CHAPTER 5
SUMMARY AND CONCLUSION

5.1 INTRODUCTION

“Conclusions are answers to the questions raised or the statement of acceptance or rejection of the hypotheses proposed”. (John. W. Best)

The present chapter provides a brief summary of the entire study and it also gives the interpretation of results derived from the statistical analysis of data presented in the present chapter. The implications along with suggestions for replicating the study or for investigating the other closely related problem in different setting and with different sample and tool are also present.

5.2 STATEMENT OF THE PROBLEM

“AN ANALYSIS OF SELECTIVE PSYCHOLOGICAL TRAITS AND ACADEMIC PERFORMANCE OF B.ED TRAINEES IN PRE-SERVICE TRAINING ”

5.3 OBJECTIVES OF THE STUDY

The objectives of the present study are as follows:

1. To find out the Psychological attributes of student-teachers in terms of their Gender, Qualification, Medium of Study, Marital Status, Locality, Parents Income, Major Subjects, Community, Age, Type of College and Academic achievement .

2. To study and analyze the Psychological attributes like Attitude towards teaching profession, Self Confidence, Value, Mental Health, Emotional Intelligence and Personality of student-teachers.

3. To find out the relation between different psychological attributes of student-teachers.

4. To study the relation between Psychological attribute and the academic achievement of student-teachers.
5.4 HYPOTHESES OF THE STUDY

The hypotheses of the present study are as follows:

HYPOTHESIS 1

Student teachers do not differ in their different psychological attributes with respect to the selected sub sample viz., Gender, Qualification, Medium Studied, Locality, Marital status, Major subjects, Community, Parents Income, Age, Type of college

HYPOTHESIS 1.1

Student-teachers do not differ in their different psychological attributes with respect to Gender

HYPOTHESIS 1.2

Student-teachers do not differ in their different psychological attributes with respect to Qualification.

HYPOTHESIS 1.3

Student-teachers do not differ in their different psychological attributes with respect to Marital Status.

HYPOTHESIS 1.4

Student-teachers do not differ in their different psychological attributes with respect to Locality.

HYPOTHESIS 1.5

Student-teachers do not differ in their different psychological attributes with respect to medium of study.
HYPOTHESIS 1.6

Student-teachers do not differ in their different psychological attributes according to Major Subjects.

HYPOTHESIS 1.7

Student-teachers do not differ in their different psychological attributes according to community.

HYPOTHESIS 1.8

Student-teachers do not differ in their different psychological attributes with respect to Parents Income.

HYPOTHESIS 1.9

Student-teachers do not differ in their different psychological attributes according to Age.

HYPOTHESIS 1.10

Student-teachers do not differ in their different psychological attributes according to type of college.

HYPOTHESIS 2

Student-teachers do not differ in their academic achievement in terms of their Gender, Qualification, Medium, Marital Status and Locality, Major Subjects, Community, Age, Parents Income and Type of College.

HYPOTHESIS 3

Student-teachers do not differ in their Academic achievement based on their different psychological attributes.
HYPOTHESIS 4

There is significant relationship between psychological attributes of different B.Ed. college student-teachers.

HYPOTHESIS 5

There is significant relationship between different dimensions of Psychological attributes of Autonomous Female student-teachers.

HYPOTHESIS 6

There is significant relationship between different dimensions of Psychological attributes of Government Female student-teachers.

HYPOTHESIS 7

There is significant relationship between different dimensions of Psychological attributes of Government Male student-teachers.

HYPOTHESIS 8

There is significant relationship between different dimensions of Psychological attributes of Autonomous Male student-teachers.

HYPOTHESIS 9

There is significant relationship between different dimensions of Psychological attributes of Self-Finance Male student-teachers.

HYPOTHESIS 10

There is significant relationship between different dimensions of Psychological attributes of Self-Finance Female student-teachers.

HYPOTHESIS 11

There is significant relationship between Academic achievement and Psychological attributes of student-teachers.
HYPOTHESIS 12

There is significant relationship between Academic achievement and Psychological attributes of student-teachers in different type of B.Ed colleges.

HYPOTHESIS 13

There is a relationship between Academic achievement and Psychological attributes of Male student-teachers studying in Government B.Ed college.

5.5 SUMMARY OF THE MAJOR FINDINGS

The following are the major findings of the study:

1. The results found that the Student-Teachers differ in their self-confidence, value, psychotism and social desirability attributes whereas they do not differ in other psychological attributes with respect to their Gender. The mean value (285.60) of self-confidence of male student-teachers are greater than the mean value (277.89) of self-confidence of female student-teachers. The mean value (175.51) of value attribute of female student-teachers are greater than the mean value (168.69) of value attribute of male student-teachers. The mean value (50.66) of psychotism of female student-teachers are greater than the mean value (48.98) of psychotism of male student-teachers. The mean value (33.53) of social desirability of female student-teachers are greater than the mean value (31.91) of social desirability of male student-teachers.

2. It is observed that the Male and Female Student-Teachers from Government College differ significantly in their self-confidence whereas the student-teachers from other types of college do not differ in their self-confidence with respect to their Gender. The study reveals that student-teachers from different types of college do not differ in their Value variable with respect to their Gender.
3. It is found that the Male and Female Student-Teachers from Autonomous College differ significantly in their psychotism whereas the student-teachers from other types of college do not differ in their psychotism with respect to their Gender. The Male and Female student-teachers from Autonomous College differ significantly in their social desirability whereas the student-teachers from other types of college do not differ in their social desirability with respect to their Gender.

4. It is observed that the Student-Teachers differ only in their Emotional Intelligence whereas they do not differ in other psychological attributes with respect to their qualification. The mean value (33.82) of emotional intelligence of PG student-teachers are higher than the mean value (32.87) of emotional intelligence of UG student-teachers. The result shows that the female student-teachers from Government College at both UG and PG level differ significantly in their emotional intelligence whereas the remaining student-teachers from various types of college do not differ in their emotional intelligence with respect to their qualification.

5. The mean value of social desirability of Post Graduate Student-Teachers has slightly higher than the mean value of social desirability of Under Graduate student-teachers. This implies that Post graduate student-teachers have slightly high social desirability than Under Graduate student-teachers.

6. It is inferred that the Married and Un-married Female Student-Teachers from Government College differ in their emotional intelligence whereas they do not differ in their emotional intelligence in relation to their other demographic variables based on their qualification. It is found that the female student-teachers from Government College do not differ in their Emotional Intelligence with respect to their Personal data like Age, Community and Parents Income based on their Qualification.
7. The result reveals that the Student-Teachers do not differ in their different psychological attributes with respect to their medium of study. The mean value of social desirability of Tamil Medium student-teachers (33.23) have slightly higher than the mean value of social desirability of English Medium student-teachers (32.45). Comparing to other psychological attributes, this social desirability have slight difference between Tamil and English medium students.

8. It is observed that the Student-Teachers differ in their value and emotional stability attributes whereas they do not differ in other psychological attributes with respect to their marital status. It is inferred that the student-teachers from different types of colleges except female student-teachers from autonomous college differ significantly in their value in relation to their marital status.

9. The researcher identified that the Female Student-Teachers from autonomous college do not differ in their value attribute with respect to their Demographic variables (UG and PG level, Tamil and English Medium, Rural and Urban) based on their Marital Status.

10. It is observed that Female Student-Teachers from autonomous college differ their value attribute according to their subjects whereas they do not differ in their value attribute with respect to other Personal data like Age, Community and Parents Income based on their Marital Status. The result reveals that student-teachers from different types of colleges except female student-teachers from self-finance college differ significantly in their emotional stability in relation to their marital status.

11. It is found that Female Student-Teachers from self-finance college do not differ in their emotional stability in relation to their Demographic variables. Female Student-teachers from self-finance college do not differ in their
emotional stability with respect to their Personal data like Age, Community, Subject and Parents Income based on their Marital Status.

12. It is found that Student-Teachers do not differ in their different psychological attributes with respect to their Locality.

13. It is observed that Student-Teachers differ in their value and social desirability attributes whereas they do not differ in other psychological attributes according to their major subjects. Female student-teachers from autonomous college differ in their value attribute whereas they do not differ their value in other colleges according to their major subjects. Student-Teachers from different types of colleges do not differ significantly in their social desirability attribute according to their major subjects.

14. Student-Teachers differ in their emotional stability attribute whereas they do not differ in other psychological attributes according to their community. Female student-teachers from autonomous college differ in their social desirability attribute whereas the student-teachers come from other colleges do not differ in their social desirability according to their community.

15. The researcher identified that student-teachers do not differ in their different psychological attributes with respect to their Parents Income.

16. It is found that Student-Teachers of different Age groups differ in their emotional stability attribute and they do not differ in their other psychological attributes. Male Student-Teachers from Government College differ significantly in their emotional stability attribute whereas the student-teachers from other colleges do not differ in their emotional stability according to their Age.

17. It is observed that Student-Teachers differ in their Self-Confidence, Value, Emotional Intelligence, Psychotism, Social Desirability, Depression and
Extroversion Attributes and do not differ in their other psychological attributes according to their type of college.

18. The researcher identified that Student-Teachers differ in their academic achievement in terms of their Gender, Medium, and Marital Status whereas they do not differ in their academic achievement based on their qualification.

19. It is observed that Student-Teachers differ in their academic achievement in terms of their Major Subjects, Parents Income, Type of College and Age variables whereas they do not differ in their academic achievement based on their community.

20. It is found that Student-Teachers differ in their value and social desirability attributes and do not differ in their other psychological attributes according to their academic achievement.

21. In this study there is a significant relationship between social desirability and academic achievement of student-teachers studying in Government B.Ed college. In Government B.Ed College, there is a significant relationship between social desirability and academic achievement occurs only in the men student-teachers. The student-teachers those who have high academic achievement also have high social desirability.

22. The researcher identified that Male Student-Teachers from autonomous and self-finance colleges differ significantly in their value attribute whereas the student-teachers from other colleges do not differ in their value according to their Academic achievement. Student-Teachers from different types of colleges do not differ significantly in their social desirability attribute according to their Academic achievement. Male and Female student-teachers from Government B.Ed college differ in their Self-Confidence, Value, Emotional Intelligence, Depression and Extroversion variables whereas they do not differ in other psychological attributes.
23. It is found that male and Female Student-Teachers from Autonomous B.Ed college differ in their value, Psychotism, Social Desirability, Depression and Extroversion variables whereas they do not differ in other psychological attributes. Male and Female student-teachers from Self-Finance B.Ed college differ in their value and depression variables whereas they do not differ in other psychological attributes.

24. The researcher identified that Male student-teachers from Autonomous and Government B.Ed college differ in their self-confidence, psychotism, social desirability, depression and extroversion variables whereas they do not differ in other psychological attributes. Male student-teachers from Government and Self-finance B.Ed college differ in their value Attribute, Psychotism, Social Desirability, Depression and Extroversion variables whereas they do not differ in other psychological attributes.

25. It is observed that Male Student-Teachers from Autonomous and Self Finance B.Ed college differ in their Self-Confidence, Psychotism, Depression and Extroversion variables whereas they do not differ in other psychological attributes. Female student-teachers from Autonomous and Government B.Ed college differ in their Self-Confidence, Emotional Intelligence, Psychotism, Social Desirability and Depression variables whereas they do not differ in other psychological attributes.

26. It is observed that Female Student-Teachers from Autonomous and Government B.Ed college differ in their self-confidence, value, emotional intelligence, psychotism, social desirability and depression variables whereas they do not differ in other psychological attributes. Female student-teachers from Autonomous and Self-finance B.Ed college differ in their self-confidence, psychotism, social desirability variables whereas they do not differ in other psychological attributes.
27. It is found that there is no significant relationship between psychological attributes of different B.Ed college student-teachers.

28. In this study there is significant relationship between self-confidence and depression of Autonomous Female student-teachers and also there is relationship between mental health and depression of Autonomous Female student-teachers of B.Ed college.

29. There is significant relationship between Psychotism and depression, Social desirability and Extroversion and then Depression and Extroversion of Government Female student-teachers.

30. It is observed that there is significant relationship between self confidence and Mental Health and Emotional Intelligence, Emotional Stability and Extroversion, Attitude towards Teaching profession and Emotional Intelligence, Psychotism and Depression, Social Desirability and Depression, Depression and Extroversion of Government Male student-teachers.

31. It is found that there is significant relationship between attitude towards teaching profession and value, Self-confidence and Psychotism, Self-confidence and Emotional Intelligence of Autonomous Male student-teachers.

32. There is significant relationship between attitude towards teaching profession and Emotional Intelligence, Depression and Social Desirability, Value and Extroversion of Self-Finance Male student-teachers.

33. It is observed that there is significant relationship between Emotional Intelligence and Depression of Self-Finance female student-teachers.

34. There is significant relationship between academic achievement and Psychological attributes of student-teachers based on their type of college.
35. There is significant relationship between Social desirability and academic achievement of student-teachers. But there is no significant difference between student-teachers academic achievement and other Psychological attributes.

36. There is a significant relationship between academic achievement and Psychological attributes of Male student-teachers studying in Government College.

37. The result reveals that there is significant relationship between Social desirability and academic achievement of Male student-teachers studying in Government B.Ed college. But there is no significant relationship between academic achievement and other Psychological attributes of self-financing and autonomous student-teachers of B.Ed college.

5.6 DISCUSSION

The present study aims at studying the psychological attributes and academic achievement of student-teachers studying in B.Ed college. It shows that there is no significant relationship between attitude towards teaching profession and academic achievement of student-teachers studying in B.Ed college in Tamil Nadu.

In a similar study conducted by Niyaz Ahmad (2010) indicated that there is no significant relationship in the levels of academic achievement and attitude towards teaching of student-teachers. Mathai (1992) indicated that change in the attitude towards teaching was not significantly different for low and high science achievers. The findings of the study done by Erol K. (2008) also supported the finding of this study that no significant difference in the attitude towards teaching was found on the basis of the groups. The study found that there is no significant relationship between overall attitude as well as average and low attitude towards teaching and academic achievement of student-teachers.
In the same way the study conducted by Garg. M. and Gakhar S (2009), found that the academic performance is not correlated significantly with attitude towards teaching of student-teachers. The previous studies are support to the present study.

But on the other hand Gopalacharyalu (1984) reported in his study that attitude towards teaching influence achievement in theory and total achievement significantly. The findings of the study done by R. Sahaya Mary, Maanorama Samuel (2011) found that the students’ attitude towards teaching and academic achievement falls under the average category with a significant difference between the male and female student-teachers.

The study done by K. Dakshinamurthy (2010) concluded that there is significant relationship between Teachers Attitude towards teaching profession and Academic Achievement of students. The similar study conducted by Pradipkumar, Navnitlal and Jaiswal (2013) concluded that there was relationship between attitude towards teaching profession, teaching efficacy and academic achievements of B.Ed students in Sabarkantha district, Gujarat State. The result of this study implies that there is no significant relation between attitude towards teaching profession and academic achievement.

In the present study, there is no significant relationship between self confidence and academic achievement of students-teachers studying in B.Ed college in Tamil Nadu.

The study done by Mylosheff (1991) had categorically stated that self-confidence was found to be one of the most influential variables when measuring achievement. In a similar study conducted by Gurubasappa H.D. (2009) concluded that there is a high significant correlation between academic achievement and self-confidence.

The study conducted by Vishalakshi K. K and Yeshodhara K. (2010) found that there was significant positive relationship between Self-Esteem and Academic Achievement scores of Secondary school students. It means that as Self-Esteem increases, the Academic achievement also increases linearly and
symmetrically. The study done by Shikha Dhall and Praveen Thukral (2010) reveal the relationship of intelligence with self-confidence and academic achievement of secondary school students in Punjab. The results of the study revealed that intelligence is significantly and positively related with self-confidence and academic achievement. In a similar study conducted by Parvathamma.G.H.(2010) studied there was a positive correlation between self-confidence and academic achievement of IX std school students. These studies are contrary to the present study.

As the result shows that there is no significant relationship between mental health and academic achievement of student-teachers studying in B.Ed college in Tamil Nadu.

The study done by Saraswathi (2011) conducted a study on impact of religion, caste, income and type of family on the mental health of adolescents. The findings of this study were: Adolescents from Hindu families were better in their mental Health than the Adolescents from Non-Hindu families. Adolescents belong to Forward Caste were better in their Mental Health than the Adolescents of Backward Caste. Adolescents from High Income group were better in their mental health than the Adolescents from low income group. There was no significant difference between mental health of adolescents from Joint and Nuclear families.

As a result shows that there is no significant relationship between emotional intelligence and academic achievement of student-teachers studying in B.Ed college in Tamil Nadu. The findings of the study done by Ajaykumar Bhimrao Patil (2006) also support the findings of this study that there was no significant relationship between emotional intelligence and academic achievement of student-teachers in Kolhapur district.

This study also supports the study done by Vandana V. Jadhav and Ajaykumar B. Patil (2010) concluded that there was no significant relationship between Emotional Intelligence and academic achievement of student-teachers. In a contrary to this, the study conducted by Lisha Parveen (2008) found that there
exist a positive relationship among Emotional Intelligence, Adjustment, self-concept and achievement of higher secondary school students.

The study done by J.Vijaya kumar (2009) indicated that the overall emotional intelligence of prospective teachers was moderate and distribution was not normal. Female prospective teachers had better emotional intelligence than male prospective teachers. They are better in their emotional sensitivity and in their emotional maturity. The study conducted by A. Hameed and K.K. Thahira (2010) indicated that male student-teachers were more emotionally matured and socially adjusted than female student-teachers. There was a positive relationship between emotional maturity and social adjustment of student-teachers.

The study done by Garima Gupta (2010) found that the Emotional Intelligence was positively and significantly related with mental health in all dimensions. There was a significant difference in boys and girls students with regard to mental health and emotional intelligence.

As the result shows that there is no significant relationship between psychotism and academic achievement of student-teachers studying in B.Ed college in Tamil Nadu. Chandra (1981) also studied the relationship between personality factors and academic achievement of 108 students of Home Science from 1st and 2nd year classes and showed that there was no significant relationship between selected personality characteristics and academic achievement of home science students.

In the present study, there is no significant relationship between extroversion and academic achievement of student-teachers studying in B.Ed college in Tamil Nadu. The present study support to the study conducted by Khaiina (1978) found relationship of certain personality factors with achievement in mathematics at the high school level and reported that there was no significant relationship between personality and academic achievement in Mathematics and study conducted by Mishra (1997) also found that personality factor (except self-sufficiency) was not significantly related to academic achievement.
In a contrary to this study, Cattell et al. (1946), Butcher et al. (1963) and Eysenck et al. (1969) found positive correlation between extraversion and academic achievement. Ridding (1967) studied the relationship between scholastic achievement and personality traits and found that extraversion was correlate positively with over achievement.

Kagade (1997) studied personality factors of student’s of classes VIII & IX and found that girls were more extrovert than boys. Clark. M. H. and Schro (2010) suggest that students with different personality characteristics have different reason for pursing college degree and different academic priorities

5.7 SUGGESTIONS FOR THE FURTHER RESEARCH:

1. The study can be carried out to student-teachers studying in other states of India.
2. The study was restricted to B.Ed students only. It can be studied for Arts and Science college students and also for other professional students.
3. Learning Environment may be studied in relation to this study.
4. The problems leading to emotional disturbance of delinquent may be taken for the study.
5. A study can be conducted on attitude towards internal assessment and its influence on the academic achievement of the Arts and Science college students and B.Ed students.
6. Psychological attributes can be studied for different levels of teachers in schools and colleges.

5.8 RECOMMENDATIONS OF THE STUDY:

In the light of the observations, analysis and interpretations of the study, the following recommendations are put forward for the betterment of the student-teachers and teachers in future.

The student-teachers studying in different types of colleges need emotional intelligence skills to learn more effectively, to impart knowledge and to maintain a cordial relationship with their peer groups and others.
To impart the valuable qualities among students, it is important to appoint as teachers those who are highly knowledgeable, extremely skilful and possess dynamic personality; thereby, they cater to the diverse needs of the students. It is the responsibility of teachers to promote higher order cognitive qualities and social skills.

To ensure emotional development, the concept of emotional intelligence should be included in the syllabus of B.Ed course. Emotional literacy program for student-teachers should be started. This will help to improve student-teachers’ overall performance. It also helps to strengthens educational process in accomplishing its main objectives. Emotional Intelligence can be learned and gradually developed.

Character building activities can be provided to pupils that will lead to more emotionally-balanced personalities. Examination should evaluate all aspects of personality of student-teachers. Therefore, there should be provision of evaluation of student-teacher activities outside the class.

Attitudes largely determine the direction of behaviour. The future student-teachers not only affects his behaviour in the classroom but also influence the behaviour of his students. So, it is necessary to develop teaching attitude among trainees.

The good mental health of students accept their responsibilities, make their own decisions, plan ahead, set realistic goals for themselves and in problem solving fashion, do the best they can in the problem situations, they encounter or create. They learn how to learn and to solve problems and they take pride in enhanced intellectual efficiency. Therefore emphasis should be laid on creating proper college climate to enhance the development of Mental Health of student-teachers.

As self-confidence boosts academic achievement, proper motivation should be organised to develop self-confidence among students. There should be provision for co-curricular and extra-curricular activities such as games,
discussions, debates, scouting, dramas, educational exhibition etc. for proper mental and social development of student-teachers.

Curriculum should be modified to improve the Mental Health of student-teachers. To build a positive attitude and teaching career, they could be provided guidance and counselling with the help of psychological experts. They should be given more opportunities for better career enhancement. Rewards for better work and congenial climate for academic betterment should be timely provided for future teachers.

Teaching could be enriched by motivating the teachers and developing positive attitude. In this respect, the curriculum could be revamped and updated. Modern educational gadgets could be employed in teaching. It will go a long way in updating the knowledge of the students and prepare them to face the future challenges with confidence and courage.

Administrators in the field of education must ensure the congenial working conditions and incentives for hard work for the teachers. Principals should provide the opportunities for teachers to interact with one another to be supportive for better organisational climate in the institutions. Teachers should be motivated to present papers in state and national level seminars and conferences and also publish papers in the Journals.

The salary of the teachers should be revised at regular intervals to meet their present needs and demands effectively. Special increments and mementos should be given to the teachers for their good performance. Teachers should develop a healthy relationship and cooperation with their colleagues, students and the head of the institution and ensure an adequate work environment. This will increase the student teachers self confidence and mental health.

As the present student-teachers are going to become the teachers of tomorrow, when they should be provided suitable climate of infrastructure and instructional facilities, the quality in education improve automatically. So the government and educational authorities should create a climate that will be
condusive for innovative, creative and competent education system, in keeping with the educational policy of the Government of India (2002).

To develop better understanding among student-teachers, PTA meetings should be conducted frequently. Continuous evaluation by conducting demonstration, provision for smart class, quiz programmes and English language laboratories could be carried out for better achievement of the student-teachers as well as awareness programmes should be conducted for knowing the current problems and to solve it according to the situation.

Organized efforts should be taken to tap the innate potentialities of the students. Counselling and Guidance cells should be constructed in every teacher education institutions in order to guide the students in the right path.

A workshop may conduct to discuss about the problems faced by the students. The pitfalls in the curriculum can be identified and suitable measure may be suggested to overcome the same and the list of suggestions may be sent to the authorities concerned. Many programs should be conducted in order to develop in self-confidence, physical, social, mental and emotional development.
5.9 CONCLUSION

The finding of this study gives the relationship between Psychological Traits like attitude towards Teaching Profession, Mental Health, Self-Confidence, Personality and Emotional Intelligence and Academic Achievement of Student-Teachers in pre – service training. There is a significant relationship between academic achievement and psychological attributes of men student-teachers in Government College. In this, there is a significant relationship occurs between social desirability and academic performance of student-teachers studying in Government B.Ed college. But for the student-teachers studying in Autonomous and Self Finance colleges, there is no significant relationship between academic achievement and their psychological attributes

Development of any country requires integrated personality of teachers. Based on the findings and discussions, it could be concluded that the student-teachers must develop positive attitude towards teaching and aspire for good academic achievement.

In the context of Liberalization, Privatization and Globalization of Education, a Healthy, Productive, Creative and Innovative education is the need of the hour. The education system relies on the teacher education institutions. Teacher education is believed to be the only hope to make the society better. Teachers are the persons who could develop and mould the students as good citizens. They should develop positive attitude towards Teaching, Self-Confidence, Good Mental Health and Control their emotions and enhance life skills to face the problems in future.

Student mental health acquires certain essential abilities and capacities that are helpful in developing them socially and emotionally well balanced stable personalities. Moreover, they should create a better learning environment that arouses students’ curiosity to achieve higher goals and they should ensure transfer of emotional intelligence into academic performance and for creative thinking.
This will pave the way for preparing student-teachers for social transformation and progress.

The findings of the study also indicate that the psychological attributes play a role in influencing student-teachers academic achievement in Pre-service training.