CHEPTER-V

FINDINGS AND CONCLUSIONS

5.0 INTRODUCTION

After analysis of data the next step is to summarize the findings on the basis of the analysis and interpretation of the whole study. This chapter presents the findings and conclusions arrived at as a result of analysis and interpretation. The future use of the study is also given here. After that a few possible recommendations have been suggested and at the end a few possible problems on which further research could be conducted are also included here.

5.1 FINDINGS OF THE STUDY:

Findings relating to objective No.1, to assess the Self-concept among the B.Ed. teacher trainees in Assam

(i) From the analysis of responses of 350 sample teacher trainees, it is found that the mean of the self-concept score is 134.51, the median of the self-concept score is 134, mode is 127 and standard deviation is 18.20. (table 4.01 and figure 4.1) In case of confidence interval the lower 95% of confidence limits of the entire 350 sample is 132.61 and the upper 99% confidence limits of the entire 350 sample is 136.42. The mean and median of the entire sample is almost same i.e. 134.51 and 134 and mode is slight different i.e. 127.

(ii) From the analysis of responses of 350 sample teacher trainees on the basis of the mean self-concept score, the investigator would like to categorize the
sample teacher trainees into three groups viz, **Higher self-concept**, **Average self-concept** and **Lower self-concept**. The samples who score more than the mean value i.e. >134.51 were treated as having higher self-concept, the sample who have scored 134.51≈ 135 were treated as having average self-concept and those who have scored below the mean value i.e. <134.51 were treated as having lower self-concept. On the basis of this criterion, teacher trainees were categorized into three categories namely **Higher self-concept, Average self-concept and Lower self-concept**.

(iii) From the analysis of the response of sample B.Ed. teacher trainees on area of the self-concept it is found that out of 350 teacher trainees, 181 (i.e.51.71%) had Lower self-concept as they had secured scores less than mean value, 10(i.e.2.86%) were in the average self-concept category as they scored exactly as the mean value and the rest 159 (i.e.45.43%) teacher trainees had higher self-concept as they have scored more than the mean value. (table no.4.2 and figure4.2)

(iv) Mean and SD-values of self-concept scores among the teacher trainees according to three categories. In lower category self-concept the mean vale is 120.54 and SD is 10.35. The average category self-concept the mean value is 135 and SD is 0. The higher category self-concept the mean value is 150.38 and SD is 11.53. (table 4.3)

(v) ANOVA test results of different groups of self-concept has found that F ratio is 324.24 which is highly significant at 0.01 level. There is high significant difference is found in self-concept between three groups i.e. lower, average and higher.
Findings relating to objective No.2,

(i) **Findings relating to study the differences of the self-concept of B.Ed. teacher trainees on the basis of gender.**

The study relating to difference of self-concept of B.Ed. teacher trainees shows (table 4.5) that there is no significant difference have been found between male and female teacher trainees. The t value for self-concept is 0.6228 which is not significant at both 0.01 and 0.05 level of significance. Here the investigator have not found any significant difference between the male and female B.Ed. teacher trainees. The findings of this study is similar with the study of Malini L. (2014) where she also not found any significant difference in the self concept among male and female students trainees. The computed t value 0.62 is not significant at 0.05 and 0.01 level of significance.

(ii) **Findings relating to the self-concept of B.Ed. teacher trainees on the basis of locality.**

To study the difference of self-concept of B.Ed. teacher trainees shows (table 4.6) that the difference between urban and rural trainees is not significant. Here the ‘t’ value is found 0.4074 which is not significant at the both 0.05 and 0.01 level of significance. It is also found from the study that the mean value of both group is almost similar (Urban=134.90, Rural=134.10)

(iii) **Findings relating to the self concept on the basis of caste categories.**

To study the differences of self-concept of B.Ed. teacher trainees shows (table no 4.7) that the calculated ‘t’ value of general and reserved caste categories found 2.164 which is larger than the table value 1.97 at 0.05 percent level of significance. The general and
reserved categories B.Ed. teacher trainees differs significantly in regards of their self-concept. The reserved categories teacher trainees possesses higher self-concept than the general category.

Findings relating to objective No.3, To assess the Adjustment among the B.Ed. teacher trainees in Assam

(i) From the analysis of the responses of 350 sample B.Ed. teacher trainees, it is found that (table 4.80 the mean adjustment score is found to be 115.70, the median 115.50, mode is 114 and standard deviation is 7.75. In case of confidence interval the lower 95% of confidence limits of the entire 350 sample is 114.89 and the upper 99% confidence limits of the entire 350 sample is 116.52. The mean and median of the entire sample is almost same i.e. 115.70 and 115.50 and mode is slight different i.e. 115.

(ii) From the analysis of responses of 350 sample teacher trainees on the basis of the mean adjustment score, the investigator categorizes the sample teacher trainees into three groups viz, Excellent Adjustment, Average Adjustment and Unsatisfactory Adjustment. The samples who score more than the mean value i.e.> 115.70 ≈116 were treated as having excellent adjustment, the sample who have scored as 115.70 ≈116 were treated as having average adjustment and those who have scored below the mean value i.e. <115.70 were treated as having unsatisfactory adjustment. On the basis of this criterion, teacher trainees were categorized into three categories namely Excellent Adjustment, Average Adjustment and unsatisfactory Adjustment. The following table shows the number of teacher trainees of these three categories.
(iii) From the analysis of response it is found that out of 350 teacher trainees 175(i.e.50%) had unsatisfactory adjustment as they had secured scores less than mean value. 14(i.e.4.00%) were in the category of average adjustment as they scored exactly as the mean value and the test 161(i.e. 45.46%) teacher trainees had excellent adjustment as they have scored more than the mean value.

(iv) The mean and S.D. values of adjustment scores among the teacher trainees according to three categories were found that, in unsatisfactory category adjustment mean value is 109.60 and S.D. is 5.11. in average category mean is 116 and S.D. is 0. In the excellent category adjustment group the mean value is 122.31 and S.D. is 4.24

(v) ANOVA test results found that there is a high significant differences in adjustment of three groups of B.Ed. teacher trainees i.e unsatisfactory, average and excellent.

Analysis based on the different dimensions of Adjustment inventory

Findings related to Objective No.4(i) To study the level of adjustment among the

B.Ed. teacher trainees with respect to home adjustment

(a) In case of male and female teacher trainees, both groups are more or less equally adjustable in their home environment.

(b) The results of the study revealed that the urban and rural teacher trainees are equally adjustable in their home environment. Here no significant difference is found in that pattern of home environment both urban and rural category teacher trainees.
(c) The findings also revealed that there exists no significant difference in the pattern of home adjustment among the general and reserved caste categories teacher trainees. Both are equally adjustable in their home environment.

**Findings related to Objective No.4(ii) to study the level of adjustment among the B.Ed. teacher trainees with respect to social adjustment**

(a) In case of male and female teacher trainees, here also both groups are equally adjustable in their social environment.

(b) From the analysis of responses of sample teacher trainees, it is found that there is no significant difference in the pattern of social adjustment among the urban and rural B.Ed. teacher trainees. Both groups are equally adjustable in their social environment.

(c) The findings also revealed that there exist no significant difference in the pattern of social adjustment among general and reserved caste categories teacher trainees. Both are equally adjustable in their social environment.

**Findings related to Objective No.4(iii) to study the level of adjustment among the B.Ed. teacher trainees with respect to emotional adjustment**

(a) In case of male and female teacher trainees, here also both groups are equally emotionally adjustable.

(b) From the analysis of responses of sample teacher trainees, it is found that there is no significant difference in the pattern of emotional adjustment among the urban and rural B.Ed. teacher trainees.
(c) The findings also revealed that there exist no significant difference in the pattern of emotional adjustment among general and reserved caste categories teacher trainees. Both groups are adjustable equally towards emotional adjustment.

Findings related to Objective No.4(iv) to study the level of adjustment among the B.Ed. teacher trainees with respect to educational adjustment

(a) In case of male and female teacher trainees, here also both groups are adjustable equally towards educational adjustment.

(b) From the analysis of responses of sample teacher trainees, it is found that there is no significant difference in the pattern of educational adjustment among the urban and rural B.Ed. teacher trainees.

(c) The findings also revealed that there exist no significant difference in the pattern of educational adjustment among general and reserved caste categories teacher trainees. Both are equally educationally adjustable.

Findings related to correlation between the four dimensions of the Adjustment Inventory:

From the correlation matrix (table no 4.17) positive correlation has been found out between all the dimensions. Correlation between home adjustment and educational adjustment was found to be 0.427, next to that the correlation between home adjustment and emotional adjustment was found to be 0.399. Correlation coefficient between educational & emotional adjustment was 0.280; while the correlation coefficient between emotional & social dimension was 0.194.
Findings relating to objective No.5.(i) to study the level of adjustment among the B.Ed. teacher trainees on the basis of gender

There is no significant difference is found in the pattern of adjustment of B.Ed. teacher trainees on the basis of gender. The result of the study revealed that both male and female teacher trainee are equally adjustable. The calculated t value 0.646 is not found significant at both level of significance.

5(ii) Findings relating to study the level of adjustment among the B.Ed. teacher trainee on the basis of locality

The results of the study revealed that there is no significant difference is found among the rural and urban areas B.Ed. teacher trainees in their adjustment. The mean is almost similar both the groups. The t value has found to be 0.7996 which is not significant at 0.05 and 0.01 level of significance.

5(iii) Findings relating to study the level of adjustment among B.Ed. Teacher trainees on the basis of caste

The findings of the study revealed that there is no significant difference is found among the general and reserved cast category B.Ed. teacher trainees. Both general and reserves caste categories B.Ed. teacher trainees are equally adjustable.

Findings related to objective 6: to study the relationship between self-concept and adjustment of the B.Ed. teacher trainees in Assam.

From the results of the studies it is found that there is a significant relationship between the self-concept and adjustment of the B.Ed. teacher trainees in Assam. The calculated ‘r’ value(0.2811) has shown a significant relationship between the two variables of self concept and adjustment among the sample teacher trainees.
5.2 IMPLICATIONS OF THE FINDINGS:

The most important characteristics of any kind of research is that it contributes something new idea to the development of thesis concerned. Keeping the idea in mind the investigator has to find out some of the educational implications of the study. The present study is concerned with the adjustment and self-concept of the B.Ed. teacher trainees in Assam. This study can be regarded as first of its kind in the State of Assam in B.Ed. teacher trainees, so far the best of the knowledge of the researcher. Therefore, the findings of the present study cannot be generalized. More research in this area is needed including a large sample as well as other university to arrive at a generalization regarding the findings. The present study has been conducted only on B.Ed. 1st year teacher trainees under Gauhati university. Hence it is necessary to include other groups of teacher trainees to arrive at general conclusion.

Teachers self-concept dimensions are significantly associated with students educational outcomes. Adjustment of teacher are also related with students behaviour. In teaching force has positive social, political, cognitive emotional, physical, aesthetic, job related, self confidence. Self-concept related to beliefs and traditions and it is also related to personality traits of an individual. It might presumably have high quality students educational outcome in terms of self-concept, motivation to learn and their teacher trainee and school.

Teacher training programme/activities are related to the development of social, emotional, physical, cognitive, aesthetic, job related self-concept, adjustment in teaching, classroom teaching, child cantered practices educational process, pupils, teacher should be included as one of the core elements. It is extremely important in the creation of a population of teachers with healthy self-concept and adjustment. As
teachers self concept and adjustment in teaching are found to have predictive power of students educational outcomes, the school administrator should be aware and trainees should be careful about developing favourable self-concept and adjustment in teaching among trainee teachers because teachers in turn facilitate their students and develop positive behaviour among them. The quality of educational development in terms of competency classroom teaching, child centred practice etc. Care must be taken when recruiting new teachers. They should not assume that all applicants possess healthy selfconcept and equally adjustment capacities. Efforts should be made to explore the applicants behaviour in terms of their dimensions of their self-concepts, attitude and adjustment of addition to knowledge and skill.

Now a days the society, the educational institutions, the school, the college, the family are also complex and that the students and teacher trainees are facing a score of problems in their daily life in relation to their adjustment. It is the responsibility of the researcher , teachers and parents that the problem should be identified very soon and immediate remedial measures should be provided to the teacher trainee for the betterment of their lives.

Self-concept and adjustment occupy a very important place in the life of prospective teachers. There is a great need to teach and train the B.Ed. teacher trainees about the significance of positive self-concept and adjustment. They should be trained and motivated in such a way that they were able to develop positive self-concept and healthy adjustment capabilities and start realizing its role in providing psychological treatment to their students too.
Major Implications of the study:

1. From the study it has been found that 51.71% teacher trainee had lower self-concept. So the B.Ed. college should try to develop the self concept by adopting different means.

2. As there is a high significant difference found in the three groups viz. Lower Average and Higher self-concept. So the self-concept should be higher so to improvement the knowledge among the B.Ed. colleges.

3. The another important findings of the study is that the reserved category teacher trainee possesses higher self-concept than the general category teacher trainees so every tracher training institutes should give importance to enhance the self concept of the all categories of teacher trainees

4. From the results it has been found that there is a significant relationship between the self-concept and adjustment of the B.Ed. teacher trainees. So the teacher training institutions should try to develop the self-concept and try to increase their adjustment capabilities.

5.3 SUGGESTIONS FOR FURTHER RESEARCH:

Adjustment and self-concept of B.Ed. teacher trainees is an important area of study. Obviously various studies in this particular area are needed. Therefore keeping view of the above brief implications some suggestions are put forward to study the problems of adjustment and self-concept from different angles
1. A comparative study of adjustment and self concept between Gauhati University and Dibrugarh University students might be done to whether there exist any differences between the two groups.

2. The present study was carried out only at the B.Ed. teacher trainees. It can be conducted at the Post Graduate students of different streams.

3. The present study was confined to limited number of B.Ed. teacher trainees only. It can be extended to teacher trainees by increasing the size of the samples.


6. Further study might be done to see the relationship between academic achievement with self-concept and adjustment of B.Ed. teacher trainees.


8. A study should be conducted in D.El.Ed. teacher trainee also.

5.4 CONCLUSION:

Teaching is an unique and complex activity because it requires considerable knowledge, a wide variety of adjustment skill in a very positive part of a teacher. A teacher has to understand his subjects as well as his pupils, he has to be motivated, to instruct, to evaluate etc. It means that teacher has to play different important roles and that too very efficiently. To attain this kind of efficiency in every aspect of teaching it is
essential that every teacher should have high self-concept and adjustment capacity in teaching. Therefore self-concept and adjustment of B.Ed. teacher trainees has been play a very important role to become an effective teacher. The present study was conducted to investigate the self-concept and adjustment of the B.Ed. teacher trainees in Assam. On the basis of the findings of the study following conclusions can be drawn. Regarding the self-concept it can be concluded that there is no significance difference is found out in the basis of locality, gender, and caste categories. In case of level of adjustment also no significance difference is found out. In different dimensions of adjustment viz. Home, social, emotional and educational adjustment no significant difference has been found out on the basis of locality, gender and caste categories. Moderately positive correlation has been found out between all the dimensions. There is a close relationship between the self-concept and adjustment of B.Ed. teacher trainees in Assam. Moreover it is consensus that people with positive and realistic self-concept have a correct and objective assessment of their abilities and shortcomings which enables them to be adjusted to the realities of their environment. Therefore we can concluded that self-concept has high influence on adjustment. Self-concept and adjustment occupy a very important place in the life of prospective teachers. There is a great need to teach and train the B.Ed. teacher trainees about the significance of positive self-concept and adjustment