change in scholastic performance affect the teaching aptitude of the B.Ed. pupil-teachers in the same manner and the extent of such unidirectional changes appear to be around thirty five percent. Thus, the null hypothesis stands rejected.

**RELATIONSHIP BETWEEN SCHOLASTIC PERFORMANCE AND ATTITUDE TOWARDS TEACHING OF B.ED. PUPIL-TEACHERS OF DISTANCE TEACHING MODE**

**OBJECTIVE-12**

The objective-12 of the study is to find out the relationship between scholastic performance and attitude towards teaching of B.Ed. pupil-teachers of distance teaching mode.

**HYPOTHESIS-12**

This hypothesis states that there is no significant relationship between scholastic performance and attitude towards teaching of B.Ed. pupil-teachers of distance teaching mode.
To test this hypothesis coefficient of correlation was computed between the scholastic performance and attitude scores of B.Ed. pupil-teachers of the distance teaching mode by employing Pearson's Product Moment Method.

The following table shows the coefficient of correlation between the two variables, scholastic performance and attitude towards teaching of B.Ed. pupil-teachers of the distance teaching mode.

**TABLE - 4.12**

<table>
<thead>
<tr>
<th>S.No.</th>
<th>VARIABLES</th>
<th>SIZE OF SAMPLE</th>
<th>MEAN</th>
<th>S.D.</th>
<th>r</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Scholastic Performance</td>
<td>300</td>
<td>75.77</td>
<td>16.91</td>
<td>0.291*</td>
</tr>
<tr>
<td>2.</td>
<td>Attitude towards Teaching</td>
<td>300</td>
<td>255.70</td>
<td>32.94</td>
<td></td>
</tr>
</tbody>
</table>

* Significant at .01 level of confidence

Table-4.12 shows that the value of coefficient of correlation is 0.291, which represents a low positive relationship between the two variables scholastic performance and attitude towards teaching of B.Ed. pupil-teachers of the distance teaching
mode. The obtained correlation coefficient is significant at .01 level of significance.

It can be inferred that changes in scholastic performance are affected by attitude towards teaching but the chances of such unidirectional changes are only limited to the limit of 30 out of 100. In light of the above findings, the null hypothesis is, thus, rejected.

4C.3 RELATIONSHIP BETWEEN SCHOLASTIC PERFORMANCE AND READING INTEREST OF B.Ed. PUPIL-TEACHERS OF DISTANCE TEACHING MODE

OBJECTIVE-13

The objective-13 of the study is to find out the relationship between scholastic performance and reading interest of B.Ed. pupil-teachers of the distance teaching mode.

HYPOTHESIS-13

This hypothesis states that there is no significant relationship between scholastic performance and reading interest of B.Ed. pupil-teachers of distance teaching mode.

In pursuance of the objective stated above, coefficient of correlation was computed between the scholastic performance and reading interest of B.Ed. pupil-teachers of the distance teaching mode. The result obtained is shown in the following table-
TABLE-4.13

Coefficient of Correlation between Scholastic Performance and Reading Interest of B.Ed. Pupil-Teachers of the Distance Teaching Mode:

<table>
<thead>
<tr>
<th>S.No.</th>
<th>VARIABLES</th>
<th>SIZE OF SAMPLE</th>
<th>MEAN</th>
<th>S.D.</th>
<th>r</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Scholastic Performance</td>
<td>300</td>
<td>75.77</td>
<td>16.91</td>
<td>0.610*</td>
</tr>
<tr>
<td>2.</td>
<td>Reading Interest</td>
<td>300</td>
<td>64.07</td>
<td>7.95</td>
<td></td>
</tr>
</tbody>
</table>

* Significant at .01 level of confidence

From the table - 4.13, it can be perceived that the coefficient of correlation between scholastic performance and reading interest of B.Ed. pupil-teachers of the distance teaching mode is 0.610, which represents a high positive correlation between the two variables under consideration. The obtained coefficient of correlation is highly significant at .01 level of significance.

It is safe to interpret from the above findings that scholastic performance and reading interest are interdependent to a large extent. To be specific, it may be said that the extent of such unidirectional changes appear to be around sixty one percent.
RELATIONSHIP BETWEEN ATTITUDE TOWARDS TEACHING AND TEACHING APTITUDE OF B.Ed. PUPIL-TEACHERS OF DISTANCE TEACHING MODE

OBJECTIVE-14

The objective-14 of the study is to find out the relationship between attitude towards teaching and teaching aptitude of B.Ed. pupil-teachers of the distance teaching mode.

HYPOTHESIS-14

This hypothesis states that there is no significant relationship between attitude towards teaching and teaching aptitude of B.Ed. pupil-teachers of the distance teaching mode.

To determine the relationship between the two variables, coefficient of correlation was computed by employing Pearson's Product Moment Method. The following table shows the result obtained.

TABLE-4.14

Coefficient of Correlation between Attitude towards Teaching and Teaching Aptitude of B.Ed. Pupil-Teachers of the Distance Teaching mode.

<table>
<thead>
<tr>
<th>S.No.</th>
<th>VARIABLES</th>
<th>SIZE OF SAMPLE</th>
<th>MEAN</th>
<th>S.D.</th>
<th>r</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Attitude Towards Teaching</td>
<td>300</td>
<td>255.70</td>
<td>32.94</td>
<td>0.389*</td>
</tr>
<tr>
<td>2.</td>
<td>Teaching Aptitude</td>
<td>300</td>
<td>203.50</td>
<td>44.87</td>
<td></td>
</tr>
</tbody>
</table>

* Significant at .01 level of confidence
Table-4.14 shows that the value of coefficient of correlation between attitude towards teaching and teaching aptitude of B.Ed. pupil-teachers of the distance teaching mode is 0.389, which represents a low positive relationship between the above two variables. The relationship has been found to be significant at .01 level of significance. Thus, the null hypothesis stands rejected.

It can be interpreted safely that attitude towards teaching and teaching aptitude of B.Ed. pupil-teachers of distance teaching mode are correlated with each other, that is, changes in attitude towards teaching also affect the teaching aptitude of B.Ed. pupil-teachers in the same manner, but the chances of such unidirectional changes appear to be around forty percent.

**RELATIONSHIP BETWEEN TEACHING APTITUDE AND READING INTEREST OF B.Ed. PUPIL-TEACHERS OF THE DISTANCE TEACHING MODE**

**OBJECTIVE-15**

The objective-15 of the study is to find out the relationship between teaching aptitude and reading interest of B.Ed. pupil-teachers of the distance teaching mode.
**HYPOTHESIS-15**

This hypothesis states that there is no significant relationship between teaching aptitude and reading interest of the B.Ed. pupil-teachers of the distance teaching mode.

To ascertain the relationship between the two variables - scholastic performance and reading interest of the B.Ed. pupil-teachers of the distance teaching mode, coefficient of correlation (r) has been computed by employing Pearson's Product Moment Method. In the following table result thus obtained is shown.

**TABLE - 4.15**

<table>
<thead>
<tr>
<th>S.No.</th>
<th>VARIABLES</th>
<th>SIZE OF SAMPLES</th>
<th>MEAN</th>
<th>S.D.</th>
<th>r</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Teaching Aptitude</td>
<td>300</td>
<td>203.50</td>
<td>44.87</td>
<td>0.330*</td>
</tr>
<tr>
<td>2.</td>
<td>Reading Interest</td>
<td>300</td>
<td>64.07</td>
<td>7.95</td>
<td></td>
</tr>
</tbody>
</table>

* Significant at .01 level of confidence
Table-4.15 shows that the value of coefficient of correlation between teaching aptitude and reading interest of B.Ed. pupil-teachers of the distance teaching mode is 0.330, which represents a low positive relationship. Since this value of correlation coefficient is more than the value of correlation coefficient at .01 level of significance, it is significant at .01 level of significance. Thus, the null hypothesis stands rejected. In other words, reading interest of B.Ed. pupil-teachers of the distance teaching mode and their attitude towards teaching are significantly related to each other. Changes in one variable will affect the other in the same manner, but the extent of such unidirectional changes is limited to only thirty three percent.

**RELATIONSHIP BETWEEN ATTITUDE TOWARDS TEACHING AND READING INTEREST OF B.Ed. PUPIL-TEACHERS OF THE DISTANCE TEACHING MODE:**

**OBJECTIVE-16**

The objective-16 of the study is to find out the relationship between attitude towards teaching and reading interest of B.Ed. pupil teachers of the distance teaching mode.

**HYPOTHESIS-16**

This hypothesis states that there is no significant relationship between attitude towards
teaching and reading interest of B.Ed. pupil-teachers of the distance teaching mode.

To test the above hypothesis coefficient of correlation was computed between the two variables by employing Pearson's Product Moment Method.

**TABLE-4.16**

<table>
<thead>
<tr>
<th>S.No.</th>
<th>VARIABLES</th>
<th>SIZE OF SAMPLE</th>
<th>MEAN</th>
<th>S.D.</th>
<th>r</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Attitude towards Teaching</td>
<td>300</td>
<td>255.70</td>
<td>32.94</td>
<td>0.204*</td>
</tr>
<tr>
<td>2.</td>
<td>Reading Interest</td>
<td>300</td>
<td>64.07</td>
<td>7.95</td>
<td></td>
</tr>
</tbody>
</table>

* Significant at .01 level of confidence

Table 4.16 shows that the value of coefficient of correlation between attitude towards teaching and reading interest of the B.Ed. pupil teachers of distance teaching mode is 0.204, which represents a low positive relationship between the two variables under consideration. This value of correlation coefficient, being higher than the table value of correlation coefficient at .01 level of significance, is found to be significant at .01 level.
of significance. Thus, the null hypothesis stands rejected.

This can be safely interpreted that attitude towards teaching and reading interest of the B.Ed. pupil-teachers of distance teaching mode are interdependent. Changes in attitude of B.Ed. pupil teachers affect their reading interest in the same manner but the extent of such unidirectional changes is limited to twenty percent only.

SIGNIFICANCE OF DIFFERENCE IN THE COEFFICIENTS OF CORRELATIONS

In the previous discussion interpretations to the obtained coefficients of correlations have been provided. With a view to further explore the nature of such correlations and their influence on the variables under study, it was considered desirable to study the significance of difference between correlation coefficients obtained for same set of bivariate data for formal and non-formal stream students. It has been accomplished by converting the correlation coefficients into Fisher's Z coefficients and then subjecting these to tests of significance.

The following section is devoted to such type of analysis.
COMPARISON OF THE B.Ed. PUPIL TEACHERS OF CAMPUS BASED AND DISTANCE TEACHING MODALITIES WITH REGARD TO THE RELATIONSHIP BETWEEN SCHOLASTIC PERFORMANCE AND TEACHING APTITUDE

OBJECTIVE-17

The objective-17 of the study is to compare the relationship of scholastic performance and teaching aptitude of B.Ed. pupil-teachers of campus based and distance teaching modalities.

HYPOTHESIS-17

This hypothesis states that there is no significant difference in the relationship of scholastic performance and teaching aptitude of the B.Ed. pupil teachers of campus based and distance teaching modalities.

To test this hypothesis coefficient of correlations were converted into Fisher's Zs and then critical ratio was calculated.

TABLE-4.17

Comparison of Relationship between Scholastic Performance and Teaching Aptitude of the B.Ed. Pupil-Teachers of Campus Based and Distance Teaching Modalities

<table>
<thead>
<tr>
<th>S.No.</th>
<th>GROUP</th>
<th>N</th>
<th>r</th>
<th>Z</th>
<th>C.R.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>B.Ed. (Cambus Based Mode)</td>
<td>300</td>
<td>0.487</td>
<td>0.54</td>
<td>1.95*</td>
</tr>
<tr>
<td>2.</td>
<td>B.Ed. (Distance Teaching Mode)</td>
<td>300</td>
<td>0.356</td>
<td>0.38</td>
<td>(NS)</td>
</tr>
</tbody>
</table>

NS* - Not Significant at .01 and .05 levels of confidence.
Table-4.17 shows that the coefficient of correlation between the scholastic performance and teaching aptitude of B.Ed. students of the campus based mode is 0.487 and of the B.Ed. students of distance teaching mode is 0.356. The corresponding Z values are 0.54 and 0.38 respectively. The calculated C.R. value is 1.95. This value is approaching the prescribed value for .05 level of confidence but falls short only by a very very small margin. It may be concluded that the relationship between teaching aptitude and scholastic performance appears to be different on its face value but statistically significance is not attained. May be on a larger sample the campus based mode students would have shown significantly higher association between teaching aptitude and scholastic performance as compared to their counterparts-distance mode B.Ed. pupil teachers.

**COMPARISON OF THE B.Ed. PUPIL TEACHERS OF CAMPUS BASED AND DISTANCE TEACHING MODALITIES WITH REGARD TO THE RELATIONSHIP BETWEEN SCHOLASTIC PERFORMANCE AND ATTITUDE TOWARDS TEACHING**

**OBJECTIVE-18**

The objective-18 of the study is to compare the relationship of scholastic performance and attitude towards teaching of the B.Ed. pupil-teachers of campus based and distance teaching modalities.
HYPOTHESIS-18

This hypothesis states that there is no significant difference in the relationship of scholastic performance and attitude towards teaching of the B.Ed. pupil teachers of campus based and distance teaching modalities.

To test this hypothesis; the coefficients of correlations were converted into Fisher's Zs and then critical ratio was found out.

TABLE-4.18

Comparison of Relationship between Scholastic Performance and Attitude towards Teaching of the B.Ed. Pupil Teachers of Campus Based and Distance Teaching Modalities:

<table>
<thead>
<tr>
<th>S.No.</th>
<th>GROUP</th>
<th>N</th>
<th>r</th>
<th>Z</th>
<th>C.R.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>B.Ed. (Campus Based Mode)</td>
<td>300</td>
<td>0.129</td>
<td>0.13</td>
<td>2.07**</td>
</tr>
<tr>
<td>2.</td>
<td>B.Ed. (Distance Teaching Mode)</td>
<td>300</td>
<td>0.291</td>
<td>0.30</td>
<td>** Significant at .05 level of significance</td>
</tr>
</tbody>
</table>

Table-4.18 shows that the coefficient of correlation between the scholastic performance and attitude towards teaching of B.Ed. students of campus based mode is 0.129 and of the B.Ed. students of distance teaching mode is 0.291. The corresponding Z values are 0.13 and 0.30 respectively. The calculated
C.R. value is 2.07. As this value is more than the value of C.R. at .05 level of significance i.e. 1.96 but below the value of C.R. at .01 level of significance that is, 2.58 it can be concluded that calculated value is significant at .05 level of significance. That is, difference observed between the two r's is significant at 0.05 level of significance. It can be concluded that the scholastic performance and attitude towards teaching of B.Ed. pupil-teachers of distance teaching mode are more interdependent on each other as compared to the B.Ed. pupil teachers of the campus based mode.

40.3 COMPARISON OF THE B.Ed. PUPIL-TEACHERS OF CAMPUS BASED AND DISTANCE TEACHING MODALITIES WITH REGARD TO THE RELATIONSHIP BETWEEN SCHOLASTIC PERFORMANCE AND READING INTEREST

OBJECTIVE-19

The objective-19 of the study is to compare the relationship of scholastic performance and reading interest of the B.Ed. pupil-teachers of campus based and distance teaching modalities.

HYPOTHESIS-19

This hypothesis states that there is no significant difference in the relationship of scholastic performance and reading interest of the B.Ed. pupil-teachers of campus based and distance teaching modalities.
To test the above hypothesis, at first, coefficients of correlations were converted into Fisher's Zs and then critical ratio was computed.

**TABLE-4.19**

Comparison of Relationship between Scholastic Performance and Reading Interest of the B.Ed. Pupil-Teachers of Campus Based and Distance Teaching Modalities:

<table>
<thead>
<tr>
<th>S.No.</th>
<th>GROUP</th>
<th>N</th>
<th>r</th>
<th>Z</th>
<th>C.R.</th>
<th>N.S.*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>B.Ed. (Campus Based Mode)</td>
<td>300</td>
<td>0.517</td>
<td>0.58</td>
<td>1.585</td>
<td>(N.S.)*</td>
</tr>
<tr>
<td>2.</td>
<td>B.Ed. (Distance Teaching Mode)</td>
<td>300</td>
<td>0.610</td>
<td>0.71</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

N.S.* - Not Significant at .01 & .05 levels of confidence.

It is well evident from the table - 4.19 that the coefficient of correlation between the variables, scholastic performance and reading interest of B.Ed. pupil-teachers of campus based and distance teaching mode are 0.517 and 0.610 respectively. The corresponding Z values are 0.58 and 0.71. The calculated C.R. value is 1.585 which being lower than the table values of C.R. at .01 and .05 levels of confidence, which are 2.58 and 1.96 respectively, is not significant at 0.01 and 0.05 levels of significance. Thus, though the association between the variables scholastic performance and reading
interest seem to be higher in the B.Ed. pupil teachers of the distance teaching mode than those of the campus based mode on its face value but the statistically significant difference is not attained.

4D.4 COMPARISON OF THE B.Ed. PUPIL-TEACHERS OF CAMPUS BASED AND DISTANCE TEACHING MODALITIES WITH REGARD TO THE RELATIONSHIP BETWEEN TEACHING APTITUDE AND ATTITUDE TOWARDS TEACHING

OBJECTIVE-20

The objective-20 of the study is to compare the relationship of teaching aptitude and attitude towards teaching of the B.Ed. pupil-teachers of campus based and distance teaching modalities.

HYPOTHESIS-20

This hypothesis states that there is no significant difference in the relationship of teaching aptitude and attitude towards teaching of the B.Ed. pupil-teachers of campus based and distance teaching modalities.

In order to test this hypothesis, coefficients of correlations were converted into their respective Fisher's Zs and then critical ratio was calculated.
Table 4.20 shows that the coefficient of correlation between the attitude towards teaching and teaching aptitude of B.Ed. pupil-teachers of the campus based mode is 0.190 and of distance teaching mode is 0.389. The corresponding Z values are 0.19 and 0.41 respectively. The calculated C.R. value is 2.75.

This value is more than the value of C.R. at .01 level of significance i.e. 2.58. Therefore, it can be concluded that calculated value is significant at .01 level of significance. That is, difference obtained between the two is significant at .01 level of significance. It is safe to interpret here that distance teaching mode B.Ed. pupil-teachers show more intense relationship between the variables teaching aptitude and attitude towards teaching as compared to their counterparts B.Ed. pupil teachers of campus based mode.

<table>
<thead>
<tr>
<th>S.No.</th>
<th>GROUP</th>
<th>N</th>
<th>r</th>
<th>Z</th>
<th>C.R.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>B.Ed. (Campus Based Mode)</td>
<td>300</td>
<td>0.190</td>
<td>0.19</td>
<td>2.75*</td>
</tr>
<tr>
<td>2.</td>
<td>B.Ed. (Distance Teaching Mode)</td>
<td>300</td>
<td>0.389</td>
<td>0.41</td>
<td></td>
</tr>
</tbody>
</table>
COMPARISON OF THE B.Ed. PUPIL-TEACHERS OF CAMPUS BASED AND DISTANCE TEACHING MODALITIES WITH REGARD TO THE RELATIONSHIP BETWEEN TEACHING APTITUDE AND READING INTEREST

OBJECTIVE-21

The objective-21 of the study is to compare the relationship of teaching aptitude and reading interest of the B.Ed. pupil teachers of campus based and distance teaching modalities.

HYPOTHESIS-21

This hypothesis states that there is no significant difference in the relationship of teaching aptitude and reading interest of the B.Ed. pupil-teachers of campus based and distance teaching modalities.

To test the above hypothesis, the coefficients of correlations were converted into their respective Fisher's Zs and then critical ratio was computed.

** TABLE-4.21 **

Comparison of Relationship between Teaching Aptitude and Reading Interest of the B.Ed. pupil-Teachers of Campus Based and Distance teaching Modalities

<table>
<thead>
<tr>
<th>S.No.</th>
<th>GROUP</th>
<th>N</th>
<th>r</th>
<th>Z</th>
<th>C.R.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>B.Ed. (Campus based mode)</td>
<td>300</td>
<td>0.134</td>
<td>0.13</td>
<td>2.56**</td>
</tr>
<tr>
<td>2.</td>
<td>B.Ed. (Distance teaching mode)</td>
<td>300</td>
<td>0.330</td>
<td>0.34</td>
<td></td>
</tr>
</tbody>
</table>

** Significant at 0.05 level of significance
Above table - 4.21 shows that the coefficient of correlation between the reading interest and teaching aptitude of B.Ed. students of campus based mode is 0.134 and of the B.Ed. students of distance teaching mode is 0.330. The corresponding Z values are 0.13 and 0.34 respectively. The calculated C.R. is 2.56. As this value is less than the value of C.R. at .01 level of significance i.e. 2.58 and is exceeding the value of C.R. at .05 level of significance i.e. 1.96. Therefore it can be concluded that calculated value is significant at 05 level of significance. That is, difference observed between the two coefficients is significant at .05 level of confidence. It can be inferred that the degree of relationship between the two variables i.e. reading interest and teaching aptitude is higher in case of distance teaching mode B.Ed. pupil-teachers as compared to the campus based mode B.Ed. pupil-teachers.

**OBJECTIVE-22**

The objective-22 of the study is to compare the relationship of attitude towards teaching and reading interest of the B.Ed. pupil teachers of campus based and distance teaching modalities.
HYPOTHESIS-22

This hypothesis states that there is no significant difference in the relationship of attitude towards teaching and reading interest of the B.Ed. pupil-teachers of campus based and distance teaching modalities.

To test the above hypothesis, coefficients of correlations were converted into their respective Fisher's Zs and then critical ratio was calculated.

TABLE-4.22

Comparison of Relationship between Attitude Towards Teaching and Reading Interest of the B.Ed. Pupil Teachers of Campus Based and Distance Teaching Modalities:

<table>
<thead>
<tr>
<th>S.No.</th>
<th>GROUP</th>
<th>N</th>
<th>r</th>
<th>Z</th>
<th>C.R.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>B.Ed. (Campus Based Mode)</td>
<td>300</td>
<td>0.20</td>
<td>0.20</td>
<td>Zero</td>
</tr>
<tr>
<td>2.</td>
<td>B.Ed. (Distance Teaching Mode)</td>
<td>300</td>
<td>0.20</td>
<td>0.20</td>
<td></td>
</tr>
</tbody>
</table>

It is well evident from the table-4.22 that as coefficient of correlation between the variables reading interest and attitude towards teaching of B.Ed. pupil teachers of the campus based mode is equal to that obtained for the B.Ed. pupil teachers of the distance teaching mode, (r=0.20 for both the groups). Therefore, it can be inferred that the two variables
reading interest and attitude towards teaching have the same degree of relationship as far as the students of both the modes of imparting teacher education are concerned.

4E.1 PREDICTION OF SCHOLASTIC PERFORMANCE OF B.Ed. STUDENTS OF CAMPUS BASED MODE THROUGH THEIR APTITUDE, ATTITUDE AND READING INTEREST:

This description pertains to the individual relationship of three variables with the scholastic performance. It was considered appropriate to see the combined influence of these variables on scholastic performance which necessitated the computation of multiple (R). With a view to further probe into the predictive efficiency of these variables, an attempt was made to develop multiple regression equation using Scholastic Performance as a criterion. Contributions of individual predictors towards the variance in the criterion were analysed and interpreted. The obtained results have been summarised in table-4.23.

As inspection of the table - 4.23 reveals that the set of three variables appear to contribute in totality towards the prediction of scholastic performance in total. The combined influence happened to be of the order of 0.7007 as indicated by the multiple correlation. The obtained multiple R represents substantial positive relationship between
scholastic performance and the three variables taken together. The relationship was also found to be significant at .01 level of significance. Accordingly, the coefficient of determination ($R^2$) is .4909, which suggests that about 49.0% percent of variance in the criterion variable scholastic performance may be accounted for these variables. The rest of the variance 50.01 % may be attributed to the variables not included in the prediction battery.

Further, the individual contributions of the variables towards variance in the criterion, reading interest appears as the most important predictor, with a contribution of 24.22%, followed by teaching aptitude 21.09% and Attitude3.78%.

A multiple regression equation has also been developed and reported in table - 4.23. This equation may be used to predict the scholastic performance on the basis of aptitude, attitude and reading interest. The equation appears to suggest that for each unit increase in attitude, scholastic performance gets increased by .14 points. Unit increase in teaching aptitude causes a corresponding increase of 0.15 units in scholastic performance and a unit increase in reading interest results in corresponding increase of .97 units in scholastic performance.
TABLE- 4.23

PREDICTION OF SCHOLASTIC PERFORMANCE OF B.Ed. PUPIL TEACHERS OF CAMPUS BASED MODE
THROUGH TEACHING APTITUDE, ATTITUDE AND READING INTEREST

<table>
<thead>
<tr>
<th>S.NO.</th>
<th>VARIABLES</th>
<th>B's</th>
<th>Beta's</th>
<th>r_{lk}</th>
<th>B_{lk} r_{lk}</th>
<th>contribution %</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>X_2- Teaching Aptitude</td>
<td>0.1521</td>
<td>0.4332</td>
<td>0.487</td>
<td>0.2109</td>
<td>21.10%</td>
<td>II</td>
</tr>
<tr>
<td>2.</td>
<td>X_3- Attitude towards</td>
<td>0.1397</td>
<td>0.2924</td>
<td>0.129</td>
<td>0.0378</td>
<td>3.78%</td>
<td>III</td>
</tr>
<tr>
<td></td>
<td>Teaching</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>X_4- Reading Interest</td>
<td>0.9690</td>
<td>0.4685</td>
<td>0.517</td>
<td>0.2422</td>
<td>24.22%</td>
<td>I</td>
</tr>
</tbody>
</table>

K = -53.61
R = 0.70067
R^2 = 0.4909
B_{lk} r_{lk} = 0.4909
F = 95.14

MULTIPLE REGRESSION EQUATION

X_1 = 0.1521 X_2 + 0.1397 X_3 + 0.9690 X_4

(Sch. Per.)
FIG-2 CONTRIBUTION OF PREDICTOR VARIABLES TO THE SCHOLASTIC PERFORMANCE OF B.E.C. PUPIL-TEACHERS OF THE CAMPUS

BASED MODE

- Attitude Towards Teaching: 3.78%
- Teaching Aptitude: 21.09%
- Reading Interest: 24.22%
- Others: 50.01%
In order to examine the inherent nature of the individual contribution of the predictors, the variances were splitted to yield direct and indirect contributions for respective variables. These have been compared with each other as well. Table - 4.24 presents direct and indirect contributions of predictor variables.

An observation of table-4.24 reveals that reading interest of student teachers with a contribution of 24.22% (21.95% direct and 2.27% indirect) occupies the most important place in the prediction of scholastic performance as it stands at rank 1. Second, in order, teaching aptitude makes a contribution of 21.09% (18.77% direct and 2.32% indirect). Attitude towards teaching is third in order to make a contribution of 3.73% (8.54% direct and - 4.76% indirect). Although the contribution of attitude towards teaching is a weak predictor of scholastic performance of the campus based mode of B.Ed. students, its direct contribution is much higher than its total contribution towards the variance. Attitude towards teaching showing a negative indirect contribution to scholastic performance indicates towards the quantity of attitude possessed by the campus based mode B.Ed. students. It appears to give rise to the suggestion that possibly the attitude of such students is counter
productive in their scholastic performance. May be it is a result of some sort of lack of seriousness on their part. Conversely we may say that a better kind of attitude possessed by campus mode B.Ed. students would have saved this situation and not yielded negative indirect influence, thereby showing an increase in direct and total contribution of attitude towards variance in scholastic performance. Thus, it only reflects upon the quality of attitude towards teaching obtained amongst campus mode B.Ed. students.

A Table showing direct & indirect contributions of predictor variables taking scholastic performance as a criterion variable is given on page - 220.

PREDICTION OF SCHOLASTIC PERFORMANCE OF B.ED. STUDENTS OF DISTANCE TEACHING MODE THROUGH THEIR APTITUDE, ATTITUDE AND READING INTEREST.

In the present part, an attempt has been made to ascertain the extent of predictability of scholastic performance of B.Ed. students of distance teaching mode on the basis of the battery comprising of aptitude, attitude and reading interest.
<table>
<thead>
<tr>
<th>S.No.</th>
<th>VARIABLES</th>
<th>DIRECT CONTRIBUTION</th>
<th>TOTAL</th>
<th>INDIRECT CONTRIBUTION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>$B^2_{1k}$</td>
<td>% Rank</td>
<td>$B_{1k}$</td>
</tr>
<tr>
<td>1.</td>
<td>$X_2$ Teaching Aptitude</td>
<td>0.1877</td>
<td>18.77</td>
<td>II</td>
</tr>
<tr>
<td>2.</td>
<td>$X_3$ Attitude towards Teaching</td>
<td>0.0854</td>
<td>8.54</td>
<td>III</td>
</tr>
<tr>
<td>3.</td>
<td>$X_4$ Reading Interest</td>
<td>0.2195</td>
<td>21.95</td>
<td>I</td>
</tr>
</tbody>
</table>
The results obtained including the multiple correlation (R), multiple regression equation and contribution of variables towards variance in the criterion measure - scholastic performance have been also summarized in Table - 4.25.

An inspection of table - 4.25 would reveal that all the variables put together yield a multiple correlation of 0.6430 which is significant at .01 level of confidence and represents significant positive multiple correlation. The battery appears to account for the 41.35% variance in the criterion variable and therefore, may be considered as quite dependable one. On splitting of variance (R^2) for each predictor variable, it has been found that reading interest is the most important predictor of scholastic performance of a student teacher with a contribution of 33.03%. Teaching aptitude comes next with a contribution of 4.49% and then comes attitude with 3.83% contribution.

A multiple regression equation has also been developed and shown in Table - 4.25. This equation may be used to predict the scholastic performance on the basis of aptitude, attitude and reading interest. The equation appears to suggest that for each unit increase in reading interest, scholastic performance gets increased by 1.1529 points. An
TABLE - 4.25

PREDICTION OF SCHOLASTIC PERFORMANCE OF B.Ed. PUPIL TEACHERS OF DISTANCE TEACHING MODE THROUGH
APTITUDE, ATTITUDE AND READING INTEREST

<table>
<thead>
<tr>
<th>S.NO.</th>
<th>VARIABLES</th>
<th>B's</th>
<th>Beta's</th>
<th>r lk</th>
<th>B lk</th>
<th>r lk</th>
<th>Contribution %</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>$X_2$ Teaching Aptitude</td>
<td>0.0475</td>
<td>0.1261</td>
<td>0.356</td>
<td>0.0449</td>
<td>4.49%</td>
<td>II</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>$X_3$ Attitude towards Teaching</td>
<td>0.0672</td>
<td>0.1314</td>
<td>0.291</td>
<td>0.0383</td>
<td>3.83%</td>
<td>III</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>$X_4$ Reading Interest</td>
<td>1.1529</td>
<td>0.5415</td>
<td>0.610</td>
<td>0.3303</td>
<td>33.83%</td>
<td>I</td>
<td></td>
</tr>
</tbody>
</table>

$K = -24.95$
$R = 0.64305$
$R^2 = 0.4135$
$B_{lk} \ r_{lk} = 0.4135$
$F = 69.57$

MULTIPLE REGRESSION EQUATION

$$X_1 = 0.0475 \ X_2 + 0.0672 \ X_3 + 1.1529 \ X_4 + K.$$  
(Sch.Per.)
FIG-3 CONTRIBUTION OF PREDICTOR VARIABLES TO THE SCHOLASTIC PERFORMANCE OF B.Ed. PUPIL-TEACHERS OF THE DISTANCE TEACHING MODE

33.03 READING INTEREST

ATTITUDE TOWARDS TEACHING 3.83

4.48 TEACHING ATTITUDE

OTHERS 58.65
unit increase in teaching aptitude causes a corresponding increase of 0.0475 units in scholastic performance and a unit increase in attitude towards teaching results in corresponding increase of 0.0672 units in scholastic performance.

Contribution of predictor variables of scholastic performance is shown in PIE diagram at page 223 in Fig. 3.

**DIRECT AND INDIRECT CONTRIBUTION OF PREDICTOR VARIABLES:**

In order to examine the inherent nature of the individual contribution of the predictors, the variances were splitted to yield direct and indirect contributions for respective variables. Table - 4.26 represents direct and indirect contribution of predictor variables.

An observation of table - 4.26 reveals that reading interest of the student teachers with a contribution of 33.03% (29.32% direct and 3.7% indirect) occupies the most important place in the prediction of scholastic performance as it stands at rank 1. Second, in order teaching aptitude makes a contribution of 4.49% (1.59% direct and 2.9% indirect). Attitude towards teaching is third in order to make a contribution of 3.83% (1.73%, direct and 2.1% indirect).

A diagram showing direct and indirect contribution of predictor variables taking scholastic performance as a criterion variable is given on page 225.
## TABLE - 4.26

**DIRECT AND INDIRECT CONTRIBUTION OF PREDICTOR VARIABLES OF SCHOLASTIC PERFORMANCE OF B.Ed. PUPIL TEACHERS OF DISTANCE TEACHING MODE**

<table>
<thead>
<tr>
<th>S.No.</th>
<th>VARIABLES</th>
<th>DIRECT CONTRIBUTION</th>
<th>TOTAL</th>
<th>INDIRECT CONTRIBUTION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>$B^2_{1k}$</td>
<td>%</td>
<td>Rank</td>
</tr>
<tr>
<td>1.</td>
<td>$X_2$ Teaching Aptitude</td>
<td>0.0159</td>
<td>1.59</td>
<td>III</td>
</tr>
<tr>
<td>2.</td>
<td>$X_3$ Attitude towards Teaching</td>
<td>0.0173</td>
<td>1.73</td>
<td>II</td>
</tr>
<tr>
<td>3.</td>
<td>$X_4$ Reading Interest</td>
<td>0.2932</td>
<td>29.32</td>
<td>I</td>
</tr>
</tbody>
</table>
A DIRECT CONTRIBUTION OF PREDICTOR VARIABLES TO THE SCHOLASTIC PERFORMANCE OF B.Ed. PUPIL-TEACHERS OF THE CAMPUS-BASED AND DISTANCE TEACHING MODALITIES

FIG: 4

DIRECT CONTRIBUTION OF PREDICTOR VARIABLES TO THE SCHOLASTIC PERFORMANCE OF B.Ed. PUPIL-TEACHERS OF THE CAMPUS-BASED AND DISTANCE TEACHING MODALITIES

PREDICTOR VARIABLES

- Campus Based Mode
- Distance Mode
FIG: 5  INDIRECT CONTRIBUTION OF PREDICTOR VARIABLES TO THE SCHOLASTIC 
PERFORMANCE OF B.Ed. PUPIL-TEACHERS OF THE CAMPUS BASED AND 
DISTANCE TEACHING MODALITIES.

<table>
<thead>
<tr>
<th>PREDICTOR VARIABLES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus Based Mode</td>
</tr>
<tr>
<td>Distance Mode</td>
</tr>
</tbody>
</table>

- TEACHING APTITUDE
- ATTITUDE TOWARDS TEACHING
- READING INTEREST

INDIRECT CONTRIBUTION