CHAPTER – V
SUMMARY OF THE FINDINGS, CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS

1.1. INTRODUCTION

The present chapter describes statement of the problem, general and specific objectives of the study, variables of the study, Research hypotheses of the study, Scope of the study, Discussions and Conclusions, Educational Implications and suggestions for further research.

1.2. STATEMENT OF THE PROBLEM

The present study attempted to investigate the relationship of Academic Achievement with attitude, creativity and personality of student-teachers of D.Ed. The study states that

“A STUDY OF ACADEMIC ACHIEVEMENT OF STUDENT-TEACHERS OF D.ED IN RELATION TO THEIR TEACHING ATTITUDE, CREATIVITY AND PERSONALITY”.

1.3. GENERAL OBJECTIVES OF THE STUDY

1) To study the academic achievement of student-teachers of D.Ed.
2) To study the relationship between academic achievement and attitude of student teachers of D.Ed
3) To study the relationship between academic achievement and creativity of student teachers of D.Ed
4) To study the relationship between academic achievement and personality of student teachers of D.Ed

1.4. VARIABLES OF THE STUDY
Variable is a factor which is not constant. It can be defined as a factor which assumes more than one value from time to time and place to place.

A concept which can take on different quantitative values is called a variable.

Variables of the present study can be classified as below:

1. **Dependent Variable**

   The Dependent Variable of the present study is the Academic Achievement of student-teachers of D.Ed.

2. **Independent Variable**

   The Independent Variables of the present study are
   - Attitude
   - Creativity
   - Personality

3. **Moderator Variable**

   The Moderator Variables are
   - Sex (Male and Female)
   - Type of the institutions (Government, Aided and Unaided)
   - Divisions (Bangalore, Belgaum, Gulbarga and Mysore)

1.5. **SPECIFIC OBJECTIVES OF THE STUDY**
1) To study the academic achievements of student teachers of D.Ed of all the four divisions (Belgaum, Bangalore, Mysore and Gulbarga).
2) To study the attitude, creativity and personality of student teachers of D.Ed of all the four divisions.
3) To study the academic achievement of student teachers of D.Ed of Government, Aided and Unaided Institutions.
4) To study attitude, creativity and personality of student teachers of D.Ed of Government, Aided and Unaided Institutions.
5) To study the academic achievement of male and female student teachers of D.Ed.
6) To study attitude, creativity and personality of male and female student teachers of D.Ed.
7) To study the interaction effect of attitude, creativity and personality on academic achievement of student teachers of D.Ed.
8) To study the interaction effect of attitude, creativity and personality on academic achievement of all the four divisions of student teachers of D.Ed.
9) To study the interaction effect of attitude, creativity and personality on academic achievement of student teachers of D.Ed of Government, Aided and Unaided institutions.
10) To study the interaction effect of attitude, creativity and personality on academic achievement of male and female student teachers of D.Ed.
11) To study the academic achievement of student teachers of D.Ed in relation to attitude, creativity and personality.

1.6. HYPOTHESES OF THE STUDY

Research Hypotheses
The following Research Hypotheses were formulated for the present study.

1. There is a relationship between Academic Achievement and a set of variables among student-teachers of D.Ed.
2. There is a relationship between Academic Achievement and Attitude of student-teachers of D.Ed.
3. There is a relationship between Academic Achievement and Creativity of student-teachers of D.Ed.
4. There is a relationship between Academic Achievement and Personality of student-teachers of D.Ed.

The following null hypotheses have been formulated for the present study.

**Hypothesis 1**

There is no significant difference between student-teachers of D.Ed of all the four divisions (Belgaum, Bangalore, Mysore and Gulbarga) with respect to their academic achievements.

**Hypothesis 2**

There is no significant difference between student-teachers of D.Ed of all the four divisions with respect to their attitude scores.

**Hypothesis 3**

There is no significant difference between student-teachers of D.Ed of all the four divisions with respect to their creativity scores.

**Hypothesis 4**

There is no significant difference between student-teachers of D.Ed of all the four divisions with respect to their personality scores.
Hypothesis 5
There is no significant difference between male and female student-teachers of D.Ed of all the with respect to their academic achievements.

Hypothesis 6
There is no significant difference between male and female student-teachers of D.Ed with respect to their attitude scores.

Hypothesis 7
There is no significant difference between male and female student-teachers of D.Ed with respect to their creativity scores.

Hypothesis 8
There is no significant difference between male and female student-teachers of D.Ed with respect to their personality scores.

Hypothesis 9
There is no significant difference between Government, Aided and Unaided institutions of student-teachers of D.Ed with respect to their academic achievements.

Hypothesis 10
There is no significant difference between Government, Aided and Unaided institutions of student-teachers of D.Ed with respect to their attitude scores.

Hypothesis 11
There is no significant difference between Government, Aided and Unaided institutions of student-teachers of D.Ed with respect to their creativity scores.
Hypothesis 12
There is no significant difference between Government, Aided and Unaided institutions of student-teachers of D.Ed with respect to their personality scores.

Hypothesis 13
There is no significant interaction effect of attitude (low and high), creativity (low and high), and personality (low and high) on academic achievements of student-teachers of D.Ed.

Hypothesis 14
There is no significant interaction effect of attitude (low and high), creativity (low and high), and personality (low and high) on academic achievements of all four divisions of student-teachers of D.Ed.

Hypothesis 15
There is no significant interaction effect of attitude (low and high), creativity (low and high), and personality (low and high) on academic achievements of male and female student-teachers of D.Ed.

Hypothesis 16
There is no significant interaction effect of attitude (low and high), creativity (low and high), and personality (low and high) on academic achievements of Government, Aided and Unaided institutions of student-teachers of D.Ed.

Hypothesis 17
There is no significant interaction effect of attitude (low and high), creativity (low and high), and personality (low and high) on academic achievements of male and female student-teachers of D.Ed.
Hypothesis 18
There is no significant relationship between academic achievement and attitude, creativity and personality scores of student-teachers of D.Ed of all the four divisions as a whole.

Hypothesis 19
There is no significant relationship between academic achievement and attitude, creativity and personality scores of student-teachers of D.Ed of Belgaum division.

Hypothesis 20
There is no significant relationship between academic achievement and attitude, creativity and personality scores of student-teachers of D.Ed of Bangalore division.

Hypothesis 21
There is no significant relationship between academic achievement and attitude, creativity and personality scores of student-teachers of D.Ed of Mysore division.

Hypothesis 22
There is no significant relationship between academic achievement and attitude, creativity and personality scores of student-teachers of D.Ed of Gulbarga division.

Hypothesis 23
There is no significant relationship between academic achievement and attitude, creativity and personality scores of student-teachers of D.Ed. Government institutions.
Hypothesis 24
There is no significant relationship between academic achievement and attitude, creativity and personality scores of student-teachers of D.Ed Aided institutions.

Hypothesis 25
There is no significant relationship between academic achievement and attitude, creativity and personality scores of student-teachers of D.Ed Unaided institutions.

Hypothesis 26
There is no significant relationship between academic achievement and attitude, creativity and personality scores of male student-teachers of D.Ed.

Hypothesis 27
There is no significant relationship between academic achievement and attitude, creativity and personality scores of female student-teachers of D.Ed.

Hypothesis 28
Attitude, Creativity and Personality would not be significant predictors of academic achievement of student-teachers of D.Ed of all the four divisions as a whole.

Hypothesis 29
Attitude, Creativity and Personality would not be significant predictors of academic achievement of student-teachers of D.Ed of Belgaum division.
**Hypothesis 30**

Attitude, Creativity and Personality would not be significant predictors of academic achievement of student-teachers of D.Ed of Bangalore division.

**Hypothesis 31**

Attitude, Creativity and Personality would not be significant predictors of academic achievement of student-teachers of D.Ed of Mysore division.

**Hypothesis 32**

Attitude, Creativity and Personality would not be significant predictors of academic achievement of student-teachers of D.Ed of Gulbarga division.

**Hypothesis 33**

Attitude, Creativity and Personality would not be significant predictors of academic achievement of Government College student-teachers of D.Ed.

**Hypothesis 34**

Attitude, Creativity and Personality would not be significant predictors of academic achievement of Aided College student-teachers of D.Ed.

**Hypothesis 35**

Attitude, Creativity and Personality would not be significant predictors of academic achievement of Unaided College student-teachers of D.Ed.
Hypothesis 36

Attitude, Creativity and Personality would not be significant predictors of academic achievement of male student-teachers of D.Ed.

Hypothesis 37

Attitude, Creativity and Personality would not be significant predictors of academic achievement of female student-teachers of D.Ed.

1.7. SCOPE OF THE STUDY

The main objective of the present study is to find the relation of Academic Achievement of student-teachers of D.Ed with attitude, creativity and personality. D.Ed Annual examination marks are taken as Academic Achievement.

The study attempted to predict the Academic Achievement of student teachers of D.Ed with the help of variables.

1.8. DESIGN OF THE STUDY

❖ Method Used

Investigator used survey method. Survey method was the appropriate one to study the Academic Achievement in relation to attitude, creativity and personality of student-teachers of D.Ed.

❖ Sample:

In the present study the total number of 400 student-teachers is selected from four different study divisions of Karnataka. The investigator has selected true sample by using random sampling techniques.
1.9. COLLECTION OF DATA

To collect the necessary data for the present study two standardized tool and one, self prepared questionnaire were used, developed by Baquer Mehdi Creativity Scale, Rajan’s Personality Trait Inventory. The above tools were taken to the different D.Ed colleges of Karnataka state. The assurance was given that the information given by them would be kept confidential and would be used only for research purpose.

❖ Tools Used

For the present study the following tools were used

1. Creativity Scale
   To study the creativity thinking of student-teachers verbal and non verbal tests of creative thinking constructed by Baquer Mehdi were used (1973).

2. Personality Scale
   Personality Scale Standardized by Rajan’s Personality Trait Inventory (1990).

3. Academic Achievement Score
   For measuring academic achievement the aggregate marks of the annual examination of the student-teachers of D.Ed were collected.

4. Attitude towards teaching scale
   Attitude scale is developed by research investigator.

1.10. STATISTICAL TECHNIQUES USED

To know the Academic Achievement of Student-teachers of D.Ed in relation to the attitude, creativity and personality the following techniques were used for the present study.

1. Mean, Standard deviation
2. ‘t’ test
3. Co-efficient of correlation
4. Regression Analysis
5. ANOVA

1.11. MAJOR FINDINGS OF THE STUDY

1) The student-teachers of D.Ed. colleges of four divisions (Bangalore, Belgaum, Gulbarga and Mysore) have different academic achievement scores.

2) The student-teachers of D.Ed. colleges of Belgaum division have significant higher academic achievement scores as compared to student-teachers of D.Ed. colleges of Bangalore division.

3) The student-teachers of D.Ed. colleges of Gulbarga division have significant higher academic achievement scores as compared to student-teachers of D.Ed. colleges of Bangalore division.

4) The student-teachers of D.Ed. colleges of Mysore division have significant higher academic achievement scores as compared to student-teachers of D.Ed. colleges of Bangalore division.

5) The student-teachers of D.Ed. colleges of Gulbarga division have significant higher academic achievement scores as compared to student-teachers of D.Ed. colleges of Belgaum division.

6) The student-teachers of D.Ed. colleges of Gulbarga division have significant higher academic achievement scores as compared to student-teachers of D.Ed. colleges of Mysore division.

7) The student-teachers of D.Ed. colleges of four divisions (Bangalore, Belgaum, Gulbarga and Mysore) have similar attitude towards teaching scores.
8) The student-teachers of D.Ed. colleges of four divisions (Bangalore, Belgaum, Gulbarga and Mysore) have similar creativity scores.

9) The student-teachers of D.Ed. colleges of four divisions (Bangalore, Belgaum, Gulbarga and Mysore) have similar verbal creativity scores.

10) The student-teachers of D.Ed. colleges of four divisions (Bangalore, Belgaum, Gulbarga and Mysore) have similar non-verbal creativity scores.

11) The student-teachers of D.Ed. colleges of four divisions (Bangalore, Belgaum, Gulbarga and Mysore) have similar personality scores.

12) The student-teachers of government, aided and unaided D. Ed. colleges have different academic achievement scores.

13) The student-teachers of government and aided D. Ed. colleges have similar academic achievement scores.

14) The student-teachers of government D. Ed. colleges have higher academic achievement scores as compared to student-teachers of unaided D. Ed. colleges.

15) The student-teachers of aided and unaided D. Ed. colleges have similar academic achievement scores.

16) The student-teachers of government, aided and unaided D. Ed. colleges have similar academic achievement scores.

17) The student-teachers of government, aided and unaided D. Ed. colleges have different creativity scores.

18) The student-teachers of government, aided and unaided D. Ed. colleges have similar verbal creativity scores.

19) The student-teachers of government, aided and unaided D. Ed. colleges have different non-verbal creativity scores.
20) The student-teachers of government D. Ed. colleges have higher creativity scores as compared to student-teachers of aided D. Ed. colleges.
21) The student-teachers of government and unaided D. Ed. colleges have similar creativity scores.
22) The student-teachers of unaided D. Ed. colleges have higher creativity scores as compared to student-teachers of aided D. Ed. colleges.
23) The student-teachers of government D. Ed. colleges have higher component of creativity i.e. non-verbal creativity scores as compared to student-teachers of aided D. Ed. colleges.
24) The student-teachers of government and unaided D. Ed. colleges have similar component of creativity i.e. non-verbal creativity scores.
25) The student-teachers of unaided D. Ed. colleges have higher component of creativity i.e. non-verbal creativity scores as compared to student-teachers of aided D. Ed. colleges.
26) The student-teachers of government, aided and unaided D. Ed. colleges have different personality scores.
27) The student-teachers of government and aided D. Ed. colleges have similar personality scores.
28) The student-teachers of unaided D. Ed. colleges have higher personality scores as compared to student-teachers of government D. Ed. colleges.
29) The student-teachers of aided and unaided D. Ed. colleges have similar personality scores.
30) The male and female student-teachers of D. Ed. colleges have similar academic achievements scores.
31) The male and female student-teachers of D. Ed. colleges have similar attitude towards teaching scores.
32) The male and female student-teachers of D. Ed. colleges have similar creativity scores.
33) The male and female student-teachers of D. Ed. colleges have similar verbal creativity scores.
34) The male and female student-teachers of D. Ed. colleges have similar non-verbal creativity scores.
35) The male and female student-teachers of D. Ed. colleges have similar personality scores.
36) The academic achievement is different in student-teachers of D.Ed. colleges with low and high attitude score group.
37) The academic achievement is different in student-teachers of D.Ed. colleges with low and high creativity score group.
38) The academic achievement is similar in student-teachers of D.Ed. colleges with low and high personality score group.
39) The student-teachers of D.Ed. colleges with low attitude with low personality scores and low attitude with high personality scores have similar academic achievements.
40) The student-teachers of D.Ed. colleges with low attitude with low personality scores and high attitude with low personality scores have similar academic achievements.
41) The student-teachers of D.Ed. colleges with high attitude with high personality scores have higher academic achievement scores as compared to student-teachers of D.Ed. colleges with high attitude with high personality scores.
42) The student-teachers of D.Ed. colleges with high attitude with low personality scores have higher academic achievement scores as
compared to student-teachers of D.Ed. colleges with low attitude with high personality scores.

43) The student-teachers of D.Ed. colleges with low attitude with high personality scores and high attitude with high personality scores have similar academic achievement.

44) The student-teachers of D.Ed. colleges with high attitude with low personality scores and low attitude with high personality scores have similar academic achievements.

45) The academic achievement is different in student-teachers of D.Ed. colleges of Bangalore division with low and high attitude scores.

46) The academic achievement is similar in student-teachers of D.Ed. colleges of Bangalore division with low and high creativity scores.

47) The academic achievement is similar in student-teachers of D.Ed. colleges of Bangalore division with low and high personality scores.

48) The academic achievement is different in student-teachers of D.Ed. colleges of Bangalore division with low and high attitude and personality scores.

49) The student-teachers of D.Ed. colleges of Bangalore division with low attitude with low creativity scores and low attitude with high creativity scores have similar academic achievements.

50) The student-teachers of D.Ed. colleges of Bangalore division with low attitude with low creativity scores and high attitude with low creativity scores have similar academic achievements.

51) The student-teachers of D.Ed. colleges of Bangalore division with high attitude with high personality scores have higher academic achievement scores as compared to student teacher of D.Ed. colleges of Bangalore division with high attitude with high personality scores.
52) The student-teachers of D.Ed. colleges of Bangalore division with low attitude with high creativity scores and high attitude with low creativity scores have similar academic achievement.

53) The student-teachers of D.Ed. colleges of Bangalore division with high attitude with high creativity scores have higher academic achievement scores as compared to student teacher of D.Ed. colleges of Bangalore division with low attitude with high creativity scores.

54) The student-teachers of D.Ed. colleges of Bangalore division with high attitude with high creativity scores have higher academic achievement scores as compared to student teacher of D.Ed. colleges of Bangalore division with high attitude with low creativity scores.

55) The academic achievement is different in student-teachers of D.Ed. colleges of Belgaum division with low and high attitude scores.

56) The academic achievement is similar in student-teachers of D.Ed. colleges of Belgaum division with low and high creativity scores.

57) The academic achievement is different in student-teachers of D.Ed. colleges of Belgaum division with low and high personality scores.

58) The student-teachers of D.Ed. colleges of Belgaum division with low attitude with high creativity scores have higher academic achievements as compared to student-teachers of D.Ed. colleges of Belgaum division with low attitude with low creativity scores.

59) The student-teachers of D.Ed. colleges of Belgaum division with high attitude with low creativity scores have higher academic achievements as compared to student-teachers of D.Ed. colleges of Belgaum division with low attitude with low creativity scores.

60) The student-teachers of D.Ed. colleges of Belgaum division with high attitude with high creativity scores have higher academic
achievements as compared to student-teachers of D.Ed. colleges of Belgaum division with low attitude with low creativity scores.

61) The student-teachers of D.Ed. colleges of Belgaum division with low attitude with high creativity scores and high attitude with low creativity scores have similar academic achievements.

62) The student-teachers of D.Ed. colleges of Belgaum division with low attitude with high creativity scores and high attitude with high creativity scores have similar academic achievements.

63) The student-teachers of D.Ed. colleges of Belgaum division with high attitude with low creativity scores and high attitude with high creativity scores have similar academic achievements.

64) The student-teachers of D.Ed. colleges of Belgaum division with low attitude with low personality scores and low attitude with high personality scores have similar academic achievements.

65) The student-teachers of D.Ed. colleges of Belgaum division with low attitude with low personality scores and high attitude with low personality scores have similar academic achievements.

66) The student-teachers of D.Ed. colleges of Belgaum division with high attitude with high personality scores have higher academic achievements as compared to student-teachers of D.Ed. colleges of Belgaum division with low attitude with low personality scores.

67) The student-teachers of D.Ed. colleges of Belgaum division with low attitude with high personality scores and high attitude with low personality scores have similar academic achievements.

68) The student-teachers of D.Ed. colleges of Belgaum division with high attitude with high personality scores have higher academic achievements as compared to student-teachers of D.Ed. colleges of Belgaum division with low attitude with high personality scores.
69) The student-teachers of D.Ed. colleges of Belgaum division with high attitude with high personality scores have higher academic achievements as compared to student-teachers of D.Ed. colleges of Belgaum division with high attitude with low personality scores.

70) The academic achievement is different in student-teachers of D.Ed. colleges of Gulbarga division with low and high attitude scores.

71) The academic achievement is similar in student-teachers of D.Ed. colleges of Gulbarga division with low and high creativity scores.

72) The academic achievement is similar in student-teachers of D.Ed. colleges of Gulbarga division with low and high personality scores.

73) The academic achievement is different in student-teachers of D.Ed. colleges of Mysore division with low and high attitude scores.

74) The academic achievement is similar in student-teachers of D.Ed. colleges of Mysore division with low and high creativity scores.

75) The academic achievement is different in student-teachers of D.Ed. colleges of Mysore division with low and high personality scores.

76) The academic achievement is different in student-teachers of Government D.Ed. colleges with low and high attitude scores.

77) The academic achievement is similar in student-teachers of Government D.Ed. colleges with low and high creativity scores.

78) The academic achievement is similar in student-teachers of Government D.Ed. colleges with low and high personality scores.

79) The academic achievement is different in student-teachers of Aided D.Ed. colleges with low and high attitude scores.

80) The academic achievement is similar in student-teachers of Aided D.Ed. colleges with low and high creativity scores.

81) The academic achievement is similar in student-teachers of Aided D.Ed. colleges with low and high personality scores.
82) The academic achievement is different in student-teachers of Unaided D.Ed. colleges with low and high attitude scores.
83) The academic achievement is different in student-teachers of Unaided D.Ed. colleges with low and high creativity scores.
84) The academic achievement is similar in student-teachers of Unaided D.Ed. colleges with low and high personality scores.
85) The academic achievement is different in male student-teachers of D.Ed. colleges with low and high attitude scores.
86) The academic achievement is different in male student-teachers of D.Ed. colleges with low and high creativity scores.
87) The academic achievement is similar in male student-teachers of D.Ed. colleges with low and high personality scores.
88) The academic achievement is different in female student-teachers of D.Ed. colleges with low and high attitude scores.
89) The academic achievement is different in female student-teachers of D.Ed. colleges with low and high creativity scores.
90) The academic achievement is similar in female student-teachers of D.Ed. colleges with low and high personality scores.
91) The female student-teachers of D.Ed. colleges with low attitude with high personality scores have higher academic achievements as compared to female student-teachers of D.Ed. colleges with low attitude with low personality scores.
92) The female student-teachers of D.Ed. colleges with high creativity with low personality scores have higher academic achievements as compared to female student-teachers of D.Ed. colleges with low attitude with low personality scores.
93) The female student-teachers of D.Ed. colleges with low attitude with low personality scores and high creativity with high personality scores have similar academic achievements.
94) The female student-teachers of D.Ed. colleges with low attitude with high personality scores and high attitude with low personality scores have similar academic achievement.

95) The female student-teachers of D.Ed. colleges with low attitude with high personality scores and high attitude with high personality scores have similar academic achievement.

96) The female student-teachers of D.Ed. colleges with high attitude with low personality scores and low attitude with high personality scores have similar academic achievements.

97) The academic achievement and attitude towards teaching scores of student-teachers of D.Ed. colleges are dependent on each other.

98) The academic achievement and creativity scores of student-teachers of D.Ed. colleges are dependent on each other.

99) The academic achievement and personality scores of student-teachers of D.Ed. colleges are dependent on each other.

100) The academic achievement and attitude towards teaching scores of student-teachers of D.Ed. colleges of Bangalore division are dependent on each other.

101) The academic achievement and creativity scores of student-teachers of D.Ed. colleges of Bangalore division are dependent on each other.

102) The academic achievement and personality scores of student-teachers of D.Ed. colleges of Bangalore division are not dependent on each other.

103) The academic achievement and attitude towards teaching scores of student-teachers of D.Ed. colleges of Belgaum division are dependent on each other.
104) The academic achievement and creativity scores of student-teachers of D.Ed. colleges of Belgaum division are dependent on each other.

105) The academic achievement and personality scores of student-teachers of D.Ed. colleges of Belgaum division are dependent on each other.

106) The academic achievement and attitude towards teaching scores of student-teachers of D.Ed. colleges of Gulbarga division are dependent on each other.

107) The academic achievement and creativity scores of student-teachers of D.Ed. colleges of Gulbarga division are dependent on each other.

108) The academic achievement and personality scores of student-teachers of D.Ed. colleges of Gulbarga division are dependent on each other.

109) The academic achievement and attitude towards teaching scores of student-teachers of D.Ed. colleges of Mysore division are not dependent on each other.

110) The academic achievement and creativity scores of student-teachers of D.Ed. colleges of Mysore division are dependent on each other.

111) The academic achievement and personality scores of student-teachers of D.Ed. colleges of Mysore division are not dependent on each other.

112) The academic achievement and attitude towards teaching scores of student-teachers of government D.Ed. colleges are dependent on each other.
113) The academic achievement and creativity scores of student-teachers of government D.Ed. colleges are not dependent on each other.

114) The academic achievement and personality scores of student-teachers of government D.Ed. colleges are not dependent on each other.

115) The academic achievement and attitude towards teaching scores of student-teachers of aided D.Ed. colleges are dependent on each other.

116) The academic achievement and creativity scores of student-teachers of aided D.Ed. colleges are dependent on each other.

117) The academic achievement and personality scores of student-teachers of aided D.Ed. colleges are dependent on each other.

118) The academic achievement and attitude towards teaching scores of student-teachers of unaided D.Ed. colleges are dependent on each other.

119) The academic achievement and creativity scores of student-teachers of unaided D.Ed. colleges are dependent on each other.

120) The academic achievement and personality scores of student-teachers of unaided D.Ed. colleges are dependent on each other.

121) The academic achievement and attitude towards teaching scores of male student-teachers of D.Ed. colleges are dependent on each other.

122) The academic achievement and creativity scores of male student-teachers of D.Ed. colleges are dependent on each other.

123) The academic achievement and personality scores of male student-teachers of D.Ed. colleges are not dependent on each other.
124) The academic achievement and attitude towards teaching scores of female student-teachers of D.Ed. colleges are dependent on each other.

125) The academic achievement and creativity scores of female student-teachers of D.Ed. colleges are dependent on each other.

126) The academic achievement and personality scores of female student-teachers of D.Ed. colleges are dependent on each other.

127) The academic achievement scores of student-teachers of D.Ed. colleges are positively influenced by attitude towards teaching (X1).

128) The academic achievement scores of student-teachers of D.Ed. colleges are positively influenced by creativity (X2).

129) The academic achievement scores of student-teachers of D.Ed. colleges of Bangalore division are positively influenced by attitude towards teaching (X1).

130) The academic achievement scores of student-teachers of D.Ed. colleges of Bangalore division are positively influenced by creativity (X2).

131) The academic achievement scores of student-teachers of D.Ed. colleges of Belgaum division are positively influenced by attitude towards teaching (X1).

132) The academic achievement scores of student-teachers of D.Ed. colleges of Belgaum division are positively influenced by Personality (X3).

133) The academic achievement scores of student-teachers of D.Ed. colleges of Gulbarga division are positively influenced by attitude towards teaching (X1).
134) The academic achievement scores of student-teachers of D.Ed. colleges of Gulbarga division are positively influenced by creativity (X2).

135) The academic achievement scores of student-teachers of D.Ed. colleges of Gulbarga division are positively influenced by Personality (X3).

136) The academic achievement scores of student-teachers of D.Ed. colleges of Mysore division are positively influenced by creativity (X2).

137) The academic achievement scores of student-teachers of government D.Ed. colleges are positively influenced by attitude towards teaching (X1).

138) The academic achievement scores of student-teachers of aided D.Ed. colleges are positively influenced by attitude towards teaching (X1).

139) The academic achievement scores of student-teachers of unaided D.Ed. colleges are positively influenced by attitude towards teaching (X1).

140) The academic achievement scores of student-teachers of unaided D.Ed. colleges are positively influenced by creativity (X2).

141) The academic achievement scores of male student-teachers of D.Ed. colleges are positively influenced by attitude towards teaching (X1).

142) The academic achievement scores of male student-teachers of D.Ed. colleges are positively influenced by creativity (X2).

143) The academic achievement scores of female student-teachers of D.Ed. colleges are positively influenced by attitude towards teaching (X1).
The academic achievement scores of female student-teachers of D.Ed. colleges are positively influenced by creativity (X2).

1.12. DISCUSSION AND CONCLUSIONS

Based on the discussion of the findings of the study, the following conclusions were drawn.

1. Attitude towards teaching, creativity and personality have significant influence on Academic Achievement of student teachers of D.Ed.
2. All the student teachers of D.Ed do not have same Academic Achievement abilities.
3. Divisions (Bangalore, Belagum, Gulburga and Mysore) have significant influence on Academic Achievement of student teachers of D.Ed.
4. Type of institution has significant influence on Academic Achievement of student teachers of D.Ed.
5. ‘Sex’ has significant influence on Academic Achievement of student teachers of D.Ed.
6. It is possible to predict the academic achievement of student teachers of D.Ed with the help of different sets of independent variables.
7. It is possible to develop the regression equations for predicting the Academic Achievement of student teachers of D.Ed with the help of different sets of independent variables.

1.13. EDUCATIONAL IMPLICATIONS AND RECOMMENDATIONS

Elementary education occupies the most important place in the ladder of education. The progress and achievement in the higher stages of education depends upon the effectiveness of the primary education. Further, it is a stage where the desirable skills, attitudes and thinking
pattern are to be developed in a germinal manner failing which, much unlearning and relearning is to take place in the later stages. Elementary education should in its natural status, be such as to attract and retain children throughout the primary stage and create an urge for further education or self study.

Every child who comes to this world has some inclination of mind, intelligence and tendency. He is usually active and has attachment with worldly objects. The child has tendencies of good and bad. The child begins to learn from the very beginning of his life and develop his tendencies. Through education and teaching, he is able to remove his bad or beastly tendencies and grow in to a human being or a social animal. If he does not amend his beastly tendencies it may be difficult for him to make himself a true human being.

The primary stage of education covers roughly the children of age 6+ to 12+ studying class I to VII. This is a very crucial stage in the life of the child. The child’s spontaneity, curiosity, creativity and activity in general should not be restricted by a rigid and unattractive method of teaching and environment for learning. This work can be done only by teachers.

The teacher is a national integrator as he/she is the backbone of society actively shares their responsibility with all the cherished values and traditional beliefs which are being eroded by the surge of new ideas and practices.

The teachers therefore are the most potent factors for preparing children not only to fit into the democratic, secular and socialistic pattern of the country but also to meet the various challenges posed in life.
Hence it is important to state The National Policy on Education (1986). ‘The new thrust in elementary education will emphasize two aspects, (1) Universal enrolment and universal retention of children up to 14 years of age and (2) A substantial improvement in the quality of education. Regarding the process of learning it further states ‘child-centered and activity based process of learning should be adopted at the primary stage’. During the past decades considerable efforts have to implement and National Policy on Education, particularly with regard to elementary education and teacher education.

Therefore elementary education occupies a very critical place in education system and hence elementary school teacher education (D.Ed) program occupies very important place in the teacher education programs. The quality of elementary school teacher education is related with Academic Achievement of D.Ed teacher trainees. Hence Academic Achievement of student teachers of D.Ed occupies very important place. The Academic Architecture of student teachers of D.Ed is influenced by number of psycho-sociological factors.

This is the era of globalization. It has affected the economy, our culture, information and our relationships with other individuals. It introduced computerization into our daily life experiences, reducing the world into a small box. The worst result us the decline in moral values among the children. There are changes in the role of the family in the socialization of children. If all these problems are not overcome, in the short-term there will be a risk of uncertainty and pessimism for the future generation. The best hope us positive education for the development of humanity.

The teacher transfers the knowledge as well as changes to the following generations in the positive sense. It is expected that teachers
will teach, guide, evaluate and demonstrate their capacity to develop themselves. They should not only facilitate learning but also promote citizenship training, and active integration into society, develop curiosity, initiate and self determination according to the International Commission on the Development of Education (UNESCO 1972) is less and less to inculcate knowledge and more to encourage thinking, creative activities, interaction, discussion etc.

On the basis of the result some recommendations are made:-

- Seminars, symposia, workshops, conferences, essay writing, debates etc have to be arranged in Teacher training institutes
- Dependence of academic achievement on attitude, creativity and personality suggesting that in time identification and their promotion would help the student teachers to plan their future career which in turn would save the national wastage in education and enhance the nation’s progress.
- A teacher with right attitude makes a lasting impact on students learning. Attitudes can be inculcated by providing conducive climate and stimulating experiences to the person. Therefore teacher education program should focus on equipping the prospective teachers with positive attitude towards teaching.
- A creative teacher very well understands the laws of learning and keeping in view these laws, he makes appropriate and desirable changes in his methods of teaching. He also tries to understand each and every student and plan his teaching in accordance with the interests and abilities of students whom he has to teach, therefore in order to foster creativity, in student-teachers the concerned educational institutions can teach trainees and motivate them in to a creative way of life
The way the teacher carries out his role in class will affect the emotional climate in the classroom. An authoritarian teacher will establish an autocratic climate and democratic teacher will create a different kind of climate. These differences in the attitudes of teacher will imply differences in the number of frustrations imposed upon the students and in the kind of personality development encouraged. Therefore the teacher training institutions should provide for a conducive environment and necessary conditions to make each student teacher to be democratic in their approach.

1.14. LIMITATIONS OF THE STUDY

- A study of Academic achievement of student teacher’s in relation to their teaching attitude, creativity and personality is restricted to D.Ed students of Karnataka State.
- The present study is confined to only 400 student teachers of D.Ed.
- The present study is limited only to the 4 divisions of Karnataka State.
- The study is limited only to the sample collected by the research investigator of Karnataka State.
- The present study is limited only to the D.Ed Student-Teachers of Karnataka State.

1.15. SUGGESTIONS FOR FURTHER RESEARCH

The following limitations and suggestions are considered for further investigation

1. The present study is confined to only 400 student-teachers of D.Ed. It is suggested that further researchers may be undertaken with large sample.

2. This study is confined to Karnataka State. It may be extended to other states of the country.
3. This study is confined to student-teachers of D.Ed. It may be extended to other teacher trainees like B.Ed., M.Ed., B.P.Ed., etc.
4. It may be conducted in the other professional courses like engineering, medicine and so on.
5. Similar study may be conducted by including additional variables such as intelligence, achievement, motivation, adjustment etc.
6. Similar studies may be conducted in general education from school level to the university level.
7. A longitudinal study may be conducted in order to prove that the Academic Achievement of student-teachers will lead to corresponding success in actual class-room teaching.
8. Studies to estimate the influence of course content, teacher educators, co-operating teachers practicing in schools and books available etc, on student-teachers achievement may be undertaken.
9. Studies relating to achievement in teacher training and the actual job performance after appointment may be taken up in future research studies.