CHAPTER - VI
SUMMARY, CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS FOR FURTHER RESEARCH
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6.1 Introduction:

In the present study, an attempt was made to investigate the “Thinking and Learning Styles of Prospective Teachers in relation to their Self-Efficacy, Emotional Intelligence, Achievement-Motivation and Attitude Towards Teaching.”

6.2 Objectives of the study:

The present study was constructed on the basis of objectives stated as below:-

1. To compare Prospective Teachers possessing high and low Self-Efficacy on the variable of their Thinking Style.

2. To compare Prospective Teachers possessing high and low Emotional Intelligence on the variable of their Thinking Style.

3. To compare Prospective Teachers possessing high and low Achievement-Motivation on the variable of their Thinking Style.

4. To compare Prospective Teachers possessing high and low Attitude Towards Teaching on the variable of their Thinking Style.

5. To study interaction effect of Self-Efficacy x Emotional Intelligence on Thinking Style of Prospective Teachers.

6. To study interaction effect of Self-Efficacy x Achievement-Motivation on Thinking Style of Prospective Teachers.

7. To study interaction effect of Self-Efficacy x Attitude Towards Teaching on Thinking Style of Prospective Teachers.

8. To study interaction effect of Emotional Intelligence x Achievement-Motivation on Thinking Style of Prospective Teachers.

9. To study interaction effect of Emotional Intelligence x Attitude Towards Teaching on Thinking Style of Prospective Teachers.

10. To study interaction effect of Achievement-Motivation x Attitude Towards Teaching on Thinking Style of Prospective Teachers.
11. To study interaction effect of Self-Efficacy x Emotional Intelligence x Achievement-Motivation on Thinking Style of Prospective Teachers.

12. To study interaction effect of Self-Efficacy, Emotional Intelligence and Attitude Towards Teaching on Thinking Style of Prospective Teachers.

13. To study interaction effect of Emotional Intelligence x Achievement-Motivation x Attitude Towards Teaching on Thinking Style of Prospective Teachers.

14. To study interaction effect of Self-Efficacy x Achievement-Motivation x Attitude Towards Teaching on Thinking Style of Prospective Teachers.

15. To study interaction effect of Self-Efficacy x Emotional Intelligence x Achievement-Motivation x Attitude Towards Teaching on Thinking Style of Prospective Teachers.

16. To compare Prospective Teachers possessing high and low Self-Efficacy on the variable of their Learning Style.

17. To compare Prospective Teachers possessing high and low Emotional Intelligence on the variable of their Learning Style.

18. To compare Prospective Teachers possessing high and low Achievement-Motivation on the variable of their Learning Style.

19. To compare Prospective Teachers possessing high and low Attitude Towards Teaching on the variable of their Learning Style.

20. To study interaction effect of Self-Efficacy x Emotional Intelligence on Learning Style of Prospective Teachers.

21. To study interaction effect of Self-Efficacy x Achievement-Motivation on Learning Style of Prospective Teachers.

22. To study interaction effect of Self-Efficacy x Attitude Towards Teaching on Learning Style of Prospective Teachers.

23. To study interaction effect of Emotional Intelligence x Achievement-Motivation on Learning Style of Prospective Teachers.

24. To study interaction effect of Emotional Intelligence x Attitude Towards Teaching on Learning Style of Prospective Teachers.

25. To study interaction effect of Achievement-Motivation x Attitude Towards Teaching on Learning Style of Prospective Teachers.
26. To study interaction effect of Self-Efficacy x Emotional Intelligence x Achievement-Motivation on Learning Style of Prospective Teachers.

27. To study interaction effect of Self-Efficacy, Emotional Intelligence and Attitude Towards Teaching on Learning Style of Prospective Teachers.

28. To study interaction effect of Emotional Intelligence x Achievement-Motivation x Attitude Towards Teaching on Learning Style of Prospective Teachers.

29. To study interaction effect of Self-Efficacy, Achievement-Motivation and Attitude Towards Teaching on Learning Style of Prospective Teachers.

30. To study interaction effect of Self-Efficacy x Emotional Intelligence x Achievement-Motivation x Attitude Towards Teaching on Learning Style of Prospective Teachers.

6.3 Hypotheses of the Study:

Following hypotheses were formulated for the present study:

1. Prospective Teachers possessing high and low Self-Efficacy differ significantly on their Thinking Style.

2. Prospective Teachers possessing high and low Emotional Intelligence differ significantly on their Thinking Style.

3. Prospective Teachers possessing high and low Achievement-Motivation differ significantly on their Thinking Style.

4. Prospective Teachers possessing high and low Attitude Towards Teaching differ significantly on their Thinking Style.

5. There is significant effect of Self-Efficacy x Emotional Intelligence on Thinking Style of Prospective Teachers.

6. There is significant effect of Self-Efficacy x Achievement-Motivation on Thinking Style of Prospective Teachers.

7. There is significant effect of Self-Efficacy x Attitude Towards Teaching on Thinking Style of Prospective Teachers.

8. There is significant effect of Emotional Intelligence x Achievement-Motivation on Thinking Style of Prospective Teachers.
9. There is significant effect of Emotional Intelligence x Attitude Towards Teaching on Thinking Style of Prospective Teachers.

10. There is significant effect of Achievement-Motivation x Attitude Towards Teaching on Thinking Style of Prospective Teachers.

11. There is significant effect of Self-Efficacy x Emotional Intelligence x Achievement-Motivation on Thinking Style of Prospective Teachers.

12. There is significant effect of Self-Efficacy x Emotional Intelligence x Attitude Towards Teaching on Thinking Style of Prospective Teachers.

13. There is significant effect of Emotional Intelligence x Achievement-Motivation x Attitude Towards Teaching on Thinking Style of Prospective Teachers.

14. There is significant effect of Self-Efficacy x Achievement-Motivation x Attitude Towards Teaching on Thinking Style of Prospective Teachers.

15. There is significant effect of Self-Efficacy x Emotional Intelligence x Achievement-Motivation x Attitude Towards Teaching on Thinking Style of Prospective Teachers.

16. Prospective Teachers possessing high and low Self-Efficacy differ significantly on their Learning Style.

17. Prospective Teachers possessing high and low Emotional Intelligence differ significantly on their Learning Style.

18. Prospective Teachers possessing high and low Achievement-Motivation differ significantly on their Learning Style.

19. Prospective Teachers possessing high and low Attitude Towards Teaching differ significantly on their Learning Style.

20. There is significant effect of Self-Efficacy x Emotional Intelligence on Learning Style of Prospective Teachers.

21. There is significant effect of Self-Efficacy x Achievement-Motivation on Learning Style of Prospective Teachers.

22. There is significant effect of Self-Efficacy x Attitude Towards Teaching on Learning Style of Prospective Teachers.

23. There is significant effect of Emotional Intelligence x Achievement-Motivation on Learning Style of Prospective Teachers.
24. There is significant effect of Emotional Intelligence x Attitude Towards Teaching on Learning Style of Prospective Teachers.
25. There is significant effect of Achievement-Motivation x Attitude Towards Teaching on Learning Style of Prospective Teachers.
26. There is significant effect of Self-Efficacy x Emotional Intelligence x Achievement-Motivation on Learning Style of Prospective Teachers.
27. There is significant effect of Self-Efficacy x Emotional Intelligence x Attitude Towards Teaching on Learning Style of Prospective Teachers.
28. There is significant effect of Emotional Intelligence x Achievement-Motivation x Attitude Towards Teaching on Learning Style of Prospective Teachers.
29. There is significant effect of Self-Efficacy x Achievement-Motivation x Attitude Towards Teaching on Learning Style of Prospective Teachers.
30. There is significant effect of Self-Efficacy x Emotional Intelligence x Achievement-Motivation x Attitude Towards Teaching on Learning Style of Prospective Teachers.

6.4 Design of the Study:

The design in the present study was 2x2x2x2 factorial. The effects of the variables in the study are studied both in terms of the variables taken singly as well as taken together in different combinations to find out the interaction effects.

6.4.1 Dimension of the Design:

The descriptive method was followed in the present study based on 2x2x2x2 factorial design. The four factors viz. Self-Efficacy, Emotional Intelligence, Achievement-Motivation and Attitude Towards Teaching are varied at two levels each; high and low.

6.4.2 Layout of the Design:

The lay-out of the factorial design in respect of Thinking and Learning Styles followed for conducting the present study is given below in the figure 6.1 and 6.2 respectively.
Figure: 6.1 Thinking Style of Prospective Teachers
Figure: 6.2 Learning Style of Prospective Teachers
The total number of different combinations came out to be $2 \times 2 \times 2 \times 2 = 16$ as are shown in the following table 6.1:

Table 6.1: Treatment Combinations of $2 \times 2 \times 2 \times 2$ Factorial Designs.

<table>
<thead>
<tr>
<th>Levels</th>
<th>Self-Efficacy</th>
<th>Emotional Intelligence</th>
<th>Achievement-Motivation</th>
<th>Attitude Towards Teaching</th>
<th>Treatment Combinations</th>
</tr>
</thead>
<tbody>
<tr>
<td>S₁</td>
<td>E₁</td>
<td>N₁</td>
<td>A₁</td>
<td>S₁E₁N₁A₁</td>
<td></td>
</tr>
<tr>
<td></td>
<td>N₁</td>
<td>A₁</td>
<td>S₁E₁N₁A₂</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>N₂</td>
<td>A₁</td>
<td>S₁E₁N₂A₁</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>N₂</td>
<td>A₂</td>
<td>S₁E₁N₂A₂</td>
<td></td>
<td></td>
</tr>
<tr>
<td>S₂</td>
<td>E₁</td>
<td>N₁</td>
<td>A₁</td>
<td>S₂E₁N₁A₁</td>
<td></td>
</tr>
<tr>
<td></td>
<td>N₁</td>
<td>A₂</td>
<td>S₂E₁N₁A₂</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>N₂</td>
<td>A₁</td>
<td>S₂E₁N₂A₁</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>N₂</td>
<td>A₂</td>
<td>S₂E₁N₂A₂</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>E₂</td>
<td>N₁</td>
<td>A₁</td>
<td>S₂E₂N₁A₁</td>
<td></td>
</tr>
<tr>
<td></td>
<td>N₁</td>
<td>A₂</td>
<td>S₂E₂N₁A₂</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>N₂</td>
<td>A₁</td>
<td>S₂E₂N₂A₁</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>N₂</td>
<td>A₂</td>
<td>S₂E₂N₂A₂</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Combinations</td>
<td></td>
<td></td>
<td></td>
<td>16</td>
<td></td>
</tr>
</tbody>
</table>

6.5 Sample:

In the present study, the sample consists of 2000 Prospective Teachers of 28 educational institutions affiliated to Mumbai University.

The colleges of education included in the sample were selected on the basis of random method of sampling by adopting a lottery system. The process was completed with replacement technique of the sampling. Within each institution only English medium Prospective Teachers were taken up for the study. Only those Prospective Teachers were considered for the study that had filled up all the questionnaires, complete in all respects, for the analysis purpose.

6.6 Tools of Research:

The investigator has selected the following tools for data collection in the present study:

2. Learning Style Inventory by Dangwal and Mitra (1998), a revised version.
5. Achievement-Motivation Scale by Deo and Mohan (2011), a revised version.

6.7 Variables Structure:

In the present study, Thinking Style and Learning Style were considered dependent/criterion variables and Self-Efficacy, Emotional Intelligence, Achievement-Motivation and Attitude Towards Teaching as the independent variables.

6.8 Data Collection and Scoring:

The data were collected by administering the six tools on the Prospective Teachers on prefixed schedule.

The Scoring of the various Inventories/Questionnaires/Scales were done with the help of instructions given in the manual and standard scoring keys developed by the authors of the concerned tools. The scores thus obtained were recorded for further analysis.

6.9 Organization and Tabulation of Data:

The data were tabulated and organized according to the objectives of the study. The classificatory variables were Self-Efficacy, Achievement-Motivation, Emotional Intelligence and Attitude Towards Teaching. Therefore, the scores of each Thinking and Learning Styles in each group were tabulated and organized accordingly.

6.10 Statistical Techniques:

Analyzing the results of 2x2x2x2 factorial design, the main effects of the four factors viz. Self-Efficacy, Emotional Intelligence, Achievement-Motivation and Attitude Towards Teaching were calculated by employing the method of analysis of variance.

For the purpose of analysis, the total scores on Thinking and Learning Styles were taken separately.

Analysis of variance was applied to sixteen combination groups.
The treatment sum of squares has 15 df, with 15 component parts as follows:

1. Comparison of the sum of squares of high and low Self-Efficacy (Main effects of ‘S’).
2. Comparison of the sum of squares of high and low Emotional Intelligence (Main effects of ‘E’).
3. Comparison of the sum of squares of high and low Achievement-Motivation (Main effects of ‘N’).
4. Comparison of the sum of squares of high and low Attitude Towards Teaching (Main effects of ‘A’).

Two factor interactions of:

5. S x E
6. S x N
7. S x A
8. E x N
9. E x A
10. N x A

Three factor interactions of:

11. S x E x N
12. S x E x A
13. E x N x A
14. N x S x A

Four factor interactions of:

15. S x E x N x A.

The value of ‘F –ratio is computed by employing the following formula:

\[ F - \text{ratio} = \frac{\text{Between groups variance estimate} \ (S_b^2)}{\text{Within group variance estimate} \ (S_w^2)} \]

The post-hoc analysis was done by applying ‘t’ test to compare the different groups of Prospective Teachers.
The following formula was used for calculating 't' test.

\[ t = \frac{|M_1 - M_2|}{\sqrt{\frac{SD_1^2}{n_1} + \frac{SD_2^2}{n_2}}} \]

### 6.11 Conclusions:

A number of conclusions were drawn from the analysis and interpretation of the data. These have been presented systematically as under:

1. The two levels; high and low of Self-Efficacy affect the Thinking Style of Prospective Teachers. Prospective Teachers with high level of Self-Efficacy have different Thinking Style than the low level of Self-Efficacy.
2. The two levels; high and low of Emotional Intelligence affect the Thinking Style of Prospective Teachers. Prospective Teachers with high level of Emotional Intelligence have different Thinking Style than the low level of Emotional Intelligence.
3. The two levels; high and low of Achievement-Motivation affect the Thinking Style of Prospective Teachers. Prospective Teachers with high level of Achievement-Motivation have different Thinking Style than the low level of Achievement-Motivation.
4. The two levels; high and low of Attitude Towards Teaching affect the Thinking Style of Prospective Teachers. Prospective Teachers with high level of Attitude Towards Teaching have different Thinking Style than the low level of Attitude Towards Teaching.
5. The two factors interactions; between Self-Efficacy and Emotional Intelligence affect the Thinking Style of Prospective Teachers. It can be said that the factor of Self-Efficacy is dependent upon the level of Emotional Intelligence. Both factors have the interactions affect on their Thinking Style.
6. The two factors interactions; between Self-Efficacy and Achievement-Motivation did not affect the Thinking Style of Prospective Teachers. It means Prospective Teachers of Self-Efficacy and Achievement-Motivation group do not have interaction effect on their Thinking Style.
7. The two factors interactions; between Self-Efficacy and Attitude Towards Teaching did not affect the Thinking Style of Prospective Teachers. In other words, the difference \( S_1 \) and \( S_2 \) is not dependent upon the factor of Attitude.
Towards Teaching. There is no interaction affect of Self-Efficacy and Attitude Towards Teaching group of Prospective Teachers in their Thinking Style.

8. The two factors interactions; between Emotional Intelligence and Achievement – Motivation did not affect the Thinking Style of Prospective Teachers. Thinking Style of this Prospective Teachers group is not affected due to interaction of Emotional Intelligence and Achievement-Motivation.

9. The two factors interactions; between Emotional Intelligence and Attitude Towards Teaching did not affect the Thinking Style of Prospective Teachers. It can be said that level of Emotional Intelligence is not dependent upon the factor of Attitude Towards Teaching. Emotional Intelligence and Attitude Towards Teaching interaction do not show the affect on Thinking Style of Prospective Teachers.

10. The two factors interactions; between Achievement – Motivation and Attitude Towards Teaching did not affect the Thinking Style of Prospective Teachers. It leads to conclusion that Achievement-Motivation and Attitude Towards Teaching interaction has no affect on their Thinking Style.

11. The three factors interactions; between Self –Efficacy, Emotional Intelligence and Achievement-Motivation affect the Thinking Style of Prospective Teachers. In other words, Prospective Teachers were significantly affected by level of Self-Efficacy, Emotional Intelligent and Achievement-Motivation in use of their Thinking Style. It means, Thinking Style of Prospective Teachers is different due to interactions of Self-Efficacy, Emotional Intelligence and Achievement– Motivation.

12. The three factors interactions; between Self-Efficacy, Emotional Intelligence and Attitude Towards Teaching did not affect the Thinking Style of Prospective Teachers. It means Thinking Style of Prospective Teachers is not different due to interaction of Self-Efficacy, Emotional Intelligence and Attitude Towards Teaching.

13. The three factors interactions; between Emotional Intelligence, Achievement–Motivation and Attitude Towards Teaching did not affect the Thinking Style of Prospective Teachers. Emotional Intelligence, Achievement-Motivation and Attitude Towards Teaching group of Prospective Teachers have same Thinking Style.
14. The three factors interactions; between Self-Efficacy, Achievement-Motivation and Attitude Towards Teaching affect the Thinking Style of Prospective Teachers. It also leads to conclusion that Self-Efficacy, Achievement-Motivation and Attitude Towards Teaching group of Prospective Teachers is different in their Thinking Style.

15. The four factors interactions; between Self-Efficacy, Emotional Intelligence, Achievement-Motivation and Attitude Towards Teaching affect the Thinking Style of Prospective Teachers. This conclusion falls in line with the findings that S x E x N x A were interacted with each other to affect the Thinking Style of Prospective Teachers. Self-Efficacy, Emotional Intelligence, Achievement-Motivation and Attitude Towards Teaching interaction make the group different in their Thinking Style. It can be said that Thinking Style is dependent on Self-Efficacy, Emotional Intelligence, Achievement-Motivation and Attitude Towards Teaching.

16. The two levels; high and low of Self-Efficacy affect the Learning Style of Prospective Teachers. Prospective Teachers with high level of Self-Efficacy tended more towards their Learning style than low level of Self-Efficacy.

17. The two levels; high and low of Emotional Intelligence affect the Learning Style of Prospective Teachers. Prospective Teachers with high level of Emotional Intelligence were more inclined towards use of their Learning Style than Prospective Teachers with low level of Emotional Intelligence.

18. The two levels; high and low of Achievement-Motivation did not affect the Learning Style of Prospective Teachers. Prospective Teachers with high level of Achievement-Motivation have no effect on their Learning Style than their counterparts with low level of Achievement-Motivation.

19. The two levels; high and low of Attitude Towards Teaching affect the Learning Style of Prospective Teachers. High level of Attitude Towards Teaching group of Prospective Teachers have more tendencies to use their Learning Style than low level group of Prospective Teachers.

20. The two factors interactions; between Self-Efficacy and Emotional Intelligence affect the Learning Style of Prospective Teachers. It indicates that Self-Efficacy group interact with Emotional Intelligence group at any level and vice-a-versa. This conclusion falls in line with the finding that Self-Efficacy is dependent upon Emotional Intelligence.
21. The two factors interactions; between Self-Efficacy and Achievement-Motivation did not affect the Learning Style of Prospective Teachers. This indicates that level of Achievement-Motivation did not interact significantly with level of Self-Efficacy. Similarly, it can be said that level of Self-Efficacy is not dependent upon the factor of Achievement-Motivation. Therefore, Learning Style of Prospective Teachers is not affected due to interaction of Self-Efficacy and Achievement-Motivation.

22. The two factors interactions; between Self-Efficacy and Attitude Towards Teaching did not affect the Learning Style of Prospective Teachers. It concludes that Self-Efficacy group was independent of Attitude Towards Teaching group. Thus, Self-Efficacy and Attitude Towards Teaching group of Prospective Teachers have same Learning Style.

23. The two factors interactions; between Emotional Intelligence and Achievement-Motivation did not affect the Learning Style of Prospective Teachers. This points out that the difference between level of Achievement-Motivation (High and low) is independent of level of Emotional Intelligence. In other words, difference between E1 and E2 is not dependent upon the factor of Achievement-Motivation.

24. The two factors interactions; between Emotional Intelligence and Attitude Towards Teaching did not affect the Learning Style of Prospective Teachers. It can be said that level of Emotional Intelligence is not dependent upon the factor of Attitude Towards Teaching.

25. The two factors interactions; between Achievement-Motivation and Attitude Towards Teaching did not affect the Learning Style of Prospective Teachers. Learning Style of Prospective Teachers did not shown affect due to interaction of Achievement-Motivation and Attitude Towards Teaching.

26. The three factors interactions; between Self-Efficacy, Emotional Intelligence and Achievement-Motivation did not affect the Learning Style of Prospective Teachers. Self-Efficacy, Emotional Intelligence and Achievement-Motivation group of Prospective Teachers have same Learning Style.

27. The three factors interactions; between Self-Efficacy, Emotional Intelligence and Attitude Towards Teaching did not affect the Learning Style of Prospective Teachers. It leads to conclusion that Self-Efficacy, Emotional
Intelligence and Attitude Towards Teaching did not interact significantly with each other.

28. The three factors interactions; between Emotional Intelligence, Achievement – Motivation and Attitude Towards Teaching did not affect the Learning Style of Prospective Teachers. Therefore, there is no difference in Learning Style of Prospective Teachers due to interaction of Emotional Intelligence, Achievement-Motivation and Attitude Towards Teaching.

29. The three factors interactions; between Self-Efficacy, Achievement-Motivation and Attitude Towards Teaching did not affect the Learning Style of Prospective Teachers. Therefore, Learning Style of this Prospective Teachers group is not different due to interaction of Self-Efficacy, Achievement-Motivation and Attitude Towards Teaching.

30. The four factors interactions; between Self-Efficacy, Emotional Intelligence, Achievement-Motivation and Attitude Towards Teaching did not affect the Learning Style of Prospective Teachers. This indicates that Self-Efficacy, Emotional Intelligence, Achievement-Motivation and Attitude Towards Teaching do not interact significantly with each other. It can be said that Learning Style is independent of Self-Efficacy, Emotional Intelligence, Achievement-Motivation and Attitude Towards Teaching.

### 6.12 Educational implications

Effective research always leads to either theory building, extension of the corpus of knowledge and advancement of the principles and generalizations or helps in improving the process and product or both.

The present study will be very helpful to the educational planners, policy makers, administrators, teacher-educators and parents in particular and society in general in bringing about the improvement in various skills of the Prospective Teachers by strengthening their Self-Efficacy, Emotional Intelligence, Achievement-Motivation and special emphasis on their Attitude Towards Teaching. The finding of the present study bears significant educational implications.

On the basis of Self-Efficacy it was observed that Prospective Teachers have high level of Self-Efficacy have different Thinking Style than those Prospective Teachers who possessed low level of Self-Efficacy. It implies that level of the Self-
Efficacy of Prospective Teachers should be improved by administering suitable intervention programmes.

Another finding point out that highly Emotional Intelligent Prospective Teachers were more prone to Thinking Style than low Emotional Intelligent Prospective Teachers. It means, efforts should be made to enhance the level of Emotional Intelligence of those Prospective Teachers who have low level of Emotional Intelligence.

Another finding indicates that high level of achievement motivated Prospective Teachers were found different to their counterparts who have low level of Achievement-Motivation with respect to their Thinking Style. It means efforts should be made to enhance the level of Achievement-Motivation of those Prospective Teachers who have low level of Achievement-Motivation.

Another finding revealed that Prospective Teachers having high level of Attitude Towards Teaching have different Thinking Style than their counterparts having low level of Attitude Towards Teaching. It gives a message that the administrators of the colleges of education should attempt to create such conditions in the colleges which are conducive for developing Attitude Towards Teaching of Prospective Teachers particularly of those who have low level of Attitude Towards Teaching.

Results related to Learning Style disclose that Prospective Teachers having high level of Self-Efficacy had different Learning Style than their counterparts having low level of Self-Efficacy. It means efforts should be made to enhance the level of Self-Efficacy of those Prospective Teachers who have low level of Self-Efficacy.

Another finding indicates that Emotional Intelligence of Prospective Teachers is linked with Learning Style. It suggests that Emotional Intelligence related conditions should be improved in colleges of education.

Prospective Teachers who have high level of Achievement-Motivation were found to be superior to their counterparts who have low level of Achievement-Motivation with respect to their Learning Style. It implies that level of the Achievement-Motivation of Prospective Teachers should be improved by administering suitable invention programmes.

Based on Attitude towards Teaching in Learning Style, it suggests that Attitude Towards Teaching related conditions should be improved in colleges of
education so that these particular Learning Style may be developed among Prospective Teachers.

Based on Thinking and Learning Style, it may recommend that Prospective Teachers should be encouraged to adopt Thinking and Learning Style. Not only this, Prospective Teachers should be imparted knowledge regarding various types of Thinking and Learning Style and to make use of variety of style in the classroom so that various types of goals may be attained successfully.

### 6.13 Suggestions for further research:

After having experience of conducting the present study, the following suggestions are offered by the researcher for further research:

1. The present study was undertaken on students of B.Ed. Colleges. Similar investigation may be carried out on D.Ed. Colleges in order to have broad generalizations.

2. Thinking and Learning Style of Prospective Teachers of Secondary Level Institutions may be compared with Prospective Teachers of Elementary Level Institutions.

3. Thinking and Learning Style of Prospective Teachers may be explored in relation to their cognitive characteristics viz. Intelligence and Creativity.

4. Thinking and Learning Style of Prospective Teachers may be investigated in context of Personality traits.

5. Thinking and Learning Style of Prospective Teachers may be obtained across various discipline areas.

6. Thinking and Learning Style, effects may be ascertained on academic performance, problem solving and critical thinking skills of Prospective Teachers.

7. Thinking and Learning Style of Prospective Teachers from traditional colleges may be compared with thinking and Learning Style of Prospective Teachers from Special Teacher’s Training Colleges of Education.

8. An exploratory study may be carried out to examine the nexus between thinking and Learning Style of Prospective Teachers with thinking and Learning Style of Teacher Educators.

9. Thinking and Learning Style of Prospective Teachers may be studied in context of culture.
10. A similar study can be undertaken on the structure of Government and Private Institutions.

11. The present study can be replicated in other areas and colleges and classes taking into consideration the rural and urban strata.

12. A study may be designed to explore the differences between thinking and Learning Style of Prospective Teachers in relation to their Academic Achievement.

13. A study may be undertaken to investigate thinking and Learning Style of Prospective Teachers of their Adjustment problems and mental health.

14. Adjusted and maladjusted Prospective Teachers may be compared on their thinking and Learning Style.

15. A parallel study may be conducted on the students of Engineering and other Professional Colleges.

16. Thinking and Learning Styles of students of Colleges of Education may be compared with Thinking and Learning Style of students of other Professional Colleges such as Law colleges, Engineering colleges or Medical colleges.