A COMPARATIVE STUDY OF TEACHING COMPETENCY AMONG SCHEDULED CASTE AND NON-SCHEDULED CASTE PUPIL TEACHERS IN RELATION TO THEIR PARENTAL SUPPORT AND OCCUPATIONAL ASPIRATIONS

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Chapter 5
Summary and conclusion
5.1 INTRODUCTION

The teacher training courses presently, seems very lucrative as there are number of education colleges have been opening and the rush admission to these courses. For certain reasons young boys and girls after passing the graduation, like to choose this profession. They more and more in number appear in the entrance examination for the admission to the bachelor of education or some other similar courses, as these courses are liable for providing job. There are certain other factors responsible for the rush in the teacher training colleges. Under occupational aspirations this field has become the most favorite among the graduates and post graduates. Students in the field of teaching are coming from every strata of society. For the admission in this type of courses different subject combinations and admission criteria has been finalized, also there is reservation of the seats category wise, so that students from every section can take admission in these courses. But in the modern era, every field, every profession demands proficiency and accuracy. Similarly in teaching also, the teaching learning process is not mere an exchange of ideas between teachers and the students. But now with the passage of time and deep researches, the teaching learning process has undergone a revolution. Now teaching is not only to impart knowledge to the students sitting under formal classroom conditions but now it has become a skill which transformed the traditional class room teaching into experimental teaching .

In the government as well as in the private sector, the authorities managing the schools and colleges set to concentrate upon improving teaching learning process. For this, refresher courses, seminars, extension lectures and specialized courses have been
organized time to time. Teaching has also become hi-tech. Now in the classrooms, teacher is not alone but he enters the classroom with skills and supplementary devices and by the use of all these he clarifies the minds of learners about the concepts he is teaching. The teaching profession itself is moving towards the success and revolution, also in the teacher training colleges there is an important place of competency, thus theoretically and practically the pupil teachers are treated, so that under actual teaching learning conditions he should not feel any difficulty in teaching. And also going through the other foundation subjects such as Educational Philosophy, Educational Psychology, School Management, Guidance and Counseling and Computer Education learns all the tricks to know and control the minds of the learner. This is nothing but a way to make themselves efficient in teaching. Certain other factors like Support for joining and completing these courses is indispensable for the learners. The most important role is played by the parents who along with teachers are responsible for providing all such supports to their children achieving the goals of their lives. In the present study a similar kind of problem is analyzed, which is related to teaching competency. In this study certain variables related to the competency in teaching profession are correlated and analyzed to reach at some conclusion.

5.2 TEACHING COMPETENCY

Teaching is an important part of educational process. Its special function is to impart knowledge, develop understanding and skills. Teaching is usually associated with 3R’s i.e., Reading, Writing and Arithmetic-imparting knowledge of school subjects. Education, on the other hand, has a wider connotation in terms of 7R’s, i.e., Reading,
Writing, Arithmetic (denoting school subjects) and Rights, Responsibilities, Relationships and Recreation (new requirement and ideals of democratic set up). In teaching, we limit our outlook omitting those more important means of education which are involved in the school as a systematically organized social community, including its tone or general moral atmosphere, its government and discipline and that potent influence – the personality of the teacher. In today’s world, teacher must develop the essential skills such as the "4 Cs" of 21st Century skills which are now very important for the 21st century teacher as well as for the learner. These are (i) Creativity and innovation, (ii) Critical thinking and problem solving, (iii) Communication, (iv) Collaboration.

Haskew & Wilson (1956) Teaching competency includes knowledge, attitude, skill and other teacher characteristics used for effective teaching. Medley & Mitzel (1963) perceive teacher competency as teacher behaviors that produce intended effects. Ebel (1969) the term 'teaching competency' has also been a debatable term. It refers to the criteria that determine teacher effectiveness, although the reviews of research on teacher effectiveness point out the futility of efforts in identifying teacher effectiveness. Rama (1979) defines teacher competency as 'the ability of a teacher manifested through a set of overt teacher classroom behaviors which is a resultant of the interaction between the presage and the product variables of teaching within a social setting.

Teaching competency has various dimensions such as content knowledge, instructional planning, student motivation, presentation and communication skills, evaluation competencies and classroom management skills. Teacher possessing all these
skills to reasonable extent can be a competent teacher. Thus from the above definitions we can conclude that existence of teaching is not alone but it is of dual as well as a multi-dimensional term.

5.3 PARENTAL SUPPORT

Parenting is the process of promoting and supporting the physical, emotional, social, and intellectual development of child from infancy to adulthood. Parenting refers to the aspects of raising a child aside from the biological relationship. Parental Support often refers to assistance given to children to ease mental stress and unhappiness. This is one of the fundamental ways in which parents provide support to children. However, the manner in which they do this varies depending on the child's physical and psychological capacities and on the parent's care giving abilities. Parental support is a way of maintaining physical and psychological closeness between parent and child, but it may also involve a degree of parental control when children need help regulating their behavior or developing social and intellectual competency. It is said that parents are ultimately responsible for helping children become independent and for creating a family environment that helps them develop the ability to be flexible in different surroundings. For these reasons, among others, parental support is vital not only to individual children but also to society at large. When parents use positive means to motivate and guide, children become better family members, better social partners, and better citizens.

Campbell (1992) “Do parents know how and what they can do to ensure their children's success? Do they understand how the school and home can work in harmony
for the good of both”? It is possible that a lot of parents do the best they can, but simply do not know the answers to these questions. They want to help their children achieve success, but do not know how to go about doing that. Duncan (1992) anything that the parent can do to help the student improve is worth doing. "Emphasis should be on effective ways of helping children, families, and schools work together to provide students with the opportunity to put their best efforts forward”. Way and Rossman (1997) emphasized that parental support is the Interactions between parents and their children include positive behavior such as interests, support, open communication and parent child connectedness which help children to be autonomous and successful in shaping their own lives. Badony (2000) children need their parents both for guidance and support during their life. Parents lay strong foundation for the social skills and self roles which have a long term impact on their decisions and plans when they provide the emotional security which their children need. Burnett (2001) suggested that best advice to give parents is "to spend time with their children and maintain dialogue. Thus, they can watch for abrupt or marked changes in academic or social activities.” Nandawana and Asawa (2006) stated Parental support is one of the most important contributions. Parents can make to the adolescents development. Greater the parents support, greater the social competency (self esteem, moral behavior, academic achievement and vocational achievement). Support can be shown in several ways such as physical affection, companionship and sustained contact.

Parental support is a very important factor which is responsible for the entire life of the children. This is all due to this factor; the whole education of the subject depends
upon. Parental support can be of different types as – Mental/Emotional Parental Support, Financial/ Economic Parental Support and Social/Informational Parental Support. All these play vital role in the carrier building of an individual. As Mental/Emotional Parental Support helps the subject in encouraging and reinforcing the subject for his carrier formation. Financial/ Economic Parental Support help the subject in paying fees, funds and solving other financial matters related to the individual’s life. The Social /Informational Parental Support helps the subject in getting the suggestions /guidance in choosing the carrier and also managing the situations from making mind for the particular field till the achievement of the objective

5.4 OCCUPATIONAL ASPIRATIONS

Occupational aspirations refer to the instinct for getting some job for carrier building. It is a well known fact that generally students opt for that kind of course which ensures the subject some good job in future after its completion. Thus in the light of this feeling, the job oriented courses these days became more popular among the students. And the above said factor plays chief role in the selection of the carrier. Also the courses which are easy and economic in nature and of less duration are getting popularity for fulfilling the dream of a good job. This has been simplified by the opening of the no. of private professional colleges. This variable was selected as this is a very common problem, the problem of occupation which the present student faces.

The critical role of occupational aspirations and expectations in the career development of adolescents is reflected in their integral position in most career theories and in the volume of research conducted for half a century. The important role of
occupational aspirations and expectations in identifying future educational and career options remains an important area of study. Despite extensive theoretical and empirical work conducted, a clear definition remains elusive.

Haller and Miller (1967) occupational aspirations have been defined as orientation towards occupational goal. The level of occupational aspirations is considered as a concept which is logically a special instance of the concept level of aspirations. Its special nature consists only in the continuum of difficulty. The continuum of difficulty is the occupational hierarchy. Looker and McNulty (1988) argued that adolescents’ occupational aspirations are a cause rather than an effect of educational and career attainment, with the expression of lower occupational aspirations reflecting self or systemic limitations that constrain future opportunities. Holland, Gottfredson, & Baker, (1990), Adolescents’ occupational aspirations and expectations have been viewed as significant determinants of both short-term educational and long-term career choices and as a reflection of adolescents’ future social mobility and career self-concept. Rojewski and Yang (1997) and Rojewski and Kim (2003) have reported the early formation of occupational aspirations and their stability through adolescence. Armstrong & Crombie, (2000) Occupational expectations represent occupations that the individual assumes might be realistic. Johnson (2002) referred to them as point in time expressions of occupational goals, leading several authors to regard them as important career motivational variables, proving to be predictive of later career attainment levels. Rojewski (2005) defined occupational aspirations as “an individual’s expressed career related goals or choices”.
5.5 REVIEW AND EMERGENCE OF THE PROBLEM

In the fast developing world there seems in every field of employment great competition and crowd. Almost in every profession there are now specializations. One profession has given birth to many new, in the form of specializations. Everyone who has adopted one profession now improving or making himself specialized in one particular part of that profession. This specialization is responsible for struggle for existence and opportunity of growth in future. It has become very unpredictable that modern student who has competency in one field would be able to adopt or grow in that field or not? During the carrier building from the formative years of education to in-service, many factors shape or direct the subject towards his objectives. Competency in any particular field to a great extent is responsible for this evolution in the field of specialization. Further this specialization is under some factors takes its shape, under different circumstances, experiences and situations competency in that subject grows up. In the world of struggle a few able to achieve the objective of their interest. Similarly in the field of teaching there we can find certain factors responsible for the competency of the students. Some of these are – interest, aptitude, creativity, achievement, study habits, attitude, interpersonal relation, motivation, stress, personality variables, support, values and many more. Many researches have been done in this field; exploring the factors responsible for the competency in teaching and many of the comparisons have been made. As we reviewed the related literature we found some studies concluded certain factors positively related, some negatively related and some of them did not have any relation to it as Sharma and Bhattacharia (1980) summative model teacher training,


But not much work has been done in the field of teaching competency with parental support and occupational aspirations; hence the researcher manifested his interest in studying this area of study. Thus in the present study Teaching Competency as a dependent variable is analyzed under the influence of the two independent variables; Parental Support and Occupational Aspirations.

5.6 STATEMENT OF THE PROBLEM

A COMPARATIVE STUDY OF TEACHING COMPETENCY AMONG SCHEDULED CASTE AND NON-SCHEDULED CASTE PUPIL TEACHERS IN RELATION TO THEIR PARENTAL SUPPORT AND OCCUPATIONAL ASPIRATIONS

5.7 OBJECTIVES OF THE STUDY

The study was conducted with the following objectives in view –

1. To find the difference in teaching competency of scheduled caste and non-scheduled caste pupil teachers.

2(a). To find the relation in teaching competency and parental support among scheduled caste pupil teachers.

2(b). To find the relation in teaching competency and parental support among non-scheduled caste pupil teachers.
2(c). To find the difference between parental support of the scheduled caste and non-scheduled caste pupil teachers on their teaching competency.

3(a). To find the relation in teaching competency and occupational aspirations among scheduled caste pupil teachers.

3(b). To find the relation in teaching competency and occupational aspirations among non-scheduled caste pupil teachers.

3(c). To find the difference between occupational aspirations of the scheduled caste and non-scheduled caste pupil teachers on their teaching competency.

4(a). To find the relation in teaching competency and high parental support among scheduled caste pupil teachers.

4(b). To find the relation in teaching competency and high parental support among non-scheduled caste pupil teachers.

4(c). To find the difference between high parental support of the scheduled caste and non-scheduled caste pupil teachers on their teaching competency.

5(a). To find the relation in teaching competency and low parental support among scheduled caste pupil teachers.

5(b). To find the relation in teaching competency and low parental support among non-scheduled caste pupil teachers.

5(c). To find the difference between low parental support of the scheduled caste and non-scheduled caste pupil teachers on their teaching competency.

6(a). To find the relation in teaching competency and high occupational aspirations among scheduled caste pupil teachers.
6(b). To find the relation in teaching competency and high occupational aspirations among non-scheduled caste pupil teachers.

6(c). To find the difference between high occupational aspirations of the scheduled caste and non-scheduled caste pupil teachers on their teaching competency.

7(a). To find the relation in teaching competency and low occupational aspirations among scheduled caste pupil teachers.

7(b). To find the relation in teaching competency and low occupational aspirations among non-scheduled caste pupil teachers.

7(c). To find the difference between low occupational aspirations of the scheduled caste and non-scheduled caste pupil teachers on their teaching competency.

8. To study and compare the conjoint effect of parental support and occupational aspirations towards the prediction of teaching competency among scheduled caste and non-scheduled caste pupil teachers.

5.8 HYPOTHESES

Directed towards the objectives of the study and on the basis of review of the related literature, following null hypotheses were formulated for the verification:-

H1. There will be no significant difference in teaching competency of scheduled caste and non-scheduled caste pupil teachers.

H2(a). There will be no significant relation in teaching competency and parental support among scheduled caste pupil teachers.

H2(b). There will be no significant relation in teaching competency and parental support among non-scheduled caste pupil teachers.
H2(c). There will be no significant difference between parental support of the scheduled caste and non-scheduled caste pupil teachers on their teaching competency.

H3(a). There will be no significant relation in teaching competency and occupational aspirations among scheduled caste pupil teachers.

H3(b). There will be no significant relation in teaching competency and occupational aspirations among non-scheduled caste pupil teachers.

H3(c). There will be no significant difference between occupational aspirations of the scheduled caste and non-scheduled caste pupil teachers on their teaching competency.

H4(a). There will be no significant relation in teaching competency and high parental support among scheduled caste pupil teachers.

H4(b). There will be no significant relation in teaching competency and high parental support among non-scheduled caste pupil teachers.

H4(c). There will be no significant difference between high parental support of the scheduled caste and non-scheduled caste pupil teachers on their teaching competency.

H5(a). There will be no significant relation in teaching competency and low parental support among scheduled caste pupil teachers.

H5(b). There will be no significant relation in teaching competency and low parental support among non-scheduled caste pupil teachers.

H5(c). There will be no significant difference between low parental support of the
scheduled caste and non-scheduled caste pupil teachers on their teaching competency.

H6(a). There will be no significant relation in teaching competency and high occupational aspirations among scheduled caste pupil teachers.

H6(b). There will be no significant relation in teaching competency and high occupational aspirations among non-scheduled caste pupil teachers.

H6(c). There will be no significant difference between high occupational aspirations of the scheduled caste and non-scheduled caste pupil teachers on their teaching competency.

H7(a). There will be no significant relation in teaching competency and low occupational aspirations among scheduled caste pupil teachers.

H7(b). There will be no significant relation in teaching competency and low occupational aspirations among non-scheduled caste pupil teachers.

H7(c). There will be no significant difference between low occupational aspirations of the scheduled caste and non-scheduled caste pupil teachers on their teaching competency.

H8(a). The prediction of teaching competency among scheduled caste pupil teachers on the basis of the conjoint effect of the parental support and occupational aspirations will be significantly higher as compare to their separate predictions.

H8(b). The prediction of teaching competency among non-scheduled caste pupil teachers on the basis of the conjoint effect of the parental support and occupational aspirations will be significantly higher as compare to their separate
predictions.

H8(c). The prediction of teaching competency on the basis of the conjoint effect of the parental support and occupational aspirations among scheduled caste pupil teachers will be significantly higher than among non-scheduled caste pupil teachers.

5.9 OPERATIONAL DEFINITIONS OF THE VARIABLES

Teaching Competency: Effective performance of all observable teacher behaviors during teaching learning process that bring about desired prospective teacher outcomes is known as teaching competency.

Parental Support: It is the process of promoting and supporting the physical, emotional, social, and intellectual development of child from infancy to adulthood.

Occupational Aspirations: Occupational aspirations refer to the instinct for getting some job for carrier building.

5.10 DELIMITATION OF THE STUDY

1. The present study was delimited to the pupil teachers studying in the various education colleges affiliated to Panjab University Chandigarh only.

2. The sample of the study was restricted to 500 scheduled caste and non-scheduled caste pupil teachers.

3. Equal fairly representation was given to scheduled caste and non-scheduled caste pupil teachers.
5.11 SAMPLE

Descriptive survey method of sampling was used in the present study. The study was carried out on the 500 pupil teachers which were further divided into 250 scheduled caste and 250 non-scheduled caste pupil teachers studying in different education colleges affiliated to Panjab University Chandigarh.

5.12 TOOLS USED

Following tools were used for the present study:-

1. Teaching competency scale by Passi and Lalitha (2009)
3. Occupational Aspirations scale, developed by the investigator. (2010)

5.13 PROCEDURE

Descriptive survey method of research was employed for the present study. There were two independent variables namely parental support and occupational aspirations and one dependent variable namely teaching competency. Scheduled caste and non-scheduled caste were used as classificatory variables only. Data was collected by the investigator using the tools mentioned above.

5.14 STATISTICAL TECHNIQUES USED

1. Descriptive statistics such as skewness and kurtosis were used to ascertain the nature of distribution of scores with respect to Teaching competency, Parental support and Occupational aspirations.
2. Pearson’s product moment coefficient of correlation was worked out to know the
relationship among the variables.

3. Critical ratio was worked out to study the significance of difference between means and coefficient of correlation.

4. With a view to ascertain the relative contribution of parental support and occupational aspirations towards the prediction of teaching competency, different models of step-up regression equations were worked out. Then the conjoint predictions among scheduled caste and non-scheduled caste pupil teachers were worked out. Scatter diagrams.

5. Scatter Plots (also called scatter diagrams) are used to delineate the possible relationship and difference in correlation of two variables.

5.15 SYMBOLS USED FOR THE OPERATIONAL VARIABLES

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5.16 FINDINGS OF THE STUDY

1. There exists no significant difference in teaching competency of scheduled caste and non-scheduled caste pupil teachers.

2. There exists no significant relation in teaching competency and parental support among scheduled caste pupil teachers.

3. There exists a significant relation in teaching competency and parental support among non-scheduled caste pupil teachers.

4. There exists no significant difference between the relation in parental support of the scheduled caste and non-scheduled caste pupil teachers and their teaching competency.

5. There exists no significant relation in teaching competency and occupational aspirations among scheduled caste pupil teachers.

6. There exists a significant relation in teaching competency and occupational aspirations among non-scheduled caste pupil teachers.

7. There exists a significant difference between relation in occupational aspirations of the scheduled caste and non-scheduled caste pupil teachers and their teaching competency.

8. There exists no significant relation in teaching competency and high parental support among scheduled caste pupil teachers.

9. There exists no significant relation in teaching competency and high parental support among non-scheduled caste pupil teachers.

10. There exists no significant difference between relationship regarding high parental
support of the scheduled caste and non-scheduled caste pupil teachers and their teaching competency.

11. There exists no significant relation in teaching competency and low parental support among scheduled caste pupil teachers.

12. There exists no significant relation in teaching competency and low parental support among non-scheduled caste pupil teachers.

13. There exists no significant difference between relationship of low parental support of the scheduled caste and non-scheduled caste pupil teachers and their teaching competency.

14. There exists no significant relation in teaching competency and high occupational aspirations among scheduled caste pupil teachers.

15. There exists no significant relation in teaching competency and high occupational aspirations among non-scheduled caste pupil teachers.

16. There exists no significant difference between relationship of high occupational aspirations of the scheduled caste and non-scheduled caste pupil teachers and their teaching competency.

17. There exists a significant relation in teaching competency and low occupational aspirations among scheduled caste pupil teachers.

18. There exists a significant relation in teaching competency and low occupational aspirations among non-scheduled caste pupil teachers.

19. There exists a significant difference between the relationship of low occupational aspirations of the scheduled caste and non-scheduled caste pupil teachers and their
teaching competency.

20. The prediction of teaching competency among scheduled caste pupil teachers on the basis of the conjoint effect of the parental support and occupational aspirations is significantly higher as compare to their separate predictions.

21. The prediction of teaching competency among non-scheduled caste pupil teachers on the basis of the conjoint effect of the parental support and occupational aspirations is significantly higher as compare to their separate predictions.

22. The conjoint effect of the parental support and occupational aspirations among scheduled caste and non-scheduled caste pupil teachers on their teaching competency is almost similar.

5.17 EDUCATIONAL IMPLICATIONS

1. Teaching competency of the pupil teachers does not differ among scheduled caste and non-scheduled caste pupil teachers.

2. Parental support does not influence teaching competency of the scheduled caste pupil teachers.

3. Parental support influences teaching competency of the non-scheduled caste pupil teachers.

4. Teaching competency of the scheduled caste and non-scheduled caste pupil teachers cannot be differentiated under the influence of the Parental Support.

5. Occupational aspirations does not influence teaching competency of the scheduled caste pupil teachers.

6. Occupational aspirations influence teaching competency of the non-scheduled caste
pupil teachers.

7. Teaching competency of the scheduled caste and non-scheduled caste pupil teachers can be differentiated under the influence of the Occupational Aspirations.

8. High Parental support does not influence teaching competency of the scheduled caste pupil teachers.

9. High Parental support does not influence teaching competency of the non-scheduled caste pupil teachers.

10. Teaching competency of the scheduled caste and non-scheduled caste pupil teachers cannot be differentiated under the influence of the high Parental Support.

11. Low Parental support does not influence teaching competency of the scheduled caste pupil teachers.

12. Low Parental support does not influence teaching competency of the non-scheduled caste pupil teachers.

13. Teaching competency of the scheduled caste and non-scheduled caste pupil teachers cannot be differentiated under the influence of the Low Parental Support.

14. High Occupational aspirations does not influence teaching competency of the scheduled caste pupil teachers.

15. High Occupational aspirations does not influence teaching competency of the non-scheduled caste pupil teachers.

16. Teaching competency of the scheduled caste and non-scheduled caste pupil teachers cannot be differentiated under the influence of the High Occupational Aspirations.

17. Low Occupational aspirations influence teaching competency of the scheduled caste pupil teachers.
18. Low Occupational aspirations influence teaching competency of the non-scheduled caste pupil teachers.

19. Teaching competency of the scheduled caste and non-scheduled caste pupil teachers can be differentiated under the influence of the Low Occupational Aspirations.

20. The teaching competency among scheduled caste pupil teachers on the basis of the conjoint effect of the parental support and occupational aspirations is more than their separate effect.

21. The teaching competency among non-scheduled caste pupil teachers on the basis of the conjoint effect of the parental support and occupational aspirations is more than their separate effect.

22. The teaching competency on the basis of the conjoint effect of the parental support and occupational aspirations among scheduled caste pupil teachers is similar to the non-scheduled caste pupil teachers.

5.18 SUGGESTIONS FOR THE FURTHER STUDY

Research is an unending process and every research work provides clue for further investigation. The success in the solution of the problem tends to indicate other unsolved problems need a scientific probing and also every investigator after completing her/his own piece of research may feel inspired to do more research. Therefore, the presence study opens up certain avenues for further research which are listed below:

1. The present study was conducted on 250 scheduled caste and 250 non-scheduled caste pupil teachers. It is therefore suggested that the similar study may be replicated by increasing the sample.
2. The sample of the study can be undertaken for the different education colleges of other states also.

3. The study may be carried out in which the classificatory variables can be rural and urban areas’ pupil teachers.

4. To widen scope of this study more variables like intelligence, sociality and emotional maturity can be included for the further investigations.

5. The study may be carried out with the classificatory variables - male and female pupil teachers.

6. A comparative study may be carried out between the pupil teachers from Govt. and Self Financing Colleges of Education.

7. A comparative study may be carried out between the pupil teachers from two different states.

8. Similar study can be undertaken with more statistical tools and techniques.