CHAPTER – V

Findings, Interpretations, Recommendations and Suggestions
CHAPTER V

FINDINGS, INTERPRETATIONS, RECOMMENDATIONS AND SUGGESTIONS

5.01 MAJOR FINDINGS
PERCENTAGE ANALYSIS

♦ Majority of B.Ed. college students' self-esteem is recorded as average with reference to all the background variables.

   It was observed that 17.0%, 70.8% and 12% of B.Ed. college students' self-esteem is high, average and low respectively.

♦ Majority of B.Ed. college students' stress and its dimensions fall in the average level with reference to all the background variables.

   It was inferred that 12.2%, 75.1% and 12.2% of B.Ed. college students' stress is high, average and low respectively.

♦ Majority of B.Ed. college students' emotional intelligence and its dimensions fall in the average level with reference to all the background variables.

   It was observed that 14.3%, 68.1% and 17.6% of B.Ed. college students' emotional intelligence is high, average and low respectively.

♦ Majority of B.Ed. college students' academic achievement is recorded as average with respect to background variables.

   It was observed that 17.5%, 63.9% and 18.5% of B.Ed. college students' academic achievement is high, average and low respectively.
DIFFERENTIAL ANALYSIS

Age

- There is no significant difference among B.Ed. college students in their self-esteem with reference to age.
- There is no significant difference among B.Ed. college students in their stress and its dimensions with reference to age.
- There is no significant difference among B.Ed. college students in their emotional intelligence and its dimensions with reference to age.
- There is no significant difference among B.Ed. college students in their academic achievement with reference to age.

Gender

- Significant difference is noticed between B.Ed. college students in their self-esteem with reference to gender.
- There is no significant difference between B.Ed. college students in their stress and its dimensions in terms of gender.
- Significant difference is noticed between B.Ed. college students in their emotional intelligence and its dimensions such as emotional stability, integrity, value orientation, and commitment, whereas no significant difference is noticed in emotional intelligence and its dimensions such as self-awareness, empathy, self-motivation, managing relations, self-development, altruistic behaviour and emotional intelligence in total.
- There is no significant difference between B.Ed. college students in their academic achievement with reference to gender.

Qualification

- Significant difference is not noticed between B.Ed. college students in their self-esteem with reference to qualification.
• Significant difference is noticed between B.Ed. college students in their stress and its dimensions - physiological stress, whereas no significant differences are noticed between B.Ed. college students in emotional stress, social stress, stress related to examination, behavioural stress and stress in total.

• Significant difference is observed between B.Ed. college students in their emotional intelligence and its dimensions - commitment, whereas no significant difference is observed in other dimensions of emotional intelligence.

• There is no significant difference between B.Ed. college students in their academic achievement with reference to qualification.

Discipline

• There is no significant difference between B.Ed. college students in their self-esteem with reference to discipline.

• There is no significant difference between B.Ed. college students in their stress and its dimensions in terms of discipline.

• Significant difference is noticed between B.Ed. college students in their emotional intelligence and its dimensions such as integrity, self-development and commitment. On the other hand no significant difference is noticed between B.Ed. college students in emotional intelligence and its dimensions such as self-awareness, empathy, self-motivation, emotional stability, managing relations, value orientation, altruistic behaviour, and emotional intelligence in total.

• There is no significant difference between B.Ed. college students in their academic achievement with reference to discipline.

Location of the college

• There is no significant difference between B.Ed. college students in their self-esteem with reference to location of the college.

• There is no significant difference between B.Ed. college students in their stress and its dimensions with reference to location of the college.
There is no significant difference between B.Ed. college students in their emotional intelligence and its dimensions with reference to location of the college.

There is no significant difference between B.Ed. college students in their academic achievement with reference to location of the college.

Type of college

There is no significant difference between B.Ed. college students in their self-esteem with reference to type of college.

There is no significant difference between B.Ed. college students in their stress and its dimensions with reference to type of college.

There is no significant difference between B.Ed. college students in their emotional intelligence and its dimensions with reference to type of college.

There is no significant difference between B.Ed. college students in their academic achievement with reference to type of college.

Nature of the college

There is no significant difference among B.Ed. college students in their self-esteem with reference to nature of the college.

Significant difference is noticed among B.Ed. college students in their stress and its dimension - behavioural stress; but no significant differences are noticed in stress and its dimensions such as physiological stress, emotional stress, social stress, stress related to examination and stress in total.

Significant difference is noticed among B.Ed. college students in their emotional intelligence and its dimensions - emotional stability; whereas no significant difference is noticed in their emotional intelligence and its dimensions such as self-awareness, empathy, self-motivation, managing relations, integrity, self-development, value orientation, commitment, altruistic behaviour, and emotional intelligence in total.

Significant difference is noticed among B.Ed. college students in their academic achievement with reference to nature of the college.
Status of the college

- Significant difference is noticed between B.Ed. college students in their self-esteem with reference to status of the college.
- There is no significant difference between B.Ed. college students in their stress and its dimensions in terms of status of the college.
- There is no significant difference between B.Ed. college students in their emotional intelligence and its dimensions in terms of status of the college.
- There is no significant difference between B.Ed. college students in their academic achievement with reference to status of the college.

ASSOCIATIONAL ANALYSIS

Parents’ income

- Significant association is not noticed between self-esteem of B.Ed. college students and their parents’ income.
- Significant association is noticed between stress and its dimensions – stress related to examination and parents’ income; whereas no significant association noticed between stress and its dimensions such as physiological stress, emotional stress, social stress, behavioural stress, stress in total and their parents’ income.
- Significant association is noticed between emotional intelligence and its dimensions such as integrity, self-development, commitment and parents’ income; whereas no significant association is noticed between emotional intelligence and its dimensions such as self-awareness, empathy, self-motivation, emotional stability, managing relations, integrity, self-development, value orientation, altruistic behaviour, emotional intelligence in total and their parents’ income.
- Significant association is not noticed between academic achievement of B.Ed. college students and their parents’ income.
CORRELATIONAL ANALYSIS

1. There is no significant correlation between self-esteem and academic achievement of B.Ed. college students (Total sample).

   Significant correlation is found between self-esteem and academic achievement of B.Ed. college students with reference to students of 25 and below age group, male students, U.G. degree holders, students of rural colleges, students of affiliated colleges and students whose parents' income is between Rs.2001- 5000 per month.

   There is no significant correlation between self-esteem and academic achievement of B.Ed. college students with reference to students of 26-30 age group and 31 and above age group, female students, P.G degree holders, students of urban colleges, students of autonomous colleges, students whose parents' income is between Rs. 5001 - 10,000 per month, Rs.10, 001 and above per month and total sample.

2. There is significant positive correlation between stress and academic achievement of B.Ed. college students (Total sample).

   Significant correlation is found between stress and academic achievement of B.Ed. college students with reference to students of 26-30 age group, female students, U.G and P.G qualified students, students of science discipline, students of urban colleges, students of aided and unaided colleges, students of co-education colleges, students of affiliated colleges, students whose parents' income is between Rs.2001-5000 per month, Rs.5001-10,000 per month, Rs.10,001 and above per month and total sample.

   There is no significant correlation between stress and academic achievement of B.Ed. college students with reference to students of 25 and below, 31 and above age group, male students, students of arts discipline, students of rural colleges,
students of women’s and men’s colleges, students of autonomous colleges and
students whose parents’ income is Rs.2000 and below per month.

3. There is no significant correlation between emotional intelligence and academic
achievement of B.Ed. college students (Total sample).

   Significant correlation is found between emotional intelligence and academic
achievement of B.Ed. college students with reference to female students and students
of rural colleges.

   There is no significant correlation between emotional intelligence and
academic achievement of B.Ed. college students with reference to students of 25 and
below age group, 26-30 age group and 31 and above age group, male students, U.G
and P.G qualified students, students of arts and science discipline, students of urban
colleges, students of aided and unaided colleges, students of women’s, men’s and co-
education colleges, students of affiliated and autonomous colleges, students whose
parents’ income is Rs.2000 and below per month, Rs.2001-5000 per month, Rs. 5001-
10,000 per month, Rs.10,001 and above per month and total sample.

5.02 INTERPRETATIONS

   The four variables namely, self-esteem, stress, emotional intelligence and academic
achievement appear to be at an average level for the following reasons:

   B.Ed. programme appears to be the last option for the several candidates. The
students who opt for B.Ed. programme are normally average and below average caliber. No
wonder the average input would produce average output only.

   Moreover candidates opting for B.Ed. programme seem to confine themselves to the
traditions (i.e) a family profession.

   Their parents and relatives would be engaged in the teaching profession. Hence, they
refer to continue with the same.

   Most candidates on choosing the B.Ed. programme seem professionally secure.
Hence, the job security makes them to choose teaching as an option.
Age

There is no significant difference among B.Ed. college students in their self-esteem, stress and its dimensions, emotional intelligence and its dimensions and academic achievement with reference to age.

The B.Ed. college students enter their training in colleges of education after completing at least their bachelor degree from some recognized University. They have already had an exposure to higher learning and co-learning with peer groups. Hence, their interaction and interpersonal relationship with class mates, hostel mates and college mates have already moulded them into matured students giving them the right self-esteem.

During their under graduate or post graduate period of study, the students have faced many situations causing intellectual and academic stress and they have learnt how to overcome it. Contradiction to this finding Subas and Janganish (2005) report that there is significant difference between teachers of different age groups with regard to stress. Likewise, the exposure they have had in the arts and science colleges of their degree courses have taught them how to handle the situations effectively with the right emotional intelligence.

Therefore, it is learnt that since students of all age groups have gone through the same pattern of experience during their graduate or post graduate course, age factor does not have any significant impact on their academic achievement.

Gender

The B.Ed. college students significantly differ in their self-esteem with reference to gender.

Among the many reasons that can be given for male students being better in their self-esteem than their female counterparts, one is that, the male students of the B.Ed. college are more independent than their female classmates. They need not depend on others regarding conveyance. They can boldly go out to libraries and shops at any time of the day, while the female students are dependent on others for getting permission go out and
sometime escoted by the elders too. The B.Ed. college male (Mean = 62.17) students are better in their self-esteem than their counterparts (Mean = 60.83). It is a known fact that Indian culture has in store a number of responsibilities and difficulties for the female students. They have to do their household duties and finding free time for self-improvement becomes a problem. If they are married, it is still worse because of added responsibilities and increased insults which lower their self-esteem. The finding that contradicts from the study by Ponni, Santhi and Palanisamy (2007) hold that there is no significant difference between male and female students in their self-esteem. They also rationalize that the female students receive more respect and love from their parents, siblings and other family members and treated on par with male.

There is no significant difference between B.Ed. college students in their Stress and its dimensions in terms of gender.

Both the male and female students of B.Ed. colleges undergo the same type of experiences in their campus and academic responsibilities. Both of them seem to have the same attitude and response to the situations and challenges faced in their academic career. But on the contrary study by Sebastian and Bella Pragash (2007) hold that there is significant difference between higher secondary boys and girls in their social stress management. The girls are better than the boys in their social stress management. Again Subas and Janganish (2005) also report that the female teachers have high stress than male teachers.

Significant difference is noticed between B.Ed. college students in their emotional intelligence and its dimensions such as emotional stability, integrity, value orientation, and commitment. The finding that draws support from the study by Sridhar and Hamid Reza Badiei (2007) hold that there is significant difference between boys and girls in their emotional understanding and emotional intelligence. But the finding contradicts to the study by Indu and Nishakumari (2010) report that there is no significant difference between emotional intelligence of male and female students.
The gender factor has a definite impact on the emotional stability of the B.Ed. college students. It is found that the female students are more stable in their emotions. The various sufferings and difficulties at home and in the society for the female students have taught them to attain emotional stability.

In integrity, the gender factor accounts a significant difference namely; the male students possess more integrity than the female students. The female students appears to be honest and optimistic but they are neither confident about achieving their goals nor aware of their weakness. The society and the Indian family spoon-feed and overprotect the female students leading to loss of integrity.

The female students are better in value orientation because usually female students have a better code of ethics and sharper conscience than their male counterparts.

With reference to commitment the female students are better than the male students. They have a clearer target, deeper involvement and better systematic and organized methods of work. Generally female are hardworking and value oriented made them committed.

The B.Ed. college students do not significantly differ in emotional intelligence and its dimensions such as self-awareness, empathy, self-motivation, managing relations, self-development, altruistic behaviour and emotional intelligence in total. The experiences, attitudes and maturity of both the female and male students of B.Ed. colleges are almost the same; there is no significance difference in their emotional intelligence and its dimensions such as self-awareness, empathy, self-motivation, managing relations, self-development, altruistic behaviour and emotional intelligence in total. The major finding draws support from the study by Umadevi M.K. (2009) holds that male and female student teachers, arts and science student teachers did not differ in emotional intelligence and in academic motivation.

There is no significant difference between B.Ed. college students in their Academic achievement with reference to gender. Since B.Ed. is a professional course the devotion and the hardworking tendency of both the genders are the same. Contradictions to the above
finding Sivalingam & Sivakumar (2010) hold that B.Ed. college students differ significantly in academic achievement with respect to gender.

Qualification

The B.Ed. college students do not significantly differ in their self-esteem with reference to qualification. Both U.G and P.G students have had almost the same experiences in the past in their colleges.

The B.Ed. college students significantly differ in their stress and its dimensions - physiological stress. The P.G students are matured enough to face situations leading to physiological stress. Compare to P.G students, for the U.G students a number of assignments, seminars and examinations would have been less and hence, when they are given tasks is higher than their abilities the U.G students stress level increases. The B.Ed. college students do not significantly differ in their emotional stress, social stress, stress related to examination, behavioural stress and stress in total. Every student has to do the same tasks and responsibilities and everyone's way of handling challenges and duties seem to be the same.

Significant difference is observed between B.Ed. college students in their emotional intelligence and its dimension - commitment with respect to their qualification.

The P.G students may boast too much of the edge they have over the U.G students. They also think that acquiring a masters degree is an end and an achievement, whereas for the U.G students acquiring a B.Ed. degree is a question of laying the foundation in their life for getting a job.

The B.Ed. college students do not significantly differ in emotional intelligence and its dimensions such as self-awareness, empathy, self-motivation, emotional stability, managing relations, integrity, self-development, value orientation, altruistic behaviour and emotional intelligence in total. The extra qualification of the P.G students seems to have no bearing on emotional intelligence and its other dimensions. They seem to be like the U.G students in
emotional intelligence. There is no significant difference between B.Ed. college students in their academic achievement with reference to qualification. Both U.G and P.G students have the same level of academic achievement irrespective of their qualification. Perhaps, all of them, whether U.G degree holders or P.G degree holders, have the same motivation, target, training and enthusiasm same curriculum and same classes during the B.Ed. course.

Discipline

There is no significant difference between B.Ed. college students in their self-esteem and stress and its dimensions with reference to discipline. Whether the B.Ed. college students belong to arts or science discipline, all have equal self-esteem, as the course and the institution where they study are the same. Owing to the fact that the duties, challenges and the future of B.Ed. students of both discipline remain the same their stress and its dimensions do not differ.

Significant difference is noticed between B.Ed. college students in their emotional intelligence and its dimensions such as integrity, self-development and commitment. The students of art discipline have better integrity and self-development than the science students. But science students are more committed than the students of arts discipline based on the comparison of mean scores. The B.Ed. college students’ emotional intelligence is affected at different degrees with reference to integrity, because each individual has a different set of beliefs and goals. While a few are aware of their weakness, most do not. Their self-development has different levels of impact on their emotional intelligence due to lack of motivation and also due to the inability of some students to identify and separate their emotions. The science students are better committed than the arts students owing to their attitude to work and abilities to fulfill commitments.

The B.Ed. college students do not significantly differ in emotional intelligence and its dimensions such as self-awareness, empathy, self-motivation, emotional stability, managing relations, value orientation, altruistic behaviour, and emotional intelligence in total.

The reason for no significant difference in these dimensions of emotional intelligence is all of them have the same amount of self confidence, abilities to maintain personal
relationships, concern for others and decision making capability coupled with balancing emotions despite disturbance. Their optimistic outlook, code of ethics and desire to encourage others to take the initiative remain the same; hence, making no significant difference in their emotional intelligence. The major finding draws support from the study by Indu and Nishakumari (2010) hold that there is no significant difference in the emotional intelligence among Arts, Science and Commerce students.

There is no significant difference between B.Ed. college students in their academic achievement with reference to discipline. Perhaps, as all the students share the same convictions, there is no significant difference found in their academic achievement with reference to discipline.

Location of the college

There is no significant difference between B.Ed. college students in their self-esteem, stress and its dimensions, emotional intelligence and its dimensions and academic achievement with reference to location of the college.

The location does not seem to affect the students in academic achievement because most of the B.Ed. colleges follow the Government's norms regarding infrastructure, curriculum and teaching methods. The finding draws support from the study by Amrit Raj and Annaraja (2008) hold that there is no significant difference between rural and urban high school students in their self-esteem. Sridhar and Hamid Reza Badiei (2007) hold that there is no significant difference between rural and urban students in their emotional perception, emotional facilitation of thought, emotional understanding, emotional management and emotional intelligence. The finding that draws support from the study by Gurubasappa H.D (2009) holds that there was a significant difference in the academic achievement of students with respect to sex, type of school, medium of instruction, locality and socio-economic status.
**Type of college**

The B.Ed. college students significantly differ in self-esteem with reference to the type of college. No wonder that the aided college students are better in their self-esteem because of their merit which gets them admission and also because of the input given by the experienced staff of their institutions. The students of aided colleges (62.32) are better in their self-esteem in comparison to their counterparts of unaided institutions. (61.03)

There is no significant difference between B.Ed. college students in their stress and its dimensions, emotional intelligence and its dimensions and academic achievement with reference to type of college. Since the psychological frame of all B.Ed. college students whether aided or unaided institutions, is the same, no significant difference is found.

**Nature of the college**

There is no significant difference among B.Ed. college students in their self-esteem with reference to the nature of the college. Obviously, students irrespective of the nature of their colleges be it, women’s, men’s, or co-educational, possess the same self-image, face the same challenges and almost the same academic culture everywhere.

Significant difference is noticed among B.Ed. college students in their stress and its dimension - behavioural stress. Men’s college students significantly differ in behavioral stress because the male normally behave little rough and men are sharp and open in their criticism than the female. So the students in men’s college face greater behavioural stress.

Significant differences are not noticed among B.Ed. college students in stress and its dimensions such as physiological stress, emotional stress, social stress, stress related to examination and stress in total. It is so because the condition of the body and its reaction, emotional stability, social environment and examination worries and challenges are almost common to every student in B.Ed. colleges.

Significant difference is noticed among B.Ed. college students in their emotional intelligence and its dimensions - emotional stability. Women’s college students are
emotionally stable than the other two groups specially they significantly differ from students of co-educational colleges. Students have different levels of emotional stability owing to their character, reactions and responses and consistence in persevering during times of facing obstacles and problems. But the challenges and obstacles are less in women’s college, whereas in co-educational institutions the students face varieties of problem. So, then emotional stability is not on par with the students of women’s colleges.

Significant differences are not noticed among B.Ed. college students in their emotional intelligence and its dimensions such as self-awareness, empathy, self-motivation, managing relations, integrity, self-development, value orientation, commitment, altruistic behaviour, and emotional intelligence in total. One of the many reasons for absence of difference in these areas is the fact that all of them share the common goal, exhibit the same attitude and experience almost the same academic culture in their institutions.

Significant difference is noticed among B.Ed. college students in their academic achievement with reference to nature of the college. The nature of the college where a students studies does affect the academic achievement, because the environment, temptations and attractions for students differ in each type of institutions. The male students studying in B.Ed. colleges exclusively for men’s are better in self motivation and handling problematic situations than those studying in women’s and co-educational colleges. The men’s (25.89) college students are better in their academic achievement than women’s (24.49) and co-education (25.00) colleges.

Status of the college

Significant difference is noticed between B.Ed. college students in their self-esteem with reference to status of the college.

Most of the autonomous colleges have very good academic record due to their longstanding achievement. Only such colleges go in for autonomy status and only those are given the state of autonomy. Academically excellent students get admission in their institutions. No wonder that students from these colleges shine and have very high self-
esteem. The students of autonomous (63.83) colleges are better in their self-esteem than the ones of the affiliated institutions (61.03).

There is no significant difference between B.Ed. college students in their stress and its dimensions, emotional intelligence and its dimensions and academic achievement with reference to status of the college.

B.Ed. course is a professional course. The students get intensive training and totally engage in practical aspects of teaching and learning. The problems, challenges and stressful situations they face are almost the same in all the institutions. Hence, they do not differ in stress and emotional intelligence with respect to status of the college.

Parents’ income

Significant association is not noticed between self-esteem of B.Ed. college students and reference to parents’ financial status as the student on his own effort plans for his academic excellence through self-motivation.

Significant association is noticed between stress related to examination and reference to parents’ income, as the economic stability bears a direct influence upon the academic performance of the student especially on the stress that is related to examination. Because their economic conditions may be a motivating factor for their studies too. The students of low income group may strive to move to upper class through their education.

On the other hand the attitudes, aim and vision of the students are in no way lead astray, as the determinations to achieve high remain strong. As a consequence the other dimensions of stress such as physiological stress, emotional stress, social stress, behavioural stress do not come on his way in the quest for excellence.

Significant association is noticed between emotional intelligence and its dimensions such as integrity, self-development and commitment and parents’ income of B.Ed. college students. If the financial requirement of the students are not met that may affect the self-development. Hence, significant association is noticed between emotional intelligence and its
dimensions such as integrity, self-development and commitment with reference to parents' income.

No significant association is noticed between emotional intelligence and its dimensions such as self-awareness, empathy, self-motivation, emotional stability, managing relations, value orientation, altruistic behavior, emotional intelligence in total with reference to parents' income of B.Ed. college students. When the students make an entry into the college, the environment moulds the student by equipping them with sound ethical values. Hence, the students are fully geared up to perform well. Therefore, significant association is not noticed between emotional intelligence and its dimensions such as self-awareness, empathy, self-motivation, emotional stability, managing relations, value orientation, altruistic behavior, emotional intelligence in total and parents' income of B.Ed. college students.

Significant association is not noticed between academic achievement of B.Ed. college students and parents' income.

The academic environment prevalent in the college helps the students perform better. The students are also mature enough to understand their position and take up the academic challenges in an enthusiastic manner. So the income of the parents does not affect the result of the students. Hence, significant association is not noticed between academic achievement of B.Ed. college students and parents' income.

CORRELATIONAL ANALYSIS

Correlation between Self-esteem and Academic Achievement

Significant positive correlation is found between self-esteem and academic achievement of B.Ed. college students with reference to students of 25 and below age group, male students, U.G. degree holders, students of rural colleges, and students of affiliated colleges and students whose parents' income is between Rs.2001-5000 per month.
Student makes an entry in to the B.Ed. college at the appropriate age which is conducive for a healthy learning. The level of confidence and self-esteem are high among the male students as they are more concerned of their future. The major findings that drawn support from the study by Thilagavathy (2008) reports that self-esteem and academic achievement are found to be positively and significantly related.

Academic pressure on the U.G. degree holders compels them to perform better. Seminars, symposiums and workshops appear to be novel for them. Hence, a drive to excel is aroused in them. The students of rural colleges are more focused towards their goal. The economic hardship makes them more goal oriented. The family condition bring in and an urge to perform better. Most of the affiliated colleges established in rural areas are near the homes of the students. There is a conscious and committed involvement of the students toward their academic performance. The income level of the parents' falls between Rs.2001-5000 per month, compels the students to work hard, put in the maximum effort and excel in their studies.

There is no significant correlation between self-esteem and academic achievement of B.Ed. college students with reference to students of 26-30 age group and 31 and above age group, female students, P.G degree holders, students of urban colleges, students of autonomous colleges, students whose parents' income is between Rs. 5001 - 10,000 per month, Rs.10,001 and above per month and total sample.

Students of 26-30 age group and 31 and above have a strong sense to achieving academic excellence. Moreover their goal orientedness drives them to pursuit their objectives. The P.G students have already been moulded at their undergraduate level. Hence, they are more conscious of their academic pursuit and successful completion of the course. The urban students have better chances of pursuing their studies as everything in connection to their course (i.e) teaching aids, course material are easily available. Opportunities are more for them in comparison to their counterparts of the rural setup. Autonomous colleges maintain their own system of administration; they reserve the right to bring in educational
reforms as and when required. Hence the students studying in their institution enjoy the privileges offered by the college.

**Correlation between Stress and Academic Achievement**

There is significant positive correlation between stress and academic achievement of B.Ed. college students (Total sample).

Significant correlation is found between stress and academic achievement of B.Ed. college students with reference to students of 26-30 age group, female students, U.G and P.G qualified students, students of science discipline, students of urban colleges, students of aided and unaided colleges, students of co-education colleges, students of affiliated colleges, students whose parents' income is between Rs.2001-5000 per month, Rs.5001-10,000 per month, Rs.10,001 and above per month and total sample.

The students of 26-30 age group possess the capacity to handle stressful situations. The female students are also subjected to stress but they perform well, as they are trained to handle problems related to physical, emotional, and social levels. Therefore they are better tuned to handle stressful situations in a skillful manner. As the students of both U.G and P.G levels experience the same environment and their education help those handling stressful situation do not matter much for them. The students of science discipline undergo strenuous learning schedule that includes practical, assignments at the U.G and P.G level they are moulded from the beginning to handle stressful situations smoothly.

A favorable atmosphere prevails for the urban learners, as preparation of teaching aids and materials related to teaching are available at their doorstep. The experience of living in urban setup helps them to cope with stress and there is no significant correlation between stress and academic achievement.

As the curriculum (both aided and unaided) and the learning environment of majority of the colleges is the same, handling stressful situations do not appear to be a problem for B.Ed. students.
Students, whose parents' income is between Rs. 2001 and 5000 per month, receive sufficient monetary help from parents to meet the educational expenses. Though stressful conditions do occur they turn favorable.

There is no significant correlation between stress and academic achievement of B.Ed. college students with reference to students of 25 and below, 31 and above age group, male students, students of arts discipline, students of rural colleges, students of women's and men's colleges, students of autonomous colleges and students whose parents' income is Rs.2000 and below per month.

Students of 25 years and below feel their responsibility is higher. They are young and energetic. The take challenges and tasks easily. The age group above 31 shows laxity in studies.

The male students in secondary teacher education programme continue to remain under stressful situation as the question of future is always ahead of them. So they work hard to reap the benefits out of their academic excellence.

The curriculum of B.Ed. lays emphasis on practical teaching. The students of arts discipline, unlike the students of science discipline who have already been introduced to systematic practical work in the laboratories find it difficult to cope with the B.Ed. curriculum. Though the task is new to them they work hard to face the challenges.

The students of rural colleges in comparison to their counterparts of the urban setup are deprived of facilities that help them enrich the quality of education. Even though they are courageous enough to change the demerits into their merits.

The students studying in men's or women's colleges fail to get the opportunities to exchange views, discuss academic matters with the opposite sex. They have their own standards and goals to achieve.

The autonomous colleges offer a wide variety of extracurricular activities to promote quality learning.
Correlation between Emotional intelligence and Academic Achievement

There is no significant correlation between emotional intelligence and academic achievement of B.Ed. college students (Total sample).

Significant positive correlation is found between emotional intelligence and academic achievement of B.Ed. college students with reference to female students and students of rural colleges.

As the female students are more work conscious and possess a great deal of self-concept, self-motivation, integrity and values their emotional intelligence appears to be very strong.

The students of the rural areas are brought up in a healthy atmosphere with inputs of sound values. This healthy upbringing helps them to possess a strong value system. This inherent quality is carried out throughout their college days.

There is no significant correlation between emotional intelligence and academic achievement of B.Ed. college students with reference to students of 25 and below age group, 26-30 age group and 31 and above age group, male students, U.G and P.G qualified students, students of arts and science discipline, students of urban colleges, students of aided and unaided colleges, students of women's, men's and co-educational colleges, students of affiliated and autonomous colleges, students whose parents' income is Rs.2000 and below per month, Rs.2001-5000 per month, Rs. 5001-10,000 per month, Rs.10,001 and above per month and total sample. The finding draws support from the study by Jeyaseelan Selvakumar and Arumugarajan (2010) hold that there is no significant relationship between emotional intelligence and achievement of higher secondary commerce students with reference to class.
5.03 RECOMMENDATIONS

From the analysis of the present study, the following recommendations are made:

1. College should organize personality development programmes in order to enhance the level of self-esteem of teacher trainees.

2. The college should organize seminar on guidance and counseling and on emotional intelligence skill, so that the students can grow as emotionally matured and balanced persons.

3. Student - teacher's relationship must be healthy so that they can contribute together to bringing out the best in the B.Ed. students. Teacher Educators must be the role model for prospective teachers.

4. Stress Coping Mechanism may be introduced to the prospective teachers.

5. Colleges of Education can give importance for developing soft skills among teacher trainees.

6. Direct purposeful experience may be provided to the B.Ed. students so as to have concrete knowledge about the concepts of teaching and learning.

7. The B.Ed. students must be given training in self-awareness, self-motivation and self-development, so that they can function as effective teachers as well as leaders.

8. Variety of exposures may be provided to B.Ed. students to mould their emotional intelligence.

9. The teacher trainees should be offered various means where by their knowledge is updated based on the development in information technology. As the consequence the self-esteem and confidence in teacher trainees would be increased.

10. The teacher educators may encourage the student- teachers to participate in co-curricular activities such as games, sports and cultural events like music, dance, drama, art, painting and clay modeling. Those co-curricular activities have their own influence on the self-esteem of the student teachers.

11. Self-evaluation sessions based on self-esteem, stress coping management and emotional intelligence can be conducted.
12. Introspection and creative visualization training may be provided to B.Ed. students to strengthen their self-images and for emotional stability.

5.04 SUGGESTIONS FOR FURTHER STUDY

Some areas for further research can be suggested from the discussion.

1. The present study is limited to the B.Ed. college students of southern districts of Tamilnadu. The same study can be extended to other districts of Tamilnadu as well.

2. A study on relationships among self-esteem, stress and emotional intelligence and academic achievement of higher secondary students may be conducted.

3. It is suggested that the same study be carried out at various professional colleges such as Medical colleges, Engineering colleges and Law colleges.

4. This study may be extended to other teacher trainees who undergo training programs such as D.Ed., M.Ed. Panditship and P.P.Ed.

5. An economic survey based on the income of the parents’ of the students of the higher secondary school and its repercussion on the academic performance of the students may be carried out.