CHAPTER V

SUMMARY OF THE IMPORTANT FINDINGS, CONCLUSION AND SUGGESTION FOR FURTHER RESEARCH

5.01. OBJECTIVES OF THE STUDY

The following are the objectives of the present study:

1. To find out Teacher Trainees’ achievement in Higher Secondary course.
2. To find out Teacher Trainees’ achievement in First Year of Teacher Training Course.
3. To find out Teacher Trainees’ achievement in Second Year of Teacher Training Course.
4. To find out Teacher Trainees’ Attitude towards Teaching at the beginning of First Year of Teacher Training course.
5. To find out Teacher Trainees’ Attitude towards Teaching in First Year of Teacher Training course.
6. To find out Teacher Trainees’ Attitude towards Teaching in Second Year of Teacher Training course.
7. To find out Teacher Trainees’ Study Habit at the beginning of First Year of Teacher Training course.
8. To find out Teacher Trainees’ Study Habit in First Year of Teacher Training course.
9. To find out Teacher Trainees’ Study Habit in Second Year of Teacher Training course.
10. To find out Teacher Trainees’ Study Involvement at the beginning of First Year of Teacher Training course.
11. To find out Teacher Trainees’ Study Involvement in First Year of Teacher Training course.

12. To find out Teacher Trainees’ Study Involvement in Second Year of Teacher Training course.

13. To find out whether there is any significant difference between demographic variables of Teacher Trainees’ with respect to their achievement in Higher Secondary course.

14. To find out whether there is any significant difference between demographic variables of Teacher Trainees’ with respect to their achievement in First Year of Teacher Training course.

15. To find out whether there is any significant difference between demographic variables of Teacher Trainees’ with respect to their achievement in Second Year of Teacher Training course.

16. To find out whether there is any significant difference between demographic variables of Teacher Trainees’ with respect to their Attitude towards Teaching at the beginning of First Year of Teacher Training course.

17. To find out whether there is any significant difference between demographic variables of Teacher Trainees’ with respect to their Attitude towards Teaching in First Year of Teacher Training course.

18. To find out whether there is any significant difference between demographic variables of Teacher Trainees’ with respect to their Attitude towards Teaching in Second Year of Teacher Training course.

19. To find out whether there is any significant difference between demographic variables of Teacher Trainees’ with respect to their Study Habit at the beginning of First Year of Teacher Training course.
20. To find out whether there is any significant difference between demographic variables of Teacher Trainees’ with respect to their Study Habit in First Year of Teacher Training course.

21. To find out whether there is any significant difference between demographic variables of Teacher Trainees’ with respect to their Study Habit in Second Year of Teacher Training course.

22. To find out whether there is any significant difference between demographic variables of Teacher Trainees’ with respect to their Study involvement at the beginning of First Year of Teacher Training course.

23. To find out whether there is any significant difference between demographic variables of Teacher Trainees’ with respect to their Study involvement in First Year of Teacher Training course.

24. To find out whether there is any significant difference between demographic variables of Teacher Trainees’ with respect to their Study involvement in Second Year of Teacher Training course.

25. To find out whether there is any significant difference among the Teacher trainees at Higher Secondary Course/beginning of the First year of Teacher Training course, First year and Second year of Teacher Training with respect to their Achievement, Attitude towards Teaching, Study habit and Study Involvement.

26. To find out whether there is any significant relationship existing between dependent variable and independent variables in each year.

27. To find out the level of contribution of independent variables namely attitude towards Teaching, Study habit and Study Involvement towards the dependent variable- Academic achievement in each year.
5.02. HYPOTHESES OF THE STUDY

On the basis of the above said objectives following hypotheses were framed:

1. Teacher Trainees’ achievement in Higher Secondary course is high.

2. Teacher Trainees’ achievement in First Year of Teacher Training course is high.

3. Teacher Trainees’ achievement in Second Year of Teacher Training course is high.

4. Teacher Trainees’ Attitude towards Teaching at the beginning of First Year of Teacher Training course is favourable.

5. Teacher Trainees’ Attitude towards Teaching in First Year of Teacher Training course is favourable.

6. Teacher Trainees’ Attitude towards Teaching in Second Year of Teacher Training course is favourable.

7. Teacher Trainees are having good Study Habit at the beginning of First Year of Teacher Training course.

8. Teacher Trainees are having good Study Habit in First Year of Teacher Training course.

9. Teacher Trainees are having good Study Habit in Second Year of Teacher Training course.

10. Teacher Trainees are having moderate level of Study Involvement at the beginning of First Year of Teacher Training course.

11. Teacher Trainees are having moderate level of Study Involvement in First Year of Teacher Training course.

12. Teacher Trainees are having moderate level of Study Involvement in Second Year of Teacher Training course.
13. There is a significant difference between demographic variables of Teacher Trainees’ with respect to their achievement in the Higher Secondary course.

14. There is a significant difference between demographic variables of Teacher Trainees’ with respect to their achievement in First Year of Teacher Training course.

15. There is a significant difference between demographic variables of Teacher Trainees’ with respect to their achievement in Second Year of Teacher Training course.

16. There is a significant difference between demographic variables of Teacher Trainees’ with respect to their Attitude towards Teaching at the beginning of First Year of Teacher Training course.

17. There is a significant difference between demographic variables of Teacher Trainees’ with respect to their Attitude towards Teaching in First Year of Teacher Training course.

18. There is a significant difference between demographic variables of Teacher Trainees’ with respect to their Attitude towards Teaching in Second Year of Teacher Training course.

19. There is a significant difference between demographic variables of Teacher Trainees’ with respect to their Study Habit at the beginning of First Year of Teacher Training course.

20. There is a significant difference between demographic variables of Teacher Trainees’ with respect to their Study Habit in First Year of Teacher Training course.

21. There is a significant difference between demographic variables of Teacher Trainees’ with respect to their Study Habit in Second Year of Teacher Training course.
22. There is a significant difference between demographic variables of Teacher Trainees’ with respect to their Study involvement at the beginning of First Year of Teacher Training course.

23. There is a significant difference between demographic variables of Teacher Trainees’ with respect to their Study involvement in First Year of Teacher Training course.

24. There is a significant difference between demographic variables of Teacher Trainees’ with respect to their Study involvement in Second Year of Teacher Training course.

25. There is a significant difference among the Teacher trainees at Higher Secondary Course/at the beginning of the first year of Teacher Training course, First year and Second year of Teacher Training with respect to their Achievement, Attitude towards Teaching, Study habit and Study Involvement.

26. There is a significant relationship existing between dependent variable and independent variables in each year.

27. There is a significant contribution of independent variables namely attitude towards Teaching, Study habit and Study Involvement towards the dependent variable in each year.

5.03. METHODOLOGY

Normative Survey Method was used in this study.

5.04. SAMPLE OF THE STUDY

The present study was conducted with 400 D.T.Ed Students from Tirunelveli, Kanyakumari and Tutikorin districts. The students belongs to 2011-2013 batch. The survey was conducted at the time of beginning of the course (For Higher Secondary data), at the end of First year and at end of Second year. The Institutes were selected
randomly form Teacher Training Institutes in the three districts, 400 students were selected randomly.

5.05. TOOLS USED IN THE STUDY


b. Study Habit Inventory constructed and standardized by Patel (1985).

c. Study Involvement Inventory constructed and validated by the investigator.

5.06. STATISTICAL TECHNIQUES USED

In this present investigation the following Statistical techniques were used.

Descriptive Analysis

i) Measures of central tendency (mean)

ii) Measures of variability (standard deviation)

Differential Analysis

iii) Independent sample ‘t’ test

iv) One way ANOVA ‘F’ test

Correlation Analysis

v) Co-efficient of correlation ‘r’

Regression Analysis

vi) Linear Multiple Regression

5.07. DELIMITATIONS OF THE STUDY

➢ This study is confined to the Tirunelveli, Kanyakumari and Tutikorin districts of Tamilnadu State only.

➢ Achievement in each year only is taken as dependent variable.
The Attitude towards Teaching, Study Habit and Study Involvement only are taken as independent variables for this study.

Locality of School, Group, Religion, Community, Parental Education, Parental Occupation and Type of Family are taken as demographic variable for this study.

It is confined only to the 400 D.T.Ed., 2011-2013 batch students studied in Tirunelveli, Kanyakumari and Tutikorin districts of Tamilnadu.

**5.08. MAJOR FINDINGS OF THE STUDY**

Following are major findings of this study:

- The achievement of Teacher Trainees at Higher Secondary course low.
- The achievement of Teacher Trainees is high in First Year of Teacher Training Course.
- The achievement of Teacher Trainees is high in Second Year of Teacher Training Course.
- The Attitude towards Teaching scores of Teacher Trainees is favourable at the beginning of First Year of Teacher Training course.
- The Attitude towards Teaching scores of Teacher Trainees is favourable at First Year of Teacher Training Course.
- The Attitude towards Teaching scores of Teacher Trainees is favourable at Second Year of Teacher Training Course.
- The Study Habit scores of Teacher Trainees is good at the beginning of the First Year of Teacher Training course.
- The Study Habit scores of Teacher Trainees is good at the First Year of Teacher Training Course.
- The Study Habit scores of Teacher Trainees is good at Second Year of Teacher Training Course.
✓ The Study Involvement scores of Teacher Trainees is poor at the beginning of First Year of Teacher Training course.

✓ The Study Involvement scores of Teacher Trainees is moderate at First Year of Teacher Training Course.

✓ The Study Involvement scores of Teacher Trainees is moderate at the Second Year of Teacher Training Course.

✓ There is no significant difference between the rural and urban Teacher Trainees with respect to their Achievement at the Higher Secondary Course.

✓ There is significant difference between the Arts and Science group Teacher Trainees with respect to their Achievement at the Higher Secondary Course.

✓ There is a significant difference in Achievement scores of Teacher Trainees of Hindu and Christian Religion and there is no significant difference for the Teacher Trainees of Hindu & Muslim and Muslim and Christian at the Higher Secondary Course.

✓ There is no significant difference among the Mean Achievement scores of Teacher Trainees with respect to their Community at the Higher Secondary Course.

✓ There is a significant difference in Achievement scores of Teacher Trainees with respect to their Parental Education as Illiterate & Literate and Illiterate & College level Education and there is no significant difference in Achievement scores of Teacher Trainees with respect to their Parental Education as Literate & College Level Education at the Higher Secondary Course.

✓ There is no significant difference among Teacher Trainees with Parental Occupation as Govt., Employee, Private Employee, Agriculture, Business and Cooley with respect to their Achievement at the Higher Secondary Course.
There is significant difference between the Nuclear and Joint family Teacher Trainees with respect to their Achievement at the Higher Secondary Course.

There is significant difference between the rural and urban Teacher Trainees with respect to their Achievement at the First Year of Teacher Training course.

There is significant difference between the Arts and Science group Teacher Trainees with respect to their Achievement at the First Year of Teacher Training course.

There is a significant difference in Achievement scores of Teacher Trainees of Hindu & Christian Religion and not significant for Hindu & Muslim and Muslim & Christian Teacher Trainees at the First Year of Teacher Training course.

There is no significant difference among the Mean Achievement scores of Teacher Trainees with respect to their Community at the First Year of Teacher Training course.

There is a significant difference in Achievement scores of Teacher Trainees with respect to their Parental Education as Illiterate & College level Educated Parents and Illiterate & Literate parents and there is no significant difference in Achievement scores of Teacher Trainees with respect to their Parental Education as Literate and College level Educated Parents at the First Year of Teacher Training course.

There is no significant difference among the Mean Achievement scores of Teacher Trainees with respect to their Parental Occupation at the First Year of Teacher Training course.
There is significant difference between the Nuclear and Joint family Teacher Trainees with respect to their Achievement at the First Year of Teacher Training course.

There is significant difference between the rural and urban Teacher Trainees with respect to their Achievement at the Second Year of Teacher Training course.

There is significant difference between the Arts and Science group Teacher Trainees with respect to their Achievement at the Second Year of Teacher Training course.

There is a significant difference in Achievement scores of Teacher Trainees of Hindu & Christian Religion and not significant for Hindu & Muslim and Muslim & Christian Teacher Trainees at the Second Year of Teacher Training course.

There is no significant difference among the Mean Achievement scores of Teacher Trainees with respect to their Community at the Second Year of Teacher Training course.

There is a significant difference in Achievement scores of Teacher Trainees with respect to their Parental Education as Illiterate & College level Educated Parents and Illiterate & Literate parents and there is no significant difference in Achievement scores of Teacher Trainees with respect to their Parental Education as Literate and College level Educated Parents at the Second year of Teacher Training course.

There is no significant difference among the Mean Achievement scores of Teacher Trainees with respect to their Parental Occupation at the Second year of Teacher Training course.
- There is significant difference between the Nuclear and Joint family Teacher Trainees with respect to their Achievement at the Second year of Teacher Training course.

- There is significant difference between the rural and urban Teacher Trainees with respect to their Attitude towards Teaching at the beginning of First Year of Teacher Training course.

- There is significant difference between the Arts and Science group Teacher Trainees with respect to their Attitude towards Teaching at the beginning of First Year of Teacher Training course.

- There is a significant difference in Attitude towards Teaching scores of Teacher Trainees of Hindu & Christian Religion and not significant for Hindu & Muslim and Muslim & Christian Teacher Trainees at the beginning of First Year of Teacher Training course.

- There is no significant difference among the Mean Attitude towards Teaching scores of Teacher Trainees with respect to their Community at the beginning of First Year of Teacher Training course.

- There is a significant difference in Achievement scores of Teacher Trainees with respect to their Parental Education as Illiterate & College level Educated Parents and Illiterate & Literate parents and there is no significant difference in Attitude towards Teaching scores of Teacher Trainees with respect to their Parental Education as Literate & College level at the beginning of First Year of Teacher Training course.

- There is no significant difference among the Mean Attitude towards Teaching scores of Teacher Trainees with respect to their Parental Occupation at the beginning of First Year of Teacher Training course.
There is significant difference between the Nuclear and Joint family Teacher Trainees with respect to their Attitude towards Teaching at the beginning of First Year of Teacher Training course.

There is significant difference between the rural and urban Teacher Trainees with respect to their Attitude towards Teaching in the First Year of Teacher Training Course.

There is significant difference between the Arts and Science group Teacher Trainees with respect to their Attitude towards Teaching in the First Year of Teacher Training Course.

There is a significant difference in Attitude towards Teaching scores of Teacher Trainees of Hindu & Christian Religion and not significant for Hindu & Muslim and Muslim & Christian Teacher Trainees in the First Year of Teacher Training Course.

There is no significant difference among the Mean Attitude towards Teaching scores of Teacher Trainees with respect to their Community in the First Year of Teacher Training Course.

There is a significant difference in Achievement scores of Teacher Trainees with respect to their Parental Education as Illiterate & College level Educated Parents and Illiterate & Literate parents and there is no significant difference in Attitude towards Teaching scores of Teacher Trainees with respect to their Parental Education as Literate & College level in the First Year of Teacher Training Course.

There is no significant difference among the Mean Attitude towards Teaching scores of Teacher Trainees with respect to their Parental Occupation in the First Year of Teacher Training Course.
There is significant difference between the Nuclear and Joint family Teacher Trainees with respect to their Attitude towards Teaching in the First Year of Teacher Training Course.

There is significant difference between the rural and urban Teacher Trainees with respect to their Attitude towards Teaching in the Second Year of Teacher Training Course.

There is significant difference between the Arts and Science group Teacher Trainees with respect to their Attitude towards Teaching in the Second Year of Teacher Training Course.

There is a significant difference in Attitude towards Teaching scores of Teacher Trainees of Hindu & Christian Religion and not significant for Hindu & Muslim and Muslim & Christian Teacher Trainees at the Second Year of Teacher Training course.

There is no significant difference among the Mean Attitude towards Teaching scores of Teacher Trainees with respect to their Community in the Second Year of Teacher Training Course.

There is significant difference among Teacher Trainees with Parental Education as Illiterate, Literate and College Education with respect to their Attitude towards Teaching in the Second Year of Teacher Training Course.

There is no significant difference among the Mean Attitude towards Teaching scores of Teacher Trainees with respect to their Parental Occupation in the Second Year of Teacher Training Course.

There is significant difference between the Nuclear and Joint family Teacher Trainees with respect to their Attitude towards Teaching in the Second Year of Teacher Training Course.
There is significant difference between the rural and urban Teacher Trainees with respect to their Study Habit at the beginning of First Year of Teacher Training course.

There is significant difference between the Arts and Science group Teacher Trainees with respect to their Study Habit at the beginning of First Year of Teacher Training course.

There is a significant difference in Study Habit scores of Teacher Trainees of Hindu & Christian and Hindu and Muslim Religion and not significant for Muslim & Christian Teacher Trainees at the beginning of First Year of Teacher Training course.

There is no significant difference among the Mean Study Habit scores of Teacher Trainees with respect to their Community at the beginning of First Year of Teacher Training course.

There is a significant difference in Study Habit scores of Teacher Trainees with respect to their Parental Education as Illiterate & College level Educated Parents and Illiterate & Literate parents and there is no significant difference in Study Habit scores of Teacher Trainees with respect to their Parental Education as Literate & College level at the beginning of First Year of Teacher Training course.

There is no significant difference among the Mean Study Habit scores of Teacher Trainees with respect to their Parental Occupation at the beginning of First Year of Teacher Training course.

There is significant difference between the Nuclear and Joint family Teacher Trainees with respect to their Study Habit at the beginning of First Year of Teacher Training course.
There is significant difference between the rural and urban Teacher Trainees with respect to their Study Habit in the First Year of Teacher Training Course.

There is significant difference between the Arts and Science group Teacher Trainees with respect to their Study Habit in the First Year of Teacher Training Course.

There is a significant difference in Study Habit scores of Teacher Trainees of Hindu & Christian Religion and Hindu & Muslim and not significant for Muslim & Christian Teacher Trainees at the First Year of Teacher Training Course.

There is no significant difference among the Mean Study Habit scores of Teacher Trainees with respect to their Community in the First Year of Teacher Training Course.

There is a significant difference in Study Habit scores of Teacher Trainees with respect to their Parental Education as Illiterate & College level Educated Parents and Illiterate & Literate parents and there is no significant difference in Study Habit scores of Teacher Trainees with respect to their Parental Education as Literate & College level at the First Year of Teacher Training Course.

There is no significant difference among the Mean Study Habit scores of Teacher Trainees with respect to their Parental Occupation in the First Year of Teacher Training Course.

There is significant difference between the Nuclear and Joint family Teacher Trainees with respect to their Study Habit in the First Year of Teacher Training Course.
There is significant difference between the rural and urban Teacher Trainees with respect to their Study Habit in the Second Year of Teacher Training Course.

There is significant difference between the Arts and Science group Teacher Trainees with respect to their Study Habit in the Second Year of Teacher Training Course.

There is a significant difference in Study Habit scores of Teacher Trainees of Hindu & Christian and Hindu & Muslim Religion and not significant for and Muslim & Christian Teacher Trainees at the Second Year of Teacher Training Course.

There is no significant difference among the Mean Study Habit scores of Teacher Trainees with respect to their Community in the Second Year of Teacher Training Course.

There is a significant difference in Study Habit scores of Teacher Trainees with respect to their Parental Education as Illiterate, Literate & College level Educated Parents.

There is no significant difference among the Mean Study Habit scores of Teacher Trainees with respect to their Parental Occupation in the Second Year of Teacher Training Course.

There is significant difference between the Nuclear and Joint family Teacher Trainees with respect to their Study Habit in the Second Year of Teacher Training Course.

There is significant difference between the rural and urban Teacher Trainees with respect to their Study Involvement at the beginning of First Year of Teacher Training course.
There is significant difference between the Arts and Science group Teacher Trainees with respect to their Study Involvement at the beginning of First Year of Teacher Training course.

There is a significant difference in Study Involvement scores of Teacher Trainees of Hindu & Christian Religion and not significant for Hindu & Muslim and Muslim & Christian Teacher Trainees at the beginning of First Year of Teacher Training course.

There is no significant difference among the Mean Study Involvement scores of Teacher Trainees with respect to their Community at the beginning of First Year of Teacher Training course.

There is a significant difference in Study Involvement scores of Teacher Trainees with respect to their Parental Education as Illiterate & College level Educated Parents and Illiterate & Literate parents and there is no significant difference in Study Involvement scores of Teacher Trainees with respect to their Parental Education as Literate & College level at the beginning of First Year of Teacher Training course.

There is no significant difference among the Mean Study Involvement scores of Teacher Trainees with respect to their Parental Occupation at the beginning of First Year of Teacher Training course.

There is significant difference between the Nuclear and Joint family Teacher Trainees with respect to their Study Involvement at the beginning of First Year of Teacher Training course.

There is significant difference between the rural and urban Teacher Trainees with respect to their Study Involvement in the First Year of Teacher Training Course.
There is significant difference between the Arts and Science group Teacher Trainees with respect to their Study Involvement in the First Year of Teacher Training Course.

There is a significant difference in Study Involvement scores of Teacher Trainees of Hindu & Christian Religion and not significant for Hindu & Muslim and Muslim & Christian Teacher Trainees at the First Year of Teacher Training Course.

There is no significant difference among the Mean Study Involvement scores of Teacher Trainees with respect to their Community in the First Year of Teacher Training Course.

There is a significant difference in Study Involvement scores of Teacher Trainees with respect to their Parental Education as Illiterate & College level Educated Parents and Illiterate & Literate parents and there is no significant difference in Study Involvement scores of Teacher Trainees with respect to their Parental Education as Literate & College level at the First Year of Teacher Training Course.

There is no significant difference among the Mean Study Involvement scores of Teacher Trainees with respect to their Parental Occupation in the First Year of Teacher Training Course.

There is significant difference between the Nuclear and Joint family Teacher Trainees with respect to their Study Involvement in the First Year of Teacher Training Course.

There is no significant difference between the rural and urban Teacher Trainees with respect to their Study Involvement in the Second Year of Teacher Training Course.
There is significant difference between the Arts and Science group Teacher Trainees with respect to their Study Involvement in the Second Year of Teacher Training Course.

There is a significant difference in Study Involvement scores of Teacher Trainees of Hindu & Christian Religion and not significant for Hindu & Muslim and Muslim & Christian Teacher Trainees at the Second Year of Teacher Training Course.

There is a significant difference in Study Involvement scores of Teacher Trainees between MBC & SC/ST and BC & SC/ST community and not significant for other pairs of Community of Teacher Trainees at the Second Year of Teacher Training Course.

There is a significant difference in Study Involvement scores of Teacher Trainees with respect to their Parental Education as Illiterate & College level Educated Parents and Illiterate & Literate parents and there is no significant difference in Study Involvement scores of Teacher Trainees with respect to their Parental Education as Literate & College level at the Second Year of Teacher Training Course.

There is no significant difference among the Mean Study Involvement scores of Teacher Trainees with respect to their Parental Occupation in the Second Year of Teacher Training Course.

There is significant difference between the Nuclear and Joint family Teacher Trainees with respect to their Study Involvement in the Second Year of Teacher Training Course.

There is significant difference among the Mean Achievement scores of Teacher Trainees in all the three years.
There is no significant difference among the Mean Attitude towards teaching scores of Teacher Trainees in all the three years.

There is no significant difference among the Mean Study Habit scores of Teacher Trainees in all the three years.

There is significant difference among the Mean Study Involvement scores of Teacher Trainees in all the three years.

There is a significant relationship between the Achievement and Attitude towards teaching scores of Teacher Trainees at the beginning of Teacher Training Course.

There is a significant relationship between the Achievement and Study Habit scores of Teacher Trainees at the beginning of Teacher Training Course.

There is a significant relationship between the Achievement and Study Involvement scores of Teacher Trainees at the beginning of Teacher Training Course.

There is a significant relationship between the Achievement and Attitude towards teaching scores of Teacher Trainees at the first year of Teacher Training Course.

There is a significant relationship between the Achievement and Study Habit scores of Teacher Trainees at the first year of Teacher Training Course.

There is a significant relationship between the Achievement and Study Involvement scores of Teacher Trainees at the first year of Teacher Training Course.

There is a significant relationship between the Achievement and Attitude towards teaching scores of Teacher Trainees at the second year of Teacher Training Course.
There is a significant relationship between the Achievement and Study Habit scores of Teacher Trainees at the second year of Teacher Training Course.

There is a significant relationship between the Achievement and Study Involvement scores of Teacher Trainees at the second year of Teacher Training Course.

Linear multiple regression of Achievement, Attitude towards Teaching, Study Habit and Study Involvement at the beginning of First Year of Teacher Training Course

It may be inferred that 74.80%, of the variance of the Achievement of D.T.Ed., students are contributed by the independent variables.

The remaining 35.20% of the variance would have been influenced by other factors which have not been qualified in the present investigation.

Further it is inferred that the correlation among the variables is significant.

It is inferred that the Attitude towards Teaching, Study Habit and Study Involvement have linear influence on the Achievement of the students.

Further it is inferred that among the two independent variables Attitude towards Teaching contributes the most toward Achievement followed by Study Habit and Study Involvement.

Linear multiple regression of Achievement, Attitude towards Teaching, Study Habit and Study Involvement at First Year of Teacher Training Course

It may be inferred for the entire sample, which denotes that 70.40%, of the variance of the Achievement of D.T.Ed... students are contributed by the independent variables.
The remaining 39.60% of the variance would have been influenced by other factors which have not been qualified in the present investigation.

Further it is inferred that the correlation among the variables is significant.

It is inferred that the Attitude towards Teaching, Study Habit and Study Involvement have linear influence on the Achievement of the students.

Further it is inferred that among the two independent variables Attitude towards Teaching contributes the most toward Achievement followed by Study Habit and Study Involvement at First Year of Teacher Training Course.

**Linear multiple regression of Achievement, Attitude towards Teaching, Study Habit and Study Involvement at Second Year of Teacher Training Course**

It may be inferred for the entire sample, which denotes that 73.00%, of the variance of the Achievement of D.T.Ed., students are contributed by the independent variables.

The remaining 37.00% of the variance would have been influenced by other factors which have not been qualified in the present investigation.

Further it is inferred that the correlation among the variables is significant.

It is inferred that the Attitude towards Teaching, Study Habit and Study Involvement have linear influence on the Achievement of the students.

Further it is inferred that among the two independent variables Attitude towards Teaching contributes the most toward Achievement followed by Study Habit and Study Involvement at the Second Year of Teacher Training Course.
5.09. DISCUSSION

Since the present study is a longitudinal one, no such study found to discuss in one to one comparative manner. Hence, some of the related but non-longitudinal types have been taken for discussion. Results at the higher secondary level and at the end of the Teacher training course has been discussed with similar studies.

The Achievement of Teacher Trainees is high in Second Year of Teacher Training Course. This gets support from the studies of Garg, Mamta and Gakhar, Sudesh (2011). The Attitude towards Teaching scores of Teacher Trainees is favourable at the beginning of First Year of Teacher Training course. This gets support from the study of Bhalla A, Jajoo UN and Kalantri SP. (2002), those assessed the attitude of teacher Trainees, which indicates a positive attitude. Further in line with the present study Lee Ong Kim et al., (2005) explained the attitude towards Teaching put under investigation in a longitudinal study of teacher preparation and professional development (Pre-service to beginning teacher). Found favourable attitude in increasing nature. The present study gets further support from the findings of Omer Engin Akbulut and Fatih Karakus (2011). This study also gets contradictions with the findings of Shaukat Hussain et al., (2011), measured the attitude of secondary school teachers towards their teaching profession. The analysis of the data revealed that the majority of the secondary school teachers does not possess positive attitude towards the profession.

Jagannath. K. Dange and Girish T K (2012) examined the impact of study habits of graduate students of Kuvempu University in relation to Academic achievement, Gender and Faculty. The main objectives are to analyze the study habit of postgraduate students and to compare it in relation to Academic- Achievement, Gender and Faculty of the Graduate Students. This in line with the findings of the
present study ie., The Study Habit scores of Teacher Trainees is good at Second Year of Teacher Training Course. Further the present study gets support from the studies of Rajakumar M. and Soundararajan M. (2012) they found out the study habit of higher secondary students in Tirunelveli District. 1060 Higher secondary students were taken as sample. The mean value of Study habit scores indicates that the higher secondary students are having good study habit. There is no significant difference between male and female, rural and urban higher secondary students with respect to their Study habit. There is significant difference between day scholar and hostel staying, government and aided higher secondary school students with respect to their study habit.

Jalynn Roberts and Mary Nell McNeese (2008) investigated student involvement/engagement based on educational origin. Results of the data analysis showed that students were involved/engaged at their university on statistically different levels based on their educational origin. Indigenous students were different from the transfer students but the transfer students were the same regardless from where they originated. The indigenous students were the most involved, followed by transfers from junior/community colleges. Transfer students from four-year colleges and universities were the least involved/engaged. This provides support and and contradictions to the findings of the present study that shows that the Study Involvement scores of Teacher Trainees is poor at the beginning of First Year of Teacher Training course. The Study Involvement scores of Teacher Trainees is moderate at First Year of Teacher Training Course. The Study Involvement scores of Teacher Trainees is moderate at the Second Year of Teacher Training Course. One of the findings of the present study show that there is a significant relationship between the Achievement and Study Habit scores of Teacher Trainees at the first year
of Teacher Training Course. This was supported by the study of Tuncay Ergene (2011). But it is in contradiction to the findings of Mamta Garg (2011). In this manner, the present study has recorded findings in contradiction and support to the previous studies.

5.10. RECOMMENDATIONS

From the findings of the present study following recommendations are made:

- At the entry level, those who opt Teacher training course are having poor achievement scores. This shows that the students who get poor scores only are choosing Teacher training now a days. Hence, the reason for the higher achievers avoidance should be studied to maintain a good input and output in Teacher training.

- In the first year and in Second year of Teacher training, trainees recorded a hike in achievement in comparison with their Higher Secondary course. Special attention should be extended to increase the level of achievement further.

- Teacher trainees’ Attitude towards Teaching at Higher secondary level and Study Involvement remains same in Higher Secondary and in Teacher training. Individual attention should be given to increase Study involvement and the Attitude towards teaching.

- Study habit shows a positive change from the Higher Secondary Course through First year of Teacher Training to Secondary year of Teacher Training. This means the Teacher training inculcates good study habit. Hence, this can be further strengthened.

- Teacher trainees’ locality of Higher secondary schools, group of study, Religion and Parental Education shows influence in their achievement,
Attitude towards teaching, Study habit, and in Study Involvement. Hence these factors should be given special attention while planning or re-planning the curriculum.

5.11. EDUCATIONAL IMPLICATIONS

The implication of this study are:

i. This study shows the Level of achievement of Teacher Trainees aspirants at entry level. Hence, special attention and counselling can be done to bring all sorts of students for Teacher training.

ii. This study shows the influence of demographic variable such as Locality of schools, group of study and parental Education. Hence, weaker section may be shown special attention.

iii. Longitudinal studies are almost rare with this kind of teacher trainees. This study leads to a complete analysis of Teacher Trainees.

iv. Teacher Training Curriculum planners can plan to modify the curriculum and the quality of input by giving due care in admission procedures for Teacher Training.

v. Study shows that mostly, only female students have selected Teacher Training course, out of selected 400 samples the availability of male is below 10 percent. These kind findings should be viewed with care to increase male students’ admission towards Teacher training.

5.12. SUGGESTION FOR FURTHER RESEARCH

Following are the suggestions made for further research:

i. Such kind of longitudinal studies could be conducted among Teacher trainees with other variables.

ii. A longitudinal study could be conducted among D.T.Ed., Teacher trainees.
iii. Separate intensive studies on the selected variables could be undertaken to get more detailed findings.

iv. This kind of longitudinal studies could be undertaken for consecutive batches of Trainees to get impacts of the actions taken on first study (batch).

v. The impact of Technological assistance over subsequent years of Teacher Training for different batches may be studied.

5.13. CONCLUSION

This longitudinal study with Two year Teacher training course shows the real picture of their achievement, Attitude towards Teaching, Study Habit and Study Involvement. Every year there is a change occurs in certain variables and there is no significant difference occurs in certain variables. Hence, Curriculum planners of Teacher training should focus on weaker sections to lead to a successful Teacher training. This kind of studies will show a regulated path for quality development in Teacher Training. Teacher Training Curriculum planners can plan to modify the curriculum and the quality of input by giving due care in admission procedures for Teacher Training. Study shows that mostly female students only have selected Teacher Training course, due to changes in recruitment policies, male students does not show interest towards Teacher Training. Hence, with more intensive curriculum and with assurance for employment, the Teacher training course can be made as a more successful Teacher preparatory course.