CHAPTER – V

FINDINGS, INTERPRETATIONS, RECOMMENDATIONS AND SUGGESTIONS

5.01. INTRODUCTION

In this chapter, the investigator has listed all the findings derived from the data analysis followed by the interpretations as opined by the investigator. Based on the findings, the investigator drawn out the recommendations and suggestions for further studies.

5.02. FINDINGS OF THE STUDY

Following are the findings arrived from the analysis of the data collection for this study:

Part – I: Descriptive Analysis

1. The Emotional Intelligence of entire sample of Internal Locus controlled B.Ed students is moderate.

2. The Emotional Intelligence of entire sample of Intermediate Locus controlled B.Ed students is moderate.

3. The Emotional Intelligence of entire sample of External Locus controlled B.Ed students is moderate.

4. The Teaching Competence of entire sample of Internal Locus controlled B.Ed students is moderate.

5. The Teaching Competence of entire sample of Intermediate Locus controlled B.Ed students is moderate.
6. The Teaching Competence of entire sample of External Locus controlled B.Ed students is moderate.

7. The Attitude towards teaching profession of entire sample of Internal Locus controlled B.Ed students is favourable.

8. The Attitude towards teaching profession of entire sample of Intermediate Locus controlled B.Ed students is favourable.

9. The Attitude towards teaching profession of entire sample of External Locus controlled B.Ed students is favourable.

**Part – II: Differential Analysis**

**1. Difference in the Emotional Intelligence**

1.1. There is no significant difference in Emotional Intelligence between Internal Locus Controlled B.Ed students with respect to their Gender.

1.2. There is no significant difference in Emotional Intelligence between Internal Locus Controlled B.Ed students with respect to their Locality.

1.3. There is no significant difference in Emotional Intelligence among Internal Locus Controlled B.Ed students with respect to type of Management of their College.

1.4. There is no significant difference in Emotional Intelligence among Internal Locus Controlled B.Ed students with respect to their Optional Subject.

1.5. There is no significant difference in Emotional Intelligence between Internal Locus Controlled B.Ed students with respect to their Educational Qualification.

1.6. There is significant difference between Mean Emotional Intelligence scores of Hindu and Christian Internal Locus Controlled B.Ed students.
1.7. There is no significant difference between Mean Emotional Intelligence scores of Hindu & Islam and Christian & Islam Internal Locus Controlled B.Ed students.

1.8. There is no significant difference in Emotional Intelligence among Internal Locus Controlled B.Ed students with respect to their Parental Education.

1.9. There is no significant difference in Emotional Intelligence among Internal Locus Controlled B.Ed students with respect to their Family Income.

1.10. There is no significant difference in Emotional Intelligence between Internal Locus Controlled B.Ed students with respect to their Family type.

1.11. There is no significant difference in Emotional Intelligence between Intermediate Locus Controlled B.Ed students with respect to their Gender.

1.12. There is no significant difference in Emotional Intelligence between Intermediate Locus Controlled B.Ed students with respect to their Locality.

1.13. There is no significant difference in Emotional Intelligence among Intermediate Locus Controlled B.Ed students with respect to type of Management of their College.

1.14. There is no significant difference in Emotional Intelligence among Intermediate Locus Controlled B.Ed students with respect to their Optional Subject.

1.15. There is significant difference in Emotional Intelligence between Intermediate Locus Controlled B.Ed students with respect to their Educational Qualification.

1.16. There is no significant difference in Emotional Intelligence among Intermediate Locus Controlled B.Ed students with respect to their Religion.

1.17. There is no significant difference in Emotional Intelligence among Intermediate Locus Controlled B.Ed students with respect to their Parental Education.
1.18. There is significant difference between Mean Emotional Intelligence scores of Intermediate Locus Controlled B.Ed students of family income Above Rs.10000 and Below Rs.50000.

1.19. There is no significant difference between Mean Emotional Intelligence scores of Intermediate Locus Controlled B.Ed students of family income Above Rs.10000 & Below Rs.50000 and Rs. 50000-10000 & Below Rs.50000.

1.20. There is no significant difference in Emotional Intelligence between Intermediate Locus Controlled B.Ed students with respect to their Family type.

1.21. There is no significant difference in Emotional Intelligence between External Locus Controlled B.Ed students with respect to their Gender.

1.22. There is no significant difference in Emotional Intelligence between External Locus Controlled B.Ed students with respect to their Locality.

1.23. There is no significant difference in Emotional Intelligence among External Locus Controlled B.Ed students with respect to type of Management of their College.

1.24. There is no significant difference in Emotional Intelligence among External Locus Controlled B.Ed students with respect to their Optional Subject.

1.25. There is no significant difference in Emotional Intelligence between External Locus Controlled B.Ed students with respect to their Educational Qualification.

1.26. There is no significant difference in Emotional Intelligence among External Locus Controlled B.Ed students with respect to their Religion.

1.27. There is no significant difference between Mean Emotional Intelligence scores of External Locus Controlled B.Ed students of Illiterate and Literate Parents &
Literate and College level educated parents.

1.28. There is a significant difference between Mean Emotional Intelligence scores of External Locus Controlled B.Ed students of Illiterate and College level educated Parents.

1.29. There is no significant difference in Emotional Intelligence among External Locus Controlled B.Ed students with respect to their Family Income.

1.30. There is no significant difference in Emotional Intelligence between External Locus Controlled B.Ed students with respect to their Family type.

2. Difference in the Teaching Competence

2.1. There is no significant difference in teaching competence between Internal Locus Controlled B.Ed students with respect to their Gender.

2.2. There is no significant difference in teaching competence between Internal Locus Controlled B.Ed students with respect to their Locality.

2.3. There is no significant difference in teaching competence among Internal Locus Controlled B.Ed students with respect to type of Management of their College.

2.4. There is significant difference in teaching competence among Internal Locus Controlled B.Ed students with respect to their Optional Subject.

2.5. There is no significant difference in teaching competence between Internal Locus Controlled B.Ed students with respect to their Educational Qualification.

2.6. There is no significant difference in teaching competence among Internal Locus Controlled B.Ed students with respect to their Religion.

2.7. There is no significant difference in teaching competence among Internal Locus Controlled B.Ed students with respect to their Parental Education.
2.8. There is no significant difference in teaching competence among Internal Locus Controlled B.Ed students with respect to their Family Income.

2.9. There is no significant difference in teaching competence between Internal Locus Controlled B.Ed students with respect to their Family type.

2.10. There is no significant difference in teaching competence between Intermediate Locus Controlled B.Ed students with respect to their Gender.

2.11. There is no significant difference in teaching competence between Intermediate Locus Controlled B.Ed students with respect to their Locality.

2.12. There is significant difference in Teaching competence between Intermediate Locus Controlled B.Ed students of Govt. and Aided colleges.

2.13. There is no significant difference between Govt. and Private college students & Aided and Private college students.

2.14. There is significant difference in teaching competence among Intermediate Locus Controlled B.Ed students with respect to their Optional Subject.

2.15. There is significant difference in teaching competence between Intermediate Locus Controlled B.Ed students with respect to their Educational Qualification.

2.16. There is no significant difference between Mean Teaching Competence scores of Hindu and Christian Intermediate Locus Controlled B.Ed students.

2.17. There is significant difference between Mean Teaching Competence scores of Hindu & Islam and Christian & Islam Intermediate Locus Controlled B.Ed students.

2.18. There is no significant difference in teaching competence among Intermediate Locus Controlled B.Ed students with respect to their Parental Education.
2.19. There is no significant difference in teaching competence among Intermediate Locus Controlled B.Ed students with respect to their Family Income.

2.20. There is significant difference in teaching competence between Intermediate Locus Controlled B.Ed students with respect to their Family type.

2.21. There is no significant difference in Teaching Competence between External Locus Controlled B.Ed students with respect to their Gender.

2.22. There is no significant difference in Teaching Competence between External Locus Controlled B.Ed students with respect to their Locality.

2.23. There is no significant difference in Teaching Competence among External Locus Controlled B.Ed students with respect to type of Management of their College.

2.24. There is significant difference in teaching competence between Language and Arts & Language and Science pairs of sub samples of optional subjects of External Locus Controlled B.Ed students.

2.25. There is no significant difference in Teaching competence of Arts and Science pairs of sub samples of optional subjects of External Locus Controlled B.Ed students.

2.26. There is no significant difference in Teaching Competence between External Locus Controlled B.Ed students with respect to their Educational Qualification.

2.27. There is no significant difference in Teaching Competence among External Locus Controlled B.Ed students with respect to their Religion.

2.28. There is no significant difference in Teaching Competence among External Locus Controlled B.Ed students with respect to their Parental Education.
2.29. There is no significant difference in Teaching Competence among External Locus Controlled B.Ed students with respect to their Family Income.

2.30. There is no significant difference in Teaching Competence between External Locus Controlled B.Ed students with respect to their Family type.

3. Difference in Attitude towards Teaching Profession

3.1. There is no significant difference in Attitude towards Teaching Profession between Internal Locus Controlled B.Ed students with respect to their Gender.

3.2. There is no significant difference in Attitude towards Teaching Profession between Internal Locus Controlled B.Ed students with respect to their Locality.

3.3. There is significant difference in Attitude towards Teaching Profession between Internal Locus Controlled B.Ed students of Govt. & Aided and Aided & Private colleges and there is no significant difference between Govt. and Private college students.

3.4. There is no significant difference in Attitude towards Teaching Profession among Internal Locus Controlled B.Ed students with respect to their Optional Subject.

3.5. There is no significant difference in Attitude towards Teaching Profession between Internal Locus Controlled B.Ed students with respect to their Educational Qualification.

3.6. There is significant difference between Mean Attitude towards Teaching Profession scores of Christian and Islam Internal Locus Controlled B.Ed students.

3.7. There is no significant difference between Mean Attitude towards Teaching
Profession scores of Hindu & Christian and Hindu & Islam Internal Locus Controlled B.Ed students.

3.8. There is no significant difference in Attitude towards Teaching Profession among Internal Locus Controlled B.Ed students with respect to their Parental Education.

3.9. There is no significant difference in Attitude towards Teaching Profession among Internal Locus Controlled B.Ed students with respect to their Family Income.

3.10. There is no significant difference in Attitude towards Teaching Profession between Internal Locus Controlled B.Ed students with respect to their Family type.

3.11. There is no significant difference in Attitude towards Teaching Profession between Intermediate Locus Controlled B.Ed students with respect to their Gender.

3.12. There is no significant difference in Attitude towards Teaching Profession between Intermediate Locus Controlled B.Ed students with respect to their Locality.

3.13. There is no significant difference in Attitude towards Teaching Profession between Intermediate Locus Controlled B.Ed students of Govt. and Private colleges and there is significant difference between Govt. & Aided college students Aided and Private college students.

3.14. There is no significant difference in Attitude towards Teaching Profession among Intermediate Locus Controlled B.Ed students with respect to their Optional Subject.

3.15. There is no significant difference in Attitude towards Teaching Profession
between Intermediate Locus Controlled B.Ed students with respect to their Educational Qualification.

3.16. There is no significant difference between Mean Attitude towards Teaching Profession scores of Hindu & Christian and Hindu & Islam Intermediate Locus Controlled B.Ed students.

3.17. There is significant difference between Mean Attitude towards Teaching Profession scores of Christian & Islam Intermediate Locus Controlled B.Ed students.

3.18. There is no significant difference in Attitude towards Teaching Profession among Intermediate Locus Controlled B.Ed students with respect to their Parental Education.

3.19. There is no significant difference in Attitude towards Teaching Profession among Intermediate Locus Controlled B.Ed students with respect to their Family Income.

3.20. There is no significant difference in Attitude towards Teaching Profession between Intermediate Locus Controlled B.Ed students with respect to their Family type.

3.21. There is no significant difference in Attitude towards Teaching Profession between External Locus Controlled B.Ed students with respect to their Gender.

3.22. There is no significant difference in Attitude towards Teaching Profession between External Locus Controlled B.Ed students with respect to their Locality.

3.23. There is no significant difference in Attitude towards Teaching Profession between External Locus Controlled B.Ed students of Govt. and Private colleges
and there is significant difference between Govt. & Aided college students Aided and Private college students.

3.24. There is no significant difference in Attitude towards Teaching Profession among External Locus Controlled B.Ed students with respect to their Optional Subject.

3.25. There is no significant difference in Attitude towards Teaching Profession between External Locus Controlled B.Ed students with respect to their Educational Qualification.

3.26. There is no significant difference in Attitude towards Teaching Profession among External Locus Controlled B.Ed students with respect to their Religion.

3.27. There is no significant difference in Attitude towards Teaching Profession among External Locus Controlled B.Ed students with respect to their Parental Education.

3.28. There is no significant difference in Attitude towards Teaching Profession among External Locus Controlled B.Ed students with respect to their Family Income.

3.29. There is no significant difference in Attitude towards Teaching Profession between External Locus Controlled B.Ed students with respect to their Family type.

4. Correlation Analysis

4.1. There is significant positive correlation between Internal Locus controlled B.Ed Students’ Emotional Intelligence & Teaching Competence and there is no significant correlation between Emotional Intelligence & Attitude towards Teaching Profession and Teaching Competence & Attitude towards Teaching
Profession pairs of variables.

4.2. There is significant positive correlation between Intermediate Locus controlled B.Ed Students’ Emotional Intelligence & Teaching Competence and there is no significant correlation between Emotional Intelligence & Attitude towards Teaching Profession and Teaching Competence & Attitude towards Teaching Profession pairs of variables.

4.3. There is significant positive correlation between External Locus controlled B.Ed Students’ Emotional Intelligence & Teaching Competence and there is no significant correlation between Emotional Intelligence & Attitude towards Teaching Profession and Teaching Competence & Attitude towards Teaching Profession pairs of variables.

5.03. INTERPRETATIONS

On the basis of this study following interpretations are made:

The Emotional Intelligence of entire sample irrespective of type of Locus of control of B.Ed students is moderate; hence efforts are to be taken to increase the emotional intelligence further.

The Teaching Competence of entire sample irrespective of type of Locus of control of B.Ed students is moderate; hence efforts are to be taken to increase the Teaching Competence further.

The Attitude towards teaching profession of entire sample irrespective of type of Locus of control of B.Ed students is favourable; hence efforts are to be taken to sustain this attitude.
There is significant difference between Mean Emotional Intelligence scores of Hindu and Christian Internal Locus Controlled B.Ed students and there is no significant difference between Mean Emotional Intelligence scores of Hindu & Islam and Christian & Islam Internal Locus Controlled B.Ed students. Hence, while preparing programmes in this regard, Religion of the student should be taken care.

There is significant difference between Mean Emotional Intelligence scores of Intermediate Locus Controlled B.Ed students of family income AboveRs.100000 and Below Rs.50000 and there is no significant difference between Mean Emotional Intelligence scores of Intermediate Locus Controlled B.Ed students of family income Above Rs.100000 & Below Rs.50000 and Rs. 50000-100000 & Below Rs.50000. Hence, while preparing programmes in this regard, Parental income of the student should be taken care.

There is significant difference in teaching competence among Internal Locus Controlled B.Ed students with respect to their Optional Subject. Hence, while preparing programmes in this regard, Optional subject of the student should be taken care.

There is significant difference in teaching competence between Intermediate Locus Controlled B.Ed students of Govt. and Aided colleges and there is no significant difference between Govt. and Private college students & Aided and Private college students. Hence, while preparing programmes in this regard, type of management of the student should be taken care.

There is significant difference in teaching competence among Intermediate Locus Controlled B.Ed students with respect to their Optional Subject. Hence, while preparing programmes in this regard, Optional subject of the student should be taken care.
There is significant difference in teaching competence between Intermediate Locus Controlled B.Ed students with respect to their Educational Qualification. Hence, while preparing programmes in this regard, Educational Qualification of the student should be taken care.

There is significant difference in Attitude towards Teaching Profession between Internal Locus Controlled B.Ed students of Govt. & Aided and Aided & Private colleges and there is no significant difference between Govt. and Private college students. Hence, while preparing programmes in this regard, type of management of the college should be taken care.

There is significant difference between Mean Attitude towards Teaching Profession scores of Christian and Islam Internal Locus Controlled B.Ed students and there is no significant difference between Mean Attitude towards Teaching Profession scores of Hindu & Christian and Hindu & Islam Internal Locus Controlled B.Ed students. Hence, while preparing programmes in this regard, Religion of the student should be taken care.

There is significant positive correlation between Internal Locus controlled B.Ed Students’ Emotional Intelligence & Teaching Competence and there is no significant correlation between Emotional Intelligence & Attitude towards Teaching Profession and Teaching Competence & Attitude towards Teaching Profession pairs of variables.

There is significant positive correlation between Intermediate Locus controlled B.Ed Students’ Emotional Intelligence & Teaching Competence and there is no significant correlation between Emotional Intelligence & Attitude towards Teaching
Profession and Teaching Competence & Attitude towards Teaching Profession pairs of variables.

There is significant positive correlation between External Locus controlled B.Ed Students’ Emotional Intelligence & Teaching Competence and there is no significant correlation between Emotional Intelligence & Attitude towards Teaching Profession and Teaching Competence & Attitude towards Teaching Profession pairs of variables. Hence, Locus of control should be considered as an important factor in the achievement of student teachers, with regard to their attitude towards teaching profession Teaching Competence and Emotional Intelligence

5.04. RECOMMENDATIONS

From the findings of the study the following recommendations were given and which will be helpful in increasing the quality of B.Ed teacher training. The Emotional Intelligence of entire sample irrespective of type of Locus of control of B.Ed students is moderate; hence efforts are to be taken to increase the emotional intelligence further. The Teaching Competence of entire sample irrespective of type of Locus of control of B.Ed students is moderate; hence efforts are to be taken to increase the Teaching Competence further. The Attitude towards teaching profession of entire sample irrespective of type of Locus of control of B.Ed students is favourable; hence efforts are to be taken to sustain this attitude. There is significant positive correlation between Internal Locus controlled B.Ed Students’ Emotional Intelligence & Teaching Competence and there is no significant correlation between Emotional Intelligence & Attitude towards Teaching
Profession and Teaching Competence & Attitude towards Teaching Profession pairs of variables.

There is significant positive correlation between Intermediate Locus controlled B.Ed Students’ Emotional Intelligence & Teaching Competence and there is no significant correlation between Emotional Intelligence & Attitude towards Teaching Profession and Teaching Competence & Attitude towards Teaching Profession pairs of variables. There is significant positive correlation between External Locus controlled B.Ed Students’ Emotional Intelligence & Teaching Competence and there is no significant correlation between Emotional Intelligence & Attitude towards Teaching Profession and Teaching Competence & Attitude towards Teaching Profession pairs of variables. On the basis of the relationship found programme and activities can be planned in teacher education curriculum

5.05. SUGGESTION FOR FURTHER RESEARCH

Very few studies have been undertaken related to the Locus of Control. Hence,

a. A similar study may be undertaken using the students of different levels of education.

b. The same type of study can be extended to other Districts of Tamil Nadu.

c. A study on influence of Home environment and Learning Environment on academic achievement may be studied.

d. A study could be undertaken with the usage of various technological instruments on achievement of Teacher trainees.
e. A study could be undertaken with the effectiveness of Teaching Practice in achieving Teaching competence.

5.06. CONCLUSION

Teaching profession is the noble profession of all the professions. Teachers have the responsibility to shape the nation through their students. Those teachers should have some noble qualities which inspire the students’ community. Teachers should have the Emotional intelligence and teaching competence which are interrelated and essential for the classroom management. The teachers should have the positive attitude towards their profession. Then only the teaching quality of the teacher should be adored. The present study clearly identifies the emotional intelligence, teaching competence and attitude towards teaching profession of the B.Ed students. From the findings, the level of Emotional intelligence, teaching competence and attitude towards teaching profession and the difference between internal, intermediate and external locus controlled B.Ed students and their Emotional intelligence, teaching competence and attitude towards teaching profession were studied. Based on the study valuable suggestions and recommendations were made.