CHAPTER VI

SUMMARY, CONCLUSIONS AND SUGGESTIONS

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SUMMARY, CONCLUSIONS AND SUGGESTIONS

6.1 Summary of the Study

In this chapter a brief summary of the procedure adopted and conclusions and suggestions derived from the study is provided.

The present study was mainly intended to find out the Attitude of Training College Teachers towards CBCSS. It is based on Classroom Management, Work Anxiety and Socio-Personal Adjustment of the Training College Teachers in the new curriculum. As a prelude to the survey method of study, the extent of prevailing Classroom Management practices, Work Anxiety and Socio-Personal Adjustment of Training College Teachers were identified with a view to prepare Attitude Scale, Work Anxiety Scale, Classroom Management Inventory and Work Anxiety Scale.

The teacher is the architect of our future. A successful teacher is the one, who is satisfied with teaching as a profession. Teacher’s success and teacher’s attitude are closely related. Attitude of the teacher directly or indirectly influences Work Anxiety, Classroom Management and Socio-Personal Adjustment of teachers. Attitude is a great driving force. Quality of the teacher, professional competence, knowledge, and management of the classroom depends upon the attitude of the teacher towards his profession. Attitude towards work and pupils are highly significant in the institution.

CBCSS is actually the mother of student-centric reforms. Students are provided with an academically rich and flexible learning system blended with skill in practice and activity orientation. It offers students wide range of choices based on their aptitudes and goals. Updating and revision of curricula are also carried out. CBCSS with its semester system encourages faster learning opportunities, with internal and external assessments. There is no doubt that a teacher has to prove
oneself in all these areas. Role of the teacher is enhanced with the introduction of CBCSS.

6.1.1 Statement of the problem

The present study intends to find out the attitude of Training College Teachers towards CBCSS and their Classroom Management, Work Anxiety and Socio-Personal Adjustment. Hence the study is entitled as “Attitude of College Teachers towards CBCSS in relation to their Classroom Management, Work Anxiety and Socio-Personal Adjustment.”

6.2 Objectives of the Study

1. To find out the Overall and dimension-wise Attitude of Training College Teachers towards CBCSS

2. To find out the extent of Classroom Management of Training College Teachers in CBCSS

3. To find out the extent of Work Anxiety of Training College Teachers in CBCSS

4. To find out the extent of Total and Component-wise Socio-Personal Adjustment of Training College Teachers in CBCSS

5. To compare the Overall and dimension-wise Attitude of Training College Teachers towards CBCSS based on Gender, University, Locale, Management, Age, Experience and Qualification

6. To find out the relationship between Overall and dimension-wise Attitude of Training College Teachers towards CBCSS and their Classroom Management

7. To compare the relationship between Overall Attitude of Training College Teachers towards CBCSS and their Classroom Management based on
Gender, University, Locale, Management, Age, Experience and Qualification

8 To find out the relationship between Overall and dimension-wise Attitude of Training College Teachers towards CBCSS and their Work Anxiety.

9 To compare the relationship between Overall Attitude of Training College Teachers towards CBCSS and their Work Anxiety based on Gender, University, Locale, Management, Age, Experience and Qualification.

10 To find out the relationship between Overall and dimension-wise Attitude of Training College Teachers towards CBCSS and their total Socio-Personal Adjustment.

11 To compare the relationship between Overall Attitude of Training College Teachers towards CBCSS and their total Socio-Personal Adjustment based on Gender, University, Locale, Management, Age, Experience and Qualification.

6.3 Hypotheses of the Study

Keeping in view the objectives of the study following hypotheses were formulated.

1. Overall and dimension-wise Attitude of Training College Teachers towards CBCSS is favourable.

2. Training College Teachers have high level of Classroom Management in CBCSS.

3. Training College Teachers have low Work Anxiety in CBCSS.

4. Training College Teachers have average level of total and component-wise Socio-Personal Adjustment in CBCSS.
5. There is significant difference in the Overall and dimension-wise Attitude of Training College Teachers towards CBCSS based on Gender, University, Locale, Management, Age, Experience, and Qualification.

6. There is significant relationship between Overall and dimension-wise Attitude of Training College Teachers towards CBCSS and their Classroom Management.

7. There is significant difference in the relationship between Overall Attitude of Training College Teachers towards CBCSS and their Classroom Management based on Gender, University, Locale, Management, Age, Experience and Qualification.

8. There is significant relationship between Overall and dimension-wise Attitude of Training College Teachers towards CBCSS and their Work Anxiety.

9. There is significant difference in the relationship between Overall Attitude of Training College Teachers towards CBCSS and their Work Anxiety based on Gender, University, Locale, Management, Age, Experience and Qualification.

10. There is significant relationship between Overall and dimension-wise Attitude of Training College Teachers towards CBCSS and their total Socio-Personal Adjustment.

11. There is significant difference in the relationship between Overall Attitude of Training College Teachers towards CBCSS and their total Socio-Personal Adjustment based on Gender, University, Locale, Management, Age, Experience and Qualification.
6.4 Methodology in Brief

The present study adopted normative survey method. It is mainly intended to find out the Attitude of Training College Teachers towards CBCSS. Their Classroom Management, Socio-Personal Adjustment and Work Anxiety in the new system were also studied. The Investigator collected data from the teachers of different Training Colleges in Mahatma Gandhi University and University of Kerala. Data was classified based on Gender, University, Locale, Type of Management, Age, Experience and Qualification. An Attitude Scale, Classroom Management Inventory, Work Anxiety Scale and Socio-Personal Adjustment scale were the tools used for collecting the data. The tools were prepared and standardized by the Investigator herself. The Investigator prepared the tool after consulting with the experts in the field and the supervising teacher with a view to establish construct validity of the test.

The sample includes 300 Training College Teachers from different districts of Kerala namely Thiruvananthapuram, Kollam, Alappuzha and Kottayam. The data thus collected were consolidated, codified suitably and subjected to analysis. For analyzing the data appropriate descriptive and inferential statistical procedures were employed.

6.5 Conclusions Based on the Findings of the Study

The present study was undertaken to analyse the Attitude of Training College Teachers towards CBCSS in relation to their Classroom Management, Work Anxiety and Socio-Personal Adjustment.

I. Conclusions arrived at from the analysis of the Attitude Scale

II. Conclusion arrived at from the analysis of Classroom Management of Training College Teachers

III. Conclusion arrived at from the analysis of Work Anxiety among Training College Teachers
IV. Conclusion arrived at from the analysis of Socio-Personal Adjustment among Training College Teachers

V. Conclusions arrived at from the comparison of Overall and dimension-wise Attitude of Training College Teachers in CBCSS based on gender, university, locale, management, age, experience and qualification

VI. Conclusions arrived at from the analysis of the relationship between Overall and dimension-wise Attitude of Training College Teachers towards CBCSS and their Classroom Management

VII. Conclusions arrived at from the comparison of relationship between Overall Attitude of Training College Teachers towards CBCSS and their Classroom Management based on gender, university, locale, management, age, experience and qualification

VIII. Conclusions arrived at from the analysis of the relationship between Overall and dimension-wise Attitude of Training College Teachers towards CBCSS and Work Anxiety.

IX. Conclusions arrived at from the Comparison of relationship between Overall Attitude of Training College Teachers towards CBCSS and their Work Anxiety based on gender, university, locale, management, age, experience and qualification.

X. Conclusions arrived at from the analysis of the relationship between Overall and dimension-wise Attitude of Training College Teachers towards CBCSS and their total Socio-Personal Adjustment

XI. Conclusions arrived at from the comparison of relationship between Overall Attitude of Training College Teachers towards CBCSS and their Socio-
Personal Adjustment based on gender, university, locale, management, age, experience and qualification.

I. Conclusions arrived at from the analysis of the Attitude Scale

1. Training College Teachers have an unfavourable Attitude towards Curricular Activities and Examination System in the CBCSS.
   i. 60.3% of teachers have an unfavourable Attitude towards Curricular Activities in the CBCSS. 39.7% of teachers have a favourable Attitude towards Curricular Activities.
   ii. 57.7% of Training College Teachers have an unfavourable Attitude towards Examination System in the CBCSS. 42.3% of Training College Teachers have a favourable Attitude towards Examination System.

2. Training College Teachers have a favourable Attitude towards Co-curricular Activities, Teacher-Student Relationship and Implementation of CBCSS
   i. 55.3% of Training college teachers have a favourable Attitude towards Co-curricular Activities in the CBCSS system. 44.7% of Training College Teachers have an unfavourable Attitude towards Co-curricular Activities.
   ii. 64.0% of Training College Teachers have a favourable Attitude towards Teacher-Student Relationship in the CBCSS. 36.0% of Training College Teachers have an unfavourable Attitude towards Teacher-Student Relationship.
   iii. 60.0% of Training College Teachers have favourable Attitude towards Implementation of CBCSS. 40.0% of Training College Teachers have an unfavourable Attitude towards Implementation.
3. The favourable or unfavourable Attitude of Training College Teachers towards Professional Anxiety in the CBCSS is equally distributed.

50.0% of Training College Teachers have an unfavourable Attitude towards Professional Anxiety in the CBCSS. 50.0% of Training College Teachers have a favourable Attitude towards Professional Anxiety.

4. Overall Attitude of Training College Teachers towards CBCSS is unfavourable.

55.3% of Training College Teachers have an unfavourable Attitude towards CBCSS. 44.7% of Training College Teachers have a favourable Attitude towards CBCSS.

II. Conclusion arrived at from the analysis of Classroom Management of Training College Teachers

1. Training College Teachers have an average level of Classroom Management under CBCSS.

67.0% of Training College Teachers have Average level of Classroom Management. 17.0% of Training College Teachers have Low level of Classroom Management and 16.0% of them have High level of Classroom Management under CBCSS.

III. Conclusion arrived at from the analysis of Work Anxiety among Training College Teachers

1. Training College Teachers have an average level of Work Anxiety under CBCSS
68.0% of Training College Teachers have Medium level of Work Anxiety. 19.0%, of Training College Teachers have Low level of Work Anxiety and 13.0% of them have High level Work Anxiety in CBCSS.

IV. Conclusions arrived at from the analysis of Socio-Personal Adjustment among Training College Teachers

1. Training College Teachers have an average level of Self-Reliance, Sense of Work, Sense of Personal Freedom and Social adjustment under CBCSS.

   i. 59.3% of Training College Teachers have an average level of Self-Reliance under CBCSS. 19.7% of Training College Teachers have Low level of Self-Reliance under CBCSS, and 21.0% of them have High level of Self-Reliance under CBCSS.

   ii. 63.0% of Training College Teachers have Average level of Sense of Work under CBCSS. 19.3% of Training college teachers have Low level of Sense of work under CBCSS and 17.7% of them have High level of Sense of work under CBCSS.

   iii. 69.7% of Training College Teachers have an average level of ‘Sense of Personal Freedom’. 14.0% of Training College Teachers have Low level of ‘Sense of Personal Freedom’ and 16.3% have high level of ‘Sense of Personal Freedom’.

   iv. 65.7% of Training College Teachers have an average level of ‘Social Adjustment’. 18.3%, of Training College Teachers have Low level of ‘Social adjustment’, and 16.0% have High level of ‘Social Adjustment’.
v. 65.3% of Training College Teachers have Average level of Social Adjustment. 17.0%, of Training College Teachers have Low level of Social Adjustment and 17.7% them have High level of Social Adjustment in CBCSS.

V. Conclusions arrived at from the comparison of Overall and dimension-wise Attitude of Training College Teachers in CBCSS based on gender, university, locale, management, age, experience and qualification

1. Comparison of Overall and dimension-wise Attitude of Training College Teachers towards CBCSS : Gender

   In the Overall and in the different dimensions of Attitude towards CBCSS such as Curricular Activities, Co-Curricular Activities, Examination System, Teacher-Student Relationship, Professional Anxiety and in the Implementation of CBCSS male and female Training College Teachers do not differ significantly.

i. The obtained ‘t’ value for Attitude towards Curricular Activities in the semester system is 0.39 which is less than the table value 1.96 at 0.05 level of significance (t=0.39, p >0.05)

ii. The obtained ‘t’ value for the Attitude towards Co-Curricular Activities in the semester system is 0.79 which is less than the table value 1.96 at 0.05 level of significance (t=0.79, p >0.05).

iii. The obtained ‘t’ value for Attitude towards Examination System in the semester system is 0.09, is less than the table value 1.96 at 0.05 level of significance (t=0.09, p >0.05).
iv. The obtained ‘t’ value for Attitude towards Teacher-Student Relationship in the semester system is 1.12 which is less than the table value 1.96 at 0.05 level of significance (t=1.12, p>0.05).

v. The obtained ‘t’ value for Attitude towards Professional Anxiety in the semester system is 0.33 which is less than the table value 1.96 at 0.05 level of significance (t=0.33, p>0.05).

vi. The obtained ‘t’ value for Attitude towards Implementation of CBCSS is 0.6 which is less than the table value 1.96 at 0.05 level of significance (t=0.6, p>0.05).

vii. The obtained ‘t’ value for Overall Attitude towards CBCSS is 0.48 which is less than the table value 1.96 at 0.05 level of significance (t=0.48, p>0.05).

2. Comparison of Overall and dimension-wise Attitude of Training College Teachers towards CBCSS and its dimensions: University

a) In the Overall Attitude and in the dimensions of Attitude such as Curricular Activities, Co-Curricular Activities and Examination System Training College Teachers of University of Kerala and Mahatma Gandhi University do differ significantly. The teachers of Kerala University have more favourable Overall Attitude and Attitude towards dimensions such as Curricular Activities, Co-Curricular Activities and Examination System than the teachers of Mahatma Gandhi University.

i. The obtained ‘t’ value for the Attitude towards the Curricular Activities in the semester system is 2.2 which is greater than the table
value 1.96 at 0.05 level of significance. (Kuty M = 34.3, MGuty M = 31.8, t = 2.2, \( p < 0.05 \))

ii. The obtained ‘t’ value for the Attitude towards Co-Curricular Activities in the CBCSS is 1.96 which is equal to the table value 1.96 at 0.05 level of significance (Kuty M = 25.5, MGuty M = 24.0, t = 1.96, \( p < 0.05 \)).

iii. The obtained ‘t’ value for Attitude towards Examination System in the CBCSS is 2.87 which is greater than the table value 2.58 at 0.01 level of significance. (Kuty M = 35.3, MGuty M = 32.2, t = 2.87, \( p < 0.01 \)).

iv. The obtained ‘t’ value for Attitude towards CBCSS is 3.84 which is greater than the table value 2.58 at 0.01 level of significance (Kuty M = 157.7, MGuty M = 149.19, t = 3.84, \( p < 0.01 \)).

b) In the dimensions such as Teacher-Student Relationship, Professional Anxiety and in the Implementation of CBCSS Training College Teachers of Mahatma Gandhi University and University of Kerala do not differ significantly.

i. The obtained ‘t’ value for attitude towards Teacher-student relationship in the CBCSS system is 1.2 which is less than the table value 1.96 at 0.05 level of significance (t = 1.2, \( p > 0.05 \)).

ii. The obtained ‘t’ value for Attitude towards Professional Anxiety in CBCSS system is 1.16 which is less than the table value 1.96 at 0.05 level of significance (t = 1.16, \( p > 0.05 \)).
iii. The obtained ‘t’ value for Attitude towards Implementation of CBCSS is 1.12 which is less than the table value 1.96 at 0.05 level of significance ( $t=1.12 \ p > 0.05$).

3. Comparison of Overall and dimension-wise Attitude of Training College Teachers towards CBCSS: Locale

   a) In the Overall Attitude and in the different dimensions of Attitude towards CBCSS such as Co-Curricular Activities, Examination System, Professional Anxiety and Implementation of CBCSS rural and urban Training College Teachers do not differ significantly.

   i. The obtained ‘t’ value for Overall Attitude towards CBCSS is 0.25 which is less than the table value 1.96 at 0.05 level of significance ( $t=0.25 \ p > 0.05$).

   ii. The obtained t value for Attitude towards Co-Curricular Activities in CBCSS is 0.83 which is less than the table value 1.96 at 0.05 level of significance ( $t=0.83 \ p > 0.05$).

   iii. The obtained t value for Attitude towards Examination System in CBCSS is 0.08 which is less than the table value 1.96 at 0.05 level of significance ( $t=0.08 \ p > 0.05$).

   iv. The obtained ‘t’ value for Attitude towards Professional Anxiety in CBCSS system is 0.78 which is less than the table value 1.96 at 0.05 level of significance ( $t=0.78 \ p > 0.05$).
v. The obtained ‘t’ value for Attitude towards Implementation of CBCSS is 0.91 which is less than the table value 1.96 at 0.05 level of significance (t=0.91 p > 0.05).

b) Training College Teachers of urban area have more favourable Attitude towards Curricular Activities in the CBCSS whereas Teachers of rural area have more favourable Attitude towards Teacher-Student Relationship in CBCSS

i. The obtained ‘t’ value for the Attitude towards Curricular Activities in the CBCSS is 2.3 which is greater than the table value 1.96 at 0.05 level of significance. (U M=35.8; R M=33.0; t= 2.3 p<0.05)

ii. The obtained ‘t’ value for Attitude towards Teacher-Student Relationship in the CBCSS is 1.97 which is greater than the table value 1.96 at 0.05 level of significance (R M=21.9; U M=19.6; t=1.97 p<0.05).

4. Comparison of Overall and dimension-wise Attitude of Training College Teachers towards CBCSS: Management

a) In the Overall Attitude and in the different dimensions of Attitude such as Curricular Activities, Examination System, Teacher-Student Relationship, Professional Anxiety and in the Implementation of CBCSS, between and among the Training College Teachers of Aided, Unaided, UCTE and Government college teachers do not differ significantly.
All the F values for the Curricular Activities, Examination System, Teacher-Student Relationship, Professional Anxiety, and in the Implementation of CBCSS Training College Teachers of Aided, Unaided, UCTE and Government colleges are less than the table value 3.03 at 0.05 level of significance (CA F =0.3, ES F = 1.23, TSR F =0.15, PA F=0.33, I CBCSS F =1.07, p>0.05) and the obtained F value for Overall Attitude towards CBCSS is 1.98 which is less than the table value 3.03 at 0.05 level of significance (F =1.98, p> 0.05 ).

b) **But there exists significant difference in the Attitude of Aided, Unaided, UCTE and Government Training College Teachers towards Co-Curricular Activities, Teachers of UCTE's and unaided colleges, have more favourable Attitude towards Co-Curricular Activities than teachers of aided and Govt. colleges.**

In the case of Co-Curricular Activities the F value 4.04 (P<0.05) The post Hoch test result reveal that the teachers from unaided and UCTE College Teachers have favourable Attitude towards Co-curricular Activities (post hoch=3.47 p < 0.05 )

5. **Comparison of Overall and dimension-wise Attitude of Training College Teachers towards CBCSS : Age**

i. **There is no significant difference between and among the Training College Teachers of age up to 35 years, 35-45 years and above 45 years in their Overall Attitude and in the Attitude towards Curricular Activities, Co-Curricular Activities, Examination System, Teacher–Student Relationship, Professional Anxiety and Implementation of CBCSS**

The obtained F values for Overall Attitude and in the different dimensions of Attitude such as Curricular Activities, Co-Curricular Activities, Examination System,
Teacher-Student Relationship, Professional Anxiety and Implementation of CBCSS of Training College Teachers of age up to 35 years, 35-45 years and above 45 years, are 0.33, 0.02,0.31,0.08,2.04,0.48 and 0.37 respectively. All the F values are less than the table value 3.03 at 0.05 level of significance (p>0.05).

F value for Overall Attitude towards CBCSS is 0.33 (P> 0.05)

6. Comparison of Overall and dimension-wise Attitude of Training College Teachers towards CBCSS: Experience

a) There exist no significant difference between and among the Training College Teachers having experience less than 5 years, 5-15 years and more than 15 years in the Overall Attitude and in the different dimensions of Attitudes such as Curricular Activities, Co-Curricular Activities, Examination System, Teacher-Student Relationship, Professional Anxiety and Implementation of CBCSS.

The obtained F values for Overall Attitude and Attitude towards Curricular Activities, Co-curricular Activities, Examination System, Teacher-Student Relationship, Professional Anxiety, Implementation of CBCSS are 0.1, 0.07, 2.04, 0.48, 0.04,0.39, 1.18 respectively. All the F values are less than the table value 3.03 at 0.05 level of significance (p>0.05).

7. Comparison of Overall and dimension-wise Attitude of Training College Teachers towards CBCSS: Qualification

a) There is no significant difference between and among the Training College Teachers having MA/MSc./M.Com with M.Ed, MPhil / NET and PhD. in the Overall Attitude and in the different dimensions of Attitude such as Curricular Activities, Co-Curricular Activities,
Examination System, Teacher–Student Relationship, Professional Anxiety and Implementation of CBCSS towards CBCSS

The obtained F value for Overall Attitude towards CBCSS is 0.74 (p>0.05). The obtained F values for Attitude towards Curricular Activities, Co-Curricular Activities, Examination System, Teacher–Student Relationship, Professional Anxiety and Implementation of CBCSS are 0.55, 0.57, 1.22, 0.36, 0.42 and 0.24 respectively. All the F values are less than the table value 3.03 at 0.05 level of significance (p>0.05).

VI. Conclusions arrived at from the analysis of the relationship between Overall and dimension-wise Attitude of Training College Teachers towards CBCSS and their Classroom Management

1. There is significant positive relationship between Classroom Management and Teacher Student Relationship and Classroom Management and Professional Anxiety.

Correlation between Teacher-Student Relationship in semester system and Classroom Management is 0.125 and between Professional Anxiety and Classroom Management is 0.136. Both are significant at 0.05 level of significance (p<0.05).

2. There is low positive relationship between Curricular Activities and Classroom Management and Co-Curricular Activities and Classroom Management.

Correlation between Curricular Activities in semester system and Classroom Management is 0.033 and between Co-curricular Activities in semester system and Classroom Management is 0.042.
3. There is a low negative relationship between Examination System and Classroom Management, Implementation of CBCSS and Classroom Management and between Overall attitude and Classroom Management.

Correlation between Examination System and Classroom Management is -.29, between Implementation of CBCSS and Classroom Management is -0.072 and between Overall Attitude of teachers towards CBCSS and Classroom Management is -0.016. Comparison of relationship between Attitude of Training College Teachers towards CBCSS with their Classroom Management for sub samples based on selected background variables

VII. Conclusions arrived at from the comparison of relationship between Overall Attitude of Training College Teachers towards CBCSS with their Classroom Management based on selected background variables

1. The relationship between Attitude of Training College Teachers towards CBCSS and their Classroom Management differ significantly based on the gender, university and qualification of Training College Teachers.

   i. ‘r’ value for male teachers is 0.200. Female teachers the ‘r’ value is 0.105. CR is 2.402 (P< 0.05). The relationship between Attitude of Training College Teachers and Classroom management of female teachers is higher than that of male teachers (M ‘r’=0.200, F ‘r’=0.105; p<0.05).

   ii. ‘r’ value for Mahatma Gandhi University teachers is -0.103, and in the case Kerala University teachers the ‘r’ value is -0.135. CR is 2.043 (P<0.05) The relationship between Attitude of Training College Teachers and Classroom management of Mahatma Gandhi University teachers is higher
than that of University of Kerala teachers (MG ‘r’ = -0.103, KU ‘r’ = -0.135; p<0.05).

iii. ‘r’ value of teachers having MPhil/NET qualified teachers is 0.098, which indicate positive relation. MA/MSc./M.Com with M.Ed. qualified teachers is -0.036 and PhD holders the ‘r’ value is -0.242. Both the ‘r’ values are negative. Moreover the obtained CR values for MA/MSc./M.Com with M.Ed. and MPhil / NET Teachers are 1.023, for MA/MSc./M.Com with M.Ed. and PhD teachers are 1.244 and MPhil / NET and Ph.D teachers is 2.134. The r values for MA/MSc./M.Com with M.Ed and MPhil / NET are not significant at 0.05 level of significance. But the PhD holders the obtained CR is 2.13 is significant (PhD CR=2.134; p<0.05).

2. The relationship between Attitude of Training College Teachers towards CBCSS and their Classroom Management do not differ significantly based on Locality, Management, Age, Experience.

i. The obtained ‘r’ value for urban College Teachers is -0.008, and in the case rural teachers the ‘r’ value is -0.023. Both indicate negative relationship. CR 0.130 (p>0.05).

ii. The obtained ‘r’ value for aided college teachers is 0.123, and unaided teachers is 0.057, Govt. college teachers is -0.053 and UCTEs ‘r’ is -227. ‘t’ values for aided and unaided is 0.406, aided and UCTEs is 1.212, aided and Govt. College is 1.412, unaided and UCTE is 0.732, unaided and Govt. college is 1.134 and UCTE and Govt. college is 0.737. All the ‘r’ values are not significant at 0.05 level (p>0.05).

iii. The obtained ‘r’ value for up to 35 year old teachers is -0.102, between the 35 - 45 year old is 0.038, and above 45 year old teachers is 0.001 CR values for
up to 35 year old and 35 to 45 year old is 0.977, up to 35 years and above 45 years old teachers is 0.679 and between 35-45 years and above 45 years is 0.265. All the ‘r’ values are not significant at 0.05 level (p>0.05).

iv. The obtained ‘r’ value for less than 5 years’ experienced teachers is 0.020, 5-15 years, -0.111. More than 15 years’ old experienced teachers ‘r’ is 0.167. CR values for up to less than 5 years and between 5 and 15 years is 0.823, less than 5 years and more than 15 years is 1.031 and 5-15 years and more than 15 years is 1.825. All the r values are not significant at 0.05 level (p>0.05).

VIII. Conclusions arrived at from the analysis of the relationship between Overall and dimension-wise Attitude of Training College Teachers towards CBCSS and their Work Anxiety

1. **There is low negative relationship between Professional Anxiety and Work Anxiety and Implementation of CBCSS and Work Anxiety.**

   ‘r’ between Curricular Activities in semester system and Work Anxiety is -0.148. ‘r’ between Overall Attitude towards CBCSS and Work Anxiety is -0.036 and the ‘r’ values are not significant even at 0.05 level (p>0.05).

2. **There is low negative relationship between Professional Anxiety and Work Anxiety and Implementation of CBCSS and Work Anxiety.**

   ‘r’ between Professional Anxiety and Work Anxiety is -0.036, between Implementation of CBCSS and Work Anxiety is -0.036 and the ‘r’ values are not significant even at 0.05 level (p>0.05).
3. There is low positive relationship between Co-Curricular Activities and Work Anxiety, Examination System and Work Anxiety and Teacher-Student Relationship and Work Anxiety.

‘r’ between Co-curricular Activities and Work Anxiety, between Attitude towards Examination System and Work Anxiety and Teacher-Student relationship and Work Anxiety are 0.058, 0.001 and 0.035 respectively and are not significant even at 0.05 level (p>0.05).

IX. Conclusions arrived at from the comparison of relationship between Overall Attitude of Training College Teachers towards CBCSS and their Work Anxiety based on selected background variables

1. Relationship between Attitude of Training College Teachers towards CBCSS and their Work Anxiety do not differ significantly based on their gender, university, locale, management, age, experience and qualification

i. ‘r’ value for male teachers is -0.046, between Attitude towards CBCSS and Work Anxiety. Female teachers the ‘r’ value is -0.071 (p>0.05).

ii. ‘r’ values for Training College Teachers of Mahatma Gandhi University is -0.049 and in Kerala University is -0.064. Both indicate a negative relationship between the variables Attitude towards CBCSS and Work Anxiety (p>0.05).

iii. ‘r’ value for urban college teachers is 0.039 and rural teachers is 0.093. Both indicate positive relationship (p>0.05).

iv. ‘r’ value for Training College Teachers of aided is 0.048 and unaided teachers 0.037 and both the ‘r’ values are positive. The teachers from UCTE, r is -0.105 and Govt. college is -0.032, both the relationship are negative. Both the ‘r’ values are not even at 0.05 level (p>0.05). The obtained critical ratio between
the ‘r’ values of aided college teachers and unaided college teachers is 0.067 and CR between the r values of teachers of unaided and Govt. colleges is 0.273. The critical ratio between the ‘r’ values of Attitude towards CBCSS and Work Anxiety of aided college teachers and teachers of UCTE’s is 1.051 and aided college teachers and govt. college teachers is 0.320 and unaided college teachers and teachers of UCTE’s 0.950 and unaided college teachers and govt. college teachers is 0.273 and between UCTE and govt. college is 0.303. (p>0.05).

v. ‘r’ value for up to 35 years old teachers is 0.010, the relation is the positive and in the case of teachers in between 35 and 45 years old, the ‘r’ value is -0.038 and in the case of teachers above 45 years the r value is -0.064. All the ‘r’ values are negative. CR values for up to 35 years and between 35-45 years, between 35-45 years old and above 45 years old and upto 35 years and above 45 years are 0.334, 0.185 and 0.485 respectively. All the CR values are not significant at 0.05 level (p>0.05).

vi. ‘r’ value for less than 5 years’ experienced teachers is -0.096, in the case of teachers in between 5 and 15 years experience, the ‘r’ value is -0.059, both ‘r’ values are negative. More than 15 years old experience teachers the ‘r’ value is 0.078. The relation is positive. All the CR values are not significant even at 0.05 level (p>0.05).

vii. ‘r’ value for MA/MSc./M.Com with M.Ed. qualified teachers is -0.019, teachers having MPhil/NET qualified teachers is -0.039, and PhD holders is -0.072. All the ‘r’ values are negative. CR values for MA/MSc./M.Com with M.Ed. and MPhil / NET is 0.152, MA/MSc./M.Com with M.Ed. and PhD is
0.311 and MPhil / NET teachers with PhD teachers is 0.204. All the ‘r’ values are not significant at 0.05 level (p>0.05).

X. Conclusions arrived at from the analysis of relationship between Overall and dimension-wise Attitude of Training College Teachers towards CBCSS and total Socio-Personal Adjustment

1. There exists a significant negative relationship between Curricular Activities and Socio-Personal Adjustment and Co-Curricular Activities and Socio-Personal Adjustment.

Correlation between Curricular Activities and Socio-Personal Adjustment and Co-Curricular Activities and Socio-Personal Adjustment is -0.146 and -0.125 respectively. Both are negative and significant at 0.05 level (p<0.05).

2. There exists a low positive relation between Teacher-Student Relationship and Socio-Personal Adjustment.

Correlation between Teacher-Student Relationship and Socio-Personal Adjustment is 0.012 (p>0.05).

3. There is a low negative relationship between Socio-Personal Adjustment and Attitude towards CBCSS such as Examination System, Professional Anxiety, Implementation of CBCSS and Overall Attitude towards CBCSS.

Correlation between Examination System and Socio-Personal Adjustment is -0.04, between Professional Anxiety and Socio-Personal Adjustment is -0.003, between Implementation of CBCSS and Socio-Personal Adjustment is -0.006, and between Overall Attitude of teachers towards CBCSS and Socio-Personal Adjustment is -0.002.
XI. Conclusions arrived at from the comparison of relationship between Overall and dimension-wise Attitude of Training College Teachers towards CBCSS and their total Socio-Personal Adjustment based on selected background variables

1. The relationship between Attitude of Training College Teachers towards CBCSS and their Socio-Personal Adjustment do differ significantly based on the gender of Training College Teachers.
   ‘r’ value for male Training College Teachers is -0.179 and female Training College Teachers is -0.055. Both indicate negative relationships and CR 1.97 (P<0.05). The relationship between Attitude of Training College Teachers and Socio-Personal Adjustment of female teachers is higher than male teachers (m ‘r’=-0.179, f ‘r’= -0.055, CR=1.97, p<0.05).

2. The relationship between Attitude of Training College Teachers towards CBCSS and their Socio-Personal Adjustment do not differ significantly based on university, locale, management, age, experience, and qualification.
   i. ‘r’ value for Training College Teachers of Mahatma Gandhi University is 0.060 and University of Kerala is 0.025. Both indicate a positive relationship. CR is 0.729 (P> 0.05).
   ii. ‘r’ value for urban college teachers is -0.063 and rural teachers is -0.048 and the results indicate the negative relationship. CR 0.942 (p>0.05).
   iii. ‘r’ value for Training College Teachers of aided college teachers is 0.089 and unaided is 0.016, and government college is 0.194. All the ‘r’ values are positive. For the teachers from UCTE’s r’ is -0.111. CR values of the Attitude of College Teachers towards CBCSS with their Socio-Personal Adjustment of Training College Teachers of aided and unaided is 0.443 and aided College Teachers and government College Teachers is 0.428
and unaided College Teachers and government College Teachers is 0.714. Critical ratio between the ‘r’ values of the attitude of Training College Teachers towards CBCSS with their Socio-Personal Adjustment of aided College Teachers and UCTE’s teachers is 1.372 and unaided College Teachers and UCTE teachers is 0.848 and UCTE’s teachers and government College Teachers is 1.277. All the CR values are not significant at 0.05 level (p>0.05).

iv. ‘r’ value for up to 35 year old teachers is -0.068 and the relationship is the negative teachers in between 35 and 45 years old is 0.033, and above 45 year old teachers is 0.021. Both the ‘r’ values are Positive. CR values for up to 35 years old and 35–45 years old, up to 35 and above 35, 35–45 years and above 45 years old teachers are 0.708, 0.586 and 0.089. All the CR values are not significant even at 0.05 level..

v. ‘r’ value for less than 5 years’ experienced teachers is -0.016, teachers in between the 05–15 years’ experienced teachers is -0.055. Both r values are negative. The ‘r’ value for more than 15 years experienced teachers is 0.130 and the relationship is positive. CR values for up to less than 5 years and between 5 and 15 years and less than 5 years and above 15 years’ experience teachers and between 5 to 15 years and above 15 years’ experience teachers are 0.291, 0.894 and 1.213. All the ‘r’ values are not significant at 0.05 level (p>.0.05).

vi. ‘r’ value for teachers having MPhil/NET qualified teachers is 0.122 which indicate a positive relationship. The ‘r’ value of MA/MSc./M.Com with M.Ed. qualified teachers is -0.116 and PhD holders –is -0.123. Both are positive. CR values for MA/MSc./M.Com with M.Ed. MPhil / NET
teachers and MA/MSc./M.Com with M.Ed. and PhD holder’s and MPhil / NET teachers and Ph.D teachers are 1.82, 0.044 and 1.523. All the r values are not significant at 0.05 level (p>0.05).

6.6 Tenability of Hypotheses

Establishing the tenability of hypotheses is a very essential part in research. Based on the findings of study, the Investigator made an attempt to find out of tenability of the descriptive and statistical hypotheses. It is presented below.

The first hypothesis “Overall and Dimension-wise Attitude of Training College Teachers towards CBCSS is favourable” is partially accepted since the study reveals that respondents have

- an unfavourable Attitude towards Curricular Activities and Examination System
- a favourable Attitude towards Co-Curricular Activities, Teacher-Student Relationship and Implementation of CBCSS.
- the favourable or unfavourable Attitude of Training College Teachers towards Professional Anxiety is equally distributed.
- Overall Attitude of Training College Teachers towards CBCSS is also unfavourable.

The second hypothesis “Training College Teachers have high level of Classroom Management,” is rejected since the study reveals that Training College Teachers have an average level of Classroom Management under CBCSS.

The third hypothesis “Training College Teachers have low level of Work Anxiety” is rejected because as per the study Training College Teachers have an average level of Work Anxiety.
The fourth hypothesis “Training College Teachers have an average level of Socio-personal adjustment”, is accepted since Training College Teachers have an average level of Socio-Personal Adjustment as per the study.

The fifth hypothesis “There is significant difference in the Overall and dimension-wise Attitude of Training College Teachers towards CBCSS based on Gender, University, Locale, Management, Age, Experience, and Qualification is partially rejected because of the following findings.

- The Overall attitude and the different dimensions of Attitude towards CBCSS of male and female Training College Teachers do not differ significantly.
- The dimensions Teacher-Student Relationship, Professional Anxiety, Implementation of CBCSS, Teachers of Mahatma Gandhi University and University of Kerala do not significantly differ in their Attitude towards CBCSS. But teachers of University of Kerala have more favourable Attitude in the dimensions like Curricular Activities, Co-curricular Activities, Examination System and Overall Attitude towards CBCSS.
- There exists significant difference in the Attitude of Training College Teachers towards Co-curricular Activities based on Management. The post Hoch test revealed that the Training College Teachers from unaided and UCTE Training College Teachers have favourable Attitude towards Co-Curricular Activities.
- There exists no significant difference based on the age level of Training College Teachers.
- There exists no significant difference based on the experience of teachers.
- There exists no significant difference based on qualification of Training College Teachers.
The sixth hypothesis “There is significant relationship between Overall and dimension-wise Attitude of Training College Teachers towards CBCSS and their Classroom Management” is partially rejected for the following aspect:

- There is significant positive relationship between Classroom Management and Teacher Student Relationship and Classroom Management and Professional Anxiety.
- There is low positive relationship between Curricular Activities and Classroom Management and Co-Curricular Activities and Classroom Management.
- There is a low negative relationship between Examination System and Classroom Management, Implementation of CBCSS and Classroom Management and between Overall Attitude and Classroom Management.

The seventh hypothesis “There is significant difference in the relationship between Overall Attitude of Training College Teachers towards CBCSS and their Classroom Management based on Gender, University, Locale, Management, Age, Experience and Qualification” is partially rejected for the following aspects:

- The relationship between Attitude of Training College Teachers towards CBCSS and their Classroom Management differ significantly based on the gender, university and qualification of Training College Teachers.
- The relationship between Attitude of Training College Teachers towards CBCSS and their Classroom Management does not differ significantly based on locality, management, age and experience of teachers.
The eighth hypothesis “There is significant relationship between Overall and dimension-wise Attitude of Training College Teachers towards CBCSS and their Work Anxiety” is partially rejected by the below given findings of the study.

- There is low negative relationship between Professional Anxiety and Work Anxiety and Implementation of CBCSS and Work Anxiety.
- There is low negative relationship between Professional Anxiety and Work Anxiety and Implementation of CBCSS and Work Anxiety.
- There is low positive relationship between Co-Curricular Activities and Work Anxiety, Examination System and Work Anxiety and Teacher-Student Relationship and Work Anxiety.

The ninth hypothesis “There is significant difference in the relationship between overall Attitude of Training College Teachers towards CBCSS and their Work Anxiety based on Gender, University, Locale, Management, Age, Experience and Qualification.” Is rejected based on the findings of the study.

The tenth hypothesis “There is significant relationship between Overall and their dimension-wise Attitude of Training College Teachers towards CBCSS and their total Socio-Personal Adjustment” is partially accepted as per the following findings of the study.

- There exists a significant negative relationship between Curricular Activities and Socio-Personal Adjustment, Co-Curricular Activities and Socio-Personal Adjustment.
- There exists a low positive relation between teacher-student relationship and socio-personal adjustment.
• There is a low negative relationship between Socio-Personal Adjustment and Attitude towards CBCSS such as Examination System, Professional Anxiety, Implementation of CBCSS and Overall Attitude towards CBCSS.

The eleventh hypothesis “There is significant difference in the relationship between Overall Attitude of Training College Teachers towards CBCSS and their Socio-Personal Adjustment based on Gender, University, Locale, Management, Age, Experience and Qualification” is partially accepted as per the following findings of the study.

• The relationship between Attitude of Training College Teachers towards CBCSS and their Socio-Personal Adjustment do differ significantly based on the gender of Training College Teachers.

• The relationship between Attitude of Training College Teachers towards CBCSS with their Socio-Personal Adjustment do not differ significantly based on university, locale, management, age, experience, and qualification.

6.7 Educational Implications of the Study

Teacher education is an important phase in higher education. It has special significance because the quality of teaching at school level is determined to a great extent by the quality of teacher education. Teachers have an important role as they are moulding the future generation. So teacher education needs special importance. Training the teachers in their vocation has to be given utmost care as lack of proper training leads to chaos in the whole educational scenario.

Renovation of the curriculum of B.Ed. programme in the last few years due to the introduction of CBCSS, resulted in a vast change in the Training Colleges. Steps have been taken to improve the quality of teacher education. One year course has been replaced by two year B.Ed. programme with pedo-centric approach. The
syllabus provides more opportunity for student activities. The curriculum is flexible with choices and credits.

Analysis of the data reveals very important facts that are to be taken into account seriously for the smooth implementation of CBCSS. The findings of the present study have certain educational implications.

The study conducted by the Investigator regarding the Attitude of Training College Teachers towards CBCSS clearly reveals that Training College Teachers have an unfavourable attitude towards Curricular Activities and Examination System. Curricular Activities include planning the lesson, using appropriate techniques, adopting innovative strategies like ICT enabled class, micro-teaching sessions and link practice and reflective journaling. Along with this seminars, projects and assignments have to be prepared. Survey having social importance is also included in the curriculum. Teacher trainees have to be in school for teaching practice for nearly six months according to the new curriculum. Various student activities along with internal and external assessments keep the students busy throughout the year. Blog creation is also there in the curriculum to increase their creativity.

But with all these activities the work load of the teachers have increased. There is no provision for appointing new teachers. The limited number of teachers have to value the assignments, projects, internal assessments along with external assessments. So to attain the curriculum goals as visualized by the curriculum planners the tasks has to be aligned carefully. Teachers have to be given training programme/orientation classes before the academic year. Proper guidance, workshops, conferences and in-service programmes has to be organized to provide proper guidance to teachers. It is necessary for the effective transaction of the new curriculum. Work load of the teachers should be reduced otherwise it will affect the
whole teaching learning process. Doubt clearing sessions may be arranged utilizing different media and video conferencing. Awareness programmes may be arranged to highlight the essentials of the curriculum and syllabi should be structured accordingly.

In the CBCSS, Examination means continuous evaluation. Examinations are conducted at the end of each semester. Along with that assessment of seminars projects, assignments and tests are there. Teachers have to evaluate the prescribed practicum in the syllabus also. The overcrowded classroom burdens the teacher with work load. The teacher as well as students are badly affected by this class. Proper interaction, communication and teaching process will not be effective in such a learning situation. Grievance redressal, counseling sessions and tutorial session also keep the teachers busy.

The internal evaluation process must be minimized from series of test papers to one test paper. During summer vacation teachers should be free of examination work. Along with that staff strength in the Training Colleges has to be increased to reduce the work of the teachers.

CBCSS system is meant for a ‘class’ not for the ‘mass’. It specifically mentions about the number of students in the class. But in the colleges the number of students are always more. Teacher-student ratio is much above than envisaged by the curriculum planners and UGC. Over crowded class room is one of the main problem of CBCSS. So steps should be taken to reduce the number of students in the Training Colleges. Open university is the need of the time.

There are two batches in the Colleges now. The teachers has to teach both the class at the same time. The number of teachers are also not much. One batch leaves the college for their practice teaching and at the same time other batch remains in the
college. The teachers have to visit the schools and along with that teach the students who are in the college. So teaching becomes a tedious job for them. All these factors influence the attitude towards CBCSS.

Even though 90 days are allotted for each semester, in practice 90 working days are not getting for the teachers to complete their syllabus. So avoid extra-activities in the colleges to increase the teaching hours.

It is seen that in the Overall Attitude towards CBCSS and in the different dimensions of attitude of teachers of University of Kerala have more favorable attitude towards CBCSS than Mahatma Gandhi University teachers. So the reason for unfavourableness among Mahatma Gandhi University Teachers has to be traced out and rectified.

In the CBCSS, number of courses are more with flexibility. So better infrastructure facilities in the training colleges are essential. Library also has to be modernized with more books, Internet and other facilities.

CBCSS depends upon the regularity of class. So strict adherence to academic calendar is essential. Periodical review of the syllabus of CBCSS has to be conducted to avail the feedback from teachers and students. An academic monitoring cell may be constituted to ensure the proper implementation of CBCSS.

The study reveals that training college teachers have an average level of classroom management under CBCSS. So authorities should analyse the classroom management strategies and provide more orientation courses.

The work anxiety of the teachers is an important factor that negatively affects the whole personality of the teacher and the students. The teacher should be free from such anxieties for the proper transaction of the curriculum. The findings revealed that under CBCSS, teachers experience an average level of work anxiety. Supervision by
the seniors, lack of self confidence, fear of failure, lack of proper training, indisciplined behaviour of the students, authoritative approach of the administrators and temporary appointment of teachers are some of the factors that create anxiety in the teachers. Lack of mastery over the subjects, insufficient time, lack of preparation and overcrowded classes also lead to teacher anxiety. So necessary steps have to be taken by the authorities for the effective implementation of CBCSS by reducing the work load of teachers.

Socio-personal adjustment also affects the teachers’ personality. It is seen that socio-personal adjustment is also present in an average level among the teachers. It is closely related to academic adjustment. Family and work conflict leads to lack of socio-personal adjustment. Co-operation from the colleagues and superiors are essential for the proper development of classroom management techniques.

6.8 Suggestions for Further Research

- Challenges perceived by the teacher educators in the implementation of CBCSS at secondary and post graduate level can be investigated.
- A study of the difficulties experienced by the teachers can be done.
- A survey of infra-structural, library and other facilities in the training colleges under CBCSS can be made.
- An experimental study can be conducted to assess the effectiveness of CBCSS
- A survey can be conducted among the teachers and the students to find out the difficulties they encounter as the system is new.
- A comparative study of the annual system and CBCSS can be conducted
- Investigator conducted a generalized study on various dimensions of CBCSS. But detailed study of each dimension can be researched.
• Attitude of teachers towards CBCSS in the 5 point grading scale and 7 point indirect grading scale can also be conducted.

• The study should be extended to other universities as they have started CBCSS stream in B.Ed curriculum from 2014 onwards.

• Attitude of teachers towards CBCSS in relation to other variables can be studied.

• Attitude of teachers towards the previous annual system and the present CBCSS system can be studied.

• The study should be extended to large sample involving more number of units from other districts.

• Similar study can be conducted to see the attitude of teachers of Arts and Science colleges towards CBCSS.

• The study was limited to the training colleges under Mahatma Gandhi University and University of Kerala. The study can be extended to other universities also.

• A study can be conducted about the various students’ related activities in the B.Ed programme under CBCSS.

• The study can be extended with state or nationwide sample.

• A study on CBCSS can be conducted among students to evaluate their responses.