CHAPTER V

SUMMARY OF MAJOR FINDINGS AND CONCLUSION

5.1 INTRODUCTION

This chapter presents a brief summary of the various aspects pertaining to the present study. The significance and objectives of the study under taken for investigation, the hypotheses formulated for testing, the methodology adopted, and also the various statistical techniques used for analysing and interpreting the obtained data have been presented briefly in following paragraphs. This chapter also presents the conclusion of the study under investigation and also the limitations of the study. Educational implications of the study and recommendations, certain suggestions have been made by the investigator for the pursuit of research in future in this area of study.

The education for building up characters and manifesting the real attractive and impressive respondent ever- pure nature in oneself is, as Vivekananda observes; the primary objective of education. As such, to strengthen the will-force in oneself is to eliminate darkness of errors and ignorance, fullness and perfection. Vivekananda teaches the lesson of self-renunciation which is considered to be the fundamental objective of education. Like a true educational philosopher, unparallel and incomparable, he insists on imparting the lesson of selfless service, which is the essence of education. He therefore, advises;

Ask nothing; want nothing in return.

Give what you have to give;

The present study is aimed at finding self-confidence, attitude towards teaching profession, creativity and emotional intelligence in relation to the academic achievement of B.Ed. students and other factors like sex, qualification (level of
education), community, religion, subjects, type of management etc. This was done by subjecting to empirical verification.

Jean Piaget says that the principle goal of education is to create men, who are capable of doing new things, not simply respecting what other generations have done, men who are creative and inventive. Research and Development are interrelated and both are the eyes of education, company, industry, institution or in short even for any country.

Academic achievement of any student depends upon his/her family background, college effectiveness, environment, and psychological factors. To achieve success in life, self-confidence is an important factor. If any person knows himself or herself about the strength and weakness, he can perform any activity successfully. Therefore the investigator wants to study self-confidence of the students in relation to the academic achievement of the students. The investigator feels attitude towards teaching profession, which is important factor in B.Ed., also influences the academic achievement of the students. It is also equally good. Further the investigator feels that creativity can influence the academic achievement. Further the investigator feels that emotional intelligence which is very important for teachers can improve academic achievement. So the investigator wants to conduct a research study on self-confidence, attitude towards teaching profession, creativity and emotional intelligence in relation to the academic achievement of the B.Ed. students.

5.2 OBJECTIVES OF THE STUDY

The present study has the following objectives:-

1. To find out the relationship with respect to Self-confidence, Attitude towards teaching profession, Creativity and Emotional intelligence in relation to Academic achievement of B.Ed. students.
2. To find out the relationship regarding Self-confidence, Attitude towards teaching profession, Creativity and Emotional intelligence in relation to Academic achievement of male and female B.Ed. students.

3. To find out the relationship with respect to Self-confidence, Attitude towards teaching profession, Creativity and Emotional intelligence in relation to Academic achievement of Graduate and Post Graduate B.Ed. students.

4. To find out the relationship regarding Self-confidence, Attitude towards teaching profession, Creativity and Emotional intelligence in relation to Academic achievement of scheduled caste and scheduled tribe and non-scheduled caste and scheduled tribe community of B.Ed students.

5. To find out the relationship regarding Self-confidence, Attitude towards teaching profession, Creativity and Emotional intelligence in relation to Academic achievement of B.Ed. students, belonging to Hindu and Non-Hindu religions.

6. To find out the relationship regarding Self-confidence, Attitude towards teaching profession, Creativity and Emotional intelligence in relation to Academic achievement among B.Ed. students opting different subjects.

7. To find out the relationship with respect to Self-confidence, Attitude towards teaching profession, Creativity and Emotional intelligence, in relation to Academic achievement among different types of management.

8. To find out the difference between male and female B.Ed. students with respect to Self-confidence, Attitude towards teaching profession, Creativity and Emotional intelligence, in relation to Academic achievement.

9. To find out the difference between Graduate and Post Graduate B.Ed. students with respect to Self-confidence, Attitude towards teaching
profession, Creativity and Emotional intelligence in relation to Academic achievement.

10. To find out the difference between SC & ST and Non-SC & ST community students with respect to Self-confidence, Attitude towards teaching profession, Creativity and Emotional intelligence in relation to Academic achievement.

11. To find out the relationship between B.Ed. students belonging to Hindu and Non- Hindu religions with respect to Self-confidence, Attitude towards teaching profession, Creativity and Emotional intelligence in relation to Academic achievement.

12. To find out the difference among B.Ed. students opting different subjects with respect to Self-confidence, Attitude towards teaching profession, Creativity and Emotional intelligence in relation to Academic achievement.

13. To find out the difference among different types of management with respect to Self-confidence, Attitude towards teaching profession, Creativity and Emotional intelligence in relation to Academic achievement.

5.3 RE-STATEMENT OF THE PROBLEM

To be successful in life one must achieve something in one’s life. To achieve something in one’s life one need interest, attitude, aptitude, sincerity, and dedication. These qualities make one to achieve the aim or the goal or the target, which one sets for oneself. For achieving something the basic need is to understand the aim, the goal or the target completely. So the investigator selects five variables as tools, they are self-confidence, attitude towards teaching profession, creativity, emotional intelligence and academic achievement. The present study titles as follows.

“CORRELATES OF ACADEMIC ACHIEVEMENT OF B.Ed. STUDENTS”
5.4 DESIGN OF THE STUDY

5.4.1 SAMPLE DESIGN:

All Demography variables Sex, Community, Religion, Educational level (qualification), subjects of B.Ed. and Type of Management will be considered as sample selection. Some of the colleges of Education are randomly selected but students of B.Ed. alone are considered for the study. Approximately 627 students represent as a sample for the study.

5.4.2 TOOLS USED FOR THE STUDY:

The investigator used the following tools for the study.

i) Self-confidence inventory developed by Basavanna.

ii) Attitude towards teaching profession tool constructed by V.V.Katti and C.S.Bannur.

iii) Creativity based on the standardized tool of Wallach and Kogan test, 1972.

iv) Scale of Emotional Intelligence test by Dr. K. Mohana Sundaram and Dr. S. Balasubramaniam.

v) Investigator collected achievement test theory annual marks from seven different B.Ed. colleges.

5.4.3 STATISTICAL TECHNIQUES TO BE APPLIED:

The statistical calculations analysis using Karl Pearson coefficient of correlation and ‘t’ test alone are used.

5.5 LIMITATIONS OF THE STUDY

1. Students of B.Ed. only are taken as a sample.

2. The study is done only on four independent variables namely Self-confidence, Attitude towards teaching profession, Creativity and Emotional intelligence and one dependent variable namely Academic achievement.
3. Self-confidence inventory developed by Basavanna, attitude towards teaching profession tool was constructed by V.V.Katti and C.S.Bannur, creativity based on the standardised tool of Wallach and Kogan test, 1972 and Scale of emotional intelligence test by Dr. K. Mohana Sundaram & Dr. S. Balasubramaniam.

4. For the academic achievement of the students the marks awarded in this final examination are alone taken in to account. The core subjects of three papers considered as academic achievement.

5. A sample of 627 students comprising of 185 males and 442 females studying B.Ed. Degree were only used for the administration of the data collection from six B.Ed. colleges only.

6. These six B.Ed. colleges are located in and around of Chennai city.

7. The statistical calculation analysis is done using Karl Pearson coefficient of correlation and ‘t’ test are alone used in this study.

8. The Demographic variables such as Sex, Community, Religion, Qualification and methodology in B.Ed., types of management are alone studied in this research.

5.6 MAJOR FINDINGS

1. Among all the B.Ed. students:
   i) There is a 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
   j) Creativity and Emotional intelligence
   k) Creativity and Academic achievement
iv) There is a 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 a 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
   f) 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 a significant negative correlation between
b) Self-confidence and Creativity

4 Among the Graduate B.Ed. students:

i) There is a 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 a 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

f) 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 a 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

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

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
      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

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 a 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  
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  

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

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

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.

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.

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

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

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 a 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.
30 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.

31 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.

32 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.

33 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.

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

35 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.
There is no significant difference between B.Ed. students of Science and Mathematics subjects in Academic achievement.

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.

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

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

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.

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.

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

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

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

There is significant difference between B.Ed. students of Science and Language subjects of in Emotional intelligence.

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

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.
60 There is no significant difference between B.Ed. students of Mathematics and Language subjects in Emotional intelligence
61 There is no significant difference between B.Ed. students of Mathematics and Language subjects in Academic achievement.
62 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.
63 There is no significant difference between B.Ed. students of Social Science and Language subjects in Attitude towards teaching profession.
64 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 of 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.

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.

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.
There is a 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.

There is 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.

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.

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.

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.

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.

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.

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

5.7 CONCLUSION

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 a 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 a significant negative correlation between  
b) Self-confidence and Creativity  

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

5. 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.
6. There is significant difference between male and female B.Ed. students in Creativity. The female students are better than male students in Creativity.

7. 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.

8. 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.

5.8 EDUCATIONAL IMPLICATIONS OF THE STUDY

According to the contemporary approach education is conceptualized as the development of the process of the development of individual’s physical, emotional, intercultural and social capacities to the level most appropriate for himself, herself and his/her society. (Jan 1975; 17).

More especially, the objective of education is to equip the students with skills which can meet his/her need for being active, productive and happy individual. Such educational attainments imply behavioural changes not only in the nature of knowledge and functional skills but also in the nature of psycho-social competencies. The ultimate aim of education is to help students to develop a skill which ensures all round development.

Self-confidence is an essential trait for success and achievement in teaching field. The quality of mind or spirit enables student teacher to face difficulties and is an indicator of their level of self-confidence. It is important that the teachers should learn to imbibe self-confidence right from their student phase.

A teacher should bring desirable and essential changes in their method of instruction for developing favourable attitude towards teaching. Teacher should participate in programmes like papers presentations, seminars, symposia,
attending conferences arranged by experts and group discussions and elevate the attitude towards teaching.

Creativity can be developed in student teachers who handle students in future by developing creative thinking skills. Playing chess game, mathematical puzzles, and various puzzles in newspapers, by preparing more and more working models in teaching practice, participating in elocutions sharpen the creative thinking. This makes classroom environment livelier. It enhances the creative ability of the teacher.

Teachers and parents play an important role in developing Emotional intelligence. Therefore they should be good role models by observing these role models children gradually learn how to analyze and cope with life.

Classes on value education and personality development should be conducted in colleges to inculcate values and create leadership qualities.

The concept of Emotional intelligence should be included in the syllabus, and curriculum should be designed according to teacher training programme. Lessons related to emotional and social skills are given importance in the classroom activity.

So that lessons relating to emotional and social skills are given importance in the classroom activities. Media programmes arranged can be very educative and informative. All these stabilize the student teachers’ emotional intelligence. Continuous internal assessments, assignments, model examinations will improve the student teacher academic achievement.

5.9 SUGGESTIONS FOR FURTHER STUDY

Some of the heads of the institutions look at the investigator with contempt and they ask the investigator what is the use of the research and investigation. The present investigator explains uses of research property to the heads of the
institutions, faculty members, student teachers and in short in whole society. In every college where data has been collected investigator briefly explains the importance of four variables and how these are useful for teacher community.

Time schedule for B Ed course is very short. Hence time constrains are there for collecting data. The investigator was allowed to collect data only on Saturdays/Sundays/holidays and make arrangements for distributing tea and biscuits to the student teachers who participate in the work. It is also announced before distribution of booklets how to fill up/answer the inventory. Necessary and required permissions have been obtained well in time before visiting the colleges for collection of data.

5.10 RECOMMENDATIONS FOR FURTHER STUDY

The present study is concerned about variables viz. Self-confidence, Attitude towards teaching profession, Creativity, Emotional intelligence and Academic achievement and its relation of these variables. The present study is limited to 627 students of B.Ed. colleges in Chennai city only. Similarly the study can be conducted in other cities in India with different samples.

The present investigation is limited to B Ed colleges only. Similarly the study can be conducted on TTI, DIET, M Ed, M Phil etc. It can be conducted not only to education field but also teaching faculty of other Management courses, Medical colleges, Law colleges, Arts and Science colleges and Engineering colleges etc. and in different Universities.

The similar study can also be carried out with some other variables like self-concept, achievement motivation, study skills, self-esteem, study habits, interest in teaching etc.

The present study can be extended to rural and urban B.Ed. colleges so as to make a comparative study of rural and urban so that we can improve the standards of rural students and make them to compete with urban students.
If the student teachers are lacking or weak in any of these psychological
variables, the faculty and principal can make arrangements for providing
psychological training with expert psychologists so that academic achievement
can be improved.

Unless the quality of the B.Ed. trainers is analyzed and validated, the future
generation will not be in a position to realize and experience the process of
education and evolve from it in an excellent way. Though the task is a
challenging one, due planning and implementation of innovation at different
stages of B.Ed. course is sure to produce noble and trustworthy teachers.