CHAPTER - IV
CHAPTER - IV
DATA ANALYSIS AND INTERPRETATION OF RESULTS
AND DISCUSSION

4.1 INTRODUCTION

In this chapter the collected data from the sample of 627 student-teachers (185 male & 442 female) are analyzed by using statistical application of correlation coefficient and t-test for testing the hypotheses. A judicious use of statistics in research reports is often considered a virtue for it contributes a great deal towards the research results. Statistics is usually presented in the form of tables. Such presentation should be self-explanatory and complete in itself.

All hypotheses are tested with suitable and appropriate statistical tools and data are classified and simplified in the form of tables to interpret them and results are drawn.

Discussion is given at the end of the chapter, after having tested all the hypotheses as major findings.
4.2 HYPOTHESES

HYPOTHESIS NO - 1

Among all B.Ed. students, there is no significant positive correlation between
(a) Self-confidence and attitude towards teaching profession
(b) Self-confidence and creativity
(c) Self-confidence and emotional intelligence
(d) Self-confidence and academic achievement
(e) Attitude towards teaching profession and creativity
(f) Attitude towards teaching profession and emotional intelligence
(g) Attitude towards teaching profession and academic achievement
(h) Creativity and emotional intelligence
(i) Creativity and academic achievement
(j) Emotional intelligence and academic achievement

TABLE NO. 1
Correlation among all B.Ed. students in self-confidence, attitude towards teaching profession, creativity, emotional intelligence and academic achievement.

<table>
<thead>
<tr>
<th></th>
<th>Self confidence</th>
<th>Attitude towards Teaching</th>
<th>Creativity</th>
<th>Emotional intelligence</th>
<th>Academic achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self confidence</td>
<td>Pearson Correlation</td>
<td>1</td>
<td>0.444**</td>
<td>-0.149**</td>
<td>0.462**</td>
</tr>
<tr>
<td></td>
<td>Sig.(2-tailed)</td>
<td>-</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>627</td>
<td>627</td>
<td>627</td>
<td>627</td>
</tr>
<tr>
<td>Attitude towards Teaching</td>
<td>Pearson Correlation</td>
<td>0.444**</td>
<td>1</td>
<td>0.059</td>
<td>0.408**</td>
</tr>
<tr>
<td></td>
<td>Sig.(2-tailed)</td>
<td>0.00</td>
<td>-</td>
<td>0.141</td>
<td>0.00</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>627</td>
<td>627</td>
<td>627</td>
<td>627</td>
</tr>
<tr>
<td>Creativity</td>
<td>Pearson Correlation</td>
<td>-0.149**</td>
<td>0.059</td>
<td>1</td>
<td>-0.03</td>
</tr>
<tr>
<td></td>
<td>Sig.(2-tailed)</td>
<td>0.00</td>
<td>0.141</td>
<td>-</td>
<td>0.454</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>627</td>
<td>627</td>
<td>625</td>
<td>627</td>
</tr>
<tr>
<td>Emotional intelligence</td>
<td>Pearson Correlation</td>
<td>0.462**</td>
<td>0.408**</td>
<td>-0.03</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Sig.(2-tailed)</td>
<td>0.00</td>
<td>0.00</td>
<td>0.454</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>627</td>
<td>627</td>
<td>627</td>
<td>627</td>
</tr>
<tr>
<td>Academic achievement</td>
<td>Pearson Correlation</td>
<td>0.162**</td>
<td>0.062</td>
<td>-0.033</td>
<td>0.046</td>
</tr>
<tr>
<td></td>
<td>Sig.(2-tailed)</td>
<td>0.00</td>
<td>0.120</td>
<td>0.407</td>
<td>0.254</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>627</td>
<td>627</td>
<td>627</td>
<td>627</td>
</tr>
</tbody>
</table>

** Correlation is significant at the 0.01 level (2-tailed).
Table No. 1 reveals the following inferences:

(a) There is significant positive correlation between self-confidence and attitude towards teaching profession at 0.01 level

(b) There is significant negative correlation between self-confidence and creativity at 0.01 level

(c) There is significant positive correlation between self-confidence and emotional intelligence at 0.01 level

(d) There is significant positive correlation between self-confidence and academic achievement at 0.01 level

(e) There is no significant positive correlation between attitude towards teaching profession and creativity

(f) There is significant positive correlation between Attitude towards teaching profession and emotional intelligence at 0.01 level

(g) There is no significant positive correlation between Attitude towards teaching profession and academic achievement

(h) There is no significant negative correlation between creativity and emotional intelligence

(i) There is no significant negative correlation between creativity and academic achievement

(j) There is no significant positive correlation between emotional intelligence and academic achievement

Hence Hypotheses 1(a), 1(c), 1(d) and 1(f) are rejected, and Hypotheses 1(b), 1(e), 1(g), 1(h), 1(i) and 1(j) are accepted.
RESULT:

Among all B.Ed. students,

i) There is significant positive correlation between
   a) Self-confidence and attitude towards teaching profession
   c) Self-confidence and emotional intelligence
   d) Self-confidence and academic achievement
   f) Attitude towards teaching profession and emotional intelligence.

ii) There is no significant positive correlation between
    e) Attitude towards teaching profession and creativity
    g) Attitude towards teaching profession and academic achievement
    j) Emotional intelligence and academic achievement

iii) There is no significant negative correlation between
     h) Creativity and emotional intelligence
     i) Creativity and academic achievement

iv) There is significant negative correlation between
    b) Self-confidence and creativity
HYPOTHESIS NO - 2

Among the male B.Ed. students, there is no significant positive correlation between
(a) Self-confidence and attitude towards teaching profession
(b) Self-confidence and creativity
(c) Self-confidence and emotional intelligence
(d) Self-confidence and academic achievement
(e) Attitude towards teaching profession and creativity
(f) Attitude towards teaching profession and emotional intelligence
(g) Attitude towards teaching profession and academic achievement
(h) Creativity and emotional intelligence
(i) Creativity and academic achievement
(j) Emotional intelligence and academic achievement

TABLE NO. 2
Correlation among the male B.Ed. students in self-confidence, attitude towards teaching profession, creativity, emotional intelligence and academic achievement.

<table>
<thead>
<tr>
<th></th>
<th>Self confidence</th>
<th>Attitude towards Teaching</th>
<th>Creativity</th>
<th>Emotional intelligence</th>
<th>Academic achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self confidence</td>
<td>Pearson Correlation 1</td>
<td>0.232**</td>
<td>-0.105</td>
<td>0.348**</td>
<td>0.342**</td>
</tr>
<tr>
<td></td>
<td>Sig.(2-tailed) 0.001</td>
<td>0.155</td>
<td>0.000</td>
<td>0.000</td>
<td>0.000</td>
</tr>
<tr>
<td></td>
<td>N 185</td>
<td>185</td>
<td>185</td>
<td>185</td>
<td>185</td>
</tr>
<tr>
<td>Attitude towards Teaching</td>
<td>Pearson Correlation 0.232**</td>
<td>1</td>
<td>0.084</td>
<td>0.263**</td>
<td>0.142</td>
</tr>
<tr>
<td></td>
<td>Sig.(2-tailed) 0.001</td>
<td>-</td>
<td>0.257</td>
<td>0.000</td>
<td>0.053</td>
</tr>
<tr>
<td></td>
<td>N 185</td>
<td>185</td>
<td>185</td>
<td>185</td>
<td>185</td>
</tr>
<tr>
<td>Creativity</td>
<td>Pearson Correlation -0.105</td>
<td>0.084</td>
<td>1</td>
<td>-0.052</td>
<td>-0.207**</td>
</tr>
<tr>
<td></td>
<td>Sig.(2-tailed) 0.155</td>
<td>0.257</td>
<td>-</td>
<td>0.480</td>
<td>0.005</td>
</tr>
<tr>
<td></td>
<td>N 185</td>
<td>185</td>
<td>185</td>
<td>185</td>
<td>185</td>
</tr>
<tr>
<td>Emotional intelligence</td>
<td>Pearson Correlation 0.348**</td>
<td>0.263**</td>
<td>-0.052</td>
<td>1</td>
<td>0.028</td>
</tr>
<tr>
<td></td>
<td>Sig.(2-tailed) 0.000</td>
<td>0.480</td>
<td>-</td>
<td>-</td>
<td>0.703</td>
</tr>
<tr>
<td></td>
<td>N 185</td>
<td>185</td>
<td>185</td>
<td>185</td>
<td>185</td>
</tr>
<tr>
<td>Academic achievement</td>
<td>Pearson Correlation 0.342**</td>
<td>0.142</td>
<td>-0.207**</td>
<td>0.028</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Sig.(2-tailed) 0.000</td>
<td>0.005</td>
<td>0.703</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>N 185</td>
<td>185</td>
<td>185</td>
<td>185</td>
<td>185</td>
</tr>
</tbody>
</table>

** Correlation is significant at the 0.01 level (2-tailed).
Table No. 2 reveals the following inferences:

(a) There is significant positive correlation between self-confidence and attitude towards teaching profession at 0.01 level

(b) There is no significant negative correlation between self-confidence and creativity

(c) There is significant positive correlation between self-confidence and emotional intelligence at 0.01 level

(d) There is significant positive correlation between self-confidence and academic achievement at 0.01 level

(e) There is no significant positive correlation between Attitude towards teaching profession and creativity

(f) There is significant positive correlation between Attitude towards teaching profession and emotional intelligence at 0.01 level

(g) There is no significant positive correlation between Attitude towards teaching profession and academic achievement

(h) There is no significant negative correlation between creativity and emotional intelligence

(i) There is significant negative correlation between creativity and academic achievement at 0.01 level

(j) There is no significant positive correlation between emotional intelligence and academic achievement.

Hence Hypotheses 2 (a), 2(c), 2(d) and 2(f) are rejected, and Hypotheses 2 (b), 2(e), 2(g), 2(h), 2(i), and 2(j) are accepted.
RESULT:
Among the male B.Ed. students,
i) There is significant positive correlation between
   a) Self-confidence and attitude towards teaching profession
   c) Self-confidence and emotional intelligence
   d) Self-confidence and academic achievement
   f) Attitude towards teaching profession and emotional intelligence

ii) There is no significant positive correlation between
   e) Attitude towards teaching profession and creativity
   g) Attitude towards teaching profession and academic achievement
   j) Emotional intelligence and academic achievement

iii) There is no significant negative correlation between
   b) Self-confidence and creativity.
    h) Creativity and emotional intelligence

iv) There is significant negative correlation between
   i) Creativity and academic achievement.
HYPOTHESIS NO - 3

Among the female B.Ed. students, there is no significant positive correlation between
(a) Self-confidence and attitude towards teaching profession
(b) Self-confidence and creativity
(c) Self-confidence and emotional intelligence
(d) Self-confidence and academic achievement
(e) Attitude towards teaching profession and creativity
(f) Attitude towards teaching profession and emotional intelligence
(g) Attitude towards teaching profession and academic achievement
(h) Creativity and emotional intelligence
(i) Creativity and academic achievement
(j) Emotional intelligence and academic achievement

TABLE NO. 3

Correlation among the female B.Ed. students in self-confidence, attitude towards teaching profession, creativity, emotional intelligence and academic achievement.

<table>
<thead>
<tr>
<th></th>
<th>Self confidence</th>
<th>Attitude towards teaching</th>
<th>Creativity</th>
<th>Emotional intelligence</th>
<th>Academic achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Self confidence</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pearson Correlation</td>
<td>1.00</td>
<td>0.508**</td>
<td>-0.165**</td>
<td>0.490**</td>
<td>0.133**</td>
</tr>
<tr>
<td>Sig.(2-tailed)</td>
<td>-</td>
<td>0.000</td>
<td>0.000</td>
<td>0.000</td>
<td>0.005</td>
</tr>
<tr>
<td>N</td>
<td>442</td>
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<td>442</td>
<td>442</td>
<td>442</td>
</tr>
<tr>
<td><strong>Attitude towards teaching</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pearson Correlation</td>
<td>0.508**</td>
<td>1</td>
<td>0.021</td>
<td>0.439**</td>
<td>0.122**</td>
</tr>
<tr>
<td>Sig.(2-tailed)</td>
<td>0.000</td>
<td>-</td>
<td>0.666</td>
<td>0.000</td>
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<td>442</td>
<td>442</td>
<td>442</td>
</tr>
<tr>
<td><strong>Creativity</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pearson Correlation</td>
<td>-0.165**</td>
<td>0.021</td>
<td>1</td>
<td>-0.038</td>
<td>0.056</td>
</tr>
<tr>
<td>Sig.(2-tailed)</td>
<td>0.000</td>
<td>-</td>
<td>-</td>
<td>0.422</td>
<td>0.236</td>
</tr>
<tr>
<td>N</td>
<td>442</td>
<td>442</td>
<td>442</td>
<td>442</td>
<td>442</td>
</tr>
<tr>
<td><strong>Emotional intelligence</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pearson Correlation</td>
<td>0.490**</td>
<td>0.439**</td>
<td>-0.038</td>
<td>1</td>
<td>0.089</td>
</tr>
<tr>
<td>Sig.(2-tailed)</td>
<td>0.000</td>
<td>0.000</td>
<td>0.422</td>
<td>-</td>
<td>0.0062</td>
</tr>
<tr>
<td>N</td>
<td>442</td>
<td>442</td>
<td>442</td>
<td>442</td>
<td>442</td>
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<tr>
<td><strong>Academic achievement</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pearson Correlation</td>
<td>0.133**</td>
<td>0.122*</td>
<td>0.056</td>
<td>0.089</td>
<td>1</td>
</tr>
<tr>
<td>Sig.(2-tailed)</td>
<td>0.005</td>
<td>0.010</td>
<td>0.236</td>
<td>0.062</td>
<td>-</td>
</tr>
<tr>
<td>N</td>
<td>442</td>
<td>442</td>
<td>442</td>
<td>442</td>
<td>442</td>
</tr>
</tbody>
</table>

** Correlation is significant at the 0.01 level (2-tailed).
* Correlation is significant at the 0.05 level (2-tailed).
Table No. 3 reveals the following inferences:

(a) There is significant positive correlation between self-confidence and attitude towards teaching profession at 0.01 level.

(b) There is significant negative correlation between self-confidence and creativity at 0.01 level.

(c) There is significant positive correlation between self-confidence and emotional intelligence at 0.01 level.

(d) There is significant positive correlation between self-confidence and academic achievement at 0.01 level.

(e) There is no significant positive correlation between attitude towards teaching profession and creativity.

(f) There is significant positive correlation between attitude towards teaching profession and Emotional intelligence at 0.01 level.

(g) There is significant positive correlation between attitude towards teaching profession and academic achievement at 0.05 level.

(h) There is no significant negative correlation between creativity and emotional intelligence.

(i) There is no significant positive correlation between creativity and academic achievement.

(j) There is no significant positive correlation between emotional intelligence and academic achievement.

Hence Hypotheses 3 (a), 3(c), 3(d), 3(f) and 3(g) are rejected, and Hypotheses 3 (b), 3(e), 3(h), 3(i) and 3(j) are accepted.
RESULT:
Among the female B.Ed. students,

i) There is significant positive correlation between
   a) Self-confidence and attitude towards teaching profession
   c) Self-confidence and emotional intelligence
   d) Self-confidence and academic achievement
   f) Attitude towards teaching profession and emotional intelligence
   g) Attitude towards teaching profession and academic achievement.

ii) There is no significant positive correlation between
    e) Attitude towards teaching profession and creativity
    i) Creativity and academic achievement
    j) Emotional intelligence and academic achievement

iii) There is no significant negative correlation between
    h) Creativity and emotional intelligence.

iv) There is significant negative correlation between
    c) Self-confidence and creativity.
HYPOTHESIS NO - 4

Among the Graduate B.Ed. students, there is no significant positive correlation between

(a) Self-confidence and attitude towards teaching profession
(b) Self-confidence and creativity
(c) Self-confidence and emotional intelligence
(d) Self-confidence and academic achievement
(e) Attitude towards teaching profession and creativity
(f) Attitude towards teaching profession and emotional intelligence
(g) Attitude towards teaching profession and academic achievement
(h) Creativity and emotional intelligence
(i) Creativity and academic achievement
(j) Emotional intelligence and academic achievement

**TABLE NO. 4**

Correlation among the Graduate B.Ed. students in self-confidence, attitude towards teaching profession, creativity, emotional intelligence and academic achievement.

<table>
<thead>
<tr>
<th></th>
<th>Self confidence</th>
<th>Attitude towards teaching</th>
<th>Creativity</th>
<th>Emotional intelligence</th>
<th>Academic achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Self confidence</strong></td>
<td>Pearson Correlation</td>
<td>0.428**</td>
<td>-0.165**</td>
<td>0.419**</td>
<td>0.161**</td>
</tr>
<tr>
<td>Sig.(2-tailed)</td>
<td>0.000</td>
<td>0.001</td>
<td>0.000</td>
<td>0.000</td>
<td>0.002</td>
</tr>
<tr>
<td>N</td>
<td>384</td>
<td>384</td>
<td>384</td>
<td>384</td>
<td>384</td>
</tr>
<tr>
<td><strong>Attitude towards teaching</strong></td>
<td>Pearson Correlation</td>
<td>0.428**</td>
<td>0.049</td>
<td>0.419**</td>
<td>0.090</td>
</tr>
<tr>
<td>Sig.(2-tailed)</td>
<td>0.000</td>
<td>-</td>
<td>0.340</td>
<td>0.000</td>
<td>0.077</td>
</tr>
<tr>
<td>N</td>
<td>384</td>
<td>384</td>
<td>384</td>
<td>384</td>
<td>384</td>
</tr>
<tr>
<td><strong>Creativity</strong></td>
<td>Pearson Correlation</td>
<td>-0.165**</td>
<td>1</td>
<td>-0.032</td>
<td>-0.041</td>
</tr>
<tr>
<td>Sig.(2-tailed)</td>
<td>0.001</td>
<td>0.340</td>
<td>-</td>
<td>0.530</td>
<td>0.420</td>
</tr>
<tr>
<td>N</td>
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<td>625</td>
<td>384</td>
<td>384</td>
</tr>
<tr>
<td><strong>Emotional intelligence</strong></td>
<td>Pearson Correlation</td>
<td>0.419**</td>
<td>0.419**</td>
<td>-0.032</td>
<td>1</td>
</tr>
<tr>
<td>Sig.(2-tailed)</td>
<td>0.000</td>
<td>0.000</td>
<td>0.530</td>
<td>-</td>
<td>0.321</td>
</tr>
<tr>
<td>N</td>
<td>384</td>
<td>384</td>
<td>384</td>
<td>384</td>
<td>384</td>
</tr>
<tr>
<td><strong>Academic achievement</strong></td>
<td>Pearson Correlation</td>
<td>0.161**</td>
<td>0.090</td>
<td>-0.041</td>
<td>0.051</td>
</tr>
<tr>
<td>Sig.(2-tailed)</td>
<td>0.002</td>
<td>0.077</td>
<td>0.420</td>
<td>0.321</td>
<td>1</td>
</tr>
<tr>
<td>N</td>
<td>384</td>
<td>384</td>
<td>384</td>
<td>384</td>
<td>384</td>
</tr>
</tbody>
</table>

** Correlation is significant at the 0.01 level (2-tailed).
Table No. 4 reveals the following inferences:

(a) There is significant positive correlation between self-confidence and attitude towards teaching profession at 0.01 level

(b) There is significant negative correlation between self-confidence and creativity at 0.01 level

(c) There is significant positive correlation between self-confidence and emotional intelligence at 0.01 level

(d) There is significant positive correlation between self-confidence and academic achievement at 0.01 level

(e) There is no significant positive correlation between attitude towards teaching profession and creativity

(f) There is significant positive correlation between attitude towards teaching profession and emotional intelligence at 0.01 level

(g) There is no significant positive correlation between attitude towards teaching profession and academic achievement

(h) There is no significant negative correlation between creativity and emotional intelligence

(i) There is no significant negative correlation between creativity and academic achievement

(j) There is no significant positive correlation between emotional intelligence and academic achievement

Hence Hypotheses 4 (a), 4(c), 4(d) and 4(f) are rejected, and Hypotheses 4 (b), 4(e), 4(g), 4(h), 4(i) and 4(j) are accepted.
RESULT:

Among the Graduate B.Ed. students,

i) There is significant positive correlation between
   a) Self-confidence and attitude towards teaching profession
   c) Self-confidence and emotional intelligence
   d) Self-confidence and academic achievement
   f) Attitude towards teaching profession and emotional intelligence.

ii) There is no significant positive correlation between
    e) Attitude towards teaching profession and creativity
    g) Attitude towards teaching profession and academic achievement
    j) Emotional intelligence and academic achievement

iii) There is no significant negative correlation between
     h) Creativity and emotional intelligence
     i) Creativity and academic achievement

iv) There is significant negative correlation between
    b) Self-confidence and creativity.
## HYPOTHESIS NO - 5

Among the Post Graduate B.Ed. students, there is no significant positive correlation between

(a) Self-confidence and attitude towards teaching profession
(b) Self-confidence and creativity
(c) Self-confidence and emotional intelligence
(d) Self-confidence and academic achievement
(e) Attitude towards teaching profession and creativity
(f) Attitude towards teaching profession and emotional intelligence
(g) Attitude towards teaching profession and academic achievement
(h) Creativity and emotional intelligence
(i) Creativity and academic achievement
(j) Emotional intelligence and academic achievement

### TABLE NO. 5

Correlation among the Post Graduate B.Ed. students in self-confidence, attitude towards teaching profession, creativity, emotional intelligence and academic achievement.

<table>
<thead>
<tr>
<th></th>
<th>Self confidence</th>
<th>Attitude towards teaching</th>
<th>Creativity</th>
<th>Emotional intelligence</th>
<th>Academic achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self confidence</td>
<td>Pearson Correlation</td>
<td>1</td>
<td>0.468**</td>
<td>-0.124</td>
<td>0.529**</td>
</tr>
<tr>
<td></td>
<td>Sig.(2-tailed)</td>
<td>-</td>
<td>0.000</td>
<td>0.054</td>
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<td>Attitude towards teaching</td>
<td>Pearson Correlation</td>
<td>0.468**</td>
<td>1</td>
<td>0.074</td>
<td>0.388**</td>
</tr>
<tr>
<td></td>
<td>Sig.(2-tailed)</td>
<td>0.000</td>
<td>-</td>
<td>0.251</td>
<td>0.000</td>
</tr>
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<tr>
<td>Creativity</td>
<td>Pearson Correlation</td>
<td>-0.124</td>
<td>0.074</td>
<td>1</td>
<td>-0.032</td>
</tr>
<tr>
<td></td>
<td>Sig.(2-tailed)</td>
<td>0.054</td>
<td>0.251</td>
<td>-</td>
<td>0.616</td>
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<tr>
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<td>N</td>
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<tr>
<td>Emotional intelligence</td>
<td>Pearson Correlation</td>
<td>0.529**</td>
<td>0.388**</td>
<td>-0.032</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Sig.(2-tailed)</td>
<td>0.000</td>
<td>0.000</td>
<td>0.616</td>
<td>-</td>
</tr>
<tr>
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<td>N</td>
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<td>Academic achievement</td>
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<td>0.007</td>
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</table>

** Correlation is significant at the 0.01 level (2-tailed).
* Correlation is significant at the 0.05 level (2-tailed).
Table No. 5 reveals the following inferences:

(a) There is significant positive correlation between self-confidence and attitude towards teaching profession at 0.01 level

(b) There is no significant negative correlation between self-confidence and creativity.

(c) There is significant positive correlation between self-confidence and emotional intelligence at 0.01 level

(d) There is significant positive correlation between self-confidence and academic achievement at 0.05 level

(e) There is no significant positive correlation between attitude towards teaching profession and creativity

(f) There is significant positive correlation between attitude towards teaching profession and emotional intelligence at 0.01 level

(g) There is no significant positive correlation between attitude towards teaching profession and academic achievement

(h) There is no significant negative correlation between creativity and emotional intelligence

(i) There is no significant negative correlation between creativity and academic achievement

(j) There is no significant positive correlation between emotional intelligence and academic achievement

Hence Hypotheses 5 (a), 5(c), 5(d) and 5(f) are rejected, and Hypotheses 5(b), 5(e), 5(g), 5(h), 5(i) and 5(j) are accepted.
RESULT:

Among the Post Graduate B.Ed. students,

i) There is significant positive correlation between
   a) Self-confidence and attitude towards teaching profession
   c) Self-confidence and emotional intelligence
   d) Self-confidence and academic achievement
   f) Attitude towards teaching profession and emotional intelligence.

ii) There is no significant positive correlation between
   e) Attitude towards teaching profession and creativity
   g) Attitude towards teaching profession and academic achievement
   j) Emotional intelligence and academic achievement

iii) There is no significant negative correlation between
   b) Self-confidence and creativity.
   c) Creativity and emotional intelligence
   d) Creativity and academic achievement
HYPOTHESIS NO - 6

Among the B.Ed. students belonging to SC and ST community, there is no significant positive correlation between
(a) Self-confidence and attitude towards teaching profession
(b) Self-confidence and creativity
(c) Self-confidence and emotional intelligence
(d) Self-confidence and academic achievement
(e) Attitude towards teaching profession and creativity
(f) Attitude towards teaching profession and emotional intelligence
(g) Attitude towards teaching profession and academic achievement
(h) Creativity and emotional intelligence
(i) Creativity and academic achievement
(j) Emotional intelligence and academic achievement

TABLE NO. 6

Correlation among the B.Ed. students belonging to SC and ST community in self-confidence, attitude towards teaching profession, creativity, emotional intelligence and academic achievement.

<table>
<thead>
<tr>
<th></th>
<th>Self confidence</th>
<th>Attitude towards teaching</th>
<th>Creativity</th>
<th>Emotional intelligence</th>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Pearson Correlation</td>
<td>1</td>
<td>0.400**</td>
<td>-0.077</td>
<td>0.533**</td>
<td>0.115</td>
</tr>
<tr>
<td>Sig.(2-tailed)</td>
<td>-</td>
<td>0.000</td>
<td>0.326</td>
<td>0.000</td>
<td>0.144</td>
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<tr>
<td>Pearson Correlation</td>
<td>0.400**</td>
<td>1</td>
<td>0.077</td>
<td>0.381**</td>
<td>-0.017</td>
</tr>
<tr>
<td>Sig.(2-tailed)</td>
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<td>-</td>
<td>0.332</td>
<td>0.000</td>
<td>0.833</td>
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<td>163</td>
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<td>163</td>
</tr>
<tr>
<td><strong>Creativity</strong></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Pearson Correlation</td>
<td>-0.077</td>
<td>0.077</td>
<td>1</td>
<td>-0.026</td>
<td>-0.072</td>
</tr>
<tr>
<td>Sig.(2-tailed)</td>
<td>0.326</td>
<td>0.332</td>
<td>-</td>
<td>0.741</td>
<td>0.364</td>
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<tr>
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<td>163</td>
<td>163</td>
<td>163</td>
<td>163</td>
</tr>
<tr>
<td><strong>Emotional intelligence</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pearson Correlation</td>
<td>0.533**</td>
<td>0.381**</td>
<td>-0.026</td>
<td>1</td>
<td>-0.107</td>
</tr>
<tr>
<td>Sig.(2-tailed)</td>
<td>0.000</td>
<td>0.000</td>
<td>0.741</td>
<td>-</td>
<td>0.174</td>
</tr>
<tr>
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<td>163</td>
<td>163</td>
<td>163</td>
<td>163</td>
</tr>
<tr>
<td><strong>Academic achievement</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pearson Correlation</td>
<td>0.115</td>
<td>-0.017</td>
<td>-0.072</td>
<td>-0.107</td>
<td>1</td>
</tr>
<tr>
<td>Sig.(2-tailed)</td>
<td>0.144</td>
<td>0.174</td>
<td>0.364</td>
<td>0.174</td>
<td>-</td>
</tr>
<tr>
<td>N</td>
<td>163</td>
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<td>163</td>
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</tr>
</tbody>
</table>

** Correlation is significant at the 0.01 level (2-tailed).
Table No. 6 reveals the following inferences:

(a) There is significant positive correlation between self-confidence and attitude towards teaching profession at 0.01 level

(b) There is no significant negative correlation between self-confidence and creativity.

(c) There is significant positive correlation between self-confidence and emotional intelligence at 0.01 level

(d) There is no significant positive correlation between self-confidence and academic achievement.

(e) There is no significant positive correlation between attitude towards teaching profession and creativity

(f) There is significant positive correlation between attitude towards teaching profession and emotional intelligence at 0.01 level

(g) There is no significant negative correlation between attitude towards teaching profession and academic achievement

(h) There is no significant negative correlation between creativity and emotional intelligence

(i) There is no significant negative correlation between creativity and academic achievement

(j) There is no significant negative correlation between emotional intelligence and academic achievement

Hence Hypotheses 6(a), 6(c) and 6(f) are rejected, and Hypotheses 6 (b), 6(d), 6(e), 6(g), 6(h), 6(i) and 6(j) are accepted.
RESULT:
Among the B.Ed. students belonging to SC and ST community,

i) There is significant positive correlation between
   a) Self-confidence and attitude towards teaching profession
   c) Self-confidence and emotional intelligence
   f) Attitude towards teaching profession and emotional intelligence.

ii) There is no significant positive correlation between
   d) Self-confidence and academic achievement
   e) Attitude towards teaching profession and creativity

iii) There is no significant negative correlation between
   b) Self-confidence and creativity.
   g) Attitude towards teaching profession and academic achievement
   h) Creativity and emotional intelligence
   i) Creativity and academic achievement
   j) Emotional intelligence and academic achievement
HYPOTHESIS NO - 7

Among the B.Ed. students belonging to Non-SC/ST community, there is no significant positive correlation between
(a) Self-confidence and attitude towards teaching profession
(b) Self-confidence and creativity
(c) Self-confidence and emotional intelligence
(d) Self-confidence and academic achievement
(e) Attitude towards teaching profession and creativity
(f) Attitude towards teaching profession and emotional intelligence
(g) Attitude towards teaching profession and academic achievement
(h) Creativity and emotional intelligence
(i) Creativity and academic achievement
(j) Emotional intelligence and academic achievement

TABLE NO. 7

Correlation among the B.Ed. students belonging to Non-SC/ST community in self-confidence, attitude towards teaching profession, creativity, emotional intelligence and academic achievement.

<table>
<thead>
<tr>
<th></th>
<th>Self confidence</th>
<th>Attitude towards teaching</th>
<th>Creativity</th>
<th>Emotional intelligence</th>
<th>Academic achievement</th>
</tr>
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<tbody>
<tr>
<td><strong>Self confidence</strong></td>
<td>Pearson Correlation</td>
<td>1</td>
<td>0.458**</td>
<td>-0.172**</td>
<td>0.444**</td>
</tr>
<tr>
<td></td>
<td>Sig.(2-tailed)</td>
<td>0.000</td>
<td>0.000</td>
<td>0.000</td>
<td>0.000</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>464</td>
<td>464</td>
<td>464</td>
<td>464</td>
</tr>
<tr>
<td><strong>Attitude towards teaching</strong></td>
<td>Pearson Correlation</td>
<td>0.458**</td>
<td>1</td>
<td>0.054</td>
<td>0.415**</td>
</tr>
<tr>
<td></td>
<td>Sig.(2-tailed)</td>
<td>0.000</td>
<td>-</td>
<td>0.245</td>
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<td>464</td>
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<tr>
<td><strong>Creativity</strong></td>
<td>Pearson Correlation</td>
<td>-0.172**</td>
<td>0.054</td>
<td>1</td>
<td>-0.028</td>
</tr>
<tr>
<td></td>
<td>Sig.(2-tailed)</td>
<td>0.00</td>
<td>0.245</td>
<td>-</td>
<td>0.545</td>
</tr>
<tr>
<td></td>
<td>N</td>
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<td>464</td>
<td>464</td>
<td>464</td>
</tr>
<tr>
<td><strong>Emotional intelligence</strong></td>
<td>Pearson Correlation</td>
<td>0.444**</td>
<td>0.415**</td>
<td>-0.028</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Sig.(2-tailed)</td>
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<td>0.00</td>
<td>0.545</td>
<td>-</td>
</tr>
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<td><strong>Academic achievement</strong></td>
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<td>-0.016</td>
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<td>0.068</td>
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</table>

** Correlation is significant at the 0.01 level (2-tailed).
Table No. 7 reveals the following inferences:

(a) There is significant positive correlation between self-confidence and attitude towards teaching profession at 0.01 level.

(b) There significant negative correlation between self-confidence and creativity at 0.01 level.

(c) There is significant positive correlation between self-confidence and emotional intelligence at 0.01 level.

(d) There is significant positive correlation between self-confidence and academic achievement at 0.01 level.

(e) There is no significant positive correlation between attitude towards teaching profession and creativity.

(f) There is significant positive correlation between attitude towards teaching profession and emotional intelligence at 0.01 level.

(g) There is no significant positive correlation between attitude towards teaching profession and academic achievement.

(h) There is no significant negative correlation between creativity and emotional intelligence.

(i) There is no significant negative correlation between creativity and academic achievement.

(j) There is no significant positive correlation between emotional intelligence and academic achievement.

Hence Hypotheses 7 (a), 7(c), 7(d) and 7(f) are rejected, and Hypotheses 7 (b), 7(e), 7(g), 7(h), 7(i) and 7(j) are accepted.
RESULT:
Among the B.Ed. students belonging to Non-SC/ST community,

i) There is significant positive correlation between
   a) Self-confidence and attitude towards teaching profession
   c) Self-confidence and emotional intelligence
   d) Self-confidence and academic achievement
   f) Attitude towards teaching profession and emotional intelligence.

ii) There is no significant positive correlation between
    e) Attitude towards teaching profession and creativity
    g) Attitude towards teaching profession and academic achievement
    j) Emotional intelligence and academic achievement

iii) There is no significant negative correlation between
    h) Creativity and emotional intelligence
    i) Creativity and academic achievement

iv) There is significant negative correlation between
    b) Self-confidence and creativity.
HYPOTHESIS NO - 8

Among the B.Ed. students belonging to Hindu religion, there is no significant positive correlation between
(a) Self-confidence and attitude towards teaching profession
(b) Self-confidence and creativity
(c) Self-confidence and emotional intelligence
(d) Self-confidence and academic achievement
(e) Attitude towards teaching profession and creativity
(f) Attitude towards teaching profession and emotional intelligence
(g) Attitude towards teaching profession and academic achievement
(h) Creativity and emotional intelligence
(i) Creativity and academic achievement
(j) Emotional intelligence and academic achievement

TABLE NO. 8

Correlation among the B.Ed. students belonging to Hindu religion in self-confidence, attitude towards teaching profession, creativity, emotional intelligence and academic achievement.

<table>
<thead>
<tr>
<th></th>
<th>Self confidence</th>
<th>Attitude towards teaching</th>
<th>Creativity</th>
<th>Emotional intelligence</th>
<th>Academic achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Self confidence</strong></td>
<td>Pearson Correlation</td>
<td>1</td>
<td>-0.168**</td>
<td>0.473**</td>
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</tr>
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<td></td>
<td>Sig.(2-tailed)</td>
<td>0.000</td>
<td>0.000</td>
<td>0.000</td>
<td>0.000</td>
</tr>
<tr>
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<td>N</td>
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<td>481</td>
<td>481</td>
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<tr>
<td><strong>Attitude towards teaching</strong></td>
<td>Pearson Correlation</td>
<td>0.368**</td>
<td>1</td>
<td>0.058</td>
<td>0.349**</td>
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<tr>
<td></td>
<td>Sig.(2-tailed)</td>
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<td>0.000</td>
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<tr>
<td><strong>Creativity</strong></td>
<td>Pearson Correlation</td>
<td>-0.168**</td>
<td>0.058</td>
<td>1</td>
<td>-0.035</td>
</tr>
<tr>
<td></td>
<td>Sig.(2-tailed)</td>
<td>0.000</td>
<td>0.205</td>
<td>-</td>
<td>0.439</td>
</tr>
<tr>
<td></td>
<td>N</td>
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<td>481</td>
<td>481</td>
</tr>
<tr>
<td><strong>Emotional intelligence</strong></td>
<td>Pearson Correlation</td>
<td>0.473**</td>
<td>0.349**</td>
<td>-0.035</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Sig.(2-tailed)</td>
<td>0.000</td>
<td>0.439</td>
<td>-</td>
<td>0.081</td>
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<tr>
<td><strong>Academic achievement</strong></td>
<td>Pearson Correlation</td>
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</tr>
</tbody>
</table>

** Correlation is significant at the 0.01 level (2-tailed).
Table No. 8 reveals the following inferences:

(a) There is significant positive correlation between self-confidence and attitude towards teaching profession at 0.01 level

(b) There significant negative correlation between self-confidence and creativity at 0.01 level.

(c) There is significant positive correlation between self-confidence and emotional intelligence at 0.01 level

(d) There is significant positive correlation between self-confidence and academic achievement at 0.01 level.

(e) There is no significant positive correlation between attitude towards teaching profession and creativity

(f) There is significant positive correlation between attitude towards teaching profession and emotional intelligence at 0.01 level

(g) There is no significant positive correlation between attitude towards teaching profession and academic achievement

(h) There is no significant negative correlation between creativity and emotional intelligence

(i) There is no significant negative correlation between creativity and academic achievement

(j) There is no significant positive correlation between emotional intelligence and academic achievement

Hence Hypotheses 8 (a), 8(c), 8(d) and 8(f) are rejected, and Hypotheses 8 (b), 8(e), 8(g), 8(h), 8(i) and 8(j) are accepted.
RESULT:
Among the B.Ed. students belonging to Hindu religion,
i) There is significant positive correlation between
   a) Self-confidence and attitude towards teaching profession
   c) Self-confidence and emotional intelligence
   d) Self-confidence and academic achievement
   f) Attitude towards teaching profession and Emotional intelligence.
ii) There is no significant positive correlation between
   e) Attitude towards teaching profession and creativity
   g) Attitude towards teaching profession and academic achievement
   j) Emotional intelligence and academic achievement
iii) There is no significant negative correlation between
    h) Creativity and emotional intelligence
    i) Creativity and academic achievement
iv) There is significant negative correlation between
    b) Self-confidence and creativity.
HYPOTHESIS NO - 9

Among the B.Ed. students belonging to Non-Hindu religion, there is no significant positive correlation between

(a) Self-confidence and attitude towards teaching profession
(b) Self-confidence and creativity
(c) Self-confidence and emotional intelligence
(d) Self-confidence and academic achievement
(e) Attitude towards teaching profession and creativity
(f) Attitude towards teaching profession and emotional intelligence
(g) Attitude towards teaching profession and academic achievement
(h) Creativity and emotional intelligence
(i) Creativity and academic achievement
(j) Emotional intelligence and academic achievement

**TABLE NO. 9**

Correlation among the B.Ed. students belonging to Non-Hindu religion in self-confidence, attitude towards teaching profession, creativity, emotional intelligence and academic achievement.

<table>
<thead>
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<th>Self confidence</th>
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<th>Emotional intelligence</th>
<th>Academic achievement</th>
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</thead>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sig.(2-tailed)</td>
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<td></td>
</tr>
<tr>
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<td>1</td>
<td>0.587**</td>
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<td>0.183</td>
<td>0.000</td>
<td>0.059</td>
</tr>
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<td></td>
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<td>146</td>
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<td>146</td>
<td>146</td>
</tr>
<tr>
<td><strong>Attitude towards teaching</strong></td>
<td>Pearson Correlation</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sig.(2-tailed)</td>
<td>N</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>0.587**</td>
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<td>0.065</td>
<td>0.600**</td>
<td>0.061</td>
</tr>
<tr>
<td></td>
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</tr>
<tr>
<td><strong>Creativity</strong></td>
<td>Pearson Correlation</td>
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<tr>
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<td>Sig.(2-tailed)</td>
<td>N</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>-0.111</td>
<td>0.065</td>
<td>1</td>
<td>-0.008</td>
<td>0.032</td>
</tr>
<tr>
<td></td>
<td>0.183</td>
<td>0.439</td>
<td>-</td>
<td>0.927</td>
<td>0.702</td>
</tr>
<tr>
<td></td>
<td>146</td>
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<td>146</td>
<td>146</td>
<td>146</td>
</tr>
<tr>
<td><strong>Emotional intelligence</strong></td>
<td>Pearson Correlation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sig.(2-tailed)</td>
<td>N</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>0.468**</td>
<td>0.600**</td>
<td>-0.008</td>
<td>1</td>
<td>-0.064</td>
</tr>
<tr>
<td></td>
<td>0.000</td>
<td>0.000</td>
<td>0.927</td>
<td>-</td>
<td>0.441</td>
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<td>146</td>
<td>146</td>
<td>146</td>
<td>146</td>
<td>146</td>
</tr>
<tr>
<td><strong>Academic achievement</strong></td>
<td>Pearson Correlation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sig.(2-tailed)</td>
<td>N</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>0.157</td>
<td>0.061</td>
<td>0.032</td>
<td>-0.064</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>0.059</td>
<td>0.463</td>
<td>0.702</td>
<td>0.441</td>
<td>-</td>
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<td>146</td>
<td>146</td>
<td>146</td>
<td>146</td>
<td>146</td>
</tr>
</tbody>
</table>

**Correlation is significant at the 0.01 level (2-tailed).**
Table No. 9 reveals the following inferences:

(a) There is significant positive correlation between self-confidence and attitude towards teaching profession at 0.01 level

(b) There is no significant negative correlation between self-confidence and creativity.

(c) There is a significant positive correlation between self-confidence and emotional intelligence at 0.01 level

(d) There is no significant positive correlation between self-confidence and academic achievement.

(e) There is no significant positive correlation between attitude towards teaching profession and creativity

(f) There is significant positive correlation between attitude towards teaching profession and emotional intelligence at 0.01 level

(g) There is no significant positive correlation between attitude towards teaching profession and academic achievement

(h) There is no significant negative correlation between creativity and emotional intelligence

(i) There is no significant positive correlation between creativity and academic achievement

(j) There is no significant negative correlation between emotional intelligence and academic achievement

Hence Hypotheses 9 (a), 9(c) and 9(f) are rejected, and Hypotheses 9 (b), 9(d), 9(e), 9(g), 9(h), 9(i) and 9(j) are accepted.
RESULT:
Among the B.Ed. students belonging to Non-Hindu religion,

i) There is significant positive correlation between
   a) Self-confidence and attitude towards teaching profession
   c) Self-confidence and emotional intelligence
   f) Attitude towards teaching profession and emotional intelligence.

ii) There is no significant positive correlation between
    d) Self-confidence and academic achievement
    e) Attitude towards teaching profession and creativity
    g) Attitude towards teaching profession and academic achievement
    i) Creativity and academic achievement

iii) There is no significant negative correlation between
     b) Self-confidence and creativity.
     h) Creativity and emotional intelligence
     j) Emotional intelligence and academic achievement
HYPOTHESIS NO - 10

Among the B.Ed. students belonging to Science group, there is no significant positive correlation between
(a) Self-confidence and attitude towards teaching profession
(b) Self-confidence and creativity
(c) Self-confidence and emotional intelligence
(d) Self-confidence and academic achievement
(e) Attitude towards teaching profession and creativity
(f) Attitude towards teaching profession and emotional intelligence
(g) Attitude towards teaching profession and academic achievement
(h) Creativity and emotional intelligence
(i) Creativity and academic achievement
(j) Emotional intelligence and academic achievement

TABLE NO. 10

Correlation among the B.Ed. students belonging to Science group in self-confidence, attitude towards teaching profession, creativity, emotional intelligence and academic achievement.

<table>
<thead>
<tr>
<th></th>
<th>Self confidence</th>
<th>Attitude towards teaching</th>
<th>Creativity</th>
<th>Emotional intelligence</th>
<th>Academic achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Self confidence</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pearson Correlation</td>
<td>1.000</td>
<td>0.378**</td>
<td>-0.084</td>
<td>0.365**</td>
<td>0.139*</td>
</tr>
<tr>
<td>Sig.(2-tailed)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>258</td>
<td>258</td>
<td>258</td>
<td>258</td>
<td>258</td>
</tr>
<tr>
<td><strong>Attitude towards teaching</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pearson Correlation</td>
<td>0.378**</td>
<td>1.000</td>
<td>0.013</td>
<td>0.267**</td>
<td>-0.054</td>
</tr>
<tr>
<td>Sig.(2-tailed)</td>
<td>0.000</td>
<td></td>
<td>0.839</td>
<td></td>
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<tr>
<td>N</td>
<td>258</td>
<td>258</td>
<td>258</td>
<td>258</td>
<td>258</td>
</tr>
<tr>
<td><strong>Creativity</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pearson Correlation</td>
<td>-0.084</td>
<td>0.013</td>
<td>1.000</td>
<td>-0.027</td>
<td>-0.010</td>
</tr>
<tr>
<td>Sig.(2-tailed)</td>
<td>0.177</td>
<td>0.839</td>
<td>-</td>
<td>0.669</td>
<td>0.876</td>
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<tr>
<td>N</td>
<td>258</td>
<td>258</td>
<td>258</td>
<td>258</td>
<td>258</td>
</tr>
<tr>
<td><strong>Emotional intelligence</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pearson Correlation</td>
<td>0.365**</td>
<td>0.267**</td>
<td>-0.027</td>
<td>1.000</td>
<td>0.045</td>
</tr>
<tr>
<td>Sig.(2-tailed)</td>
<td>0.000</td>
<td>0.000</td>
<td>0.669</td>
<td></td>
<td>0.470</td>
</tr>
<tr>
<td>N</td>
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<td>258</td>
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<td>258</td>
<td>258</td>
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<td><strong>Academic achievement</strong></td>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Pearson Correlation</td>
<td>0.139*</td>
<td>-0.054</td>
<td>-0.010</td>
<td>0.045</td>
<td>1.000</td>
</tr>
<tr>
<td>Sig.(2-tailed)</td>
<td>0.025</td>
<td>0.387</td>
<td>0.876</td>
<td>0.470</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>258</td>
<td>258</td>
<td>258</td>
<td>258</td>
<td>258</td>
</tr>
</tbody>
</table>

** Correlation is significant at the 0.01 level (2-tailed).
* Correlation is significant at the 0.05 level (2-tailed).
Table No. 10 reveals the following inferences:

(a) There is significant positive correlation between self-confidence and attitude towards teaching profession at 0.01 level

(b) There is no significant negative correlation between self-confidence and creativity.

(c) There is significant positive correlation between self-confidence and emotional intelligence at 0.01 level

(d) There is significant positive correlation between self-confidence and academic achievement at 0.05 level.

(e) There is no significant positive correlation between attitude towards teaching profession and creativity

(f) There is significant positive correlation between attitude towards teaching profession and emotional intelligence at 0.01 level

(g) There is no significant negative correlation between attitude towards teaching profession and academic achievement

(h) There is no significant negative correlation between creativity and emotional intelligence

(i) There is no significant negative correlation between creativity and academic achievement

(j) There is no significant positive correlation between emotional intelligence and academic achievement

Hence Hypotheses 10 (a), 10(c), 10(d) and 10 (f) are rejected, and Hypotheses 10 (b), 10(e), 10(g), 10(h), 10(i) and 10(j) are accepted.
RESULT:
Among the B.Ed. students belonging to Science group,

i) There is significant positive correlation between
   a) Self-confidence and attitude towards teaching profession
   c) Self-confidence and emotional intelligence
   d) Self-confidence and academic achievement
   f) Attitude towards teaching profession and emotional intelligence.

ii) There is no significant positive correlation between
   e) Attitude towards teaching profession and creativity
   j) Emotional intelligence and academic achievement

iii) There is no significant negative correlation between
   b) Self-confidence and creativity.
   g) Attitude towards teaching profession and academic achievement
   h) Creativity and emotional intelligence
   i) Creativity and academic achievement
**HYPOTHESIS NO - 11**

Among the B.Ed. students belonging to Mathematics subject, there is no significant positive correlation between

(a) Self-confidence and attitude towards teaching profession
(b) Self-confidence and creativity
(c) Self-confidence and emotional intelligence
(d) Self-confidence and academic achievement
(e) Attitude towards teaching profession and creativity
(f) Attitude towards teaching profession and emotional intelligence
(g) Attitude towards teaching profession and academic achievement
(h) Creativity and emotional intelligence
(i) Creativity and academic achievement
(j) Emotional intelligence and academic achievement

**TABLE NO. 11**

Correlation among the B.Ed. students belonging to Mathematics subject in self-confidence, attitude towards teaching profession, creativity, emotional intelligence and academic achievement.

<table>
<thead>
<tr>
<th></th>
<th>Self confidence</th>
<th>Attitude towards teaching</th>
<th>Creativity</th>
<th>Emotional intelligence</th>
<th>Academic achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Self confidence</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pearson Correlation</td>
<td>1</td>
<td>0.215^*</td>
<td>-0.249^**</td>
<td>0.460^**</td>
<td>0.061</td>
</tr>
<tr>
<td>Sig.(2-tailed)</td>
<td>-</td>
<td>0.016</td>
<td>0.005</td>
<td>0.000</td>
<td>0.501</td>
</tr>
<tr>
<td>N</td>
<td>125</td>
<td>125</td>
<td>125</td>
<td>125</td>
<td>125</td>
</tr>
<tr>
<td><strong>Attitude towards teaching</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pearson Correlation</td>
<td>0.215^*</td>
<td>0.100</td>
<td>0.453^**</td>
<td>-0.031</td>
<td></td>
</tr>
<tr>
<td>Sig.(2-tailed)</td>
<td>0.016</td>
<td>-</td>
<td>0.270</td>
<td>0.000</td>
<td>0.728</td>
</tr>
<tr>
<td>N</td>
<td>125</td>
<td>125</td>
<td>125</td>
<td>125</td>
<td>125</td>
</tr>
<tr>
<td><strong>Creativity</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pearson Correlation</td>
<td>-0.249^**</td>
<td>0.100</td>
<td>1</td>
<td>-0.069</td>
<td>-0.009</td>
</tr>
<tr>
<td>Sig.(2-tailed)</td>
<td>-0.005</td>
<td>0.270</td>
<td>-</td>
<td>0.444</td>
<td>0.924</td>
</tr>
<tr>
<td>N</td>
<td>125</td>
<td>125</td>
<td>125</td>
<td>125</td>
<td>125</td>
</tr>
<tr>
<td><strong>Emotional intelligence</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pearson Correlation</td>
<td>0.460^**</td>
<td>0.453^**</td>
<td>-0.069</td>
<td>1</td>
<td>0.008</td>
</tr>
<tr>
<td>Sig.(2-tailed)</td>
<td>0.000</td>
<td>0.000</td>
<td>0.444</td>
<td>-</td>
<td>0.925</td>
</tr>
<tr>
<td>N</td>
<td>125</td>
<td>125</td>
<td>125</td>
<td>125</td>
<td>125</td>
</tr>
<tr>
<td><strong>Academic achievement</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pearson Correlation</td>
<td>0.061</td>
<td>-0.031</td>
<td>-0.009</td>
<td>0.008</td>
<td>1</td>
</tr>
<tr>
<td>Sig.(2-tailed)</td>
<td>0.501</td>
<td>0.728</td>
<td>0.924</td>
<td>0.925</td>
<td>-</td>
</tr>
<tr>
<td>N</td>
<td>125</td>
<td>125</td>
<td>125</td>
<td>125</td>
<td>125</td>
</tr>
</tbody>
</table>

**Correlation is significant at the 0.01 level (2-tailed).**

*Correlation is significant at the 0.05 level (2-tailed).
Table No. 11 reveals the following inferences:

(a) There is significant positive correlation between self-confidence and attitude towards teaching profession at 0.05 level.

(b) There is significant negative correlation between self-confidence and creativity at 0.01 level.

(c) There is significant positive correlation between self-confidence and emotional intelligence at 0.01 level.

(d) There is no significant positive correlation between self-confidence and academic achievement.

(e) There is no significant positive correlation between attitude towards teaching profession and creativity.

(f) There is significant positive correlation between attitude towards teaching profession and emotional intelligence at 0.01 level.

(g) There is no significant negative correlation between attitude towards teaching profession and academic achievement.

(h) There is no significant negative correlation between creativity and emotional intelligence.

(i) There is no significant negative correlation between creativity and academic achievement.

(j) There is no significant positive correlation between emotional intelligence and academic achievement.

Hence Hypotheses 11(a), 11(c) and 11(f) are rejected, and Hypotheses 11(b), 11(d), 11(e), 11(g), 11(h), 11(i) and 11(j) are accepted.
RESULT:

Among the B.Ed. students belonging to Mathematics subject,

i) There is significant positive correlation between
   a) Self-confidence and attitude towards teaching profession
   c) Self-confidence and emotional intelligence
   f) Attitude towards teaching profession and emotional intelligence.

ii) There is no significant positive correlation between
    d) Self-confidence and academic achievement
    e) Attitude towards teaching profession and creativity
    j) Emotional intelligence and academic achievement

iii) There is no significant negative correlation between
     g) Attitude towards teaching profession and academic achievement
     h) Creativity and emotional intelligence
     i) Creativity and academic achievement

iv) There is significant negative correlation between
    b) Self-confidence and creativity.
HYPOTHESIS NO - 12

Among the B.Ed. students belonging to social science subject, there is no significant positive correlation between
(a) Self-confidence and attitude towards teaching profession
(b) Self-confidence and creativity
(c) Self-confidence and emotional intelligence
(d) Self-confidence and academic achievement
(e) Attitude towards teaching profession and creativity
(f) Attitude towards teaching profession and emotional intelligence
(g) Attitude towards teaching profession and academic achievement
(h) Creativity and emotional intelligence
(i) Creativity and academic achievement
(j) Emotional intelligence and academic achievement

TABLE NO. 12

Correlation among the B.Ed. students belonging to social sciences subjects in self-confidence, attitude towards teaching profession, creativity, emotional intelligence and academic achievement.

<table>
<thead>
<tr>
<th></th>
<th>Self confidence</th>
<th>Attitude towards teaching</th>
<th>Creativity</th>
<th>Emotional intelligence</th>
<th>Academic achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Self confidence</strong></td>
<td>Pearson Correlation</td>
<td>Sig.(2-tailed)</td>
<td>1</td>
<td>0.595**</td>
<td>-0.280**</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>103</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Attitude towards teaching</strong></td>
<td>Pearson Correlation</td>
<td>Sig.(2-tailed)</td>
<td>0.595**</td>
<td>1</td>
<td>0.048</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>103</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Creativity</strong></td>
<td>Pearson Correlation</td>
<td>Sig.(2-tailed)</td>
<td>-0.280**</td>
<td>0.048</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>103</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Emotional intelligence</strong></td>
<td>Pearson Correlation</td>
<td>Sig.(2-tailed)</td>
<td>0.446**</td>
<td>0.575**</td>
<td>-0.018</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>103</td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>Academic achievement</strong></td>
<td>Pearson Correlation</td>
<td>Sig.(2-tailed)</td>
<td>0.094</td>
<td>0.061</td>
<td>0.004</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>103</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

** Correlation is significant at the 0.01 level (2-tailed).
Table No. 12 reveals the following inferences:

(a) There is significant positive correlation between self-confidence and attitude towards teaching profession at 0.01 level.

(b) There is significant negative correlation between self-confidence and creativity at 0.01 level.

(c) There is significant positive correlation between self-confidence and emotional intelligence at 0.01 level.

(d) There is no significant positive correlation between self-confidence and academic achievement.

(e) There is no significant positive correlation between attitude towards teaching profession and creativity.

(f) There is significant positive correlation between attitude towards teaching profession and emotional intelligence at 0.01 level.

(g) There is no significant positive correlation between attitude towards teaching profession and academic achievement.

(h) There is no significant negative correlation between creativity and emotional intelligence.

(i) There is no significant positive correlation between creativity and academic achievement.

(j) There is no significant negative correlation between emotional intelligence and academic achievement.

Hence Hypotheses 12(a), 12(c) and 12(f) are rejected, and Hypotheses 12(b), 12(d), 12(e), 12(g), 12(h), 12(i) and 12(j) are accepted.
RESULT:

Among all the B.Ed. students belonging to social science subject,

i) There is significant positive correlation between
   a) Self-confidence and attitude towards teaching profession
   c) Self-confidence and emotional intelligence
   f) Attitude towards teaching profession and emotional intelligence.

ii) There is no significant positive correlation between
    d) Self-confidence and academic achievement
    e) Attitude towards teaching profession and creativity
    g) Attitude towards teaching profession and academic achievement
    i) Creativity and academic achievement

iii) There is no significant negative correlation between
    h) Creativity and emotional intelligence
    j) Emotional intelligence and academic achievement

iv) There is significant negative correlation between
    b) Self-confidence and creativity.
HYPOTHESIS NO - 13

Among the B.Ed. students belonging to language subjects, there is no significant positive correlation between
(a) Self-confidence and attitude towards teaching profession
(b) Self-confidence and creativity
(c) Self-confidence and emotional intelligence
(d) Self-confidence and academic achievement
(e) Attitude towards teaching profession and creativity
(f) Attitude towards teaching profession and emotional intelligence
(g) Attitude towards teaching profession and academic achievement
(h) Creativity and emotional intelligence
(i) Creativity and academic achievement
(j) Emotional intelligence and academic achievement

TABLE NO. 13

Correlation among the B.Ed. students belonging to language subjects in self-confidence, attitude towards teaching profession, creativity, emotional intelligence and academic achievement.

<table>
<thead>
<tr>
<th></th>
<th>Self confidence</th>
<th>Attitude towards teaching</th>
<th>Creativity</th>
<th>Emotional intelligence</th>
<th>Academic achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Self confidence</strong></td>
<td>1</td>
<td>0.563**</td>
<td>-0.029</td>
<td>0.648**</td>
<td>0.248**</td>
</tr>
<tr>
<td>N</td>
<td>141</td>
<td>141</td>
<td>141</td>
<td>141</td>
<td>141</td>
</tr>
<tr>
<td><strong>Teaching Attitude</strong></td>
<td>0.563**</td>
<td>1</td>
<td>0.122</td>
<td>0.534**</td>
<td>0.240**</td>
</tr>
<tr>
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<td>141</td>
<td>141</td>
<td>141</td>
<td>141</td>
<td>141</td>
</tr>
<tr>
<td><strong>Creativity</strong></td>
<td>-0.029</td>
<td>0.122</td>
<td>1</td>
<td>0.052</td>
<td>-0.073</td>
</tr>
<tr>
<td>N</td>
<td>141</td>
<td>141</td>
<td>141</td>
<td>141</td>
<td>141</td>
</tr>
<tr>
<td><strong>Emotional intelligence</strong></td>
<td>0.648**</td>
<td>0.534**</td>
<td>0.052</td>
<td>1</td>
<td>0.124</td>
</tr>
<tr>
<td>N</td>
<td>141</td>
<td>141</td>
<td>141</td>
<td>141</td>
<td>141</td>
</tr>
<tr>
<td><strong>Academic achievement</strong></td>
<td>0.248**</td>
<td>0.240**</td>
<td>-0.073</td>
<td>0.124</td>
<td>1</td>
</tr>
<tr>
<td>N</td>
<td>141</td>
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<td>141</td>
<td>141</td>
<td>141</td>
</tr>
</tbody>
</table>

** Correlation is significant at the 0.01 level (2-tailed).
Table No. 13 reveals the following inferences:

(a) There is significant positive correlation between self-confidence and attitude towards teaching profession at 0.01 level.

(b) There is no significant negative correlation between self-confidence and creativity.

(c) There is significant positive correlation between self-confidence and emotional intelligence at 0.01 level.

(d) There is significant positive correlation between self-confidence and academic achievement at 0.01 level.

(e) There is no significant positive correlation between attitude towards teaching profession and creativity.

(f) There is significant positive correlation between attitude towards teaching profession and emotional intelligence at 0.01 level.

(g) There is significant positive correlation between attitude towards teaching profession and academic achievement at 0.01 level.

(h) There is no significant positive correlation between creativity and emotional intelligence.

(i) There is no significant negative correlation between creativity and academic achievement.

(j) There is no significant positive correlation between emotional intelligence and academic achievement.

Hence Hypotheses 13(a), 13(c), 13(d), 13(f) and 13(g) are rejected, and Hypotheses 13(b), 13(e), 13(h), 13(i) and 13(j) are accepted.
RESULT:
Among all the B.Ed. students belonging to language subjects,

i) There is significant positive correlation between
   a) Self-confidence and attitude towards teaching profession
   c) Self-confidence and emotional intelligence
   d) Self-confidence and academic achievement
   f) Attitude towards teaching profession and emotional intelligence
   g) Attitude towards teaching profession and academic achievement

ii) There is no significant positive correlation between
   e) Attitude towards teaching profession and creativity
   h) Creativity and emotional intelligence
   j) Emotional intelligence and academic achievement

iii) There is no significant negative correlation between
   b) Self-confidence and creativity.
   i) Creativity and academic achievement
HYPOTHESIS NO - 14

Among the B.Ed. students belonging to Govt. Colleges of Education, there is no significant positive correlation between
(a) Self-confidence and attitude towards teaching profession
(b) Self-confidence and creativity
(c) Self-confidence and emotional intelligence
(d) Self-confidence and academic achievement
(e) Attitude towards teaching profession and creativity
(f) Attitude towards teaching profession and emotional intelligence
(g) Attitude towards teaching profession and academic achievement
(h) Creativity and emotional intelligence
(i) Creativity and academic achievement
(j) Emotional intelligence and academic achievement

TABLE NO. 14

Correlation among the B.Ed. students belonging to Govt. Colleges of Education in self-confidence, attitude towards teaching profession, creativity, emotional intelligence and academic achievement.

<table>
<thead>
<tr>
<th></th>
<th>Self confidence</th>
<th>Attitude towards teaching</th>
<th>Creativity</th>
<th>Emotional intelligence</th>
<th>Academic achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Self confidence</strong></td>
<td>Pearson Correlation</td>
<td>1</td>
<td>0.369**</td>
<td>0.201**</td>
<td>0.361**</td>
</tr>
<tr>
<td></td>
<td>Sig.(2-tailed)</td>
<td>0.000</td>
<td>255</td>
<td>0.001</td>
<td>0.000</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>255</td>
<td>255</td>
<td>255</td>
<td>255</td>
</tr>
<tr>
<td><strong>Attitude towards teaching</strong></td>
<td>Pearson Correlation</td>
<td>0.369**</td>
<td>1.000</td>
<td>0.183**</td>
<td>0.413**</td>
</tr>
<tr>
<td></td>
<td>Sig.(2-tailed)</td>
<td>0.000</td>
<td>255</td>
<td>0.003</td>
<td>0.000</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>255</td>
<td>255</td>
<td>255</td>
<td>255</td>
</tr>
<tr>
<td><strong>Creativity</strong></td>
<td>Pearson Correlation</td>
<td>0.201**</td>
<td>0.183**</td>
<td>1.000</td>
<td>0.091</td>
</tr>
<tr>
<td></td>
<td>Sig.(2-tailed)</td>
<td>0.001</td>
<td>255</td>
<td>0.003</td>
<td>-0.149</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>255</td>
<td>255</td>
<td>255</td>
<td>255</td>
</tr>
<tr>
<td><strong>Emotional intelligence</strong></td>
<td>Pearson Correlation</td>
<td>0.361**</td>
<td>0.413**</td>
<td>0.091</td>
<td>1.000</td>
</tr>
<tr>
<td></td>
<td>Sig.(2-tailed)</td>
<td>0.000</td>
<td>255</td>
<td>0.000</td>
<td>0.149</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>255</td>
<td>255</td>
<td>255</td>
<td>255</td>
</tr>
<tr>
<td><strong>Academic achievement</strong></td>
<td>Pearson Correlation</td>
<td>0.043</td>
<td>-0.023</td>
<td>0.029</td>
<td>-0.027</td>
</tr>
<tr>
<td></td>
<td>Sig.(2-tailed)</td>
<td>0.492</td>
<td>0.716</td>
<td>0.650</td>
<td>0.671</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>255</td>
<td>255</td>
<td>255</td>
<td>255</td>
</tr>
</tbody>
</table>

** Correlation is significant at the 0.01 level (2-tailed).
Table No. 14 reveals the following inferences:

(a) There is significant positive correlation between self-confidence and attitude towards teaching profession at 0.01 level

(b) There is significant positive correlation between self-confidence and creativity at 0.01 level.

(c) There is significant positive correlation between self-confidence and emotional intelligence at 0.01 level

(d) There is no significant positive correlation between self-confidence and academic achievement.

(e) There is significant positive correlation between attitude towards teaching profession and creativity at 0.01 level.

(f) There is significant positive correlation between Attitude towards teaching profession and emotional intelligence at 0.01 level

(g) There is no significant negative correlation between attitude towards teaching profession and academic achievement.

(h) There is no significant positive correlation between creativity and emotional intelligence.

(i) There is no significant positive correlation between creativity and academic achievement.

(j) There is no significant negative correlation between emotional intelligence and academic achievement.

Hence Hypotheses 14(a), 14(b), 14(c), 14(e) and 14(f) are rejected, and Hypotheses 14(d), 14(g), 14(h), 14(i) and 14(j) are accepted.
RESULT:
Among all the B.Ed. students belonging to Govt. Colleges of Education,

i) There is significant positive correlation between
   a) Self-confidence and attitude towards teaching profession
   b) Self-confidence and creativity.
   c) Self-confidence and emotional intelligence
   e) Attitude towards teaching profession and creativity
   f) Attitude towards teaching profession and emotional intelligence

ii) There is no significant positive correlation between
   d) Self-confidence and academic achievement
   h) Creativity and emotional intelligence
   i) Creativity and academic achievement

iii) There is no significant negative correlation between
    g) Attitude towards teaching profession and academic achievement
    j) Emotional intelligence and academic achievement
HYPOTHESIS NO - 15

Among the B.Ed. students belonging to Govt. Aided Colleges of Education, there is no significant positive correlation between
(a) Self-confidence and attitude towards teaching profession
(b) Self-confidence and creativity
(c) Self-confidence and emotional intelligence
(d) Self-confidence and academic achievement
(e) Attitude towards teaching profession and creativity
(f) Attitude towards teaching profession and emotional intelligence
(g) Attitude towards teaching profession and academic achievement
(h) Creativity and emotional intelligence
(i) Creativity and academic achievement
(j) Emotional intelligence and academic achievement

TABLE NO. 15

Correlation among the B.Ed. students belonging to Govt. Aided Colleges of Education in self-confidence, attitude towards teaching profession, creativity, emotional intelligence and academic achievement.

<table>
<thead>
<tr>
<th></th>
<th>Self confidence</th>
<th>Attitude towards teaching</th>
<th>Creativity</th>
<th>Emotional intelligence</th>
<th>Academic achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self confidence</td>
<td>Pearson Correlation</td>
<td>1</td>
<td>0.384**</td>
<td>-0.055</td>
<td>0.425**</td>
</tr>
<tr>
<td></td>
<td>Sig.(2-tailed)</td>
<td>-</td>
<td>0.000</td>
<td>0.420</td>
<td>0.000</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>216</td>
<td>216</td>
<td>216</td>
<td>216</td>
</tr>
<tr>
<td>Attitude towards teaching</td>
<td>Pearson Correlation</td>
<td>0.384**</td>
<td>1</td>
<td>0.073</td>
<td>0.529**</td>
</tr>
<tr>
<td></td>
<td>Sig.(2-tailed)</td>
<td>0.000</td>
<td>-</td>
<td>0.288</td>
<td>0.000</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>216</td>
<td>216</td>
<td>216</td>
<td>216</td>
</tr>
<tr>
<td>Creativity</td>
<td>Pearson Correlation</td>
<td>-0.055</td>
<td>0.073</td>
<td>1</td>
<td>0.105</td>
</tr>
<tr>
<td></td>
<td>Sig.(2-tailed)</td>
<td>0.420</td>
<td>0.288</td>
<td>-</td>
<td>0.125</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>216</td>
<td>216</td>
<td>216</td>
<td>216</td>
</tr>
<tr>
<td>Emotional intelligence</td>
<td>Pearson Correlation</td>
<td>0.425**</td>
<td>0.529**</td>
<td>0.105</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Sig.(2-tailed)</td>
<td>0.000</td>
<td>0.000</td>
<td>0.125</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>216</td>
<td>216</td>
<td>216</td>
<td>216</td>
</tr>
<tr>
<td>Academic achievement</td>
<td>Pearson Correlation</td>
<td>-0.053</td>
<td>-0.070</td>
<td>0.213**</td>
<td>-0.041</td>
</tr>
<tr>
<td></td>
<td>Sig.(2-tailed)</td>
<td>0.434</td>
<td>0.305</td>
<td>0.002</td>
<td>0.551</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>216</td>
<td>216</td>
<td>216</td>
<td>216</td>
</tr>
</tbody>
</table>

** Correlation is significant at the 0.01 level (2-tailed).
Table No. 15 reveals the following inferences:

(a) There is significant positive correlation between self-confidence and attitude towards teaching profession at 0.01 level

(b) There is no significant negative correlation between self-confidence and creativity.

(c) There is significant positive correlation between self-confidence and emotional intelligence at 0.01 level

(d) There is no significant negative correlation between self-confidence and academic achievement.

(e) There is no significant positive correlation between attitude towards teaching profession and creativity.

(f) There is significant positive correlation between attitude towards teaching profession and emotional intelligence at 0.01 level

(g) There is no significant negative correlation between attitude towards teaching profession and academic achievement.

(h) There is no significant positive correlation between creativity and emotional intelligence.

(i) There is significant positive correlation between creativity and academic achievement at 0.01 level.

(j) There is no significant negative correlation between emotional intelligence and academic achievement.

Hence Hypotheses 15(a), 15(c), 15(f) and 15(i) are rejected, and Hypotheses 15(b), 15(d), 15(e), 15(g), 15(h) and 15(j) are accepted.
RESULT:

Among all the B.Ed. students belonging to Govt. Aided Colleges of Education,

i) There is significant positive correlation between
   a) Self-confidence and attitude towards teaching profession
   c) Self-confidence and emotional intelligence
   f) Attitude towards teaching profession and emotional intelligence
   i) Creativity and academic achievement

ii) There is no significant positive correlation between
    e) Attitude towards teaching profession and creativity
    h) Creativity and emotional intelligence

iii) There is no significant negative correlation between
    b) Self-confidence and creativity.
    d) Self-confidence and academic achievement
    g) Attitude towards teaching profession and academic achievement
    j) Emotional intelligence and academic achievement
HYPOTHESIS NO - 16

Among the B.Ed. students belonging to Self-Financing Colleges of Education, there is no significant positive correlation between
(a) Self-confidence and attitude towards teaching profession
(b) Self-confidence and creativity
(c) Self-confidence and emotional intelligence
(d) Self-confidence and academic achievement
(e) Attitude towards teaching profession and creativity
(f) Attitude towards teaching profession and emotional intelligence
(g) Attitude towards teaching profession and academic achievement
(h) Creativity and emotional intelligence
(i) Creativity and academic achievement
(j) Emotional intelligence and academic achievement

**TABLE NO. 16**

Correlation among the B.Ed. students belonging Self-financing Colleges of Education in self-confidence, attitude towards teaching profession, creativity, emotional intelligence and academic achievement.

<table>
<thead>
<tr>
<th></th>
<th>Self confidence</th>
<th>Attitude towards teaching</th>
<th>Creativity</th>
<th>Emotional intelligence</th>
<th>Academic achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Self confidence</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pearson Correlation</td>
<td>1</td>
<td>0.510**</td>
<td>-0.114</td>
<td>0.383**</td>
<td>0.114</td>
</tr>
<tr>
<td>Sig.(2-tailed)</td>
<td></td>
<td>0.000</td>
<td>0.157</td>
<td>0.000</td>
<td>0.155</td>
</tr>
<tr>
<td><strong>N</strong></td>
<td>156</td>
<td>156</td>
<td>156</td>
<td>156</td>
<td>156</td>
</tr>
<tr>
<td><strong>Attitude towards teaching</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pearson Correlation</td>
<td>0.510**</td>
<td>1</td>
<td>0.163*</td>
<td>0.231**</td>
<td>0.129</td>
</tr>
<tr>
<td>Sig.(2-tailed)</td>
<td>0.000</td>
<td>-</td>
<td>0.042</td>
<td>0.004</td>
<td>0.110</td>
</tr>
<tr>
<td><strong>N</strong></td>
<td>156</td>
<td>156</td>
<td>156</td>
<td>156</td>
<td>156</td>
</tr>
<tr>
<td><strong>Creativity</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pearson Correlation</td>
<td>-0.114</td>
<td>0.163*</td>
<td>1</td>
<td>0.123</td>
<td>0.055</td>
</tr>
<tr>
<td>Sig.(2-tailed)</td>
<td>0.157</td>
<td>0.042</td>
<td>-</td>
<td>0.127</td>
<td>0.495</td>
</tr>
<tr>
<td><strong>N</strong></td>
<td>156</td>
<td>156</td>
<td>156</td>
<td>156</td>
<td>156</td>
</tr>
<tr>
<td><strong>Emotional intelligence</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pearson Correlation</td>
<td>0.383**</td>
<td>0.231**</td>
<td>0.123</td>
<td>1</td>
<td>-0.022</td>
</tr>
<tr>
<td>Sig.(2-tailed)</td>
<td>0.000</td>
<td>0.004</td>
<td>0.127</td>
<td>-</td>
<td>0.783</td>
</tr>
<tr>
<td><strong>N</strong></td>
<td>156</td>
<td>156</td>
<td>156</td>
<td>156</td>
<td>156</td>
</tr>
<tr>
<td><strong>Academic achievement</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pearson Correlation</td>
<td>0.114</td>
<td>0.129</td>
<td>0.055</td>
<td>-0.022</td>
<td>1</td>
</tr>
<tr>
<td>Sig.(2-tailed)</td>
<td>0.155</td>
<td>0.110</td>
<td>0.495</td>
<td>0.783</td>
<td>-</td>
</tr>
<tr>
<td><strong>N</strong></td>
<td>156</td>
<td>156</td>
<td>156</td>
<td>156</td>
<td>156</td>
</tr>
</tbody>
</table>

** Correlation is significant at the 0.01 level (2-tailed).
* Correlation is significant at the 0.05 level (2-tailed).
Table No. 16 reveals the following inferences:

(a) There is significant positive correlation between self-confidence and attitude towards teaching profession at 0.01 level.

(b) There is no significant negative correlation between self-confidence and creativity.

(c) There is significant positive correlation between self-confidence and emotional intelligence at 0.01 level.

(d) There is no significant positive correlation between self-confidence and academic achievement.

(e) There is significant positive correlation between attitude towards teaching profession and creativity at 0.05 level.

(f) There is significant positive correlation between attitude towards teaching profession and emotional intelligence at 0.01 level.

(g) There is no significant positive correlation between attitude towards teaching profession and academic achievement.

(h) There is no significant positive correlation between creativity and emotional intelligence.

(i) There is no significant positive correlation between creativity and academic achievement.

(j) There is no significant negative correlation between emotional intelligence and academic achievement.

Hence Hypotheses 16(a), 16(c), 16(e) and 16(f) are rejected, and Hypotheses 16(b), 16(d), 16(g), 16(h), 16(i) and 16(j) are accepted.
RESULT:
Among all the B.Ed. students belonging to Self-financing Colleges of Education,

i) There is significant positive correlation between
   a) Self-confidence and attitude towards teaching profession
   c) Self-confidence and emotional intelligence
   e) Attitude towards teaching profession and creativity
   f) Attitude towards teaching profession and emotional intelligence

ii) There is no significant positive correlation between
   d) Self-confidence and academic achievement
   g) Attitude towards teaching profession and academic achievement
   h) Creativity and emotional intelligence
   i) Creativity and academic achievement

iii) There is no significant negative correlation between
   b) Self-confidence and creativity.
   j) Emotional intelligence and academic achievement
HYPOTHESIS NO - 17

There is no significant difference between male and female B.Ed. students in self-confidence.

TABLE NO. 17

Result showing the difference between male and female B.Ed. students in self-confidence.

<table>
<thead>
<tr>
<th>Sex</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>Standard error</th>
<th>‘t’ value</th>
<th>P value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>185</td>
<td>63.74</td>
<td>10.02</td>
<td>0.73</td>
<td>0.91</td>
<td>NS</td>
</tr>
<tr>
<td>Female</td>
<td>442</td>
<td>64.78</td>
<td>14.00</td>
<td>0.66</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The Table No. 17 shows that the calculated ‘t’ value is lower than the table value.

Therefore, one can infer that there is no significant difference between male and female B.Ed. students in self-confidence.

Hence the hypothesis No. 17 is accepted.

RESULT:

There is no significant difference between male and female B.Ed. students in self-confidence.
HYPOTHESIS NO - 18

There is no significant difference between male and female B.Ed. students in attitude towards teaching profession

TABLE NO. 18

Result showing the difference between male and female B.Ed. students in attitude towards teaching profession

<table>
<thead>
<tr>
<th>Sex</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>Standard error</th>
<th>‘t’ value</th>
<th>P value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attitude towards teaching profession</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>185</td>
<td>94.80</td>
<td>15.55</td>
<td>1.14</td>
<td>5.95</td>
<td>0.001</td>
</tr>
<tr>
<td>Female</td>
<td>442</td>
<td>103.53</td>
<td>17.21</td>
<td>0.81</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The Table No. 18 shows that the calculated ‘t’ value is higher than the table value.

Therefore, one can infer that there is significant difference between the male and female B.Ed. students in attitude towards teaching profession at 0.001 level.

Hence the hypothesis No. 18 is rejected.

RESULT:

There is significant difference between the male and female B.Ed. students in attitude towards teaching profession. Hence female B.Ed. students are better than male B.Ed. students in attitude towards teaching profession.
HYPOTHESIS NO - 19

There is no significant difference between male and female B.Ed. students in creativity

TABLE NO. 19

Result showing the difference between male and female B.Ed. students in creativity

<table>
<thead>
<tr>
<th>Sex</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>Standard error</th>
<th>‘t’ value</th>
<th>P value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creativity</td>
<td>Male</td>
<td>185</td>
<td>57.30</td>
<td>19.19</td>
<td>1.41</td>
<td>2.68</td>
</tr>
<tr>
<td>Female</td>
<td>442</td>
<td>62.58</td>
<td>23.71</td>
<td>1.12</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The Table No. 19 shows that the calculated ‘t’ value is higher than the table value. Therefore, one can infer that there is significant difference between male and female B.Ed. students in creativity at 0.01 level.

Hence the hypothesis No. 19 is rejected.

RESULT:

There is significant difference between male and female B.Ed. students in creativity. Hence female B.Ed. students are better than male B.Ed. students in creativity.
HYPOTHESIS NO - 20

There is no significant difference between male and female B.Ed. students in emotional intelligence.

TABLE NO. 20

Result showing the difference between male and female B.Ed. students in emotional intelligence

<table>
<thead>
<tr>
<th>Emotional intelligence</th>
<th>Sex</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>Standard error</th>
<th>‘t’ value</th>
<th>P value</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>185</td>
<td>31.69</td>
<td>5.63</td>
<td>0.41</td>
<td>2.57</td>
<td>0.01</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>442</td>
<td>33.15</td>
<td>6.80</td>
<td>0.32</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The Table No. 20 shows that the calculated ‘t’ value is higher than the table value.

Therefore, one can infer that there is significant difference between male and female B.Ed. students in emotional intelligence at 0.01 level.

Hence the hypothesis No. 20 is rejected.

RESULT:

There is significant difference between male and female B.Ed. students in emotional intelligence. Hence female B.Ed. students are better than male B.Ed. students in emotional intelligence.
HYPOTHESIS NO - 21

There is no significant difference between male and female B.Ed. students in academic achievement.

TABLE NO. 21

Result showing the difference between male and female B.Ed. students in academic achievement

<table>
<thead>
<tr>
<th>Academic achievement</th>
<th>Sex</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>Standard error</th>
<th>‘t’ value</th>
<th>P value</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>185</td>
<td>221.60</td>
<td>13.94</td>
<td>1.02</td>
<td>6.42</td>
<td>0.001</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>442</td>
<td>213.36</td>
<td>14.91</td>
<td>0.70</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The Table No. 21 shows that the calculated ‘t’ value is higher than the table value.

Therefore, one can infer that there is significant difference between male and female B.Ed. students in academic achievement at 0.001 level.

Hence the hypothesis No. 21 is rejected.

RESULT:

There is significant difference between male and female B.Ed. students in academic achievement. Hence male B.Ed. students are better than female B.Ed. students in academic achievement.
HYPOTHESIS NO - 22

There is no significant difference between Graduate and Post Graduate B.Ed. students of in self-confidence.

TABLE NO. 22

Result showing the difference between Graduate and Post Graduate B.Ed. students in self-confidence

<table>
<thead>
<tr>
<th>Self confidence</th>
<th>Educational Level</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>Standard error</th>
<th>‘t’ value</th>
<th>P value</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Graduate students</td>
<td>384</td>
<td>64.13</td>
<td>13.13</td>
<td>0.67</td>
<td>0.84</td>
<td>NS</td>
</tr>
<tr>
<td></td>
<td>PG students</td>
<td>243</td>
<td>65.02</td>
<td>12.69</td>
<td>0.81</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The Table No. 22 shows that the calculated ‘t’ value is lower than the table value.

Therefore, one can infer that there is no significant difference between Graduate and Post Graduate B.Ed. students in self-confidence.

Hence the hypothesis No. 22 is accepted.

RESULT:

There is no significant difference between Graduate and Post Graduate B.Ed. students in self-confidence.
HYPOTHESIS NO - 23

There is no significant difference between Graduate and Post Graduate B.Ed. students in attitude towards teaching profession.

TABLE NO. 23

Result showing the difference Graduate and Post Graduate B.Ed. students in attitude towards teaching profession

<table>
<thead>
<tr>
<th>Educational Level</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>Standard error</th>
<th>‘t’ value</th>
<th>P value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attitude towards teaching profession</td>
<td>Graduate students</td>
<td>384</td>
<td>100.53</td>
<td>17.24</td>
<td>0.87</td>
<td>0.76</td>
</tr>
<tr>
<td></td>
<td>PG students</td>
<td>243</td>
<td>101.61</td>
<td>17.14</td>
<td>1.09</td>
<td></td>
</tr>
</tbody>
</table>

The Table No. 23 shows that the calculated ‘t’ value is lower than the table value.

Therefore, one can infer that there is no significant difference between Graduate and Post Graduate B.Ed. students in attitude towards teaching profession.

Hence the hypothesis No. 23 is accepted.

RESULT:

There is no significant difference between Graduate and Post Graduate B.Ed. students in attitude towards teaching profession.
HYPOTHESIS NO - 24

There is no significant difference between Graduate and Post Graduate B.Ed. students in creativity.

TABLE NO. 24

Result showing the difference Graduate and Post Graduate B.Ed. students in creativity

<table>
<thead>
<tr>
<th>Creativity</th>
<th>Educational Level</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>Standard error</th>
<th>‘t’ value</th>
<th>P value</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Graduate students</td>
<td>384</td>
<td>60.46</td>
<td>23.22</td>
<td>1.18</td>
<td>0.77</td>
<td>NS</td>
</tr>
<tr>
<td></td>
<td>PG students</td>
<td>243</td>
<td>61.90</td>
<td>21.56</td>
<td>1.38</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The Table No. 24 shows that the calculated ‘t’ value is lower than the table value.

Therefore, one can infer that there is no significant difference between Graduate and Post Graduate B.Ed. students in creativity.

Hence the hypothesis No. 24 is accepted.

RESULT:

There is no significant difference between Graduate and Post Graduate B.Ed. students in creativity.
HYPOTHESIS NO - 25

There is no significant difference between Graduate and Post Graduate B.Ed. students in emotional intelligence.

TABLE NO. 25

Result showing the difference Graduate and Post Graduate B.Ed. students in emotional intelligence

<table>
<thead>
<tr>
<th>Educational Level</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>Standard error</th>
<th>‘t’ value</th>
<th>P value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional intelligence</td>
<td>Graduate students</td>
<td>384</td>
<td>32.37</td>
<td>6.41</td>
<td>0.32</td>
<td>1.70</td>
</tr>
<tr>
<td></td>
<td>PG students</td>
<td>243</td>
<td>33.28</td>
<td>6.63</td>
<td>0.42</td>
<td></td>
</tr>
</tbody>
</table>

The Table No. 25 shows that the calculated ‘t’ value is lower than the table value.

Therefore, one can infer that there is no significant difference between Graduate and Post Graduate B.Ed. students in emotional intelligence.

Hence the hypothesis No. 25 is accepted.

RESULT:

There is no significant difference between Graduate and Post Graduate B.Ed. students in emotional intelligence.
HYPOTHESIS NO - 26

There is no significant difference between Graduate and Post Graduate B.Ed. students in academic achievement.

TABLE NO. 26

Result showing the difference Graduate and Post Graduate B.Ed. students in academic achievement

<table>
<thead>
<tr>
<th>Educational Level</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>Standard error</th>
<th>‘t’ value</th>
<th>P value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic achievement</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate students</td>
<td>384</td>
<td>214.38</td>
<td>15.19</td>
<td>0.77</td>
<td>2.96</td>
<td>0.01</td>
</tr>
<tr>
<td>PG students</td>
<td>243</td>
<td>218.03</td>
<td>14.70</td>
<td>0.94</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The Table No. 26 shows that the calculated ‘t’ value is higher than the table value.

Therefore, one can infer that there is significant difference between Graduate and Post Graduate B.Ed. students in academic achievement at 0.01 level.

Hence the hypothesis No. 26 is rejected.

RESULT:

There is significant difference between Graduate and Post Graduate B.Ed. students in academic achievement. Hence Post Graduate students are better than Graduate students in academic achievement.
HYPOTHESIS NO - 27

There is no significant difference between SC and ST and Non SC and ST B.Ed. students in self-confidence.

TABLE NO. 27

Result showing the difference between SC and ST and Non SC and ST B.Ed. students in self-confidence

<table>
<thead>
<tr>
<th></th>
<th>Community</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>Standard error</th>
<th>‘t’ value</th>
<th>P value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self confidence</td>
<td>SC &amp; ST students</td>
<td>163</td>
<td>64.36</td>
<td>11.76</td>
<td>0.92</td>
<td>0.13</td>
<td>NS</td>
</tr>
<tr>
<td></td>
<td>Non-SC&amp;ST students</td>
<td>464</td>
<td>64.52</td>
<td>13.36</td>
<td>0.62</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The Table No. 27 shows that the calculated ‘t’ value is lower than the table value.

Therefore, one can infer that there is no significant difference between SC and ST students and Non-SC and ST B.Ed. students in self-confidence.

Hence the hypothesis No. 27 is accepted.

RESULT:

There is no significant difference between SC and ST B.Ed. students and Non-SC and ST B.Ed. students in self-confidence.
HYPOTHESIS NO - 28

There is no significant difference between SC & ST and Non SC & ST B.Ed. students in attitude towards teaching profession.

TABLE NO. 28

Result showing the difference between SC & ST and Non SC & ST B.Ed. students in attitude towards teaching profession

<table>
<thead>
<tr>
<th>Community</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>Standard error</th>
<th>‘t’ value</th>
<th>P value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attitude towards teaching profession</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SC &amp; ST students</td>
<td>163</td>
<td>99.61</td>
<td>17.23</td>
<td>1.34</td>
<td>1.15</td>
<td>NS</td>
</tr>
<tr>
<td>Non-SC&amp;ST Students</td>
<td>464</td>
<td>101.42</td>
<td>17.18</td>
<td>0.79</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The Table No. 28 shows that the calculated ‘t’ value is lower than the table value.

Therefore, one can infer that there is no significant difference between SC & ST and Non-SC & ST B.Ed. students in attitude towards teaching profession.

Hence the hypothesis No. 28 is accepted.

RESULT:

There is no significant difference between SC & ST and Non-SC & ST B.Ed. students in attitude towards teaching profession.
HYPOTHESIS NO - 29

There is no significant difference between SC & ST and Non SC & ST B.Ed. students in creativity.

TABLE NO. 29

Result showing the difference between SC & ST and Non SC & ST B.Ed. students in creativity

<table>
<thead>
<tr>
<th>Creativity</th>
<th>Community</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>Standard error</th>
<th>‘t’ value</th>
<th>P value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creativity</td>
<td>SC &amp; ST students</td>
<td>163</td>
<td>61.99</td>
<td>23.56</td>
<td>1.84</td>
<td>0.63</td>
<td>NS</td>
</tr>
<tr>
<td></td>
<td>Non-SC&amp;ST Students</td>
<td>464</td>
<td>60.68</td>
<td>22.25</td>
<td>1.03</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The Table No. 29 shows that the calculated ‘t’ value is lower than the table value.

Therefore, one can infer that there is no significant difference between SC & ST and Non-SC & ST B.Ed. students in creativity.

Hence the hypothesis No. 29 is accepted.

RESULT:

There is no significant difference between SC & ST and Non-SC & ST B.Ed. students in creativity.
HYPOTHESIS NO - 30

There is no significant difference between SC & ST and Non SC & ST B.Ed. students in emotional intelligence.

TABLE NO.  30

Result showing the difference between SC & ST and Non SC & ST B.Ed. students in emotional intelligence

<table>
<thead>
<tr>
<th>Emotional intelligence</th>
<th>Community</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>Standard error</th>
<th>‘t’ value</th>
<th>P value</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SC &amp; ST students</td>
<td>163</td>
<td>31.63</td>
<td>6.56</td>
<td>0.51</td>
<td>2.49</td>
<td>0.05</td>
</tr>
<tr>
<td></td>
<td>Non-SC&amp;ST Students</td>
<td>464</td>
<td>33.10</td>
<td>6.45</td>
<td>0.29</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The Table No. 30 shows that the calculated ‘t’ value is higher than the table value.

Therefore, one can infer that there is significant difference between SC & ST and Non-SC & ST B.Ed. students in emotional intelligence at 0.05 level.

Hence the hypothesis No. 30 is rejected.

RESULT:

There is significant difference between SC & ST students and Non-SC & ST B.Ed. students in emotional intelligence. Hence Non SC & ST B.Ed. students are better than SC & ST B.Ed. students in emotional intelligence.
HYPOTHESIS NO - 31

There is no significant difference between SC & ST and Non SC & ST B.Ed. students in academic achievement.

TABLE NO. 31

Result showing the difference between SC & ST and Non SC & ST B.Ed. students in academic achievement

<table>
<thead>
<tr>
<th></th>
<th>Community</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>Standard error</th>
<th>‘t’ value</th>
<th>P value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>SC &amp; ST students</td>
<td>163</td>
<td>213.42</td>
<td>15.19</td>
<td>1.18</td>
<td>2.34</td>
<td>0.05</td>
</tr>
<tr>
<td></td>
<td>Non-SC &amp; ST</td>
<td>464</td>
<td>216.63</td>
<td>14.99</td>
<td>0.69</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The Table No. 31 shows that the calculated ‘t’ value is higher than the table value.

Therefore, one can infer that there is significant difference between SC & ST and Non-SC & ST B.Ed. students in academic achievement at 0.05 level.

Hence the hypothesis No. 31 is rejected.

RESULT:

There is significant difference between SC & ST students and Non-SC & ST B.Ed. students in academic achievement. Hence Non SC & ST B.Ed. students are better than SC & ST B.Ed. students in academic achievement.
HYPOTHESIS NO - 32

There is no significant difference between Hindu and Non-Hindu B.Ed. students in self-confidence.

TABLE NO. 32

Result showing the difference between Hindu and Non-Hindu B.Ed. students in self-confidence

<table>
<thead>
<tr>
<th></th>
<th>Religion</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>Standard error</th>
<th>‘t’ value</th>
<th>P value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self</td>
<td>Hindu</td>
<td>481</td>
<td>63.92</td>
<td>11.59</td>
<td>0.52</td>
<td>1.97</td>
<td>0.05</td>
</tr>
<tr>
<td></td>
<td>Non-Hindu</td>
<td>146</td>
<td>66.32</td>
<td>16.60</td>
<td>1.37</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The Table No. 32 shows that the calculated ‘t’ value is higher than the table value.

Therefore, one can infer that there is significant difference between Hindu and Non-Hindu B.Ed. students in self-confidence at 0.05 level.

Hence the hypothesis No. 32 is rejected.

RESULT:

There is significant difference between Hindu and Non-Hindu B.Ed. students in self-confidence. Hence Non- Hindu B.Ed. students are better than Hindu B.Ed. students in self-confidence.
HYPOTHESIS NO - 33

There is no significant difference between Hindu and Non-Hindu B.Ed. students in attitude towards teaching profession.

TABLE NO. 33

Result showing the difference between Hindu and Non-Hindu B.Ed. students in attitude towards teaching profession

<table>
<thead>
<tr>
<th>Religion towards teaching profession</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>Standard error</th>
<th>‘t’ value</th>
<th>P value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hindu</td>
<td>481</td>
<td>99.97</td>
<td>16.42</td>
<td>0.74</td>
<td>2.59</td>
<td>0.01</td>
</tr>
<tr>
<td>Non-Hindu</td>
<td>146</td>
<td>104.17</td>
<td>19.25</td>
<td>1.59</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The Table No. 33 shows that the calculated ‘t’ value is higher than the table value.

Therefore, one can infer that there is significant difference between Hindu and Non-Hindu B.Ed. students in attitude towards teaching profession at 0.01 level.

Hence the hypothesis No. 33 is rejected.

RESULT:

There is significant difference between Hindu and Non-Hindu B.Ed. students in attitude towards teaching profession. Hence Non-Hindu B.Ed. students are better than Hindu B.Ed. students in attitude towards teaching profession.
HYPOTHESIS NO - 34

There is no significant difference between Hindu and Non-Hindu B.Ed. students in creativity.

TABLE NO. 34

Result showing the difference between Hindu and Non-Hindu B.Ed. students in creativity

<table>
<thead>
<tr>
<th>Religion</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>Standard error</th>
<th>‘t’ value</th>
<th>P value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creativity</td>
<td>Hindu</td>
<td>481</td>
<td>61.06</td>
<td>22.63</td>
<td>1.03</td>
<td>0.07</td>
</tr>
<tr>
<td></td>
<td>Non- Hindu</td>
<td>146</td>
<td>60.90</td>
<td>22.52</td>
<td>1.86</td>
<td>NS</td>
</tr>
</tbody>
</table>

The Table No. 34 shows that the calculated ‘t’ value is lower than the table value.

Therefore, one can infer that there is no significant difference between Hindu and Non-Hindu B.Ed. students in creativity.

Hence the hypothesis No. 34 is accepted

RESULT:

There is no significant difference between Hindu and Non-Hindu B.Ed. students in creativity.
HYPOTHESIS NO - 35

There is no significant difference between Hindu and Non-Hindu B.Ed. students in emotional intelligence.

TABLE NO. 35

Result showing the difference between Hindu and Non-Hindu B.Ed. students in emotional intelligence

<table>
<thead>
<tr>
<th>Emotion intelligence</th>
<th>Religion</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>Standard error</th>
<th>‘t’ value</th>
<th>P value</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Hindu</td>
<td>481</td>
<td>32.28</td>
<td>6.73</td>
<td>0.30</td>
<td>3.09</td>
<td>0.01</td>
</tr>
<tr>
<td></td>
<td>Non-Hindu</td>
<td>146</td>
<td>34.17</td>
<td>5.47</td>
<td>0.45</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The Table No. 35 shows that the calculated ‘t’ value is higher than the table value.

Therefore, one can infer that there is significant difference between Hindu and Non-Hindu B.Ed. students in emotional intelligence at 0.01 level.

Hence the hypothesis No. 35 is rejected.

RESULT:

There is significant difference between Hindu and Non-Hindu B.Ed. students in emotional intelligence. Hence Non-Hindu B.Ed. students are better than Hindu B.Ed. students in emotional intelligence.
HYPOTHESIS NO - 36

There is no significant difference between Hindu and Non-Hindu B.Ed. students in academic achievement.

TABLE NO. 36

Result showing the difference between Hindu and Non-Hindu B.Ed. students in academic achievement

<table>
<thead>
<tr>
<th>Religion</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>Standard error</th>
<th>‘t’ value</th>
<th>P value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic achievement</td>
<td>Hindu</td>
<td>481</td>
<td>216.52</td>
<td>15.69</td>
<td>0.71</td>
<td>2.19</td>
</tr>
<tr>
<td></td>
<td>Non-Hindu</td>
<td>146</td>
<td>213.40</td>
<td>12.71</td>
<td>1.05</td>
<td></td>
</tr>
</tbody>
</table>

The Table No. 36 shows that the calculated ‘t’ value is higher than the table value.

Therefore, one can infer that there is significant difference between Hindu and Non-Hindu B.Ed. students in academic achievement at 0.05 level.

Hence the hypothesis No. 36 is rejected.

RESULT:

There is significant difference between Hindu and Non-Hindu B.Ed. students in academic achievement. Hence Hindu B.Ed. students are better than Non-Hindu B.Ed. students in academic achievement.
HYPOTHESIS NO - 37

There is no significant difference between B.Ed. students of Science and Mathematics subjects in self-confidence.

TABLE NO. 37

Result showing the difference between B.Ed. students of Science and Mathematics subjects in self-confidence

<table>
<thead>
<tr>
<th></th>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>Standard error</th>
<th>‘t’ value</th>
<th>P value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self confidence</td>
<td>Science</td>
<td>258</td>
<td>65.40</td>
<td>11.32</td>
<td>0.70</td>
<td>0.24</td>
<td>NS</td>
</tr>
<tr>
<td></td>
<td>Mathematics</td>
<td>125</td>
<td>65.71</td>
<td>11.74</td>
<td>1.05</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The Table No. 37 shows that the calculated ‘t’ value is lower than the table value.

Therefore, one can infer that there is no significant difference between B.Ed. students of Science and Mathematics subjects in self-confidence.

Hence the hypothesis No. 37 is accepted.

RESULT:

There is no significant difference between B.Ed. students of Science and Mathematics subjects in self-confidence.
HYPOTHESIS NO - 38

There is no significant difference between B.Ed. students of Science and Mathematics subjects in attitude towards teaching profession.

TABLE NO. 38

Result showing the difference between B.Ed. students of Science and Mathematics subjects in attitude towards teaching profession

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>Standard error</th>
<th>‘t’ value</th>
<th>P value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attitude towards teaching profession</td>
<td>258</td>
<td>101.12</td>
<td>15.43</td>
<td>0.96</td>
<td>1.12</td>
<td>NS</td>
</tr>
<tr>
<td>Science</td>
<td>125</td>
<td>99.28</td>
<td>14.13</td>
<td>1.26</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The Table No. 38 shows that the calculated ‘t’ value is lower than the table value.

Therefore, one can infer that there is no significant difference between B.Ed. students of Science and Mathematics subjects in attitude towards teaching profession.

Hence the hypothesis No. 38 is accepted.

RESULT:

There is no significant difference between B.Ed. students of Science and Mathematics subjects in attitude towards teaching profession.
HYPOTHESIS NO - 39

There is no significant difference between B.Ed. students of Science and Mathematics subjects in creativity.

TABLE NO. 39

Result showing the difference between B.Ed. students of Science and Mathematics subjects in creativity

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>Standard error</th>
<th>‘t’ value</th>
<th>P value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creativity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>258</td>
<td>58.78</td>
<td>22.48</td>
<td>1.39</td>
<td>2.29</td>
<td>0.05</td>
</tr>
<tr>
<td>Mathematics</td>
<td>125</td>
<td>64.41</td>
<td>22.70</td>
<td>2.03</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The Table No. 39 shows that the calculated ‘t’ value is higher than the table value.

Therefore, one can infer that there is significant difference between B.Ed. students Science and Mathematics subjects in creativity at 0.05 level.

Hence the hypothesis No. 39 is rejected.

RESULT:

There is significant difference between B.Ed. students of Science and Mathematics subjects in creativity. Hence Mathematics subject B.Ed. students are better than Science subject B.Ed. students in creativity.
HYPOTHESIS NO - 40

There is no significant difference between B.Ed. students of Science and Mathematics subjects in emotional intelligence.

TABLE NO. 40

Result showing the difference between B.Ed. students of Science and Mathematics subjects in emotional intelligence

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>Standard error</th>
<th>‘t’ value</th>
<th>P value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>intelligence</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>258</td>
<td>33.36</td>
<td>6.83</td>
<td>0.42</td>
<td>1.58</td>
<td>NS</td>
</tr>
<tr>
<td>Mathematics</td>
<td>125</td>
<td>32.21</td>
<td>6.26</td>
<td>0.55</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The Table No. 40 shows that the calculated ‘t’ value is lower than the table value.

Therefore, one can infer that there is no significant difference between B.Ed. students of Science and Mathematics subjects in emotional intelligence.

Hence the hypothesis No. 40 is accepted.

RESULT:

There is no significant difference between B.Ed. students of Science and Mathematics subjects of in emotional intelligence.
HYPOTHESIS NO - 41

There is no significant difference between B.Ed. students of Science and Mathematics subjects in academic achievement.

TABLE NO. 41

Result showing the difference between B.Ed. students of Science and Mathematics subjects in academic achievement

<table>
<thead>
<tr>
<th>Academic achievement</th>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>Standard error</th>
<th>'t' value</th>
<th>P value</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Science</td>
<td>258</td>
<td>218.56</td>
<td>12.83</td>
<td>0.79</td>
<td>1.75</td>
<td>NS</td>
</tr>
<tr>
<td></td>
<td>Mathematics</td>
<td>125</td>
<td>216.00</td>
<td>14.46</td>
<td>1.29</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The Table No. 41 shows that the calculated ‘t’ value is lower than the table value.

Therefore, one can infer that there is no significant difference between B.Ed. students of Science and Mathematics subjects in academic achievement.

Hence the hypothesis No. 41 is accepted.

RESULT:

There is no significant difference between B.Ed. students of Science and Mathematics subjects in academic achievement.
HYPOTHESIS NO - 42

There is no significant difference between B.Ed. students of Science and Social Science subjects in self-confidence.

TABLE NO. 42

Result showing the difference between B.Ed. students of Science and Social Science subjects in self-confidence

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>Standard error</th>
<th>( 't' ) value</th>
<th>P value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self confidence</td>
<td>Science</td>
<td>258</td>
<td>65.40</td>
<td>11.32</td>
<td>0.70</td>
<td>3.47</td>
</tr>
<tr>
<td></td>
<td>Social Science</td>
<td>103</td>
<td>60.15</td>
<td>16.35</td>
<td>1.61</td>
<td></td>
</tr>
</tbody>
</table>

The Table No. 42 shows that the calculated ‘t’ value is higher than the table value.

Therefore, one can infer that there is significant difference between B.Ed. students of Science and Social Science subjects in self-confidence at 0.001 level.

Hence the hypothesis No. 42 is rejected.

RESULT:

There is significant difference between B.Ed. students of Science and Social Science subjects in self-confidence. Hence Science subject B.Ed. students are better than Social Science subject B.Ed. students in self-confidence.
HYPOTHESIS NO - 43

There is no significant difference between B.Ed. students of Science and Social Science subjects in attitude towards teaching profession.

TABLE NO. 43

Result showing the difference between B.Ed. students of Science and Social Science subjects in attitude towards teaching profession

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>Standard error</th>
<th>‘t’ value</th>
<th>P value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attitude towards teaching profession</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>258</td>
<td>101.12</td>
<td>15.43</td>
<td>0.96</td>
<td>0.13</td>
<td>NS</td>
</tr>
<tr>
<td>Social Science</td>
<td>103</td>
<td>101.38</td>
<td>18.05</td>
<td>1.77</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The Table No. 43 shows that the calculated ‘t’ value is lower than the table value.

Therefore, one can infer that there is no significant difference between B.Ed. students of Science and Social Science subjects in attitude towards teaching profession.

Hence the hypothesis No. 43 is accepted.

RESULT:

There is no significant difference between B.Ed. students of Science and Social Science subjects in attitude towards teaching profession
HYPOTHESIS NO - 44

There is no significant difference between B.Ed. students of Science and Social Science subjects in creativity.

TABLE NO. 44

Result showing the difference between B.Ed. students of Science and Social Science subjects in creativity

<table>
<thead>
<tr>
<th>Creativity</th>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>Standard error</th>
<th>‘t’ value</th>
<th>P value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creativity</td>
<td>Science</td>
<td>258</td>
<td>58.78</td>
<td>22.48</td>
<td>1.39</td>
<td>1.64</td>
<td>NS</td>
</tr>
<tr>
<td>Creativity</td>
<td>Social Science</td>
<td>103</td>
<td>63.18</td>
<td>24.14</td>
<td>2.37</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The Table No. 44 shows that the calculated ‘t’ value is lower than the table value.

Therefore, one can infer that there is no significant difference between B.Ed. students of Science and Social Science subjects in creativity.

Hence the hypothesis No. 44 is accepted.

RESULT:

There is no significant difference between B.Ed. students of Science and Social Science subjects in creativity.
HYPOTHESIS NO - 45

There is no significant difference between B.Ed. students of Science and Social Science subjects in emotional intelligence.

TABLE NO. 45

Result showing the difference between B.Ed. students of Science and Social Science subjects in emotional intelligence

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>Standard error</th>
<th>‘t’ value</th>
<th>P value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional intelligence</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>258</td>
<td>33.36</td>
<td>6.83</td>
<td>0.42</td>
<td>3.45</td>
<td>0.001</td>
</tr>
<tr>
<td>Social Science</td>
<td>103</td>
<td>30.66</td>
<td>6.41</td>
<td>0.63</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The Table No. 45 shows that the calculated ‘t’ value is higher than the table value.

Therefore, one can infer that there is significant difference between B.Ed. students of Science and Social Science subjects in emotional intelligence at 0.001 level.

Hence the hypothesis No. 45 is rejected.

RESULT:

There is significant difference between B.Ed. students of Science and Social Science subjects in emotional intelligence. Hence Science subject B.Ed. students are better than Social Science subject B.Ed. students in emotional intelligence.
HYPOTHESIS NO - 46

There is no significant difference between B.Ed. students of Science and Social Science subjects in academic achievement.

TABLE NO. 46

Result showing the difference between B.Ed. students of Science and Social Science subjects in academic achievement

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>Standard error</th>
<th>‘t’ value</th>
<th>P value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic achievement</td>
<td>Science</td>
<td>258</td>
<td>218.56</td>
<td>12.83</td>
<td>0.79</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Social Science</td>
<td>103</td>
<td>210.60</td>
<td>17.47</td>
<td>1.72</td>
<td>4.77</td>
</tr>
</tbody>
</table>

The Table No. 46 shows that the calculated ‘t’ value is higher than the table value.

Therefore, one can infer that there is significant difference between B.Ed. students of Science and Social Science subjects in academic achievement at 0.001 level.

Hence the hypothesis No. 46 is rejected.

RESULT:

There is significant difference between B.Ed. students of Science and Social Science subjects in academic achievement. Hence science subject B.Ed. students are better than Social Science subject B.Ed. students in academic achievement.
HYPOTHESIS NO - 47

There is no significant difference between B.Ed. students of Science and Language subjects in self-confidence.

TABLE NO. 47

Result showing the difference between B.Ed. students of Science and Language subjects in self-confidence

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>Standard error</th>
<th>‘t’ value</th>
<th>P value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self confidence</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>258</td>
<td>65.40</td>
<td>11.32</td>
<td>0.70</td>
<td>0.39</td>
<td>NS</td>
</tr>
<tr>
<td>Language subjects</td>
<td>141</td>
<td>64.85</td>
<td>13.47</td>
<td>1.13</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The Table No. 47 shows that the calculated ‘t’ value is lower than the table value.

Therefore, one can infer that there is no significant difference between B.Ed. students of Science and Language subjects in self-confidence.

Hence the hypothesis No. 47 is accepted.

RESULT:

There is no significant difference between B.Ed. students of Science and Language subjects in self-confidence.
HYPOTHESIS NO - 48

There is no significant difference between B.Ed. students of Science and Language subjects in attitude towards teaching profession.

TABLE NO. 48

Result showing the difference between B.Ed. students of Science and Languages subjects in attitude towards teaching profession

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>Standard error</th>
<th>‘t’ value</th>
<th>P value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attitude towards teaching profession</td>
<td>Science</td>
<td>258</td>
<td>101.12</td>
<td>15.43</td>
<td>0.96</td>
<td>0.39</td>
</tr>
<tr>
<td></td>
<td>Language subjects</td>
<td>141</td>
<td>101.80</td>
<td>21.62</td>
<td>1.82</td>
<td></td>
</tr>
</tbody>
</table>

The Table No. 48 shows that the calculated ‘t’ value is lower than the table value.

Therefore, one can infer that there is no significant difference between B.Ed. students of Science and Language subjects in attitude towards teaching profession.

Hence the hypothesis No. 48 is accepted.

RESULT:

There is no significant difference between B.Ed. students of Science and Language subjects in attitude towards teaching profession.
HYPOTHESIS NO - 49

There is no significant difference between B.Ed. students of Science and Language subjects in creativity.

TABLE NO. 49

Result showing the difference between B.Ed. students of Science and Language subjects in creativity

<table>
<thead>
<tr>
<th>Creativity</th>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>Standard error</th>
<th>‘t’ value</th>
<th>P value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creativity</td>
<td>Science</td>
<td>258</td>
<td>58.78</td>
<td>22.48</td>
<td>1.39</td>
<td>0.78</td>
<td>NS</td>
</tr>
<tr>
<td>Language subjects</td>
<td>Language</td>
<td>141</td>
<td>60.60</td>
<td>21.18</td>
<td>1.78</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The Table No. 49 shows that the calculated ‘t’ value is lower than the table value.

Therefore, one can infer that there is no significant difference between B.Ed. students of Science and Language subjects in creativity.

Hence the hypothesis No. 48 is accepted.

RESULT:

There is no significant difference between B.Ed. students of Science and Language subjects in creativity.
HYPOTHESIS NO – 50

There is no significant difference between B.Ed. students of Science and Language subjects in emotional intelligence.

TABLE NO. 50

Result showing the difference between B.Ed. students of Science and Languages subjects in emotional intelligence

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>Standard error</th>
<th>‘t’ value</th>
<th>P value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional intelligence</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>258</td>
<td>33.36</td>
<td>6.83</td>
<td>0.42</td>
<td>0.23</td>
<td>NS</td>
</tr>
<tr>
<td>Language subjects</td>
<td>141</td>
<td>33.52</td>
<td>5.83</td>
<td>0.49</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The Table No. 50 shows that the calculated ‘t’ value is lower than the table value.

Therefore, one can infer that there is no significant difference between B.Ed. students of Science and Language subjects in emotional intelligence.

Hence the hypothesis No. 50 is accepted.

RESULT:

There is no significant difference between B.Ed. students of Science and Language subjects in emotional intelligence.
HYPOTHESIS NO – 51

There is no significant difference between B.Ed. students of Science and Language subjects in academic achievement.

TABLE NO. 51

Result showing the difference between B.Ed. students of Science and Language subjects in academic achievement

<table>
<thead>
<tr>
<th>Academic achievement</th>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>Standard error</th>
<th>‘t’ value</th>
<th>P value</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Science</td>
<td>258</td>
<td>218.56</td>
<td>12.83</td>
<td>0.79</td>
<td>2.81</td>
<td>0.01</td>
</tr>
<tr>
<td></td>
<td>Language</td>
<td>141</td>
<td>214.36</td>
<td>16.54</td>
<td>1.39</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The Table No. 51 shows that the calculated ‘t’ value is higher than the table value.

Therefore, one can infer that there is significant difference between B.Ed. students of Science and Language subjects in academic achievement 0.01 level.

Hence the hypothesis No. 50 is rejected.

RESULT:

There is significant difference between B.Ed. students of Science and Language subjects in academic achievement. Hence Science subject B.Ed. students are better than Language subjects B.Ed. students in academic achievement.
HYPOTHESIS NO – 52

There is no significant difference between B.Ed. students of Mathematics and Social Science subjects in self-confidence.

TABLE NO. 52

Result showing the difference between B.Ed. students of Mathematics and Social Science subjects in self-confidence

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>Standard error</th>
<th>‘t’ value</th>
<th>P value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self confidence</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>125</td>
<td>65.71</td>
<td>11.74</td>
<td>1.05</td>
<td>2.98</td>
<td>0.01</td>
</tr>
<tr>
<td>Social Science</td>
<td>103</td>
<td>60.15</td>
<td>16.35</td>
<td>1.61</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The Table No. 52 shows that the calculated ‘t’ value is higher than the table value.

Therefore, one can infer that there is significant difference between B.Ed. students of Mathematics and Social Science subjects in self-confidence at 0.01 level.

Hence the hypothesis No. 52 is rejected.

RESULT:

There is significant difference between B.Ed. students of Mathematics and Social Science subjects in self-confidence. Hence Mathematics B.Ed. students are better than Social Science B.Ed. students in self-confidence.
HYPOTHESIS NO – 53

There is no significant difference between B.Ed. students of Mathematics and Social Science subjects in attitude towards teaching profession.

TABLE NO. 53

Result showing the difference between B.Ed. students of Mathematics and Social Science subjects in attitude towards teaching profession

<table>
<thead>
<tr>
<th>Attitude towards teaching profession</th>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>Standard error</th>
<th>‘t’ value</th>
<th>P value</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mathematics</td>
<td>125</td>
<td>99.28</td>
<td>14.13</td>
<td>1.26</td>
<td></td>
<td>0.98</td>
</tr>
<tr>
<td></td>
<td>Social Science</td>
<td>103</td>
<td>101.38</td>
<td>18.05</td>
<td>1.77</td>
<td>0.98</td>
<td>NS</td>
</tr>
</tbody>
</table>

The Table No. 53 shows that the calculated ‘t’ value is lower than the table value.

Therefore, one can infer that there is no significant difference between B.Ed. students of Mathematics and Social Science subjects in attitude towards teaching profession.

Hence the hypothesis No. 52 is accepted.

RESULT:

There is no significant difference between B.Ed. students of Mathematics and Social Science subjects of in attitude towards teaching profession
HYPOTHESIS NO – 54

There is no significant difference between B.Ed. students of Mathematics and Social Science subjects in creativity.

TABLE NO. 54

Result showing the difference between B.Ed. students of Mathematics and Social Science subjects in creativity

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>Standard error</th>
<th>‘t’ value</th>
<th>P value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creativity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>125</td>
<td>64.41</td>
<td>22.70</td>
<td>2.03</td>
<td>0.39</td>
<td>NS</td>
</tr>
<tr>
<td>Social Science</td>
<td>103</td>
<td>63.18</td>
<td>24.14</td>
<td>2.37</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The Table No. 54 shows that the calculated ‘t’ value is lower than the table value.

Therefore, one can infer that there is no significant difference between B.Ed. students of Mathematics and Social Science subjects in creativity.

Hence the hypothesis No. 54 is accepted.

RESULT:

There is no significant difference between B.Ed. students of Mathematics and Social Science subjects in creativity.
HYPOTHESIS NO – 55

There is no significant difference between B.Ed. students of Mathematics and Social Science subjects in emotional intelligence.

TABLE NO. 55

Result showing the difference between B.Ed. students of Mathematics and Social Science subjects in emotional intelligence

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>Standard error</th>
<th>‘t’ value</th>
<th>P value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional intelligence</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>125</td>
<td>32.21</td>
<td>6.26</td>
<td>0.55</td>
<td>1.84</td>
<td>NS</td>
</tr>
<tr>
<td>Social Science</td>
<td>103</td>
<td>30.66</td>
<td>6.41</td>
<td>0.63</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The Table No. 55 shows that the calculated ‘t’ value is lower than the table value.

Therefore, one can infer that there is no significant difference between B.Ed. students of Mathematics and Social Science subjects in emotional intelligence.

Hence the hypothesis No. 55 is accepted.

RESULT:

There is no significant difference between B.Ed. students of Mathematics and Social Science subjects in emotional intelligence.
HYPOTHESIS NO – 56

There is no significant difference between B.Ed. students of Mathematics and Social Science subjects in academic achievement.

TABLE NO. 56

Result showing the difference between B.Ed. students of Mathematics and Social Science subjects in academic achievement

<table>
<thead>
<tr>
<th>Academic achievement</th>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>Standard error</th>
<th>'t' value</th>
<th>P value</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mathematics</td>
<td>125</td>
<td>216.00</td>
<td>14.46</td>
<td>1.29</td>
<td>2.55</td>
<td>0.05</td>
</tr>
<tr>
<td></td>
<td>Social Science</td>
<td>103</td>
<td>210.60</td>
<td>17.47</td>
<td>1.72</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The Table No. 53 shows that the calculated ‘t’ value is higher than the table value.

Therefore, one can infer that there is significant difference B.Ed. between students of between Mathematics and Social Science subjects in academic achievement at 0.05 level.

Hence the hypothesis No. 52 is rejected.

RESULT:

There is significant difference between B.Ed. students of Mathematics and Social Science subjects in academic achievement. Hence Mathematics subject B.Ed. students are better than Social Science subject B.Ed. students in academic achievement.
HYPOTHESIS NO – 57

There is no significant difference between B.Ed. students of Mathematics and Language subjects in self-confidence.

TABLE NO. 57

Result showing the difference between B.Ed. students of Mathematics and Language subjects in self-confidence

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>Standard error</th>
<th>‘t’ value</th>
<th>P value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self confidence</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>125</td>
<td>65.71</td>
<td>11.74</td>
<td>1.05</td>
<td>0.55</td>
<td>NS</td>
</tr>
<tr>
<td>Language subjects</td>
<td>141</td>
<td>64.85</td>
<td>13.47</td>
<td>1.13</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The Table No. 57 shows that the calculated ‘t’ value is lower than the table value.

Therefore, one can infer that there is no significant difference between B.Ed. students of Mathematics and Language subjects in self-confidence.

Hence the hypothesis No. 57 is accepted.

RESULT:

There is no significant difference between B.Ed. students of Mathematics and Language subjects in self-confidence.
HYPOTHESIS NO - 58

There is no significant difference between B.Ed. students of Mathematics and Language subjects in attitude towards teaching profession.

TABLE NO. 58

Result showing the difference between B.Ed. students of Mathematics and Language subjects in attitude towards teaching profession

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>Standard error</th>
<th>‘t’ value</th>
<th>P value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attitude towards teaching profession</td>
<td>Mathematics</td>
<td>125</td>
<td>99.28</td>
<td>14.13</td>
<td>1.26</td>
<td>1.10 NS</td>
</tr>
<tr>
<td></td>
<td>Language subjects</td>
<td>141</td>
<td>101.80</td>
<td>21.62</td>
<td>1.82</td>
<td></td>
</tr>
</tbody>
</table>

The Table No. 58 shows that the calculated ‘t’ value is lower than the table value.

Therefore, one can infer that there is no significant difference between B.Ed. students of Mathematics and Language subjects in attitude towards teaching profession.

Hence the hypothesis No. 58 is accepted.

RESULT:

There is no significant difference between B.Ed. students of Mathematics and Language subjects in attitude towards teaching profession.
HYPOTHESIS NO - 59

There is no significant difference between B.Ed. students of Mathematics and Language subjects in creativity.

TABLE NO. 59

Result showing the difference between B.Ed. students of Mathematics and Language subjects in creativity

<table>
<thead>
<tr>
<th>Creativity</th>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>Standard error</th>
<th>‘t’ value</th>
<th>P value</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mathematics</td>
<td>125</td>
<td>64.41</td>
<td>22.70</td>
<td>2.03</td>
<td>1.41</td>
<td>NS</td>
</tr>
<tr>
<td></td>
<td>Language subjects</td>
<td>141</td>
<td>60.60</td>
<td>21.18</td>
<td>1.78</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The Table No. 59 shows that the calculated ‘t’ value is lower than the table value.

Therefore, one can infer that there is no significant difference between B.Ed. students of Mathematics and Language subjects in creativity.

Hence the hypothesis No. 59 is accepted.

RESULT:

There is no significant difference between B.Ed. students of Mathematics and Language subjects in creativity.
HYPOTHESIS NO - 60

There is no significant difference between B.Ed. students of Mathematics and Language subjects in emotional intelligence.

TABLE NO. 60

Result showing the difference between B.Ed. students of Mathematics and Language subjects in emotional intelligence

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>Standard error</th>
<th>‘t’ value</th>
<th>P value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional intelligence</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>125</td>
<td>32.21</td>
<td>6.26</td>
<td>0.55</td>
<td>1.76</td>
<td>NS</td>
</tr>
<tr>
<td>Language subjects</td>
<td>141</td>
<td>33.52</td>
<td>5.83</td>
<td>0.49</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The Table No. 60 shows that the calculated ‘t’ value is lower than the table value.

Therefore, one can infer that there is no significant difference between B.Ed. students of Mathematics and Language subjects in emotional intelligence.

Hence the hypothesis No. 60 is accepted.

RESULT:

There is no significant difference between B.Ed. students of Mathematics and Language subjects in Emotional intelligence.
HYPOTHESIS NO - 61

There is no significant difference between B.Ed. students of Mathematics and Language subjects in academic achievement.

TABLE NO. 61

Result showing the difference between B.Ed. students of Mathematics and Language subjects in academic achievement

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>Standard error</th>
<th>‘t’ value</th>
<th>P value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic achievement</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>125</td>
<td>216.00</td>
<td>14.46</td>
<td>1.29</td>
<td>0.85</td>
<td>NS</td>
</tr>
<tr>
<td>Language subjects</td>
<td>141</td>
<td>214.36</td>
<td>16.54</td>
<td>1.39</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The Table No. 61 shows that the calculated ‘t’ value is lower than the table value.

Therefore, one can infer that there is no significant difference between B.Ed. students of Mathematics and Language subjects in academic achievement.

Hence the hypothesis No. 61 is accepted.

RESULT:

There is no significant difference between B.Ed. students of Mathematics and Language subjects in academic achievement.
HYPOTHESIS NO - 62

There is no significant difference between B.Ed. students of Social Science and Language subjects in self-confidence.

TABLE NO. 62

Result showing the difference between B.Ed. students of Social Science and Language subjects in self-confidence

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>Standard error</th>
<th>‘t’ value</th>
<th>P value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self confidence</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Science</td>
<td>103</td>
<td>60.15</td>
<td>16.35</td>
<td>1.61</td>
<td>2.45</td>
<td>0.05</td>
</tr>
<tr>
<td>Language subjects</td>
<td>141</td>
<td>64.85</td>
<td>13.47</td>
<td>1.13</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The Table No. 62 shows that the calculated ‘t’ value is higher than the table value.

Therefore, one can infer that there is significant difference B.Ed. students of between Social Science and Language subjects in self-confidence at 0.05 level.

Hence the hypothesis No. 62 is rejected.

RESULT:

There is significant difference between B.Ed. students Social Science and Language subjects in self-confidence. Hence Languages B.Ed. students are better than Social Science B.Ed. students in self-confidence.
HYPOTHESIS NO - 63

There is no significant difference between B.Ed. students of Social Science and Language subjects in attitude towards teaching profession.

TABLE NO. 63

Result showing the difference between B.Ed. students of Social Science and Language subjects in attitude towards teaching profession

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>Standard error</th>
<th>'t' value</th>
<th>P value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attitude towards teaching profession</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Science</td>
<td>103</td>
<td>101.38</td>
<td>18.05</td>
<td>1.77</td>
<td>0.16</td>
<td>NS</td>
</tr>
<tr>
<td>Language subjects</td>
<td>141</td>
<td>101.80</td>
<td>21.62</td>
<td>1.82</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The Table No. 63 shows that the calculated ‘t’ value is lower than the table value.

Therefore, one can infer that there is no significant difference between B.Ed. students of Social Science and Language subjects in attitude towards teaching profession.

Hence the hypothesis No. 63 is accepted.

RESULT:

There is no significant difference between B.Ed. students of Social Science and Language subjects in attitude towards teaching profession.
HYPOTHESIS NO - 64

There is no significant difference between B.Ed. students of Social Science and Language subjects in creativity.

TABLE NO. 64

Result showing the difference between B.Ed. students of Social Science and Language subjects in creativity

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>Standard error</th>
<th>‘t’ value</th>
<th>P value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creativity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Science</td>
<td>103</td>
<td>63.18</td>
<td>24.14</td>
<td>2.37</td>
<td>0.88</td>
<td>NS</td>
</tr>
<tr>
<td>Language subjects</td>
<td>141</td>
<td>60.60</td>
<td>21.18</td>
<td>1.78</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The Table No. 64 shows that the calculated ‘t’ value is lower than the table value.

Therefore, one can infer that there is no significant difference between B.Ed. students of Social Science and Language subjects in creativity.

Hence the hypothesis No. 64 is accepted.

RESULT:

There is no significant difference between B.Ed. students of Social Science and Language subjects in creativity.
HYPOTHESIS NO - 65

There is no significant difference between B.Ed. students of Social Science and Language subjects in emotional intelligence.

TABLE NO. 65

Result showing the difference between B.Ed. students of Social Science and Language subjects in emotional intelligence

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>Standard error</th>
<th>‘t’ value</th>
<th>P value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional intelligence</td>
<td>Social Science</td>
<td>103</td>
<td>30.66</td>
<td>6.41</td>
<td>0.63</td>
<td>3.62</td>
</tr>
<tr>
<td>Language subjects</td>
<td>141</td>
<td>33.52</td>
<td>5.83</td>
<td>0.43</td>
<td>0.001</td>
<td>0.001</td>
</tr>
</tbody>
</table>

The Table No. 65 shows that the calculated ‘t’ value is higher than the table value.

Therefore, one can infer that there is significant difference between B.Ed. students of Social Science and Language subjects in emotional intelligence at 0.001 level.

Hence the hypothesis No. 65 is rejected.

RESULT:

There is significant difference between B.Ed. students of Social Science and Language subjects in emotional intelligence. Hence Languages B.Ed. students are better than Social Science B.Ed. students in emotional intelligence.
HYPOTHESIS NO - 66

There is no significant difference between B.Ed. students of Social Science and Language subjects in academic achievement.

TABLE NO. 66

Result showing the difference between B.Ed. students of Social Science and Language subjects in academic achievement

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>Standard error</th>
<th>‘t’ value</th>
<th>P value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Science</td>
<td>103</td>
<td>210.60</td>
<td>17.47</td>
<td>1.72</td>
<td>1.71</td>
<td>NS</td>
</tr>
<tr>
<td>Language subjects</td>
<td>141</td>
<td>214.36</td>
<td>16.54</td>
<td>1.39</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The Table No. 66 shows that the calculated ‘t’ value is lower than the table value.

Therefore, one can infer that there is no significant difference between B.Ed. students of Social Science and Language subjects in academic achievement.

Hence the hypothesis No. 66 is accepted.

RESULT:

There is no significant difference between B.Ed. students of Social Science and Language subjects in academic achievement.
HYPOTHESIS NO - 67

There is no significant difference between B.Ed. students of Govt. Colleges of Education and Govt. Aided colleges of Education in self-confidence.

TABLE NO. 67

Result showing the difference between B.Ed. students of Govt. Colleges of Education and Govt. Aided colleges of Education in self confidence

<table>
<thead>
<tr>
<th>Type of Management</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>Standard error</th>
<th>‘t’ value</th>
<th>P value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self confidence</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Govt.</td>
<td>255</td>
<td>68.15</td>
<td>9.30</td>
<td>0.58</td>
<td>1.25</td>
<td>NS</td>
</tr>
<tr>
<td>Govt. Aided</td>
<td>216</td>
<td>66.80</td>
<td>13.88</td>
<td>0.94</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The Table No. 67 shows that the calculated ‘t’ value is lower than the table value.

Therefore, one can infer that there is no significant difference between B.Ed. students of Govt. Colleges of Education and Govt. Aided colleges of Education in self-confidence.

Hence the hypothesis No. 67 is accepted.

RESULT:

There is no significant difference between B.Ed. students of Govt. Colleges of education and Govt. Aided colleges of education in self-confidence.
HYPOTHESIS NO - 68

There is no significant difference between B.Ed. students of Govt. Colleges of Education and Govt. Aided colleges of Education in attitude towards teaching profession.

TABLE NO. 68

Result showing the difference between B.Ed. students of Govt. Colleges of Education and Govt. Aided colleges of Education in attitude towards teaching profession

<table>
<thead>
<tr>
<th>Type of Management</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>Standard error</th>
<th>‘t’ value</th>
<th>P value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attitude towards teaching profession</td>
<td>Govt.</td>
<td>255</td>
<td>101.70</td>
<td>15.53</td>
<td>0.97</td>
<td>1.83</td>
</tr>
<tr>
<td>Govt. Aided</td>
<td>216</td>
<td>104.28</td>
<td>14.88</td>
<td>1.01</td>
<td>1.01</td>
<td>1.01</td>
</tr>
</tbody>
</table>

The Table No. 68 shows that the calculated ‘t’ value is lower than the table value.

Therefore, one can infer that there is no significant difference between B.Ed. students of Govt. Colleges of Education and Govt. Aided colleges of Education in attitude towards teaching profession.

Hence the hypothesis No. 68 is accepted.

RESULT:

There is no significant difference between B.Ed. students of Govt. Colleges of Education and Govt. Aided colleges of Education in attitude towards teaching profession.
HYPOTHESIS NO - 69

There is no significant difference between B.Ed. students of Govt. Colleges of Education and Govt. Aided colleges of Education in creativity.

TABLE NO. 69

Result showing the difference between B.Ed. students of Govt. Colleges of Education and Govt. Aided colleges of Education in creativity

<table>
<thead>
<tr>
<th>Type of Management</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>Standard error</th>
<th>‘t’ value</th>
<th>P value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creativity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Govt.</td>
<td>255</td>
<td>55.20</td>
<td>16.87</td>
<td>1.05</td>
<td>1.53</td>
<td>NS</td>
</tr>
<tr>
<td>Govt. Aided</td>
<td>216</td>
<td>58.16</td>
<td>24.68</td>
<td>1.67</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The Table No. 69 shows that the calculated ‘t’ value is lower than the table value.

Therefore, one can infer that there is no significant difference between B.Ed. students of Govt. Colleges of Education and Govt. Aided Colleges of Education in creativity.

Hence the hypothesis No. 69 is accepted.

RESULT:

There is no significant difference between B.Ed. students of Govt. Colleges of Education and Govt. Aided Colleges of Education in creativity.
HYPOTHESIS NO - 70

There is no significant difference between B.Ed. students of Govt. Colleges of Education and Govt. Aided colleges of Education in emotional intelligence.

TABLE NO. 70

Result showing the difference between B.Ed. students of Govt. Colleges of Education and Govt. Aided colleges of Education in emotional intelligence

<table>
<thead>
<tr>
<th>Type of Management</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>Standard error</th>
<th>‘t’ value</th>
<th>P value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Govt.</td>
<td>255</td>
<td>33.37</td>
<td>5.33</td>
<td>0.33</td>
<td>3.29</td>
<td>0.01</td>
</tr>
<tr>
<td>Govt. Aided</td>
<td>216</td>
<td>34.93</td>
<td>4.88</td>
<td>0.33</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The Table No. 70 shows that the calculated ‘t’ value is higher than the table value.

Therefore, one can infer that there is significant difference between B.Ed. students of Govt. Colleges of Education and Govt. Aided Colleges of Education in emotional intelligence at 0.01 level.

Hence the hypothesis No. 70 is rejected.

RESULT:

There is significant difference between B.Ed. students of Govt. Colleges of Education and Govt. Aided Colleges of Education in emotional intelligence. Hence B.Ed. students of Govt. Aided colleges of Education are better than B.Ed. students of Govt. Colleges of Education in emotional intelligence
HYPOTHESIS NO - 71

There is no significant difference between B.Ed. students of Govt. Colleges of Education and Govt. Aided colleges of Education in academic achievement.

TABLE NO. 71

Result showing the difference between B.Ed. students of Govt. Colleges of Education and Govt. Aided colleges of Education in academic achievement

<table>
<thead>
<tr>
<th>Type of Management</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>Standard error</th>
<th>‘t’ value</th>
<th>P value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic achievement</td>
<td>Govt.</td>
<td>255</td>
<td>224.25</td>
<td>8.34</td>
<td>0.52</td>
<td>13.41</td>
</tr>
<tr>
<td>Govt. Aided</td>
<td>216</td>
<td>211.34</td>
<td>12.40</td>
<td>0.84</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The Table No. 71 shows that the calculated ‘t’ value is higher than the table value.

Therefore, one can infer that there is significant difference between B.Ed. students of Govt. Colleges of Education and Govt. Aided colleges of education in academic achievement at 0.001 level.

Hence the hypothesis No. 71 is rejected.

RESULT:

There is significant difference between B.Ed. students of Govt. colleges of Education and Govt. Aided colleges of Education in academic achievement. Hence B.Ed. students of Govt. Colleges of education are better than B.Ed. students of Govt. Aided colleges of Education in academic achievement.
HYPOTHESIS NO - 72

There is no significant difference between B.Ed. students of Govt. Colleges of Education and Self-financing colleges of Education in self-confidence.

TABLE NO. 72

Result showing the difference between B.Ed. students of Govt. Colleges of Education and self-financing colleges of Education in self-confidence

<table>
<thead>
<tr>
<th>Type of Management</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>Standard error</th>
<th>‘t’ value</th>
<th>P value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Govt. Self-confidence</td>
<td>255</td>
<td>68.15</td>
<td>9.30</td>
<td>0.58</td>
<td>11.99</td>
<td>0.001</td>
</tr>
<tr>
<td>Self-financing</td>
<td>156</td>
<td>55.25</td>
<td>12.40</td>
<td>0.99</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The Table No. 72 shows that the calculated ‘t’ value is higher than the table value.

Therefore, one can infer that there is significant difference between B.Ed. students of Govt. colleges of Education and Self-financing Colleges of Education in self-confidence at 0.001 level.

Hence the hypothesis No. 72 is rejected.

RESULT:

There is significant difference between B.Ed. students of Govt. Colleges of Education and Self-financing colleges of Education in self-confidence. Hence B.Ed. students of Govt. Colleges of Education are better than B.Ed. students of Self-financing colleges of education in self-confidence.
HYPOTHESIS NO - 73

There is no significant difference between B.Ed. students of Govt. Colleges of Education and Self-financing colleges of Education in attitude towards teaching profession.

TABLE NO. 73

Result showing the difference between B.Ed. students of Govt. Colleges of Education and Self-financing colleges of Education in attitude towards teaching profession

<table>
<thead>
<tr>
<th>Type of Management</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>Standard error</th>
<th>‘t’ value</th>
<th>P value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attitude towards</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>teaching profession</td>
<td>Govt.</td>
<td>255</td>
<td>101.70</td>
<td>15.53</td>
<td>3.63</td>
<td>0.001</td>
</tr>
<tr>
<td></td>
<td>Self-financing</td>
<td>156</td>
<td>95.12</td>
<td>21.00</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The Table No. 73 shows that the calculated ‘t’ value is higher than the table value.
Therefore, one can infer that there is significant difference between B.Ed. students of Govt. colleges of Education and Self-financing colleges of education in attitude towards teaching profession at 0.001 level.
Hence the hypothesis No. 73 is rejected.

RESULT:

There is significant difference between B.Ed. students of Govt. colleges of Education and Self-financing colleges of Education in attitude towards teaching profession. Hence B.Ed. students of Govt. Colleges of Education are better than B.Ed. students of Self-financing colleges of Education in attitude towards teaching profession.
HYPOTHESIS NO - 74

There is no significant difference between B.Ed. students of Govt. Colleges of Education and Self-financing colleges of Education in creativity.

TABLE NO. 74

Result showing the difference between B.Ed. students of Govt. Colleges of Education and self-financing colleges of Education in creativity

<table>
<thead>
<tr>
<th>Type of Management</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>Standard Error</th>
<th>‘t’ Value</th>
<th>P value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Govt.</td>
<td>255</td>
<td>55.20</td>
<td>16.87</td>
<td>1.05</td>
<td>9.92</td>
<td>0.001</td>
</tr>
<tr>
<td>Self-financing</td>
<td>156</td>
<td>74.50</td>
<td>22.33</td>
<td>1.78</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The Table No. 74 shows that the calculated ‘t’ value is higher than the table value.

Therefore, one can infer that there is significant difference between B.Ed. students of Govt. Colleges of Education and Self-financing Colleges of Education in creativity at 0.001 level.

Hence the hypothesis No. 74 is rejected.

RESULT:

There is significant difference between B.Ed. students of Govt. Colleges of Education and Self-financing Colleges of Education in creativity. Hence B.Ed. students of Self-financing Colleges of Education are better than B.Ed. students of Govt. Colleges of Education in creativity.
HYPOTHESIS NO - 75

There is no significant difference between B.Ed. students of Govt. Colleges of Education and Self-financing colleges of Education in emotional intelligence.

TABLE NO. 75

Result showing the difference between B.Ed. students of Govt. Colleges of Education and self-financing colleges of Education in emotional intelligence

<table>
<thead>
<tr>
<th>Type of Management</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>Standard error</th>
<th>‘t’ value</th>
<th>P value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional intelligence</td>
<td>Govt.</td>
<td>255</td>
<td>33.37</td>
<td>5.33</td>
<td>0.33</td>
<td>7.16</td>
</tr>
<tr>
<td></td>
<td>Self-financing</td>
<td>156</td>
<td>28.60</td>
<td>8.16</td>
<td>0.65</td>
<td></td>
</tr>
</tbody>
</table>

The Table No. 75 shows that the calculated ‘t’ value is higher than the table value.

Therefore, one can infer that there is significant difference between B.Ed. students of Govt. Colleges of Education and Self-financing Colleges of Education in emotional intelligence at 0.001 level.

Hence the hypothesis No. 75 is rejected.

RESULT:

There is significant difference between B.Ed. students of Govt. Colleges of Education and Self-financing Colleges of Education in emotional intelligence. Hence B.Ed. students of Govt. Colleges of Education are better than B.Ed. students of Self-financing Colleges of Education in emotional intelligence.
HYPOTHESIS NO - 76

There is no significant difference between B.Ed. students of Govt. Colleges of Education and Self-financing colleges of Education in academic achievement.

TABLE NO. 76

Result showing the difference between B.Ed. students of Govt. Colleges of Education and Self-financing colleges of Education in academic achievement

<table>
<thead>
<tr>
<th>Type of Management</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>Standard error</th>
<th>‘t’ value</th>
<th>P value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>intelligence</td>
<td>Govt.</td>
<td>255</td>
<td>224.25</td>
<td>8.34</td>
<td>11.46</td>
<td>0.001</td>
</tr>
<tr>
<td></td>
<td>Self-financing</td>
<td>156</td>
<td>208.14</td>
<td>1.57</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The Table No. 76 shows that the calculated ‘t’ value is higher than the table value.

Therefore, one can infer that there is significant difference between B.Ed. students of Govt. Colleges of Education and Self-financing Colleges of Education in academic achievement at 0.001 level.

Hence the hypothesis No. 76 is rejected.

RESULT:

There is significant difference between B.Ed. students of Govt. Colleges of Education and Self-financing colleges of Education in academic achievement. Hence B.Ed. students of Govt. Colleges of Education are better than B.Ed. students of Self-financing College of Education in academic achievement.
HYPOTHESIS NO - 77
There is no significant difference between B.Ed. students of Govt. Aided Colleges of Education and Self-financing colleges of Education in self-confidence.

TABLE NO. 77
Result showing the difference between B.Ed. students of Govt. Aided Colleges of Education and Self-financing colleges of Education in self-confidence

<table>
<thead>
<tr>
<th>Type of Management</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>Standard error</th>
<th>‘t’ value</th>
<th>P value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Govt. Aided</td>
<td>216</td>
<td>66.80</td>
<td>13.88</td>
<td>0.94</td>
<td>8.27</td>
<td>0.001</td>
</tr>
<tr>
<td>Self-financing</td>
<td>156</td>
<td>55.25</td>
<td>12.40</td>
<td>0.99</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The Table No. 77 shows that the calculated ‘t’ value is higher than the table value.

Therefore, one can infer that there is significant difference between B.Ed. students of Govt. Aided colleges of Education and Self-financing colleges of education in self-confidence at 0.001 level.

Hence the hypothesis No. 77 is rejected.

RESULT:
There is significant difference between B.Ed. students of Govt. Aided Colleges of Education and Self-financing colleges of Education in self-confidence. Hence B.Ed. students of Govt. Aided colleges of Education are better than B.Ed. students of Self-financing Colleges of Education in self-confidence.
HYPOTHESIS NO - 78

There is no significant difference between B.Ed. students of Govt. Aided Colleges of Education and Self-financing colleges of Education in attitude towards teaching profession.

TABLE NO. 78

Result showing the difference between B.Ed. students of Govt. Aided Colleges of Education and Self-financing colleges of Education in attitude towards teaching profession

<table>
<thead>
<tr>
<th>Type of Management</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>Standard error</th>
<th>‘t’ value</th>
<th>P value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attitude towards teaching profession</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Govt. Aided</td>
<td>216</td>
<td>104.28</td>
<td>14.88</td>
<td>1.01</td>
<td>4.91</td>
<td>0.001</td>
</tr>
<tr>
<td>Self-financing</td>
<td>156</td>
<td>95.12</td>
<td>21.00</td>
<td>1.68</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The Table No. 78 shows that the calculated ‘t’ value is higher than the table value.

Therefore, one can infer that there is significant difference between B.Ed. students of Govt. Aided colleges of education and Self-financing colleges of Education in attitude towards teaching profession at 0.001 level.

Hence the hypothesis No. 78 is rejected.

RESULT:

There is significant difference between B.Ed. students of Govt. Aided College of Education and Self-financing college of Education in attitude towards teaching profession. Hence B.Ed. students of Govt. Aided colleges of Education are better than B.Ed. students of Self-financing colleges of Education in attitude towards teaching profession.
HYPOTHESIS NO - 79

There is no significant difference between B.Ed. students of Govt. Aided Colleges of Education and Self-Financing colleges of Education in creativity.

TABLE NO. 79

Result showing the difference between B.Ed. students of Govt. Aided Colleges of Education and Self-financing colleges of Education in creativity

<table>
<thead>
<tr>
<th>Type of Management</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>Standard error</th>
<th>‘t’ value</th>
<th>P value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Govt. Aided</td>
<td>216</td>
<td>58.16</td>
<td>24.68</td>
<td>1.67</td>
<td>6.55</td>
<td>0.001</td>
</tr>
<tr>
<td>Self-financing</td>
<td>156</td>
<td>74.50</td>
<td>22.33</td>
<td>1.78</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The Table No. 79 shows that the calculated ‘t’ value is higher than the table value.

Therefore, one can infer that there is significant difference between B.Ed. students of Govt. Aided colleges of Education and Self-financing Colleges of Education in creativity at 0.001 level.

Hence the hypothesis No. 79 is rejected.

RESULT:

There is significant difference between B.Ed. students of Govt. Aided colleges of Education and Self-financing colleges of Education in creativity. Hence B.Ed. students of Self-financing Colleges of Education are better than B.Ed. students of Govt. Aided colleges of Education in creativity.
HYPOTHESIS NO - 80

There is no significant difference between B.Ed. students of Govt. Aided Colleges of Education and Self-financing colleges of Education in emotional intelligence.

TABLE NO. 80

Result showing the difference between B.Ed. students of Govt. Aided Colleges of Education and Self-financing colleges of Education in emotional intelligence

<table>
<thead>
<tr>
<th>Type of Management</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>Standard error</th>
<th>‘t’ value</th>
<th>P value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Govt. Aided</td>
<td>216</td>
<td>34.93</td>
<td>4.88</td>
<td>0.33</td>
<td>9.32</td>
<td>0.001</td>
</tr>
<tr>
<td>Self-financing</td>
<td>156</td>
<td>28.60</td>
<td>8.16</td>
<td>0.65</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The Table No. 80 shows that the calculated ‘t’ value is higher than the table value.

Therefore, one can infer that there is significant difference between B.Ed. students of Govt. Aided colleges of Education and Self-financing colleges of Education in emotional intelligence at 0.001 level.

Hence the hypothesis No. 80 is rejected.

RESULT:

There is significant difference between B.Ed. students of Govt. Aided Colleges of Education and Self-financing colleges of Education in emotional intelligence. Hence B.Ed. students of Govt. Aided colleges of Education are better than B.Ed. students of Self-financing colleges of Education in emotional intelligence.
HYPOTHESIS NO - 81

There is no significant difference between B.Ed. students of Govt. Aided Colleges of Education and Self-Financing colleges of Education in academic achievement.

TABLE NO. 81

Result showing the difference between B.Ed. students of Govt. Aided Colleges of Education and Self-Financing colleges of Education in academic achievement

<table>
<thead>
<tr>
<th>Type of Management</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>Standard error</th>
<th>‘t’ value</th>
<th>P value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Govt. Aided</td>
<td>216</td>
<td>211.34</td>
<td>12.40</td>
<td>0.84</td>
<td>1.91</td>
<td>NS</td>
</tr>
<tr>
<td>Self-financing</td>
<td>156</td>
<td>208.14</td>
<td>19.73</td>
<td>1.57</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The Table No. 81 shows that the calculated ‘t’ value is lower than the table value.

Therefore, one can infer that there is no significant difference between B.Ed. students of Govt. Aided Colleges of Education and Self-financing colleges of Education in academic achievement.

Hence the hypothesis No. 81 is accepted.

RESULT:

There is no significant difference between B.Ed. students of Govt. Aided colleges of Education and Self-financing colleges of education in academic achievement.
4.3 MAJOR FINDINGS

1 Among all the B.Ed. students:
   i) There is significant positive correlation between
      a) Self-confidence and attitude towards teaching profession
      c) Self-confidence and emotional intelligence
      d) Self-confidence and academic achievement
      f) Attitude towards teaching profession and emotional intelligence.
   ii) There is no significant positive correlation between
      e) Attitude towards teaching profession and creativity
      g) Attitude towards teaching profession and academic achievement
      j) Emotional intelligence and academic achievement
   iii) There is no significant negative correlation between
      h) Creativity and emotional intelligence
      i) Creativity and academic achievement
   iv) There is significant negative correlation between
      b) Self-confidence and creativity

2 Among the male B.Ed. students:
   i) There is significant positive correlation between
      a) Self-confidence and attitude towards teaching profession
      c) Self-confidence and emotional intelligence
      d) Self-confidence and academic achievement
      f) Attitude towards teaching profession and emotional intelligence
   ii) There is no significant positive correlation between
      e) Attitude towards teaching profession and creativity
      g) Attitude towards teaching profession and academic achievement
      j) Emotional intelligence and academic achievement
   iii) There is no significant negative correlation between
      b) Self-confidence and creativity.
      h) Creativity and emotional intelligence
iv) There is significant negative correlation between
   i) Creativity and academic achievement.

3 Among the female B.Ed. students:
   i) There is significant positive correlation between
      a) Self-confidence and attitude towards teaching profession
      c) Self-confidence and emotional intelligence
      d) Self-confidence and academic achievement
      f) Attitude towards teaching profession and emotional intelligence
      g) Attitude towards teaching profession and academic achievement.
   ii) There is no significant positive correlation between
      e) Attitude towards teaching profession and creativity
      i) Creativity and academic achievement
      j) Emotional intelligence and academic achievement
   iii) There is no significant negative correlation between
      h) Creativity and emotional intelligence
   iv) There is significant negative correlation between
      b) Self-confidence and creativity

4 Among the Graduate B.Ed. students:
   i) There is significant positive correlation between
      a) Self-confidence and attitude towards teaching profession
      c) Self-confidence and emotional intelligence
      d) Self-confidence and academic achievement
      f) Attitude towards teaching profession and emotional intelligence.
   ii) There is no significant positive correlation between
      e) Attitude towards teaching profession and creativity
      g) Attitude towards teaching profession and academic achievement
      j) Emotional intelligence and academic achievement
   iii) There is no significant negative correlation between
h) Creativity and emotional intelligence
i) Creativity and academic achievement

iv) There is significant negative correlation between
b) Self-confidence and creativity.

5 Among Post Graduate students of B.Ed.:
i) There is significant positive correlation between
a) Self-confidence and attitude towards teaching profession
c) Self-confidence and emotional intelligence
d) Self-confidence and academic achievement
f) Attitude towards teaching profession and emotional intelligence.

ii) There is no significant positive correlation between
e) Attitude towards teaching profession and creativity
g) Attitude towards teaching profession and academic achievement
j) Emotional intelligence and academic achievement

iii) There is no significant negative correlation between
h) Creativity and emotional intelligence
i) Creativity and academic achievement
b) Self-confidence and creativity.

6 Among the B.Ed. students belonging to SC/ST community:
i) There is significant positive correlation between
a) Self-confidence and attitude towards teaching profession
c) Self-confidence and emotional intelligence
f) Attitude towards teaching profession and emotional intelligence.

ii) There is no significant positive correlation between
d) Self-confidence and academic achievement
e) Attitude towards teaching profession and creativity

iii) There is no significant negative correlation between
b) Self-confidence and creativity.
g) Attitude towards teaching profession and academic achievement
h) Creativity and emotional intelligence
i) Creativity and academic achievement
j) Emotional intelligence and academic achievement

7 Among the B.Ed. students belonging to Non-SC/ST community:
   i) There is significant positive correlation between
      a) Self-confidence and attitude towards teaching profession
      c) Self-confidence and emotional intelligence
      d) Self-confidence and academic achievement
      f) Attitude towards teaching profession and emotional intelligence.
   ii) There is no significant positive correlation between
      e) Attitude towards teaching profession and creativity
      g) Attitude towards teaching profession and academic achievement
      j) Emotional intelligence and academic achievement
   iii) There is no significant negative correlation between
      h) Creativity and emotional intelligence
      i) Creativity and academic achievement
   iv) There is significant negative correlation between
      b) Self-confidence and creativity.

8 Among the B.Ed. students belonging to Hindu religion:
   i) There is significant positive correlation between
      a) Self-confidence and attitude towards teaching profession
      c) Self-confidence and emotional intelligence
      d) Self-confidence and academic achievement
      f) Attitude towards teaching profession and emotional intelligence.
   ii) There is no significant positive correlation between
      e) Attitude towards teaching profession and creativity
      g) Attitude towards teaching profession and academic achievement
j) Emotional intelligence and academic achievement

iii) There is no significant negative correlation between

h) Creativity and emotional intelligence

i) Creativity and academic achievement

iv) There is significant negative correlation between

b) Self-confidence and creativity.

9 Among the B.Ed. students belonging to Non-Hindu religion:

i) There is significant positive correlation between

a) Self-confidence and attitude towards teaching profession

b) Self-confidence and academic achievement

c) Self-confidence and emotional intelligence

d) Attitude towards teaching profession and emotional intelligence.

f) Attitude towards teaching profession and emotional intelligence.

ii) There is no significant positive correlation between

g) Attitude towards teaching profession and academic achievement

h) Creativity and emotional intelligence

j) Emotional intelligence and academic achievement

10 Among the B.Ed. students belonging to Science group:

i) There is significant positive correlation between

a) Self-confidence and attitude towards teaching profession

b) Self-confidence and academic achievement

c) Self-confidence and emotional intelligence

d) Self-confidence and academic achievement

f) Attitude towards teaching profession and emotional intelligence.

ii) There is no significant positive correlation between

e) Attitude towards teaching profession and creativity
iii) There is no significant negative correlation between
b) Self-confidence and creativity.
g) Attitude towards teaching profession and academic achievement
h) Creativity and emotional intelligence
i) Creativity and academic achievement

11 Among the B.Ed. students belonging to Mathematics subject:
i) There is significant positive correlation between
   a) Self-confidence and attitude towards teaching profession
   c) Self-confidence and emotional intelligence
   f) Attitude towards teaching profession and emotional intelligence.
ii) There is no significant positive correlation between
d) Self-confidence and academic achievement
e) Attitude towards teaching profession and creativity
j) Emotional intelligence and academic achievement
iii) There is no significant negative correlation between
g) Attitude towards teaching profession and academic achievement
h) Creativity and emotional intelligence
i) Creativity and academic achievement
iv) There is significant negative correlation between
   b) Self-confidence and creativity.

12 Among all the B.Ed. students belonging to social science subject:
i) There is significant positive correlation between
   a) Self-confidence and attitude towards teaching profession
   c) Self-confidence and emotional intelligence
   f) Attitude towards teaching profession and emotional intelligence.
ii) There is no significant positive correlation between
d) Self-confidence and academic achievement
e) Attitude towards teaching profession and creativity
g) Attitude towards teaching profession and academic achievement
i) Creativity and academic achievement

iii) There is no significant negative correlation between
h) Creativity and emotional intelligence
j) Emotional intelligence and academic achievement

iv) There is significant negative correlation between
b) Self-confidence and creativity.

13 Among the B.Ed. students belonging to language subjects:
i) There is significant positive correlation between
a) Self-confidence and attitude towards teaching profession
c) Self-confidence and emotional intelligence
d) Self-confidence and academic achievement
f) Attitude towards teaching profession and emotional intelligence
g) Attitude towards teaching profession and academic achievement

ii) There is no significant positive correlation between
e) Attitude towards teaching profession and creativity
h) Creativity and emotional intelligence
j) Emotional intelligence and academic achievement

iii) There is no significant negative correlation between
b) Self-confidence and creativity.
i) Creativity and academic achievement

14 Among the B.Ed. students belonging to Govt. Colleges of Education:
i) There is significant positive correlation between
a) Self-confidence and attitude towards teaching profession
b) Self-confidence and creativity.
c) Self-confidence and emotional intelligence
e) Attitude towards teaching profession and creativity
f) Attitude towards teaching profession and emotional intelligence
ii) There is no significant positive correlation between
d) Self-confidence and academic achievement
h) Creativity and emotional intelligence
i) Creativity and academic achievement
iii) There is no significant negative correlation between
g) Attitude towards teaching profession and academic achievement
j) Emotional intelligence and academic achievement

15 Among the B.Ed. students belonging to Govt. Aided Colleges of Education:
i) There is significant positive correlation between
   a) Self-confidence and attitude towards teaching profession
c) Self-confidence and emotional intelligence
f) Attitude towards teaching profession and emotional intelligence
i) Creativity and academic achievement
ii) There is no significant positive correlation between
e) Attitude towards teaching profession and creativity
h) Creativity and emotional intelligence
iii) There is no significant negative correlation between
   b) Self-confidence and creativity.
d) Self-confidence and academic achievement
g) Attitude towards teaching profession and academic achievement
   j) Emotional intelligence and academic achievement

16 Among the B.Ed. students belonging to Self-financing Colleges of Education:
i) There is significant positive correlation between
   a) Self-confidence and attitude towards teaching profession
c) Self-confidence and emotional intelligence
e) Attitude towards teaching profession and creativity
f) Attitude towards teaching profession and emotional intelligence
   
n) There is no significant positive correlation between
   
d) Self-confidence and academic achievement
   
g) Attitude towards teaching profession and Academic achievement
   
h) Creativity and Emotional intelligence
   
i) Creativity and academic achievement
   
c) There is no significant negative correlation between
   
b) Self-confidence and creativity.
   
j) Emotional intelligence and academic achievement

17 There is no significant difference between male and female B.Ed. students in self-confidence.

18 There is significant difference between the male and female B.Ed. students in attitude towards teaching profession. The female students are better than male students in attitude towards teaching profession.

19 There is significant difference between male and female B.Ed. students in creativity. The female students are better than male students in creativity.

20 There is significant difference between male and female B.Ed. students in emotional intelligence. The female students are better than male students in emotional intelligence.

21 There is significant difference between male and female B.Ed. students in academic achievement. The male students are better than female students in academic achievement.

22 There is no significant difference between Graduate and Post Graduate B.Ed. students in self-confidence.

23 There is no significant difference between Graduate and Post Graduate B.Ed. students in attitude towards teaching profession.

24 There is no significant difference between Graduate and Post Graduate B.Ed. students in creativity.
There is no significant difference between Graduate and Post Graduate B.Ed. students in emotional intelligence.

There is significant difference between Graduate and Post Graduate B.Ed. students in academic achievement. The Post Graduate students are better than Graduate students in academic achievement.

There is no significant difference between SC and ST students and Non-SC and ST students of B.Ed. in self-confidence.

There is no significant difference between SC and ST and Non-SC and ST B.Ed. students in attitude towards teaching profession

There is no significant difference between SC and ST and Non-SC and ST B.Ed. students in creativity.

There is significant difference between SC and ST students and Non-SC and ST B.Ed. students in emotional intelligence. Non SC and ST students are better than SC and ST B.Ed. students in emotional intelligence.

There is significant difference between SC and ST students and Non-SC and ST B.Ed. students in academic achievement. Non SC and ST students are better than SC and ST students in academic achievement

There is significant difference between Hindu and Non-Hindu B.Ed. students in self-confidence. The non- Hindu students are better than Hindu students in self-confidence.

There is significant difference between Hindu and Non-Hindu B.Ed. students in attitude towards teaching profession. The non-Hindu students are better than Hindu students in attitude towards teaching profession.

There is no significant difference between Hindu and Non-Hindu B.Ed. students in creativity.

There is significant difference between Hindu and Non-Hindu B.Ed. students in emotional intelligence. The non-Hindu students are better than Hindu students in emotional intelligence.
36 There is significant difference between Hindu and Non-Hindu B.Ed. students in academic achievement. The Hindu students are better than non-Hindu students in academic achievement.

37 There is no significant difference between B.Ed. students of Science and Mathematics subjects in self-confidence.

38 There is no significant difference between B.Ed. students of Science and Mathematics subjects in attitude towards teaching profession.

39 There is significant difference between B.Ed. students of Science and Mathematics subjects in creativity. Mathematics subject B.Ed. students are better than science subject B.Ed. students in creativity.

40 There is no significant difference between B.Ed. students of Science and Mathematics subjects in emotional intelligence.

41 There is no significant difference between B.Ed. students of Science and Mathematics subjects in academic achievement.

42 There is significant difference between B.Ed. students of Science and Social Science subjects in self-confidence. Science subject B.Ed. students are better than Social Science subject B.Ed. students in self-confidence.

43 There is no significant difference between B.Ed. students of Science and Social Science subjects in attitude towards teaching profession.

44 There is no significant difference between B.Ed. students of Science and Social Science subjects in creativity.

45 There is significant difference between B.Ed. students of Science and Social Science subjects in emotional intelligence. Science subject students are better than Social Science subject students in emotional intelligence.

46 There is significant difference between B.Ed. students of Science and Social Science subjects in academic achievement. Science subject students are better than Social Science subject students in academic achievement.

47 There is no significant difference between B.Ed. students of Science and Languages subjects in self-confidence.
48 There is no significant difference between B.Ed. students of Science and Languages subjects in attitude towards teaching profession.

49 There is no significant difference between B.Ed. students of Science and Languages subjects in creativity.

50 There is no significant difference between B.Ed. students of Science and Languages subjects in emotional intelligence.

51 There is significant difference between B.Ed. students of Science and Languages subjects in academic achievement. Science subject students are better than Languages subject students in academic achievement.

52 There is significant difference between B.Ed. students of Mathematics and Social Science subjects in self-confidence. Mathematics subject students are better than Social Science subject students in self-confidence.

53 There is no significant difference between B.Ed. students of Mathematics and Social Science subjects in attitude towards teaching profession.

54 There is no significant difference between B.Ed. students of Mathematics and Social Science subjects in creativity.

55 There is no significant difference between B.Ed. students of Mathematics and Social Science subjects in emotional intelligence.

56 There is significant difference between B.Ed. students of Mathematics and Social Science subjects in academic achievement. Mathematics subject students are better than Social Science subject students in academic achievement.

57 There is no significant difference between B.Ed. students of Mathematics and Language subjects in self-confidence.

58 There is no significant difference between B.Ed. students of Mathematics and Language subjects in attitude towards teaching profession.

59 There is no significant difference between B.Ed. students of Mathematics and Language subjects in creativity.
There is no significant difference between B.Ed. students of Mathematics and Language subjects in emotional intelligence.

There is no significant difference between B.Ed. students of Mathematics and Language subjects in academic achievement.

There is significant difference between B.Ed. students of Social Science and Language subjects in self-confidence. Languages students are better than Social Science students in self-confidence.

There is no significant difference between B.Ed. students of Social Science and Language subjects in attitude towards teaching profession.

There is no significant difference between B.Ed. students of Social Science and Language subjects in creativity.

There is significant difference between B.Ed. students of Social Science and Language subjects in emotional intelligence. Languages students are better than Social Science students in emotional intelligence.

There is no significant difference between B.Ed. students of Social Science and Language subjects in academic achievement.

There is no significant difference between B.Ed. students of Govt. Colleges of Education and Govt. Aided colleges of education in self-confidence.

There is no significant difference between B.Ed. students of Govt. Colleges of Education and Govt. Aided colleges of Education in attitude towards teaching profession.

There is no significant difference between B.Ed. students of Govt. Colleges of Education and Govt. Aided Colleges of Education in creativity.

There is significant difference between B.Ed. students of Govt. Colleges of Education and Govt. Aided Colleges of Education in emotional intelligence. The students of Govt. Aided colleges of Education are better than students of Govt. Colleges of Education in emotional intelligence.

There is significant difference between B.Ed. students of Govt. colleges of Education and Govt. Aided college of Education in academic achievement.
The students of Govt. Colleges of education are better than students of Govt. Aided colleges of Education in academic achievement.

72 There is significant difference between B.Ed. students of Govt. colleges of Education and Self-financing colleges of Education in self-confidence. The students of Govt. College of Education are better than students of Self-financing colleges of education in self-confidence.

73 There is significant difference between B.Ed. students of Govt. colleges of Education and Self-financing colleges of Education in attitude towards teaching profession. The students of Govt. Colleges of Education are better than students of Self-financing colleges of Education in attitude towards teaching profession.

74 There is significant difference between B.Ed. students of Govt. Colleges of Education and Self-financing Colleges of Education in creativity. The students of Self-financing Colleges of education are better than students of Govt. Colleges of education in creativity.

75 There is a significant difference between B.Ed. students of Govt. and Self-financing colleges of Education in emotional intelligence. The students of Govt. Colleges of Education are better than students of Self-financing Colleges of Education in emotional intelligence.

76 There is significant difference between B.Ed. students of Govt. College of Education and Self-financing colleges of Education in academic achievement. The students of Govt. Colleges of Education are better than students of Self-financing Colleges of Education in academic achievement.

77 There is significant difference between B.Ed. students of Govt. Aided Colleges of Education and Self-financing colleges of Education in self-confidence. The students of Govt. Aided colleges of education are better than students of Self-financing Colleges of Education in self-confidence.

78 There is significant difference between B.Ed. students of Govt. Aided Colleges of Education and Self-financing colleges of Education in attitude
towards teaching profession. The students of Govt. Aided colleges of Education are better than students of Self-financing colleges of Education in attitude towards teaching profession.

79 There is significant difference between B.Ed. students of Govt. Aided colleges of Education and Self-financing colleges of Education in creativity. The students of Self-financing Colleges of Education are better than students of Govt. Aided colleges of Education in creativity.

80 There is significant difference between B.Ed. students of Govt. Aided Colleges of Education and Self-financing colleges of Education in emotional intelligence. The students of Govt. Aided colleges of Education are better than students of Self-financing colleges of Education in emotional intelligence.

81 There is no significant difference between B.Ed. students of Govt. Aided colleges of Education and Self-financing colleges of Education in Academic achievement.

4.4 DISCUSSION ANALYSIS

1. The present findings of the study say that there is no significant difference between male and female B.Ed. students in self-confidence.

But the findings of Wilson (2000) says that perceived importance of various sources of self-confidence differ between and within gender. Also Ziegler etal (2000) indicated that girls expressed significantly lower levels of self-confidence regarding chemistry than did boys. Their findings are contradictory to the findings of the present investigator.

2. There is no significant difference between SC and ST and Non-SC and ST B.Ed. students in self-confidence.

Meena Purwar (2002) found that the differences exist in self-confidence, intelligence and Level of aspiration among Scheduled caste and Non-
Scheduled caste boys and girls in urban and rural areas. Self-confidence and intelligence is higher in Non-Scheduled caste urban and rural boys and girls. Her findings are contradictory to the present investigator.

3. There is significant difference between Hindu Non-Hindu B.Ed. students in self-confidence. Tirath Singh (2008) found among the student teachers, the gender was found to significantly affect self-confidence whereas religion did not. Hindu and Sikh religion student teachers have equally benefited from meditation when pre self-confidence and general intelligence were statistically controlled. So, his results are contradictory to the findings of the present investigator.

4. The present findings of the study say that there is a significant difference between male and female B.Ed. students in attitude towards teaching profession. Annamalai A. R. (2000) found that the men and women teachers do not differ in their attitude towards teaching profession. Location of the school and level of teaching did not have any influence upon the teacher’s attitude towards teaching. His findings are contradictory to the findings of the present investigator. Selvaraj Gnanaguru.A and Suresh Kumar M. (2008) found that male and female student teachers differ significantly in their own environment and attitude towards teaching. Their findings are supporting the findings of the present investigator.

5. The present findings of the study say that there is no significant difference between Graduate students and Post graduate students of B.Ed. in attitude towards teaching profession. Sunitha (2008) found that there is no significant difference between male and female respondents, B.Sc. and B.A qualified respondents, P.G qualified
and Non P.G qualified respondents. Her findings are supporting the findings of the present investigator.

6. The present findings of the study say that there is significant difference between the B.Ed. students of Govt. and Self-financing colleges in attitude towards teaching profession.

Parvathi S. Ganti and Jagadish (2009) found that the teachers working in secondary schools do not differ significantly in their attitude towards teaching profession with respect to gender and type of school i.e. Govt. schools and private schools. Their findings are contradictory to the findings of the present investigator.

7. The present findings of the study say that there is significant difference between male and female B.Ed. students in creativity.

Venkata Ramana S. (2007) found that there is significant difference between male and female students of Arts, Science and Engineering colleges in creativity. Her findings are supporting the findings of the present investigator.

Bhaskar Reddy (2008) found that women teachers do not differ significantly with regard to their creativity. His findings are contradictory to the findings of the present investigator.

8. The present findings of the study say that there is no significant difference between S.C and S.T Non S.C and S.T B.Ed. students in creativity. Mrs. Gowri (2005) found that there is no significant difference among different communities in creativity. Her findings are supporting the findings of the present investigator.

9. The present findings of the study say that there is no significant difference between Hindu and Non – Hindu B.Ed. students in creativity.
Mrs. Gowri S. (2005) found that there is no significant difference among different religions in creativity. Her findings are supporting the findings of the present investigator.

10. The present findings of the study say that there is significant difference between male and female B.Ed students in Emotional Intelligence. Ajay Kumar Bhimrao Patil (2006) found that there is no significant difference between male and female student teachers in emotional intelligence. His findings are contradictory to the findings of the present investigator.

11. The present findings of the study say that there is significant difference between B.Ed. students of Govt. and Self-financing colleges of Education in emotional intelligence.

12. The present findings of the study say that there is significant difference between Govt. Aided and self-finance college of Education students in emotional intelligence.

Indu H. (2009) found that there is no significant difference in the emotional intelligence of sub samples like gender, type of family, and type of institution i.e. Govt., Govt. Aided and Private colleges of Education. Her findings are contradictory to the findings of the present investigator.

13. The present findings of the study say that there is significant difference between the B.Ed. students of Science and Social Science subjects in emotional intelligence.

Moorjani J. D, Meera Jain and Mamata Geryani N (2002) found that there were significant differences noticed in Arts, Commerce and Science students. Their findings are supporting the findings of the present investigator.
Ajay Kumar Bhimrao Patil (2006) found that there is no significant difference in the emotional intelligence of student teachers of Arts and Science colleges. His findings are contradictory to the findings of the present investigator.

14. The present findings of the study say that there is significant difference between male and female students of B.Ed. in academic achievement. Kolesnick (1970) stated that girls regularly surpass boys in academic achievement at both elementary high school level. So, his findings are supporting the findings of the present investigator. Rangarajan (2000) in his studies revealed that there was no gender difference in both creativity and academic achievement. His findings are contradictory to the findings of the present investigator.

The summary of Major Findings and Conclusion are given in the Chapter V.