
CHAPTER 4

ANALYSIS AND INTERPRETATION



4.0 Introduction

4.1 Analysis and Interpretation of Data

CHAPTER 4

ANALYSIS AND INTERPRETATION OF DATA

“The ways in which the researcher moves from a description of what is the case to an explanation of why what is the case is the case”.

- Hitchcock and Hughes 1995

“The present chapter deals with the Analysis and Interpretation of Data in a systematic manner as the next step of the research process. Analysis and Interpretation of Data is the heart of research, as it is through this process that sense and meaning are made of the data gathered”. The Objective of the analysis is to systematize, categorize and combine the collected data so that they can be better understood and interpreted to give answers to the questions that gave rise to the survey. Interpretation is the search for the broader meaning of the results. The analysis is not satisfied without the interpretations and the interpretation cannot proceed without analysis. Thus, both are interdependent (Manoharan. V, 2015). Thus, in simple words it has been observed that Analysis is a process through which certain conclusion is reached for a given situation after deliberate study using statistical practices. And Interpretation of Data is the process of making sense of the data that has been analyzed. In this chapter the researcher presents the results and analysis of the quantitative data. The data was collected from Prospective Teachers of Central and State Universities of Uttar Pradesh. The data was first entered into an excel sheet and then exported into SPSS. Thus, using SPSS software the present study results were analyzed and keeping in view the Objectives of the study, the findings were carefully and meaningfully interpreted. “The mass of data collected needs to be systematized and organized, i.e. edited, classified and tabulated before it can serve the purpose. Here, editing implies checking of the gathered data for accuracy, utility and completeness; classifying refers to the dividing of the information into different categories, classes or heads for use; and tabulating denotes the recording of the classified material in accurate mathematical terms i.e., making and counting frequency tallies for different items on which information is gathered. The purpose of analysis is to find out the relationship between the variables, which lead to verification of the hypotheses. It involves a process of breaking up the complex factors into simpler ones and making new arrangements for the purpose of interpretation, analysis and interpretation of data to help

the future researchers address the problem with appropriate statistical techniques to avoid unnecessary error”. According to “Good et. Al”, *“Analysis is a process which enters into research in one form or the other form in the very beginning. It may be fair to say in general that research consists of two longer steps, i.e., the gathering of data and analysis of the data. Analysis and interpretation help the researcher infer the results on to be accomplished in the study”*. “Hence, it is to be done carefully by examining the results obtained after analysis. Statistics is a good tool in the hands of a researcher. It can help in attaining some Objectives only if one is clear about the theoretical basis of the variables and their relationship, so it is necessary to interpret the result obtained statistically. It is only one way to make the research meaningful. The potent Objective of the present study was to assess the comparison of Values, Teaching Competency, Level of Aspiration and Vocational Interest among Prospective Teachers of Uttar Pradesh with special reference to their type of University, Gender, locality, and Subject stream”.

The Sample of Prospective Teachers of Universities

Table 4.0: Sample of Prospective Teachers of Universities

	Demographic Variables	Sample Size
Central Universities (250)	Male	100
	Female	150
	Rural	130
	Urban	120
	Arts	180
	Science	70
State Universities (250)	Male	90
	Female	160
	Rural	135
	Urban	115
	Arts	160
	Science	90
Total		250+250= 500

Testing the Hypotheses

“Statistical treatment was given out to the data collected to test the Null Hypothesis formulated for the study, particularly through determining the status of each hypothesis on the basis of t’ value of significance of means of various variables of the study. The

problem under investigation involved the interpretation of human behavior, in which case, the significant level used for the rejection or retention (acceptance) of a Null Hypothesis is normally seen at .05 't' value which as per 't' table is 1.96 (Garret, 1979, p. 216). If the 't' value equals or exceeds 1.96, the difference between the means is significant at .05 levels. This means rejection of the Null Hypothesis at .05 the significant level; and if it is less than 1.96, the Null Hypothesis is retained”.

4.1 VALUE ANALYSES

Objective 1: To study and compare the Values and its dimensions of Prospective Teachers of Central and State Universities.

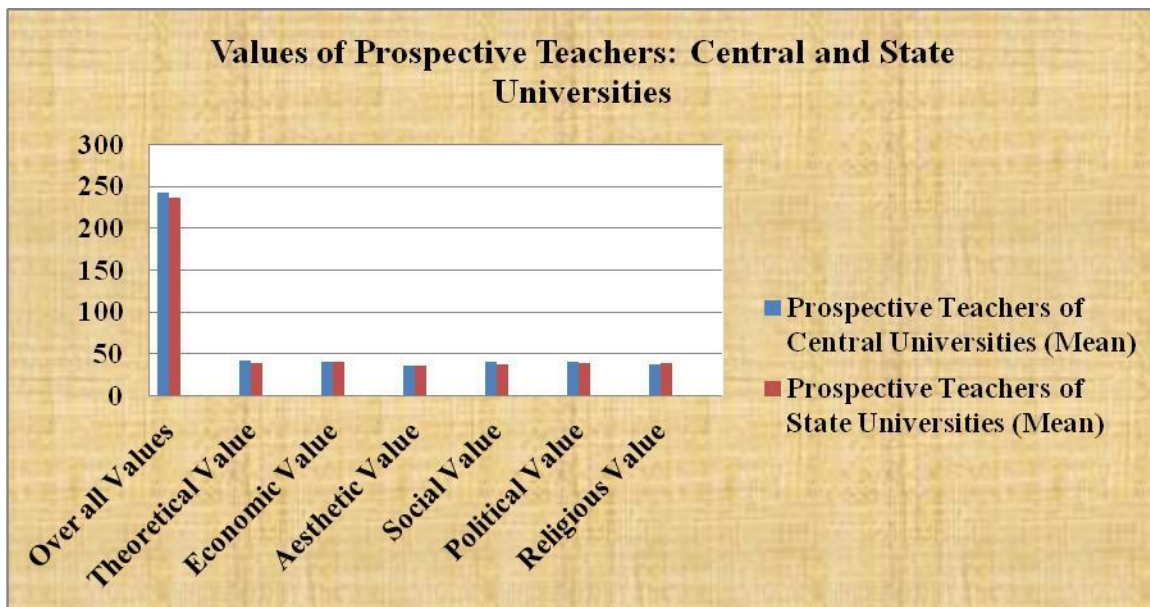
Hypothesis No. 1 There is no statistical significant difference between the Values and its Dimensions of Prospective Teachers of Central and State Universities.

Table No 4.1: Significance of mean difference between Prospective Teachers studying in central and state universities with reference to their values and its dimensions

S. No.	Dimensions of Values	Types of University	Number	Mean	SD	t-Value	S/NS
1	Over All Values	Central University	cc	242.28	18.09	2.05	S*
		State University	250	236.60	19.06		
2	Theoretical Values	Central University	250	41.3	6.62	5.08	S
		State University	250	38.3	6.60		
3	Economic Values	Central University	250	40.2	6.19	0.351	NS
		State University	250	40.1	6.03		
4	Aesthetic Values	Central University	250	36.3	6.61	2.24	S*
		State University	250	35.9	6.68		
5	Social Values	Central University	250	41.2	5,60	5.46	S
		State University	250	38.1	6.36		
6	Political Values	Central University	250	40.9	6.09	3.34	S
		State University	250	39.1	6.03		
7	Religious Values	Central University	250	38.02	6.11	0.101	NS
		State University	250	39.03	6.06		

Significant at 0.01 level

*Significant at 0.05 level



GRAPH 1: Graphical representation showing the Values and its Dimensions of Prospective Teachers of Central and State Universities

“It is evident from the table 4.1 and Graph No 1 that, the mean value of Prospective Teachers studying in Central Universities is more than the mean value of Prospective Teachers studying in State Universities. So the mean of first group (Prospective Teachers studying in Central Universities) is significantly higher than the mean of second group (Prospective Teachers studying in State Universities). The differences of the ‘t’ value between the mean of two groups (Prospective Teachers of Central and State Universities) is 2.05 which is significant at 0.05 level. Therefore, the Null Hypothesis, “There is no significant difference between Prospective Teachers studying in Central and State Universities with special reference to their overall Values” is not accepted.

“Table 4.1 further reveals the first dimension of value in **Theoretical Value**. It is evident that the mean and standard deviation in theoretical value scores in terms of Prospective Teachers studying in central university are 41.3 and 6.62 respectively, whereas for State University are 38.3 and 6.60 respectively. The obtained t-value was found to be 5.08 which is more than the ‘t’ value of 2.58 at 0.01 the significant level. It indicates that there is significant difference between mean scores of Prospective Teachers studying in Central and State Universities with special reference to their Theoretical Value. Therefore, the Null Hypothesis, “There is no significant difference

between Prospective Teachers studying in Central and State Universities with special reference to their Theoretical Values” is not accepted. Thus, it has been concluded that alternative hypothesis, “*There is significant difference between Prospective Teachers studying in Central and State Universities with special reference to their Theoretical Value*” is accepted”.

“It is inferred from table 4.1 that, Second dimensions of values is **Economic Value** which shows the calculation of scores obtained by Prospective Teachers studying in Central and State Universities with special reference to their Economic Values. The mean score of Prospective Teachers studying in Central Universities is 40.2 and Prospective Teachers studying in State Universities is 40.1 and standard score is 6.19 and 6.03 respectively. The calculated ‘t’ value is 0.351 and it is not significant at both level i.e. 0.01 and 0.05 levels. Hence, difference of mean score of Prospective Teachers studying in Central and State Universities with special reference to their economic values is not significant. So the obtained result shows that Prospective Teachers studying in Central and State Universities have almost the same attitudes towards economic value. Therefore, Null Hypothesis, “There is no significant difference between Prospective Teachers studying in Central and State Universities with special reference to their Economic Value” is accepted”.

“From the Table 4.1, one would observe that the t value of third dimension is **Aesthetics Value** which has applied that the mean and standard deviation with special reference to Aesthetic Value scores in terms of Prospective Teachers studying in Central Universities are 37.3 and 6.61 respectively, whereas for State Universities are 35.9 and 6.68 respectively. The obtained t-value was found to be 2.24 which is more than the ‘t’ value of 1.98 at 0.05 significant level. It indicates that, there is significant difference between mean scores of Prospective Teachers studying in Central and State Universities with special reference to their Aesthetic Value. Therefore, the Null Hypothesis, “There is no significant difference between Prospective Teachers studying in Central and State Universities with special reference to their Aesthetic Value” is not accepted at 0.05 the significant level and in which case alternative hypothesis is accepted”.

“Table 4.1 indicates the t-test of the fourth dimension of value is **Social Value** and it is evident that the mean and standard deviation with special reference to **Social Value** scores in terms of Prospective Teachers studying in Central Universities are 41.2 and 5.60 respectively, whereas for State Universities are 38.1 and 6.37 respectively. The obtained t-value was found to be 5.47 which is higher than the ‘t’ value of 2.58 at 0.01 the significant level. It indicates that there is significant difference between mean scores of Prospective Teachers studying in Central and State Universities with special reference to their Social Value. Therefore, the Null Hypothesis, “There is no significant difference between Prospective Teachers studying in Central and State Universities with special reference to their Social Value” is not accepted at 0.01 level and alternative hypothesis is accepted”.

“It is clear from table 4.1 that value of fifth Dimension is **Political Value**. It is understandable that the mean and standard deviation with special reference to political value scores in terms of Prospective Teachers studying in Central Universities are 40.9 and 6.09 respectively, whereas for State Universities are 39.1 and 6.03 respectively. The obtained t-value was found to be 3.43 which is greater than the ‘t’ value of 2.58 at 0.01 the significant level. It indicates that there is significant difference between mean scores of Prospective Teachers studying in Central and State Universities with special reference to their political value. Therefore, the Null Hypothesis, “There is no significant difference between Prospective Teachers studying in Central and State Universities with special reference to their Political Value” is not accepted at 0.01 the significant level and alternative hypothesis is accepted”.

As shown in table 4.1 the t-value of 6th dimension is **Religious Value** which shows the calculation of scores obtained by Prospective Teachers studying in Central and State universities with special reference to their religious value. The mean score of Prospective Teachers studying in Central Universities is 38.02 and Prospective Teachers studying in State Universities is 39.03 and standard deviation score is 7.11 and 7.06 respectively. The calculated ‘t’ value is 0.101 and it is not significant at both level i.e. 0.01 and 0.05 levels. Hence, difference of mean score of Prospective Teachers studying in Central and State Universities with special reference to their

Religious Values is not significant. So the obtained result shows that Prospective Teachers studying in Central and State Universities have almost the same attitudes towards Religious Value. Therefore, Null Hypothesis, “There is no significant difference exists between Prospective Teachers studying in Central and State Universities with special reference to their Religious Value” is accepted.

4.1.1 Central Universities (Male and Female)

Objective 2 To study and compare the Values and its Dimensions of Male and Female Prospective Teachers of Central Universities

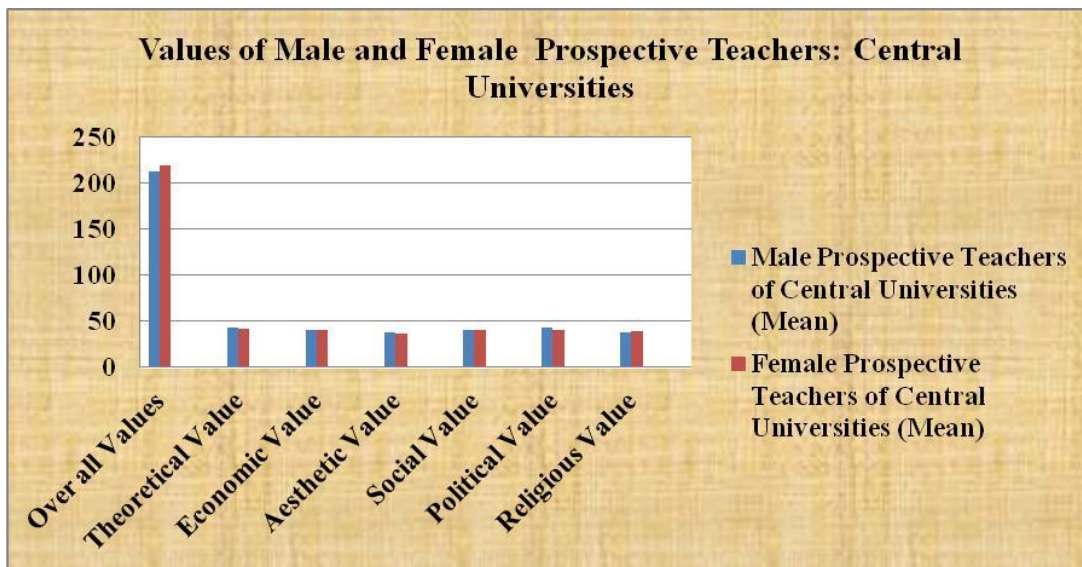
Hypothesis No. 2 There is no significant difference the Values and its Dimensions of Male and Female Prospective Teachers of Central Universities.

Table No. 4.1.1: Significance of Mean Difference between Male and Female Prospective Teachers studying in Central Universities with reference to their values and its Dimensions.

S.N	Dimensions of Values	Number	Gender	Mean	SD	t- value	S/NS
1	Over all Values	100	Male	212.38	13.02	2.21	S*
		150	Female	219.50	15.04		
2	Theoretical Value	100	Male	42.6	6.06	0.326	NS
		150	Female	42.4	5.09		
3	Economic Value	100	Male	40.0	6.03	1.23	NS
		150	Female	41.1	5.91		
4	Aesthetic Value	100	Male	38.2	6.56	2.24	S*
		150	Female	36.2	6.60		
5	Social Value	100	Male	40.6	6.14	0.264	NS
		150	Female	40.8	5.52		
6	Political Value	100	Male	42.6	5.42	3.56	S
		150	Female	40.8	5.56		
7	Religious Value	100	Male	38.1	6.61	2.09	S*
		150	Female	39.9	6.01		

Significant at 0.01 level

*Significant at 0.05 level



GRAPH No 2: Graphical representation showing the Values and its dimensions of Male and Female Prospective Teachers of Central Universities

“As observed in table 4.1.1 and Graph No 2, the mean value of Female Prospective Teachers studying in Central Universities is greater than the mean value of Male Prospective Teachers studying in Central Universities. So the mean of group first (Female Prospective Teachers studying in Central Universities) is significantly greater than the mean of group second (Male Prospective Teachers studying in Central Universities). The ‘t’ value of difference between the mean of two groups (Prospective Teachers of Central and State Universities) is 2.21 which is significant at 0.05 level. This shows that two groups have no distinction. Therefore, the Null Hypothesis, “There is no significant difference between Male and Female Prospective Teachers studying in Central Universities with special reference to their Overall Values” is not accepted and in that case the alternative hypothesis, “There is significant Difference between Male and Female Prospective Teachers studying in Central Universities with special reference to their Overall Values” is accepted”.

“Table 4.1.1 clearly shows that the first dimension of Value is **Theoretical Value**. The mean and standard deviation of Male Prospective Teachers with special reference to **Theoretical Value** are 42.7 and 7.07 respectively, whereas for Female Prospective Teachers of Central Universities are 42.4 and 5.09 respectively. The obtained t-value was found to be 0.327 which is less than the ‘t’ value of 1.96 at 0.01 and 0.05 the significant level for 248 degree of freedom. It indicates that, no significant Difference exist between mean scores of Male and Female Prospective Teachers of Central

Universities with special reference to theoretical value. Therefore, the Null Hypothesis, “There is no significant difference between Male and Female Prospective Teachers of Central Universities with special reference to Theoretical Value” is accepted at 0.01 and 0.05 the significant level”.

“Glance of table 4.1.1 further reveals that, its second dimension of value is **Economic Value**. The mean and standard deviation with special reference to **Economic Value** for Male Prospective Teachers are 40.0 and 7.03 respectively, whereas for Female Prospective Teachers of Central Universities are 41.1 and 5.91 respectively. The obtained t-value was found to be 1.23 which is less than the ‘t’ value of 1.96 at 0.01 and 0.05 the significant level for 248 degree of freedom. It indicates that there is no significant difference between mean scores of Male and Female Prospective Teachers of Central Universities with special reference to Economic Value. Therefore, the Null Hypothesis, “There is no significant difference exists between Male and Female Prospective Teachers of Central Universities with special reference to Economic Value” is accepted at 0.01 and 0.05 the significant level”.

“From the table 4.1.1 one would observe that the value of third dimension is **Aesthetic Value**. It is understand from the above table that the mean and standard deviation with special reference to **Aesthetic Value** for Male Prospective Teachers in Central Universities are 38.2 and 7.57 respectively, whereas for Female Prospective Teachers in Central Universities are 36.2 and 6.60 respectively. The obtained t-value was found to be 2.24 which is greater than the ‘t’ value of 1.96 at 0.05 the significant level for 248 degree of freedom. It shows that there is significant Difference between mean scores of Male and Female Prospective Teachers in Central Universities with special reference to their Aesthetic Value. Therefore, the Null Hypothesis, “There is no significant difference between Male and Female Prospective Teachers in Central Universities with special reference to their Aesthetic Value.” is not accepted at 0.05 the significant level”.

“It is clearly observed from table no 4.1.1 that the value of fifth Dimension is **Social value**. It is evident that the mean and standard deviation with special reference to **Social value** for Male Prospective Teachers are 40.6 and 6.14 respectively, whereas for Female Prospective Teachers of Central Universities are 40.8 and 5.52 respectively. The obtained t-value was found to be 0.264 which is less than the ‘t’ value of 1.96 at 0.01 and 0.05 the significant level for 248 degree of freedom. It

indicates that there is no statistical significant difference between mean scores of Male and Female Prospective Teachers of Central Universities with special reference to social value. Therefore, the Null Hypothesis, “There is no significant difference between Male and Female Prospective Teachers of Central Universities with special reference to Social Value” is accepted at 0.01 and 0.05 the significant level”. “Glance of table 4.1.1 further reveals that, its sixth dimension of value is **Political Value**. It is clear that the mean and standard deviation with special reference to **Political Value** for Male Prospective Teachers in central Universities are 42.7 and 5.42 respectively, whereas for Female Prospective Teachers in central Universities are 40.8 and 5.56 respectively. The obtained t-value was found to be 2.57 which is greater than the ‘t’ value of 1.96 at 0.05 the significant level for 248 degree of freedom. It indicates that statistically there is significant difference between mean scores of Male and Female Prospective Teachers in Central Universities with special reference to their political value. Therefore, the Null Hypothesis, “There is no significant difference exists between Male and Female Prospective Teachers in Central Universities with special reference to their Political Value.” is not accepted at 0.05 the significant level”.

“From the table 4.1.1 it can be explain that the mean and standard deviation with special reference to **Religious Value** for Male Prospective Teachers in Central Universities are 38.1 and 7.71 respectively, whereas for Female Prospective Teachers in central Universities are 39.9 and 6.01 respectively. The obtained t-value was found to be 2.09 which is greater than the ‘t’ value of 1.96 at 0.05 the significant level for 248 degree of freedom. It indicates that statistically there is significant difference between mean scores of Male and Female Prospective Teachers in Central Universities with special reference to their Religious Value. Therefore, the Null Hypothesis, “There is no statistical significant difference between Male and Female Prospective Teachers in Central Universities with special reference to their Religious Value” is not accepted at 0.05 the significant level”.

4.1.2 State Universities (Male and Female)

Objective 3 To study and compare the Values and its Dimensions of Male and Female Prospective Teachers of State Universities

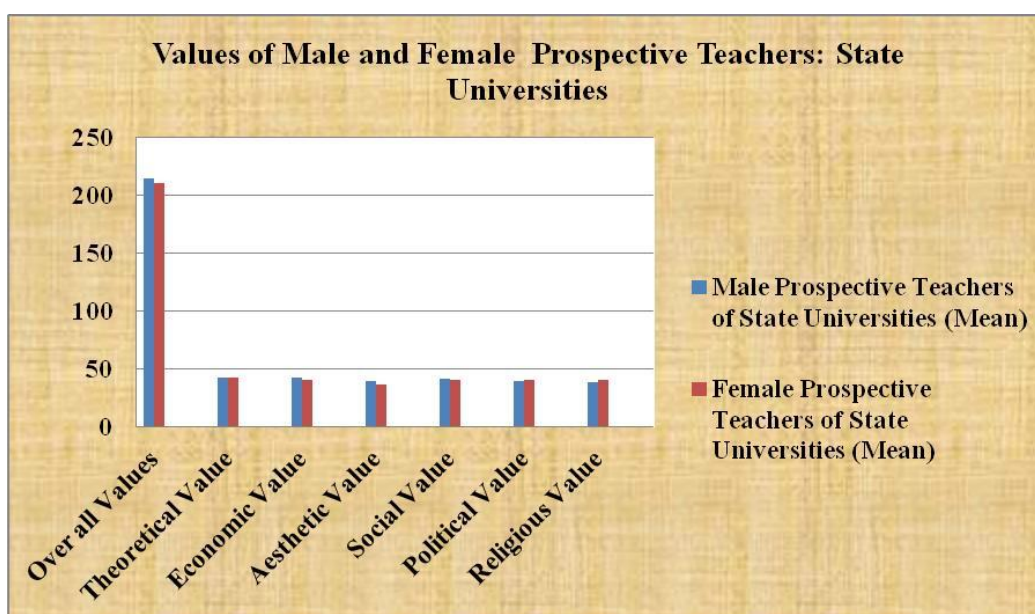
Hypothesis No. 3 There is no statistical significant difference between th Values and its Dimensions of Male and Female Prospective Teachers of State Universities.

Table No. 4.1.2: Significance of Mean Difference between Male and Female Prospective Teachers studying in State Universities with reference to their Values and its dimensions

S.N	Dimensions of Values	Number	Gender	Mean	SD	t- value	S/NS
1	Over all Values	90	Male	214.18	14.03	2.19	S*
		160	Female	210.20	16.01		
2	Theoretical Value	90	Male	42.1	6.68	0.152	NS
		160	Female	42.3	6.30		
3	Economic Value	90	Male	42.2	6.05	2.11	S*
		160	Female	40.4	6.65		
4	Aesthetic Value	90	Male	39.0	6.95	2.12	S*
		160	Female	36.0	6.93		
5	Social Value	90	Male	41.0	6.84	0.689	NS
		160	Female	40.5	5.69		
6	Political Value	90	Male	39.5	6.03	2.04	S*
		160	Female	40.4	6.65		
7	Religious Value	90	Male	38.6	6.44	2.01	S*
		160	Female	40.5	6.28		

Significant at 0.01 level

*Significant at 0.05 level



GRAPH No. 3: Graphical representation showing Values and its Dimensions of Male and Female Prospective Teachers of State Universities

“The table No 4.1.2 further shows that the mean value of Female Prospective Teachers studying in central Universities is higher than the mean value of Male Prospective Teachers studying in Central Universities. So the mean of group first

(Female Prospective Teachers studying in State Universities) is significantly higher than the mean of group second (Male Prospective Teachers studying in State Universities) the differences of the 't' value between the mean of two groups (Male and Female Prospective Teachers studying in State Universities) is 2.19 which is significant at 0.05 level. This shows that two groups have significant distinction. Therefore, the Null Hypothesis, "There is no statistical significant difference between Male and Female Prospective Teachers studying in State Universities with special reference to their Overall Values" is not accepted and thus it has been observed that alternative hypothesis "There is significant difference between Male and Female Prospective Teachers studying in State Universities with special reference to their Overall Values" is accepted".

"From the table 4.1.2 it is clear that the mean and standard deviation with special reference to **Theoretical Value** for Male Prospective Teachers are 42.1 and 7.68 respectively, whereas for Female Prospective Teachers of State Universities are 42.3 and 6.30 respectively. The obtained t-value was found to be 0.152 which is less than the 't' value of 1.96 at 0.01 and 0.05 the significant level for 248 degree of freedom. It indicates that statistically, "No significant Difference exists between mean scores of Male and Female Prospective Teachers of State Universities in relation to theoretical value. Therefore, the Null Hypothesis, "There is no significant difference between Male and Female Prospective Teachers of State Universities with special reference to Theoretical Value" is accepted at 0.01 and 0.05 the significant level".

"The table 4.1.2 clearly shows that the mean and standard deviation with special reference to **Economic Value** for Male Prospective Teachers in State Universities are 42.2 and 6.05 respectively, whereas for Female Prospective Teachers in State Universities are 40.4 and 6.65 respectively. The obtained t-value was found to be 2.11 which is greater than the 't' value of 1.96 at 0.05 the significant level for 248 degree of freedom. It indicates that statistically there is significant difference between mean scores of Male and Female Prospective Teachers in State Universities with special reference to their Economic Value. Therefore, the Null Hypothesis, "No significant difference exists between Male and Female Prospective Teachers in State Universities with special reference to their Economic Value" is not accepted at 0.05 the significant level".

“From the table 4.1.2, it is clear that the mean and standard deviation with special reference to **Aesthetic Value** for Male Prospective Teachers in State Universities are 39.0 and 7.95 respectively, whereas for Female Prospective Teachers in State Universities are 37.0 and 6.93 respectively. The obtained t-value was found to be 2.12 which is greater than the ‘t’ value of 1.96 at 0.05 significant level for 248 degree of freedom. It indicates that statistically there is significant difference between mean scores of Male and Female Prospective Teachers in State Universities with special reference to their Aesthetic value. Therefore, the Null Hypothesis, “There is no significant difference between Male and Female Prospective Teachers in State Universities with special reference to their Aesthetic Value” is not accepted at 0.05 the significant level”.

“Table 4.1.2 shows the statistical calculation of scores obtained by Male and Female Prospective Teachers studying in State Universities with special reference to their **Social Value**. The mean score of male Prospective Teachers studying in State Universities is 41.0 and Female Prospective Teachers studying in State Universities is 40.5 and SD score is 6.84 and 5.69 respectively. The calculated ‘t’ value is 0.689 and it is not significant at both level i.e. 0.01 and 0.05 levels. Hence, difference of mean score of Male and Female Prospective Teachers studying in State Universities with special reference to their Social values are not significant. So the obtained result shows that Male and Female Prospective Teachers studying in State Universities have almost the same attitudes towards social value. Therefore, Null Hypothesis, “There is no significant difference exists between Male and Female Prospective Teachers studying in State Universities with special reference to their Social Value” is accepted”.

“Above Table 4.1.2 clearly shows the statistical calculation of scores obtained by Male and Female Prospective Teachers studying in State Universities with special reference to their Political value. The mean score of male Prospective Teachers studying in State Universities is 39.5 and Female Prospective Teachers studying in State Universities is 40.4 and SD score is 6.03 and 6.65 respectively. The calculated ‘t’ value is 2.04 and it is significant at 0.05 level. Hence, difference of mean score of Male and Female Prospective Teachers studying in State Universities with special

reference to their Political Values are significant. So the obtained result shows that Male Prospective Teachers studying in State Universities have more attitudes towards Political Value than the female Prospective Teachers studying in State Universities. Therefore, null hypothesis, “There is no statistical significant difference between Male and Female Prospective Teachers studying in State Universities with special reference to their Political Value” is not accepted and in which case alternative hypothesis accepted”. “From the above table it is clear that the mean and standard deviation with special reference to **Religious Value** for Male Prospective Teachers in State Universities are 38.7 and 7.44 respectively, whereas for Female Prospective Teachers in State Universities are 40.5 and 6.28 respectively. The obtained t-value was found to be 2.01 which is greater than the ‘t’ value of 1.96 at 0.05 the significant level for 248 degree of freedom. It indicates that statistically there is significant difference between mean scores of Male and Female Prospective Teachers in State Universities with special reference to their Religious Value. Therefore, the Null Hypothesis, “No significant difference exists between Male and Female Prospective Teachers in State Universities with special reference to their Religious Value.” is not accepted at 0.05 the significant level”.

4.1.3 Central Universities (Rural and Urban)

Objective 4 To study and compare the Values and its Dimensions of Rural and Urban Prospective Teachers of Central Universities

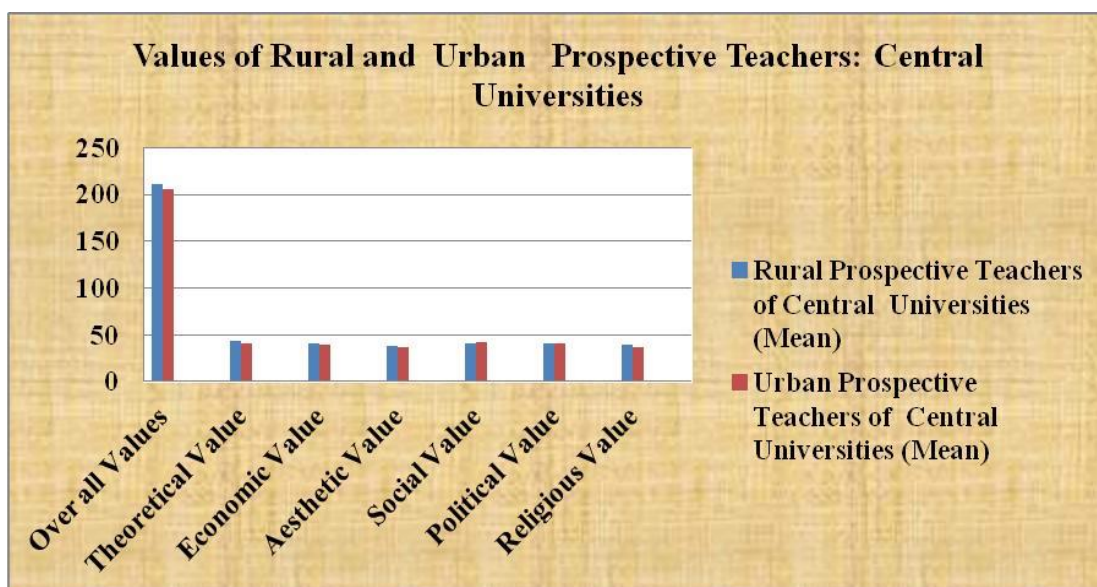
Hypothesis No. 4 There is no statistical significant difference between the Values and its Dimensions of Rural and Urban Prospective Teachers of Central Universities.

Table No 4.1.3: Significance of Mean difference between Rural and Urban Prospective Teachers studying in Central Universities with reference to their Values and its Dimensions.

S.N	Dimensions of Values	Number	Locality	Mean	SD	t- value	S/NS
1	Over all Values	135	Rural	211.28	11.03	2.61	S
		115	Urban	206.10	13.02		
2	Theoretical Value	135	Rural	42.9	6.59	2.13	S*
		115	Urban	41.1	6.21		
3	Economic Value	135	Rural	41.3	6.30	2.06	S*
		115	Urban	39.6	6.65		
4	Aesthetic Value	135	Rural	38.0	6.01	0.290	NS
		115	Urban	36.8	8.00		
5	Social Value	135	Rural	40.9	6.26	2.15	S*
		115	Urban	42.3	5.53		
6	Political Value	135	Rural	40.9	5.66	0.062	NS
		115	Urban	41.3	5.63		
7	Religious Value	135	Rural	39.8	6.33	2.40	S*
		115	Urban	36.6	6.01		

Significant at 0.01 level

*Significant at 0.05 level



GRAPH No 4: Graphical representation showing Values and its Dimensions of Rural and Urban Prospective Teachers of Central Universities

“The table 4.1.3 further shows that the mean value of Rural Prospective Teachers studying in central Universities is higher than the mean value of Urban Prospective Teachers studying in Central Universities. So that mean of group first (Rural Prospective Teachers studying in central Universities) is significantly higher than the mean of group second (Urban Prospective Teachers studying in Central Universities) the ‘t’ value of difference between the mean of two groups (Rural and Urban Prospective Teachers studying in Central Universities) is 2.71 which is significant at 0.05 level. This shows that two groups have Noteworthy difference Therefore the Null Hypothesis, “There is no statistical significant difference between Rural and Urban Prospective Teachers studying in Central Universities with special reference to their overall values” is not accepted and therefore it has been observed that alternative hypothesis, “There is significant difference between Rural and Urban Prospective Teachers studying in Central Universities with special reference to their Overall Values” is accepted”.

“From the above table 4.1.3 it is clear that the mean and standard deviation with special reference to **Theoretical Value** for rural Prospective Teachers in Central Universities are 42.9 and 6.68 respectively whereas for Urban Prospective Teachers in Central Universities are 42.7 and 5.89 respectively. The obtained t-value was found to be 0.231 which is less than the ‘t’ value of 1.96 at both levels i.e. 0.01 and 0.05 the significant level for 248 degree of freedom. It indicates that statistically there is no statistical significant difference between mean scores of Rural and Urban Prospective Teachers in Central Universities with special reference to their Theoretical value. Therefore the Null Hypothesis, “There is no significant difference exists between Rural and Urban Prospective Teachers in Central Universities with special reference to their theoretical value.” is accepted at 0.01 the significant level”.

“Table 4.1.3 shows the statistical calculation of scores obtained by Rural and Urban Prospective Teachers studying in Central Universities with special reference to their **Economic Value**. The mean score of Rural Prospective Teachers studying in Central Universities is 43.0 and Urban Prospective Teachers studying in Central Universities is 41.5 and SD score is 5.82 and 6.49 respectively. The calculated ‘t’ value is 2.10 and it is significant at 0.05 level. Hence, difference of mean score of Rural and Urban

Prospective Teachers studying in Central Universities with special reference to their Economic values are significant. So the obtained result shows that Rural Prospective Teachers studying in Central Universities have more attitudes towards Economic Value than the Urban Prospective Teachers studying in Central Universities. Therefore, Null Hypothesis, “There is no significant difference between Rural and Urban Prospective Teachers studying in Central Universities with special reference to their Economic value” is not accepted and therefore it has been observed that alternative hypothesis, “There is significant Difference between Rural and Urban Prospective Teachers studying in Central Universities with special reference to their Economic Values” is accepted”.

“From the table 4.1.3 it is clear that the mean and standard deviation with special reference to **Aesthetic Value** for Rural Prospective Teachers in Central Universities are 37.5 and 7.54 respectively whereas for Urban Prospective Teachers in Central Universities are 36.1 and 6.64 respectively. The obtained t-value was found to be 1.54 which is less than the ‘t’ value of 1.96 at both levels i.e. 0.01 and 0.05 the significant level for 248 degree of freedom. It indicates that there is no statistical significant difference between mean scores of Rural and Urban Prospective Teachers in Central Universities with special reference to their Aesthetic Value. Therefore, the Null Hypothesis, “There is no significant difference exists between Rural and Urban Prospective Teachers in Central Universities with special reference to their Aesthetic Value.” is accepted at 0.01 the significant level”.

“From the given Table 4.1.3 the statistical calculation of scores obtained by Rural and Urban Prospective Teachers studying in Central Universities with special reference to their Social value can be indicated clearly. The mean score of Rural Prospective Teachers studying in Central Universities is 41.9 and Urban Prospective Teachers studying in Central Universities is 40.3 and SD score is 5.40 and 6.08 respectively. The calculated ‘t’ value is 2.25 and it is significant at 0.05 level. Hence, difference of mean score of Rural and Urban Prospective Teachers studying in Central Universities with special reference to their Social Values are significant. So the obtained result shows that Rural Prospective Teachers studying in Central Universities have more attitudes towards Social value than the Urban Prospective Teachers studying in

Central Universities. Therefore, Null Hypothesis, “There is no statistical significant difference between Rural and Urban Prospective Teachers studying in Central Universities with special reference to their Social Value is not accepted and thus, it has been observed that alternative hypothesis, “There is significant difference between Rural and Urban Prospective Teachers studying in Central Universities with special reference to their Social Value” is accepted”.

“From the table 4.1.3 it is clear that the mean and standard deviation with special reference to **Political Value** for Rural Prospective Teachers in Central Universities are 41.2 and 5.60 respectively whereas for Urban Prospective Teachers in Central Universities are 42.7 and 6.04 respectively. The obtained t-value was found to be 2.18 which is greater than the ‘t’ value of 1.96 at 0.05 the significant level for 248 degree of freedom. It indicates that statistically there is significant Difference between mean scores of Rural and Urban Prospective Teachers in Central Universities with special reference to their Political value. Therefore the Null Hypothesis “There is no significant difference between Rural and Urban Prospective Teachers in Central Universities with special reference to their Political value.” is not accepted and therefore it has been observed that alternative hypothesis “There is significant Difference between Rural and Urban Prospective Teachers studying in Central Universities with special reference to their Political values” is accepted”.

“Table 4.1.3 shows the statistical calculation of scores obtained by Rural and Urban Prospective Teachers studying in Central Universities with special reference to their **Religious value**. The mean score of Rural Prospective Teachers studying in Central Universities is 40.5 and Urban Prospective Teachers studying in Central Universities is 38.6 and SD score is 6.41 and 6.00 respectively. The calculated ‘t’ value is 2.26 and it is significant at 0.05 level. Hence, difference of mean score of Rural and Urban Prospective Teachers studying in Central Universities with special reference to their Religious values are significant. So the obtained result shows that Rural Prospective Teachers studying in Central Universities have more attitudes towards Religious Value than the Urban Prospective Teachers studying in Central Universities.

Therefore, Null Hypothesis, “There is no significant difference exists between Rural and Urban Prospective Teachers studying in Central Universities with special reference to their Religious Value” is not accepted, it has been observed that alternative hypothesis, “There is significant difference between Rural and Urban Prospective Teachers studying in Central Universities with special reference to their Religious Value” is accepted”.

4.1.4. State Universities (Rural and Urban)

Objective 5 To study and compare the Values and its Dimensions of Rural and Urban Prospective Teachers of State Universities

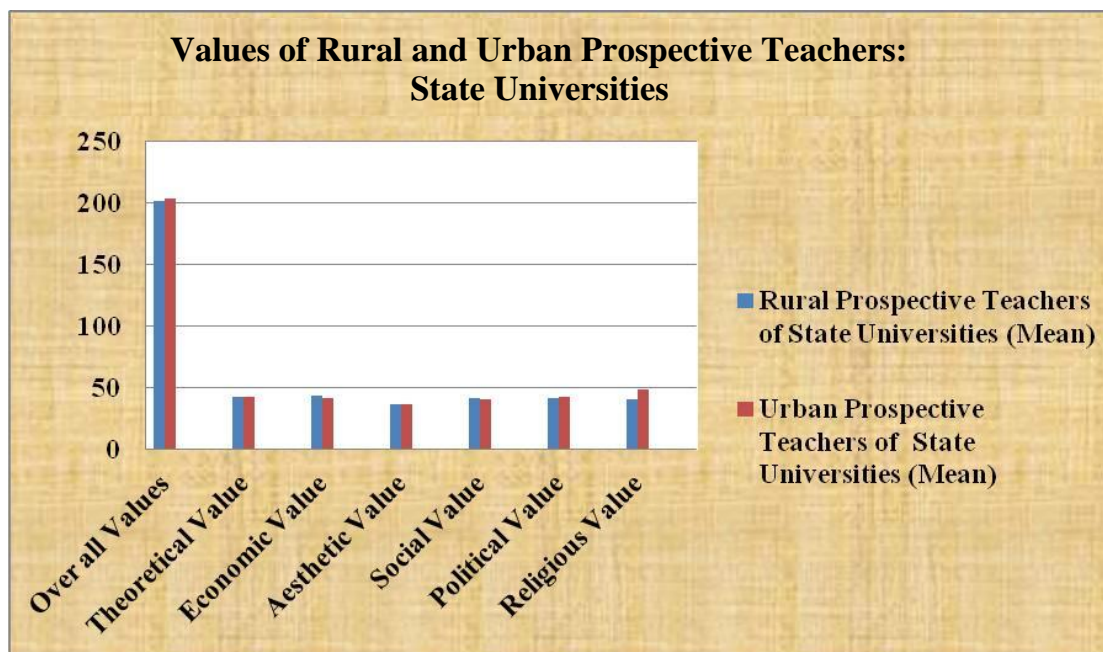
Hypothesis No. 5 There is no significant difference between Values and its Dimensions of Rural and Urban Prospective Teachers of State Universities.

Table No. 4.1.4: Significance of Mean difference between Rural and Urban Prospective Teachers studying in State Universities with reference to their Values and its Dimensions

S.N	Dimensions of Values	Number	Locality	Mean	SD	t- value	S/NS
1	Over all Values	130	Rural	201.15	14.06	1.46	NS
		120	Urban	203.13	12.05		
2	Theoretical Value	130	Rural	42.9	6.68	0.231	NS
		120	Urban	42.6	5.89		
3	Economic Value	130	Rural	43.0	5.82	2.10	NS
		120	Urban	41.5	6.49		
4	Aesthetic Value	130	Rural	36.5	6.54	1.54	NS
		120	Urban	36.1	6.64		
5	Social Value	130	Rural	41.9	5.40	2.25	S*
		120	Urban	40.3	6.08		
6	Political Value	130	Rural	41.2	5.60	2.18	S*
		120	Urban	42.6	6.04		
7	Religious Value	130	Rural	40.5	6.41	2.26	S*
		120	Urban	38.6	6.00		

Significant at 0.01 level

*Significant at 0.05 level



GRAPH No. 5: Graphical representation showing Values and its Dimensions of Rural and Urban Prospective Teachers of State Universities

The table 4.1.4 further shows that the mean value of Rural and Prospective Teachers studying in State Universities have more less same overall values. The ‘t’ value of difference between the mean of two groups (Rural and Urban Prospective Teachers study in State Universities) is 1.47 which is not significant at 0.01 level. This shows that two groups do not have Noteworthy Difference Therefore the Null Hypothesis, “There is no statistical significant difference between Rural and Urban Prospective Teachers studying in State Universities with special reference to their Overall Values” is accepted”.

“Table 4.1.4 indicates clearly the statistical calculation of scores obtained by Rural and Urban Prospective Teachers studying in State Universities with special reference to their Theoretical value. The mean score of Rural Prospective Teachers studying in State Universities is 42.9 and Urban Prospective Teachers studying in State Universities is 41.1 and S.D score are 6.59 and 7.21 respectively. The calculated ‘t’ value is 2.13 and it is significant at 0.05 level, hence, difference of mean score of Rural and Urban Prospective Teachers studying in State Universities with special reference to their Theoretical Values are significant. So the obtained result shows that Rural Prospective Teachers studying in State Universities have more attitudes towards Theoretical value than the Urban Prospective Teachers studying in State Universities.

Therefore, Null Hypothesis, “There is no statistical significant difference between Rural and Urban Prospective Teachers studying in State Universities with special reference to their Theoretical Value” is not accepted and in which case it has been observed that alternative hypothesis, “There is significant difference between Rural and Urban Prospective Teachers studying in State Universities with special reference to their Theoretical Value” is accepted”.

“From the above table 4.1.4 it is clear that the mean and standard deviation with special reference to Economic value for Rural Prospective Teachers in State Universities are 41.3 and 6.30 respectively whereas for Urban Prospective Teachers in State Universities are 39.6 and 6.65 respectively. The obtained t-value was found to be 2.07 which is greater than the ‘t’ value of 1.96 at 0.05 the significant level for 248 degree of freedom. It indicates that statistically there is significant Difference between mean scores of Rural and Urban Prospective Teachers in State Universities with special reference to their Economic value. Therefore, the Null Hypothesis, “There is no significant difference exists between Rural and Urban Prospective Teachers in State Universities with special reference to their Economic Value.” is not accepted and therefore it has been observed that alternative hypothesis “There is significant difference between Rural and Urban Prospective Teachers studying in State Universities with special reference to their Economic values” is accepted”.

“It is clear from the table 4.1.4 the statistical calculation of scores obtained by Rural and Urban Prospective Teachers studying in State Universities with special reference to their Aesthetic value. The mean score of Rural Prospective Teachers studying in State Universities is 38.0 and Urban Prospective Teachers studying in State Universities is 37.8 and S.D score is 7.01 and 8.00 respectively. The calculated ‘t’ value is 0.290 which is lesser than the ‘t’ value of 1.96 and it is significant at both levels i.e. 0.01 and 0.05 level. Hence, difference of mean score of Rural and Urban Prospective Teachers studying in State Universities with special reference to their Aesthetic values are not significant. So the obtained result shows that Rural Prospective Teachers and Urban Prospective Teachers studying in State Universities have almost the same attitudes towards Aesthetic Value. Therefore, Null Hypothesis, “There is no statistical significant difference between Rural and Urban Prospective

Teachers studying in State Universities with special reference to their Aesthetic Value” is accepted.

From the above table 4.1.4 it is viewed that the mean and standard deviation with special reference to Social value for Rural Prospective Teachers in State Universities are 40.3 and 6.26 respectively whereas for Urban Prospective Teachers in State Universities are 42.3 and 5.53 respectively. The obtained t-value was found to be 2.15 which is greater than the ‘t’ value of 1.96 at 0.05 the significant level for 248 degree of freedom. It indicates that statistically there is significant difference between mean scores of Rural and Urban Prospective Teachers in State Universities with special reference to their Social Value. Therefore, the Null Hypothesis, “There is no significant difference exists between Rural and Urban Prospective Teachers in State Universities with special reference to their Social Value” is not accepted and therefore it has been observed that alternative hypothesis, “There is significant difference between Rural and Urban Prospective Teachers studying in State Universities with special reference to their Social Value” is accepted”.

Table 4.1.4 shows the statistical calculation of scores obtained by Rural and Urban Prospective Teachers studying in State Universities with special reference to their Political value. The mean score of Rural Prospective Teachers studying in State Universities is 40.9 and Urban Prospective Teachers studying in State Universities is 41.3 and SD score is 5.76 and 5.63 respectively. The calculated ‘t’ value is 0.602 which is lesser than the ‘t’ value of 1.96 and it is significant at both levels i.e. 0.01 and 0.05 level. Hence, difference of mean score of Rural and Urban Prospective Teachers studying in State Universities with special reference to their Political Values are not significant. So the obtained result shows that Rural Prospective Teachers and Urban Prospective Teachers studying in State Universities have almost the same attitudes towards Political Value. Therefore, Null Hypothesis, “There is no significant difference between Rural and Urban Prospective Teachers studying in State Universities with special reference to their Political Value” is accepted”.

“From the table 4.1.4 it is clear that the mean and standard deviation with special reference to Religious Value for Rural Prospective Teachers in State Universities are 39.8 and 7.33 respectively, whereas for Urban Prospective Teachers in State Universities are 37.6 and 7.01 respectively. The obtained t-value was found to be 2.40

which is greater than the ‘t’ value of 1.96 at 0.05 the significant level for 248 degree of freedom. It indicates that statistically there is significant difference between mean scores of Rural and Urban Prospective Teachers in State Universities with special reference to their Religious value. Therefore, the Null Hypothesis, “There is no significant difference between Rural and Urban Prospective Teachers in State Universities with special reference to their Religion Value.” is not accepted and therefore it has been observed that alternative hypothesis “There is significant difference between Rural and Urban Prospective Teachers studying in State Universities with special reference to their Religious Value” is accepted”.

4.1.5 Central Universities (Arts and Science)

Objective 6 To study and compare the Values and its Dimensions of Arts and Science Prospective Teachers of Central Universities

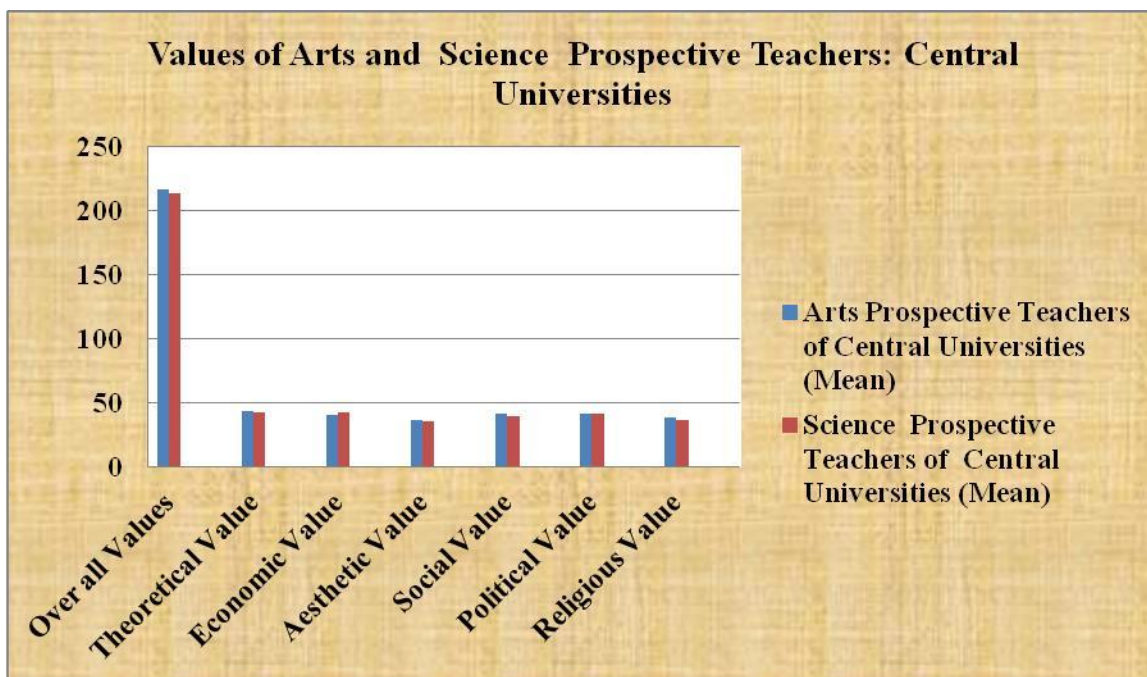
Hypothesis No. 6 There is no significant difference between Values and its Dimensions of Arts and Science Prospective Teachers of Central Universities.

Table No 4.1.5: Significance of Mean difference between Arts and Science Prospective Teachers studying in Central Universities with reference to their values and its Dimensions

S.N	Dimensions of Values	Number	Locality	Mean	SD	t-value	S/NS
1	Over all Values	180	Arts	216.12	13.05	2.69	S
		60	Science	213.18	11.09		
2	Theoretical Value	180	Arts	43.6	5.40	2.03	S*
		60	Science	42.1	5.66		
3	Economic Value	180	Arts	40.4	6.49	2.26	S*
		60	Science	42.3	4.56		
4	Aesthetic Value	180	Arts	36.5	6.18	2.06	S*
		60	Science	35.4	6.13		
5	Social Value	180	Arts	41.5	5.02	2.05	S*
		60	Science	39.9	5.21		
6	Political Value	180	Arts	41.4	5.31	0.301	NS
		60	Science	41.6	5.66		
6	Religious Value	180	Arts	38.8	6.42	3.35	S
		60	Science	36.6	6.35		

Significant at 0.01 level

*Significant at 0.05 level



GRAPH No. 6: Graphical representation showing Values and its Dimensions of Arts and Science Prospective Teachers of Central Universities

The table 4.1.5 shows that the mean value of Arts Prospective Teachers studying in central Universities is than the mean value of Science Prospective Teachers studying in Central Universities. So that mean of group first (Arts Prospective Teachers studying in central Universities) is significantly higher than the mean of group second (Science Prospective Teachers studying in Central Universities) the ‘t’ value of difference between the mean of two groups (Arts and Science Prospective Teachers studying in Central Universities) is 2.79 which is significant at 0.01 level. This shows that two groups have Noteworthy Difference Therefore, the Null Hypothesis, “There is no significant difference exists between Arts and Science Prospective Teachers studying in Central Universities with special reference to their overall values” is not accepted and therefore it has been observed that alternative hypothesis “There is significant Difference between Arts and Science Prospective Teachers studying in Central Universities with special reference to their Overall Values” is accepted”.

“Table 4.1.5 shows the statistical calculation of scores obtained by Arts and Science Prospective Teachers in Central Universities with special reference to their Theoretical value. The mean score of Arts Prospective Teachers in Central

Universities is 43.6 and Science Prospective Teachers in Central Universities is 42.2 and SD score is 5.40 and 5.66 respectively. The calculated 't' value is 2.03 which is greater than the 't' value of 1.96 and it is significant at 0.05 level. Hence, difference of mean score of Arts and Science Prospective Teachers in Central Universities with special reference to their Theoretical values is significant. So the obtained result shows that Arts Prospective Teachers and Science Prospective Teachers in Central Universities have almost the same attitudes towards Theoretical Value. Therefore, Null Hypothesis, "There is no statistical significant difference between Arts and Science Prospective Teachers in Central Universities with special reference to their Theoretical value" is not accepted. So, it has been observed that alternative hypothesis, "There is significant Difference between Arts and Science Prospective Teachers studying in Central Universities with special reference to their Theoretical Value" is accepted".

"From the above table 4.1.5 it is viewed that the mean and standard deviation with special reference to Economic value for Arts Prospective Teachers in Central Universities are 40.4 and 6.49 respectively whereas for Science Prospective Teachers in Central Universities are 42.3 and 4.57 respectively. The obtained t-value was found to be 2.26 which is greater than the 't' value of 1.96 at 0.05 the significant level for 248 degree of freedom. It indicates that statistically there is significant difference between mean scores of Arts and Science Prospective Teachers in Central Universities with special reference to their Economic Value. Therefore, the Null Hypothesis, "There is no statistical significant difference between Arts and Science Prospective Teachers in Central Universities with special reference to their Economic Value" is not accepted. It has been observed that alternative hypothesis; "There is significant difference between Arts and Science Prospective Teachers studying in Central Universities with special reference to their Economic Value" is accepted".

"Table 4.1.5 shows the statistical calculation of scores obtained by Arts and Science Prospective Teachers in Central Universities with special reference to their Aesthetic value. The mean score of Arts Prospective Teachers in Central Universities is 37.5 and Science Prospective Teachers in State Universities is 45.4 and SD score is 7.18 and 6.13 respectively. The calculated 't' value is 2.07 and it is significant at 0.05

level. Hence, difference of mean score of Arts and Science Prospective Teachers in Central Universities with special reference to their Aesthetic Values is significant. So the obtained result shows that Science Prospective Teachers have more attitudes towards aesthetic value than Arts Prospective Teachers in Central Universities. Therefore, Null Hypothesis, “There is no statistical significant difference between Arts and Science Prospective Teachers in Central Universities with special reference to their Aesthetic Value” is not accepted. Hence, it has been observed that alternative hypothesis, “There is significant difference between Arts and Science Prospective Teachers studying in Central Universities with special reference to their Aesthetics value” is accepted”.

“From the above table 4.1.5 it is understand, that the mean and standard deviation with special reference to Social value for Arts Prospective Teachers in Central Universities are 41.5 and 5.02 respectively whereas for Science Prospective Teachers in Central Universities are 39.9 and 5.21 respectively. The obtained t-value was found to be 2.05 which is greater than the ‘t’ value of 1.96 at 0.05 the significant level for 248 degree of freedom. It indicates that statistically there is significant difference between mean scores of Arts and Science Prospective Teachers in Central Universities with special reference to their Social value. Therefore, the Null Hypothesis, “There is no statistical significant difference between Arts and Science Prospective Teachers in Central Universities with special reference to their Social Value” is not accepted. Hence, it has been observed that alternative hypothesis; “There is significant difference between Arts and Science Prospective Teachers studying in Central Universities with special reference to their Social Value” is accepted”.

“It is clear from the above table 4.1.5 that the mean and standard deviation with special reference to Political value for Arts Prospective Teachers in Central Universities are 41.4 and 5.31 respectively whereas for Science Prospective Teachers in Central Universities are 41.6 and 5.76 respectively. The obtained t-value was found to be 0.310 which is lesser than the ‘t’ value of 1.96 at both level i.e. 0.01 and 0.05 the significant level for 248 degree of freedom. It indicates that statistically There is no

significant difference exists between mean scores of Arts and Science Prospective Teachers in Central Universities with special reference to their Political value. Therefore, the Null Hypothesis, “There is no statistical significant difference between Arts and Science Prospective Teachers in Central Universities with special reference to their Political Value” is accepted at 0.01 and 0.05 the significant levels”.

“It is shown in the table 4.1.5 that the mean and standard deviation with special reference to Religious value for Arts Prospective Teachers in Central Universities are 38.8 and 6.42 respectively, whereas for Science Prospective Teachers in Central Universities are 36.7 and 6.35 respectively. The obtained t-value was found to be 3.35 which is greater than the ‘t’ value of 1.96 at both level i.e. 0.01 and 0.05 the significant level for 248 degree of freedom. It indicates that statistically there is significant difference between mean scores of Arts and Science Prospective Teachers in Central Universities with special reference to their Religious value. Therefore, the Null Hypothesis, “There is no significant difference exists between Arts and Science Prospective Teachers in Central Universities with special reference to their Religious value.” is not accepted and therefore it has been observed that alternative hypothesis, “There is significant difference between Arts and Science Prospective Teachers studying in Central Universities with special reference to their Religious Value” is accepted. So it has been observed that Subject Stream (Arts and Science) is greater than the table value (1.96) at 0.05 the significant level. Hence, the Null Hypotheses are not accepted in which case alternative hypothesis is accepted”.

4.1.6 State Universities (Arts and Science)

Objective 7 To study and compare the Values and its Dimensions of Arts and Science Prospective Teachers of State Universities

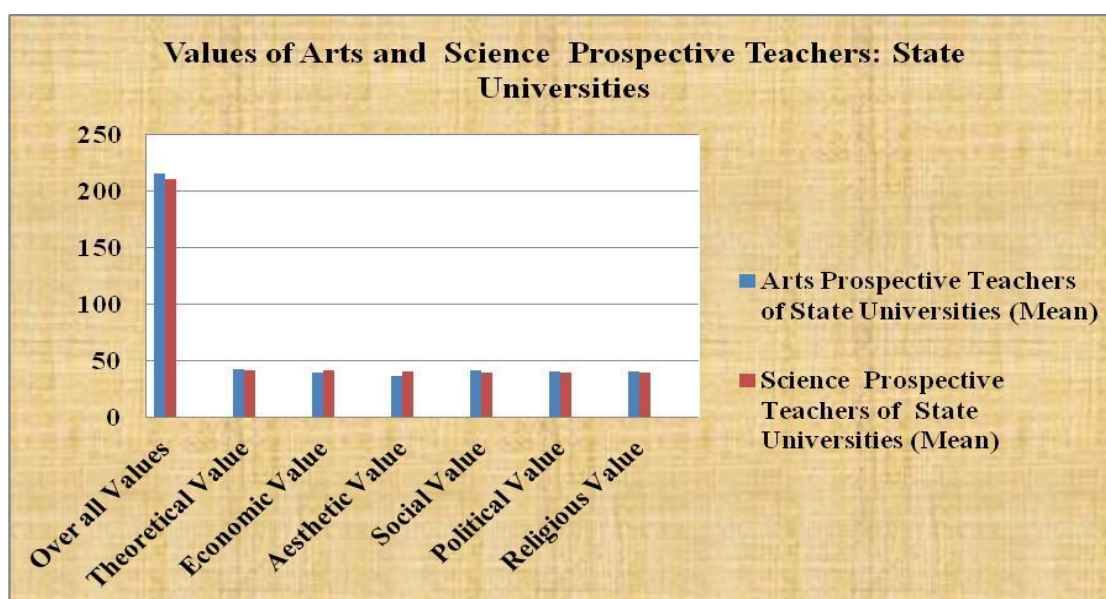
Hypothesis No. 7 There is no significant difference between the Values and its Dimensions of Arts and Science Prospective Teachers of State Universities.

Table No 4.1.6: Significance of Mean difference between Arts and Science Prospective Teachers studying in State Universities with reference to their values and its Dimensions

S.N	Dimensions of Values	Number	Locality	Mean	SD	t-value	S/NS
1	Over all Values	180	Arts	215.26	11.50	2.65	S
		60	Science	210.29	13.10		
2	Theoretical Value	180	Arts	42.5	6.65	1.24	NS
		60	Science	41.4	6.64		
3	Economic Value	180	Arts	39.4	6.80	2.14	S*
		60	Science	41.3	5.95		
4	Aesthetic Value	180	Arts	36.0	6.55	3.45	S
		60	Science	40.3	6.54		
5	Social Value	180	Arts	41.0	6.20	2.05	S*
		60	Science	39.4	6.31		
6	Political Value	180	Arts	40.9	180	2.34	S*
		60	Science	39.1	60		
7	Religious Value	180	Arts	40.8	180	2.09	S*
		60	Science	39.0	60		

Significant at 0.01 level

*Significant at 0.05 level



GRAPH No 7: Graphical representation showing Values and its Dimensions of Arts and Science Prospective Teachers of State Universities

“The table 4.1.6 shows that the mean value of Science Prospective Teachers studying in state Universities is higher than the mean value of Arts Prospective Teachers studying in State Universities. So that mean of group first (Science Prospective Teachers studying in State Universities) is significantly higher than the mean of group second Arts Prospective Teachers studying in State Universities). The ‘t’ value of difference between the mean of two groups (Arts and Science Prospective Teachers studying in State Universities) is 2.65 which is significant at 0.01 level. This shows that two groups have noteworthy difference. Therefore the Null Hypothesis, “There is no statistical significant difference between Arts and Science Prospective Teachers studying in State Universities with special reference to their Overall Values” is not accepted and therefore it has been observed that alternative hypothesis “There is significant difference between Arts and Science Prospective Teachers studying in State Universities with special reference to their Overall Values” is accepted”.

“Table 4.1.6 shows the statistical calculation of scores obtained by Arts and Science Prospective Teachers in State Universities with special reference to their Theoretical value. The mean score of Arts Prospective Teachers in State Universities is 42.5 and Science Prospective Teachers in State Universities is 41.4 and SD score is 6.75 and 6.64 respectively. The calculated ‘t’ value is 1.24 which is lesser than the ‘t’ value of 1.96 and it is significant at both levels i.e. 0.01 and 0.05 level. Hence, difference of mean score of Arts and Science Prospective Teachers in State Universities with special reference to their Theoretical Value is not significant. So the obtained result shows that Arts Prospective Teachers and Science Prospective Teachers in State Universities have almost the same attitudes towards Theoretical Value. Therefore, Null Hypothesis, “There is no significant difference exists between Arts and Science Prospective Teachers in State Universities with special reference to their Theoretical Value” is accepted”.

“It is shown clearly from the table 4.1.6 that the mean and standard deviation with special reference to Economic Value for Arts Prospective Teachers in State Universities are 39.4 and 6.80 respectively, whereas for Science Prospective Teachers in State Universities are 41.3 and 5.95 respectively. The obtained t-value was found to be 2.14 which is greater than the ‘t’ value of 1.96 at 0.05 the significant level for 248

degree of freedom. It indicates that statistically there is significant difference between mean scores of Arts and Science Prospective Teachers in State Universities with special reference to their Economic value. Therefore, the Null Hypothesis, “There is no statistical significant difference between Arts and Science Prospective Teachers in State Universities with special reference to their Economic Value” is not accepted and it has been observed that alternative hypothesis “There is significant Difference between Arts and Science Prospective Teachers studying in Central Universities with special reference to their Economic Value” is accepted”.

“Table 4.1.6 shows the statistical calculation of scores obtained by Arts and Science Prospective Teachers in State Universities with special reference to their Aesthetic value. The mean score of Arts Prospective Teachers in State Universities is 37.0 and Science Prospective Teachers in State Universities is 40.3 and SD score is 7.55 and 6.54 respectively. The calculated ‘t’ value is 3.45 and it is significant at both levels i.e. 0.01 and 0.05 level. Hence, difference of mean score of Arts and Science Prospective Teachers in State Universities with special reference to their Aesthetic values is significant. So the obtained result shows that Science Prospective Teachers have more attitudes towards aesthetic value than Arts Prospective Teachers in State Universities. Therefore, Null Hypothesis, “There is no statistical significant difference between Arts and Science Prospective Teachers in State Universities with special reference to their Aesthetic Value” is not accepted. It has been observed that alternative hypothesis, “There is significant difference between Arts and Science Prospective Teachers studying in State Universities with special reference to their Aesthetics Value” is accepted”.

“From the above table 4.1.6 , it is clearly viewed that the mean and standard deviation with special reference to Social value for Arts Prospective Teachers in State Universities are 41.0 and 6.20 respectively, whereas for Science Prospective Teachers in State Universities are 39.4 and 6.31 respectively. The obtained t-value was found to be 2.05 which is greater than the ‘t’ value of 1.96 at 0.05 the significant level for 248 degree of freedom. It indicates that statistically there is significant difference between mean scores of Arts and Science Prospective Teachers in State Universities with special reference to their Social value. Therefore, the Null Hypothesis, “There is no

statistical significant difference between Arts and Science Prospective Teachers in State Universities with special reference to their Social Value” is not accepted and therefore it has been observed that alternative hypothesis “There is significant Difference between Arts and Science Prospective Teachers studying in State Universities with special reference to their Social Value” is accepted”.

“From the above table 4.1.6 it is shown that the mean and standard deviation with special reference to Political value for Arts Prospective Teachers in State Universities are 40.9 and 5.69 respectively whereas for Science Prospective Teachers in State Universities are 39.1 and 5.88 respectively. The obtained t-value was found to be 2.34 which is greater than the ‘t’ value of 1.96 at 0.05 the significant level for 248 degree of freedom. It indicates that statistically there is significant difference between mean scores of Arts and Science Prospective Teachers in State Universities with special reference to their Political value. Therefore the Null Hypothesis, “There is no statistical significant difference between Arts and Science Prospective Teachers in State Universities with special reference to their Political Value” is not accepted and it has been observed that alternative hypothesis, “There is significant difference between Arts and Science Prospective Teachers studying in State Universities with special reference to their Political Value” is accepted”.

“It is clear from the above table 4.1.6 that the mean and standard deviation with special reference to Religious value for Arts Prospective Teachers in State Universities are 40.8 and 6.43 respectively, whereas for Science Prospective Teachers in State Universities are 39.0 and 6.82 respectively. The obtained t-value was found to be 2.09 which is greater than the ‘t’ value of 1.96 at 0.05 the significant level for 248 degree of freedom. It indicates that statistically there is significant Difference between mean scores of Arts and Science Prospective Teachers in State Universities with special reference to their Religious value. Therefore, the Null Hypothesis, “There is no statistical significant difference between Arts and Science Prospective Teachers in State Universities with special reference to their Religious value” is not accepted and it has been observed that alternative hypothesis, “There is significant difference between Arts and Science Prospective Teachers studying in Central Universities with special reference to their Religious Value” is accepted”.

4.2 ANALYSIS OF VOCATIONAL INTEREST

Objective 8 To assess and examine the Vocational Interest and its Dimensions of Prospective Teachers of Central and State Universities

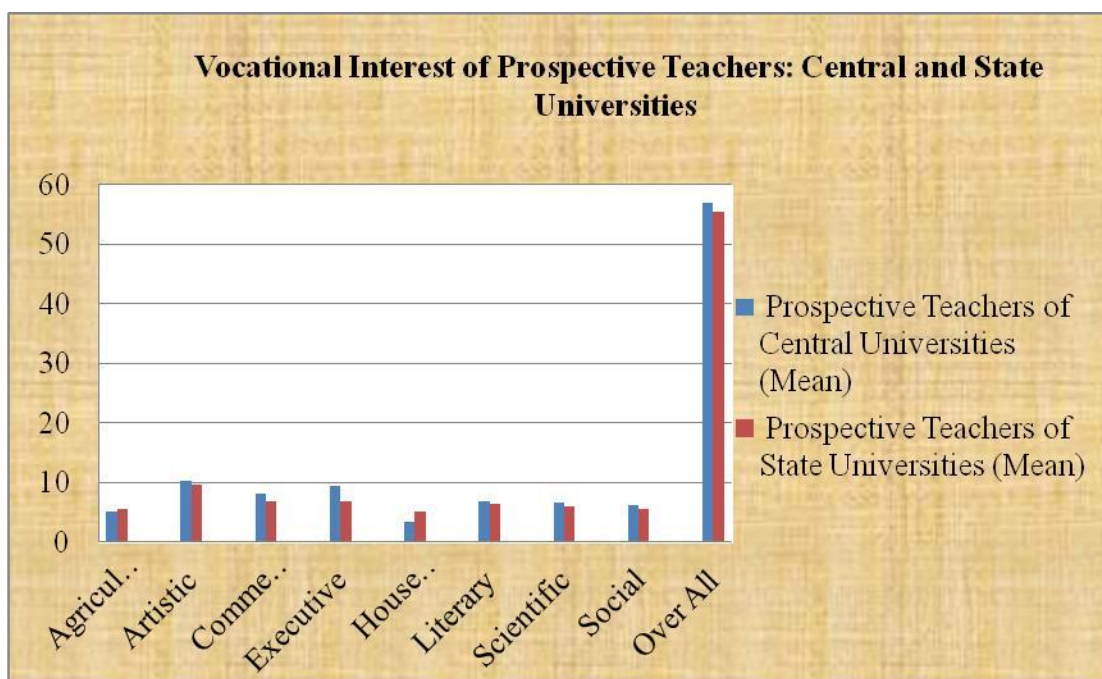
Hypothesis No. 8 There is no statistical significant difference between the Vocational Interest and its Dimensions of Prospective Teachers of Central and State Universities.

Table No 4.2.0: Significance of Mean Difference between Prospective Teachers studying in Central and State Universities with reference to their Vocational Interest and its Dimensions.

S.N	Dimensions	Number	Types of Universities	Mean	SD	t-value	S/NS
1	Agriculture	250	Central Universities	5.04	2.63	2.22	S*
		250	State Universities	5.56	2.55		
2	Artistic	250	Central Universities	10.2	4.41	1.24	NS
		250	State Universities	9.69	3.48		
3	Commerce	250	Central Universities	8.22	2.65	5.68	S
		250	State Universities	6.84	2.62		
4	Executive	250	Central Universities	9.35	2.96	5.44	S
		250	State Universities	6.92	2.88		
5	House hold	250	Central Universities	3.45	2.48	6.34	S
		250	State Universities	5.16	3.16		
6	Literary	250	Central Universities	6.88	2.64	2.10	S*
		250	State Universities	6.42	2.24		
7	Scientific	250	Central Universities	6.62	2.22	3.13	S
		250	State Universities	6.09	2.29		
8	Social	250	Central Universities	6.14	2.51	2.66	S
		250	State Universities	6.53	2.41		
9	Over All	250	Central Universities	56.9	9.28	3.33	S
		250	State Universities	55.3	8.48		

Significant at 0.01 level

*Significant at 0.05 level



GRAPH 8: Graphical representation showing the Vocational Interest and its Dimensions of Prospective Teachers of Central and State Universities

“From the Table 4.2.0, it is evident that t-value is 2.22 which is significant at 0.05 significant level. It indicates that the hypothesis is not accepted. Thus there is significant difference between the Prospective Teachers studying in Central and State Universities with special reference to their **Agriculture Area**. Further from the table it is pragmatic that the mean score of Values of the Prospective Teachers studying in State Universities is higher than the Prospective Teachers studying in central Universities. Thus it could be said that the Values of the Prospective Teachers studying in State Universities is more than the Prospective Teachers studying in Central Universities with special reference to their Area towards Agriculture Area”.

“In table 4.2.0 ‘ t ’ value is 1.24 which is less than the table determined values 1.96. Hence the Null Hypothesis, “There is no statistical significant difference between the Prospective Teachers studying in Central and State Universities with special reference to their **Artistic Area**” has been accepted and it can be said that the Prospective Teachers studying in Central and State Universities have not significant difference with special reference to their Artistic Area. On the basis of data it has been observed

that Prospective Teachers studying in Central and State Universities have equal attitude with special reference to their Artistic Area”.

“Table 4.2.0 specifies that the effect of Prospective Teachers with special reference to the Commerce Area studying in Central and State Universities, the ‘t’ value clearly reveals ($t = 5.68$) that both the groups have significant difference with special reference to their **Commerce Area**. Prospective Teachers studying in Central Universities have more Area in Commerce Area in comparison to Prospective Teachers studying in state Universities. Thus, on the basis of ‘t’ value (5.68) the hypothesis of the study, “There is no statistical significant difference between the Prospective Teachers studying in Central and State Universities with special reference to their Commerce Area” not accepted even at the 0.01 the significant level (2.58)”. “Ending set in the Table No 4.2.1 visibly indicates that the effect of Prospective Teachers with special reference to the Executive Area between studying in Central Universities and State Universities, the ‘t’ value 5.44 clearly reveals that both the groups have significant difference with special reference to their Executive Area. Prospective Teachers studying in Central Universities have more Executive Area in comparison to Prospective Teachers studying in state Universities. Thus on the basis of ‘t’ value the hypothesis of the study, “There is no statistical significant difference between the Prospective Teachers studying in Central and State Universities with special reference to their Executive Area not accepted even at the 0.01 the significant level”.

“Result given in the Table No. 4.2.0 clearly indicate that the effect of Prospective Teachers with special reference to the House hold between studying in Central Universities and State Universities the ‘t’ value 6.34 clearly reveals that both the groups have significant difference with special reference to their **House Hold Area**. Thus on the basis of ‘t’ value (6.34) the hypothesis of the study, “There is no statistical significant difference between the Prospective Teachers studying in Central and State Universities with special reference to their House Hold Area” not accepted even at the 0.01 the significant level”. “Outcome given in the Table No. 4.2.1 clearly indicate that the effect of Prospective Teachers with special reference to the Literary between studying in Central

Universities and State Universities the 't' value (2.10) clearly reveals that both the groups have significant difference with special reference to their Literary Area. Prospective Teachers studying in Central Universities have more Literary Area in comparison to Prospective Teachers studying in State Universities. Thus, on the basis of 't' value the hypothesis of the study, "There is no statistical significant difference between the Prospective Teachers studying in Central and State Universities with special reference to their Literary Area" not accepted even at the 0.05 the significant level".

"Outcome given in the Table No. 4.2.0 clearly indicate that the effect of Prospective Teachers with special reference to the Scientific Area between studying in Central Universities and State Universities the 't' value (3.33) clearly reveals that both the groups have significant difference with special reference to their **Scientific Area**. Prospective Teachers studying in Central Universities have more Scientific Area comparison to Prospective Teachers studying in state Universities. Thus on the basis of 't' value (3.13) the hypothesis of the study, "There is no statistical significant difference between the Prospective Teachers studying in Central and State Universities with special reference to their Scientific Area" is not accepted even at the 0.01 the significant level".

"Consequence given in the Table No. 4.2.0 clearly indicate that the effect of Prospective Teachers with special reference to the Social between studying in Central Universities and State Universities the 't' value (2.77) clearly reveals that both the groups have significant Difference with special reference to their Social Area. Prospective Teachers studying in Central Universities have more **Social Area** compare to Prospective Teachers studying in state Universities. Thus on the basis of 't' value (2.77) the hypothesis of the study that "There is no statistical significant difference between the Prospective Teachers studying in Central and State Universities with special reference to their Social Area" not accepted even at the 0.01 the significant level".

"Effect given in the Table No. 4.2.0 clearly indicate that the effect of Prospective Teachers with special reference to the Vocational Interest between studying in Central Universities and State Universities the 't' value (3.33) clearly reveals that both the groups have significant difference with special reference to their **Vocational Interest**

Thus on the basis of ‘t’ value (3.33) the hypothesis of the study, “There is no statistical significant difference between the Prospective Teachers studying in Central and State Universities with special reference to their Vocational Interest” not accepted at 0.01 the significant level”.

4.2.1 Vocational Interest (Male and Female) Central Universities

Objective 9 To study and compare the Vocational Interest and its Dimensions of Male and Female Prospective Teachers of Central Universities

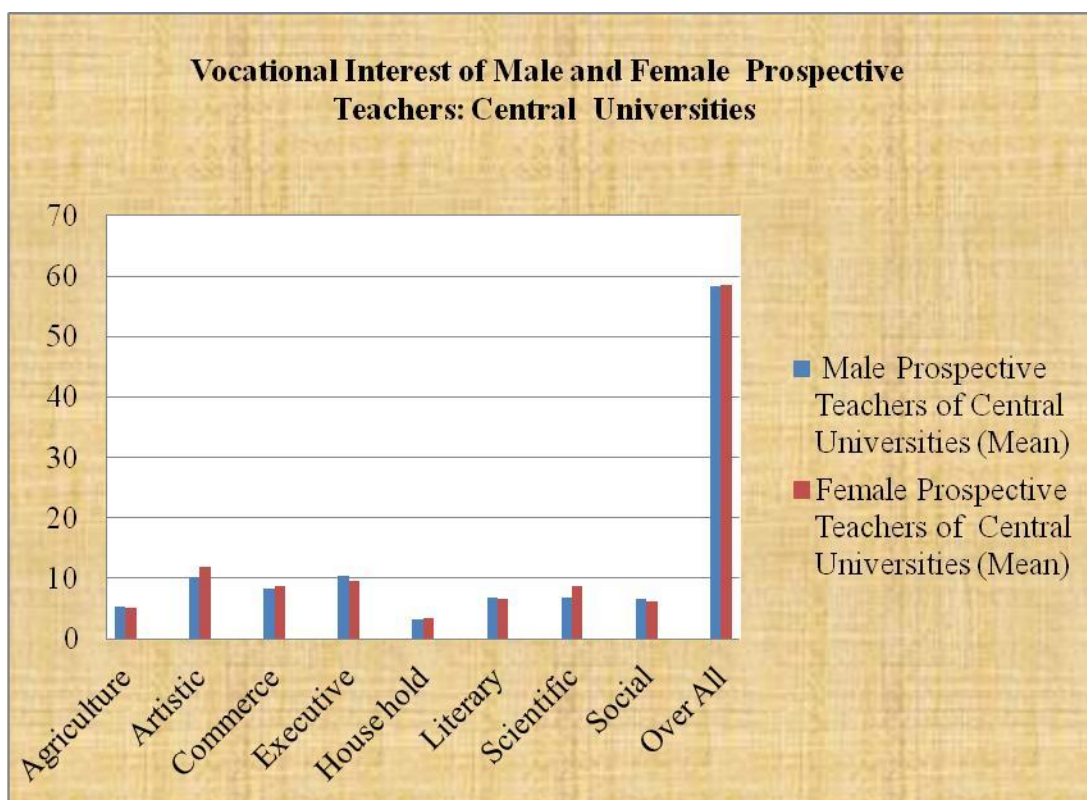
Hypothesis No. 9 There is no statistical significant difference between the Vocational Interest and its Dimensions of Male and Female Prospective Teachers of Central Universities.

Table No 4.2.1: Significance of Mean Difference between Male and Female Prospective Teachers studying in Central Universities with reference to their Vocational Interest and its Dimensions

S.N	Dimensions	Number	Gender	Mean	SD	t- value	S/NS
1	Agriculture	100	Male	5.32	2.86	0.322	NS
		150	Female	5.19	3.01		
2	Artistic	100	Male	10.3	4.53	2.62	S*
		150	Female	11.9	4.98		
3	Commerce	100	Male	8.31	2.66	0.986	NS
		150	Female	8.66	2.65		
4	Executive	100	Male	10.4	3.44	2.06	S*
		150	Female	9.51	3.12		
5	House hold	100	Male	3.13	2.60	0.815	NS
		150	Female	3.43	2.95		
6	Literary	100	Male	6.82	2.51	0.268	NS
		150	Female	6.63	3.00		
7	Scientific	100	Male	6.80	2.50	2.66	S
		150	Female	8.63	2.96		
8	Social	100	Male	6.66	2.46	2.15	S*
		150	Female	6.11	2.46		
9	Over All	100	Male	58.4	9.11	0.244@	NS
		150	Female	58.6	9.63		

Significant at 0.01 level

*Significant at 0.05 level



GRAPH 9: Graphical representation showing the Vocational Interest and its Dimensions of Male and Female Prospective Teachers of Central Universities

“Table 4.2.1 shows the statistical calculation of scores obtained by Male and Female Prospective Teachers studying in Central Universities with special reference to their Agriculture Area. The calculated ‘t’ value is 0.322 and it is not significant at both level (0.01 & 0.05). Hence, difference of mean score of Male and Female Prospective Teachers studying in Central Universities are not significant. So the obtained result shows that Male and Female Prospective Teachers studying in Central Universities have almost same attitude with special reference to Agriculture Area. Therefore, Null Hypothesis, “There is no statistical significant difference between Male and Female Prospective Teachers studying in Central Universities with special reference to Agriculture Area” is accepted”.

“It is shown from the Table 4.2.1 the statistical calculation of scores obtained by Male and Female Prospective Teachers studying in Central Universities with special reference to their Artistic Area. The calculated ‘t’ value is 2.62 and it is significant at both levels 0.01 & 0.05. Hence, difference of mean score of Male and Female

Prospective Teachers studying in Central Universities are significant. So the obtained result shows that Male and Female Prospective Teachers studying in Central Universities both the groups have significant Difference with special reference to their with special reference to Artistic Area. Therefore, Null Hypothesis, “There is no statistical significant difference between Male and Female Prospective Teachers studying in Central Universities with special reference to their artistic Area” is not accepted. So it means Female Prospective Teachers studying in Central Universities have high interest towards Artistic Area compare to Male Prospective Teachers studying in Central Universities”.

“From the Table 4.2.1 it is seen the statistical calculation of scores obtained by Male and Female Prospective Teachers studying in Central Universities with special reference to their Commerce Area. The calculated ‘t’ value is 0.987 and it is not significant at both levels 0.01 & 0.05. Hence, difference of mean score of Male and Female Prospective Teachers studying in Central Universities are not significant. So the obtained result shows that Male and Female Prospective Teachers studying in Central Universities have almost same attitude with special reference to Commerce Area. Therefore, Null Hypothesis, “There is no statistical significant difference between Male and Female Prospective Teachers studying in Central Universities with special reference to Commerce Area” is accepted”.

“It is observed from the Table 4.2.1 the statistical calculation of scores obtained by Male and Female Prospective Teachers studying in Central Universities with special reference to their Executive. The calculated ‘t’ value is 2.06 and it is significant at 0.0 level. Hence, difference of mean score of Male and Female Prospective Teachers studying in Central Universities are significant. So the obtained result shows that Male and Female Prospective Teachers studying in Central Universities both the groups have significant difference with special reference to their with special reference to Executive. Therefore Null Hypothesis, “There is no statistical significant difference between Male and Female Prospective Teachers studying in Central Universities with special reference to their Executive Area” is not accepted. So it means Male Prospective Teachers studying in Central Universities have high interest

towards Executive Area compared to Female Prospective Teachers studying in Central Universities”.

“Table 4.2.1 indicates the statistical calculation of scores obtained by Male and Female Prospective Teachers studying in Central Universities with special reference to their Household Area. The calculated ‘t’ value is 0.815 and it is not significant at both levels. Hence, difference of mean score of Male and Female Prospective Teachers studying in Central Universities are not significant. So the obtained result shows that Male and Female Prospective Teachers studying in Central Universities have almost same attitude with special reference to Household Area. Therefore, Null Hypothesis, “There no significant difference exists between Male and Female Prospective Teachers studying in Central Universities with special reference to Household Area” is accepted”.

“Table 4.2.1 shows the statistical calculation of scores obtained by Male and Female Prospective Teachers studying in Central Universities with special reference to their Literary. The calculated ‘t’ value is 0.268 and it is not significant at both level (0.01 & 0.05). Hence, difference of mean score of Male and Female Prospective Teachers studying in Central Universities are not significant. So the obtained result shows that Male and Female Prospective Teachers studying in Central Universities have almost same attitude with special reference to Literary Area. Therefore, Null Hypothesis, “There is no statistical significant difference between Male and Female Prospective Teachers studying in Central Universities with special reference to Literary Area” is accepted”.

“Table 4.2.1 shows the statistical calculation of scores obtained by Male and Female Prospective Teachers studying in Central Universities with special reference to their Scientific. The calculated ‘t’ value is 2.67 and it is significant at both levels (0.01 & 0.05). Hence, difference of mean score of Male and Female Prospective Teachers studying in Central Universities are significant. So the obtained result shows that Male and Female Prospective Teachers studying in Central Universities both the groups have significant difference with special reference to their with special reference to Scientific Area. Therefore, Null Hypothesis, “There is no statistical significant difference between Male and Female Prospective Teachers studying in

Central Universities with special reference to their Scientific Area” is not accepted. So it means Female Prospective Teachers studying in Central Universities have high interest towards Scientific Area compare to Male Prospective Teachers studying in Central Universities”.

“Table 4.2.1 shows the statistical calculation of scores obtained by Male and Female Prospective Teachers studying in Central Universities with special reference to their Social. The calculated ‘t’ value is 2.15 and it is significant at 0.05 level. Hence, difference of mean score of Male and Female Prospective Teachers studying in Central Universities are significant. So the obtained result shows that Male and Female Prospective Teachers studying in Central Universities both the groups have significant difference with special reference to their with special reference to Social. Therefore, Null Hypothesis, “There is no statistical significant difference between Male and Female Prospective Teachers studying in Central Universities with special reference to their Social Area” is not accepted. So it means Male Prospective Teachers studying in Central Universities have high interest towards Social Area in comparison to Female Prospective Teachers studying in Central Universities”.

Table 4.2.1 shows the statistical calculation of scores obtained by Male and Female Prospective Teachers studying in Central Universities with special reference to their Vocational Interest. The calculated ‘t’ value is 0.244 and it is not significant at both levels (0.01 & 0.05). Hence, difference of mean score of Male and Female Prospective Teachers studying in Central Universities are not significant. So the obtained result shows that Male and Female Prospective Teachers studying in Central Universities have almost same attitude with special reference to Vocational Interest. Therefore, Null Hypothesis, “There is no statistical significant difference between Male and Female Prospective Teachers studying in Central Universities with special reference to their Vocational Interest” is accepted.

From the above table (4.2.1) it is clear that the calculated ‘t’ value for the dimensions of Vocational Interest – Agriculture, Commerce, House hold, Literacy, and overall, of Prospective Teachers studying in Central Universities with reference to their gender variable (Male and Female) are lesser than the table value (1.96) at 0.05 the significant level, hence the Null Hypothesis is accepted. Since the calculated’ value for the dimensions of Vocational Interest- Artistic, Executive, Scientific and Social of

Prospective Teachers studying in Central Universities with reference to their gender variable (Male and Female) are greater than the table value (1.96) at 0.05 the significant level. Hence the Null Hypotheses are not accepted and alternative hypotheses are accepted.

4.2.2 Vocational Interest (Male and Female) State Universities

Objective 10 To study and compare the Vocational Interest and its Dimensions of Male and Female Prospective Teachers of State Universities

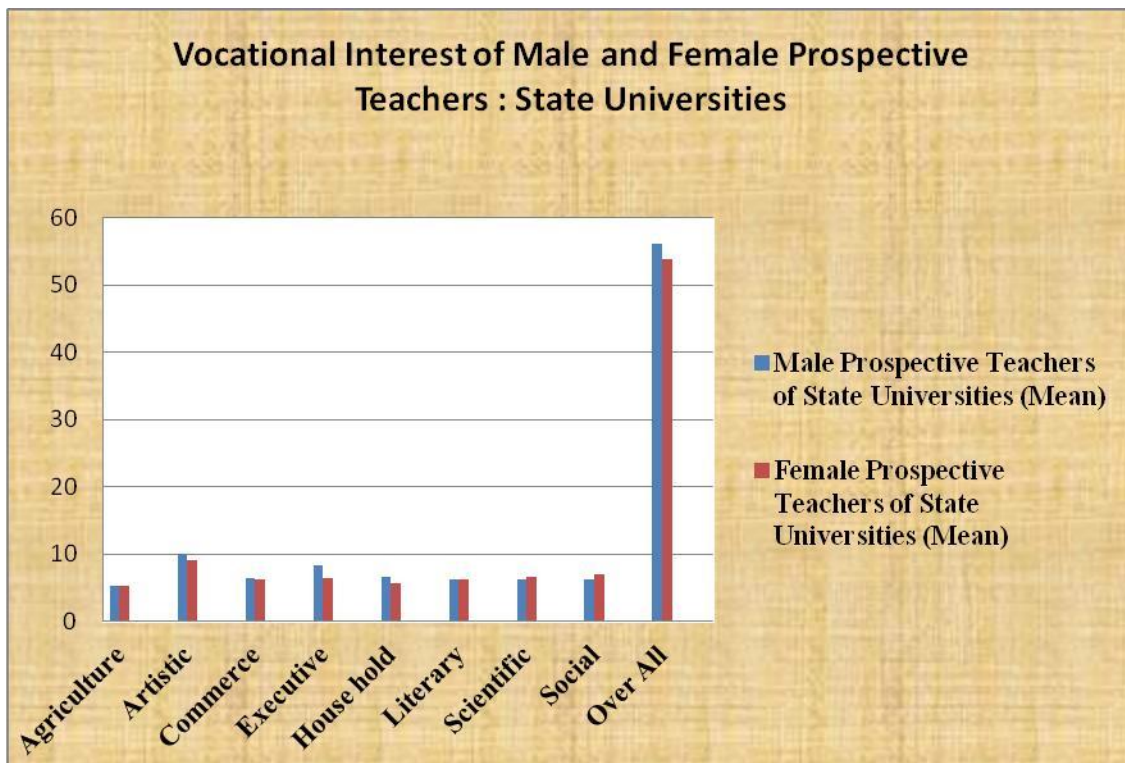
Hypothesis No. 10 There is no significant between the Vocational Interest and its Dimensions of Male and Female Prospective Teachers of State Universities.

Table No 4.2.2: Significance of Mean Difference between Male and Female Prospective Teachers studying in State Universities with reference to their Vocational Interest and its Dimensions

S.N	Dimensions	Number	Gender	Mean	SD	t- value	S/NS
1	Agriculture	90	Male	5.34	2.26	0.363	S
		160	Female	5.22	2.51		
2	Artistic	90	Male	10.3	3.41	2.42	S*
		160	Female	9.05	3.54		
3	Commerce	90	Male	6.46	2.54	0.459	NS
		160	Female	6.31	2.62		
4	Executive	90	Male	8.36	2.94	2.49	S*
		160	Female	6.40	2.95		
5	House hold	90	Male	6.63	3.46	2.19	S*
		160	Female	5.66	3.44		
6	Literacy	90	Male	6.26	2.26	0.213	NS
		160	Female	6.19	2.16		
7	Scientific	90	Male	6.18	1.86	2.06	S*
		160	Female	6.68	2.39		
8	Social	90	Male	6.30	2.66	0.890	NS
		160	Female	6.99	2.61		
9	Over All	90	Male	56.2	6.56	2.23	S*
		160	Female	53.9	8.54		

Significant at 0.01 level

*Significant at 0.05 level



GRAPH 10: Graphical representation showing the Vocational Interest and its Dimensions of Male and Female Prospective Teachers of State Universities

“Table 4.2.2 shows the statistical calculation of scores obtained by Male and Female Prospective Teachers studying in State Universities with special reference to their Agricultural Area. The calculated ‘t’ value is 0.363 and it is not significant at 0.05 levels. Hence, difference of mean score of Male and Female Prospective Teachers studying in State Universities are not significant. So the obtained result shows that Male and Female Prospective Teachers studying in State Universities both the groups do not have significant Difference with special reference to their Agricultural Area. Therefore, Null Hypothesis, “There is no statistical significant difference between Male and Female Prospective Teachers studying in State Universities with special reference to their Agricultural Area” is accepted which means Male and Female Prospective Teachers studying in State Universities have more less same interest towards Agricultural Area”.

“Table 4.2.2 shows the statistical calculation of scores obtained by Male and Female Prospective Teachers studying in State Universities with special reference to their Artistic Area. The calculated ‘t’ value is 2.42 and it is significant at 0.05 levels.

Hence, difference of mean score of Male and Female Prospective Teachers studying in State Universities are significant. So the obtained result shows that Male and Female Prospective Teachers studying in State Universities both the groups have significant difference with special reference to their Artistic Area. Therefore, Null Hypothesis, “There is no statistical significant difference between Male and Female Prospective Teachers studying in State Universities with special reference to their Artistic Area” is not accepted .So it means Male Prospective Teachers studying in State Universities have high interest towards Artistic Area compared to Female Prospective Teachers studying in State Universities”.

Table 4.2.2 shows the “statistical calculation of scores obtained by Male and Female Prospective Teachers studying in State Universities with special reference to their Commerce Area. The calculated ‘t’ value is 0.459 and it is not significant at both levels. Hence, difference of mean score of Male and Female Prospective Teachers studying in State Universities are not significant. So the obtained result shows that Male and Female Prospective Teachers studying in State Universities both the groups do not have significant difference with special reference to their Commerce Area. Therefore, Null Hypothesis “There is no statistical significant difference between Male and Female Prospective Teachers studying in State Universities with special reference to their Commerce Area” is accepted So it means Male and Female Prospective Teachers studying in State Universities have more less same interest towards Commerce Area”.

Table 4.2.2 shows the “statistical calculation of scores obtained by Male and Female Prospective Teachers studying in State Universities with special reference to their Executive Area. The calculated ‘t’ value is 2.49 and it is significant at both levels. Hence, difference of mean score of Male and Female Prospective Teachers studying in State Universities are significant. So the obtained result shows that Male and Female Prospective Teachers studying in State Universities both the groups have significant difference with special reference to their Executive Area. Therefore, Null Hypothesis, “There is no statistical significant difference between Male and Female Prospective Teachers studying in State Universities with special reference to their

Executive Area” is not accepted. So it means Female Prospective Teachers studying in State Universities have high interest towards Executive Area compared to Male Prospective Teachers studying in State Universities”.

Table 4.2.2 shows “the statistical calculation of scores obtained by Male and Female Prospective Teachers studying in State Universities with special reference to their household Area. The calculated ‘t’ value is 2.19 and it is significant at both levels. Hence, difference of mean score of Male and Female Prospective Teachers studying in State Universities are significant. So the obtained result shows that Male and Female Prospective Teachers studying in State Universities both the groups have significant difference with special reference to their household Area. Therefore, Null Hypothesis, “There is no statistical significant difference between Male and Female Prospective Teachers studying in State Universities with special reference to their Household Area” is not accepted. So it means Male Prospective Teachers studying in State Universities have high interest towards Household Area compared to Female Prospective Teachers studying in State Universities”.

“Table 4.2.2 shows the “statistical calculation of scores obtained by Male and Female Prospective Teachers studying in State Universities with special reference to their literary Area”. The calculated ‘t’ value is 0.213 and it is not significant at both levels. Hence, difference of mean score of Male and Female Prospective Teachers studying in State Universities are not significant. So the obtained result shows that Male and Female Prospective Teachers studying in State Universities both the groups do not have significant difference with special reference to their literary Area. Therefore, Null Hypothesis, “There is no statistical significant difference between Male and Female Prospective Teachers studying in State Universities with special reference to their Literary Area” is accepted. So it means Male and Female Prospective Teachers studying in State Universities have equal Area towards Literary Area”.

Table No. 4.2.2 shows the “statistical calculation of scores obtained by Male and Female Prospective Teachers studying in State Universities with special reference to their scientific Area. The calculated ‘t’ value is 2.07 and it is significant at both levels. Hence, difference of mean score of Male and Female Prospective Teachers studying

in State Universities are not significant. So the obtained result shows that Male and Female Prospective Teachers studying in State Universities both the groups have significant difference with special reference to their scientific Area. Therefore, Null Hypothesis, “There is no statistical significant difference between Male and Female Prospective Teachers studying in State Universities with special reference to their Scientific Area” is not accepted. So it means Female Prospective Teachers studying in State Universities have high interest towards Scientific Area compared to Male Prospective Teachers studying in State Universities”.

Table 4.2.2 shows the “statistical calculation of scores obtained by Male and Female Prospective Teachers studying in State Universities with special reference to their Social Area. The calculated ‘t’ value is 0.290 and it is not significant at both levels. Hence, difference of mean score of Male and Female Prospective Teachers studying in State Universities are not significant. So the obtained result shows that Male and Female Prospective Teachers studying in State Universities both the groups do not have significant Difference with special reference to their Social Area. Therefore, Null Hypothesis, “There is no statistical significant difference between Male and Female Prospective Teachers studying in State Universities with special reference to their Social Area” is accepted So it means Male and Female Prospective Teachers studying in State Universities have equal status towards Social Area”.

Above Table 4.2.2 indicates the “statistical calculation of scores obtained by Male and Female Prospective Teachers studying in State Universities with special reference to their Vocational Interest. The calculated ‘t’ value is 2.23 and it is significant at 0.01 level. Hence, difference of mean score of Male and Female Prospective Teachers studying in State Universities are significant. So the obtained result shows that Male and Female Prospective Teachers studying in State Universities both the groups have significant difference with special reference to their Vocational Interest. Therefore, Null Hypothesis, “There is no statistical significant difference between Male and Female Prospective Teachers studying in State Universities with special reference to their Vocational Interest” is not accepted which means Male Prospective Teachers studying in State Universities have high interest towards Vocational Interest comparison to Female Prospective Teachers studying in State Universities”.

4.2.3 Vocational Interest (Rural and Urban) Central Universities

Objective 11 To find and compare the Vocational Interest and its Dimensions of Rural and Urban Prospective Teachers of Central Universities

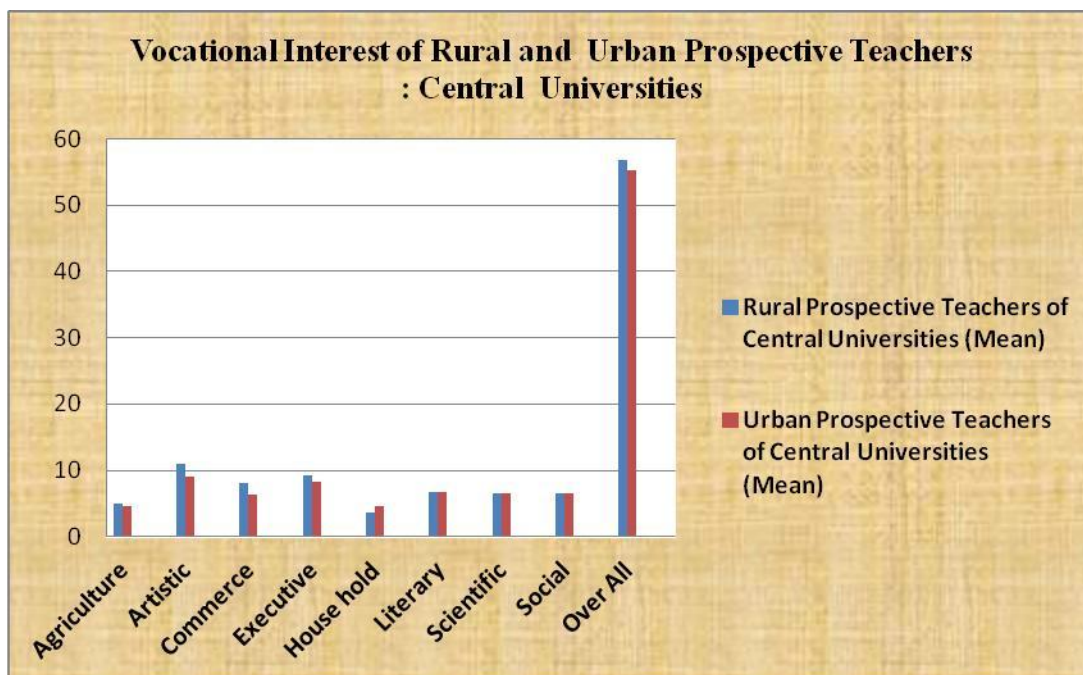
Hypothesis No. 11 There is no significant difference between the Vocational Interest and its Dimensions of Rural and Urban Prospective Teachers of Central Universities.

Table No 4.2.3: Significance of Mean Difference between Rural and Urban Prospective Teachers studying in Central Universities with reference to their Vocational Interest and its Dimensions.

S.N	Dimensions	Number	Locality	Mean	SD	t- value	S/NS
1	Agriculture	130	Rural	5.06	2.91	.861	NS
		120	Urban	4.62	2.20		
2	Artistic	130	Rural	11.0	4.06	2.29	S*
		120	Urban	9.4	3.94		
3	Commerce	130	Rural	8.0	2.61	2.09	S*
		120	Urban	6.34	2.63		
4	Executive	130	Rural	9.16	2.64	2.22	S*
		120	Urban	8.33	3.02		
5	House hold	130	Rural	3.66	2.93	2.01	S*
		120	Urban	4.56	3.23		
6	Literacy	130	Rural	6.69	3.01	.164	NS
		120	Urban	6.66	2.11		
7	Scientific	130	Rural	6.61	2.10	.606	NS
		120	Urban	6.44	2.13		
8	Social	130	Rural	6.59	2.46	2.06	S*
		120	Urban	6.95	2.44		
9	Over All	130	Rural	56.8	9.32	2.08	S*
		120	Urban	55.3	9.50		

Significant at 0.01 level

*Significant at 0.05 level



GRAPH 11: Graphical representation showing the Vocational Interest and its Dimensions of Rural and Urban Prospective Teachers of Central Universities

“Table 4.2.3 gives the clear indication of the statistical calculation of scores obtained by Rural and Urban Prospective Teachers with special reference to agriculture Area. The calculated ‘t’ value is 0.861 which is lesser than the ‘t’ value of 1.96 at 0.05 the significant level for 248 degree of freedom. The mean score of Rural and Urban Prospective Teachers studying in Central Universities is not significantly difference. Hence, it can be interpreted that Rural and Urban Prospective Teachers do not have attitude towards Agriculture Area. Therefore, Null Hypothesis, “There is no statistical significant difference between urban and rural Prospective Teachers with special reference to Agriculture Area” is accepted”.

“It is observed that the Table 4.2.3 shows the statistical calculation of scores obtained by urban and rural Prospective Teachers with special reference to Artistic Area. The calculated ‘t’ value is 2.29 which is larger than the ‘t’ value of 1.96 at both level i.e. 0.05 the significant level for 248 degree of freedom. The mean score of rural Prospective Teachers is significantly higher than mean score of urban Prospective Teachers studying in Central Universities. Hence, it can be interpreted that rural Prospective Teachers have higher level of attitude towards Artistic Area than the urban Prospective Teachers studying in Central Universities. Therefore, Null

Hypothesis “There is no statistical significant difference between urban and rural Prospective Teachers with special reference to Artistic Area” is not accepted”.

“From the Table 4.2.3 the statistical calculation of scores obtained by urban and rural Prospective Teachers with special reference to commerce Area can be viewed clearly. The calculated ‘t’ value is 2.09 which is larger than the ‘t’ value of 1.96 at both level i.e. 0.05 the significant level for 248 degree of freedom. The mean score of rural Prospective Teachers is significantly more than mean score of urban Prospective Teachers studying in Central Universities. Hence, it can be interpreted that rural Prospective Teachers have higher level of attitude towards commerce Area than the urban Prospective Teachers studying in Central Universities”. Therefore, Null Hypothesis, “There is no significant difference exists between urban and rural Prospective Teachers with special reference to commerce Area” is not accepted.

Table 4.2.3 shows “the statistical calculation of scores obtained by urban and rural Prospective Teachers with special reference to Executive Area. The calculated ‘t’ value is 2.22 which is larger than the ‘t’ value of 1.96 at both level i.e. 0.05 the significant level for 248 degree of freedom. The mean score of rural Prospective Teachers is significantly higher than mean score of urban Prospective Teachers studying in Central Universities. Hence, it can be interpreted that rural Prospective Teachers have higher level of attitude towards Executive Area than the urban Prospective Teachers studying in Central Universities”. Therefore, Null Hypothesis, “There is no statistical significant difference between urban and rural Prospective Teachers with special reference to executive Area” is not accepted.

“It can be seen clearly from the Table 4.2.3 the statistical calculation of scores obtained by urban and rural Prospective Teachers with special reference to household Area. The calculated ‘t’ value is 2.01 which is larger than the ‘t’ value of 1.96 at 0.05 the significant level for 248 degree of freedom. The mean score of urban Prospective Teachers is significantly higher than mean score of rural Prospective Teachers studying in Central Universities. Hence, it can be interpreted that urban Prospective Teachers have high level of attitude towards household Area than the rural Prospective Teachers studying in Central Universities”. Therefore, Null Hypothesis “There is no statistical significant difference between urban and rural Prospective Teachers with special reference to Household Area” is not accepted.

“Table No. 4.2.3 explains the statistical calculation of scores obtained by urban and rural Prospective Teachers with special reference to literary Area. The calculated ‘t’ value is 0.607 which is lesser than the ‘t’ value of 1.96 at 0.01 the significant level for 2.48 degree of freedom. The mean score of Rural and Urban Prospective Teachers is not significantly difference. Hence, it can be interpreted that Rural and Urban Prospective Teachers do not have attitude towards literary Area”. Therefore, Null Hypothesis, “There is no statistical significant difference between urban and rural Prospective Teachers with special reference to literary Area” is accepted.

“Table 4.2.3 shows the statistical calculation of scores obtained by urban and rural Prospective Teachers with special reference to scientific Area. The calculated ‘t’ value is 2.07 which is larger than the ‘t’ value of 1.96 at 0.05 the significant level for 248 degree of freedom. The mean score of rural Prospective Teachers is significantly higher than the mean score of urban Prospective Teachers studying in Central Universities. Hence, it can be interpreted that rural Prospective Teachers have greater level of attitude towards scientific Area than the urban Prospective Teachers studying in Central Universities”. Therefore, Null Hypothesis, “There is no significant difference exists between urban and rural Prospective Teachers with special reference to Scientific Area” is not accepted.

It is clear from the table 4.2.3 the statistical calculation of scores obtained by urban and rural Prospective Teachers with special reference to Social Area. The calculated ‘t’ value is 2.07 which is larger than the ‘t’ value of 1.96 at 0.05 the significant level for 248 degree of freedom. The mean score of rural Prospective Teachers is significantly higher than mean score of urban Prospective Teachers studying in Central Universities. Hence, it can be interpreted that rural Prospective Teachers have greater level of attitude towards Social Area than the urban Prospective Teachers studying in Central Universities. Therefore, Null Hypothesis, “There is no statistical significant difference between urban and rural Prospective Teachers with special reference to Social Area” is not accepted.

Table 4.2.3 presents the statistical calculation of scores obtained by urban and rural Prospective Teachers with special reference to Vocational Interest. The calculated ‘t’ value is 2.08 which is larger than the ‘t’ value of at 0.05 the significant level for 248 degree of freedom. The mean score of rural Prospective Teachers is significantly higher than mean score of urban Prospective Teachers studying in Central Universities. Hence, it can be interpreted that Rural Prospective Teachers have higher

level of attitude towards Vocational Interest than the urban Prospective Teachers studying in Central Universities. Therefore, Null Hypothesis, “There is no statistical significant difference between urban and rural Prospective Teachers with special reference to Vocational Interest” is not accepted.

4.2.4 Vocational Interest (Rural and Urban) State Universities

Objective 12 To find and compare the Vocational Interest and its Dimensions of Rural and Urban Prospective Teachers of State Universities

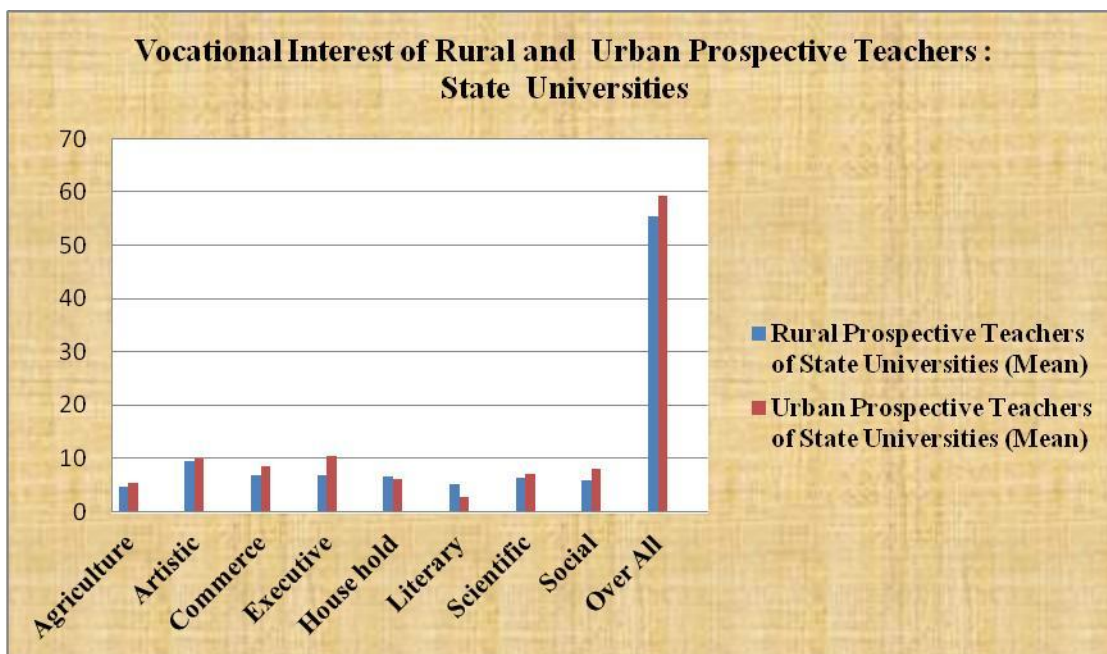
Hypothesis No. 12 There exists no significant the Vocational Interest and its Dimensions of Rural and Urban Prospective Teachers of State Universities.

Table No. 4.2.4: Significance of Mean Difference between Rural and Urban Prospective Teachers studying in State Universities with reference to their Vocational Interest and its Dimensions

S.N	Dimensions	Number	Locality	Mean	SD	t- value	S/NS
1	Agriculture	135	Rural	4.62	2.05	2.14	S*
		115	Urban	5.30	2.90		
2	Artistic	135	Rural	9.46	3.68	2.05	S*
		115	Urban	10.06	4.80		
3	Commerce	135	Rural	6.86	2.68	5.54	S
		115	Urban	8.65	2.54		
4	Executive	135	Rural	6.91	3.15	6.01	S
		115	Urban	10.41	2.60		
5	House hold	135	Rural	6.52	2.49	1.56	NS
		115	Urban	6.04	2.28		
6	Literacy	135	Rural	5.16	3.82	3.91	S
		115	Urban	2.66	2.23		
7	Scientific	135	Rural	6.32	2.15	2.13	S*
		115	Urban	6.98	2.99		
8	Social	135	Rural	6.0	2.25	3.94	S
		115	Urban	8.15	2.26		
9	Over All	135	Rural	55.33	8.89	3.36	S
		115	Urban	59.3	9.69		

Significant at 0.01 level

*Significant at 0.05 level



GRAPH 12: Graphical representation showing the Vocational Interest and its Dimensions of Rural and Urban Prospective Teachers of State Universities

In Table 4.2.4 “The statistical calculation of scores obtained by Rural and Urban Prospective Teachers with special reference to agriculture Area is clearly presented. The calculated ‘t’ value is 2.14 which is larger than the ‘t’ value of 1.96 at 0.05 the significant level for 248 degree of freedom. The mean score of rural Prospective Teachers is significantly higher than mean score of urban Prospective Teachers studying in State Universities. Hence, it can be interpreted that rural Prospective Teachers have higher level of attitude towards Agriculture Area than the urban Prospective Teachers studying in State Universities”. Therefore, Null Hypothesis, “There is no statistical significant difference between urban and rural Prospective Teachers with special reference to Agriculture Area” is not accepted.

Table no 4.2.4 present clearly “the statistical calculation of scores obtained by Urban and Rural Prospective Teachers with special reference to Artistic Area. The calculated ‘t’ value is 2.05 which is larger than the ‘t’ value of 1.96 at both level i.e. 0.01 and 0.05 the significant level for 248 degree of freedom. The mean score of urban Prospective Teachers is significantly higher than mean score of rural Prospective Teachers studying in State Universities. Hence, it can be interpreted that urban

Prospective Teachers have higher level of attitude towards Artistic Area than the rural Prospective Teachers studying in State Universities”. Therefore, Null Hypothesis “There is no statistical significant difference between Urban and Rural Prospective Teachers with special reference to Artistic Area” is not accepted.

“It can be understand from the Table 4.2.4 the statistical calculation of scores obtained by Urban and Rural Prospective Teachers with special reference to commerce Area. The calculated ‘t’ value is 5.54 which is larger than the ‘t’ value of 1.96 at both level i.e. 0.01 and 0.05 the significant level for 248 degree of freedom. The mean score of urban Prospective Teachers is significantly higher than mean score of Rural Prospective Teachers studying in State Universities. Hence, it can be interpreted that urban Prospective Teachers have higher level of attitude towards commerce Area than the rural Prospective Teachers studying in State Universities”. Therefore, Null Hypothesis, “There is no significant difference exists between Urban and Rural Prospective Teachers with special reference to Commerce Area” is not accepted.

Table 4.2.4.shows “the statistical calculation of scores obtained by urban and rural Prospective Teachers with special reference to Executive Area. The calculated ‘t’ value is 7.01 which is larger than the ‘t’ value of 1.96 at both level i.e. 0.01 and 0.05 the significant level for 248 degree of freedom. The mean score of Urban Prospective Teachers is significantly higher than mean score of Rural Prospective Teachers studying in State Universities. Hence, it can be interpreted that urban Prospective Teachers have higher level of attitude towards Executive Area than the Rural Prospective Teachers studying in State Universities”. Therefore, null hypothesis, “There is no significant difference exists between Urban and Rural Prospective Teachers with special reference to Executive Area” is not accepted.

“From the Table 4.2.4 the statistical calculation of scores obtained by Urban and Rural Prospective Teachers with special reference to household Area is shown clearly. The calculated ‘t’ value is 1.56 which is not larger than the ‘t’ value of 1.96 at both level i.e. 0.01 and 0.05 the significant level for 248 degree of freedom. The mean score of Rural and Urban Prospective Teachers are not significantly difference.

Hence, it can be interpreted that Rural and Urban Prospective Teachers have equal attitude towards Household Area”. Therefore, Null Hypothesis, “There is no statistical significant difference between Urban and Rural Prospective Teachers with special reference to Household Area” is accepted.

Table 4.2.4 shows the statistical calculation of scores obtained by Urban and Rural Prospective Teachers with special reference to their Literary Area. The calculated ‘t’ value is 3.91 which is larger than the ‘t’ value of 1.96 at both level i.e. 0.01 and 0.05 the significant level for 248 degree of freedom. The mean score of Rural Prospective Teachers is significantly higher than mean score of Urban Prospective Teachers studying in State Universities. Hence, it can be interpreted that Rural Prospective Teachers have higher level of attitude towards literary Area than the Urban Prospective Teachers studying in State Universities Therefore, Null Hypothesis, “There is no statistical significant difference between Urban and Rural Prospective Teachers with special reference to Literary Area” is not accepted.

It can be clearly observed from the Table 4.2.4 the statistical calculation of scores obtained by Urban and Rural Prospective Teachers with special reference to Scientific Area. The mean score of Rural Prospective Teachers is 6.32 and Urban Prospective Teachers is 6.98 and SD score is 2.15 and 2.99 respectively. The calculated ‘t’ value is 2.13 which is larger than the ‘t’ value of 1.96 at both level i.e. 0.01 and 0.05 the significant level for 248 degree of freedom. The mean score of Urban Prospective Teachers is significantly higher than mean score of rural Prospective Teachers studying in State Universities. Hence, it can be interpreted that Urban Prospective Teachers have higher level of attitude towards Scientific Area than the Rural Prospective Teachers studying in State Universities. Therefore, null hypothesis, “There is no statistical significant difference between urban and rural Prospective Teachers with special reference to Scientific Area” is not accepted.

Table 4.2.5 shows the statistical calculation of scores obtained by urban and rural Prospective Teachers with special reference to Social Area. The calculated ‘t’ value is 3.94 which is larger than the ‘t’ value of 1.96 at both level i.e. 0.01 and 0.05 the significant level for 248 degree of freedom. The mean score of Urban Prospective

Teachers is significantly higher than mean score of Rural Prospective Teachers studying in State Universities. Hence, it can be interpreted that urban Prospective Teachers have higher level of attitude towards Social Area than the rural Prospective Teachers studying in State Universities. Therefore, Null Hypothesis, “There is no statistical significant difference between Urban and Rural Prospective Teachers with special reference to Social Area” is not accepted.

The above Table 4.2.4 further shows the statistical calculation of scores obtained by urban and rural Prospective Teachers with special reference to Vocational Interest. The calculated ‘t’ value is 3.37 which is larger than the ‘t’ value of 1.96 at 0.05 the significant level for 248 degree of freedom. The mean score of rural Prospective Teachers is significantly higher than mean score of urban Prospective Teachers studying in State Universities. Hence, it can be interpreted that Rural Prospective Teachers have higher level of attitude towards Vocational Interest than the urban Prospective Teachers studying in State Universities. Therefore, Null Hypothesis “There is no statistical significant difference between urban and rural Prospective Teachers studying in State Universities with special reference to Vocational Interest is not accepted.

From the above table 4.2.4 it is apparent that the calculated ‘t’ value for the dimensions of Vocational Interest – House hold of Prospective Teachers studying in State Universities with reference to their Locality (Rural and Urban) is lesser than the table value (1.96) at 0.05 the significant level. Therefore, the Null Hypothesis is accepted. Since the calculated ‘t’ value for the dimensions of Vocational Interest- Artistic, Commerce, Agriculture, Literacy, and Scientific Executive, Social and overall, of Prospective Teachers studying in State Universities with reference to their Locality (Rural and Urban are greater than the table value (1.96) at 0.05 the significant level . Hence the null Hypotheses are not accepted and in which case alternative hypothesis are accepted.

4.2.5 Vocational Interest (Arts and Science) Central Universities

Objective 13 To find and compare the Vocational Interest and its Dimensions of Arts and Science Prospective Teachers of Central Universities

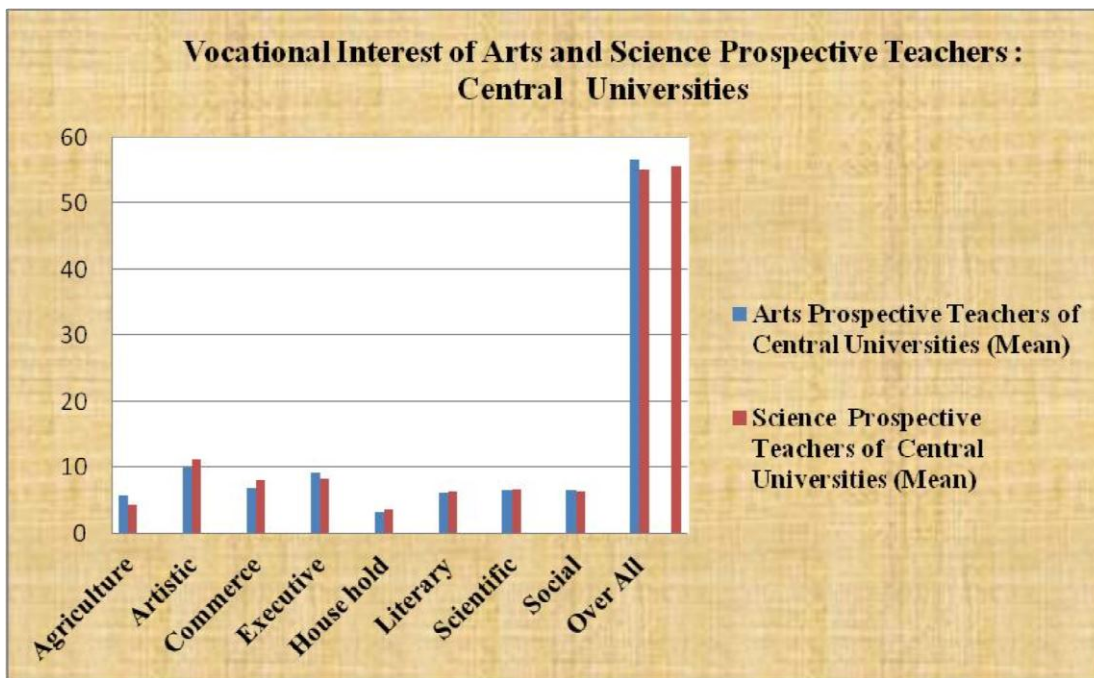
Hypothesis No. 13 There is no significant difference Between compare the Vocational Interest and its Dimensions of Arts and Science Prospective Teachers of Central Universities.

Table No. 4.2.5: Significance of Mean difference between Arts and Science Prospective Teachers Studying in Central Universities with reference to their Vocational Interest and Its Dimensions

S.N	Dimensions	Number	Subject stream	Mean	SD	t- value	S/NS
1	Agriculture	180	Arts	5.65	2.60	3.22	S
		60	Science	4.46	2.43		
2	Artistic	180	Arts	10.6	3.64	0.943	NS
		60	Science	11.2	4.34		
3	Commerce	180	Arts	6.80	2.66	0.539	NS
		60	Science	8.02	2.96		
4	Executive	180	Arts	9.30	3.20	2.15	S*
		60	Science	8.30	3.53		
5	House hold	180	Arts	3.25	2.52	0.344	NS
		60	Science	3.65	2.42		
6	Literacy	180	Arts	6.06	2.18	2.09	S*
		60	Science	6.35	1.88		
7	Scientific	180	Arts	6.54	2.20	0.466	NS
		60	Science	6.60	2.03		
8	Social	180	Arts	6.44	2.53	2.54	S
		60	Science	6.29	2.16		
9	Over All	180	Arts	56.6	6.68	2.05	S
		60	Science	55.1	11.6		

Significant at 0.01 level

*Significant at 0.05 level



GRAPH 13: Graphical representation showing Significance of Mean difference between Arts and Science Prospective Teachers studying in Central Universities with reference to their Vocational Interest and its Dimensions

Table 4.2.5 explains “the statistical calculation of scores obtained by Arts and Science Prospective Teachers with special reference to agriculture Area. The mean score of arts Prospective Teachers is 5.65 and science Prospective Teachers is 4.46 and SD score is 2.70 and 2.43 respectively. The calculated ‘t’ value is 3.22 which is larger than the ‘t’ value of 1.96 at 0.05 the significant level for 248 degree of freedom. The mean score of Arts Prospective Teachers is significantly higher than mean score of Science Prospective Teachers studying in Central Universities. Hence, it can be interpreted that science Prospective Teachers have higher level of attitude towards Agriculture Area than the Arts Prospective Teachers studying in Central Universities”. Therefore, null hypothesis,” There is no significant difference exists between Arts and Science Prospective Teachers with special reference to agriculture Area” is not accepted.

Table No. 4.2.5 demonstrate “the statistical calculation of scores obtained by Arts and Science Prospective Teachers with special reference to Artistic Area. The calculated

't' value is 0.943 which is less than the 't' value of 1.96 at both level i.e. 0.01 and 0.05 the significant level for 248 degree of freedom. Hence, it can be interpreted that Arts and Science Prospective Teachers have moreover less than same values of attitude towards Artistic Area of Prospective Teachers studying in Central Universities". Therefore, null hypothesis, "There is no statistical significant difference between Arts and Science Prospective Teachers with special reference to Artistic Area" is accepted.

Table 4.2.5 proves "the statistical calculation of scores obtained by Arts and Science Prospective Teachers with special reference to commerce Area. The mean score of Arts Prospective Teachers is 7.80 and Science Prospective Teachers is 8.02 and SD score is 2.76 and 2.96 respectively. The calculated 't' value is 0.539 which is lesser than the 't' value of 1.96 at both level i.e. 0.01 and 0.05 the significant level for 248 degree of freedom. Hence, it can be interpreted that Arts and Science Prospective Teachers have moreover less same attitude towards Commerce Area of Prospective Teachers studying in Central Universities". Therefore, Null Hypothesis, "There is no statistical significant difference between Arts and Science Prospective Teachers with special reference to Commerce Area" is accepted.

Table 4.2.5 articulate that the statistical calculation of scores obtained by Arts and Science Prospective Teachers with special reference to executive Area. The calculated 't' value is 2.15 which is larger than the 't' value of 1.96 at both level i.e. 0.01 and 0.05 the significant level for 248 degree of freedom. The mean score of Arts Prospective Teachers is significantly higher than mean score of Science Prospective Teachers studying in Central Universities. Hence, it can be interpreted that Arts Prospective Teachers have higher level of attitude towards Executive Area than the Science Prospective Teachers studying in Central Universities. Therefore, Null Hypothesis, "There is no significant difference exists between Arts and Science Prospective Teachers with special reference to Executive Area is not accepted.

Table No 4.2.5 shows the statistical calculation of scores obtained by Arts and Science Prospective Teachers with special reference to household Area. The calculated 't' value is 0.344 which is less than the 't' value of 1.96 at both level i.e.

0.01 and 0.05 the significant level for 248 degree of freedom.. Hence, it can be construed that Arts and Science Prospective Teachers have same attitude towards Executive Area of Prospective Teachers studying in Central Universities. Therefore, Null Hypothesis, “There is no statistical significant difference between Arts and Science Prospective Teachers with special reference to Household Area” is accepted.

Table 4.2.5 agreed the statistical calculation of scores obtained by Arts and Science Prospective Teachers with special reference to literary Area. The calculated ‘t’ value is 2.09 which is larger than the ‘t’ value of 1.96 at both level i.e. 0.01 and 0.05 the significant level for 248 degree of freedom. The mean score of arts Prospective Teachers is significantly higher than mean score of Prospective Teachers studying in Central Universities. Hence, it can be interpreted that Arts Teachers have higher level of attitude towards Literary Area than the Science Prospective Teachers studying in Central Universities. Therefore, Null Hypothesis, “There is no statistical significant difference between Arts and Science Prospective Teachers with special reference to Literary Area” is not accepted.

Table no 4.2.5 indicates the statistical calculation of scores obtained by Arts and Science Prospective Teachers with special reference to Scientific Area. The calculated ‘t’ value is 0.466 which is less than the ‘t’ value of 1.96 at both level i.e. 0.01 and 0.05 the significant level for 248 degree of freedom. Hence, it can be read that Arts and Science Prospective Teachers have moreover less than same attitude towards Scientific Area of Prospective Teachers studying in Central Universities. Therefore, Null Hypothesis, “There is no statistical significant difference between Arts and Science Prospective Teachers with special reference to Scientific Area” is accepted.

Table No 4.2.5 shows the statistical calculation of scores obtained by Arts and Science Prospective Teachers with special reference to social Area. The calculated ‘t’ value is 2.54 which is larger than the ‘t’ value of 1.96 at both level i.e. 0.01 and 0.05 the significant level for 248 degree of freedom. The mean score of science Prospective Teachers is significantly higher than mean score of arts Prospective Teachers studying in Central Universities. Hence, it can be interpreted that science

Prospective Teachers have higher level of attitude towards social Area than the arts Prospective Teachers studying in Central Universities. Therefore, null hypothesis, “There is no statistical significant difference between Arts and Science Prospective Teachers with special reference to Social Area” is not accepted.

The given Table No 4.2.5 shows the statistical calculation of scores obtained by Arts and Science Prospective Teachers with special reference to Vocational Interest. The mean score of arts Prospective Teachers is 57.7 and science Prospective Teachers is 55.1 and SD score is 7.78 and 11.6 respectively. The calculated ‘t’ value is 2.05 which is larger than the ‘t’ value of 1.96 at 0.05 the significant level for 248 degree of freedom. The mean score of arts Prospective Teachers is significantly higher than mean score of science Prospective Teachers studying in Central Universities. Hence, it can be interpreted that Arts Prospective Teachers have higher level of attitude towards Vocational Interest than the Science Prospective Teachers studying in Central Universities. Therefore, Null Hypothesis, “There is no statistical significant difference between Arts and Science Prospective Teachers studying in Central Universities with special reference to Vocational Interest” is not accepted.

From the above table 4.2.5 it is perceptible that the calculated ‘t’ value for the dimensions of Vocational Interest – Commerce, House hold and Scientific of Prospective Teachers studying in Central Universities with reference to their Subject Stream (Arts and Science) is lesser than the table value (1.96) at 0.05 the significant level, hence the Null Hypothesis is accepted. Since the calculated ‘t’ value for the dimensions of Vocational Interest- Artistic, Agriculture, Literacy, Executive, Social and overall of Prospective Teachers studying in Central Universities with reference to their Subject Stream (Arts and Stream) are greater than the table value (1.96) at 0.05 the significant level. Hence, the null Hypotheses are not accepted and in which case alternative hypothesis are accepted.

4.2.6 Vocational Interest (Arts and Science) State Universities

Objective 14 To study and compare the Vocational Interest and its Dimensions of Arts and Science Prospective Teachers of State Universities

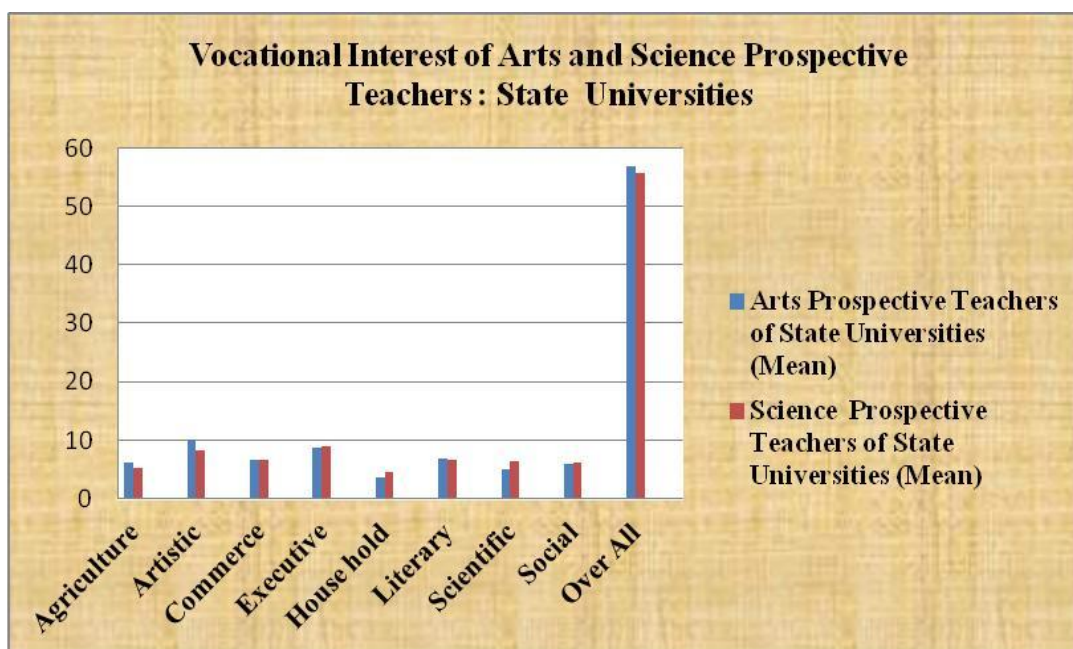
Hypothesis No. 14 No significant difference between the Vocational Interest and its Dimensions of Arts and Science Prospective Teachers of State Universities.

Table No 4.2.6: Significance of Mean difference between Arts and Science Prospective Teachers studying in State Universities with reference to their Vocational Interest and its Dimensions

S.N	Dimensions	Number	Subject stream	Mean	SD	t- value	S/NS
1	Agriculture	160	Arts	6.22	2.39	2.65	S
		90	Science	5.22	3.26		
2	Artistic	160	Arts	10.6	3.34	4.69	S
		90	Science	8.30	4.96		
3	Commerce	160	Arts	6.64	2.66	0.156	NS
		90	Science	6.69	2.65		
4	Executive	160	Arts	8.65	2.63	0.523	NS
		90	Science	8.83	2.61		
5	House hold	160	Arts	3.62	2.12	2.02	S*
		90	Science	4.43	3.46		
6	Literacy	160	Arts	6.83	2.23	0.666	NS
		90	Science	6.58	3.54		
7	Scientific	160	Arts	5.06	2.41	2.04	S*
		90	Science	6.43	2.39		
8	Social	160	Arts	5.83	2.16	9.12	S
		90	Science	6.10	2.55		
9	Over All	160	Arts	56.9	6.59	2.00	S*
		90	Science	55.6	10.5		

Significant at 0.01 level

*Significant at 0.05 level



GRAPH 14: Graphical representation showing the Vocational Interest and its Dimensions of Arts and Science Prospective Teachers of State Universities

Table 4.2.6 shows “the statistical calculation of scores obtained by Arts and Science Prospective Teachers with special reference to agriculture Area. The calculated ‘t’ value is 2.65 which is larger than the ‘t’ value of 1.96 at 0.05 the significant level for 248 degree of freedom. The mean score of arts Prospective Teachers is significantly higher than mean score of science Prospective Teachers studying in State Universities. Hence, it can be interpreted that arts Prospective Teachers have higher level of attitude towards Agriculture Area than the science Prospective Teachers studying in State Universities”. Therefore null hypothesis, “There is no significant difference exists between Arts and Science Prospective Teachers with special reference to Agriculture Area” is not accepted.

“It is clearly shown from the Table 4.2.6 the statistical calculation of scores obtained by Arts and Science Prospective Teachers with special reference to Artistic Area. The calculated ‘t’ value is 4.69 which is larger than the ‘t’ value of 1.96 at both level i.e. 0.01 and 0.05 the significant level for 248 degree of freedom. The mean score of arts Prospective Teachers is significantly higher than mean score of science Prospective Teachers studying in State Universities. Hence, it can be interpreted that arts

Prospective Teachers have higher level of attitude towards Artistic Area than the science Prospective Teachers studying in State Universities” Therefore, Null Hypothesis, “There is no statistical significant difference between Arts and Science Prospective Teachers with special reference to Artistic Area” is not accepted.

Table 4.2.6 shows “the statistical calculation of scores obtained by Arts and Science Prospective Teachers with special reference to commerce Area. The calculated ‘t’ value is 0.157 which is not larger than the ‘t’ value of 1.96 at both level i.e. 0.01 and 0.05 the significant level for 248 degree of freedom. The mean score of Arts and Science Prospective Teachers are not significantly difference. Hence, it can be interpreted that Arts and Science Prospective Teachers have same attitude towards Commerce Area”. Therefore, Null Hypothesis, “There is no statistical significant difference between Arts and Science Prospective Teachers with special reference to Commerce Area” is accepted.

“It is shown clearly from the Table 4.2.6 the statistical calculation of scores obtained by Arts and Science Prospective Teachers with special reference to executive Area. The calculated ‘t’ value is 0.523 which is larger than the ‘t’ value of 1.96 at both level i.e. 0.01 and 0.05 the significant level for 248 degree of freedom. The mean score of science Prospective Teachers is significantly higher than mean score of arts Prospective Teachers studying in State Universities. Hence, it can be interpreted that science Prospective Teachers have higher level of attitude towards Executive Area than the arts Prospective Teachers studying in State Universities”. Therefore, Null Hypothesis, “There is no significant difference exists between Arts and Science Prospective Teachers with special reference to executive Area” is not accepted.

It is understand from the Table 4.2.6 the statistical calculation of scores obtained by Arts and Science Prospective Teachers with special reference to household Area. The calculated ‘t’ value is 2.02 which is larger than the ‘t’ value of 1.96 at 0.05 the significant level for 248 degree of freedom. The mean score of science Prospective Teachers is significantly higher than mean score of arts Prospective Teachers studying

in State Universities. Hence, it can be interpreted that science Prospective Teachers have higher level of attitude towards Executive Area than the arts Prospective Teachers studying in State Universities. Therefore, Null Hypothesis, “There is no statistical significant difference between Arts and Science Prospective Teachers with special reference to Household Area” is not accepted.

Table 4.2.6 clearly reveals the statistical calculation of scores obtained by Arts and Science Prospective Teachers with special reference to Literary Area. The calculated ‘t’ value is 4.46 which is larger than the ‘t’ value of 1.96 at both level i.e. 0.01 and 0.05 the significant level for 248 degree of freedom. The mean score of Arts Prospective Teachers is significantly higher than mean score of Science Prospective Teachers studying in State Universities. Hence, it can be interpreted that arts Prospective Teachers have higher level of attitude towards Literary Area than the science Prospective Teachers studying in State Universities. Therefore, Null Hypothesis, “There is no statistical significant difference between Arts and Science Prospective Teachers with special reference to Literary Area “is not accepted.

In above Table 4.2.6 the statistical calculation of scores obtained by Arts and Science Prospective Teachers with special reference to Scientific Area is clearly shown. The calculated ‘t’ value is 2.04 which is larger than the ‘t’ value of 1.96 at both level i.e. 0.01 and 0.05 the significant level for 248 degree of freedom. The mean score of science Prospective Teachers is significantly higher than mean score of Arts Prospective Teachers studying in State Universities. Hence, it can be interpreted that Science Prospective Teachers have higher level of attitude towards Scientific Area than the Arts Prospective Teachers studying in State Universities. Therefore, the Null Hypothesis, “There is no significant difference exists between Arts and Science Prospective Teachers with special reference to Scientific Area” is not accepted.

Table 4.2.6 shows the statistical calculation of scores obtained by Arts and Science Prospective Teachers with special reference to Social Area. The calculated ‘t’ value is 9.12 which is larger than the ‘t’ value of 1.96 at both level i.e. 0.01 and 0.05 the

significant level for 248 degree of freedom. The mean score of science Prospective Teachers is significantly higher than mean score of Arts Prospective Teachers studying in State Universities. Hence, it can be interpreted that Science Prospective Teachers have higher level of attitude towards Social Area than the Arts Prospective Teachers studying in State Universities Therefore, Null Hypothesis, “There is no statistical significant difference between Arts and Science Prospective Teachers with special reference to Social Area” is not accepted.

The above Table 4.2.6 clearly shows the statistical calculation of scores obtained by Arts and Science Prospective Teachers with special reference to Vocational Interest. The mean score of Arts Prospective Teachers is 57.9 and Science Prospective Teachers is 55.8 and SD score is 7.59 and 10.5 respectively. The calculated ‘t’ value is 2.00 which are larger than the ‘t’ value of 1.96 at 0.05 levels of significance for 248 degree of freedom. The mean score of Arts Prospective Teachers is significantly higher than mean score of Science Prospective Teachers studying in State Universities. Hence, it can be interpreted that Arts Prospective Teachers have higher level of attitude towards Vocational Interest than the Science Prospective Teachers studying in State Universities. Therefore, Null Hypothesis “There is no statistical significant difference between Arts and Science Prospective Teachers studying in State Universities with special reference to Vocational Interest” is not accepted.

4.3 ANALYSIS OF TEACHING COMPETENCY (CENTRAL AND STATE UNIVERSITIES)

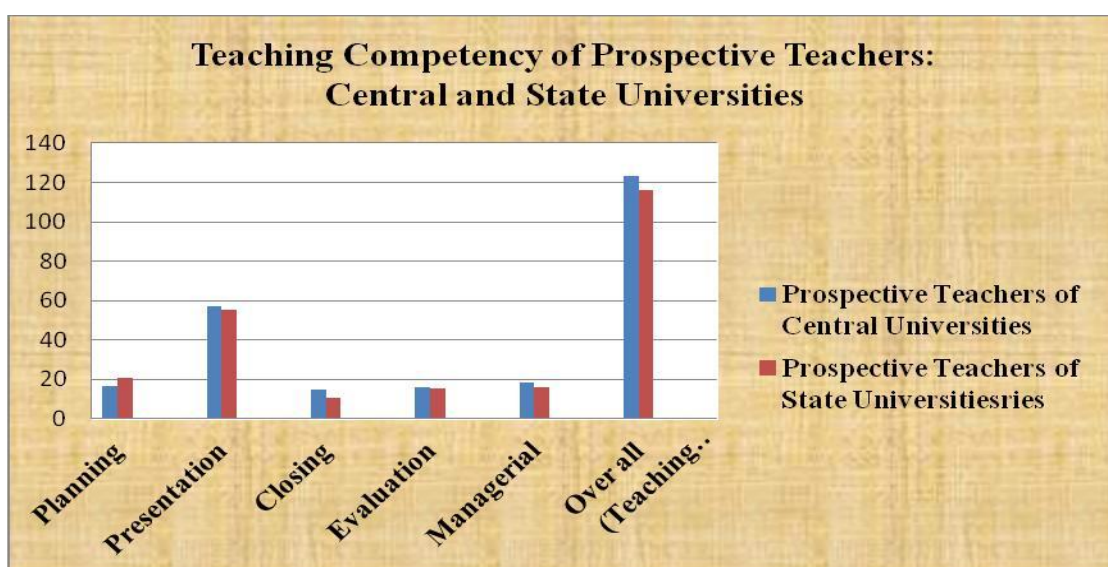
Objective 15 To evaluate and compare the Teaching Competency and its Dimensions of Prospective Teachers of Central and State Universities

Hypothesis No. 15 There is no significant difference between the Teaching Competency and its Dimensions of Prospective Teachers of Central and State Universities.

Table No. 4.3.0: Significance of Mean Difference between Prospective Teachers studying in Central and State Universities with reference to their values and its Dimensions

S.N	Dimensions	Number	Types of University	Mean	SD	t-value	S/NS
1	Planning	250	Central University	16.3	4.56	3.40	S
		250	State University	20.6	4.09		
2	Presentation	250	Central University	56.9	6.21	2.13	S*
		250	State University	55.1	11.2		
3	Closing	250	Central University	14.5	4.82	10.08	S
		250	State University	10.6	2.96		
4	Evaluation	250	Central University	16.1	5.12	2.41	S*
		250	State University	15.1	4.26		
5	Managerial	250	Central University	18.5	6.06	5.60	S
		250	State University	15.8	4.60		
6	Over all (Teaching Competency)	250	Central University	123.0	15.5	4.46	S
		250	State University	116.0	13.9		

Significant at 0.01 level *Significant at 0.05 level



GRAPH 15: Graphical representation showing the Teaching Competency and its Dimensions of Prospective Teachers of Central and State Universities

Table 4.3.0 shows “the statistical calculation of scores obtained by Central Universities and State Universities with special reference to Planning. The mean score of the Central Universities is 16.3 and State Universities is 20.6 and S.D score is 4.56 and 4.09 respectively. The calculated ‘t’ value is 3.40 which indicate that significant difference is found in the Teaching Competency between Central and State Universities with relation to Planning. It means that Central Universities and State Universities have different Teaching Competency with special reference to planning. Therefore the hypothesis that says “No statistical significant difference between Central and State Universities towards teaching with special reference to planning” is not accepted at both levels. It is therefore, concluded that the State Universities which has a mean score of 20.6 has more Teaching Competency with special reference to Planning with that of Central Universities which has a mean score of 16.3”.

Table 4.3.0 shows “the statistical calculation of scores obtained by Central Universities and State Universities with special reference to Preparation. The mean score of the Central Universities is 56.9 and State Universities is 55.1 and S.D score is 6.21 and 11.2 respectively. The calculated ‘t’ value is 2.13 which indicate significant distinction at 0.05 level is found in the Teaching Competency between Central and State Universities with relation to their Preparation. Therefore the hypothesis that says “There is no significant difference between Central and State Universities towards teaching with special reference to their Preparation” is not accepted at 0.05 level. It is therefore, concluded that that Central Universities which has a mean score of 56.9 has higher Teaching Competency with special reference to Preparation with that of State Universities which has a mean score of 55.1”.

Table 4.3.0 shows the statistical calculation of scores obtained by Central Universities and State Universities with special reference to closing. The mean score of the Central Universities is 14.5 and State Universities is 10.6 and S.D score is 4.82 and 2.96 respectively. The calculated ‘t’ value is 10.8 which indicate that significant difference is found in the Teaching Competency between Central and State Universities with relation to Closing. Therefore the hypothesis that says “There is no statistical significant difference between Central and State Universities towards teaching with special reference to Closing” is not accepted at both levels. It is therefore, concluded

that that Central Universities has better Teaching Competency with special reference to Closing with that of State Universities.

Table 4.3.0 shows the statistical calculation of scores obtained by central Universities and state Universities with special reference to Evaluation. The mean score of the Central Universities is 16.1 and State Universities is 15.1 and S.D score is 5.12 and 4.26 respectively. The calculated 't' value is 2.41 which indicate significant difference at 0.05 level is found in the Teaching Competency between Central and State Universities with relation to Evaluation. Therefore the hypothesis that says "There is no significant difference between Central and State Universities towards Teaching Competency with special reference to Evaluation" is not accepted at 0.05 levels. It is therefore, concluded that that Central Universities which has a mean score of 16.1 has more Teaching Competency with special reference to Evaluation with that of State Universities which has a mean score of 15.1.

Table 4.3.0 shows the statistical calculation of scores obtained by Central Universities and State Universities with special reference to Management. The mean score of the Central Universities is 18.5 and State Universities is 15.8 and S.D score is 6.06 and 4.60 respectively. The calculated 't' value is 5.60 which indicate that significant difference is found in the Teaching Competency between Central and State Universities with relation to Management. Therefore the hypothesis that says "There is no statistical significant difference between Central and State Universities towards teaching with special reference to Management" is not accepted at both levels. It is therefore, concluded that that Central Universities which has a mean score of 18.5 has higher Teaching Competency with special reference to Management with that of State Universities which has a mean score of 15.8.

Table 4.3.0 shows the statistical calculation of scores obtained by Central Universities and State Universities with special reference to Overall Teaching Competency. The mean score of the Central Universities is 123.0 and State Universities is 116.0 and S.D score is 15.5 and 13.9 respectively. The calculated 't' value is 4.46 which indicate that significant difference is found in the Overall Teaching Competency between Central and State Universities. Therefore the hypothesis that says "There is no

statistical significant difference between Central and State Universities towards Overall Teaching Competency” is not accepted at both levels.

4.3.1 Central Universities (Male and Female)

Objective 16 To study and compare the Teaching Competency and its Dimensions of Male and Female Prospective Teachers of Central Universities

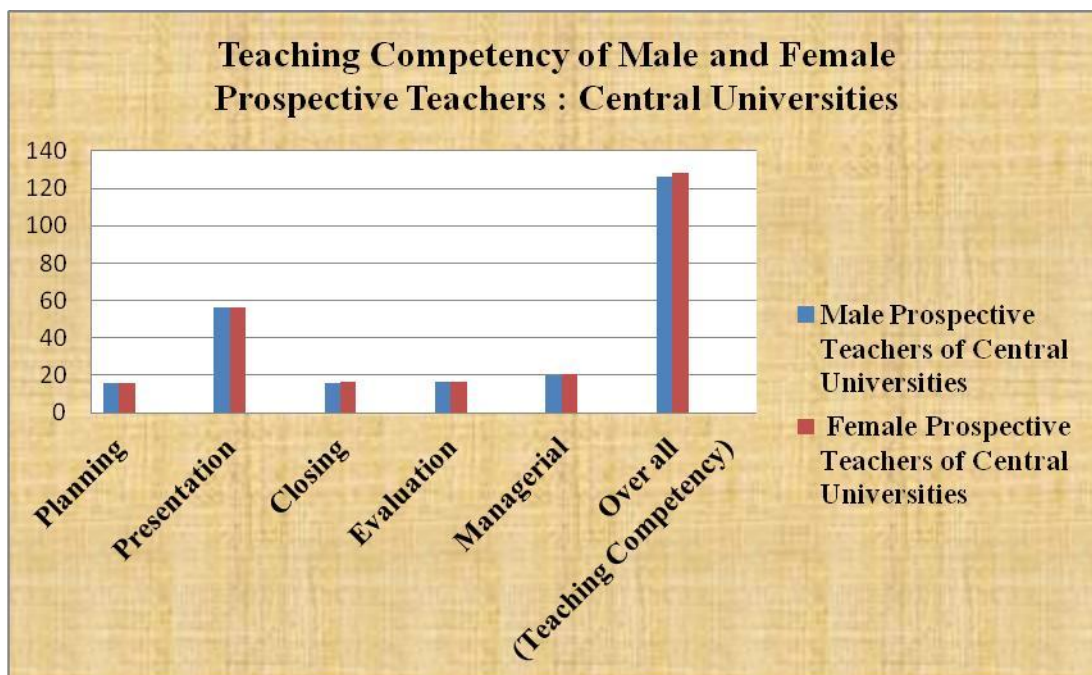
Hypothesis No. 16: There is no significant difference between Teaching Competency and its Dimensions of Male and Female Prospective Teachers of Central Universities.

Table No. 4.3.1: Significance of Mean difference between Male and Female Prospective Teachers studying in Central Universities with reference to their Teaching Competency and its Dimensions

S.N	Dimensions	Number	Gender	Mean	SD	t- value	S/NS
1	Planning	100	Male	16.0	4.28	2.09	S*
		150	Female	15.9	4.10		
2	Presentation	100	Male	56.6	6.48	0.546	NS
		150	Female	56.2	6.20		
3	Closing	100	Male	15.6	4.25	2.22	S*
		150	Female	16.8	3.68		
4	Evaluation	100	Male	16.4	4.99	0.490	NS
		150	Female	16.6	3.89		
5	Managerial	100	Male	20.2	5.36	0.655	NS
		150	Female	20.6	4.86		
6	Over all (Teaching Competency)	100	Male	126.0	16.1	0.866	NS
		150	Female	128.0	15.6		

Significant at 0.01 level

*Significant at 0.05 level



GRAPH 16: Graphical representation showing Teaching Competency and its Dimensions of Male and Female Prospective Teachers of Central Universities

Table 4.3.1 reveals the statistical calculation of scores obtained by Male Prospective Teachers and Female Prospective Teachers of Central Universities with special reference to planning. The mean score of the Male Prospective Teachers is 16.0 and Female Prospective Teachers is 15.9 and S.D score is 4.28 and 4.10 respectively. The calculated ‘t’ value is 2.09 which indicate significant difference at 0.05 level between Male and Female Prospective with regards to their Planning. Therefore the hypothesis that says “There is no significant difference between Male and Female Prospective Teachers of Central Universities towards Teaching Competency with special reference to Planning” is not accepted at 0.05 level. It is therefore, concluded that that Male Prospective Teachers which has a mean score of 16.0 has higher Teaching Competency with special reference to Planning with that of Female Prospective Teachers which has a mean score of 15.9 of Central Universities.

The analysis of the table 4.3.1 shows, “There is no significant difference between Male and Female Prospective Teachers studying in Central Universities in respect to their Preparation”. Since the statistical calculation of scores obtained by Male and Female Prospective Teachers with special reference to Preparation less than the ‘t’

value. The calculated 't' value is 0.546 which indicates no significant distinction at both level and found that the Teaching Competency of Male and Female of central Universities with relation to preparation are more or less same. Therefore the Null Hypothesis, "There is no statistical significant difference between Male and Female Prospective Teachers of Central Universities towards teaching with special reference to Preparation" is accepted at both levels. It may be stated that Male and Female Prospective Teachers teaching in Central Universities has almost same level of Teaching Competency with regard to their Preparation.

Table 4.3.1 shows the Male and Female Prospective Teachers of Central Universities in respect to Closing dimension of Teaching Competency related 't' value 2.22 is significant at 0.05 level. Hence the null hypothesis is not accepted and concluded that there is significant difference between Male and Female Prospective Teachers of Central Universities in respect to their Closing dimension of Teaching Competency. Numerical computation of scores obtained by Male Prospective Teachers and Female Prospective Teachers of Central Universities with special reference to Closing reveals that there is significant difference. The calculated 't' value is 2.22 which indicates significant difference at indicate at 0.05 level of the Teaching Competency between Male and Female Prospective Teachers of Central Universities with special reference to closing. Therefore the hypothesis that says "There is no statistical significant difference between Male and Female Prospective Teachers of Central Universities towards Teaching Competency with special reference to Closing" is not accepted at 0.05 level. It is therefore, concluded that that Female Prospective Teachers which has a mean score of 16.8 has higher Teaching Competency with special reference to Closing with that of Male Prospective Teachers which has a mean score of 15.6 of Central Universities.

With special reference to Evaluation, the statistical calculation of scores obtained by Male and Female of Prospective Teachers studying in Central Universities. The calculated 't' value is 0.490 which point out that there is no significant distinction at both level and found the Teaching Competency between Male and Female of Central Universities with relation to Evaluation are very close. Therefore the Hypothesis that says "There is no significant difference between Male and Female Prospective

Teachers of Central Universities towards teaching with special reference to Evaluation” is accepted at both levels. Thus, it has been observed that Male and Female teachers teaching in Central Universities has almost same level of Teaching Competency with regard to evaluation.

Further it explored that the statistical calculation of scores obtained by Male and Female with special reference to Managerial indicates no significant difference at both level. The mean score of male is 20.2 and female is 20.6 and S.D score is 5.36 and 4.86 respectively. The calculated ‘t’ value is 0.655 which indicates no significant difference at both levels in the Teaching Competency between Male and Female of central Universities with relation to Managerial. Therefore the hypothesis that says “There is no significant difference between Male and Female teachers of Central Universities towards teaching with special reference to Managerial” is accepted at both level (0.05 & 0.01). It was also observed that Male and Female teachers teaching in Central Universities has almost same level of Teaching Competency with regard to Managerial.

Table 4.3.1 shows the mean score of Male is 126.0 and Female is 128.0 and SD score is 16.1 and 15.6 respectively and also found that statistical calculation of scores obtained by Male and Female with special reference to Teaching Competency are more or less the same. The calculated ‘t’ value is 0.806 which indicates no significant difference at both level is found in the Teaching Competency between Male and Female Prospective Teachers of Central Universities. Therefore the hypothesis that says “There is no significant difference between Male and Female Prospective Teachers of Central Universities with special reference to Teaching Competency” is accepted at both levels. It shows that Male and Female Prospective Teachers teaching in Central Universities has almost same level of Teaching Competency.

4.3.2 State Universities (Male and Female)

Objective 17 To study and compare the Teaching Competency and its Dimensions of Male and Female Prospective Teachers of State Universities

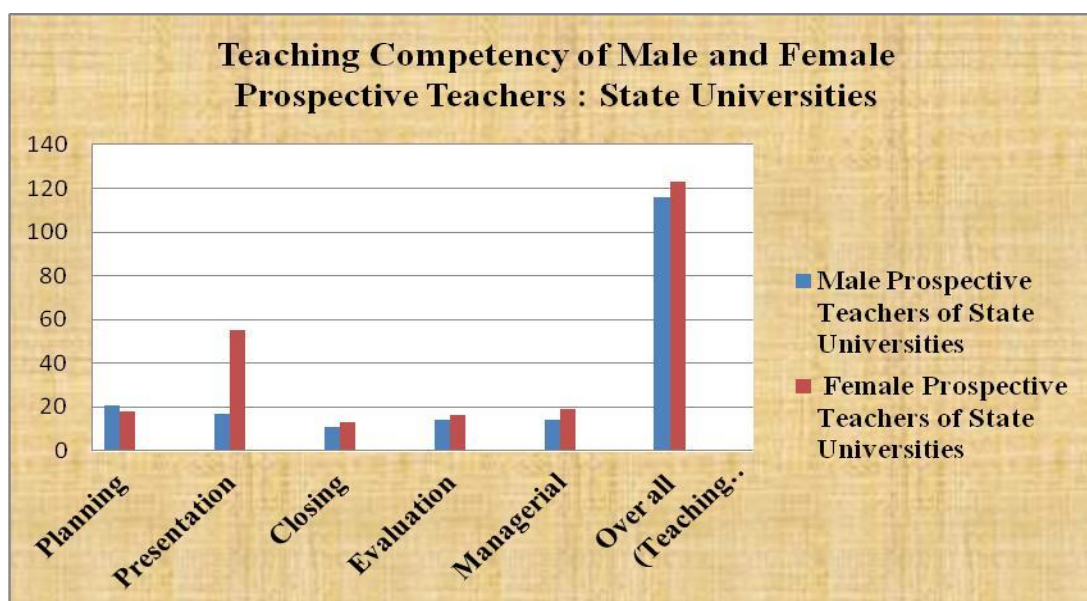
Hypothesis No. 17 There is no statistical significant difference between the Teaching Competency and its Dimensions of Male and Female Prospective Teachers of State Universities.

Table No. 4.3.2: Significance of Mean difference between Male and Female Prospective Teachers studying in State Universities with reference to their Teaching Competency and its Dimensions

S.N	Dimensions	Number	Gender	Mean	SD	t- value	S/NS
1	Planning	90	Male	20.5	4.44	4.23	S
		160	Female	18.1	4.21		
2	Presentation	90	Male	56.9	9.80	1.31	NS
		160	Female	55.3	10.1		
3	Closing	90	Male	11.0	3.58	3.89	S
		160	Female	13.1	3.50		
4	Evaluation	90	Male	14.1	4.21	4.43	S
		160	Female	16.4	4.59		
5	Managerial	90	Male	14.2	4.02	5.48	S
		160	Female	18.9	4.31		
6	Over All (Teaching Competency)	90	Male	116	15.5	2.68	S
		160	Female	123	14.6		

Significant at 0.01 level

* Significant at 0.05 level



GRAPH 16: Graphical representation showing Significance of Mean Difference between Male and Female Prospective Teachers studying in State Universities with reference to their Teaching Competency and its Dimensions

Table No 4.3.2 shows the statistical calculation of scores obtained by Male and Female Prospective Teachers of State Universities towards Teaching Competency with special reference to planning. The mean score of the male is 20.5 and female is 18.1 and S.D score is 4.44 and 4.21 respectively. The calculated 't' value is 4.23 which indicate that significant difference is found in the Teaching Competency between Male and Female with regard to planning. Therefore the hypothesis that says "There is no statistical significant difference between Male and Female Prospective Teachers towards planning" is not accepted at both levels. It is therefore, concluded that that male which has a mean score of 20.5 has better planning with that of female which has a mean score of 18.1.

Table No 4.3.2 reveals the statistical calculation of scores obtained by Male and Female with special reference to Managerial. The mean score of Male is 56.9 and Female is 55.3 and S.D score is 9.80 and 10.1 respectively. The calculated' value is 1.31 which indicates no significant difference at both levels between Male and Female of state Universities with regard to preparation. Therefore the hypothesis that says "There is no significant difference between Male and Female Prospective Teachers of State Universities with special reference to Presentation" is accepted at both level (0.05 & 0.01) In conclusion, it may be stated that Male and Female teachers teaching in State Universities has almost same level of Presentation.

Table No 4.3.2 indicates the statistical calculation of scores obtained by Male and Female Prospective Teachers of State Universities towards Teaching Competency with special reference to closing. The mean score of the male is 11.0 and female is 13.1 and S.D score is 3.58 and 3.50 respectively. The calculated 't' value is 3.89 which indicate that significant difference is found in the Teaching Competency between Male and Female with regard to closing. Therefore the hypothesis that says "There is no statistical significant difference between Male and Female Prospective Teachers towards Closing" is not accepted at both levels. It is therefore, concluded that that female which has a mean score of 13.1 has better closing with that of male which has a mean score of 11.0.

Table No 4.3.2 shows the statistical calculation of scores obtained by Male and Female Prospective Teachers of State Universities towards Teaching Competency with special reference to evaluation. The mean score of the male is 14.1 and female is 16.4 and S.D score is 4.21 and 4.59 respectively. The calculated 't' value is 4.43 which indicate that significant difference in the Teaching Competency between Male and Female with regard to evaluation. Therefore the hypothesis that says "No statistical significant difference between Male and Female Prospective Teachers towards evaluation" is not accepted at both levels. It is therefore, concluded that that female which has a mean score of 16.4 has better evaluation with that of male which has a mean score of 14.1.

Table No 4.3.2 reveals the statistical calculation of scores obtained by Male and Female Prospective Teachers of State Universities towards Teaching Competency with special reference to managerial. The mean score of the male is 14.2 and female is 18.9 and S.D score is 4.02 and 4.31 respectively. The calculated 't' value is 8.48 which indicate that significant difference is found in the Teaching Competency between Male and Female with regard to Managerial. Therefore the hypothesis that says "No statistical significant difference between Male and Female Prospective Teachers towards Managerial" is not accepted d at both level (0.05 & 0.01).It is therefore, concluded that that Female which has a mean score of 18.9 has better Managerial with that of male which has a mean score of 14.2.

Table No 4.3.2 indicates the statistical calculation of scores obtained by Male and Female Prospective Teachers of State Universities towards Teaching Competency. The mean score of the male is 116 and Female is 123 and S.D score is 15.5 and 14.6 respectively. The calculated 't' value is 2.68 which indicate that significant difference is found in the Teaching Competency between Male and Female teachers of State Universities. Therefore the Null Hypothesis that says "No statistical significant difference between Male and Female Prospective Teachers towards Teaching Competency in state Universities" is not accepted at both level (0.05 & 0.01).It is therefore, concluded that that female which has a mean score of 123 has higher Teaching Competency with that of male which has a mean score of 116 in State Universities.

From the above table 4.3.2 it is clear that the calculated ‘t’ value for the dimension of Teaching Competency Presentation of Prospective Teachers studying in State Universities with reference to their gender variable (Male and Female) is lesser than the table value (1.96) at (0.05) the significant level .

4.3.3 Central Universities (Rural and Urban)

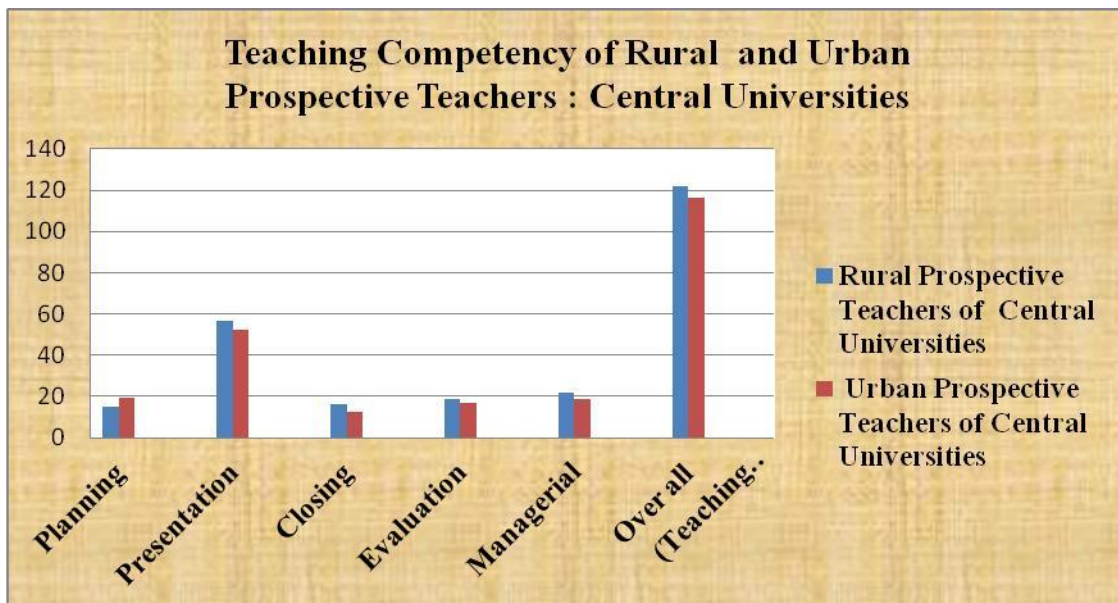
Objective 18 To Study and compare the Teaching Competency and its Dimensions of Rural and Urban Prospective Teachers of Central Universities

Hypothesis No. 18 There is no significant difference between the Teaching Competency and its Dimensions of Rural and Urban Prospective Teachers of Central Universities.

Table No 4.3.3: Significance of Mean Difference between Rural and Urban Prospective Teachers studying in Central Universities with reference to their Teaching Competency and its Dimensions

S.N	Dimensions	Number	Locality	Mean	SD	t- value	S/NS
1	Planning	130	Rural	14.6	3.00	10.6	S
		120	Urban	19.5	4.25		
2	Presentation	130	Rural	56.4	6.18	2.95	S
		120	Urban	52.6	11.9		
3	Closing	130	Rural	16.4	2.86	9.31	S
		120	Urban	12.4	3.63		
4	Evaluation	130	Rural	18.4	3.46	4.23	S
		120	Urban	16.4	4.06		
5	Managerial	130	Rural	21.8	3.80	6.88	S
		120	Urban	18.4	4.06		
6	Over all (Teaching Competency)	130	Rural	122.2	11.4	4.35	S
		120	Urban	116.4	12.6		

Significant at 0.01 level *Significant at 0.05 level



GRAPH 18: Graphical representation showing Significance of Mean Difference between Rural and Urban Prospective Teachers studying in Central Universities with reference to their Teaching Competency and its Dimensions

Table 4.3.3 reveals the statistical calculation of scores obtained by Rural and Urban Prospective Teachers of Central Universities towards Teaching Competency with regard to Planning. The mean score of the Rural Prospective Teachers is 14.6 and Urban Prospective Teachers is 19.5 and SD score is 3.00 and 4.25 respectively. The calculated ‘t’ value is 10.6 which indicate that significant difference is found in the planning between Rural and Urban teachers of Central Universities. Therefore the Null Hypothesis that says “There is no statistical significant difference between Rural and Urban Prospective Teachers towards Teaching Competency with regard to Planning in Central Universities” is not accepted at both level (0.05 & 0.01). It is therefore, concluded that Urban which has a mean score of 19.5 has higher Planning with that of Rural which has a mean score of 14.6 in Central Universities.

Table 4.3.3 shows the statistical calculation of scores obtained by Rural and Urban Prospective Teachers of Central Universities towards Teaching Competency with regard to planning. The mean score of the rural Prospective Teachers is 56.4 and urban Prospective Teachers is 52.6 and S.D score is 6.18 and 11.9 respectively. The calculated ‘t’ value is 2.95 which indicate that significant difference is found in the

preparation between Rural and Urban teachers of Central Universities. Therefore the hypothesis that says “There is no statistical significant difference between Rural and Urban Prospective Teachers towards Teaching Competency with regard to Preparation in Central Universities” is not accepted at both levels. It is therefore, concluded that that Rural which has a mean score of 56.4 has more preparation with that of Urban which has a mean score of 52.6 in Central Universities.

Table 4.3.3 indicate the statistical calculation of scores obtained by Rural and Urban Prospective Teachers of Central Universities towards Teaching Competency with regard to closing. The mean score of the Rural Prospective Teachers is 16.4 and Urban Prospective Teachers is 12.4 and SD score is 2.86 and 3.63 respectively. The calculated ‘t’ value is 9.31 which indicate that significant difference is found in the closing between Rural and Urban teachers of Central Universities. Therefore the Null Hypothesis that says “There is no significant difference between Rural and Urban Prospective Teachers towards Teaching Competency with regard to closing in Central Universities” is not accepted at both levels. It is therefore, concluded that that rural which has a mean score of 16.4 has better closing with that of urban which has a mean score of 12.4 in Central Universities.

Table 4.3.3 reveals the statistical calculation of scores obtained by Rural and Urban Prospective Teachers of Central Universities towards Teaching Competency with regard to Evaluation. The mean score of the Rural Prospective Teachers is 18.4 and Urban Prospective Teachers is 16.4 and SD score is 3.46 and 4.06 respectively. The calculated ‘t’ value is 4.23 which indicate that significant difference is found in the Evaluation between Rural and Urban teachers of Central Universities. Therefore the Null Hypothesis that says “There is no statistical significant difference between Rural and Urban Prospective Teachers towards Teaching Competency with regard to Evaluation in central Universities” is not accepted at both level (0.05 & 0.01).It is therefore, concluded that that Rural which has a mean score of 18.4 has better Evaluation with that of Urban which has a mean score of 16.4 in Central Universities.

Table 4.3.3 shows the statistical calculation of scores obtained by Rural and Urban Prospective Teachers of Central Universities towards Teaching Competency with

regard to Managerial. The mean score of the Rural Prospective Teachers is 21.8 and Urban Prospective Teachers is 18.4 and SD score is 3.80 and 4.06 respectively. The calculated 't' value is 6.88 which indicate that significant difference is found in the managerial between Rural and Urban teachers of Central Universities. Therefore the hypothesis that says "There is no statistical significant difference between Rural and Urban Prospective Teachers towards Teaching Competency with regard to Managerial in central Universities" is not accepted at both level (0.05 & 0.01). It is therefore, concluded that that Rural which has a mean score of 21.8 has greater Managerial with that of Urban which has a mean score of 18.4 in Central Universities.

Table No 4.3.3 reveals the statistical calculation of scores obtained by Rural and Urban Prospective Teachers of central Universities towards Teaching Competency. The mean score of the Rural is 122.2 and Urban is 166.4 and S.D score is 11.4 and 12.6 respectively. The calculated 't' value is 4.35 which indicate that significant difference is found in the Teaching Competency between Rural and Urban Prospective Teachers of central Universities. Therefore the hypothesis that says "No significant difference between Rural and Urban Prospective Teachers towards Teaching Competency in central Universities" is not accepted at both levels. It may be concluded that that Rural Prospective Teachers which has a mean score of 122.2 has higher Teaching Competency with that of urban Prospective Teachers which has a mean score of 116.4 in Central Universities.

4.3.4 State Universities (Rural and Urban)

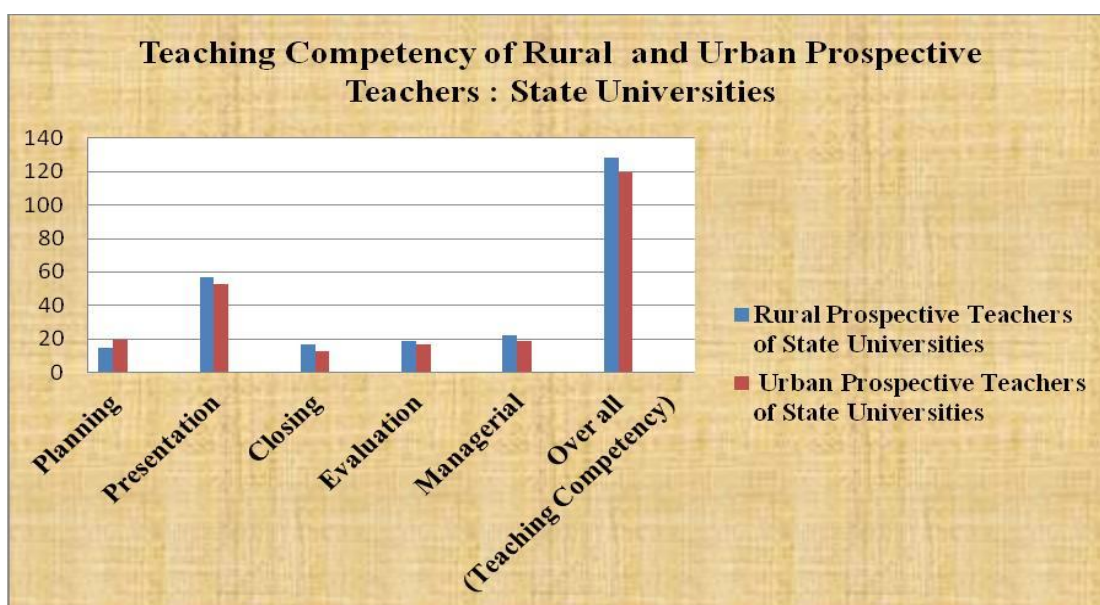
Objective 19 To find and compare the Teaching Competency and its Dimensions of Rural and Urban Prospective Teachers of State Universities

Hypothesis No. 19 There is no significant difference between the Teaching Competency and its Dimensions of Rural and Urban Prospective Teachers of State Universities.

Table No. 4.3.4: Significance of Mean Difference between Rural and Urban Prospective Teachers studying in State Universities with reference to their Teaching Competency and its Dimensions

S.N	Dimensions	Number	Locality	Mean	SD	t- value	S/NS
1	Planning	135	Rural	14.6	3.00	10.6	S
		115	Urban	19.5	4.25		
2	Presentation	135	Rural	56.4	6.18	2.95	S
		115	Urban	52.6	11.9		
3	Closing	135	Rural	16.4	2.86	9.31	S
		115	Urban	12.4	3.63		
4	Evaluation	135	Rural	18.4	3.46	4.23	S
		115	Urban	16.4	4.06		
5	Managerial	135	Rural	21.8	3.80	6.88	S
		115	Urban	18.4	4.06		
6	Over all (Teaching Competency)	135	Rural	128	10.6	5.43	S
		115	Urban	119	13.6		

Significant at 0.01 level * Significant at 0.05 level



GRAPH 19: Graphical representation showing the Teaching Competency and its Dimensions of Rural and Urban Prospective Teachers of State Universities

Table 4.3.4 explains the statistical calculation of scores obtained by Rural and Urban Prospective Teachers of State Universities towards Teaching Competency with regard to planning. The mean score of the rural Prospective Teachers is 14.6 and urban Prospective Teachers is 19.5 and S.D score is 3.00 and 4.25 respectively. The calculated 't' value is 10.6 which indicate that significant difference is found in the planning between Rural and Urban teachers of State Universities. Therefore the hypothesis that says "There is no statistical significant difference between Rural and Urban Prospective Teachers towards Teaching Competency with regard to planning in State Universities" is not accepted at both level (0.05 & 0.01) It is therefore, concluded that urban which has a mean score of 19.5 has better Planning with that of rural which has a mean score of 14.6 in State Universities.

Table 4.3.4 illustrates the statistical calculation of scores obtained by Rural and Urban Prospective Teachers of State Universities towards Teaching Competency with regard to planning. The mean score of the rural Prospective Teachers is 56.4 and urban Prospective Teachers is 52.6 and S.D score is 6.18 and 11.9 respectively. The calculated 't' value is 2.95 which indicate that significant difference is found in the preparation between Rural and Urban teachers of State Universities. Therefore the hypothesis that says "There is no statistical significant difference between Rural and Urban Prospective Teachers towards Teaching Competency with regard to preparation in State Universities" is not accepted at both level (0.05 & 0.01).It is therefore, concluded that that rural which has a mean score of 56.4 has more preparation with that of urban which has a mean score of 52.6 in State Universities.

Table 4.3.4 shows the statistical calculation of scores obtained by Rural and Urban Prospective Teachers of State Universities towards Teaching Competency with regard to closing. The mean score of the rural Prospective Teachers is 16.4 and urban Prospective Teachers is 12.4 and S.D score is 2.86 and 3.63 respectively. The calculated 't' value is 9.31 which indicate that significant difference is found in the closing between Rural and Urban teachers of State Universities. Therefore the hypothesis that says "There is no statistical significant difference between Rural and Urban Prospective Teachers towards Teaching Competency with regard to closing in State Universities" is not accepted at both level (0.05 & 0.01). It is therefore,

concluded that that rural which has a mean score of 16.4 has higher closing with that of urban which has a mean score of 12.4 in State Universities.

Table 4.3.4 reveals the statistical calculation of scores obtained by Rural and Urban Prospective Teachers of State Universities towards Teaching Competency with regard to evaluation. The mean score of the rural Prospective Teachers is 18.4 and urban Prospective Teachers is 16.4 and S.D score is 3.46 and 4.06 respectively. The calculated 't' value is 4.23 which indicate that significant difference is found in the evaluation between Rural and Urban teachers of State Universities. Therefore the Null Hypothesis that says "There is no statistical significant difference between Rural and Urban Prospective Teachers towards Teaching Competency with regard to evaluation in State Universities" is not accepted at both level (0.05 & 0.01).It is therefore, concluded that that rural which has a mean score of 18.4 has more evaluation with that of urban which has a mean score of 16.4 in State Universities.

Table 4.3.4 explains the statistical calculation of scores obtained by Rural and Urban Prospective Teachers of State Universities towards Teaching Competency with regard to managerial. The mean score of the rural Prospective Teachers is 21.8 and urban Prospective Teachers is 18.4 and S.D score is 3.80 and 4.06 respectively. The calculated 't' value is 6.88 which indicate that significant difference is found in the managerial between Rural and Urban teachers of State Universities. Therefore the hypothesis that says "There is no statistical significant difference between Rural and Urban Prospective Teachers towards Teaching Competency with regard to managerial in State Universities" is not accepted at both level (0.05 & 0.01).It is therefore, concluded that that rural which has a mean score of 21.8 has better managerial with that of urban which has a mean score of 18.4 in State Universities.

Table 4.3.4 indicate the statistical calculation of scores obtained by Rural and Urban Prospective Teachers of State Universities towards Teaching Competency. The mean score of the rural Prospective Teachers is 128 and urban Prospective Teachers is 119 and S.D score is 10.6 and 13.6 respectively. The calculated 't' value is 5.43 which explain that significant difference is found in the Teaching Competency between Rural and Urban teachers of State Universities. Therefore the hypothesis that say

“There is no statistical significant difference between Rural and Urban Prospective Teachers towards Teaching Competency in State Universities” is not accepted at both level (0.05 & 0.01) It is therefore, concluded that that rural has higher Teaching Competency with that of urban in State Universities.

4.3.5 Central Universities (Arts and Science)

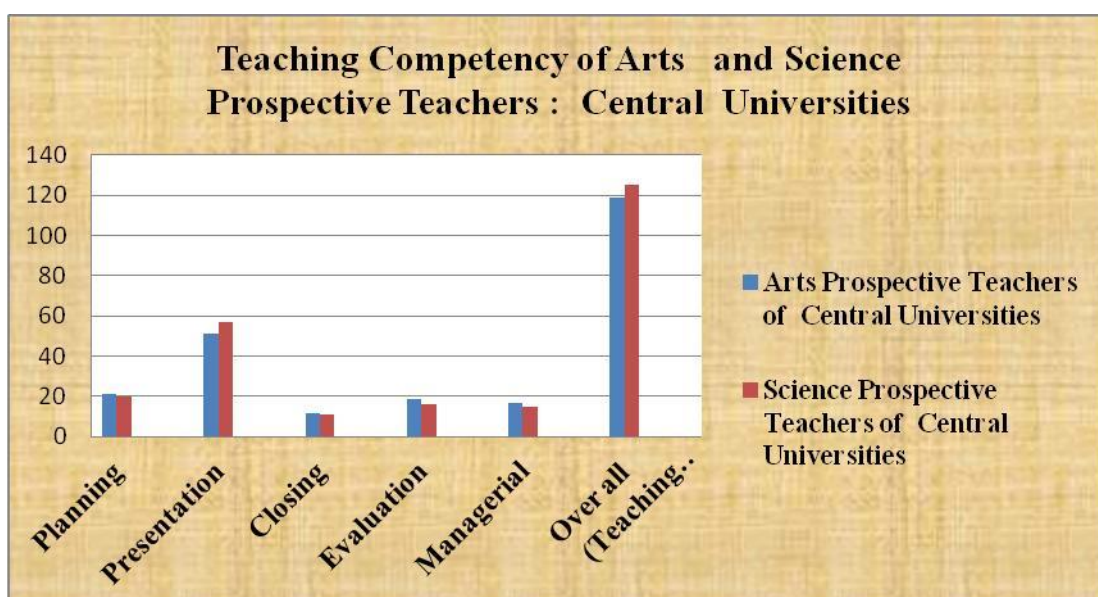
Objective 20 To study and compare the Teaching Competency and its Dimensions of Arts and Science Prospective Teachers of Central Universities

Hypothesis No. 20: There is no significant difference between Teaching Competency and its Dimensions of Arts and Science Prospective Teachers of Central Universities.

Table No. 4.3.5: Significance of Mean Difference between Arts and Science Prospective Teachers studying in Central Universities with reference to their Teaching Competency and its Dimensions

S.N	Dimensions	Number	Subject Stream	Mean	SD	t-value	S/NS
1	Planning	180	Arts	21.5	3.98	2.99	S
		60	Science	19.9	4.32		
2	Presentation	180	Arts	51.3	11.06	3.16	S
		60	Science	56.2	9.43		
3	Closing	180	Arts	11.6	3.92	1.28	NS
		60	Science	10.9	3.08		
4	Evaluation	180	Arts	18.3	3.20	4.66	S
		60	Science	15.8	4.65		
5	Managerial	180	Arts	16.6	3.68	3.24	S
		60	Science	14.9	4.41		
6	Over All (Teaching Competency)	180	Arts	119	14.4	2.42	S*
		60	Science	125	16.6		

Significant at 0.01 level * Significant at 0.05 level



GRAPH 20: Graphical representation showing Teaching Competency and its Dimensions of Arts and Science Prospective Teachers of Central Universities

Table 4.3.5 illustrates the statistical calculation of scores obtained by Arts and Science Prospective Teachers of Central Universities towards Teaching Competency with regard to Planning. The mean score of the arts Prospective Teachers is 21.5 and science Prospective Teachers is 19.9 and S.D score is 3.98 and 4.32 respectively. The calculated ‘t’ value is 2.99 which indicate that significant difference is found in the Teaching Competency with regard to planning between Arts and Science teachers of Central Universities. Therefore the hypothesis that says “There is no significant difference between Arts and Science Prospective Teachers towards Teaching Competency with regard to planning in Central Universities” is not accepted at both level (0.05 & 0.01). It is therefore, concluded that that Arts Prospective Teachers which has a mean score of 21.5 has more planning with that of Science which has a mean score of 19.9 in Central Universities.

Table 4.3.5 explains the statistical calculation of scores obtained by Arts and Science Prospective Teachers of Central Universities towards Teaching Competency with regard to preparation. The mean score of the arts Prospective Teachers is 51.3 and science Prospective Teachers is 56.2 and S.D score is 11.06 and 9.43 respectively. The calculated t-value is 3.16 which indicates that significant difference is found in

the Teaching Competency with regards to Preparation between Arts and Science teachers of Central Universities. Therefore the hypothesis that says “No statistical significant difference between Arts and Science Prospective Teachers towards Teaching Competency with regard to preparation in Central Universities” is not accepted at both levels (0.05 & 0.01). It is therefore, concluded that that Science Prospective Teachers which has a mean score of 56.2 has greater preparation with that of Arts which has a mean score of 51.3 in Central Universities.

Table 4.3.5 indicate the statistical calculation of scores obtained by Arts and Science teachers of Central Universities towards Teaching Competency with regard to Closing. The mean score of Arts Prospective Teachers is 11.6 and Science Prospective Teachers is 10.9 and S.D score is 3.92 and 3.08 respectively. The calculated ‘t’ value is 1.28 which reveals no significant difference at both levels between Arts and Science Prospective Teachers of Central Universities with regard to closing. Therefore the hypothesis that says “There is no statistical significant difference between Arts and Science teachers of Central Universities towards Teaching Competency with regards to Closing” is accepted at both level (0.05 & 0.01) In conclusion, it can be stated that Arts and Science teachers teaching in Central Universities has almost same level of Closing.

Table 4.3.5 shows the statistical calculation of scores obtained by Arts and Science Prospective Teachers of Central Universities towards Teaching Competency with regard to evaluation. The mean score of the arts Prospective Teachers is 18.3 and science Prospective Teachers is 15.8 and S.D score is 3.20 and 4.65 respectively. The calculated ‘t’ value is 4.66 which indicate that significant difference is found in the Teaching Competency with regard to evaluation between Arts and Science teachers of Central Universities. Therefore the hypothesis that says “There is no significant difference between Arts and Science Prospective Teachers towards Teaching Competency with regard to evaluation in Central Universities” is not accepted at both level (0.05 & 0.01).It is therefore, concluded that that Arts Prospective Teachers which has a mean score of 18.3 has more preparation with that of Science Prospective Teachers which has a mean score of 15.8 in Central Universities.

Table 4.3.5 explains the statistical calculation of scores obtained by Arts and Science Prospective Teachers of Central Universities towards Teaching Competency with regard to managerial. The mean score of the arts Prospective Teachers is 16.6 and science Prospective Teachers is 14.9 and S.D score is 3.68 and 4.41 respectively. The calculated 't' value is 3.24 which indicate that significant difference is found in the Teaching Competency with regard to managerial between Arts and Science teachers of Central Universities. Therefore the hypothesis that says "There is no statistical significant difference between Arts and Science Prospective Teachers towards Teaching Competency with regard to managerial in Central Universities" is not accepted at both level (0.05 & 0.01). It is therefore, concluded that that Arts Prospective Teachers which has a mean score of 16.6 has greater evaluation with that of Science Prospective Teachers which has a mean score of 14.9 in Central Universities.

Table 4.3.5 reveals the statistical calculation of scores obtained by Arts and Science Prospective Teachers of Central Universities with special reference to Teaching Competency. The mean score of Arts Prospective Teachers is 119 and Science Prospective Teachers is 125 and S.D score is 14.4 and 16.6 respectively. The calculated 't' value is 2.42 which illustrate significant difference at 0.05 level in the Teaching Competency between Arts and Science Prospective Teachers teaching in Central Universities. Therefore the hypothesis that says "There is no significant difference between Arts and Science Prospective Teachers of Central Universities towards Teaching Competency" is not accepted at 0.05 level. It is therefore, concluded that that Science Prospective Teachers which has a mean score of 125 has better Teaching Competency with that of Arts Prospective Teachers which has a mean score of 119 in Central Universities.

From the above table 4.3.5 it is clear that the calculated 't' value for the dimension of Teaching Competency - Closing of Prospective Teachers studying in Central Universities with reference to their Subject Stream (Arts and Science) is lesser than the table value (1.96) at 0.05 the significant level, hence the Null Hypothesis is accepted. Since the calculated 't' value for dimensions of Teaching Competency – Planning, Presentation, Evaluation, Managerial and overall of Prospective Teachers

studying in Central Universities with reference to their Subject Stream (Arts and Science) are better than the table value (1.96) at 0.05 the significant level . Hence, the Null Hypotheses is not accepted.

4.3.6 State Universities (Arts and Science)

Objective 21 To study and compare the Teaching Competency and its Dimensions of Arts and Science Prospective Teachers of State Universities

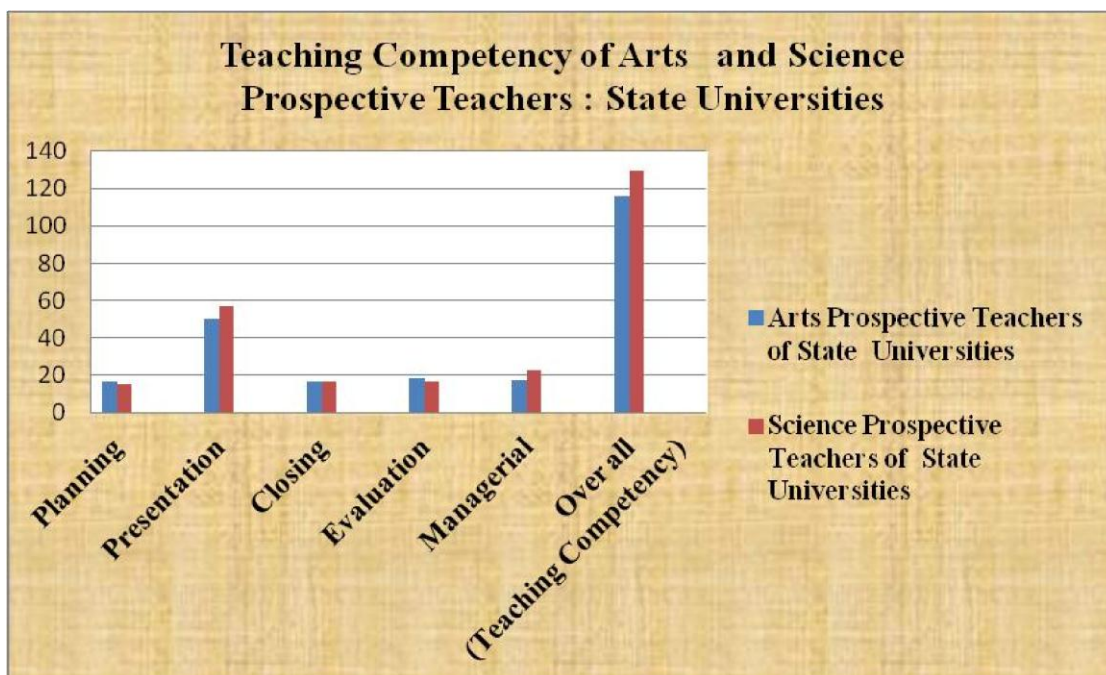
Hypothesis No. 21 There is no significant difference between the Teaching Competency and its Dimensions of Arts and Science Prospective Teachers of State Universities.

Table No 4.3.6: Significance of Mean difference between Arts and Science Prospective Teachers studying in State Universities with reference to their Teaching Competency and its Dimensions

S.N	Dimensions	Number	Subject Stream	Mean	SD	t- value	S/NS
1	Planning	160	Arts	16.1	2.69	4.45	S
		90	Science	15.3	2.84		
2	Presentation	160	Arts	50.2	11.3	4.11	S
		90	Science	56.8	6.92		
3	Closing	160	Arts	16.4	4.30	0.569	NS
		90	Science	16.6	3.06		
4	Evaluation	160	Arts	16.9	4.09	3.24	S
		90	Science	18.6	3.26		
5	Managerial		Arts	16.8	4.21	8.69	S
		90	Science	22.3	3.46		
6	Over All (Teaching Competency)	90	Arts	116	13.4	8.62	S
		160	Science	130	9.93		

Significant at 0.01 level

*Significant at 0.05 level



GRAPH 21: Graphical representation the Teaching Competency and its Dimensions of Arts and Science Prospective Teachers of State Universities

Table 4.3.6 shows the statistical calculation of scores obtained by Arts and Science Prospective Teachers of State Universities towards Teaching Competency with regard to planning. The mean score of the Arts Prospective Teachers is 16.1 and Science Prospective Teachers is 15.3 and S.D score is 2.69 and 2.84 respectively. The calculated ‘t’ value is 4.45 which indicate that significant difference is found in the Teaching Competency with regard to planning between Arts and Science teachers of State Universities. Therefore the hypothesis that says “There is no significant difference between Arts and Science Prospective Teachers towards Teaching Competency with regard to planning in State Universities” is not accepted at both level (0.05 & 0.01). It is therefore, concluded that that Arts Prospective Teachers has more planning with that of Science Prospective Teachers in State Universities. Table 4.3.6 shows the statistical calculation of scores obtained by Arts and Science Prospective Teachers of State Universities towards Teaching Competency with regard to preparation. The mean score of the Arts Prospective Teachers is 50.2 and Science Prospective Teachers is 56.8 and S.D score is 11.3 and 6.92 respectively. The calculated ‘t’ value is 4.11 which indicate that significant difference is found in the Teaching Competency with regard to preparation between Arts and Science teachers

of State Universities. Therefore the hypothesis that says “No statistical significant difference between Arts and Science Prospective Teachers towards Teaching Competency with regard to preparation in State Universities” is not accepted at both levels (0.05 & 0.01).

Table 4.3.6 reveals the statistical calculation of scores obtained by Arts and Science teachers of State Universities towards Teaching Competency with regard to closing. The mean score of Arts Prospective Teachers is 16.4 and Science Prospective Teachers is 16.6 and SD score is 4.30 and 3.06 respectively. The calculated ‘t’ value is 0.569 which indicates no significant difference at both levels between Arts and Science Prospective Teachers of State Universities with regard to closing. Therefore the Null Hypothesis that says “No statistical significant difference between Arts and Science teachers of State Universities towards Teaching Competency with regard to closing” is accepted at both level (0.05 & 0.01). In conclusion, it can be stated that Arts and Science teachers teaching in State Universities has almost same level of Closing.

Table 4.3.6 illustrates the statistical calculation of scores obtained by Arts and Science Prospective Teachers of State Universities towards Teaching Competency with regard to evaluation. The mean score of the Arts Prospective Teachers is 16.9 and Science Prospective Teachers is 18.6 and S.D score is 4.09 and 3.26 respectively. The calculated ‘t’ value is 3.24 which indicate that significant difference is found in the Teaching Competency with regard to evaluation between Arts and Science teachers of State Universities. Therefore the hypothesis that says “No statistical significant difference between Arts and Science Prospective Teachers towards Teaching Competency with regard to evaluation in State Universities” is not accepted at both levels (0.05 & 0.01).It is therefore, concluded that that Science Prospective Teachers has higher evaluation with that of Arts Prospective Teachers in State Universities.

Table 4.3.6 indicates the statistical calculation of scores obtained by Arts and Science Prospective Teachers of State Universities towards Teaching Competency with regard to managerial. The mean score of the Arts Prospective Teachers is 16.8 and Science Prospective Teachers is 22.3 and S.D score is 4.21 and 3.46 respectively. The calculated ‘t’ value is 8.69 which indicate that significant difference is found in the

Teaching Competency with regard to managerial between Arts and Science teachers of State Universities. Therefore the hypothesis that says “No statistical significant difference between Arts and Science Prospective Teachers towards Teaching Competency with regard to managerial in State Universities” is not accepted at both levels (0.05 & 0.01).

Table 4.3.6 reveals the statistical calculation of scores obtained by Arts and Science Prospective Teachers of State Universities towards Teaching Competency. The mean score of the Arts Prospective Teachers is 116 and Science Prospective Teachers is 130 and S.D score is 13.4 and 9.93 respectively. The calculated ‘t’ value is 8.62 which indicate that significant difference is found in the Teaching Competency between Arts and Science teachers of State Universities. Therefore the hypothesis that says “There is no statistical significant difference between Arts and Science Prospective Teachers towards Teaching Competency in State Universities” is not accepted at both level (0.05 & 0.01). It is therefore, concluded that that Science Prospective Teachers which has a mean score of 130 has higher Teaching Competency with that of Arts Prospective Teachers which has a mean score of 116 in State Universities.

From the above table 4.3.6 it is clear that the calculated ‘t’ value for the dimension of Teaching Competency - Closing of Prospective Teachers studying in State Universities with reference to their Subject Stream (Arts and Science) is lesser than the table value (1.96) at (0.05) the significant level . Hence the Null Hypothesis is accepted Since the calculated ‘t’ value for dimensions of Teaching Competency – Planning, Presentation, Evaluation, Managerial and overall of Prospective Teachersstudying in State Universities with reference to their Subject Stream (Arts and Science) are better than the table value (1.96) at 0.05 the significant level. Hence the Null Hypotheses are not accepted.

4.4 ANALYSIS OF LEVEL OF ASPIRATION (CENTRAL AND STATE UNIVERSITIES)

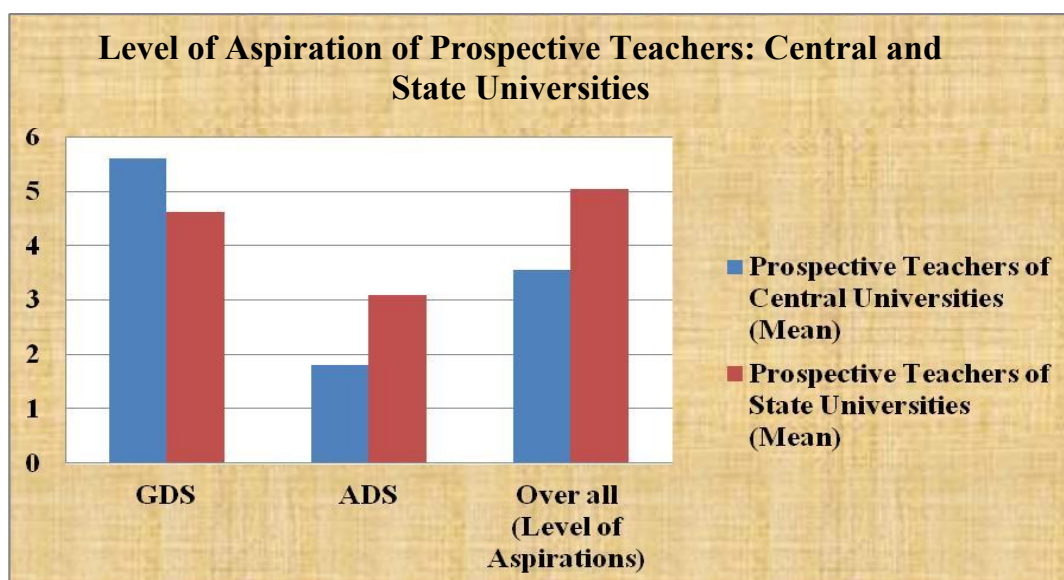
Objective 22 To study and compare the Level of Aspiration and its Dimensions of Prospective Teachers of Central and State Universities

Hypothesis No. 22 There is no statistical significant difference between the Level of Aspiration and its Dimensions of Prospective Teachers of Central and State Universities.

Table No. 4.4.0: Significance of Mean difference between Prospective Teachers studying in Central and State Universities with reference to their Level of Aspirations and its Dimensions

S.N	Dimensions	Number	Types of Universities	Mean	SD	t-value	S/NS
1	GDS (Goal Discrepancy Score)	250	Central Universities	5.61	3.13	3.39	S
		250	State Universities	4.62	2.49		
2	ADS (Attainment Discrepancy Score)	250	Central Universities	1.81	2.26	5.98	S
		250	State Universities	3.08	2.48		
3	Over all (Level of Aspirations)	250	Central Universities	3.56	4.20	4.64	S
		250	State Universities	5.05	2.16		

Significant at 0.01 level *Significant at 0.05 level



GRAPH 22: Graphical representation showing Significance of Mean Difference between Prospective Teachers studying in Central and State Universities with reference to their Level of Aspirations and its Dimensions

From Table 4.4.0 it is manifested that the t-value on the first dimension of levels of aspiration, i.e., GDS of Prospective Teachers studying in Central and State Universities is 3.39 which is significant at 0.01 level. It indicates that Prospective Teachers studying in Central and State Universities differ significantly on GDS. Further the mean scores reveal that Prospective Teachers studying in state Universities (4.62) are found to be lesser on GDS as compared Prospective Teachers studying in central Universities (5.61). Thus, the null hypothesis, i.e., “There is no statistical significant difference between Prospective Teachers studying in Central and State Universities with special reference to their GDS” is not accepted. It may, therefore, be concluded that Prospective Teachers studying in central Universities have high GDS in comparison to Prospective Teachers studying in state Universities.

It is also deliberated that Table 4.4.0 that the ‘t’-value on the second dimension of levels of aspiration, i.e, ADS of Prospective Teachers studying in Central and State Universities is 5.98 which is significant at 0.01 level. It indicates that Prospective Teachers studying in Central and State Universities differ significantly on ADS. Further the mean scores reveal that Prospective Teachers studying in Central Universities (1.8) are found to be lesser on ADS as compared Prospective Teachers studying in State Universities (3.08). Thus, the null hypothesis, i.e., “There is no significant difference between Prospective Teachers studying in Central and State Universities with special reference to their ADS” is not accepted. It may, therefore, be concluded that Prospective Teachers studying in State Universities have redundant ADS in comparison to Prospective Teachers studying in Central Universities.

Table 4.4.0, it is evident that the ‘t’-value of levels of aspiration of Prospective Teachers studying in Central and State Universities is 4.64 which is significant at 0.01 level. It indicates that Prospective Teachers studying in Central and State Universities differ significantly on Level of Aspiration. supplementary the mean scores reveal that Prospective Teachers studying in Central (3.56) are found to be lesser on level of Aspiration as compared to Prospective Teachers studying in State Universities (5.05). Thus, the null hypothesis, i.e., “There is no significant difference between Prospective Teachers studying in Central and State Universities with special reference to their level of aspiration” is not accepted. It may, therefore, be concluded that Prospective

Teachers studying in State Universities have higher level of aspiration in comparison to Prospective Teachers studying in Central Universities. Therefore it has been observed that the calculated ‘t’ value for the dimension of Level of Aspiration - Goal Discrepancy Score (GDS), Attainment Discrepancy Score (ADS) and overall Level of Aspiration of Prospective Teachers studying in Central and State Universities are better than the table value (1.96) at 0.05 the significant level. Hence the Null Hypotheses are not accepted therefore alternative hypotheses are accepted.

4.4.1 Central Universities (Male and Female)

Objective 23 To study and compare the Level of Aspiration and its Dimensions of Male and Female Prospective Teachers of Central Universities

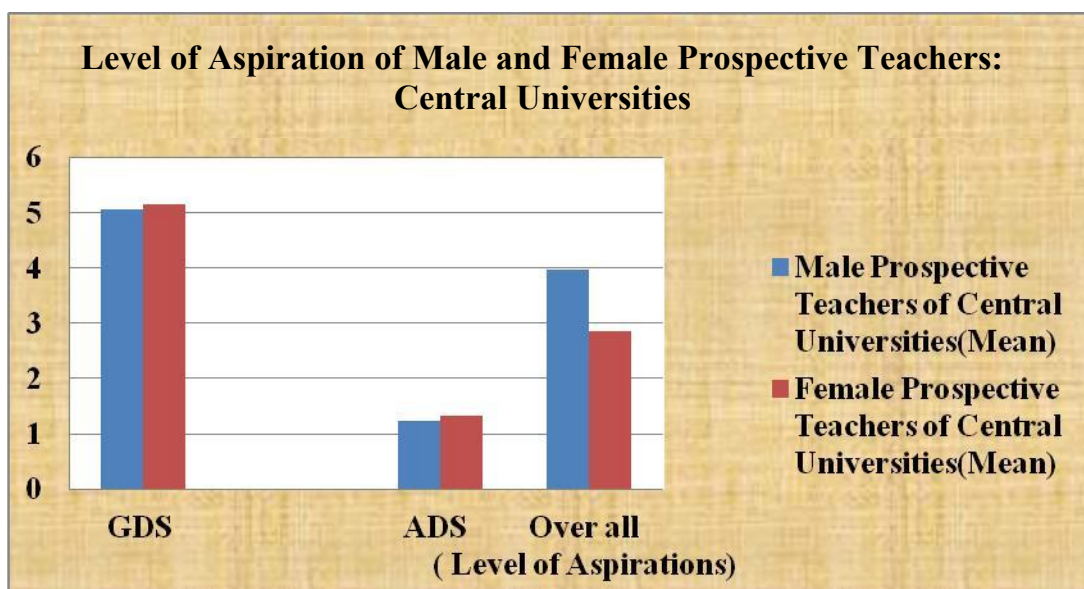
Hypothesis No. 23 There is no statistical significant difference the Level of Aspiration and its Dimensions of Male and Female Prospective Teachers of Central Universities.

Table No. 4.4.1: Significance of Mean Difference between Male and Female Prospective Teachers studying in Central Universities with reference to their Level of Aspirations and its Dimensions

S.N	Dimensions	Number	Gender	Mean	SD	t- value	S/NS
1	GDS (Goal Discrepancy Score)	100	Male	5.06	2.56	0.224	NS
		150	Female	5.16	3.80		
2	ADS (Attainment Discrepancy Score)	100	Male	1.24	1.96	3.94	S
		150	Female	2.32	2.21		
3	Over all (Level of Aspirations)	100	Male	3.98	3.13	2.06	S*
		150	Female	2.85	4.85		

Significant at 0.01 level

*Significant at 0.05 level



GRAPH 23: Graphical representation showing the Level of Aspiration and its Dimensions of Male and Female Prospective Teachers of Central Universities

From Table 4.4.1 it is calculated that the t-value of Male and Female Prospective Teachers studying in Central Universities with special reference to GDS is 0.224 which is not significant at both level. It indicates that Male and Female Prospective Teachers studying in Central Universities not differ significantly with special reference to their GDS. Further the mean scores disclose that Male Prospective Teachers studying in Central Universities (5.06) are found to be lesser with special reference to GDS as compared Female Prospective Teachers studying in Central Universities (5.16). Thus, the null hypothesis, i.e., “There is no statistical significant difference between Male and Female Prospective Teachers studying in Central Universities with special reference to their GDS” is Accepted It may, therefore, be accomplished that Male and Female Prospective Teachers studying in Central Universities have more less same attitude towards GDS.

Table 4.4.1 it is proposed that the t-value of Male and Female Prospective Teachers studying in Central Universities with special reference to ADS is 3.94 which is significant at 0.01 level. It indicates that Male and Female Prospective Teachers studying in Central Universities differ significantly with special reference to their ADS. The mean scores reveal that male Prospective Teachers studying in Central

Universities (1.24) are found to be lesser in relation ADS as compared Female Prospective Teachers studying in Central Universities (2.32). Thus, the null hypothesis, i.e., “There is no significant difference between Male and Female Prospective Teachers studying in Central Universities with special reference to their ADS ” is not accepted. It may, therefore, be carry out that Female Prospective Teachers studying in Central Universities have elevated ADS in comparison to male Prospective Teachers studying in Central Universities.

From Table 4.4.1 also it has been calculated that the ‘t’-value of Male and Female Prospective Teachers studying in Central Universities with special reference to level of Aspiration is 2.06 which is significant at 0.05 level. It indicates that Male and Female Prospective Teachers studying in Central Universities differ significantly with special reference to their level of Aspiration. Further the mean scores divulge that Female Prospective Teachers studying in Central Universities (2.85) are found to be lesser with special reference to Level of Aspiration as compared Male Prospective Teachers studying in Central Universities (3.98). Thus, the null hypothesis, “There is no statistical significant difference between Male and Female Prospective Teachers studying in Central Universities with special reference to their Level of Aspiration” is not accepted It may, therefore, be accomplished that male Prospective Teachers studying in Central Universities have soaring level of Aspiration in comparison to female Prospective Teachers studying in Central Universities. So briefly it is comprehensible that the calculated ‘t’ value for the dimension of Level of Aspiration - Goal Discrepancy Score (GDS) of Prospective Teachers studying in Central Universities with reference to their Gender (Male and Female) is lesser than the table value (1.96) at (0.05) the significant level . Hence the Null Hypothesis is accepted Since the calculated ‘t’ value for dimensions of Level of Aspiration - Attainment Discrepancy Score (ADS) and overall (Level of Aspiration) of Prospective Teachers studying in Central Universities with reference to their Gender (Male and Female) are better than the table value (1.96) at 0.05 the significant level. Hence the Null Hypotheses are not accepted therefore alternative hypotheses are accepted.

4.4.2 State Universities (Male and Female)

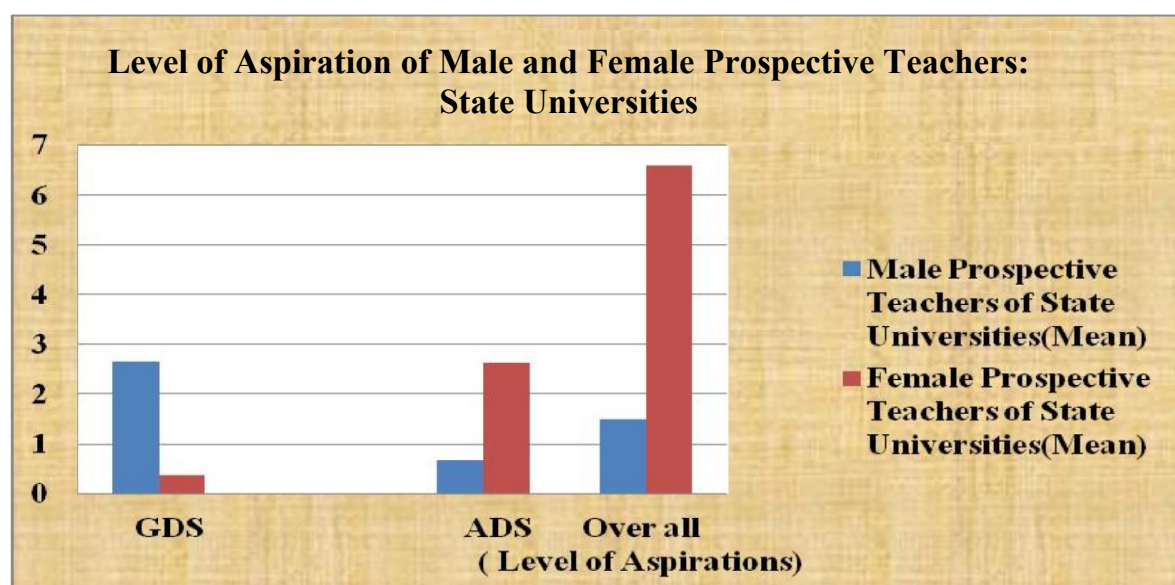
Objective 24 To study and compare the Level of Aspiration and its Dimensions of Male and Female Prospective Teachers of state Universities

Hypothesis No. 24 There is no statistical significant difference between the Level of Aspiration and its Dimensions of Male and Female Prospective Teachers of State Universities.

Table No 4.4.2: Significance of Mean Difference between Male and Female Prospective Teachers studying in State Universities with reference to their Level of Aspirations and its Dimensions

S.N	Dimensions	Number	Gender	Mean	SD	t- value	S/NS
1	GDS (Goal Discrepancy Score)	90	Male	2.65	2.09	3.62	S
		160	Female	0.364	2.04		
2	ADS (Attainment Discrepancy Score)	90	Male	0.668	4.50	2.46	S*
		160	Female	2.63	4.60		
3	Over all (Level of Aspirations)	90	Male	1.49	3.66	2.06	S*
		160	Female	6.59	1.42		

Significant at 0.01 level *Significant at 0.05 level



GRAPH 24: Graphical representation showing the Level of Aspiration and its Dimensions of Male and Female Prospective Teachers of State Universities

From Table 4.4.2 it is projected that the t-value of Male and Female Prospective Teachers studying in State Universities with special reference to GDS is 3.62 which is significant at 0.01 level. It indicates that Male and Female Prospective Teachers studying in State Universities differ significantly with special reference to their GDS. The mean scores reveal that Female Prospective Teachers studying in State Universities (0.364) are found to be lesser in relation GDS as compared Male Prospective Teachers studying in State Universities (2.65). Thus, the null hypothesis, i.e., “No statistical significant difference between Male and Female Prospective Teachers studying in State Universities with special reference to their GDS” is not accepted. It may, therefore, That Male Prospective Teachers studying in State Universities have prominent attitude towards GDS in comparison to Female Prospective Teachers studying in State Universities.

From Table 4.4.2 it is estimated that ‘t’-value of Male and Female Prospective Teachers studying in State Universities with special reference to ADS is 2.46 which is significant at 0.05 level. It indicates that Male and Female Prospective Teachers studying in State Universities differ significantly with special reference to their ADS. The mean scores reveal that Male Prospective Teachers studying in State Universities (0.668) are found to be lesser in relation ADS as compared Female Prospective Teachers studying in State Universities (2.63). Thus, the null hypothesis, i.e., “No statistical significant difference between Male and Female Prospective Teachers studying in State Universities with special reference to their ADS” is not accepted. It may, therefore, That Female Prospective Teachers studying in State Universities have high-flying attitude towards ADS in comparison to Male Prospective Teachers studying in State Universities.

Table 4.4.2 it is anticipated that ‘t’-value of Male and Female Prospective Teachers studying in State Universities with special reference to Level of Aspiration is 2.06 which is significant at 0.05 level. It indicates that Male and Female Prospective Teachers studying in State Universities differ significantly with special reference to their Level of Aspiration. The mean scores reveal that male Prospective Teachers studying in State Universities (1.49) are found to be lesser in relation Level of Aspiration as compared Female Prospective Teachers studying in State Universities

(6.59). Thus, the null hypothesis, i.e., “No statistical significant difference between Male and Female Prospective Teachers studying in State Universities with special reference to their Level of Aspiration ” is not accepted It may, therefore be concluded that Female Prospective Teachers studying in State Universities have prominent Level of Aspiration in comparison to male Prospective Teachers studying in State Universities. From the above table (4.4.3) it is comprehensible that the calculated ‘t’ value for the dimension of Level of Aspiration - Goal Discrepancy Score (GDS), Attainment Discrepancy Score (ADS) and overall (Level of Aspiration) of Prospective Teachers studying in State Universities with reference to their Gender (Male and Female) are better than the table value (1.96) at 0.05 the significant level .

4.4.3 Central Universities (Rural and Urban)

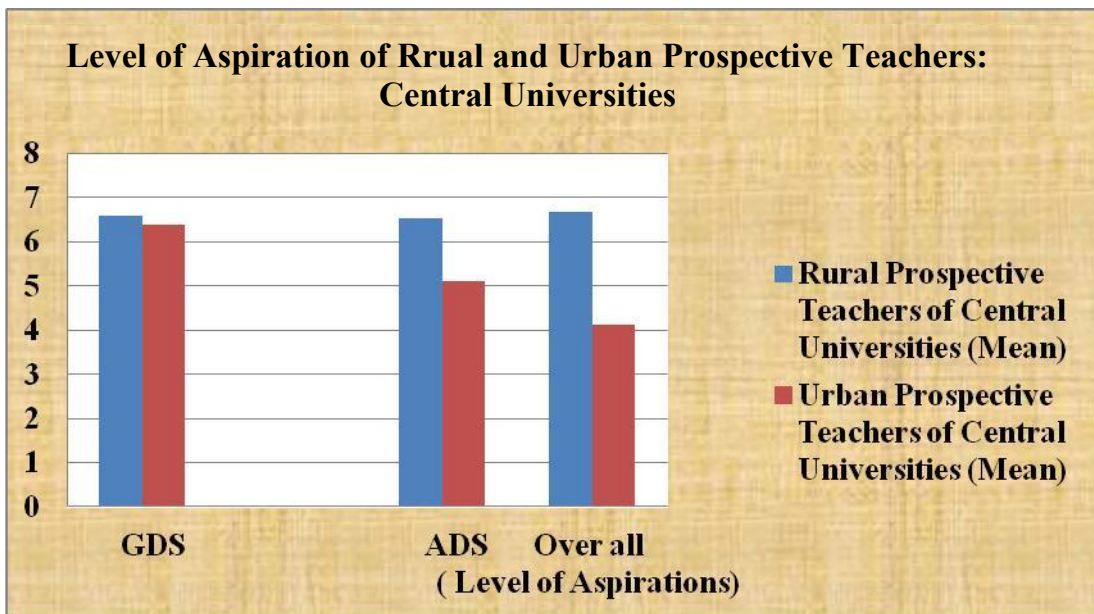
Objective 25 To study and compare the Level of Aspiration and its Dimensions of Rural and Urban Prospective Teachers of Central Universities

Hypothesis No. 25 There is no statistical significant difference between the Level of Aspiration and its Dimensions of Rural and Urban Prospective Teachers of Central Universities.

Table No 4.4.3: Significance of Mean Difference between Rural and Urban Prospective Teachers studying in Central Universities with reference to their Level of Aspirations and its Dimensions

S.N	Dimensions	Number	Locality	Mean	SD	t-value	S/NS
1	GDS (Goal Discrepancy Score)	130	Rural	6.60	1.14	0.801	NS
		120	Urban	6.40	2.51		
2	ADS (Attainment Discrepancy Score)	130	Rural	6.54	6.11	9.90	S
		120	Urban	5.10	2.08		
3	Over all (Level of Aspirations)	130	Rural	6.69	1.36	5.69	S
		120	Urban	4.12	4.12		

Significant at 0.01 level *Significant at 0.05 level



GRAPH 25: Graphical representation showing the Level of Aspiration and its Dimensions of Rural and Urban Prospective Teachers of Central Universities

From Table 4.4.3 it is further revealed that the ‘t’-value of Rural and Urban Prospective Teachers studying in Central Universities with special reference to GDS is 8.801 which is not significant. It indicates that Rural and Urban Prospective Teachers studying in Central Universities do not differ significantly on GDS. Thus, the null hypothesis, “There is no significant difference between Rural and Urban Prospective Teachers studying in Central Universities with special reference to GDS” is accepted. It means that No statistical significant difference Rural and Urban Prospective Teachers studying in Central Universities with special reference to GDS. So Both Group Rural and Urban Prospective Teachers studying in Central Universities with special reference to GDS have same attitude towards GDS.

From Table 4.4.3 it is probable that the ‘t’-value of Rural and Urban Prospective Teachers studying in Central Universities with special reference to ADS is 9.90 which is significant at 0.01 level. It indicates that Rural and Urban Prospective Teachers studying in Central Universities differ significantly with special reference to their ADS. The mean scores reveal that Urban Prospective Teachers studying in Central Universities (5.10) are found to be lesser in relation ADS as compared Rural

Prospective Teachers studying in Central Universities (6.54). Thus, the Null Hypothesis, “No statistical significant difference between Rural and Urban Prospective Teachers studying in Central Universities with special reference to their ADS” is not accepted. It may, therefore be concluded that Rural Prospective Teachers studying in Central Universities have higher ADS in comparison to urban Prospective Teachers studying in Central Universities.

From Table 4.4.3 it is anticipated that the t-value of Rural and Urban Prospective Teachers studying in Central Universities with special reference to Level of Aspiration is 5.69 which is significant at 0.01 level. It indicates that Rural and Urban Prospective Teachers studying in Central Universities differ significantly with special reference to their Level of Aspiration. The mean scores reveal that Urban Prospective Teachers studying in Central Universities (4.12) are found to be lesser in relation to Level of Aspiration as compared Rural Prospective Teachers studying in Central Universities (6.69). Thus, the Null Hypothesis “No statistical significant difference between Rural and Urban Prospective Teachers studying in Central Universities with special reference to their Level of Aspiration” is not accepted. It may, therefore, That Rural Prospective Teachers studying in Central Universities have more Level of Aspiration in comparison to urban Prospective Teachers studying in Central Universities.

From the above table (4.4.3) it is graspable that the calculated ‘t’ value for the dimension of Level of Aspiration - Goal Discrepancy Score(GDS) of Prospective Teachers studying in Central Universities with reference to their Locality (Rural and Urban) is lesser than the table value (1.96) at 0.05 the significant level . Hence the Null Hypothesis is accepted. Since the calculated ‘t’ value for dimensions of Level of Aspiration - Attainment Discrepancy Score (ADS) and overall (Level of Aspiration) of Prospective Teachers studying in Central Universities with reference to their Locality (Rural and Urban) are better than the table value (1.96) at 0.05 the significant level.

4.4.4 State Universities (Rural and Urban)

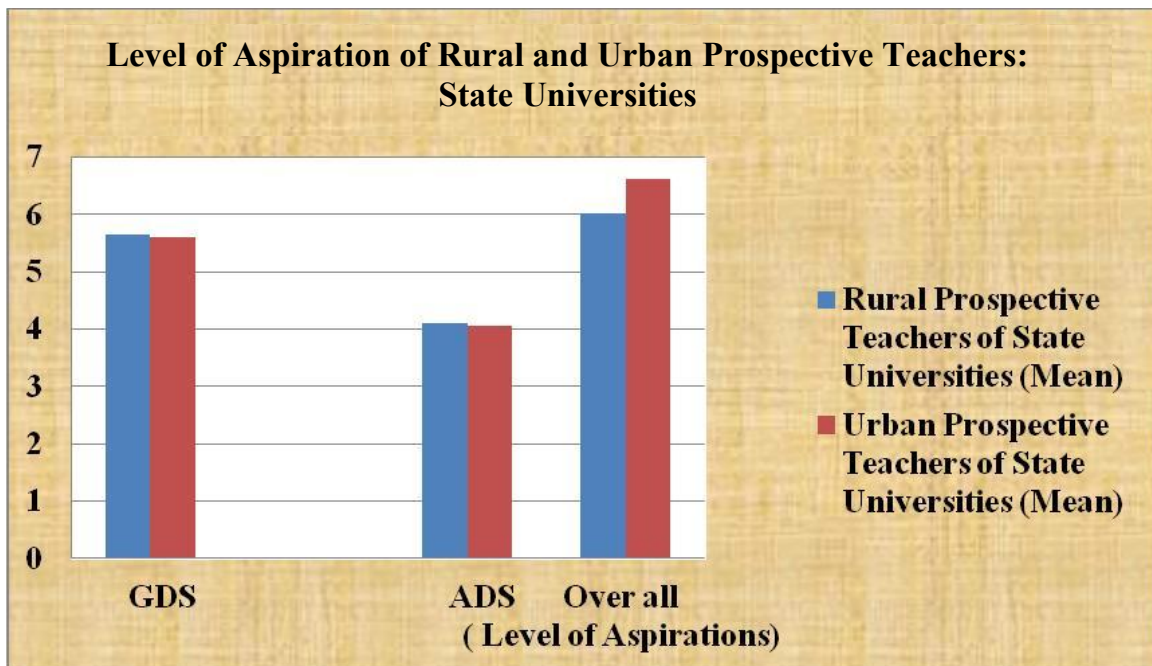
Objective 26 To study and compare the Level of Aspiration and its Dimensions of Rural and Urban Prospective Teachers of State Universities

Hypothesis No. 26 There is no significant difference between the Level of Aspiration and its Dimensions of Rural and Urban Prospective Teachers of State Universities.

Table No 4.4.4: Significance of Mean difference between Rural and Urban Prospective Teachers studying in State Universities with reference to their Level of Aspirations and its Dimensions

S.N	Dimensions	Number	Locality	Mean	SD	t- value	S/NS
1	GDS (Goal Discrepancy Score)	135	Rural	5.64	1.41	0.161	S
		115	Urban	5.61	1.42		
2	ADS (Attainment Discrepancy Score)	135	Rural	4.10	1.58	0.254	S
		115	Urban	4.06	1.43		
3	Over all (Level of Aspirations)	135	Rural	6.03	1.31	2.29	S*
		115	Urban	6.62	1.36		

Significant at 0.01 level *Significant at 0.05 level



GRAPH 26: Graphical representation showing the Level of Aspiration and its Dimensions of Rural and Urban Prospective Teachers of State Universities

From Table 4.4.4 it is further revealed that the t-value of Rural and Urban Prospective Teachers studying in State Universities with special reference to GDS is 0.161 which is not significant. It indicates that Rural and Urban Prospective Teachers studying in State Universities do not differ significantly on GDS. Thus, the null hypothesis, i.e., There is no significant difference between Rural and Urban Prospective Teachers studying in State Universities with special reference to GDS” Accepted. It means that there is no statistical significant difference Rural and Urban Prospective Teachers studying in State Universities with special reference to GDS. So Both Group Rural and Urban Prospective Teachers studying in Central Universities with special reference to GDS have same attitude towards GDS.

From Table 4.4.4 it is further revealed that the t-value of Rural and Urban Prospective Teachers studying in State Universities with special reference to ADS is 0.254 which is not significant. It indicates that Rural and Urban Prospective Teachers studying in State Universities do not differ significantly on ADS. Thus, the Null Hypothesis, “No statistical significant difference between Rural and Urban Prospective Teachers studying in State Universities with special reference to ADS” is accepted. It means that No statistical significant difference Rural and Urban Prospective Teachers studying in State Universities with special reference to ADS. So Both Group Rural and Urban Prospective Teachers studying in Central Universities with special reference to ADS have almost same attitude towards ADS.

From Table 4.4.4 it is apparent that the t-value of Rural and Urban Prospective Teachers studying in State Universities with special reference to Level of Aspiration is 2.29 which is significant at 0.05 level. It indicates that Rural and Urban Prospective Teachers studying in State Universities differ significantly with special reference to their Level of aspiration. The mean scores reveal that Rural Prospective Teachers studying in State Universities (6.03) are found to be lesser with special reference to their level of Aspiration as compared Rural Prospective Teachers studying in State Universities (6.62). hus, the Null Hypothesis, “No statistical significant difference between Rural and Urban Prospective Teachers studying in State Universities with special reference to their Level of Aspiration” is not accepted. It may, therefore, that

urban Prospective Teachers studying in State Universities have more level of Aspiration in comparison to rural Prospective Teachers studying in State Universities.

From the above table 4.4.4 it is logical that the calculated ‘t’ value for the dimension of Level of Aspiration - Goal Discrepancy Score (GDS) and Attainment Discrepancy Score (ADS) of Prospective Teachers studying in State Universities with reference to their Locality (Rural and Urban) are lesser than the table value (1.96) at 0.05 the significant level . Hence the Null Hypothesis is accepted Since the calculated ‘t’ value for dimensions of Level of Aspiration - overall (Level of Aspiration) of Prospective Teachers studying in State Universities with reference to their Locality (Rural and Urban) are better than the table value (1.96) at 0.05 the significant level . Hence the Null Hypotheses are not accepted therefore alternative hypotheses are accepted.

4.4.5 Central Universities (Arts and Science)

Objective 26 To study and compare the Level of Aspiration and its Dimensions of Arts and Science Prospective Teachers of Central Universities

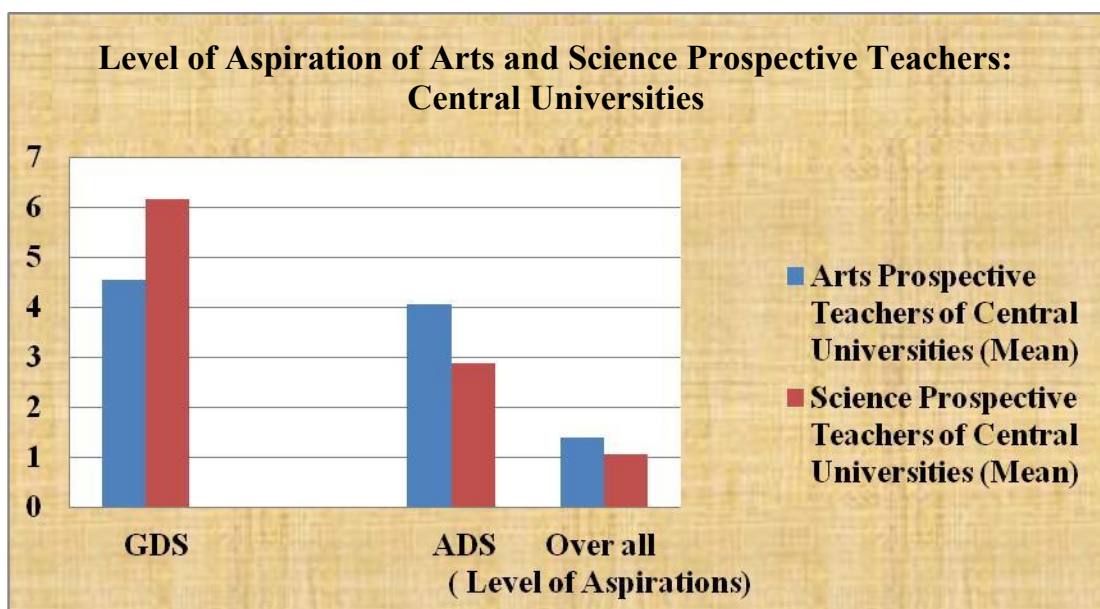
Hypothesis No. 26 There is no statistical significant difference between the Level of Aspiration and its Dimensions of Arts and Science Prospective Teachers of Central Universities.

Table No. 4.4.5: Significance of Mean Difference between Arts and Science Prospective Teachers studying in Central Universities with reference to their Level of Aspirations and its Dimensions

S.N	Dimensions	Number	Locality	Mean	SD	t- value	S/NS
1	GDS (Goal Discrepancy Score)	180	Arts	4.56	2.62	6.32	S
		60	Science	6.16	2.95		
2	ADS (Attainment Discrepancy Score)	180	Arts	4.06	1.44	5.12	S
		60	Science	2.89	2.19		
3	Over all (Level of Aspirations)	180	Arts	1.39	2.89	6.33	S
		60	Science	1.06	5.24		

Significant at 0.01 level

*Significant at 0.05 level



GRAPH 27: Graphical representation showing the Level of Aspiration and its Dimensions of Arts and Science Prospective Teachers of Central Universities

From Table 4.4.5 it is apparent that the t-value of Arts and Science Prospective Teachers studying in Central Universities with special reference to GDS is 6.32 which is significant at 0.01 level. It indicates that Arts and Science Prospective Teachers studying in Central Universities differ significantly with special reference to their GDS. The mean scores reveal that Arts Prospective Teachers studying in Central Universities (4.56) are found to be smaller with special reference to their GDS as compared Science Prospective Teachers studying in Central Universities (6.16). Thus, the Null Hypothesis, “There is no statistical significant difference between Arts and Science Prospective Teachers studying in Central Universities with special reference to their GDS” is not accepted. It may, therefore, That Science Prospective Teachers studying in Central Universities have more attitude towards GDS in comparison to Arts Prospective Teachers studying in Central Universities.

From Table 4.4.5 it is apparent that the t-value of Arts and Science Prospective Teachers studying in Central Universities with special reference to ADS is 5.12 which is significant at 0.01 level. It indicates that Arts and Science Prospective Teachers studying in Central Universities differ significantly with special reference to their ADS. The mean scores reveal that Science Prospective Teachers studying in Central

Universities (2.19) are found to be smaller with special reference to their ADS as compared Arts Prospective Teachers studying in Central Universities (4.06). Thus, the Null Hypothesis, “There is no statistical significant difference between Arts and Science Prospective Teachers studying in Central Universities with special reference to their ADS” is not accepted. It may, therefore, That Arts Prospective Teachers studying in Central Universities have more attitude towards ADS in comparison to science Prospective Teachers studying in Central Universities.

From Table 4.4.5 it is clear that the t-value of Arts and Science Prospective Teachers studying in Central Universities with special reference to Level of Aspiration is 6.33 which is significant at 0.01 level. It indicates that Arts and Science Prospective Teachers studying in Central Universities differ significantly with special reference to their Level of Aspiration. The mean scores reveal that Science Prospective Teachers studying in Central Universities (1.06) are found to be smaller with special reference to their level of Aspiration as compared Arts Prospective Teachers studying in Central Universities (1.39). Thus, the Null Hypothesis “There is no statistical significant difference between Arts and Science Prospective Teachers studying in Central Universities with special reference to their Level of Aspiration” is not accepted. It may, therefore, That Arts Prospective Teachers studying in Central Universities have more level of Aspiration in comparison to Science Prospective Teachers studying in Central Universities. It has been briefly observed that the calculated ‘t’ value for the dimension of Level of Aspiration - Goal Discrepancy Score (GDS), Attainment Discrepancy Score (ADS) and overall (Level of Aspiration) of Prospective Teachers studying in Central Universities with reference to their Subject stream (Arts and Science) are better than the table value (1.96) at 0.05 the significant level . Therefore the Null Hypotheses are not accepted.

4.4.6 State Universities (Arts and Science)

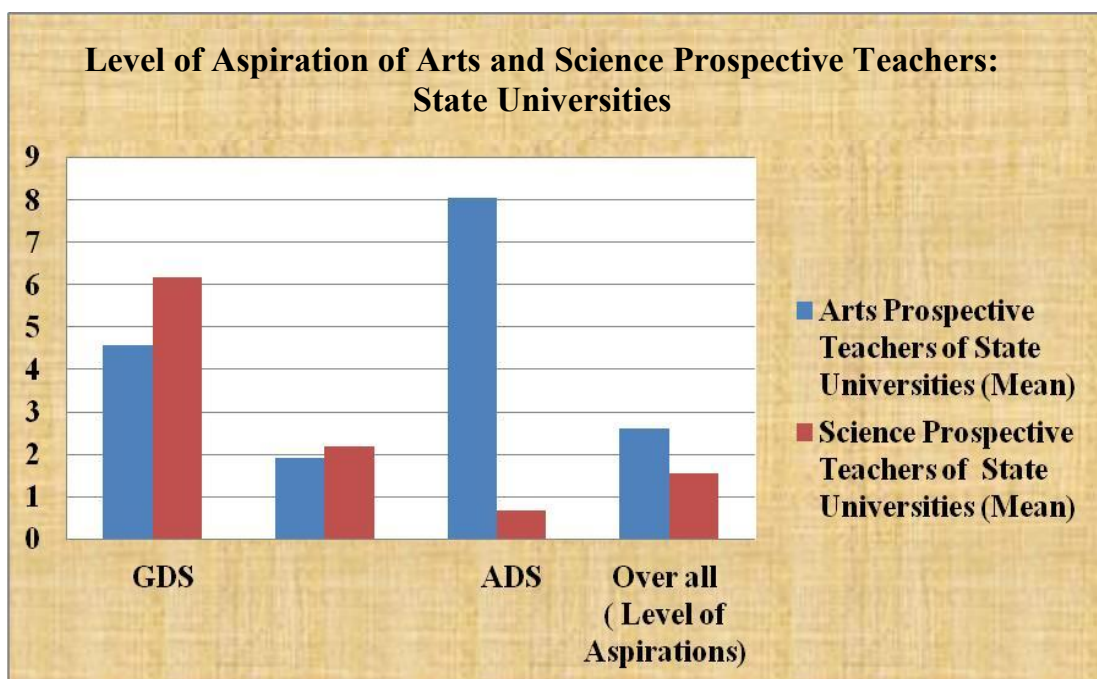
Objective 28 To study and compare the Level of Aspiration and its Dimensions of Arts and Science Prospective Teachers of State Universities

Hypothesis No. 28 There is no statistical significant difference between the Level of Aspiration and its Dimensions of Arts and Science Prospective Teachers of State Universities.

Table No 4.4.6: Significance of Mean Difference between Arts and Science Prospective Teachers studying in State Universities with reference to their Level of Aspirations and its Dimensions

S.N	Dimensions	Number	Subject Stream	Mean	SD	t-value	S/NS
1	GDS (Goal Discrepancy Score)	160	Arts	1.92	2.45	8.9	S
		90	Science	2.19	3.95		
2	ADS (Attainment Discrepancy Score)	160	Arts	8.60	3.46	2.03	S*
		90	Science	0.686	1.43		
3	Over all (Level of Aspirations)	160	Arts	2.62	1.58	8.20	S
		90	Science	1.54	0.804		

Significant at 0.01 level * Significant at 0.05 level



GRAPH 28: Graphical representation showing Level of Aspiration and its Dimensions of Arts and Science Prospective Teachers of State Universities

From Table 4.4.6 it is clear that the t-value of Arts and Science Prospective Teachers studying in State Universities with special reference to GDS is 8.90 which is significant at 0.01 level. It indicates that Arts and Science Prospective Teachers studying in State Universities differ significantly with special reference to their GDS. The mean scores reveal that Arts Prospective Teachers studying in State Universities (1.92) are found to be smaller with special reference to their GDS as compared Science Prospective Teachers studying in State Universities (2.19). Thus, the Null Hypothesis, “There is no statistical significant difference between Arts and Science Prospective Teachers studying in State Universities with special reference to their GDS is not accepted. It may, therefore state that Science Prospective Teachers studying in State Universities have better GDS in comparison to Arts Prospective Teachers studying in State Universities.

From Table 4.4.6 it is apparent that the t-value of Arts and Science Prospective Teachers studying in State Universities with special reference to ADS is 2.03 which is significant at 0.05 level. It indicates that Arts and Science Prospective Teachers studying in State Universities differ significantly with special reference to their ADS. The mean scores reveal that Science Prospective Teachers studying in State Universities (0.686) are found to be lesser with special reference to their ADS as compared Arts Prospective Teachers studying in State Universities (8.60). Thus, the Null Hypothesis, “There is no statistical significant difference between Arts and Science Prospective Teachers studying in State Universities with special reference to their ADS” is not accepted. It may, therefore be concluded that Arts Prospective Teachers studying in State Universities have high ADS in comparison to Science Prospective Teachers studying in State Universities.

From Table 4.4.6 it is clear that the t-value of Arts and Science Prospective Teachers studying in State Universities with special reference to Level of Aspiration is 8.20 which is significant at 0.01 level. It indicates that Arts and Science Prospective Teachers studying in State Universities differ significantly with special reference to their Level of Aspiration. The mean scores reveal that Science Prospective Teachers studying in State Universities (1.54) are found to be smaller with special reference to their level of Aspiration as compared Arts Prospective Teachers studying in State Universities (2.62). Thus, the Null Hypothesis, “There is no statistical significant

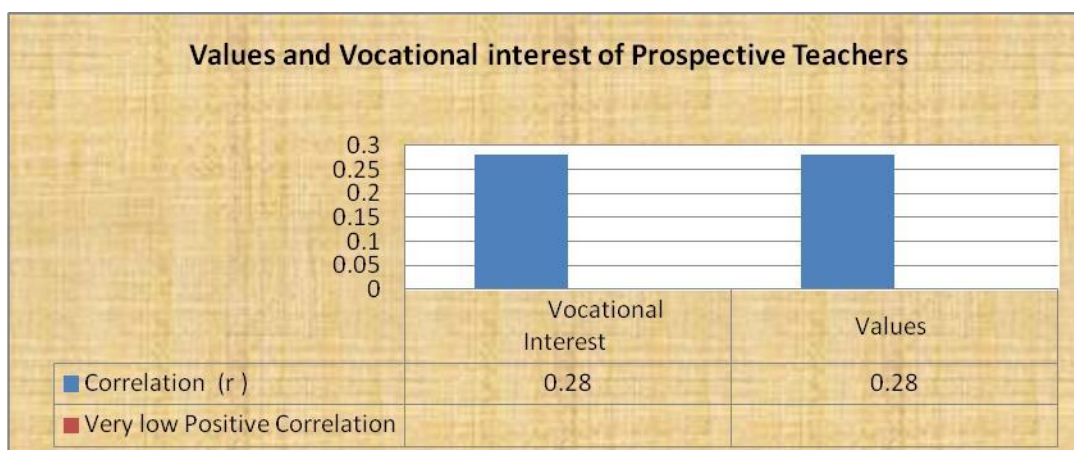
difference between Arts and Science Prospective Teachers studying in State Universities with special reference to their Level of Aspiration” is not accepted. It may, therefore, state that Arts Prospective Teachers studying in State Universities have higher level of Aspiration in comparison to Science Prospective Teachers studying in State Universities. In briefly concluded that the calculated t value for the dimension of Level of Aspiration - Goal Discrepancy Score (GDS), Attainment Discrepancy Score (ADS) and overall (Level of Aspiration) of Prospective Teachers studying in State Universities with reference to their Subject stream (Arts and Science) are better than the table value (1.96) at 0.05 level . Hence the Null Hypotheses are not accepted. Therefore, alternative hypotheses are accepted.

Objective 29 To know the relationship between Values and Vocational Interest of Prospective Teachers studying in Central and State Universities

Hypothesis No. 29 There is no significant relationship the Values and Vocational Interest of Prospective Teachers studying in Central and State University. Product moment correlation was worked out between Values and Vocational Interest of Prospective Teachers for total sample. The value of correlation is presented in table 4.5.

Table No. 4.5: Relation between Values and Vocational Interest among Prospective Teachers (Total Sample) (N = 500)

S.N	Measures	Correlation (r)	Remarks
1	Vocational Interest	0.280	Very low Positive Correlation



GRAPH 29: Graphical representation showing the correlation between Values and Vocational Interest of Prospective Teachers studying in Central and State Universities

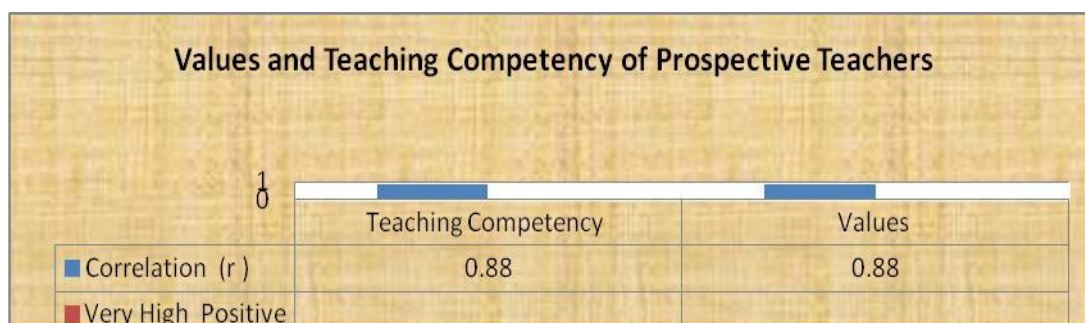
The above table 4.5 shows that for degrees of freedom 498, the calculated r values are greater than the table value at 0.01 level in all the cases. Hence the hypothesis is not accepted in all these cases Table 4.5 shows that correlation between Values and Vocational Interest among Prospective Teachers significantly positive at 0.01 level. This finding leads to the not accepted of the hypothesis 4.5 which states that "There is no significant relationship between Values and Vocational Interest among Prospective Teachers. It has been observed that there is positive correlation between the values and Vocational Interest of Prospective Teachers studying in Central and State Universities.

Objective 30 To know the relationship between Values and Teaching Competency of Prospective Teachers studying in Central and State Universities

Hypothesis No. 30 There is no significant relationship between the Values and Teaching Competency of Prospective Teachers studying in Central and State University. Product moment correlation was worked out between Values and Teaching Competency of Prospective Teachers for total sample. The value of correlation is presented in table 4.6.

Table 4.6: Relation between Values and Teaching Competency among Prospective Teachers (Total Sample) (N = 500)

S.N	Measure	Correlation (r)	Remarks
1	Teaching Competency	0.880	Positive Correlation



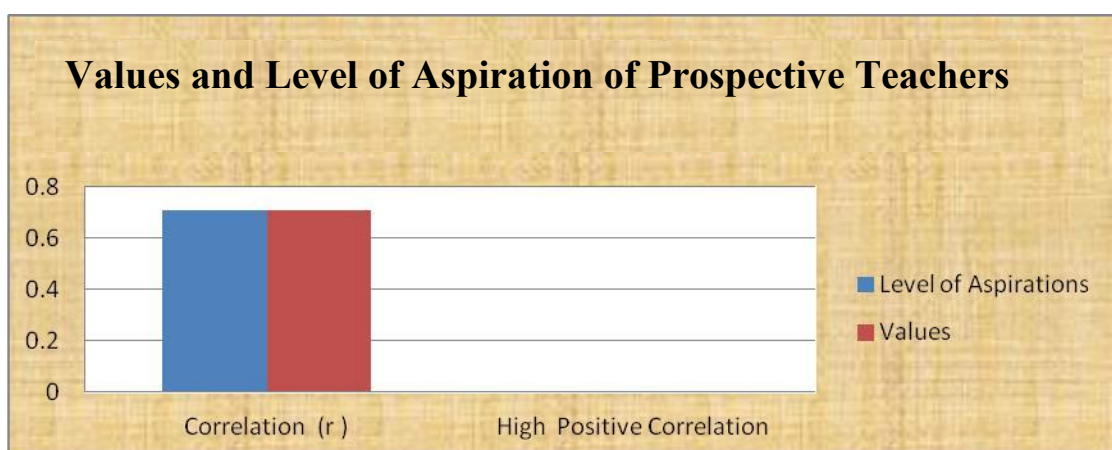
GRAPH 30: Graphical representation Correlation the Values and Teaching Competency of Prospective Teachers studying in Central and State Universities

The above table 4.6 indicates that the calculated r values are greater than the table values at 0.01 levels for degrees of freedom 498 in all the cases. Hence the hypothesis is not accepted. There is significant positive correlation between Values and Teaching Competency of Prospective Teachers studying in Central and State Universities. This finding leads to the not accepted of the hypothesis 4.6 which states that "There is no significant relationship between Values and Teaching Competency among Prospective Teachers."

Objective 31 To identify relationship between the Values and Level of Aspirations of Prospective Teachers studying in Central and State Universities

Hypothesis No. 31 There is no significant relationship between the Values and Level of Aspirations of Prospective Teachers studying in Central and State Universities.

S.N	Measure	Correlation (r)	Remarks
1	Level of Aspirations	0.61	High Positive Correlation



GARPH 31: Graphical representation showing Correlation the Values and Level of Aspirations of Prospective Teachers studying in Central and State Universities

Product moment correlation was worked out between Values and Level of Aspiration of Prospective Teachers for total sample. The value of correlation is presented in table 4.6. Table 4.7 Relation between Values and Level of Aspiration among Prospective Teachers (Total Sample) (N = 500) Table 4.7 shows that correlation between Values and Level of Aspiration among Prospective Teachers significantly positive at 0.01

level. This finding leads to the not accepted of the hypothesis 4.7 which states that "There is no significant relationship between Values and Level of Aspiration among Prospective Teachers and found positive correlation between Values and Vocational Interest of Prospective Teacher.