CHAPTER 6
SUMMARY, CONCLUSIONS AND SUGGESTIONS

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6.1 INTRODUCTION

The summary and conclusion chapter of a research thesis reaffirms the thesis statement, discusses the issues, and reaches a final judgment. The purpose of this is to tie together, or integrate the various issues, research, etc., covered in the body of the thesis, and to make comments upon the meaning of all of it. This includes noting any implications resulting from the discussion of the topic, as well as recommendations, forecasting future trends, and the need for further research. It helps a reader to get an overall picture of the entire study.

6.2 STUDY IN RETROSPECT

The present study was intended to find out the influence of teacher education programme on emotional competence, creative thinking and locus of control of student teachers at secondary level in Kerala. The objectives, hypotheses, methodology and findings of this study are restated here.

6.2.1 Variables of the Study

Teacher education programme is considered as the independent variable for the present study, whereas emotional competence, creative thinking and locus of control are taken as the independent variables.

6.2.2 Objectives of the Study

1. To find out the emotional competence of student teachers at secondary level for the total sample and relevant demographic variables such as educational qualification, marks obtained in qualifying examination, optional subject, locale of institution and type of management.

2. To find out the creative thinking of student teachers at secondary level for the total sample and relevant demographic variables such as educational
qualification, marks obtained in qualifying examination, optional subject, locale of institution and type of management

3. To find out the locus of control of student teachers at secondary level for the total sample and relevant demographic variables such as educational qualification, marks obtained in qualifying examination, optional subject, locale of institution and type of management

4. To find out the influence of teacher education programme on emotional competence of student teachers at secondary level for the total sample and relevant demographic variables

5. To find out the influence of teacher education programme on creative thinking of student teachers at secondary level for the total sample and relevant demographic variables

6. To find out the influence of teacher education programme on locus of control of student teachers at secondary level for the total sample and relevant demographic variables.

7. To find out the relationships among emotional competence, creative thinking and locus of control of student teachers at secondary level.

8. To find out the influence of teacher education programme on the relationships among emotional competence, creative thinking and locus of control of student teachers at secondary level.

6.2.3 Hypotheses of the Study

1. There is no significant difference in the emotional competence of student teachers at secondary level based on relevant demographic variables such as
educational qualification, marks obtained in qualifying examination, optional subject, locale of institution and type of management

2. There is no significant difference in the creative thinking of student teachers at secondary level based on relevant demographic variables such as educational qualification, marks obtained in qualifying examination, optional subject, locale of institution and type of management

3. There is no significant difference in the locus of control of student teachers at secondary level based on relevant demographic variables such as educational qualification, marks obtained in qualifying examination, optional subject, locale of institution and type of management

4. Teacher education programme has a significant influence on the emotional competence of student teachers at secondary level

5. Teacher education programme has a significant influence on the creative thinking of student teachers at secondary level

6. Teacher education programme has a significant influence on the locus of control of student teachers at secondary level

7. There are significant relationships among emotional competence, creative thinking and locus of control of student teachers at secondary level.

8. Teacher education programme has a significant influence on relationships among emotional competence, creative thinking and locus of control of student teachers at secondary level.
6.2.4 Methodology in Brief

Normative survey method was used for the study. Considering the different aspect of the study random sampling method was used. Student teachers at the secondary level were taken as the population. The sample consists of 800 student teachers from Mahatma Gandhi University, University of Kerala and University of Calicut. Due representation was given to the demographic variables selected for the study. To collect the required data from student teachers various tools were used in the present study. The tools used for the study were the emotional competence scale, creative thinking test and locus of control scale. All the tools used for the study were constructed and standardized by the investigator with the support of supervising teacher. The data collected is consolidated and tabulated using appropriate statistical techniques and subjected to analysis. The statistical techniques used include computation of percentage, significance of difference between means, analysis of variance, paired samples t-test, Karl Pearson’s product moment coefficient of correlation and significance of difference between two r’s.

6.3 MAJOR FINDINGS AND CONCLUSIONS OF THE STUDY

6.3.1 Emotional Competence of Student Teachers at Secondary Level for the Total Sample and Relevant Demographic Variables

6.3.1.1 Emotional Competence of Student Teachers at Secondary Level for the Total Sample

Among the total sample studied 30.12% of student teachers possess high emotional competence whereas 40.50% have average and 29.38% have low
emotional competence (Mean = 283.64 and SD = 26.19). It indicates that most of the student teachers possess average emotional competence.

6.3.1.2 Emotional Competence of Student Teachers at Secondary Level with Respect to Various Demographic Variables

Comparison of Emotional Competence based on Educational Qualification

There exists a significant difference in the emotional competence of undergraduate and postgraduate student teachers. Post graduates have greater emotional competence than under graduates. (For under graduates mean = 281.05 and SD = 26.79, for post graduates mean = 285.53 and SD = 25.27, CR = 2.43, p < .05).

Comparison of Emotional Competence Based on Marks Obtained in Qualifying Examination

The difference in emotional competence of student teachers based on marks obtained in qualifying examination is not significant. The F- value obtained is .02 which is less than the table value at .05 level of significance.

Comparison of Emotional Competence Based on Optional Subject

The difference in the emotional competence based on optional subject of student teachers is not significant. The F- value obtained is 0.45 which is less than the table value at .05 level of significance.

Comparison of Emotional Competence Based on Locale of the Institution

The difference in the emotional competence of rural and urban institution student teachers is not significant (For rural institution students mean = 283.54 and SD = 26.63, for urban institution students mean = 282.66 and SD = 25.84, CR =0.47, p > .05).
Comparison of Emotional Competence Based on Type of Management

The difference in the emotional competence of student teachers based on type of management of institution is not significant. The F-value obtained is 0.85 which is less than the table value at .05 level of significance.

6.3.2 Creative Thinking Of Student Teachers At Secondary Level For The Total Sample And Relevant Demographic Variables

6.3.2.1 Creative Thinking of Student Teachers at Secondary Level for the Total Sample

Among the total sample of student teachers 30.37% have high, 42.37 % have average and 27.25 % have low creative thinking (Mean = 134.79 and SD = 44.20). The number of student teachers with average creative thinking is more than that of with high and low creative thinking.

6.3.2.2 Creative Thinking of Student Teachers at Secondary Level with Respect to Various Demographic Variables

Comparison of Creative Thinking Based on Educational Qualification

The difference in the creative thinking of student teachers with respect to educational qualification of student teachers is not significant (For under graduates mean = 136.56 and SD = 44.87, for post graduates mean = 132.63 and SD = 43.33, CR =1.25, p > .05).

Comparison of Creative Thinking Based on Marks Obtained in Qualifying Examination

The difference in the creative thinking of student teachers based on marks obtained in qualifying examination is not significant. The F-value obtained is 0.78 which is less than the table value at .05 level of significance.
Comparison of Creative Thinking Based on Optional Subject

There exists a significant difference in the creative thinking of student teachers with respect to optional subjects. There is no significant difference in the creative thinking of science and social science student teachers. There is a significant difference in the creative thinking of science and language student teachers. There is a significant difference in the creative thinking of language and social science student teachers. The F-value obtained is 5.11 which is greater than the table value at .01 level of significance.

Comparison of Creative Thinking Based on Locale of the Institution

The difference in the creative thinking of rural and urban institution student teachers is not significant (For rural institution students mean = 136.72 and SD = 45.62, for urban institution students mean = 133.14 and SD = 42.92, CR = 1.37, p > .05.

Comparison of Creative Thinking Based on Type of Management

The difference in the creative thinking of student teachers based on type of management of institution is not significant. The F-value obtained is 2.10 which is less than the table value at .05 level of significance.

6.3.3 Locus of Control of Student Teachers at Secondary Level for the Total Sample and Relevant Demographic Variables

6.3.3.1 Individual Control of Student Teachers at Secondary Level for the Total Sample and Relevant Demographic Variables
6.3.3.1.1 Individual Control of Student Teachers at Secondary Level for the Total Sample

Among the 800 student teachers studied 36.37% of student teachers have high individual control whereas 34.75% shows average and 28.87% shows low individual control (Mean = 59.60 and SD = 5.75). The percentage of student teachers with high individual control is greater than that of with average and low individual control.

6.3.3.1.2 Individual Control of Student Teachers at Secondary Level With Respect To Various Demographic Variables

Comparison of Individual Control Based on Educational Qualification

The difference in the individual control scores of undergraduate and postgraduate student teachers is not significant (For undergraduates mean = 59.49 and SD = 5.76, for postgraduates mean = 59.76 and SD = 5.73, CR = 0.65, p > .05).

Comparison of Individual Control Based on Marks Obtained in Qualifying Examination

The difference in the individual control of student teachers based on marks obtained in qualifying examination is not significant. The F-value obtained is 0.41 which is less than the table value at .05 level of significance.

Comparison of Individual Control Based on Optional Subject

The difference in the individual control of student teachers with respect to optional subjects is not significant. The F-value obtained is 0.82 which is less than the table value at .05 level of significance.
Comparison of Individual Control Based on Locale of the Institution

The difference in the individual control of rural and urban institution student teachers is not significant (For rural institution students mean = 59.40 and SD = 5.73, for urban institution students mean = 59.79 and SD = 5.76, CR = 0.96, p > .05.

Comparison of Individual Control Based on Type of Management

The difference in the individual control of student teachers based on type of management of institution is not significant. The F-value obtained is 0.13 which is less than the table value at .05 level of significance.

6.3.3.2 Chance Control of Student Teachers at Secondary Level for the Total Sample and Relevant Demographic Variables

6.3.3.2.1 Chance Control of Student Teachers at Secondary Level for the Total Sample

Among the total sample studied 33.75% student teachers have high chance control whereas 40.12% shows average and 26.12% shows low chance control (Mean = 46.51 and SD = 9.18). That means most of the student teachers have average chance control.

6.3.3.2.2 Chance Control of Student Teachers at Secondary Level with Respect to Various Demographic Variables

Comparison of Chance Control Based on Educational Qualification

There exists a significant difference in the chance control scores of undergraduate and postgraduate student teachers. From the mean values it is clear that it is high for under graduate students (For undergraduates mean = 47.13 and SD = 9.03, for post graduates = 45.76 and SD = 9.32, CR = 2.10, p < .05).
Comparison of Chance Control Based on Marks Obtained in Qualifying Examination

There is no significant difference in the chance control of student teachers based on marks obtained in qualifying examination. The F-value obtained is 0.54 which is less than the table value at .05 level of significance.

Comparison of Chance Control Based on Optional Subject

There is no significant difference in the chance control of student teachers with respect to optional subjects. The F-value obtained is 2.16 which is less than the table value at .05 level of significance.

Comparison of Chance Control Based on Locale of the Institution

There exists a significant difference in the chance control of rural and urban institution student teachers. From the mean values it is clear that it is high for student teachers from rural institutions (For rural institution students mean = 47.22 and SD = 8.99, for urban institution students mean = 45.91 and SD = 9.32, CR = 2.01, p > .05).

Comparison of Chance Control Based on Type of Management

There exists a significant difference in the chance control of student teachers based on type of management of institution. There is no significant difference in the chance control of student teachers studying in aided and unaided colleges. There is no significant difference in the chance control of student teachers studying in aided and university colleges. There is a significant difference in the chance control of student teachers studying aided and government colleges. There is no significant difference in the chance control of student teachers studying in unaided and university colleges. There is a significant difference in the chance control of student teachers studying
unaided and government colleges. There is a significant difference in the chance control of student teachers studying government and university colleges. The F-value obtained is 12.13 which is greater than the table value at .01 level of significance.

6.3.3.3 Powerful Others Control of Student Teachers At Secondary Level For The Total Sample And Relevant Demographic Variables

6.3.3.3.1 Powerful Others Control of Student Teachers at Secondary Level for the Total Sample

Among the 800 student teacher studied 33.25% have high powerful others control whereas 34.12% shows average and 32.62% shows low powerful others control (Mean = 48.59 and SD = 6.95). The percentage of student teachers with average powerful others control is comparatively greater than student teachers with high and low powerful others control.

6.3.3.3.2 Powerful Others Control of Student Teachers at Secondary Level with Respect to Various Demographic Variables

Comparison of Powerful Others Control Based on Educational Qualification

The difference in the powerful others control scores of undergraduate and postgraduate student teachers is not significant (For under graduates mean = 48.80 and SD = 6.85, for post graduates mean = 48.34 and SD = 7.07, CR = 0.92, p > .05).

Comparison of Powerful Others Control Based on Marks Obtained in Qualifying Examination

The difference in the powerful others control scores of student teachers based on marks obtained in qualifying examination is not significant. The F-value obtained is 1.91 which is less than the table value at .05 level of significance.
Comparison of Powerful Others Control Based on Optional Subject

The difference in the powerful others control scores of student teachers with respect to optional subjects is not significant. The F- value obtained is .05 which is less than the table value at .05 level of significance.

Comparison of Powerful Others Control Based on Locale of the Institution

The difference in the powerful others control scores of rural and urban institution student teachers is not significant (For rural institution students mean = 48.89 and SD = 6.64, for urban institution students mean = 48.33 and SD = 7.19, CR = 1.13, p > .05).

Comparison of Powerful Others Control Based on Type of Management

There exists a significant difference in the powerful others control of student teachers based on type of management of institution. There is no significant difference in the powerful others control of student teachers studying in aided and unaided colleges. There is no significant difference in the powerful others control of student teachers studying in aided and university colleges. There is a significant difference in the powerful others control of student teachers studying in aided and government colleges. There is no significant difference in the powerful others control of student teachers studying in unaided and university colleges. There is a significant difference in the powerful others control of student teachers studying in unaided and government colleges. There is a significant difference in the powerful others control of student teachers studying in government and university colleges. The F- value obtained is 5.49 which is greater than the table value at .01 level of significance.
6.3.4 Influence of Teacher Education Programme on Emotional Competence

6.3.4.1 Influence of Teacher Education Programme on Emotional Competence for the Total Sample

Teacher education programme has a significant influence on emotional competence of student teachers at secondary level. As the mean value of pre scores is greater than post scores the inference is that emotional competence comes down among student teachers at the last phase of teacher education programme. (For pre scores mean = 283.07 and SD = 26.19, for post scores mean = 278.87 and SD = 27.98, t-value = 4.55, p < .01).

6.3.4.2 Influence Of Teacher Education Programme On Emotional Competence Based On Various Demographic Variables

Influence of Teacher Education Programme on Emotional Competence based on Educational Qualification

Teacher education programme has a significant influence on emotional competence of under graduate (For pre scores mean = 281.05 and SD = 26.78, for pre scores mean = 278.42 and SD= 28.51, t-value = 2.13, p < .05) and post graduate (For pre scores mean = 285.53 and SD = 25.26, for post scores mean =279.43 and SD = 27.35, t-value = 4.41, p < .01) student teachers at secondary level. As the mean value of pre scores is greater than post scores in both cases the inference is that emotional competence comes down among under graduate and post graduate student teachers at the last phase of teacher education programme.
Influence of Teacher Education Programme on Emotional Competence based on Marks Obtained in Qualifying Examination

Teacher education programme has a significant influence on emotional competence of student teachers with below 60% marks (For pre scores mean = 283.16 and SD = 23.82, for post scores mean = 276.26 and SD = 28.27, t-value = 3.43, p < .01) and 60 – 80% marks (For pre scores mean = 283.14 and SD = 27.43, for post scores mean = 279.64 and SD = 28.62, t-value = 2.89, p < .01) whereas it is not significant for student teachers with above 80% marks (For pre scores mean = 282.68 and SD = 24.44, for post scores mean = 279.24 and SD = 25.24, t-value = 1.78, p < .05). As the mean value of pre scores is greater than post scores the inference is that emotional competence comes down among student teachers with below 60% and 60 – 80% marks at the last phase of teacher education programme.

Influence of Teacher Education Programme on Emotional Competence based on Optional Subject

Teacher education programme has a significant influence on emotional competence of science (For pre scores mean = 282.76 and SD = 26.72, for post scores mean = 276.89 and SD = 28.82, t-value = 4.35, p < .01) and language (For pre scores mean = 282.00 and SD = 25.81, for post scores mean = 278.17 and SD = 28.00, t-value = 2.32, p < .05) student teachers whereas it is not significant in the case of social science students (For pre scores mean = 285.08 and SD = 25.72, for post scores mean = 283.55 and SD = 25.91, t-value = 0.79, p > .05). As the mean value of pre scores is greater than post scores the inference is that emotional competence comes down among science and language student teachers at the last phase of teacher education programme.
Influence of Teacher Education Programme on Emotional Competence based on Locale of Institution

Teacher education programme has a significant influence on emotional competence of rural institution student teachers at secondary level (For pre scores mean = 283.54 and SD = 26.63, for post scores mean = 277.19 and SD = 29.73, t-value = 4.69, p < .01) whereas it is not significant for urban institution students (For pre scores mean = 282.66 and SD = 25.83, for post scores mean = 280.32 and SD = 26.33, t-value = 1.87, p > .05). As the mean value of pre scores is greater than post scores the inference is that emotional competence comes down among rural institution student teachers at the last phase of teacher education programme.

The mean of pre scores of urban institution student teachers is 282.66 and standard deviation is 25.83 whereas mean is 280.32 and standard deviation is 26.33 for post scores. The t-value obtained is 1.87 which is less than the set value at .05 level of significance.

Influence of Teacher Education Programme on Emotional Competence based on Type of Management

Teacher education programme has a significant influence on emotional competence of student teachers studying in unaided colleges (For pre scores mean = 282.59 and SD = 27.25, for post scores mean = 273.91 and SD = 31.72, t-value = 4.62, p < .01) whereas it is not significant for government (For pre scores mean = 284.57 and SD = 26.72, for post scores mean = 281.68 and SD = 26.69, t-value = 1.43, p > .05), aided (For pre scores mean = 282.82 and SD = 23.37, for post scores mean = 281.01 and SD = 24.72, t-value = 1.25, p > .05) and university (For pre scores mean = 282.59 and SD = 27.25, for post scores mean = 278.91 and SD = 27.89,
t-value = 1.30, p > .05). As the mean value of pre scores is greater than post scores, the inference is that emotional competence comes down among student teachers studying in unaided colleges at the last phase of teacher education programme.

6.3.5 Influence of Teacher Education Programme on Creative Thinking

6.3.5.1 Influence of Teacher Education Programme on Creative Thinking for Total Sample

Teacher education programme has a significant influence on creative thinking of student teachers at secondary level (For pre scores mean = 134.79 and SD = 44.21, for post scores mean = 135.61 and SD = 44.76, t-value = 3.76, p < .01). As the mean value of post scores is greater than pre scores, it can be inferred that creative thinking increases among student teachers at the last phase of teacher education programme.

Influence of Teacher Education Programme on Creative Thinking Based on Various Demographic Variables

Influence of Teacher Education Programme on Creative Thinking based on Educational Qualification

Teacher education programme has a significant influence on creative thinking of postgraduate student teachers at secondary level (For pre scores mean = 136.56 and SD = 44.87, for post scores mean = 137.16 and SD = 46.02, t-value = 1.54, p > .05) whereas it is not significant for undergraduate students (For pre scores mean = 132.63 and SD = 43.33, for post scores mean = 133.73 and SD = 43.14, t-value = 12.89, p < .01). As the mean value of post scores is greater than pre scores, the inference is that creative thinking increases among postgraduate student teachers at the last phase of teacher education programme.
Influence of Teacher Education Programme on Creative Thinking based on Marks Obtained in Qualifying Examination

Teacher education programme has a significant influence on creative thinking of student teachers with below 60% (For pre scores mean = 130.96 and SD = 48.81, for post scores mean = 132.15 and SD = 48.89, t-value = 8.44, p < .01) and above 80% (For pre scores mean = 135.88 and SD = 44.06, for post scores mean = 136.89 and SD = 44.21, t-value = 7.36, p < .01) marks whereas it is not significant for student teachers with 60 – 80% marks (For pre scores mean = 135.76 and SD = 42.63, for post scores mean = 136.41 and SD = 43.49, t-value = 1.86, p > .05). As the mean value of post scores is greater than pre scores the inference is that creative thinking increases among student teachers with below 60% and above 80% marks at the last phase of teacher education programme.

Influence of Teacher Education Programme on Creative Thinking based on Optional Subject

Teacher education programme has a significant influence on creative thinking of language (For pre scores mean = 141.81 and SD = 40.66, for post scores mean = 142.97 and SD = 40.52, t-value = 11.30, p < .01) and social science (For pre scores mean = 129.53 and SD = 40.28, for post scores mean = 130.59 and SD = 40.37, t-value = 8.67, p < .01) student teachers whereas it is not significant for science students (For pre scores mean = 132.48 and SD = 48.01, for post scores mean = 132.93 and SD = 49.16, t-value = 0.92, p > .05. As the mean value of post scores is greater than pre scores the inference is that creative thinking increases among language and social science student teachers at the last phase of teacher education programme.
Influence of Teacher Education Programme on Creative Thinking based on Locale of Institution

Teacher education programme has a significant influence on creative thinking of rural institution student teachers at secondary level (For pre scores mean = 136.72 and SD = 45.62, for post scores mean = 137.99 and SD = 45.56, t-value = 12.81, p < .01) whereas it is not significant in the case of urban institution students (For pre scores mean = 133.14 and SD = 42.92, for post scores mean = 133.57 and SD = 44.01, t-value = 1.09, p > .05). As the mean value of post scores is greater than pre scores the inference is that creative thinking increases among rural institution student teachers at the last phase of teacher education programme.

Influence of Teacher Education Programme on Creative Thinking based on Type of Management

Teacher education programme has a significant influence on creative thinking of student teachers studying in government (For pre scores mean = 141.14 and SD = 36.45, for post scores mean = 142.11 and SD = 36.40, t-value = 8.98, p < .01), aided (For pre scores mean = 130.53 and SD = 37.63, for post scores mean = 131.72 and SD = 37.63, t-value = 10.28, p < .01) and unaided (For pre scores mean = 134.35 and SD = 44.56, for post scores mean = 135.61 and SD = 44.57, t-value = 9.96, p < .01) colleges whereas it is not significant in the case of university college students (For pre scores mean = 133.16 and SD = 55.25, for post scores mean = 133.02 and SD = 57.01, t-value = 0.16, p > .05). As the mean value of post scores is greater than pre scores the inference is that creative thinking increases among student teachers studying in government, aided and unaided colleges at the last phase of teacher education programme.
6.3.6 Influence of Teacher Education Programme on Locus of Control

6.3.6.2 Influence of Teacher Education Programme on Individual Control

6.3.6.1.1 Influence of Teacher Education Programme on Individual Control for Total Sample

Teacher education programme has a significant influence on individual control of student teachers at secondary level (For pre scores mean = 59.61 and SD = 5.75, for post scores mean = 59.03 and SD = 6.30, t-value = 2.53, p < .05). As the mean value of pre scores is greater than post scores the inference is that individual control comes down among student teachers at the last phase of teacher education programme.

6.3.6.1.2 Influence of Teacher Education Programme on Individual Control Based on Various Demographic Variables

Influence of Teacher Education Programme on Individual Control based on Educational Qualification

Teacher education programme has no significant influence on individual control of under graduate (For pre scores mean = 59.49 and SD = 5.76, for post scores mean = 58.94 and SD = 6.44, t-value = 1.71, p > .05) and post graduate (For pre scores mean = 59.76 and SD = 5.73, for post scores mean = 59.13 and SD = 6.12, p > .05) student teachers at secondary level.

Influence of Teacher Education Programme on Individual Control based on Marks Obtained in Qualifying Examination

Teacher education programme has a significant influence on individual control of student teachers with below 60% marks (For pre scores mean = 59.08 and SD = 5.9, for post scores mean = 57.57 and SD = 6.52, t-value = 3.03, p < .01)
whereas it is not significant for the student teachers with 60-80% (For pre scores mean = 59.72 and SD = 5.80, for post scores mean = 59.20 and SD = 6.15, t-value = 1.76, p > .05) and above 80% marks (For pre scores mean = 59.83 and SD = 5.37, for post scores mean = 60.13 and SD = 6.28, p > .05). As the mean value of pre scores is greater than post scores the inference is that individual control comes down among student teachers with below 60% marks at the last phase of teacher education programme.

**Influence of Teacher Education Programme on Individual Control based on Optional Subject**

Teacher education programme has no significant influence on individual control of science (For pre scores mean = 59.74 and SD = 5.59, for post scores mean = 59.03 and SD = 6.35, t-value = 1.94, p > .05), language (For pre scores mean = 59.45 and SD = 5.84, for post scores mean = 59.09 and SD = 6.36, t-value = 0.98, p > .05) and social science (For pre scores mean = 59.58 and SD = 5.93, for post scores mean = 58.94 and SD = 6.14, t-value = 1.32, p > .05) student teachers.

**Influence of Teacher Education Programme on Individual Control based on Locale of Institution**

Teacher education programme has a significant influence on individual control of rural institution student teachers at secondary level (For pre scores mean = 59.40 and SD = 5.73, for post scores mean = 58.03 and SD = 6.48, t-value = 4.03, p < .01) whereas it is not significant for urban institution students (For pre scores mean = 59.79 and SD = 5.76, for post scores mean = 59.88 and SD = 6.02, t-value = 0.28, p > .05). As the mean value of pre scores is greater than post scores the
inference is that individual control comes down among rural institution student teachers at the last phase of teacher education programme.

**Influence of Teacher Education Programme on Individual Control based on Type of Management**

Teacher education programme has a significant influence on individual control of student teachers studying in unaided colleges (For pre scores mean = 59.42 and SD = 5.94, for post scores mean = 57.70 and SD = 7.09, t-value = 3.35, p < .01) whereas it is not significant for government (For pre scores mean = 60.35 and SD = 5.59, for post scores mean = 59.87 and SD = 5.95, t-value = 1.04, p > .05), aided (For pre scores mean = 59.64 and SD = 5.53, for post scores mean = 59.65 and SD = 5.56, t-value = 0.03, p > .05) and university (For pre scores mean = 59.03 and SD = 5.88, for post scores mean = 58.89 and SD = 6.31, t-value = 0.31, p > .05). As the mean value of pre scores is greater than post scores the inference is that individual control comes down among student teachers studying in unaided colleges at the last phase of the teacher education programme.

**6.3.6.2 Influence of Teacher Education Programme on Chance Control**

**6.3.6.2.1 Influence of Teacher Education Programme on Chance Control for Total Sample**

Teacher education programme has no significant influence on chance control of student teachers at secondary level (For pre scores mean = 46.52 and SD = 9.18, for post scores mean = 45.96 and SD = 9.22, t-value = 1.88, p > .05).
6.3.6.2.2 Influence of Teacher Education Programme on Chance Control Based on Various Demographic Variables

Influence of Teacher Education Programme on Chance Control based on Educational Qualification

Teacher education programme has no significant influence on chance control of under graduate (For pre scores mean = 47.13 and SD = 9.03, for post scores mean = 46.45 and SD = 9.12, t-value = 1.67, p > .05) and post graduate (For pre scores mean = 45.76 and SD = 9.32, for post scores mean = 45.36 and SD = 9.31, t-value = 0.9, p > .05) student teachers at secondary level.

Influence of Teacher Education Programme on Chance Control based on Marks Obtained in Qualifying Examination

Teacher education programme has no significant influence on chance control of student teachers with respect to the marks obtained in qualifying examination. (For pre scores of below 60% mark holders mean =47.05 and SD = 8.94, for post scores mean = 46.39 and SD = 8.29, t-value = 1.12, p > .05. For pre scores of 60 – 80% mark holders mean = 46.50 and SD = 9.24, for post scores mean = 45.86 and SD = 9.45, t-value = 1.65, p > .05. For pre scores of above 80% mark holders mean = 45.94 and SD = 9.29, for post scores mean = 45.78 and SD = 9.47, t-value = 0.21, p > .05).

Influence of Teacher Education Programme on Chance Control based on Optional Subject

Teacher education programme has no significant influence on chance control of science (The mean of pre scores of science students is 47.12 and standard deviation is 9.11 whereas mean is 46.80 and standard deviation is 9.26 for post scores. The t-value obtained is 0.71 which is less than the set value at .05 level of significance.)
language (For pre scores mean = 47.12 and SD = 9.11, for post scores mean = 46.80 and SD = 9.26, t-value = 0.7, p > .05) and social science (For pre scores mean = 45.40 and SD = 8.53, for post scores mean = 44.30 and SD = 9.00, t-value = 1.89, p > .05) student teachers.

**Influence of Teacher Education Programme on Chance Control based on Locale of Institution**

Teacher education programme has a significant influence on chance control of rural institution student teachers at secondary level (For pre scores mean = 47.22 and SD = 8.99, for post scores mean = 46.07 and SD = 9.25, t-value = 2.69, p < .01) whereas it is not significant for urban institution students (For pre scores mean = 45.91 and SD = 9.32, for post scores mean = 45.86 and SD = 9.19, t-value = 0.12, p > .01). As the mean value of pre scores is greater than post scores the inference is that chance control comes down among rural institution student teachers at the last phase of the teacher education programme.

**Influence of Teacher Education Programme on Chance Control based on Type of Management**

Teacher education programme has a significant influence on chance control of student teachers studying in government (For pre scores mean = 43.35 and SD = 9.35, for post scores mean = 44.62 and SD = 9.17, t-value = 1.99, p < .05), aided (For pre scores mean = 47.70 and SD = 8.88, for post scores mean = 45.90 and SD = 9.10, t-value = 1.56, p < .05) and university (For pre scores mean = 46.70 SD = 9.18, for post scores mean = 45.54 and SD = 9.42, t-value = 1.96, p < .05) colleges whereas it is not significant for unaided college students (For pre scores mean = 48.32 and SD = 8.57, for post scores mean = 47.78 and SD = 8.94, t-value = 0.88, p < .05). As
the mean value of post scores is greater than the pre scores inference is that chance control increases among government college students at the last phase of teacher education programme. As the mean value of pre scores is greater than post scores the chance control comes down among student teachers studying in aided and university colleges at the last phase of teacher education programme.

6.3.6.3 Influence of Teacher Education Programme on Powerful Others Control

6.3.6.3.1 Influence of Teacher Education Programme on Powerful Others Control for the Total Sample

Teacher education programme has a significant influence on powerful others control of student teachers at secondary level (For pre scores mean = 48.80 and SD = 6.85, for post scores mean = 47.71 and SD = 6.71, t-value = 3.14, p < .01). As the mean value of pre scores is greater than post scores the inference is that powerful others control comes down among student teachers at the last phase of teacher education programme.

6.3.6.3.2 Influence of Teacher Education Programme on Powerful Others Control Based on Various Demographic Variables

Influence of Teacher Education Programme on Powerful Others Control based on Educational Qualification

Teacher education programme has a significant influence on powerful others control of undergraduate (For pre scores mean = 48.80 and SD = 6.85, for post scores mean = 47.71 and SD = 6.71, t-value = 3.14, p < .01) and post graduate (For pre scores mean = 48.34 and SD = 7.07, for post scores mean = 47.46 and SD = 7.05, t-value = 2.41, p < .05) student teachers at secondary level. As the mean value of pre scores is greater the post scores the inference is that powerful others control comes
down among undergraduate and post graduate student teachers at the last phase of teacher education programme.

**Influence of Teacher Education Programme on Powerful Others Control based on Marks Obtained in Qualifying Examination**

Teacher education programme has a significant influence on powerful others control of student teachers with below 60% (For pre scores mean = 49.44 and SD = 6.72, for post scores mean = 47.77 and SD = 6.34, t-value = 3.40, p < .01) and 60-80% (For pre scores mean = 48.50 and SD = 6.94, for post scores mean = 47.55 and SD = 7.09, t-value = 2.88, p < .01) marks whereas it is not significant for above 80% mark holders(For pre scores mean = 47.92 and SD = 7.17, for post scores mean = 47.56 and SD = 6.69, t-value = 0.59, p > .05). As the mean value of pre scores is greater than post scores the inference is that powerful others control comes down among student teachers with below 60% and 60-80% marks at the last phase of teacher education programme.

**Influence of Teacher Education Programme on Powerful Others Control based on Optional Subject**

Teacher education programme has a significant influence on powerful others control of language (For pre scores mean = 48.50 and SD = 7.26, for post scores mean = 47.49 and SD = 7.17, t-value = 2.28, p < .05) and social science (For pre scores mean = 48.72 and SD = 6.84, for post scores mean = 46.76 and SD = 6.69, t-value = 3.97, p < .01) student teachers whereas it is not significant for science students (For pre scores mean = 48.59 and SD = 6.78, for post scores mean = 48.13 and SD = 6.69, t-value = 1.20, p > .05). As the mean value of pre scores is greater than that of post scores the inference is that the powerful others control of language
Influence of Teacher Education Programme on Powerful Others Control based on Locale of Institution

Teacher education programme has a significant influence on powerful others control of rural (For pre scores mean = 48.89 and SD = 6.64, for post scores mean = 48.00 and SD = 6.85, t-value = 2.44, p < .05) and urban (For pre scores mean = 48.33 and SD = 7.19, for post scores mean = 47.26 and SD = 6.87, t-value = 3.12, p < .01) institution student teachers. As the mean value of pre scores is greater than post scores the inference is that powerful others control comes down among rural and urban institution student teachers at the last phase of teacher education programme.

Influence of Teacher Education Programme on Powerful Others Control based on Type of Management

Teacher education programme has a significant influence on powerful others control of student teachers studying in aided (For pre scores mean = 49.08 and SD = 6.57, for post scores mean = 47.92 and SD = 6.14, t-value = 2.75, p < .01) and university (For pre scores mean = 48.86 and SD = 6.34, for post scores mean = 47.16 and SD = 7.01, t-value = 3.48, p < .01) colleges whereas it is not significant for government (For pre scores mean = 46.93 and SD = 7.65, for post score mean = 46.68 and SD = 7.40, t-value = 0.45, p > .05) and unaided (For pre scores mean = 49.51 and SD = 6.93, for post scores mean = 48.65 and SD = 6.74, t-value = 1.58, p > .05). As the mean value of pre scores is greater than post scores the inference is that powerful others control comes down among student teachers studying in aided and university colleges at the last phase of teacher education programme.
6.3.7 Relationship between Emotional Competence and Creative Thinking

6.3.7.1 Relationship between Emotional Competence and Creative Thinking for the Total Sample

The relationship between emotional competence and creative thinking among student teachers at secondary level is negligible, positive and significant for both pre and post scores ($r = .15, p < .01$ and $r = .075, p < .05$)

6.3.7.2 Relationship between Emotional Competence and Creative Thinking Based on Relevant Demographic Variables

Relationship between Emotional Competence and Creative Thinking Based on Educational Qualification

There is a low, significant and positive relationship between pre scores of emotional competence and creative thinking among undergraduate student teachers ($r = .215, p < .01$), whereas in the case of post scores the relationship is negligible, significant and positive ($r = .100, p < .01$). The relationship between emotional competence and creative thinking among postgraduate student teachers is negligible, not significant and positive for both pre and post scores ($r = .072, p > .05$ and $r = .043, p > .05$).

Relationship between Emotional Competence and Creative Thinking Based on Marks Obtained in Qualifying Examination

There is a negligible but significant and positive relationship between pre scores of emotional competence and creative thinking among student teachers with below 60% marks ($r = .192, p < .05$). The relationship between post scores of emotional competence and creative thinking is negligible, not significant and positive among student teachers with below 60% marks ($r = .034, p > .05$).
There is a negligible but significant and positive relationship between pre scores of emotional competence and creative thinking among student teachers with 60 - 80% marks ($r = .119$, $p < .01$). The relationship between post scores of emotional competence and creative thinking is negligible, not significant and positive among student teachers with 60 - 80% marks ($r = .073$, $p > .05$).

There is a low, significant and positive relationship between pre scores of emotional competence and creative thinking among student teachers with above 80% marks ($r = .222$, $p < .01$). So the inference is that relationship between post scores of emotional competence and creative thinking is negligible, not significant and positive among student teachers with above 80% marks ($r = .133$, $p > .05$).

**Relationship between Emotional Competence and Creative Thinking Based on Optional Subject**

There is a negligible but significant and positive relationship between pre scores of emotional competence and creative thinking among science student teachers ($r = .185$, $p < .01$). The relationship between post scores of emotional competence and creative thinking is negligible, not significant and positive among science student teachers ($r = .101$, $p > .05$).

The relationship between pre scores of emotional competence and creative thinking among language student teachers is negligible, not significant and positive ($r = .100$, $p > .05$). The relationship between post scores of emotional competence and creative thinking is negligible, not significant and negative among language student teachers ($r = -.006$, $p > .05$).
The relationship between emotional competence and creative thinking among social science student teachers is negligible, significant and positive for both pre and post scores ($r = .162$, $p < .05$ and $r = .154$, $p < .05$).

**Relationship between Emotional Competence and Creative Thinking Based on Locale of Institution**

There is a negligible but significant and positive relationship between pre scores of emotional competence and creative thinking among rural institution student teachers ($r = .194$, $p < .01$). The relationship between post scores of emotional competence and creative thinking is negligible, not significant and positive among rural institution student teachers ($r = .063$, $p > .05$).

The relationship between pre scores of emotional competence and creative thinking among urban institution student teachers is negligible but significant and positive ($r = .107$, $p < .05$). The relationship between post scores of emotional competence and creative thinking among urban institution student teachers is negligible, not significant and positive ($r = .093$, $p > .05$).

**Relationship between Emotional Competence and Creative Thinking Based on Type of Management**

The relationship between emotional competence and creative thinking among student teachers studying in government colleges is negligible, not significant and positive for both pre and post scores ($r = .130$, $p > .05$ and $r = .078$, $p > .05$).

The relationship between pre scores of emotional competence and creative thinking is negligible, not significant and positive among student teachers studying in aided colleges ($r = .037$, $p > .05$). The relationship between post scores of emotional
competence and creative thinking among student teachers studying in aided colleges is negligible, not significant and negative ($r = -.017$, $p > .05$).

There is a negligible significant and positive relationship between pre scores of emotional competence and creative thinking among student teachers studying in unaided colleges ($r = .193$, $p < .05$). The relationship between post scores of emotional competence and creative thinking among student teachers studying in unaided colleges is negligible, not significant and positive ($r = .028$, $p > .05$).

The relationship between pre scores of emotional competence and creative thinking among student teachers studying in university colleges is, not significant and positive ($r = .038$, $p > .05$). There is a negligible, significant and positive relationship between post scores of emotional competence and creative thinking among student teachers studying in university colleges ($r = .168$, $p < .05$).

6.3.8 Relationship between Emotional Competence and Locus of Control

6.3.8.1 Relationship between Emotional Competence and Individual Control

6.3.8.1.1 Relationship between Emotional Competence and Individual Control

There is moderate, significant positive relationship between emotional competence and individual control among student teachers at secondary level for both pre and post scores ($r = .557$, $p < .01$ and $r = .538$, $p < .01$)
6.3.8.1.2 Relationship between Emotional Competence and Individual Control

Based on Demographic Variables

Relationship between Emotional Competence and Individual Control Based on Educational Qualification

There is a moderate, significant and positive relationship between emotional competence and individual control among undergraduate student teachers for both pre and post scores ($r = .542, p < .01$ for both pre and post scores).

The relationship between emotional competence and individual control among postgraduate student teachers is moderate, significant and positive for both pre and post scores ($r = .577, p < .01$ and $r = .531, p < .01$).

Relationship between Emotional Competence and Individual Control Based on Marks Obtained in Qualifying Examination

There is a moderate significant and positive relationship between emotional competence and individual control among student teachers with below 60% marks for both pre and post scores ($r = .534, p < .01$ and $r = .537, p < .01$).

There is a moderate, significant and positive relationship between emotional competence and individual control among student teachers with 60 - 80% marks for both pre and post scores ($r = .570, p < .01$ and $r = .549, p < .01$).

There is a moderate, significant and positive relationship between emotional competence and individual control among student teachers with above 80% marks for both pre and post scores ($r = .540, p < .01$ and $r = .499, p < .01$).
Relationship between Emotional Competence and Individual Control Based on Optional Subject

There is a moderate, significant and positive relationship between emotional competence and individual control among science student teachers for both pre and post scores ($r = .586$, $p < .01$ and $r = .529$, $p < .01$).

The relationship between emotional competence and individual control among language student teachers is moderate, significant and positive for both pre and post scores ($r = .581$, $p < .01$ and $r = .545$, $p < .01$).

The relationship between emotional competence and individual control among social science student teachers is moderate, significant and positive for both pre and post scores ($r = .475$, $p < .01$ and $r = .560$, $p < .01$).

Relationship between Emotional Competence and Individual Control Based on Locale of Institution

There is a moderate significant and positive relationship between emotional competence and individual control among rural institution student teachers for both pre and post scores ($r = .539$, $p < .01$ and $r = .541$, $p < .01$).

The relationship between emotional competence and individual control among urban institution student teachers is moderate significant and positive for both pre and post scores ($r = .575$, $p < .01$ and $r = .531$, $p < .01$).

Relationship between Emotional Competence and Individual Control Based on Type of Management

There is a moderate, significant and positive relationship between emotional competence and individual control among student teachers studying in government colleges for both pre and post scores ($r = .605$, $p < .01$ and $r = .490$, $p < .01$).
There is a moderate significant and positive relationship between emotional competence and individual control among student teachers studying in aided colleges for both pre and post scores ($r = .513, p < .01$ and $r = .535, p < .01$).

There is a moderate significant and positive relationship between emotional competence and individual control among student teachers studying in unaided colleges for both pre and post scores ($r = .553, p < .01$ and $r = .560, p < .01$).

There is a moderate, significant and positive relationship between emotional competence and individual control among student teachers studying in university colleges for both pre and post scores ($r = .551, p < .01$ and $r = .529, p < .01$).

**6.3.8.2 Relationship between Emotional Competence and Chance Control**

**6.3.8.2.1 Relationship between Emotional Competence and Chance Control for the Total Sample**

There is a negligible but significant and negative relationship between pre scores of emotional competence and chance control among student teachers at secondary level ($r = -.130, p < .01$). There is a low, significant, negative relationship between post scores of emotional competence and chance control among student teachers at secondary level ($r = -.235, p < .01$).

**6.3.8.2.2 Relationship between Emotional Competence and Chance Control Based on Demographic Variables**

**Relationship between Emotional Competence and Chance Control Based on Educational Qualification**

There is a negligible but significant and negative relationship between pre scores of emotional competence and chance control among undergraduate student teachers ($r = -.119, p < .05$). There is a low, significant and negative relationship...
between post scores of emotional competence and chance control among undergraduate student teachers \( (r = -0.206, p < 0.01) \).

The relationship between pre scores of emotional competence and chance control among postgraduate student teachers is negligible, significant and negative \( (r = -0.132, p < 0.05) \). There is a low, significant and negative relationship between post scores of emotional competence and chance control among postgraduate student teachers \( (r = -0.270, p < 0.01) \).

**Relationship between Emotional Competence and Chance Control Based on Marks Obtained in Qualifying Examination**

The relationship between emotional competence and chance control is negligible, not significant and negative among student teachers with below 60% marks for both pre and post scores \( (r = -0.046, p > 0.05 \text{ and } r = -0.028, p < 0.05) \).

There is a negligible but significant and negative relationship between pre scores of emotional competence and chance control among student teachers with 60 - 80% marks \( (r = -0.155, p > 0.05) \). There is a low, significant and negative relationship between post scores of emotional competence and chance control among student teachers with 60 - 80% marks \( (r = -0.253, p > 0.01) \).

The relationship between pre scores of emotional competence and chance control among student teachers with above 80% marks is negligible, not significant and negative \( (r = -0.129, p < 0.05) \). There is a low, significant and negative relationship between post scores of emotional competence and chance control among student teachers with above 80% marks \( (r = -0.289, p > 0.01) \).
Relationship between Emotional Competence and Chance Control Based on Optional Subject

There is a negligible but significant and negative relationship between pre scores of emotional competence and chance control among science student teachers ($r = -.119$, $p > .01$). There is a low, significant and negative relationship between post scores of emotional competence and chance control among science student teachers ($r = -.273$, $p > .01$).

The relationship between pre scores of emotional competence and chance control among language student teachers is negligible, not significant and negative ($r = -.101$, $p < .05$). The relationship between post scores of emotional competence and chance control among language student teachers is negligible, significant and negative ($r = -.177$, $p > .01$).

The relationship between pre scores of emotional competence and chance control among social science student teachers is negligible, significant and negative ($r = -.189$, $p > .05$). The relationship between post scores of emotional competence and chance control among social science student teachers is low, significant and negative ($r = -.209$, $p > .01$).

Relationship between Emotional Competence and Chance Control Based on Locale of Institution

The relationship between pre scores of emotional competence and chance control among rural institution student teachers is negligible, not significant and negative ($r = -.093$, $p < .05$). There is a low, significant and negative relationship between post scores of emotional competence and chance control among rural institution student teachers ($r = -.215$, $p < .01$).
The relationship between pre scores of emotional competence and chance control among urban institution student teachers is negligible, significant and negative \((r = -.165, p < .01)\). There is a low, significant and negative relationship between post scores of emotional competence and chance control among urban institution student teachers \((r = -.256, p < .01)\).

**Relationship between Emotional Competence and Chance Control Based on Type of Management**

There is a low, significant and negative relationship between emotional competence and chance control among student teachers studying in government colleges for both pre and post scores \((r = -.214, p < .01 \text{ and } r = -.320, p < .01)\).

The relationship between pre scores of emotional competence and chance control is negligible, not significant and negative among student teachers studying in aided colleges \((r = -.108, p > .05)\). There is a negligible but significant and negative relationship between post scores of emotional competence and chance control among student teachers studying in aided colleges \((r = -.161, p < .05)\).

The relationship between pre scores of emotional competence and chance control among student teachers studying in unaided colleges is negligible, not significant and negative \((r = -.015, p > .05)\). There is a negligible but significant and negative relationship between post scores of emotional competence and chance control among student teachers studying in unaided colleges \((r = -.080, p < .05)\).

The relationship between pre scores of emotional competence and chance control among student teachers studying in university colleges is negligible, not significant and negative \((r = -.059, p > .05)\). There is a low, significant and negative
relationship between post scores of emotional competence and chance control among student teachers studying in university colleges \((r = -248, p < .01)\).

### 6.3.8.3 Relationship between Emotional Competence and Powerful Others Control

#### 6.3.8.3.1 Relationship between Emotional Competence and Powerful Others Control for the Total Sample

There is a negligible but significant negative relationship between pre scores of emotional competence and powerful others control among student teachers at secondary level \((r = -.174, p < .01)\). There is a low, significant and negative relationship between post scores of emotional competence and powerful others control among student teachers \((r = -.222, p < .01)\).

#### 6.3.8.3.2 Relationship between Emotional Competence and Powerful Others Control Based on Demographic Variables

### Relationship between Emotional Competence and Powerful Others Control Based on Educational Qualification

There is a negligible but significant and negative relationship between pre scores of emotional competence and powerful others control among undergraduate student teachers \((r = -.195, p < .01)\). There is a low, significant and negative relationship between post scores of emotional competence and powerful others control among undergraduate student teachers \((r = -.206, p < .01)\).

The relationship between pre scores of emotional competence and powerful others control among postgraduate student teachers is negligible, significant and negative \((r = -.142, p < .05)\). There is a low, significant and negative relationship
between post scores of emotional competence and powerful others control among postgraduate student teachers (r = -.242, p < .01).

**Relationship between Emotional Competence and Powerful Others Control Based on Marks Obtained in Qualifying Examination**

The relationship between emotional competence and powerful others control is negligible, not significant and negative among student teachers with below 60% marks for both pre and post scores (r = -.111, p > .05 and r = .149, p > -.149).

There is a low, significant and negative relationship between emotional competence and powerful others control among student teachers with 60 - 80% marks for pre and post scores (r = -.207, p < .01 and r = -.231, p < .01).

The relationship between pre scores of emotional competence and powerful others control is negligible, not significant and negative among student teachers with above 80% marks (r = -.119, p > .05). There is a low, significant and negative relationship between post scores of emotional competence and powerful others control among student teachers with above 80% marks (r = -.277, p < .01).

**Relationship between Emotional Competence and Powerful Others Control Based on Optional Subject**

There is a negligible but significant and negative relationship between pre scores of emotional competence and powerful others control among science student teachers (r = -.130, p < .05). There is a low, significant and negative relationship between post scores of emotional competence and powerful others control among science student teachers (r = -.241, p < .01).

The relationship between pre scores of emotional competence and powerful others control among language student teachers is negligible, significant and negative
There is a low, significant and negative relationship between post scores of emotional competence and powerful others control among language student teachers \((r = -.215, p < .01)\).

The relationship between pre scores of emotional competence and powerful others control among social science student teachers is low, significant and negative \((r = -.256, p < .01)\). There is a negligible but significant and negative relationship between post scores of emotional competence and powerful others control among social science student teachers \((r = -.170, p < .05)\).

**Relationship between Emotional Competence and Powerful Others Control Based on Locale of Institution**

There is a negligible but significant and negative relationship between pre scores of emotional competence and powerful others control among rural institution student teachers \((r = -.141, p < .05)\). There is a low, significant and negative relationship between post scores of emotional competence and powerful others control among rural institution student teachers \((r = -.202, p < .01)\).

The relationship between emotional competence and powerful others control among urban institution student teachers is low, significant and negative for both pre and post scores \((r = -.202, p < .01\) and \(r = -.239, p < .01)\).

**Relationship between Emotional Competence and Powerful Others Control Based on Type of Management**

There is a negligible but significant and negative relationship between pre scores of emotional competence and powerful others control among student teachers studying in government colleges \((r = -.189, p < .05)\). There is a low, significant and
negative relationship between post scores of emotional competence and powerful others control among government college student teachers \((r = -0.241, p < 0.01)\).

The relationship between pre scores of emotional competence and powerful others control among student teachers studying in aided colleges is negligible, not significant and negative \((r = -0.138, p > 0.05)\). There is a low, significant and negative relationship between post scores of emotional competence and powerful others control among aided college student teachers \((r = -0.225, p < 0.01)\).

The relationship between emotional competence and powerful others control is negligible, not significant and negative among student teachers studying in unaided colleges for both pre and post scores \((r = -0.090, p > 0.05\) and \(r = -0.112, p > 0.05\)).

The relationship between pre scores of emotional competence and powerful others control among student teachers studying in university colleges is negligible, not significant and negative \((r = 0.006, p > 0.05)\). There is a low, significant and negative relationship between post scores of emotional competence and powerful others control among university college student teachers \((r = -0.300, p < 0.01)\).

**6.3.9 Relationship between Creative Thinking and Locus of Control**

**6.3.9.1 Relationship between Creative Thinking and Individual Control**

**6.3.9.1.1 Relationship between Creative Thinking and Individual Control for the Total Sample**

There is negligible, but significant and positive relationship between pre scores of creative thinking and individual control among student teachers at secondary level \((r = 0.115, p < 0.01)\). The relationship between post scores of creative thinking and individual control among student teachers at secondary level is negligible, not significant and negative \((r = -0.018, p > 0.05)\).
6.3.9.1.2 Relationship between Creative Thinking and Individual Control Based on Demographic Variables

Relationship between Creative Thinking and Individual Control Based on Educational Qualification

There is a negligible but significant and positive relationship between pre scores of creative thinking and individual control among undergraduate student teachers \( (r = .130, p < .01) \). The relationship between post scores of creative thinking and individual control among undergraduate student teachers at secondary level is negligible, not significant and negative \( (r = -.014, p > .05) \).

The relationship between pre scores of creative thinking and individual control among postgraduate student teachers is negligible, not significant and positive \( (r = .099, p > .05) \). The relationship between pre scores of creative thinking and individual control is negligible, not significant and negative among post graduate student teachers at secondary level \( (r = -.021, p > .05) \).

Relationship between Creative Thinking and Individual Control Based on Marks Obtained in Qualifying Examination

The relationship between pre scores of creative thinking and individual control is negligible, not significant and negative among student teachers with below 60% marks \( (r = -.022, p > .05) \). There is negligible but significant and positive relationship between post scores of creative thinking and individual control among student teachers with below 60% marks \( (r = -.155, p < .05) \).

There is a negligible but significant and positive relationship between pre scores of creative thinking and individual control among student teachers with 60 - 80% marks \( (r = .148, p < .01) \). The relationship between pre scores of creative
thinking and individual control is negligible, not significant and negative among student teachers with 60 – 80% marks (r = -.029, p > .05).

There is a negligible but significant and positive relationship between creative thinking and individual control among student teachers with above 80% marks for both pre and post scores (r = .180, p < .01 and r = .178, p < .01).

**Relationship between Creative Thinking and Individual Control Based on Optional Subject**

There is a negligible, significant and positive relationship between pre scores of creative thinking and individual control among science student teachers (r = .150, p < .01). The relationship between post scores of creative thinking and individual control is negligible, not significant and negative among science student teachers at secondary level (r = -.001, p > .05).

The relationship between pre scores of creative thinking and individual control among language student teachers is negligible, not significant and positive (r = .102, p > .05). The relationship between post scores of creative thinking and individual control is negligible, not significant and negative among language student teachers at secondary level (r = -.062, p > .05).

The relationship between creative thinking and individual control among social science student teachers is negligible, not significant and positive for both pre and post scores (r = .073, p > .05 and r = .002, p > .05).

**Relationship between Creative Thinking and Individual Control Based on Locale of Institution**

There is a negligible but significant and positive relationship between pre scores of creative thinking and individual control among rural institution student
teachers \( (r = .157, p < .01) \). The relationship between post scores of creative thinking and individual control among rural institution student teachers at secondary level is negligible, not significant and negative \( (r = -.012, p > .05) \).

The relationship between pre scores of creative thinking and individual control among urban institution student teachers is negligible not significant and positive \( (r = .080, p > .05) \). The relationship between post scores of creative thinking and individual control is negligible, not significant and negative among urban institution student teachers at secondary level \( (r = -.010, p > .05) \).

**Relationship between Creative Thinking and Individual Control Based on Type of Management**

The relationship between creative thinking and individual control is negligible, not significant and negative among student teachers studying in government colleges for both pre and post scores \( (r = -.021, p > .05 \text{ and } r = -.040, p > .05) \).

There is a negligible, significant and positive relationship between pre scores of creative thinking and individual control among student teachers studying in aided colleges \( (r = .197, p < .05) \). The relationship between post scores of creative thinking and individual control among aided college student teachers at secondary level is negligible, not significant and positive \( (r = .088, p > .05) \).

The relationship between pre scores of creative thinking and individual control is negligible, not significant and positive among student teachers studying in unaided colleges \( (r = .153, p > .05) \). The relationship between post scores of creative thinking and individual control among unaided college student teachers at secondary level is negligible, not significant and negative \( (r = -.039, p > .05) \).
The relationship between pre scores of creative thinking and individual control is negligible, not significant and positive among student teachers studying in university colleges ($r = .107$, $p > .05$). The relationship between post scores of creative thinking and individual control among university college student teachers at secondary level is negligible, not significant and negative ($r = -.058$, $p > .05$).

6.3.9.2 Relationship between Creative Thinking and Chance Control

6.3.9.2.1 Relationship between Creative Thinking and Chance Control for the Total Sample

There is only a negligible but significant negative relationship between creative thinking and chance control among student teachers at secondary level for both pre and post scores ($r = -.142$, $p < .01$ and $r = -.087$, $p > .05$).

6.3.9.2.2 Relationship between Creative Thinking and Chance Control Based on Demographic Variables

Relationship between Creative Thinking and Chance Control Based on Educational Qualification

There is a negligible, significant and negative relationship between pre scores of creative thinking and chance control among undergraduate student teachers ($r = -.137$, $p < .01$). The relationship between post scores of creative thinking and chance control among undergraduate student teachers at secondary level is negligible, not significant and negative ($r = -.050$, $p > .05$).

The relationship between creative thinking and chance control among postgraduate student teachers is negligible, significant and negative for both pre and post scores ($r = -.156$, $p < .01$ and $r = -.139$, $p < .01$).
Relationship between Creative Thinking and Chance Control Based on Marks Obtained in Qualifying Examination

There is a low, significant and negative relationship between pre scores of creative thinking and chance control among student teachers with below 60% marks ($r = -.283, p < .01$). The relationship between post scores of creative thinking and chance control is negligible, not significant and negative among student teachers with below 60% marks ($r = -.132, p > .05$).

The relationship between creative thinking and chance control is negligible, not significant and negative among student teachers with 60 - 80% marks for both pre and post scores ($r = -.076, p > .05$ and -.061, $p > .05$).

There is a negligible, significant and negative relationship between pre scores of creative thinking and chance control among student teachers with above 80% marks ($r = -.187, p < .05$). The relationship between post scores of creative thinking and chance control is negligible, not significant and negative among student teachers with above 80% marks ($r = -.121, p > .05$).

Relationship between Creative Thinking and Chance Control Based on Optional Subject

There is a negligible, significant and negative relationship between pre scores of creative thinking and chance control among science student teachers ($r = -.117, p < .05$). The relationship between post scores of creative thinking and chance control among science student teachers at secondary level is negligible, not significant and negative ($r = -.050, p > .05$).
The relationship between creative thinking and chance control among language student teachers is negligible, significant and negative for both pre and post scores ($r = -.192, p < .01$ and $r = -.182, p < .01$).

The relationship between creative thinking and chance control among social science student teachers is negligible, not significant and negative for both pre and post scores ($r = -.141, p > .05$ and $r = -.059, p > .05$).

**Relationship between Creative Thinking and Chance Control Based on Locale of Institution**

There is a negligible, significant and negative relationship between pre scores of creative thinking and chance control among rural institution student teachers ($r = -.126, p < .05$). The relationship between post scores of creative thinking and chance control is negligible, not significant and negative among rural institution student teachers at secondary level ($r = -.037, p > .05$).

The relationship between creative thinking and chance control among urban institution student teachers is negligible, significant and negative for both pre and post scores ($r = -.162, p < .01$ and $r = -.133, p < .01$).

**Relationship between Creative Thinking and Chance Control Based on Type of Management**

There is a low, significant and negative relationship between pre scores of creative thinking and chance control among student teachers studying in government colleges ($r = -.249, p < .01$). There is a negligible, significant and negative relationship between post scores of creative thinking and chance control among student teachers studying in government colleges ($r = -.173, p < .05$).
The relationship between pre scores of creative thinking and chance control is negligible, not significant and negative among student teachers studying in aided colleges ($r = -.012$, $p > .05$). The relationship between post scores of creative thinking and chance control among student teachers studying in aided colleges is negligible, not significant and positive ($r = .048$, $p > .05$).

The relationship between pre scores of creative thinking and chance control is negligible not significant and negative among student teachers studying in unaided colleges ($r = -.032$, $p > .05$). The relationship between post scores of creative thinking and chance control among student teachers studying in unaided colleges is negligible, not significant and positive ($r = .014$, $p > .05$).

There is a low, significant and negative relationship between pre scores of creative thinking and chance control among student teachers studying in university colleges ($r = -.220$, $p < .01$). There is a negligible, significant and negative relationship between post scores of creative thinking and chance control among student teachers studying in university colleges ($r = -.186$, $p < .01$).

**6.3.9.3 Relationship between Creative Thinking and Powerful Others Control**

**6.3.9.3.1 Relationship between Creative Thinking and Powerful Others Control for the Total Sample**

The relationship between creative thinking and powerful others control is negligible but significant and negative among student teachers at secondary level for both pre and post scores ($r = -.097$, $p < .05$ and $r = -.083$, $p < .05$).
6.3.9.3.2 Relationship between Creative Thinking and Powerful Others Control

Based on Demographic variables

Relationship between Creative Thinking and Powerful Others Control Based on Educational Qualification

There is a negligible, significant and negative relationship between pre scores of creative thinking and powerful others control among undergraduate student teachers ($r = -.111$, $p < .05$). The relationship between post scores of creative thinking and powerful others control among undergraduate student teachers is negligible, not significant and negative ($r = -.084$, $p > .05$).

The relationship between creative thinking and powerful others control among postgraduate student teachers is negligible, not significant and negative for both pre and post scores ($r = -.083$, $p > .05$ and $r = -.085$, $p > .05$).

Relationship between Creative Thinking and Powerful Others Control Based on Marks Obtained in Qualifying Examination

There is a low, significant and negative relationship between pre scores of creative thinking and powerful others control among student teachers with below 60% marks ($r = -.246$, $p < .01$). The relationship between post scores of creative thinking and powerful others control is negligible, not significant and negative among student teachers with below 60% marks ($r = -.113$, $p > .05$).

The relationship between creative thinking and powerful others control is negligible, not significant and negative among student teachers with 60 - 80% marks for both pre and post scores ($r = -.064$, $p > .05$ and $r = -.085$, $p > .05$).
The relationship between creative thinking and powerful others control is negligible, not significant and negative among student teachers with above 80% marks for pre and post scores (r = -.009, p > .05 and r = -.040, p > .05).

**Relationship between Creative Thinking and Powerful Others Control Based on Optional Subject**

The relationship between creative thinking and powerful others control is negligible, not significant and negative among science student teachers for both pre and post scores (r = -.099, p > .05 and r = -.084, P > .05).

The relationship between pre scores of creative thinking and powerful others control among language student teachers is negligible, not significant and negative (r = -.079, p > .05). There is a negligible, significant and negative relationship between post scores of creative thinking and powerful others control among language student teachers (r = -.129, p < .05).

The relationship between creative thinking and powerful others control among social science student teachers is negligible, not significant and negative for both pre and post scores (r = -.118, p > .05 and r = -.025, p > .05).

**Relationship between Creative Thinking and Powerful Others Control Based on Locale of Institution**

There is a negligible, significant and negative relationship between pre scores of creative thinking and powerful others control among rural institution student teachers (r = -.129, p < .05). The relationship between post scores of creative thinking and powerful others control among rural institution student teachers is negligible, not significant and negative (r = -.078, p > .05).
The relationship between creative thinking and powerful others control among urban institution student teachers is negligible, not significant and negative for both pre and post scores \((r = -.073, p > .05 \text{ and } r = -.094, p > .05)\).

**Relationship between Creative Thinking and Powerful Others Control Based on Type of Management**

There is a negligible, significant and negative relationship between creative thinking and powerful others control among student teachers studying in government colleges for both pre and post scores \((r = -.187, p < .05 \text{ and } r = -.143, p < .05)\).

There is a negligible, significant and negative relationship between pre scores of creative thinking and powerful others control among student teachers studying in aided colleges \((r = -.178, p < .05)\). The relationship between post scores of creative thinking and powerful others control among aided college student teachers is negligible, not significant and positive \((r = .049, p > .05)\).

There is a negligible, significant and negative relationship between pre scores of creative thinking and powerful others control among student teachers studying in unaided colleges \((r = -.165, p < .05)\). The relationship between post scores of creative thinking and powerful others control is negligible, not significant and negative among unaided college student teachers \((r = -.097, p > .05)\).

The relationship between creative thinking and powerful others control is negligible not significant and negative among student teachers studying in university colleges for both pre and post scores \((r = -.132, p > .05 \text{ and } r = -.102, p > .05)\).
6.3.10 Influence of Teacher Education Programme on Relationship between Emotional Competence and Creative Thinking

6.3.10.1 Influence of Teacher Education Programme on Relationship between Emotional Competence and Creative Thinking for the Total Sample

The influence of teacher education programme on the relationship between emotional competence and creative thinking is not significant (CR = 1.497, \( p > .05 \)).

6.3.10.2 Influence of Teacher Education Programme on Relationship between Emotional Competence and Creative Thinking Based on Demographic Variables

Influence of Teacher Education Programme on Relationship between Emotional Competence and Creative Thinking Based on Educational Qualification

The influence of teacher education programme on relationship between emotional competence and creative thinking is not significant for undergraduate and postgraduate student teachers (CR = 1.733, \( p > .05 \) and CR = 0.400, \( p > .05 \)).

Influence of Teacher Education Programme on Relationship between Emotional Competence and Creative Thinking Based on Marks Obtained in Qualifying Examination

The influence of teacher education programme on relationship between emotional competence and creative thinking is not significant for student teachers with below 60%, 60 – 80% and above 80% marks (CR = 1.44, \( p > .05 \); CR=0.785, \( p > .05 \) and CR = 0.742, \( p > .05 \)).
6.3.11 Influence of Teacher Education Programme on Relationship between Emotional Competence and Locus of Control

6.3.11.1 Influence of Teacher Education Programme on Relationship between Emotional Competence and Individual Control
6.3.11.1.1 Influence of Teacher Education Programme on Relationship between Emotional Competence and Individual Control for the Total Sample

The influence of teacher education programme on the relationship between emotional competence and individual control is not significant (CR = 0.598, p > .05).

6.3.11.1.2 Influence of Teacher Education Programme on Relationship between Emotional Competence and Individual Control Based on Demographic Variables

Influence of Teacher Education Programme on Relationship between Emotional Competence and Individual Control Based on Educational Qualification

The influence of teacher education programme on relationship between emotional competence and individual control is not significant for undergraduate and postgraduate student teachers (CR = 0, p > .05 and CR = 0.935, p > .05).

Influence of Teacher Education Programme on Relationship between Emotional Competence and Individual Control Based on Marks Obtained in Qualifying Examination

The influence of teacher education programme on relationship between emotional competence and individual control is not significant for student teachers with below 60%, 60 – 80% and above 80% marks (CR = .09, p > .05; CR = 0.471, p > .05 and CR = 0.742, p > .05).

Influence of Teacher Education Programme on Relationship between Emotional Competence and Individual Control Based on Optional Subject

The influence of teacher education programme on relationship between emotional competence and individual control is not significant for science, language
and social science student teachers (CR = 1.190, p > .05; CR = 0.451, p > .05 and CR = 1.06, p > .05).

**Influence of Teacher Education Programme on Relationship between Emotional Competence and Individual Control Based on Locale of Institution**

The influence of teacher education programme on relationship between emotional competence and individual control is not significant for rural and urban institution student teachers (CR = 0, p > .05 and CR = 1.022 p > .05).

**Influence of Teacher Education Programme on Relationship between Emotional Competence and Individual Control Based on Type of Management**

The influence of teacher education programme on relationship between emotional competence and individual control is not significant for government, aided, unaided and university college student teachers (CR = 1.587, p > .05; CR = 0.396, p > .05; CR = .099, p > .05 and CR = 0.396, p > .05).

**6.3.11.2 Influence of Teacher Education Programme on Relationship between Emotional Competence and Chance Control**

**6.3.11.2.1 Influence of Teacher Education Programme on Relationship between Emotional Competence and Chance Control for the Total Sample**

Teacher education programme has a significant influence on the relationship between emotional competence and chance control (CR = 2.195, p < .05).
6.3.11.2.2 Influence of Teacher Education Programme on Relationship between Emotional Competence and Chance Control Based on Demographic Variables

Influence of Teacher Education Programme on Relationship between Emotional Competence and Chance Control Based on Educational Qualification

Influence of teacher education programme on relationship between emotional competence and chance control is not significant for undergraduate and postgraduate student teachers (CR = 1.33, p > .05 and CR = 1.87, p > .05).

Influence of Teacher Education Programme on Relationship between Emotional Competence and Chance control Based on Marks Obtained in Qualifying Examination

Influence of teacher education programme on relationship between emotional competence and chance control is not significant for student teachers with below 60%, 60 – 80% and above 80% marks (CR = 0.72, p > .05; CR = 1.413, p > .05 and CR = 1.139, p > .05).

Influence of Teacher Education Programme on Relationship between Emotional Competence and Chance Control Based on Optional Subject

The influence of teacher education programme on relationship between emotional competence and chance control is significant for science student teachers (CR = 1.984, p < .05) whereas it is not significant for language and social science student teachers (CR = .093, p > .05 and CR = 0.192, p > .05).
Influence of Teacher Education Programme on Relationship between Emotional Competence and Chance Control Based on Locale of Institution

The influence of teacher education programme on relationship between emotional competence and chance control is not significant for rural and urban institution student teachers ($CR = 1.315, p > .05$ and $CR = 1.716, p > .05$).

Influence of Teacher Education Programme on Relationship between Emotional Competence and Chance control Based on Type of Management

The influence of teacher education programme on relationship between emotional competence and chance control is not significant for government, aided, unaided and university college student teachers ($CR = 1.091, p > .05$; $CR = 0.496, p > .05$; $CR = 0.694, p > .05$ and $CR = 1.885, p > .05$).

6.3.11.3 Influence of Teacher Education Programme on Relationship between Emotional Competence and Powerful Others Control

6.3.11.3.1 Influence of Teacher Education Programme on Relationship between Emotional Competence and Powerful Others Control for the Total Sample

The teacher education programme has no significant influence on the relationship between emotional competence and powerful others control ($CR = 0.998, p > .05$).
6.3.11.3.2 Influence of Teacher Education Programme on Relationship between Emotional Competence and Powerful Others Control Based on Demographic Variables

Influence of Teacher Education Programme on Relationship between Emotional Competence and Powerful Others Control Based on Educational Qualification

The influence of teacher education programme on relationship between emotional competence and powerful others control is not significant for undergraduate and postgraduate student teachers (CR = 0.295, p > .05 and CR = 1.336, P > .05).

Influence of teacher education programme on Relationship between Emotional Competence and Powerful others control Based on Marks Obtained in Qualifying Examination

The influence of teacher education programme on relationship between emotional competence and powerful others control is not significant for student teachers with below 60%, 60 – 80% and above 80% marks (CR = 0.360, p > .05; CR = 0.319, p > .05 and CR = 1.319, p > .05).

Influence of Teacher Education Programme on Relationship between Emotional Competence and Powerful Others Control Based on Optional Subject

The influence of teacher education programme on relationship between emotional competence and powerful others control is not significant for science, language and social science student teachers (CR = 1.455, p > .05; CR = 0.451, p > .05 and CR = 0.867, p > .05).
Influence of Teacher Education Programme on Relationship between Emotional Competence and Powerful Others Control Based on Locale of Institution

The influence of teacher education programme on relationship between emotional competence and powerful others control is not significant for rural and urban institution student teachers (CR = 0.812, p > .05 and CR = 0.584, p > .05).

Influence of Teacher Education Programme on Relationship between Emotional Competence and Powerful Others Control Based on Type of Management

The influence of teacher education programme on relationship between emotional competence and powerful others control is not significant for government, aided and unaided college student teachers (CR = 0.496, p > .05; CR = 0.893, p > .05 and CR = 0.198, p > .05) whereas it is significant for university college student teachers (CR = 3.175, p < .05).

6.3.12 Influence of Teacher Education Programme on Relationship between Creative Thinking and Locus of Control

6.3.12.1 Influence of Teacher Education Programme on Relationship between Creative Thinking and Individual Control

6.3.12.1.1 Influence of Teacher Education Programme on Relationship between Creative Thinking and Individual Control for the Total Sample

The influence of teacher education programme on the relationship between creative thinking and individual control is significant (CR = 2.665, p < .05).

6.3.12.1.2 Influence of Teacher Education Programme on Relationship between Creative Thinking and Individual Control Based on Demographic Variables
Influence of Teacher Education Programme on Relationship between Creative Thinking and Individual Control Based on Educational Qualification

The influence of teacher education programme on relationship between creative thinking and individual control is significant for undergraduates (CR = 2.128, p < .05) and not significant for postgraduate student teachers (CR = 1.603, p > .05).

Influence of Teacher Education Programme on Relationship between Creative Thinking and Individual Control Based on Marks Obtained in Qualifying Examination

The influence of teacher education programme on relationship between creative thinking and individual control is not significant for student teachers with below 60% and above 80% marks (CR = 1.260, p > .05 and CR = .016, p > .05) and significant for student teachers with 60-80% marks (CR = 2.778 p < .01).

Influence of Teacher Education Programme on Relationship between Creative Thinking and Individual Control Based on Optional Subject

The influence of teacher education programme on relationship between creative thinking and individual control is significant for science student teachers (CR = 1.997, p < .05) where as it is not significant for language and social science student teachers (CR = 1.851, p > .05 and CR = .055, p > .05).

Influence of Teacher Education Programme on Relationship between Creative Thinking and Individual Control Based Locale of Institution

The influence of teacher education programme on relationship between creative thinking and individual control is significant for rural institution student teachers (CR = 2.289, p < .05) whereas it is not significant for urban institution students (CR = 1.315, p > .05).
Influence of Teacher Education Programme on Relationship between Creative Thinking and Individual Control Based on Type of Management

The influence of teacher education programme on relationship between creative thinking and individual control is not significant for government, aided, unaided and university college student teachers (CR = 0.188, p > .05; CR = 0.992, p > .05; CR = 1.905, P > .05 and CR = 1.637, p > .05).

6.3.12.2 Influence of Teacher Education Programme on Relationship between Creative Thinking and Chance Control

6.3.12.2.1 Influence of Teacher Education Programme on Relationship between Creative Thinking and Chance Control for the Total Sample

The teacher education programme has no significant influence on the relationship between creative thinking and chance control (CR = 0.998, p > .05).

6.3.12.2.2 Influence of teacher education programme on Relationship between Creative Thinking and Chance Control Based on Demographic Variables

Influence of teacher education programme on Relationship between Creative Thinking and Chance Control Based on Educational Qualification

The influence of teacher education programme on relationship between creative thinking and chance control is not significant for undergraduates and postgraduates student teachers (CR = 1.330, p > .05 and CR = 0.276, p > .05).
Influence of Teacher Education Programme on Relationship between Creative Thinking and Chance Control Based on Marks Obtained in Qualifying Examination

The influence of teacher education programme on relationship between creative thinking and chance control is not significant for student teachers with below 60%, 60 – 80% and above 80% marks (CR = 1.44, p > .05; CR = 0.314, p > .05 and CR = 0.577, p > .05).

Influence of Teacher Education Programme on Relationship between Creative Thinking and Chance Control Based on Optional Subject

The influence of teacher education programme on relationship between creative thinking and chance control is not significant for science, language and social science student teachers (CR = 0.926, p > .05; CR = 0.112, p > .05 and CR = 0.771, p > .05).

Influence of Teacher Education Programme on Relationship between Creative Thinking and Chance Control Based on Locale of Institution

The influence of teacher education programme on relationship between creative thinking and chance control is not significant for rural and urban institution student teachers (CR = 1.219, p > .05 and CR = 0.438, p > .05).

Influence of Teacher Education Programme on Relationship between Creative Thinking and Chance Control Based on Type of Management

The influence of teacher education programme on relationship between creative thinking and chance control is not significant for government, aided, unaided and university college student teachers (CR = 0.893, p > .05; CR = 0.595, p > .05; CR = 0.456, p > .05 and CR = 0.297, p > .05).
6.3.12.3 Influence of Teacher Education Programme on Relationship between Creative Thinking and Powerful Others Control

6.3.12.3.1 Influence of Teacher Education Programme on Relationship between Creative Thinking and Powerful Others Control for the Total Sample

Teacher education programme has no significant influence on the relationship between creative thinking and powerful others control (CR = 0.199, p > .05).

6.3.12.3.2 Influence of Teacher Education Programme on Relationship between Creative Thinking and Powerful Others Control Based on Demographic Variables

Influence of Teacher Education Programme on Relationship between Creative Thinking and Powerful Others Control Based on Educational Qualification

The influence of teacher education programme on relationship between creative thinking and powerful others control is not significant for undergraduate and postgraduate student teachers (CR = 0.443, p > .05 and CR = 0.133, P > .05).

Influence of Teacher Education Programme on Relationship between Creative Thinking and Powerful Others Control Based on Marks Obtained in Qualifying Examination

The influence of teacher education programme on relationship between creative thinking and powerful others control is not significant for student teachers with below 60%, 60 – 80% and above 80% marks (CR = 1.350, p > .05; CR = 0.471, p > .05 and CR = 0.247, p > .05).
Influence of Teacher Education Programme on Relationship between Creative Thinking and Powerful Others Control Based on Optional Subject

The influence of teacher education programme on relationship between creative thinking and powerful others control is not significant for science, language and social science student teachers (CR = 0.132, p > .05; CR = 0.564, p > .05 and CR = 0.867, p > .05).

Influence of Teacher Education Programme on Relationship between Creative Thinking and Powerful Others Control Based on Locale of Institution

The influence of teacher education programme on relationship between creative thinking and powerful others control is not significant for rural and urban institution student teachers (CR = 0.667, p > .05 and CR = 0.292, p > .05).

Influence of Teacher Education Programme on Relationship between Creative Thinking and Powerful Others Control Based on Type of Management

The influence of teacher education programme on relationship between creative thinking and powerful others control is not significant for government, unaided and university college student teachers (CR = 0.496, p > .05; CR = 0.793, p > .05 and CR = 0.793, p > .05) and it is significant for aided college student teachers (CR = 2.252, p < .05).

6.4 TENABILITY OF HYPOTHESES

The first hypothesis “there is no significant difference in the emotional competence of student teachers based on relevant demographic variables such as educational qualification, marks obtained in qualifying examination, optional subject, locale of institution and type of management” is partially accepted based on the findings of the study.
The second hypothesis “there is no significant difference in creative thinking of student teachers based on relevant demographic variables such as educational qualification, marks obtained in qualifying examination, optional subject, locale of institution and type of management” is partially accepted based on the findings of the study.

The third hypothesis “there is no significant difference in the locus of control of student teachers based on relevant demographic variables such as educational qualification, marks obtained in qualifying examination, optional subject, locale of institution and type of management” is partially accepted based on the findings of the study.

The fourth hypothesis “Teacher education programme has a significant influence on the emotional competence of student teachers at secondary level for the total sample and relevant demographic variables” is partially accepted based on the findings of the study.

The fifth hypothesis “teacher education programme has a significant influence on the creative thinking of student teachers at secondary level for the total sample and relevant demographic variables” is partially accepted based on the findings of the study.

The sixth hypothesis “teacher education programme has a significant influence on the locus of control of student teachers at secondary level for the total sample and relevant demographic variables” is partially accepted based on the findings of the study.

The seventh hypothesis “there are significant relationships among emotional competence, creative thinking and locus of control of student teachers at secondary
level for the total sample and relevant demographic variables” is partially accepted based on the findings of the study.

The eighth hypothesis “teacher education programme has a significant influence on relationships among emotional competence, creative thinking and locus of control of student teachers at secondary level for the total sample and relevant demographic variables” is partially accepted based on the findings of the study.

6.5 IMPLICATIONS OF THE STUDY

The present study tried to find out whether teacher education programme has any significant influence on emotional competence, creative thinking and locus of control of student teachers at secondary level. Student teachers are expected to develop high emotional competence, creative thinking and proper locus of control during the teacher education programme. The analysis of data collected at the beginning phase shows that most of the student teachers possess average emotional competence, creative thinking chance control and powerful others control, whereas individual control is high among most of the student teachers. There is a need to implement programmes that helps to develop these qualities of student teachers to the maximum as they are important for a teacher to deliver his or functions effectively.

The present study revealed that the emotional competence, individual control and powerful others control of student teachers comes down at the end phase of teacher education programme. The change in emotional competence and individual control may be due to the stress experienced by student teachers due to the increase in workload and examinations at the end phase of teacher education programme. The creative thinking of student teachers shows an enhancement at the end phase, whereas
chance control shows no significant difference. Teacher education influences the relationship between emotional competence and chance control as well as creative thinking and individual control. The basis of such changes needs further evaluation and development of strategies based on it. This is much important as teacher education programme aims in the production of competent teachers who has to rear future generation of our country. At this point the investigator suggests the following implications on the light of the findings of the present study.

1. The curriculum of teacher education programme should be designed and structured by incorporating the elements for developing emotional competence, creative thinking and proper locus of control among student teachers.

2. Teacher education institutions should conduct programmes to develop emotional competence, creative thinking and proper locus of control among student teachers.

3. Include the strategies to develop emotional competence, creative thinking and proper locus of control in the orientation programmes for teacher educators.

4. Arrange co-curricular activities which enhance emotional competence, creative thinking and proper locus of control among student teachers.

5. Develop a system to monitor the changes happening in student teachers in regular intervals and to take necessary action based on it.

6. Incorporate the elements of developing emotional competence, creative thinking and proper locus of control in the courses for preparing future teacher educators.
7. The duration of teacher education programme should be extended for the effective implementation of strategies that helps to incorporate desirable behavior changes in student teachers.

SUGGESTIONS FOR FURTHER RESEARCH

The present study was confined to find out the influence of teacher education programme on emotional competence, creative thinking and locus of control of student teachers at secondary level in Kerala. Several problems arise in the mind of an investigator during the execution of a particular study which may lead to further investigation to derive new findings. Based on the experiences from the present study the investigator presents following suggestions for further research.

1. The present study can be conducted on other levels of teacher education programmes.

2. A strategy for enhancing emotional competence, creative thinking and proper locus of control among student teachers at different levels can be developed.

3. A study can be conducted to find out the influence of teacher education programme on other relevant psycho-social variables.

4. A similar study can be conducted to a wider sample to get more generalisable findings.

5. The role of teacher educators in enhancing emotional competence, creative thinking and proper locus of control among student teachers at different levels can be studied.

6. The relationship of variables selected for the present study with other relevant psycho-social variables can be studied.
7. A study can be conducted to find out the influence of emotional competence, creative thinking and locus of control on teacher effectiveness.

8. A study that monitors the behavioural changes among student teachers at different phases of teacher education programme can be done to get more precise results.

9. A study can be conducted to find out the correlates of teacher education programme which influences emotional competence, creative thinking and locus of control.