CHAPTER –V

FINDINGS, INTERPRETATIONS, RECOMMENDATIONS AND SUGGESTIONS

5.01 INTRODUCTION

After collecting and analyzing the data, the investigator has to accomplish the task of drawing inferences followed by report writing. Interpretation refers to the task of drawing inferences from the collected facts after the study. In fact, it is a search for broader meaning of research findings. It is only through interpretation, the investigator can expose relations and processes that underlie her findings. Thus, interpretation is the device through which the factors that seem to explain what has been observed by investigator in the course of the study can be better understood and it also provides a theoretical conception which can serve as a guide for further researches. It is essential for the simple reason that the usefulness and utility of research findings lie in proper interpretation.

5.02 RE STATEMENT OF THE STUDY

“PERSONALITY PROFILE AND PROFESSIONAL PORTFOLIO OF STUDENT-TEACHERS IN COLLEGES OF EDUCATION IN MANONMANIAM SUNDARANAR UNIVERSITY AREA”.

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5.03 MAJOR FINDINGS

PART -1 PERCENTAGE ANALYSIS

- Majority of the student-teachers’ Inertia, Activation and Stability is recorded as average with reference to gender.
  - It is observed that 16.8%, 61.9% and 21.2% of male student teachers and 17.9%, 58.6% and 23.5% of female student teachers have low, average and high level of Inertia respectively.
  - It is inferred that 11.9%, 73.5% and 14.6% of male student teachers and 34.2%, 49.2% and 16.6% of female student teachers have low, average and high level of activation respectively.
  - It is inferred that 14.6%, 65.5% and 19.9% of male student teachers and 16.8%, 63.4% and 19.8% of female student teachers have low, average and high level of Stability respectively.

- Majority of the student-teachers’ Inertia, Activation and Stability is recorded as average with reference to Age.
  - It is inferred that among the student teachers, who are 25 and below age group 18.5%, 58.6% and 22.8% have low, average and high level of Inertia, who are between 26-30 age group 13.2%, 63.2% and 23.35% have low, average and high level of Inertia, who are between 31-35 age group 12.5%, 65.6% and 21.9% have low, average and high level of Inertia, and who are between 36-40 age group 14.3% 71.4% and 14.3% have low, average and high level of Inertia.
  - It is observed that among the student teachers, who are 25 and below age group 35.2%, 48.4% and 16.5% have low, average and high level of Activation, who are between 26-30 age group 35.3%, 39.7% and 25% have low, average and high level of Activation, who are between 31-35 age group 28.1%,56.3% and 15.6%, and who are between 36-40...
age group 7.1% 64.3% and 28.6% have low, average and high level of Activation.

It is observed that among the student teachers, who are 25 and below age group 16.7%, 62.3% and 21% have low, average and high level of Stability, who are between 26-30 age group 11.8%, 52.9% and 35.3% have low, average and high level of Stability, who are between 31-35 age group 15.6%, 56.3% and 28.1% have low, average and high level of Stability, and who are between 36-40 age group 14.3%, 71.4% and 14.3% have low, average and high level of Stability.

- Majority of the student-teachers’ Inertia, Activation and Stability is recorded as average with reference to Locality of College.

  It is inferred that 16.7%, 61% and 22.3% student teachers of rural areas and 18.3%, 58.7% and 23% student teachers of urban areas have low, average and high level of Inertia respectively.

  It is observed that 11.3%, 63.7% and 25% student teachers of rural areas and 34.3%, 49% and 16.7% student teachers of urban areas have low, average and high level of Activation respectively.

  It is inferred that 15.3%, 65% and 19.7% student teachers of rural areas and 16.7%, 63.3% and 20% student teachers of urban areas have low, average and high level of Stability respectively.

- Majority of the student-teachers’ Inertia, Activation and Stability is recorded as average with reference to Type of the Institution.

  It is inferred that 20.3%, 57% and 22.7% student teachers of aided colleges and 14.7%, 62.7% and 22.7% student teachers of self-financing colleges have low, average and high level of Inertia respectively.

  It is observed that 35%, 47% and 18% student teachers of aided colleges and 11.7%, 63% and 25.3% student teachers of self-financing colleges have low, average and high level of Activation respectively.
It is inferred that 18%, 60% and 22% student teachers of aided colleges and 14%, 68.3% and 17.7% student teachers of self-financing colleges have low, average and high level of Stability respectively.

- Majority of the student-teachers’ Inertia, Activation and Stability is recorded as average with reference to Nature of the Institution.

It is inferred that 16.6%, 60.9% and 22.6% student teachers who are studying in co-education colleges have low, average and high level of Inertia and 18.8%, 58.4% and 22.8% student teachers who are studying in unisex colleges have low, average and high level of Inertia.

It is observed that 11.1%, 73.7% and 22.8% student teachers who are studying in co-education colleges have low, average and high level of Activation and 34%, 49.2% and 16.8% student teachers who are studying in unisex colleges have low, average and high level of Activation.

It is inferred that 15.4%, 65.1% and 19.4% student teachers who are studying in co-education colleges have low, average and high level of Stability and 16.8%, 62.8% and 20.4% student teachers who are studying in unisex colleges have low, average and high level of Stability.

- Majority of the student-teachers’ Inertia, Activation and Stability is recorded as average with reference to the optional subjects of the student teachers.

It is inferred that among the student teachers of Language 19%, 59.2% and 21.8% have low, average and high level of Inertia, student teachers of Arts discipline 17.8%, 58.4% and 23.8% have low, average and high level of Inertia and student teachers of Science discipline 16.8%, 60.5% and 22.7% have low, average and high level of Inertia.
It is observed that among the student teachers of Language 11.6%, 72.1% and 16.3% have low, average and high level of Activation, student teachers of Arts discipline 32.7%, 49.5% and 17.8% have low, average and high level of Activation and student teachers of Science discipline 34.7%, 50.3% and 15.1% have low, average and high level of Activation.

It is inferred that among the student teachers of Language 16.3%, 61.2% and 22.4% have low, average and high level of Stability, student teachers of Arts discipline 18.8%, 48.5% and 32.7% have low, average and high level of Stability and student teachers of Science discipline 15.1%, 66.2% and 18.8% have low, average and high level of Stability.

- Majority of the student-teachers’ Inertia, Activation and Stability is recorded as average with reference to the qualification of the student teachers.

It is inferred that among the U.G qualified student teachers 17.9%, 59% and 23.1% have low, average and high level of Inertia. P.G qualified student teachers 17.2%, 59.9% and 22.9% have low, average and high level of Inertia and M.Phil qualified student teachers 13%, 73.9% and 13% have low, average and high level of Inertia.

It is observed that among the U.G qualified student teachers 34%, 49.5% and 16.4% have low, average and high level of Activation. P.G qualified student teachers 10.8%, 73.9% and 15.3% have low, average and high level of Activation and M.Phil qualified student teachers 8.7%, 65.2% and 26.1% have low, average and high level of Activation.

It is inferred that among the U.G qualified student teachers 16.7%, 62.9% and 20.5% have low, average and high level of Stability. P.G qualified student teachers 15.3%, 65.6% and 19.1% have low, average
and high level of Stability and M.Phil qualified student teachers 8.7%, 78.3% and 13% have low, average and high level of Stability.

• Majority of the student teachers’ Professional Portfolio with all its dimensions is recorded average with respect to all the background variables.

PART -11: DIFFERENTIAL ANALYSIS

PERSONALITY PROFILE

Gender

• There is significant difference among student teachers in their Inertia with reference to gender. The female student teachers are reported to have Inertia greater than the male.

• There is no significant difference among student teachers in their Activation with reference to gender.

• There is significant difference among student teachers in their Stability with reference to gender. Comparing the mean scores, female stability scores are greater than that of the male.

Age

• There is no significant difference among student teachers in their Inertia with reference to Age.

• There is no significant difference among student teachers in their Activation with reference to Age.

• There is no significant difference among student teachers in their Stability with reference to Age.
Locality of the college

- There is no significant difference among student teachers in their **Inertia** with reference to the locality of the College.

- There is significant difference among student teachers in their **Activation** with reference to the locality of the College. Comparing the mean scores, the student teachers from rural colleges have more Activation than the student teachers from Urban Colleges.

- There is no significant difference among student teachers in their **Stability** with reference to the locality of the College.

Type of Institution

- There is significant difference among student teachers in their **Inertia** with reference to the Type of the Institution. Inertia is greater for the student teachers from Self-financing Colleges than the student teachers from Aided colleges.

- There is significant difference among student teachers in their **Activation** with reference to the Type of the Institution. While comparing the mean scores, the student teachers in Aided Colleges have more Activation than the student teachers of Self-financing Colleges.

- There is no significant difference among student teachers in their **Stability** with reference to the Type of the Institution.

Nature of Institution

- There is no significant difference among student teachers in their **Inertia** with reference to the Nature of Institution.

- There is no significant difference among student teachers in their **Activation** with reference to the Nature of Institution.
• There is no significant difference among student teachers in their **Stability** with reference to the Nature of Institution.

**Subject.**

• There is no significant difference among student teachers in their **Inertia** with reference to the Optional Subject of the student teachers.

• There is no significant difference among student teachers in their **Activation** with reference to the Optional Subject of the student teachers.

• There is no significant difference among student teachers in their **Stability** with reference to the Optional Subject of the student teachers.

**Qualification**

• There is no significant difference among student teachers in their **Inertia** with reference to the Qualification of the student teachers.

• There is no significant difference among student teachers in their **Activation** with reference to the Qualification of the student teachers.

• There is no significant difference among student teachers in their **Stability** with reference to the Qualification of the student teachers.
PROFESSIONAL PORTFOLIO

Gender

- There is significant difference among student teachers in the following dimensions of Professional Portfolio with reference to gender.
  - Questioning
  - Teacher Effectiveness
  - Class management

Male student teachers are better in questioning and Classroom management, on the other hand female student teachers are better than male in Teacher Effectiveness.

- There is no significant difference among student teachers in the following dimensions of Professional Portfolio with reference to gender.
  - Preparation of Lesson plans.
  - Execution.
  - Illustrating with Examples.
  - Variation of Stimuli.
  - Reinforcement.
  - Pupil participation and Interaction.
  - Closure

Age

- There is no significant difference among student teachers in all the following dimensions of Professional Portfolio with reference to Age
  - Preparation of Lesson plans.
Execution.

Questioning

Illustrating with Examples.

Variation of Stimuli.

Reinforcement.

Pupil participation and Interaction.

Teacher Effectiveness

Class management

Closure

Locality of the college.

- There is significant difference among student teachers in the following dimensions of Professional Portfolio with reference to Locality of the College.
  
  Execution.
  
  Illustrating with Examples.
  
  Closure

The student teachers from rural colleges are better in Execution and Closure skills, but the student teachers of urban Colleges are better skilled with illustrating with examples than the rural student teachers.

- There is no significant difference among student teachers in the following dimensions of Professional Portfolio with reference to Locality of the College.

  Preparation of Lesson plans.
Variation of Stimuli.

Reinforcement.

Questioning

Teacher Effectiveness

Class management

Pupil participation and Interaction.

**Type of Institution**

- There is significant difference among student teachers in the following dimensions of Professional Portfolio with reference to Type of Institution.
  - Preparation of Lesson plans.
  - Pupil participation and Interaction.
  - Class management
  - Closure

The student teachers of aided colleges are better skilled in Preparation of lesson plans, Pupil participation and Interaction, Class management and Closure than the students of Self-Financing Colleges.

- There is no significant difference among student teachers in the following dimensions of Professional Portfolio with reference to Type of Institution.
  - Execution.
  - Illustrating with Examples
  - Variation of Stimuli.
Reinforcement.

Questioning

Teacher Effectiveness

Nature of Institution

- There is significant difference among student teachers in all following dimensions of Professional Portfolio with reference to Nature of Institution.

  Variation of Stimuli.

  Reinforcement.

  Pupil participation and Interaction.

The student teachers of unisex colleges are having better profession skills such as Variation of Stimuli, Reinforcement and Pupil participation and Interaction. than the student teachers of Co-education Colleges.

- There is no significant difference among student teachers in all the following dimensions of Professional Portfolio with reference to Nature of Institution.

  Preparation of Lesson plans.

  Execution.

  Questioning..

  Illustrating with Examples

  Teacher Effectiveness

  Class management.

  Closure
Subject

- There is no significant difference among student teachers in all the following dimensions of Professional Portfolio with reference to Subject
  - Preparation of Lesson plans.
  - Execution.
  - Questioning
  - Illustrating with Examples.
  - Variation of Stimuli.
  - Reinforcement.
  - Pupil participation and Interaction.
  - Teacher Effectiveness
  - Class management
  - Closure

Qualification

- There is no significant difference among student teachers in all the following dimensions of Professional Portfolio with reference to Qualification.
  - Preparation of Lesson plans.
  - Execution.
  - Questioning
  - Illustrating with Examples.
  - Variation of Stimuli.
Reinforcement.

Pupil participation and Interaction.

Teacher Effectiveness

Class management

Closure

CORRELATION ANALYSIS

• The relationship between the Personality Profile and Professional Portfolio of student teachers in Colleges of Education (Total Sample)

  Significant positive correlation is found between Inertia and Professional Portfolio of the student teachers with respect to total sample.

  No significant correlation is found between Activation and Professional Portfolio of the student teachers with respect to total sample.

  No significant correlation is found between Stability and Professional Portfolio of the student teachers with respect to total sample.

• The relationship between Personality Profile and Professional Portfolio of student teachers in Colleges of Education with reference to gender

  No Significant correlation is found between Inertia and Professional Portfolio of with reference to male and female student teachers

  Significant positive correlation is found between Activation and Professional Portfolio of male student teachers and no significant correlation is found] between Activation and Professional portfolio of female student teachers.
No significant correlation is found between Stability and Professional Portfolio of student teachers with reference to male and female student teachers.

- The relationship between the Personality Profile and Professional Portfolio of student teachers in Colleges of Education with reference to Age.

- Significant positive correlation is found between Inertia and Professional Portfolio of student teachers in the age group of 31-35 and no significant correlation is found in any of the other age groups with reference to age.

- Significant positive correlation is found between Activation and Professional Portfolio in the age group of 31-35 and no significant correlation is found in Activation and Professional portfolio in any of the other age groups.

- No significant correlation is found between Stability and Professional Portfolio of student teachers with reference to Age.

- The relationship between Personality Profile and Professional Portfolio of student teachers in Colleges of Education with reference to Locality of the college.

- No significant correlation is found between Inertia and Professional Portfolio of student teachers with reference to Locality of the College.

- No significant student teachers correlation is found between Activation and Professional Portfolio of with reference to Locality of the college.
No significant correlation is found between Stability and Professional Portfolio of student teachers with reference to Locality of the college.

- The relationship between the Personality Profile and Professional Portfolio of student teachers in Colleges of Education with reference to Type of the Institution.

- No significant correlation is found between Inertia and Professional Portfolio of student teachers with reference to Type of the Institution.

- No significant correlation is found between Activation and Professional Portfolio of student teachers with reference to Type of the Institution.

- No significant correlation is found between Stability and Professional Portfolio of student teachers with reference to Type of the Institution.


- No significant correlation is found between Inertia and Professional Portfolio of student teachers with reference to Nature of the Institution.

- No significant correlation is found between Activation and Professional Portfolio of student teachers with reference to Nature of the Institution.

- No significant correlation is found between Stability and Professional Portfolio of student teachers with reference to Nature of the Institution.
• The relationship between Personality Profile and Professional Portfolio of student teachers in Colleges of Education with reference to Subject.
  No significant correlation is found between Inertia and Professional Portfolio of student teachers with reference to Subject.
  No significant correlation is found between Activation and Professional Portfolio of student teachers with reference to Subject.
  No significant correlation is found between Stability and Professional Portfolio of student teachers with reference to Subject.

• The relationship between Personality Profile and Professional Portfolio of student teachers in Colleges of Education with reference to Qualification.
  No significant correlation is found between Inertia and Professional Portfolio of student teachers with reference to Qualification.
  No significant correlation is found between Activation and Professional Portfolio of student teachers with reference to Qualification.
  No significant correlation is found between Stability and Professional Portfolio of student teachers with reference to Qualification.

• The relationship between professional portfolio and its dimensions and personality profile of student teachers (Total sample)
  Significant Positive Correlation is found between the following dimensions of professional portfolio and personality profile of student teachers.
  Questioning
  Teacher Effectiveness
  Class management
Execution.

Illustrating with Examples.

Variation of Stimuli.

Reinforcement.

Pupil participation and Interaction.

Closure

- No significant Correlation is found between the following dimension of professional portfolio and personality profile
  - Preparation of Lesson plans.

- The relationship between professional portfolio and its dimensions and personality profile of student teachers with reference to gender
  - Significant Positive Correlation is found between the following dimensions of professional portfolio and personality profile of student teachers with reference to gender

  - Questioning
  - Teacher Effectiveness
  - Class management
  - Illustrating with Examples.
  - Variation of Stimuli.
  - Reinforcement.
  - Pupil participation and Interaction.

Closure

- No significant Correlation is found between with reference to gender
- Preparation of Lesson plans.

- Execution

- The relationship between professional portfolio and its dimensions and personality profile of student teachers with reference to Age.
  - Significant Correlation is found between the following dimensions of professional portfolio and personality profile of student teachers with reference to Age.
    - Questioning
    - Execution
    - Teacher Effectiveness
    - Class management
    - Illustrating with Examples.
    - Variation of Stimuli.
    - Reinforcement.
    - Pupil participation and Interaction.
    - Closure
  - No significant Correlation is found between the following dimension of professional portfolio and personality profile of student teachers with reference to Age
    - Preparation of Lesson plans.

- The relationship between professional portfolio and its dimensions and personality profile of student teachers with reference to Locality of the college.
Significant Positive Correlation is found between the following dimensions of professional portfolio and personality profile of student teachers with reference to Locality of the college

- Questioning
- Execution
- Teacher Effectiveness
- Class management
- Illustrating with Examples.
- Variation of Stimuli.
- Reinforcement.
- Pupil participation and Interaction.
- Closure

No significant Correlation is found between the following dimension of professional portfolio and personality profile of student teachers with reference to the locality of the college

- Preparation of Lesson plans.

- The relationship between professional portfolio and its dimensions of student teachers with reference to Type of the Institution.

- Significant Correlation is found between the following dimensions of professional portfolio and personality profile of student teachers with reference to Type of the Institution.

- Questioning
- Execution
Teacher Effectiveness

Class management

Illustrating with Examples.

Variation of Stimuli.

Reinforcement.

Pupil participation and Interaction..

Closure

- No significant Correlation is found between the following dimension of professional portfolio and personality profile of student teachers with reference to the Type of the Institution.

- Preparation of Lesson plans.

- The relationship between professional portfolio and its dimensions and personality profile of student teachers with reference to Nature of the Institution.

- Significant Correlation is found between the following dimensions of professional portfolio and personality profile of student teachers with reference to Nature of the Institution.

Questioning

Execution

Teacher Effectiveness

Class management

Illustrating with Examples.

Variation of Stimuli.
Reinforcement.

Pupil participation and Interaction.

Closure

- No significant Correlation is found between the following dimension of professional portfolio and personality profile of student teachers with reference to the Nature of the Institution.

- Preparation of Lesson plans.

- The relationship between professional portfolio and its dimensions of student teachers with reference to Subject.

- Significant Correlation is found between the following dimensions of professional portfolio and personality profile of student teachers with reference to Subject.

- Questioning

- Execution

- Teacher Effectiveness

- Class management

- Illustrating with Examples.

- Variation of Stimuli.

- Reinforcement.

- Pupil participation and Interaction.

- Closure
No significant Correlation is found between the following dimensions of professional portfolio and personality profile of student teachers with reference to the Subject.

- Preparation of Lesson plans.

The relationship between professional portfolio and its dimensions of student teachers with reference to Qualification.

- Significant Correlation is found between the following dimensions of professional portfolio and personality profile of student with reference to Qualification
  - Questioning
  - Execution
  - Teacher Effectiveness
  - Class management
  - Illustrating with Examples.
  - Variation of Stimuli.
  - Reinforcement.
  - Pupil participation and Interaction.
  - Closure

No significant Correlation is found between the following dimension of professional portfolio and personality profile of student teachers with reference to the Qualification.

- Preparation of Lesson plans.
FACTOR ANALYSIS

There is a significant factor with positive loading of various dimensions of the Professional Portfolio. When the Correlation matrix was subjected to factor analysis, it resulted in four factors as significant. The factor structure obtained for the various dimensions is presented in the following table.

<table>
<thead>
<tr>
<th>FACTOR – 1</th>
<th>FACTOR – II</th>
<th>FACTOR – III</th>
<th>FACTOR – IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>PERFORMANCE SKILLS</td>
<td>PRESENTATION SKILLS</td>
<td>SCHOLASTIC SKILLS</td>
<td>PERSONALITY SKILLS</td>
</tr>
<tr>
<td>Variation of stimuli, Reinforcement, Teacher Effectiveness Closure.</td>
<td>Execution, Questioning, Pupil Participation and Interaction.</td>
<td>Preparation of lesson plan, Illustration with examples.</td>
<td>Class Management</td>
</tr>
</tbody>
</table>


The first factor for the sample has been identified by the investigator as **Performance**

**Skills.** This factor is the result of Variation of stimuli, Reinforcement, Teacher Effectiveness and Closure.

The second factor for the sample has been identified by the investigator as **Presentation Skills.** This factor is the result of Execution, Question, Pupil Participation and Interaction.

The third factor for the sample has been identified by the investigator as **Scholastic Skills.** This factor is the result of Preparation of lesson plan, and Illustration with examples.

The fourth factor for the sample has been identified by the investigator as **Personality Skills.** This factor is the result of Class Management.

### 5.04 INTERPRETATIONS

Both Personality Profile and Professional Portfolio with all their dimensions appear to be at an average level for the following reasons:

- In this modern ultrasonic era, majority of the students prefer to go to professional colleges soon after their Higher Secondary School Education. Only a limited number of students go for Arts and Science colleges. Among them a hand few of students to whom all the other doors are closed shall enter into the Teacher Education Colleges. It is very difficult to find out Students with real thirst to be teachers.
The field of teacher education has been afflicted by confusions and contradictory ideas. All the teacher-educators do not have the real spirit and purpose of their teaching. Thus the student-teachers entering into the Colleges of Education have no great regard for teaching.

Educational typology banks upon a process of filling the minds of student-teachers with the contents of syllabus, and they empty the contents in the exam hall just to get a degree and return empty-handed.

Most of the student-teachers are also engrossed in monetary equations. They look for a government service and look forward to pay revision even before finishing the B.Ed course.

The student teachers are bound by the considerations of marks but not in terms of their modifications of behaviour.

‘Pay and receive’ is the slogan of the result of privatization in teacher education. Hence teachers are simply reduced to the state of accomplishing the job assigned to them by the management.

In terms of Gender

There is significant difference among student teachers in their Inertia and Stability with reference to gender but there is no significant difference among student teachers in their Activation with reference to gender. The female student teachers show high level of Inertia. This may be due to the reason that the geographical area to which they belong. Mostly in the southern states of Tamilnadu, people never allow their girl children to be exposed in the society. In rural areas, they are still not allowed to come to the living room in the presence of
guests. Such traditional and cultural bondages might have developed Inertia among the female student teachers. Male student teachers show significant difference in Stability. This may be due to their way of integrative approach to their mental state. Mostly male student teachers are fast and accurate, they know to be fast or slow as the situation demands. They are ready to take calculated risks which cannot be found in female students. Therefore, the female Student Teachers should be prompted to use new strategies and transfer them to new situations. There is no significant difference among student teachers in their Activation with reference to gender. This may be due to the reason that the B.Ed course is tightly packed with various programmes. The student teachers coming from arts and science colleges experience a different atmosphere. They are more analytical and thoughtful. They mix with social skills, more pragmatic and believe in value of self-effort due to their heavy load of practical works. Hence there is no difference in their activation with reference to gender. This result contradicts with the result produced by Puneet kaur and Sarbjit Kaur Ranu (2011). In their study ‘Adjustment of Secondary School Teachers in Relation to Their Job Anxiety’, no significant difference was observed in the variable of adjustment between male and female school teachers. Here in the present study, the investigator finds difference in Inertia and Stability between male and female Student-Teachers.

Significant relationship is found in Activation and Professional Portfolio of male student teachers and no significant relationship is found among Inertia and Stability and Professional Portfolio of student teachers in Colleges of Education with reference to gender. Significant Correlation is found among professional portfolio and the dimensions of student teachers with reference to gender except the dimensions Preparation of Lesson Plan and Execution with reference to gender. This may be due to the reason that male and female student teachers have undergone same mode of training, common surrounding environment and also uniform methodology of teaching etc.

There is significant difference among student teachers in Questioning, Teacher Effectiveness and Class management and no significant difference among
student teachers in Preparation of Lesson plans, Execution, Illustrating with Examples, Variation of Stimuli, Reinforcement, Pupil participation and Interaction and Closure with reference to gender. The methodology of teaching is the same and the male student teachers have great vigor in making their class interesting. They effectively manage the classes. But in other theoretical aspects of the professionalism they do not show much difference with their counterparts. This finding contradicts to the findings from the study conducted by Antony Raj and Amal Raj A, (2011) that the male students are found to be lower in their academic achievement when compared to their counterparts.

In terms of Age

There is no significant difference among student teachers in their Inertia, Stability and Activation with reference to Age and also there is no significant difference among student teachers in all the dimensions of Professional Portfolio with reference to Age. In Colleges of Education, the student teachers of different age groups are treated as one. They are never considered on age group for any reason. Hence there is no change in their personality profile and also professional portfolio of student teachers with reference to Age. This result contradicts with the result given Simon Philip and N.O.Nellaiyapan in their study, ‘Teacher Trainees’ Metacognitive Awareness in Relation to Their Attitude towards Teaching’. Trainees who are above 22 years of age show better meta-cognitive awareness than trainees who are less than 22 years of age.

There is Significant relationship in Inertia, Activation and Professional Portfolio of student teachers in the age group of 31-35 and no significant correlation is found in any of the other age groups and no significant relationship is found in Stability and Professional Portfolio with reference to age. This result contradicts with the findings of Andrew J Hobson (2007) where there is significant difference is found among student teachers of different age groups with regard to personal characteristics and experiences. But the present study
imbibes that there is positive correlation in the personality characteristics of student teachers of different age groups. This may be due to the reason that the Colleges of Education follow same pattern of syllabi and curriculum. They also provide the common methodology throughout the entire state. Significant Correlation is found between professional portfolio and its dimensions of student teachers except the dimension Preparation of Lesson Plan with reference to Age. This reflects that the student teachers of different age groups encounter teaching profession in the same way. However a suitable background should be provided by the teacher educators for having the specific knowledge by all.

**In terms of Locality of the College.**

There is no significant difference among student teachers in their Inertia and Stability, and significant difference in Activation with reference to the **locality of the College.** This may be due to the reason that the student teachers from both rural and urban are under going the same pattern of studies and experiences. But the student teachers from urban area are active. **Vempati Roja Ramani and Digumarti Bhaskara Rao (2009)** in their study state that the rural and urban prospective teachers hold an average level of personality characteristics without any significant difference between them. Significant difference is found among student teachers in Execution, Illustrating with Examples and. Closure and there is no significant difference among student teachers in the Preparation of Lesson plans, Variation of Stimuli, Reinforcement, Questioning, Teacher Effectiveness, Class management and Pupil participation and Interaction with reference to **Locality of the College.**

As the student teachers of rural and urban localities strive equally for better achievement in professional characteristics, there is no much difference in most of their skills in professional portfolio. This finding is drawn support from the findings of **Santhi (2009)** that there is no difference in the locus of control between rural and urban postgraduate and graduate teachers. However the Colleges of Education should give ample platform for their student teachers in the professional skills such as Execution, Illustrating with examples and Closure.
In terms of Type of Institution

There is significant difference among student teachers in their Inertia and stability and no significant difference is found in Stability with reference to the Type of the Institution. Significant difference is found among student teachers in Preparation of Lesson plans, Pupil participation and Interaction, Class management and Closure and no significant difference among student teachers in the following dimensions of Professional Portfolio Execution, Illustrating with Examples, Variation of Stimuli, Reinforcement, Questioning and Teacher Effectiveness with reference to Type of Institution. The student teachers in Self financing colleges show high Inertia and Student teachers in Aided colleges show high level of Activation. This may be due to the reason that the student teachers studying in Aided colleges are very much exposed to the multifaceted dimensions of education as they are trained by experienced teacher educators. This finding is drawn support from the study by Parameswari. G. (2011) reports that there is higher level of enhancement of teaching competency of the trainees in the aided colleges. This may be due to the reason that the teacher educators from Aided colleges are highly qualified and experienced.

In terms of Nature of Institution.

There is no significant difference among student teachers in their Inertia, Activation and Stability with reference to the Nature of Institution. There is significant difference among student teachers in Variation of Stimuli, Reinforcement. And Pupil participation and Interaction of Professional Portfolio with reference to Nature of Institution. There is no significant difference among
student teachers in Preparation of Lesson plans, Execution, Questioning, and Illustrating with Examples, Teacher Effectiveness, Class management and Closure of Professional Portfolio with reference to Nature of Institution.

The student teachers in Co-education colleges have higher level of involvement in the generic dimensions of teaching such as Variation of Stimuli, reinforcement and pupil participation and interaction.

There is no significant difference among student teachers in their Inertia, Activation and Stability with reference to the Optional Subject of the student teachers. There is no significant difference among student teachers in all the dimensions of Professional Portfolio with reference to Optional Subject. This result contradicts with the findings of Vempati Roja Ramani and Digumarti Bhaskara Rao (2009) that the Arts teaching prospective teachers were more psychologically imbalanced than their counterparts.

In terms of Qualification

There is no significant difference among student teachers in their Inertia, Activation and Stability with reference to the Qualification of the student teachers. There is no significant difference among student teachers in all the dimensions of Professional Portfolio with reference to Qualification. All the student teachers have undergone undergraduate or post graduate courses before entering into the B.Ed course. This must have helped them to modify and mould their personality factors. During the B.Ed course, they all undergo same mode of instructional process. They have already learnt to have rigid beliefs based on need to control
oneself and one’s emotions. This may be due to the reason that the qualification of the student teachers does not support the personal and professional aspects of student-teachers in B.Ed Colleges. Hence when they are exposed to B.Ed course, there is no significant difference in their personal and professional skills. This result contradicts with the result from the study of Salma Kuriashy and Jarrar Ahmad (2010) where he stated that academic background plays a prominent role in affecting the teaching aptitude. Teacher education refers to policies and procedures designed to equip prospective teachers with the knowledge, attitude, behaviour and skills they require to perform their tasks effective in the class rooms. Hence the professional training for all student teachers is required during their induction programme.

**In terms of Optional Subject**

There is no significant difference among student teachers in their Inertia, Activation and Stability with reference to their optional subjects of the student teachers. There is no significant difference among student teachers in all the dimensions of Professional Portfolio with reference to Optional Subjects.

‘The teachers’ duty is less and less to inculcate knowledge and more and more to encourage thinking.’. The subject wise teaching has not produced any result in their personal as well as professional behaviour.

Factor analysis points out that all the dimensions in the professional portfolio fall under four factors namely performance skills, presentation skills, scholastic skills and personality skills. The first two factors have high loadings
whereas the third and the fourth have 2 and 1 respectively. However, it is evident that the student teachers should have to be innovative to device and develop the performance, presentation, scholastic and personality skills. Brinda Buzeley Rymbai (2011) states that professional development is very important in maintaining professional standards in teaching Hence the student teachers have to enhance the professional empowerment which would result in the quality enhancement of teacher education.

5.05 RECOMMENDATIONS

From the analysis of the present study, the following recommendations are made.

1. The present study reports that the Professional Portfolio of student teachers in the Colleges of Education in Manonmaniam Sundaranar University area – that is in the districts of Kanyakumari, Tirunelveli and Tuticorin is only at average level. The majority of them have average level of professional portfolio. Hence the first phase of the teacher education programmes should be concentrated on providing knowledge on various dimensions of the teaching profession by practicing the micro-skills effectively

2. The ten dimensions of the Professional Portfolio help a student teacher to improve his teaching skill. If a student teacher concentrates on all these different dimensions, surely he will become a successful teacher. Hence they should be trained and given a chance to cultivate and
develop these dimensions. They should be aware of the various dimensions and sub-dimensions in developing the professional skills. Therefore, the professional growth of the student teachers should be motivated through proper methodology.

3. The present study reveals that the male student teachers have higher level of stability than female student teachers. This may be due to their way of integrative approach to their mental state. Hence some personality oriented classes could have been organized at the beginning of the B.Ed course. For the female student teachers, Orientation programmes should be organized in personality development and also in professional identity through workshops, seminars and informal chats. So that the student teachers become aware of their strengths and weaknesses.

4. The present study indicates that the student teachers in self financing colleges show high inertia and student teachers in aided colleges show high level of activation. For this reason the Teacher Educators should help the student teachers to determine the proper life skills and coping strategies which would promote their caliber. Hence the self financing institutions should appoint highly qualified and experienced Teacher educators, so that they can train the student teachers psychologically and professionally fit.
5. From the present study, it is clearly stated that the teachers are molded and shaped in the furnace of Colleges of Education. Hence the Colleges of Teacher Education must have the fundamental base for producing suitable teachers. Case study and Action research must be made formal, so that the student teachers can be exposed to the various blogs in the teaching profession.

6. The present study indicates that the professional portfolio and personality profile of teachers have various minute dimensions and each dimension is one way or the other contributes to teaching. Hence the Teacher Education Programmes should be given optimum importance by the Department of Higher Education and also the Teacher Education Institutions should try to administer best healthy practices that would promote positive personality impact on student teacher.

7. During teaching practice, proper psychological guidance, professional guidance and supervision must be provided by the Guide Teachers as well as the Teacher Educators.

8. The present study reveals the fact that there is no much difference in the psychological and professional differences among the student teachers with respect to locality and optional subject. Hence the Teacher Educators and the social and educational environment should make the student teachers feel comfortable during their course period.
9. The present study focuses on the importance of developing performance, presentation, scholastic and personality skills. Hence the student teachers should be encouraged to develop independent active involvement and dedication which would be the best practice in their career.

5.06 SUGGESTIONS FOR FURTHER STUDY

Some areas for further research can be suggested from the discussion.

1. The present study is limited to the student teachers in the Colleges of Education in Manonmaniam Sundaranar University Area. The same study can be extended to the other parts of Tamil Nadu as well.

2. In the present study the Personality portfolio is framed on concentrating the three dimensions – Inertia, Activation and Stability. The same study can be extended by including some more dimensions.

3. It is suggested that the same study can be carried out at various professional colleges.

4. Studies can be taken up to know the influence of personality factors on Student teachers.
5. Studies can be undertaken to find out the influence of school environment, teachers and co-students on the various dimensions of Personality traits.

6. Studies can be undertaken to find out the personality profile of teachers who are working in schools.

5.07. CONCLUSION

The present study has brought forth valid findings regarding the Personality profile and professional portfolio of student teachers in Colleges of Education in Manonmaniam Sundaranar University area. The same may be true in most of the student teachers in the whole of Tamil Nadu because of similarity in learning methods of teaching and the tradition and customs of educational methods in general. Thus the findings of this study may help those engaged in educational innovations to frame relevant programmes for the inculcation of purposeful teaching skills.

There is an increasing urge in enhancing the professional skills of the teachers. In this competitive world, mere academic qualification does not generate and guarantee any job opportunity. Only the competent person can get through an interview and win a job in any educational institutions. We are in a Global village, where the media dominate everything. The students are aware of this multimedia domination. There is an explosion of knowledge. Unless a student is well versed and up-to-date, the student community will not have high regard for him/her. It can not be achieved over night but has to be
built up gradually. Individual’s interest and the involvement are necessary to build the professional skills. Institutions also must see to the need for improving the personal and professional skills of the student teachers. They must organize or give training in leadership, yoga, physical as well as mental growth, modern techniques of teaching etc, which will surely enhance the teaching profession. The student teachers should devote themselves sincerely to teaching by way of improving their professional skills to a great extent, so that money and effort invested on education would yield fruitful results.