CHAPTER - V
MAIN FINDINGS
AND SUGGESTIONS
FOR FURTHER
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The analysis and interpretation of the data have brought to light certain main findings, which are applicable within the delimitations of the study as have been mentioned earlier. These findings contribute significantly in the area of teacher education imparted through formal and non-formal modes of education.

5.1 MAIN FINDINGS

The main findings of the study are as follows:

1. FINDINGS WITH REGARD TO COMPARISON OF SCHOLASTIC PERFORMANCE OF B.Ed. PUPIL - TEACHERS OF THE CAMPUS BASED AND DISTANCE TEACHING MODALITIES

- B.Ed. pupil teachers of the campus based mode and distance teaching mode differ significantly from each other in their scholastic performance as the critical ratio (3.70) is found to be significant at .01 level of confidence.

- B.Ed. pupil teachers of the campus based mode are found to be better in their scholastic performance than their counterparts, B.Ed. pupil teachers of the distance teaching mode, as the mean scholastic performance score of campus based B.Ed. pupil teachers is higher than that of the mean scholastic performance score of the other group.
2. FINDINGS WITH REGARD TO COMPARISON OF TEACHING APTITUDE OF B.ED. PUPIL TEACHERS OF THE CAMPUS BASED AND DISTANCE TEACHING MODALITIES

- B.Ed. pupil teachers of the two modes differ significantly from each other in their teaching aptitude as the critical ratio (4.52) is found to be significant at 0.01 level of confidence.

- Teaching aptitude of B.Ed. pupil-teachers of the campus based mode has been found to be better than those of the distance teaching mode B.Ed. pupil-teachers, as the mean teaching aptitude score of campus based B.Ed. pupil teachers is higher than the mean teaching aptitude score of B.Ed. pupil-teachers of the distance teaching mode.

3. FINDINGS WITH REGARD TO COMPARISON OF ATTITUDE TOWARDS TEACHING OF B.ED. PUPIL-TEACHERS OF THE CAMPUS BASED AND DISTANCE TEACHING MODALITIES

- B.Ed. pupil teachers of the campus based mode and distance teaching mode differ significantly from each other in their attitude towards teaching as the critical ratio (2.60) is found to be significant at 0.01 level of confidence.

- High positive attitude towards teaching has been found among the campus based B.Ed. pupil teachers in comparison to the B.Ed. pupil teachers enrolled in the distance teaching mode as the mean attitude score of
campus based B.Ed. pupil teachers is more than the mean attitude score of B.Ed. pupil teachers of the distance teaching mode.

4. **FINDINGS WITH REGARD TO COMPARISON OF READING INTEREST OF B.Ed. PUPIL-TEACHERS OF THE CAMPUS BASED AND DISTANCE TEACHING MODALITIES**

- B.Ed. pupil teachers of the campus based mode and distance teaching mode differ significantly from each other in the aspect of their reading interest as the critical ratio (3.38) is found to be significant at 0.01 level of confidence.

B.Ed. pupil teachers of the campus based mode have been found to possess more reading interest in comparison to B.Ed. pupil teachers of the distance teaching mode, as the mean score of reading interest of B.Ed. pupil-teachers of the campus based mode is higher than the mean reading interest score of B.Ed. pupil teachers of the distance teaching mode.

5. **FINDING WITH REGARD TO RELATIONSHIP BETWEEN SCHOLASTIC PERFORMANCE AND TEACHING APTITUDE OF B.Ed. PUPIL-TEACHERS OF THE CAMPUS BASED MODE**

- A significant moderate positive relationship has been found between the scholastic performance and teaching aptitude of B.Ed. pupil-teachers of the campus based mode, the coefficient of correlation between the two variables being 0.487, which is significant at 0.01 level of confidence.
6. **FINDING WITH REGARD TO RELATIONSHIP BETWEEN SCHOLASTIC PERFORMANCE AND ATTITUDE TOWARDS TEACHING OF B.Ed. PUPIL-TEACHERS OF THE CAMPUS BASED MODE.**

   A very low, positive significant relationship has been found between scholastic performance and attitude towards teaching of B.Ed. pupil-teachers of the campus based mode, the coefficient of correlation between the two variables being 0.129, which is significant at .05 level of confidence.

7. **FINDING WITH REGARD TO RELATIONSHIP BETWEEN SCHOLASTIC PERFORMANCE AND READING INTEREST OF B.Ed. PUPIL-TEACHERS OF THE CAMPUS BASED MODE**

   A significant moderate positive relationship has been found between scholastic performance and reading interest of B.Ed. pupil-teachers of the campus based mode, the coefficient of correlation between the two variables being 0.517, which is significant at .01 level of confidence.

8. **FINDING WITH REGARD TO RELATIONSHIP BETWEEN ATTITUDE TOWARDS TEACHING AND TEACHING APTITUDE OF B.Ed. PUPIL-TEACHERS OF THE CAMPUS BASED MODE**

   A significant low positive relationship has been found between attitude towards teaching and teaching aptitude of B.Ed. pupil teachers of the campus based mode, the coefficient of correlation between the two variables being 0.190, which is significant at .01 level of confidence.
9. **FINDING WITH REGARD TO RELATIONSHIP BETWEEN TEACHING APTITUDE AND READING INTEREST OF B.Ed. PUPIL-TEACHERS OF THE CAMPUS BASED MODE**

A significant low positive relationship has been found between teaching aptitude and reading interest of the B.Ed. pupil-teachers of the campus based mode, the coefficient of correlation between the two variables being 0.134, which is significant at .05 level of confidence.

10. **FINDING WITH REGARD TO RELATIONSHIP BETWEEN ATTITUDE TOWARDS TEACHING AND READING INTEREST OF B.Ed. PUPIL-TEACHERS OF THE CAMPUS BASED MODE.**

A significant low positive relationship has been found between attitude towards teaching & reading interest of B.Ed. pupil-teachers of the campus based mode, as the coefficient of correlation between the two variables is found to be 0.202, which is significant at .01 level of confidence.

11. **FINDING WITH REGARD TO RELATIONSHIP BETWEEN SCHOLASTIC PERFORMANCE AND TEACHING APTITUDE OF B.Ed. PUPIL-TEACHERS OF THE DISTANCE TEACHING MODE.**

A highly significant, high positive relationship has been found between scholastic performance and teaching aptitude of B.Ed. pupil-teachers of the distance teaching mode as the coefficient of correlation between the two variables is found to be 0.356, which is significant at .01 level of confidence.
12. FINDING WITH REGARD TO RELATIONSHIP BETWEEN SCHOLASTIC PERFORMANCE AND ATTITUDE TOWARDS TEACHING OF B.Ed. PUPIL-TEACHERS OF THE DISTANCE TEACHING MODE

A significant low positive relationship has been found between scholastic performance and attitude towards teaching of B.Ed. pupil teachers of the distance teaching mode, the coefficient of correlation between the variables being 0.291, which is significant at .01 level of confidence.

13. FINDING WITH REGARD TO RELATIONSHIP BETWEEN SCHOLASTIC PERFORMANCE AND READING INTEREST OF B.Ed. PUPIL TEACHERS OF THE DISTANCE TEACHING MODE.

There exists a highly significant high positive relationship between the scholastic performance and reading interest of B.Ed. pupil-teachers of the distance teaching mode, the co-efficient of correlation between the two variables being 0.610, which is highly significant at .01 level of confidence.

14. FINDING WITH REGARD TO RELATIONSHIP BETWEEN ATTITUDE TOWARDS TEACHING AND TEACHING APTITUDE OF B.Ed. PUPIL-TEACHERS OF THE DISTANCE TEACHING MODE

A significant low positive relationship exists between the attitude towards teaching and teaching aptitude of B.Ed. pupil-teachers of the distance teaching mode, as the coefficient of correlation between the two variables is 0.389, which is significant at .01 level of confidence.
15. **FINDING WITH REGARD TO RELATIONSHIP OF TEACHING APTITUDE AND READING INTEREST OF B.Ed. PUPIL-TEACHERS OF THE DISTANCE TEACHING MODE.**

There exists a significant low positive relationship between Teaching aptitude and reading interest of B.Ed. pupil-teachers of the distance teaching mode, the coefficient of correlation between the two variables being 0.330, which is significant at .01 level of confidence.

16. **FINDING WITH REGARD TO RELATIONSHIP OF ATTITUDE TOWARDS TEACHING AND READING INTEREST OF B.Ed. PUPIL-TEACHERS OF THE DISTANCE TEACHING MODE.**

A significant low positive relationship exists between attitude towards teaching and reading interest of B.Ed. pupil-teachers of the distance teaching mode, the coefficient of correlation between the two variables being 0.204, which is significant at .01 level of confidence.

17. **FINDING IN RELATION TO COMPARISON OF RELATIONSHIP BETWEEN SCHOLASTIC PERFORMANCE AND TEACHING APTITUDE OF THE B.Ed. PUPIL-TEACHERS OF THE CAMPUS BASED AND DISTANCE TEACHING MODALITIES**

The B.Ed. pupil teachers of campus based mode and distance teaching mode differ from each other in their extent of relationship between scholastic performance and teaching aptitude. Though, the
relationship between these two variables appears to be different on its face value, but statistical significance is not attained even at .05 level of confidence, the critical ratio being 1.95.

18. **FINDINGS IN RELATION TO COMPARISON OF THE RELATIONSHIP BETWEEN ATTITUDE TOWARDS TEACHING AND SCHOLASTIC PERFORMANCE OF B.Ed. PUPIL-TEACHERS OF THE CAMPUS BASED AND DISTANCE TEACHING MODALITIES**

- The B.Ed. pupil-teachers of campus based mode and distance teaching mode differ significantly in their degree of relationship between the two variables, scholastic performance and attitude towards teaching, the critical ratio being 2.07, which is significant at .05 level of confidence.

- The degree of relationship between the two variables is more in case of distance mode B.Ed. pupil teachers.


The B.Ed. pupil-teachers of the two modes have been found to differ from each other in their degree of relationship between the variables, scholastic performance and reading interest on its face value, but the statistical significance is not attained as the critical ratio is found to be 1.585 only.
20. FINDINGS IN RELATION TO COMPARISON OF RELATIONSHIP BETWEEN TEACHING APTITUDE AND ATTITUDE TOWARDS TEACHING OF THE B.Ed. PUPIL TEACHERS OF CAMPUS BASED AND DISTANCE TEACHING MODALITIES

The B.Ed. pupil-teachers of the campus based and distance teaching modalities differ significantly in their degree of relationship between teaching aptitude and attitude towards teaching, the critical ratio being 2.75, which is significant at .01 level of significance.

B.Ed. pupil teachers of distance teaching mode show greater interdependence between their teaching aptitude and attitude towards teaching as compared to their counterparts B.Ed. pupil-teachers of campus based mode.

21. FINDING IN RELATION TO COMPARISON OF RELATIONSHIP BETWEEN TEACHING APTITUDE AND READING INTEREST OF B.Ed. PUPIL TEACHERS OF CAMPUS BASED AND DISTANCE TEACHING MODALITIES

The B.Ed. pupil-teachers of the two modes differ significantly in their degree of relationship between teaching aptitude and reading interest as the critical ratio value is 2.56 which is significant at .05 level of confidence. The relationship between the two variables is more intense in the case of B.Ed. pupil teachers of the distance teaching mode.
22. **FINDINGS IN RELATION TO COMPARISON OF RELATIONSHIP BETWEEN ATTITUDE TOWARDS TEACHING AND READING INTEREST OF THE B.Ed. PUPIL-TEACHERS OF THE CAMPUS BASED AND DISTANCE TEACHING MODALITIES.**

There exists no significant difference at all in the B.Ed. pupil-teachers of the campus based and distance teaching modalities with regard to their relationship between the two variables attitude towards teaching and reading interest as the coefficient of correlation of the two variables in both the cases is 0.20.

23. **FINDINGS IN RELATION TO PREDICTION AND CONTRIBUTION OF PREDICTOR VARIABLES OF SCHOLASTIC PERFORMANCE OF B.Ed. PUPIL-TEACHERS OF THE CAMPUS BASED MODE**

- Scholastic performance of B.Ed. pupil teachers of the campus based mode has been predicted successfully on the basis of following three variables: Teaching Aptitude, Attitude towards Teaching & Reading Interest.

- 49.09% of the variance in the criterion variable scholastic performance has been accounted to the above predictor variables.

- The predictor variable 'reading interest' of the B.Ed. pupil teachers of the campus based mode with a contribution of 24.22% occupies the most important place in the prediction of scholastic performance as it stands at rank-1. Second, in order, is the teaching
aptitude, which makes a contribution of 21.09%. Attitude towards teaching is third in order to make a contribution of 3.78%.

It is also well evident that reading interest, teaching aptitude and attitude towards teaching, all have shown more direct contribution than indirect contribution as is described below:

Reading interest - (21.95% direct and 2.27% indirect)
Teaching aptitude - (18.77% direct and 2.32% indirect)
and attitude towards teaching (8.54% direct and -4.76% indirect).

FINDINGS IN RELATION TO CONTRIBUTION OF PREDICTOR VARIABLES OF SCHOLASTIC PERFORMANCE OF B.Ed. PUPIL-TEACHERS OF DISTANCE TEACHING MODE

- Scholastic performance of B.Ed. pupil-teachers of the distance teaching mode has been predicted successfully on the basis of following three variables: Teaching aptitude, Attitude towards teaching and Reading interest.

- 41.35% of the variance in the criterion variable scholastic performance has been accounted to the above predictor variables.

- The predictor variable reading interest of the B.Ed. pupil teachers with a contribution of 33.03% occupies the most important place in the prediction of
scholastic performance as it stands at rank-1. Second, in order, is the teaching aptitude, which makes a contribution of 4.49%. Attitude towards teaching is third in order to make a contribution of 3.83%.

Reading interest has shown more direct contribution than indirect contribution (29.32% direct and 3.71% indirect), whereas teaching aptitude has shown more indirect contribution than direct contribution (1.59% direct and 2.9% indirect) the attitude towards teaching has shown the same pattern i.e. it has contributed more indirectly than directly (1.73% direct and 2.1% indirect).

5.2 EDUCATIONAL IMPLICATIONS

The present study has established the relationship between the scholastic performance, teaching aptitude, attitude towards teaching and reading interest of B.Ed. pupil-teachers, on one hand and has shown the difference between scholastic performance, teaching aptitude, attitude towards teaching and reading interest of the students of the two streams of teacher education on the other hand.

The findings of the study are of great importance to the educational thinkers, planners, administrators, demographers, teachers, psychologists and others, who are
concerned with the propagation of education through formal and non-formal streams.

The study has a direct bearing upon the educational programmes of both the streams of teacher education i.e. planning, implementation and evaluation of the teacher education programmes.

The comparative perspective will guide the teacher educators, regarding the application of latest techniques and the use of hardware and software technology to improve the instructions for effective communication between the students and the teachers.

The findings of the study will guide the teacher educators to predict the scholastic performance of B.Ed. pupil-teachers of the two streams, which is considered to be a measure of effectiveness of a teacher, in terms of the variables: teaching aptitude, attitude towards teaching and reading interest.

In the area of teacher education, the study suggests that the teaching aptitude test should be applied for making admission to B.Ed. programmes more effective for judicious selection for both the streams. This will help in the selection of suitable and better pupil teachers, who will further improve the standard of education.
Reading interest contributes at number - 1 in the achievement of the B.Ed. pupil teachers of both the streams. It brings to light that reading interest is the most significant factor in improving the scholastic performance of the B.Ed. students. Therefore, more emphasis should be given to enhance the reading interest of the students at all levels of education.

In order to improve the scholastic performance of the distance mode B.Ed. pupil-teachers, library facilities, postal book-aid, better instructional material in the form of self-instructional material, video cassettes and audio-cassettes etc. should be provided to them.

The reading interest of the campus based B.Ed. pupil-teachers is more than their counterparts of distance teaching mode, which is indicative of lack of reading interest among the B.Ed. distance mode students. Therefore, library facilities, books, magazines etc. should be made easily available to the B.Ed. pupil-teachers. They should be encouraged to participate in cultural activities, like dramas, debates, poetic recitation etc. to increase their reading interest, which ultimately will help in better achievement.

Attitude towards teaching contributes positively towards scholastic performance of the B.Ed. pupil-teachers
of both the streams. Change in attitude can occur due to the impact of B.Ed. training programme therefore, the programmes of education at the B.Ed. level should be structured in such a way to bring the positive change in the attitude towards teaching.

5.3 SUGGESTIONS FOR FURTHER STUDIES:

- A similar study can be conducted on a large sample of education including all the colleges affiliated to M.D. University, Rohtak and by taking the equal sample of B.Ed. pupil teachers enrolled through distance teaching mode.

- A comparative study can be conducted by taking the B.Ed. formal stream of pupil teachers from the colleges affiliated to Kurukshetra University, Kurukshetra and the students of non-formal stream of the same region enrolled with the Directorate of Distance Education, M.D. University, Rohtak.

- A comparative study can be conducted by taking the sample of B.Ed. pupil teachers from the two universities imparting education through distance teaching mode i.e. M.D. University, Rohtak and Annamalai University, Annamalai Nagar, Madras.

- A national survey research at the national level can be conducted to find out the various problems faced by the B.Ed. pupil teachers enrolled through
non-formal stream of education and to suggest the remedial measures for the improvement of the standard of distance teaching modalities.

- A comparative study of the scholastic performance, teaching aptitude, attitude towards teaching and the reading habits of the B.Ed. pupil teachers of the campus based and distance teaching modalities can be done.

- A comparative study of scholastic performance, intelligence, personality traits, attitude towards teaching of B.Ed. pupil teachers enrolled in the campus and off the campus mode can be done.

- A comparative study can be conducted among the B.Ed. pupil teachers of the two streams to see their intelligence, level of aspiration and level of achievement.

- A comparative study can be conducted between the two streams of B.Ed. pupil teachers to find out cost analysis and total expenditure.

- A study can also be conducted to see the effect of participation of B.Ed. pupil teachers of distance teaching mode, in Personal Contact Programme (attendance), and skill in teaching (simulated teaching and teaching in actual situations) upon
the scholastic achievement in theory and practicals separately.

A comparative study can be done to see the effect of techniques used in imparting instructions to the B.Ed. pupil teachers of the two streams in relation to their achievement.