CHAPTER -V

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CHAPTER – V

FINDINGS OF THE STUDY
AND DISCUSSION OF THE RESULTS

The investigator analyzed and interpreted the data with proper statistical techniques. He formulated corresponding null hypothesis and tested them with the help of ANOVA and ‘t’ Test.

This is comparative study of attitude, adjustment, socio-economic status and academic achievement of DIET students to that of other TTIs students of Karnataka State. The other TTIs are;

i) Government Teacher Training Institutions (GTTI).

ii) Aided Teacher Training Institutions.

iii) Un-aided Teacher Training Institutions.

The above type of Teacher Training Institutions are residing both in rural and urban areas.

The General Data Sheet was administered to the students of DIET as well as other TTIs chosen for the study. The comparative views of different aspects of the same are given as follows;

1) The students belonging to DIET and Government, Aided, and Un-aided TTIs differ more with respect to general information and its various dimensions.
2) The DIET students expressed that, the above facilities were available in better conditions in their respective institutions. Whereas the government TTI students expressed that, the above facilities were fairly available in the respective institutions. The infrastructure, the building, classroom and the furniture are pretty old. The students belonging to aided institutions expressed that, the above facilities were fairly available in the respective institutions. Whereas the students belonging to un-aided TTIs have expressed negative views about the above factors. This means, very low infrastructure and other physical facilities. NO proper library, laboratory facilities and other facilities.

3) When the views of DIET and Government TTIs students were compared about the affinity towards general information like D.Ed., course, selection of the institutions, infrastructure and the other facilities in the institutions. The DIET students have more positive affinitive than government TTI students.

4) The DIET students showed more positive affinity and good regards towards the Principals and staff of the college than government TTI students. But when the DIET and aided TTI students are considered, the aided TTI students showed more positive affinity than DIET students. But, this is not
true with un-aided institutions. The DIET students showed more affinity compared to un-aided TTI students.

5) It was found that, the Principals’ of DIETs were having more administrative, organizational competency and job satisfaction than any other TTI Principals. The Staff of the DIETs were also having more teaching and organizational competency than the teachers of other TTIs.

6) With regard to teaching aids facilities, once again the DIET students showed more positive affinity and feelings than government, aided and un-aided TTI Students.

7) DIET students also expressed that there were sufficient number of AV aids and modern equipments like, OHP, DVD, Slide projector, tape recorder, Xerox, Computers in their institutions; whereas the students of government TTIs expressed that only few AV aids were available. But not the modern equipments. The aided TTI students expressed that, they have sufficient number of AV aids and few modern equipments like OHP, DVD and few Computers. Whereas the students of UN-aided TTIs expressed that, no sufficient AV aids and no modern aids mentioned above.

8) When practicing school and its proper availability for practice teaching was considered, we found that DIET
students have positive affinity and very few problems than the government, aided and un-aided TTI students.

9) When hostel and other facilities were considered, the DIET students were having good facilities and less problems than the government, aided and un-aided TTI students.

10) It was also found that, the government TTI students showed more positive affinity towards the general information and D.Ed., Course than aided and un-aided TTI students.

11) It was found that, the government TTI students showed more positive affinity towards the D.Ed Course and the institution they have chosen for the course than the students belonging to aided and un-aided TTI.

12) It was found that, the government TTI students showed more positive affinity towards infrastructure, physical and material facilities than aided and un-aided TTI students.

13) It was also found that, the government TTI students showed more positive affinity towards Principal and staff members than aided and un-aided TTI students.

14) When the facilities of teaching aids and instructional materials were considered, the government TTI students showed more positive affinity than aided and un-aided TTI students.
15) When the facilities of practicing schools and practice-teaching components were considered, the government TTI students have more facilities and very few problems than aided and un-aided TTI students.

16) When hostel and other facilities were considered the government TTI students have more facilities than the students of aided and un-aided TTIs.

17) It was also found that, the aided TTI students showed more positive affinity towards the general information and D.Ed., Course than un-aided TTI students.

18) It was found that, the aided TTI students showed more positive affinity towards the D.Ed., Course and the institution they have chosen for the course than the students belonging to un-aided TTIs.

19) It was found that, the aided TTIs students showed more positive affinity towards infrastructure, physical and material facilities than un-aided TTI students.

20) It was also found that, the aided TTI students showed more positive affinity towards Principal and staff members than un-aided TTI students.

21) When the facilities of teaching aids and instructional materials were considered the aided TTI students showed positive affinity than un-aided TTI students.
When the facilities of practicing schools and practice-teaching components were considered the aided TTI students have more facilities and less problems than un-aided TTI students.

When hostel and other facilities were considered the aided TTI students have more facilities than the students of un-aided TTIs.

If we look at the above findings following things have emerged with respect to the different types of TTIs including DIETs. The investigator presented institution wise findings as follows;

5.1 General Information

5.1.1 District Institute Of Education and Training

The students studying D.Ed., Course in respective DIET have expressed that, the D.Ed., Course is dynamic in nature. They liked the course as well as institution got admission for the D.Ed., Course.

- The infrastructure and the different sections of the DIET were liked by most of the students. But, the students of Ilkal DIET, Yaramaras DIET have expressed that; the building should be properly maintained. Rests of the DIETs are having very good infrastructure and other physical facilities with new building and furniture’s. The DIETs are situated at convenient distance from the main city / town. The transport facilities are also good.
• The classrooms were found enough in number with all facilities. Well equipped library with furniture as well as books and periodicals, many encyclopedias were found. But, most of the libraries do not have librarian and other helping staff. The laboratories were also found well maintained with necessary equipments and materials. But, no laboratory technicians were found.

• All most all DIETs were having hostels with hostel warden. The facilities in the hostel were found fairly well. The maintenance and mess facilities were also found up to the mark.

• Most of the DIETs have qualified Principals with more than 10 years experience in educational department. The Principals are of DDPI cadre. They have both administrative and organizational competency. The teaching staff were also found in sufficient number but some of them were not qualified according to the DIET guidelines.

• In all most all DIETs we found sufficient instructional materials. The modern AV aids were also found but, technicians were not found in some of the DIETs.

5.1.2 The Government T.T.Is.

The students studying D.Ed., Course in respective Government TTIs have expressed that, the D.Ed., Course is dynamic in nature. They
liked the course as well as institution where they got admission for the D.Ed., Course.

- The infrastructure and the different sections of the Government TTI were fairly liked by most of the students. But, the students of Government W.TTI, Dharwad, Govt.TTI, Gulbarga, have expressed that, the building should be properly maintained. Rests of the TTIs were having fairly good infrastructure and other physical facilities with old building and furniture. The Govt.TTIs’ are situated at convenient distance from the main city / town. The transport facilities are also good.

- The classrooms were found enough in number with limited facilities. Well equipped library with furniture as well as books, periodicals and many encyclopedias were found. But, most of the libraries do not have librarian and other helping staff. The laboratories were also not maintained properly. There were some necessary equipments and materials. But, no laboratory technicians were found.

- Some of the Govt.TTIs’ were having hostels with hostel warden. The facilities in the hostel were not good. The maintenance and mess facilities were also not up to the mark.

- Most of the G.TTIs’ have qualified Principals with more than 10 years experience in educational department. They have both administrative and organizational competency. There was also
sufficient number of teaching staff, but some of them were not qualified according to the guidelines.

- All most all Govt.TTIs' were having sufficient instructional materials. The modern AV aids were also present in some of the Govt.TTIs. But technicians were not found.

5.1.3 Aided Teacher Training Institutions.

The students studying D.Ed., Course in respective Aided TTIs have expressed that, the D.Ed., Course is dynamic in nature. They liked the course as well as institution where they got admission for the D.Ed., Course.

- The infrastructure and the different sections of the Aided TTI were fairly liked by most of the students. But, the students of Vanita W.TTI, Dharwad, TTI Shimoga and Dakshina Kannada have expressed that; the building should be properly mentioned. Rests of the aided TTIs were having fairly good infrastructure and other physical facilities with old building and furniture. The Aided TTIs are situated at convenient distance from the main city / town. The transport facilities were also good.

- In some of the Aided TTIs, the classrooms were found enough in number with limited facilities. Well equipped library with old books, periodicals and many encyclopedias were found. But, most of the libraries do not have librarian and other helping staff. The laboratories were also not maintained properly. There were some
necessary equipments and materials. But, laboratory technicians were not found. But, some Aided TTIs were having very good infrastructure with other physical facilities.

- Some of the Aided TTIs were having hostels with hostel warden. The facilities in the hostel were not good. The maintenance and mess facilities were also not up to the mark.

- Most of the Aided TTIs have qualified Principals with more than 10 years experience. They have both administrative and organizational competency. Sufficient number of teaching staff is not found due to retirement and financial ban by government for recruitment. Some part time lecturers were found.

- All most all Aided TTIs were having sufficient instructional materials. The modern AV aids were also present in some of the Aided TTIs. But, technicians were not found.

5.1.4 Un-Aided Teacher Training Institutions.

The students studying D.Ed., course in respective Un-Aided TTIs have expressed that, the D.Ed., Course is complex in nature. They liked the course, but not the institution where they got admission for the D.Ed., Course and unwillingly have taken admission for the D.Ed., Course in that institution.

- The infrastructure and the different sections of the most of the Un-Aided TTIs were not liked by most of the students. The
infrastructure and other physical facilities were not proper in most of the Un-aided TTI. Some of the Un-Aided TTI are situated at inconvenient distance from the main city / town. The transport facilities were also not proper.

- In most of the Un-Aided TTI, the classrooms were not adequate in number with facilities. Well equipped library was not found in such institutions. Only few books and periodicals were found. And encyclopedias were not found in such library. But, most of the libraries do not have librarian with required qualification and other helping staff. The laboratories were also not maintained properly. There were some necessary equipments and materials, and laboratory technicians were not found. But, some Un-Aided TTI were having good infrastructure with other physical facilities.

- Very few Un-Aided TTI were having hostel facilities and hostel wardens were not found in such hostels. The facilities in the hostel were not good. The maintenance and mess facilities were also not up to the mark.

- Most of the Un-Aided TTI do not have qualified Principals with minimum 5 years of teaching experience in TTI. They have poor administrative and organizational competency. The teaching staff was not adequate in number. Most of the Un-Aided TTI have unqualified part time lecturers with less payment.

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All most all Un-Aided TTIs were not having sufficient instructional materials. The modern AV aids were also not present in some of the Un-Aided TTIs.

It was found that, the attitude, adjustment and academic achievements of the students studying in D.Ed course are mainly depending upon following factors;

i) D.Ed., Course, its nature and curriculum, teaching profession and the institution chosen/ admitted.

ii) Infrastructure of the institution.

iii) Other physical facilities like, furniture's, equipments, materials etc.

iv) Library and laboratory facilities.

v) Principal and other teaching staff (including non teaching staff).

vi) Teaching methods, practice-teaching procedures.

vii) Teaching aids and modern AV materials.

viii) Practice-teaching schools.

ix) Hostel and other facilities.

Hence, the investigator compared the above requirements according to the views expressed by the students studying in DIET as well as in the other three types of TTIs of Karnataka State. The study emerged important findings with regards to the attitude and adjustment of the students which directly affected the academic achievement.
Following findings have emerged when comparison was made between DIET and other TTIs D.Ed., Students.

5.2 Attitude of D.Ed., Students.

The investigator compared the attitude of DIET students to those of government, aided and un-aided TTI students with respect to various components like D.Ed., course and teaching profession, Infrastructure and other facilities, Principal, staff, curricular and co-curricular activities, classroom teaching, practicing schools, evaluation and Internal Assessment, Self and friends.

1) It was found that, the DIET students have more positive and high attitude towards above factors of D.Ed., Course than the government, aided and un-aided TTI students.

2) The DIET students have more positive and high attitude towards the above factors of the D.Ed., Course than government TTI students.

3) The DIET students have more positive and high attitude towards the above factors of the D.Ed., Course than aided TTI students.

4) The DIET students have more positive and high attitude towards the above factors of the D.Ed., Course than un-aided TTI students.
5) The government students have more positive and high attitude towards the above factors of the D.Ed., Course than the aided TTI students.

6) The government students have more positive and high attitude towards the above factors of the D.Ed., Course than the un-aided TTI students.

7) The aided students have more positive and high attitude towards the above factors of the D.Ed., Course than un-aided TTI students.

5.3 Adjustment of the Students

The adjustment is one of the important variables for the present study. The investigator after analyzing thoroughly with the help of ANOVA and 't' test came to the following findings;

The investigator compared the adjustment of DIET students to those of government, aided and un-aided TTI students with respect to various components like D.Ed., course and teaching profession, Infrastructure and other facilities, Principal, staff, curricular and co-curricular activities, classroom teaching, practicing schools, evaluation and internal assessment, Self and friends.

1) It was found that, the DIET students have more positive and high adjustment towards above factors of the D.Ed., course than government, aided and un-aided TTI students.
2) The DIET students have more positive and high adjustment towards the above factors of the D.Ed., course than government TTI students.

3) The DIET students have more positive and high adjustment towards the above factors of the D.Ed., Course than aided TTI students.

4) The DIET students have more positive and high adjustment towards the above factors of the D.Ed., Course than un-aided TTI students.

5) The government students have more positive and high adjustment towards the above factors of the D.Ed., Course than the aided TTI students.

6) The government students have more positive and high adjustment towards the above factors of the D.Ed., Course than the un-aided TTI students.

7) The aided students have more positive and high adjustment towards the above factors of the D.Ed., Course than un-aided TTI students.

5.4 Socio-Economic and Educational Status of D.Ed. students

The Socio-Economic and Educational Status of the students plays an important role in the teacher education programme, because these factors affect the academic achievement and further development of the students. In the present study the Socio-Economic and Educational Status of the Students studying in DIET and other TTIs were compared.
The investigator after administering the SEES to the D.Ed., students belonging to DIET, Government, Aided and Un-aided institutions categorized them as;

- High Socio-Educational and Economic Status (HSEES).
- Middle Socio-Educational and Economic Status (MSEES).
- Low Socio-Educational and Economic Status (LSEES).

5.4.1) DIET students;

The Karnataka government has established total 20 DIETs each one in every district (Undivided). The DIETs are the symbol of model institutions with full of men and material resources. Hence, the admission to the pre-service primary teacher education programme in DIETs is on the basis of merit cum roster system. Very high educational and social status students get admission in DIETs, because 100% seats are allotted to each DIET by the government (CAC).

Following results were found when DIET students were compared with government, aided and un-aided TTI students with respect to SEES.

- It was found that, the DIET students were having High Socio-Educational and Economical Status (HSEES) than the government, aided and un-aided TTI students.
- It was also found that, the DIET students have more positive and high adjustment towards above factors of the D.Ed. Course than government, aided and un-aided TTI students.
- It was found that the government TTI students were having high HSEES than aided and un-aided TTI students.
• It was also found that, the aided TTI students were having high HSEES than the un-aided TTI students.

When individual factors like Social, Economical and Educational Status were considered following facts were emerged.

The DIET students have more educational and social status than the government, aided and un-aided TTI students.

The educational status of the DIET students were;

• 50% very high status (85% and above)
• 25% high status (80%-85%)
• 25% middle status (75% to 85%) for SC, ST, Cat-I and PH.

It was also found that, the students admitted in the DIETs have;

• 20% high economic status.
• 50% middle economic status.
• 30% low economic status students.

The DIET students have following social status

• 30% very high social status
• 20% high social status
• 50% middle and low social status

5.4.2 The Government TTIs Students

The government TTIs are the old Teacher Training Institutions established prior to the establishment of DIETs. There are resources in such TTIs. But, not like we found in the DIETs. Here also 100%
allotments of the seats are done by the government (CAC). Following were the SEES factors observed.

The government TTI students have more educational and social status than the aided and un-aided TTI students.

The educational status of the government students were;

- 20% very high status (85% and above)
- 30% high status (80%-85%)
- 35% middle status (75% to 85%) for SC, ST, Cat-I and PH.
- 15% low status (70% to 75%) for SC, ST, Cat-I and PH.

It was also found that, the students admitted in the government have;

- 5% high economic status.
- 50% middle economic status.
- 45% low economic status students.

The government students have following social status

- 20% very high social status
- 10% high social status
- 50% middle social status
- 20% low social status

5.4.3 Aided TTI students

Unlike the DIET and government TTI students, the aided TTI students are little bit different. As per the existing government rules in an aided institutions 75% of the seats are allotted by the government
(CAC) and 25% seats are filled up by the management. The management seats are mostly low educational and social status students. Following are the statistics seen from the aided colleges.

The aided TTI students have more educational and social status than the un-aided TTI students.

The educational statuses of the aided students were;

- 10% very high status (85% and above)
- 20% high status (80%-85%)
- 45% middle status (75% to 85%) for SC, ST, Cat-I and PH.
- 25% low status (70% to 75%).

It was also found that, the students admitted in the aided TTI have;

- 5% high economic status.
- 45% middle economic status.
- 50% low economic status students.

The aided TTI students have following social status

- 20% very high social status
- 10% high social status
- 50% middle social status
- 20% low social status

5.4.4 Un-aided TTI students

Unlike the DIET and government and aided TTI students the un-aided TTI students are little bit different. As per the existing government rules in an un-aided institutions 50% of the seats are allotted by the government (CAC) and 50% seats are filled up by the management. The
management seats are mostly of low educational and social status students. Following are the statistics seen from the un-aided TTIs.

The un-aided TTI students have low educational, social and economical status than the other TTI students.

The educational statuses of the un-aided students were;

- 10% high status (80% and above)
- 20% middle status (75%-80%)
- 45% low status (70% to 75%) including SC, ST, Cat-I and PH.
- 25% very low status (60% to 70%).

It was also found that, the students admitted in the un-aided TTIs have;

- 5% high economic status students.
- 45% middle economic status students.
- 40% low economic status students.
- 10% very low economic status students

The un-aided TTI students have following social status

- 10% very high social status students
- 20% high social status students
- 50% middle social status students
- 10% low social status students
- 10% very low social status students
After comparison of the socio-economic and educational status of the DIET, government, aided and un-aided TTI students following things were observed:

- In most of the DIETs very high and high SEES students were admitted.
- In most of the government TTIs high SEE students were admitted.
- In most of the aided TTIs high SEES students are less in number but middle SEES students are more in number. But, low SEES were less in number.
- In most of the un-aided TTIs the SEES students were very less in number. But, middle SEES students were more in number and low SEES students are also in good number.

5.5 Academic Achievement of the Students

The academic achievement factor is most important because it reflects the total performance of the students belonging to particular Teaching Training Institutions. The academic achievement factor depends upon attitude, adjustment, socio-economic and educational status and personality factors of the students on one hand, and infrastructure, physical facilities, men and material resources, instructional procedure and practice-teaching component on the other.

It is not possible to construct an achievement test for the D.Ed., Students since there are many folded activities and curricular subjects in the D.Ed., course. Hence, the investigator planned to collect the
academic achievement of the students of last three years including the present D.Ed., students.

The investigator collected the academic achievement of the students of DIET, government, aided and un-aided TTI students in the form of last three years, II year D.Ed., results. Following facts were observed;

5.6 Academic achievement of DIET and other TTI students

As earlier mentioned the DIETs are having good infrastructure and better facilities in all respects. The students admitted in DIETs were also having high SEES. Hence, the academic achievements of such students were superior to those of other TTI students. Following are statistics of last three years 2002 to 2004.
### Students Annual Examination Results of Last Three Years

<table>
<thead>
<tr>
<th></th>
<th>2002 50 Students</th>
<th>2003 50 Students</th>
<th>2004 50 Students</th>
<th>Total Results 150 Stud.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>R   Dn  I   II  III  F</td>
<td>R   Dn  I   II  III  F</td>
<td>R   Dn  I   II  III  F</td>
<td>Rn   Dn  I   II  III  F</td>
</tr>
<tr>
<td>DIET</td>
<td>3   33  14  3   -   -</td>
<td>5   37  13  -   -   -</td>
<td>6   45  5   -   -   -</td>
<td>14  115  32  3   -   -</td>
</tr>
<tr>
<td>Govt.</td>
<td>2   22  20  8   -   -</td>
<td>2   23  19  8   -   -</td>
<td>2   23  20  5   2   -</td>
<td>6   68  59  21  2   -</td>
</tr>
<tr>
<td>Aided</td>
<td>3   15  23  10  2   -</td>
<td>3   16  24  10  -   -</td>
<td>3   14  26  8   2   -</td>
<td>9   45  73  28  4   -</td>
</tr>
<tr>
<td>Un-Aided</td>
<td>-  10  20  10  4   2</td>
<td>-  10  25  10  4   2</td>
<td>1   11  24  10  6   2</td>
<td>1   31  69  30  14  6</td>
</tr>
</tbody>
</table>

**Abbreviations:**
- **R** = Ranks
- **Dn** = Distinctions
- **I** = First Class
- **II** = Second Class
- **III** = Third Class
- **F** = Failure

- **DIET** = District Institute of Education and Training (20)
- **Govt. TTI** = Government Teacher Training Institutions
- **Aid. TTI** = Aided Teacher Training Institutions
- **Un-Aided TTI** = Un-Aided Teacher Training Institutions
The above facts clearly indicate the following things;

- The DIET students have shown excellent results with 14 ranks out of 30 and 115 Distinctions and 32 First Classes and 3 Second Classes, No Third Classes and Failures for all the 3 years. Whereas the government TTI students have obtained six ranks and 68 Distinctions, 59 I classes, 21 II Classes and 2 III Classes but no Failures.

- The aided TTI students have secured 9 ranks, 45 Distinctions, 73 First Classes, 28 Second Classes, 4 Third Classes and no Failures.

- The Un-aided TTI students secured only one rank, 31 Distinctions, 69 First Classes, 30 Second Classes, 14 Third Classes and 6 Failures.

This clearly shows, DIET students have better achievement rate than the government aided and un-aided TTI students. The government TTI students have better achievement rate than aided and un-aided TTI students. No doubt, the aided TTI students secured more ranks but the rate of achievement was less than government TTI students. However, the aided TTI students' achievement rate was more than the un-aided TTI students.
5.6.1 Comparison of Socio – Economic and Educational Status and Attitude of the Students

The Socio-Economic and Educational Status (HSSE, MSSE, LSSE) and the attitude (high, moderate and low) of the students were compared with factors like D.Ed., Course and Teaching Profession, Infrastructure, Physical Material facilities, Principal, Staff, Curricular and Co-curricular activities, class-room teaching and guidance, practicing schools, evaluation and internal assessment, Personnel Friends and other following results were observed;

- The students belonging to HSSE have high attitude towards D.Ed., Course and other related factors mentioned above.
- The students belonging to MSSE have moderate attitude towards D.Ed., course and other related factors mentioned above.
- The students belonging to LSSE have low attitude towards D.Ed., course and other related factors mentioned above.

5.6.2 Comparison of Socio – Economic and Educational Status and Adjustment of Students

The Socio-Economic and Educational Status (HSSE, MSSE, LSSE) and the adjustment (high, moderate and low) of the students were compared with factors like D.Ed., Course and Teaching Profession, Infrastructure, Physical Material facilities, Principal, Staff, Curricular and Co-curricular activities, class-room teaching and guidance,
practicing schools, evaluation and Internal Assessment, Personnel
Friends and other following results are observed;

- The students belonging to HSSE have high adjustment towards
  D.Ed., course and other related factors mentioned above.
- The students belonging to MSSE have moderate adjustment
  towards D.Ed., course and other related factors mentioned
  above.
- The students belonging to LSSE have low adjustment towards
  D.Ed., course and other related factors mentioned above.

5.6.3 Comparison of Socio – Economic and Educational Status
and Academic Achievement of Students.

The Socio-Economic and Educational Status (HSSE, MSSE, LSSE)
and academic achievement(high, moderate and low) of the students were
compared, following results were observed;

- The students belonging to HSSE have shown high academic
  achievement than MSSE and LSSE students.
- The students belonging to MSSE have shown moderate
  academic achievement than LSSE students.
- The students belonging to LSSE have shown low academic
  achievement.

However, it was seen that, no significant difference between the
students belongs to high and moderate SEES and moderate and low
SEES students.

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5.7 Inter-related factors of the study

The investigator wanted to know the inter-relationship between the variables like, attitude, socio-economic status, adjustment, academic achievement, when two of the variables taken at a time with the help of **Karl Persons Correlation Technique** following results were emerged.

- When attitude and Socio-Economic Status of the D.Ed., students were compared, it was found that, there is a significant positive relationship between the two factors which means the SEES directly depending upon the attitude of the students like,

  HSSE -- Very high attitude
  MSSE -- High attitude
  LSSE -- Low to very low attitude

- Similarly, when adjustment and Socio-Economic Status of the D.Ed., Students were compared, it was found that, there is a significant positive relationship between the two factors which means the SEES directly depending upon the adjustment of the students like,

  HSSE -- Very high adjustment
  MSSE -- High adjustment
  LSSE -- Low to very low adjustment

- When Socio-Economic and Educational Status and Academic Achievement were compared it was found that, there is a significant and positive relationship between the two variables.
HSSE -- Very high academic achievement
MSSE -- High academic achievement
LSSE -- Low to very low academic achievement

- When attitude and adjustment of the students studying in D.Ed., Course were compared it was found that, there is a significant positive relationship between two variables, which means, the positive attitude of the students develops positive adjustment during the course. This means;

  High attitude -- High adjustment of the students.
  Moderate attitude -- Moderate adjustment of the students.
  Low attitude -- Low adjustment of the students.

- When attitude and the academic achievement of the students studying in D.Ed., Course were compared, it was found that, there is a significant positive relationship between the two variables. Hence,

  High attitude -- High rate of academic achievement
  Moderate attitude -- Moderate rate of achievement
  Low attitude -- Low rate of achievement

- When adjustment and the academic achievement of the students studying in D.Ed., Course were compared, it was found that, there is a significant positive relationship between the two variables. Hence,
High adjustment -- High rate of academic achievement
Moderate adjustment -- Moderate rate of achievement
Low adjustment -- Low rate of achievement

5.7.1 Interrelated Factors of DIET Students

In the above case, the investigator observed the total behaviour or interrelationship of students irrespective of teacher training institutions they belonged to, but he was interested to know institution wise interrelated factors like, SEES, Attitude, Adjustment and Academic Achievement of the Students studying in DIET. So the investigator compared above factors with the help of Karl Pearson Correlation Technique, hence the following results were emerged;

• When SEES and attitude of the DIET students were compared it was found that, there is positive and significant relationship existing between the two variables, which means the SEES factors directly affect the attitude of the students.

  HSSE students -- Very high attitude
  MSSE students -- High attitude
  LSSE students -- Low to very low attitude

• When SEES and adjustment of the DIET students were compared it was found that, there is positive and significant relationship between the two variables, which means SEES helps the adjustment of the students.
HSSE students  —  Very high adjustment
MSSE students  —  High adjustment
LSSE students  —  Low to very low adjustment

• When attitude and adjustment of the DIET students were compared it was found that, there is positive and significant relationship between the two variables.

• When the attitude and academic achievement variables of the DIET students were compared, it was found that, there is negative and non significant relationship between the two;

• When the adjustment and academic achievement variables of the DIET students were compared, it was found that, there is negative and non significant relationship between the two;

• When the SEES and academic achievement variables of the DIET students were compared, it was found that, there is negative and non significant relationship between the two;

5.7.2 Interrelated Factors of Government Students

In the above case, the investigator observed the total behaviour or interrelationship of students irrespective of teacher training institutions they belonged to, but he was interested to know institution wise interrelated factors like, SEES, Attitude, Adjustment and Academic Achievement of the Students studying in government TTI. So the investigator compared above factors with the help of Karl Pearson Correlation Technique, hence the following results were emerged;
• When SEES and attitude of the government TTI students were compared it was found that, there is negative and non significant relationship between the two variables.

• When attitude and adjustment of the government TTI students were compared, it was found that, there is negative and non significant relationship between the two variables.

• When the attitude and academic achievement variables of the government TTI students were compared, it was found that, there is negative and non significant relationship between the two.

• When the adjustment and academic achievement variables of the government TTI students were compared, it was found that, there is negative and non significant relationship between the two.

• When the SEES and academic achievement variables of the government TTI students were compared, it was found that, there is positive and significant relationship between the two.

• When SEES and Adjustment of government TTI students were compared it was found that, there is negative and non-significant relationship between the two.
5.7.3 Interrelated Factors of Aided TTI Students

In the above case, the investigator observed the total behaviour or interrelationship of students irrespective of teacher training institutions they belonged to, but he was interested to know institution wise interrelated factors, that are variables like, SEES, Attitude, Adjustment and Academic Achievement of the Students studying in Aided TTI. So the investigator compared above factors with the help of Karl Pearson Correlation Technique, hence the following results were emerged:

- When SEES and attitude of the aided TTI students were compared it was found that, there is negative and non significant relationship between the two variables.
- When attitude and adjustment of the aided TTI students were compared it was found that, there is negative and non significant relationship between the two variables.
- When the attitude and academic achievement variables of the aided TTI students were compared, it was found that, there is negative and non significant relationship between the two.
- When the adjustment and academic achievement variables of the aided TTI students were compared, it was found that, there is negative and non significant relationship between the two.
- When the SEES and academic achievement variables of the aided TTI students were compared, it was found that, there is positive and significant relationship between the two.
• When SEES and Adjustment Achievement of aided TTI students were compared it was found that, there is negative and non-significant relationship between the two.

5.7.4 Interrelated Factors of Un-Aided TTI Students

In the above case, the investigator observed the total behaviour or interrelationship of students irrespective of teacher training institutions they belonged to, but he was interested to know institution wise interrelated factors, that are variables like, SEES, Attitude, Adjustment and Academic Achievement of the Students studying in un-aided TTI. So the investigator compared above factors with the help of Karl Pearson Correlation Technique, hence the following results were emerged;

• When SEES and attitude of the un-aided TTI students were compared it was found that, there is positive and significant relationship between the two variables, which means the SEES factor directly influence on the attitude of the students.

| HSSE Students | High attitude |
| MSSE Students | Moderate attitude |
| LSSE Students | Low attitude |

• When SEES and adjustment of the un-aided TTI students were compared it was found that, there is positive and significant relationship between the two variables. This
means the SEES factor directly influence on the adjustment of the students.

<table>
<thead>
<tr>
<th>SEES Students</th>
<th>Adjustment</th>
</tr>
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<tbody>
<tr>
<td>HSSE Students</td>
<td>High adjustment</td>
</tr>
<tr>
<td>MSSE Students</td>
<td>Moderate adjustment</td>
</tr>
<tr>
<td>LSSE Students</td>
<td>Low adjustment</td>
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</tbody>
</table>

- When attitude and adjustment of the un-aided TTI students were compared it was found that, there is negative and non significant relationship between the two variables.

- When the attitude and academic achievement variables of the un-aided TTI students were compared, it was found that, there is negative and non significant relationship between the two.

- When the adjustment and academic achievement variables of the un-aided TTI students were compared, it was found that, there is negative and non significant relationship between the two.

- When the SEES and academic achievement variables of the un-aided TTI students were compared, it was found that, there is positive and significant relationship between the two.

5.8 Discussions and Results

The present study is a comparative study of certain variables like Socio-Economic and Educational Status, Attitude, Adjustment and Academic Achievement of DIET students with other TTI students.
5.8.1 District Institute of Education and Training (DIET)

There are 20 DIETs established in Karnataka State. The District Institutes of Education and Training have been established in 1993. The DIETs are said to be model Teacher Training Institutions with all resources and facilities. The concept of DIET emerged due to the National Policy of Education (1986) and Programme of Action (POA) 1990. The government of Karnataka with the help of ministry of human resource development developed the DIETs in the State as per the DIET guidelines 1987. Each DIET consists of both in-service and pre-service teacher training programmes. The Staff and the Principal were appointed according to the merit and experience. The material resources like equipment, modern AV-aids including computers were also made available. New infrastructures along with enough physical facilities were provided through construction of new building as per the DIET guidelines. Hence, every DIET is the symbol of centre of excellence for primary teacher training programme. The government (CAC) is allotting 100% seats on merit cum roster bases to such institutions. Hence, most of the students admitted in such DIETs are having top merit (90% and above in PUC-II year). The students studying in such DIETs have expressed that;

i) The infrastructure and physical facilities are adequate (Most of them are new buildings).
ii) The classrooms, library, laboratories are enough in number and equipped with essential furniture and other essential materials.

iii) The libraries are rich with essential books, periodicals, encyclopedias and journals.

iv) The laboratories like experimental psychology, science, technology, mathematics and social studies are equipped with essential equipment and materials.

v) The Principal is of DDPI cadre and the lecturers are of Educational Officers cadre. There is enough number of teaching and non-teaching staff. The DIET Principals are having more administrative and organizational competency but, some of the students expressed that, even though enough staff members are present some of them are not qualified and some others are not interested in teacher training programmes. They want to join administrative posts.

vi) The DIET authorities have collected enough number of teaching aids required for practice-teaching purpose. The modern teaching aids like, OHP, Slido-matric projector, TV and in Mysore DIET LCD, projector is also seen.

vii) Most of the DIETs are having 5 to 10 computers with printer and scanner etc. Well trained computer operators are also available. In some of the DIETs we see Xerox Machine are duplication machine.

viii) In most of the DIET the pre-service wing has enough number of staff members with necessary qualifications. The staff members along with the Principal prepare the
years work plan and distribution of the work during the beginning of the term.

ix) Every DIET is having its own practice-teaching schools as well as enough number of practicing schools near by the schools. The school authorities fully co-operate with the DIET students and the staff during the practice-teaching programme because, DIET Principal and Staff are officers for them.

x) Most of the DIETs are having hostel facilities and big cultural cum social gathering hall wherein multimedia equipments are fixed for organizing stage activities as well as conferences.

xi) The students admitted to such DIETs are fully satisfied for having chosen the Institute for their training. They also expressed that they are interested in teaching profession and the D.Ed. Course. According to them the D.Ed. Curriculum is dynamic and progressive. Even though there are some new terminologies and theories those may be imbibed with the help of men and material resources available in the DIET. Hence, the students are happy with the D.Ed. Course and the institutions.

5.8.2 Government Teacher Training Institutions

The second type of Teacher Training Institutions established in Karnataka State is Government Teacher Training Institutions (GTTI) or Government Teacher Training Colleges (GTTC). There were 20 such institutions before the establishment of DIETs in Karnataka. Three of the GTTC were converted into DIETs (Dharwad, Hunagund to Ilkal, Mysore). Hence, there are 17 GTTCs working in Karnataka. The government allots
100% seats to such institutions on the bases of merit cum roster system. These institutions are very old. Some of them have been established during British Regime. The Dharwad Government TCW is nearing 100 years. Similarly, other GTTCs are at least 40 to 50 years old. Hence, we find old buildings with limited physical facilities. The classrooms and the laboratories are small in size. The libraries are containing more number of good old books and less number of new books. The laboratories are equipped with old experimental sets. But, the Karnataka Government has supplied some of the new teaching aids like OHP, DVD, TV, Computers etc., As for as the Principal and the Staff is considered no doubt Principals are present in such institutions, but they are not qualified. So is the case with other staff members. Enough number of staff members is present. But, some of them are not qualified and some others are not interested in teaching. Hence, the students expressed that,

i) The infrastructure and physical facilities were not adequate and the classrooms were not big enough to accommodate the present strength. The furniture's and other materials are pretty old, which are not reparable.

ii) In the library only old and outdated books are present in large number. But, recent publications, educational journals and reference books were limited in number. No library staff was found.

iii) Only two laboratories were found in most of the GTTCs – the science laboratory and the experimental psychology
laboratory. Those were also not equipped with modern material and equipment.

iv) In some of the GTTC the modern AV equipments were found with necessary software, but they were not maintained properly. Laboratory assistant and helpers were not found in any of the GTTC.

v) The Principal and the staff members of the GTTIs meet during the beginning of the term to prepare the years work and its distributions.

vi) Hostel facilities were provided in some of the GTTC which were not properly maintained. Essential facilities were not available in such hostels.

The students admitted to such GTTC have expressed that, they have chosen good institution because of two reasons; the first one is less fees as compared to aided and un-aided institutions, the second one is they had no alternative since they had not secured admission in DIETs. Hence, they are satisfied with the institutions.

5.8.3 Aided Teacher Training Institutions

The third type of teacher training institutions established in Karnataka is Aided Teacher Training Institutions. There are 41 such institutions present in the State. The teaching and non-teaching staff are getting financial aid in the form of salary from the government. In addition to that such institutions get some financial aid from DSERT, DPEP, ZP and SSA for conducting in-service programmes for primary school teachers. The aided TTIs are having there own practicing schools and enough number of practice-teaching schools near by the
institutions. The government is allotting 75% seats for the D.Ed. Course. Hence, merit cum roster system is followed for such students. The rest of the admissions (25%) are being made by the management members of particular institutions. The infrastructure and physical facilities of some of such institutions are good but, other institutions like, Vanitha TTI Dharwad, Captionia Mangalore, Gandhi Vidya Sabha, Bangalore, Mahila Vidyapeeth, Hubli have poor infrastructure. Out of 41 such TTIs' only 10 to 12 institutions are having good infrastructure and physical facilities. Some of them are Mangalore, Belgaum, Hubli, Mysore, Bangalore etc. There are limited classrooms with very less facilities. The library and the laboratories are equipped with very less books and materials. The principal and the staff members are also present. But, one can see lack of staff members in such institutions because of vacant posts due to retirement of senior staff and no fresh permanent staff appointment. In such cases, the institutions appoint part time or temporary staff to carry out the work. There were limited modern teaching aids like, OHP, DVD, TV etc in some of the institutions. But in rest of the institutions such material was not found. Limited numbers of charts, maps were available. Most of the aided TTIs are not having hostel facilities. Only few aided TTIs are having such facilities. The students admitted to such institutions have expressed that;

i) They have satisfied fairly with the institution where they have secured the admission (Aided TTIs). This may be because fees are less and having some facilities.
ii) The infrastructure and physical facilities are fairly good and in some cases not adequate. Enough number of classrooms are in adequate and the facilities present in the classrooms are also limited.

iii) The library may be situated in one of the classroom, which leads inconvenient to accommodate 25 to 30 students at a time.

iv) The books are also not adequate in number. Very few recently published books are available.

v) Very few educational journals and periodicals are available. Qualified librarian and library staff are not present. Library timings are also not convenient.

vi) The laboratories are not so well equipped. No laboratory staffs were found. Usually, the staff members do not allow students to go and perform the experiments.

vii) Limited recreational facilities are available.

viii) The staff members are not in adequate number. In most of the institutions temporary or part-time teachers are appointed.

ix) Some of the Aided TTIs are having practicing schools of their management. But, some of them do not have such schools. Hence, it becomes difficult for the students for the practice-teaching programmes.

x) Very few aided TTIs are having hostel facilities. Such hostels are not maintained properly.

5.8.4 Un-Aided Institutions

The fourth types of Teacher Training Institutions are Un-aided Teacher Training Institutions established in Karnataka prior to the NCTE regulations. There are 53 such institutions established prior to 2004.
Eventhough the government allots 50% of the seats (25) to such institutions through CAC; such institutions are not getting any financial aid from the government. They have to depend upon the management of the particular institutions. Hence, most of the institutions are not having good infrastructure, physical facilities and enough classrooms. The library is also not up to mark. The books and other materials are very less in number. The space is also inadequate. No library staffs were found. The laboratory condition is also in a very poor. Equipments and materials present in the institutions are inadequate. The Principal is totally working under the directions of the management. Other staff members also should follow the directions of the management. No freedom is given either to the Principal or for the staff members to develop the academic atmosphere of the institutions. Most such institutions are situated in semi urban and rural areas. 50% of the candidates who belong to management quota are having very low academic carrier (Most of them are having 50% of marks in PUC II Year and almost all belong to arts faculty, in case of SC/ST 45% candidates are selected). Most of the un-aided TTIs are not having hostel facilities and recreational facilities in the institution. The students admitted to un-aided TTIs have expressed that;

i) The students have not selected such institutions. But, because of the allotment through CAC and low percentage in the PUC-II examination, they have been admitted to these institutions.
ii) The infrastructure and physical facilities of most of the un-aided institutions are very poor. There are inadequate Classrooms and there are no facilities in the classrooms.

iii) The library facility is also very poor. Enough number of books and reference materials, Periodical and Journals, Encyclopedias are not found in such institutions.

iv) The laboratories are also not maintained properly. No required equipments and materials are found.

v) The Principal is not at all listening to their problems either in the institutions or in the practicing schools. He is completely under the control of management members.

vi) The staff members are also not properly helping the students. They have been appointed during the middle period of the course. Some of them are not qualified and some others are retired persons from the DIET or other TTIs.

vii) The academic and co-curricular activities are not properly conducted in the institutions because of absence of co-ordination and understanding between the Principal and the staff members.

viii) Most of the un-aided TTIs do not have their own practicing schools and the practicing schools identified for practice-teaching are far away from the institutions.

ix) The Principal and the management gives lot of care and help to the management students than the government allotted students.

Hence, the students are highly dissatisfied about the management and organization of such un-aided TTIs. But, most of the students did
not want to express the same because of the fear that they may get very less marks in the internal assessment.

5.8.5 Attitude of DIET and other TTIs Students

It was found that, the DIET students have developed very high and positive attitude towards D.Ed. Course and the institutions they are attending for the course. They have developed positive and high attitude towards infrastructure, physical facilities, principal and the staff, the curricular and co-curricular activities, classroom teaching, practicing schools, evaluation, self and friends. This is mainly because these facilities are adequately available in most of the DIETs. Similarly, the students studying in government TTIs have developed high and positive attitude towards the above factors. Since, there are some facilities provided by the government. The students studying in aided institutions have developed moderate and positive attitude because the above facilities are fairly available in such institutions. But, the students studying in un-aided institutions have developed low and negative attitude towards the institution and factors mentioned above.

5.8.6 Adjustment of DIET and other TTIs Students

It was found that, the DIET students have developed very high adjustment with D.Ed. Course and the institutions they are attending for the course. They have highly adjusted with the infrastructure, physical facilities, Principal, staff, the curricular and co-curricular activities, classroom teaching, practicing schools, evaluation, self and friends. This
is mainly because these facilities are adequately available in most of the DIETs. Similarly, the students studying in government TTI s have developed high adjustment towards the above factors, since there are some facilities provided by the government TTI. The students studying in aided institutions have developed moderate adjustment because the above facilities are fairly available in such institutions. But, the students studying in un-aided institutions have developed low to very low adjustment towards the institution and factors mentioned above, because lack of positive attitude and inadequate facilities provided in the institutions.

5.8.7 Socio-Economic and Educational Status of D.Ed. Students

DIET students;

The Karnataka government has established total 20 DIETs each one in every district (Undivided). The DIETs are model institutions with full of men and material resources. Hence, the admission to the pre-service primary teacher education programme in DIETs is on the basis of merit cum roster system. Very high educational and social status students get admission in DIETs. 100% seats are allotted to each DIET by the government (CAC).

The following results are found when DIET students were compared with government, aided and un-aided TTI students with respect to SEES.
It was found that, the DIET students were having High Socio-Educational and Economical Status (HSEES) than the government, aided and un-aided TTI students.

It was also found that, the DIET students have more positive and high adjustment towards above factors of the D.Ed. Course than government, aided and un-aided TTI students.

It was found that the government TTI students are having high HSEES than aided and un-aided TTI students.

It was also found that, the aided TTI students are having high HSEES than the un-aided TTI students.

The DIET students have more educational and social status than the government, aided and un-aided TTI students.

**The Government TTI Students**

The government TTIs are the old Teacher Training Institutions established prior to the establishment of DIETs. There are resources in such TTIs. But, not like we find in the DIETs. Here also 100% allotments of the seats are done by the government (CAC). Following are the SEES factors observed;

The government TTI students have more educational and social status than the aided and un-aided TTI students.

**Aided TTI students**

Unlike the DIET and government TTI students the aided TTI students were little bit different. As per the existing government rules for
aided institutions, 75% of the seats are allotted by the government (CAC) and 25% seats are filled up by the management. The management seats are mostly low educational and social status students.

The aided TTI students have more educational and social status than the un-aided TTI students.

**Un-aided TTI students**

Unlike the DIET and government and aided TTI students the un-aided TTI students were little bit different. As per the existing government rules for un-aided institutions 50% of the seats are allotted by the government (CAC) and 50% seats are filled up by the management. The management seats are mostly of low educational and social status students. Even then there are some students having high Economic Status but they are having low Social and Educational Status.

**5.8.8 Academic Achievement of the D.Ed. Students.**

The DIET students have shown excellent results in the form of academic achievement. We find 100% results in all most all DIETs and every year they get more ranks and more number of distinctions in the final year. This is because of the better facilities provided and positive and very high attitude developed and also high rate of adjustment of the students in the respective institutions. The entry level of the students also shows very high educational stats. In case of government TTIs the academic achievement of the students are no doubt good. But not at per the DIET students achievement (Significant difference in achievement
was found. We find very few ranks and more number of distinctions. In these types of institutions also high educational status students have been admitted and better facilities of the institutions. The positive and high attitude and high adjustment made them to achieve more than the aided TTI students.

The academic achievements of the aided TTI students were little bit different. Such institutions got more ranks but less number of distinctions and more number of first classes. We find some second class and Third class results amongst the students. This shows the low rate of achievement of the students.

In case of un-aided institutions the academic achievement rate was very low. No doubt they got 95 to 98 % results. They got very rarely ranks and less number of distinctions. We also found more number of First Classes and Second Classes including Third Classes. There were few failures in such institutions. The academic achievement was very low because of lack of facilities, very low and negative attitude, low to very low adjustment and low SEES of the students.

5.9 Inter-related factors of the Study

The present study yielded the very important results that, there are some interrelated factors for the students' achievement irrespective of teacher training institutions. The variables like SEES, attitude, adjustment and academic achievement of the students are highly interrelated.
• When SEES and attitude of the DIET students were compared it was found that, there is positive and significant relationship existing between the two variables, which means the SEES factors directly affect the attitude of the students.

| HSSE students | Very high attitude |
| MSSE students | High attitude     |
| LSSE students | Low to very low attitude |

• When SEES and adjustment of the DIET students were compared it was found that, there is positive and significant relationship between the two variables, which means SEES helps the adjustment of the students.

| HSSE students | Very high adjustment |
| MSSE students | High adjustment      |
| LSSE students | Low to very low adjustment |

• When attitude and adjustment of the DIET students were compared it was found that, there is positive and significant relationship between the two variables.

• When the attitude and academic achievement variables of the DIET students were compared, it was found that, there is negative and non significant relationship between the two;

• When the adjustment and academic achievement variables of the DIET students were compared, it was found that, there is negative and non significant relationship between the two;
• When the SEES and academic achievement variables of the DIET students were compared, it was found that, there is negative and non significant relationship between the two;

5.9.1 Interrelated Factors of Government Students

In the above case, the investigator observed the total behaviour or interrelationship of students irrespective of teacher training institutions they belonged to, but he was interested to know institution wise interrelated factors like, SEES, Attitude, Adjustment and Academic Achievement of the Students studying in government TTI. So the investigator compared above factors with the help of Karl Pearson Correlation Technique, hence the following results were emerged;

• When SEES and attitude of the government TTI students were compared it was found that, there is negative and non significant relationship between the two variables.

• When attitude and adjustment of the government TTI students were compared, it was found that, there is negative and non significant relationship between the two variables.

• When the attitude and academic achievement variables of the government TTI students were compared, it was found that, there is negative and non significant relationship between the two.
• When the adjustment and academic achievement variables of the government TTI students were compared, it was found that, there is negative and non-significant relationship between the two.

• When the SEES and academic achievement variables of the government TTI students were compared, it was found that, there is positive and significant relationship between the two.

• When SEES and Adjustment of government TTI students were compared it was found that, there is negative and non-significant relationship between the two.

5.9.2 Interrelated Factors of Aided TTI Students

In the above case, the investigator observed the total behaviour or interrelationship of students irrespective of teacher training institutions they belonged to, but he was interested to know institution wise interrelated factors, that are variables like, SEES, Attitude, Adjustment and Academic Achievement of the Students studying in Aided TTI. So the investigator compared above factors with the help of Karl Pearson Correlation Technique, hence the following results were emerged;

• When SEES and attitude of the aided TTIs students were compared it was found that, there is negative and non-significant relationship between the two variables.
• When attitude and adjustment of the aided TTIs students were compared it was found that, there is negative and non significant relationship between the two variables.

• When the attitude and academic achievement variables of the aided TTI students were compared, it was found that, there is negative and non significant relationship between the two.

• When the adjustment and academic achievement variables of the aided TTI students were compared, it was found that, there is negative and non significant relationship between the two.

• When the SEES and academic achievement variables of the aided TTI students were compared, it was found that, there is positive and significant relationship between the two.

• When SEES and Adjustment Achievement of aided TTI students were compared it was found that, there is negative and non-significant relationship between the two.

5.9.3 Interrelated Factors of Un-Aided TTI Students

In the above case, the investigator observed the total behaviour or interrelationship of students irrespective of teacher training institutions they belonged to, but he was interested to know institution wise interrelated factors, that are variables like, SEES, Attitude, Adjustment and Academic Achievement of the Students studying in un-aided TTI. So the investigator compared above factors with the help of Karl Pearson Correlation Technique, hence the following results were emerged;
• When SEES and attitude of the un-aided TTI students were compared it was found that, there is positive and significant relationship between the two variables, which means the SEES factor directly influence on the attitude of the students.

- HSSE Students -- High attitude
- MSSE Students -- Moderate attitude
- LSSE Students -- Low attitude

• When SEES and adjustment of the un-aided TTI students were compared it was found that, there is positive and significant relationship between the two variables. This means the SEES factor directly influence on the adjustment of the students.

- HSSE Students -- High adjustment
- MSSE Students -- Moderate adjustment
- LSSE Students -- Low adjustment

• When attitude and adjustment of the un-aided TTI students were compared it was found that, there is negative and non significant relationship between the two variables.

• When the attitude and academic achievement variables of the un-aided TTI students were compared, it was found that, there is negative and non significant relationship between the two.
• When the adjustment and academic achievement variables of the un-aided TTI students were compared, it was found that, there is negative and non significant relationship between the two.

• When the SEES and academic achievement variables of the un-aided TTI students were compared, it was found that, there is positive and significant relationship between the two.