CHAPTER VI

SUMMARY, MAJOR FINDINGS, CONCLUSIONS, EDUCATIONAL IMPLICATIONS AND SUGGESTIONS FOR FURTHER RESEARCH
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SUMMARY, MAJOR FINDINGS, CONCLUSIONS, EDUCATIONAL IMPLICATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

This chapter deals with the summary, major findings, conclusions, educational implications and suggestions for further research.

6.1 SUMMARY

Teachers play an important role in moulding the lives and careers of students and through them the destiny of the Nation. It is they who develop in their pupils, the qualities to lead disciplined lives with a spirit of service. Reverence for teachers is a part of our tradition. Their responsibility is beyond imparting the knowledge and training the mind. A complete human being is the product of a good education, both in home and in school.

Teachers are saviours of the society and redeemers of the race. It is in this respect, the role of the teachers, acquires significance in shaping the society and in bringing revolutionary changes in the development of the country. So the teachers are held in high esteem and respect.

Dr. Radha Krishnan, himself as a teacher said ‘An ordinary teacher teaches; An average teacher explains; A good teacher demonstrates, but A great teacher inspires’

Dr. Radha Krishnan’s life as a teacher inspired every one and he has been a shining example to prove that a teacher can rise to the expected heights in life. A teacher should love his profession and develop right type of attitude and zeal towards the profession. Half hearted teachers are as bad as half baked bread. The paramount duty of a teacher is to disseminate learning and impart correct information to the students.

Teaching is an important part of the process of Education. Its Special Function is to impart knowledge, develop understanding and skill. Teaching is usually associated with 3 R’s i.e. Reading, Writing and Arithmetic – imparting knowledge of school subjects. Education on the other hand, has a wider connotation in terms 7R’s i.e.,
Reading, Writing, Arithmetic (denoting school subjects) and Rights, Responsibilities, Relationships and Recreation.

Teaching is a relationship which is established among three focal points in Education; the teacher, the student and the subject matter. Teaching is the process by which the teacher brings the student and the subject matter together. The teacher and the taught are active, the former in teaching and the latter in learning.

Modern Teaching is not a mechanical process. It is exacting and intricate as well. Teaching is not telling and testing. Teaching is the complex art of guiding students through a variety of selected experiences towards the attainment of appropriate teaching learning goals.

Academic achievement has been playing an important role since formal education decides the level of learning of different students in different subjects of all classes. Achievement can be defined as total marks or score obtained by a student in a particular subject. Achievement differs from student to student and from subject to subject. Factors for this difference also vary from person to person. Various factors play their role for this difference in the achievement. It has been observed that in subjects like mathematics, science and English, the achievement is considerably low; when compared to the other subjects, in the case of majority of students at secondary level, due to various factors.

6.1.1 Introduction

Teaching is a spiritual process; in which one mind projects itself into another depending on the personal force of the teacher. As the teacher is to guide the pupils by his example as well as by his percept, he must possess certain definite qualities. The best teachers are those who have certain natural qualifications for the job.

The teaching profession should be an intellectual, a learning and practical activity. A strong, secure and effective profession of teaching is essential to build up public intelligence and to solve the social problems. Teachers who commit themselves to the profession and who have knowledge, devotion and sacrifice can only build teaching profession.
The teaching profession occupies a position of public trust involving not only the individual teacher's personal conduct but also the interaction of the school and the community. He should perform the duties of citizens and participate in community activities. He has to discuss controversial issues from an object point of view keeping the class from partisan opinions.

Teaching is an art and many are trained in this art. Anybody can become a teacher, but everybody cannot become an effective teacher. A comprehensive teacher education programme may help in producing quality of teachers. At present the colleges of education are given responsibility of providing in-service training at secondary level. Hence, there is every need to look into the status of B.Ed institutions from various angles and to study the achievement in relation to their intelligence, values and personality and some other demographic variables.

6.1.2 Statement of the problem

The present study is concerned with the finding out the effect of various psycho-sociological and demographic variables on the achievement in B.Ed. students, comprising of three regions viz. Telangana, Coastal Andhra and Rayalaseema. It examines the achievement of B.Ed. students of the colleges belonging to the above regions. It establishes the relationship between the various psycho-sociological and demographical variables and other variables namely values, intelligence, attitude towards teaching profession, personality factors, and socio-economic status of the students and achievement of B.Ed. students. It also predicts academic achievement with the help of different sets of psycho-sociological variables / independent variables.

6.1.3 Title of the problem

The title of the present study is stated as “A Study of Academic Achievement of B.Ed. Students in relation to Values, Attitude towards Teaching Profession and other Variables”.

6.1.4 Need for the study

In olden days, the system of education was totally different from that of the present day system. The teacher and the taught lived together and they had devoted their
entire time for studies exclusively. Now things have changed, as civilization improved and with the explosion of knowledge, the life style of people is changed beyond imagination.

The society has come under the impact of science and technology and as a result of which, there are many means and sources of learning. Various psychological theories came into existence, which have their impact on methods of teaching. Both the teachers and students have to adopt new methods of teaching and efficient procedures of learning.

Academic achievement is of paramount importance, particularly in the present socio-economic and cultural contexts. There is a need to identify the psycho-sociological factors, which influence the academic achievement of B.Ed. students, in order to draw conclusions and suggest remedial measures and to improve appropriate skills. It is rather interesting to know which of the variables of personality, socio-economic status, socio-demographic etc contribute to the academic achievement.

Though there are considerable studies on the academic achievement in relation to sociological and psychological factors at higher level, very few studies are found particularly in B.Ed. students. The present investigation is to find the relationship between achievement in B.Ed. and socio-psychological factors and also to predict the achievements in B.Ed. with the help of various independent variables. The main aim of present study is to predict the multiple effects of independent variables on the academic achievement and further to suggest suitable regression equations in the prediction of academic achievement of B.Ed. students.

The above crucial conditions lead the investigator to make an attempt in this area of academic achievement in relation to various psycho-sociological factors.

The title of the present study is, "A Study of Academic Achievement of B.Ed. Students in relation to Values, Attitude towards Teaching Profession and other Variables".
6.1.5 Purpose of the study

The present study aims at investigating the influence on the academic achievement of B.Ed. students in relation to certain Psycho-Sociological variables. The purpose of the study is an attempt to answer the following aspects.

1. Whether there is any significant influence of main effects namely; Region, Management and Gender and their interaction effects on the academic achievement of B.Ed. students?

2. Whether there is any influence of values on the academic achievement of B.Ed. students?

3. Whether there is any influence of intelligence on the academic achievement of B.Ed. students?

4. Whether there is any effect of attitude towards teaching profession on the academic achievement of B.Ed. students?

5. Whether there is any impact of 16 personality factors on the academic achievement of B.Ed. students?

6. Whether there is any impact of Socio - Economic status on the academic achievement of B.Ed. students?

7. Whether there is any influence of Socio - Demographic variables on the academic achievement of B.Ed. students?

8. Whether it is possible to predict academic achievement of B.Ed. students with the help of Psycho - Sociological factors?

6.1.6 Scope of the study

The main intention of the study is to find the academic achievement of the B.Ed. students with values, intelligence, attitude towards teaching profession, personality factors, socio - economic status, socio - demographic variables. Objective achievement test (OAT) is to measure the achievement of B.Ed. students, the values, intelligence,
attitude towards teaching profession, personality, socio – economics status and socio – demographic scale are measured by using the relevant instruments.

The study attempted to predict the achievement of B.Ed. students with the help of different psycho – sociological variables.

6.1.7 Objectives of the study

The study has been designed with the following specific objectives.

1. To know the achievement of B.Ed. students.

2. To study the influence of Region, Management and Gender on the academic achievement of B.Ed. students.

3. To study the influence of values on the academic achievement of B.Ed. students.

4. To study the influence of intelligence on the academic achievement of B.Ed. students.

5. To study the influence of attitude towards teaching profession on the academic achievement of B.Ed. students.

6. To study the influence of 16 personality factors on the academic achievement of B.Ed. students.

7. To study the influence of socio – economic status on the academic achievement of B.Ed. students.

8. To establish the relationship of academic achievement of B.Ed. students with the socio – demographic variables.

9. To predict the academic achievement of B.Ed. students with the help of socio -demographic variables and psychological factors.

10. To predict the academic achievement of B.Ed. students with the help of all independent variables in the investigation.
6.1.8 Hypotheses of the study

In the light of the above objectives, the following major null hypotheses have been set up for the purpose of this investigation.

1. All the B.Ed. students would not have the same academic achievement.

2. Region, Management and Gender would not have significant influence on the academic achievement of B.Ed. students.

3. There would not be significant influence of values on the academic achievement of B.Ed. students.

4. There would not be significant influence of intelligence on the academic achievement of B.Ed. students.

5. There would not be significant influence of attitude towards teaching profession on the academic achievement of B.Ed. students.

6. There would not be significant influence of personality factors on the academic achievement of B.Ed. students.

7. There would not be significant influence of socio-economic status on the academic achievement of B.Ed. students.

8. There would not be significant influence of socio-demographic variables on the academic achievement of B.Ed. students.

9. It would not be possible to predict the academic achievement of B.Ed. students with the help of socio-demographic variables and psychological variables.

10. It would not be possible to predict the academic achievement of B.Ed. students with the help of all independent variables.
6.1.9 Variables studied

The following variables were taken into consideration in this study.

Dependent variable

Academic achievement

Independent variables

1. Psychological Variables

Psychological variables like

1. Values
   Religious value, Social value, Democratic value, Aesthetic value, Economic value, Knowledge value, Hedonistic value, Power value, Family Prestige value, Health value, Total values

2. Intelligence

3. Attitude towards teaching profession

4. Cattell's 16 personality factors (Form 'C')

2. Socio-Demographic variables

Socio-Demographic variables like

Region, Management, Gender, Caste, Locality, Marital status, Educational qualification, Methodology, Type of the Family, Age, Annual Income of the Family, Father Education, Father Occupation, Mother Education, Mother Occupation, Number of children in the family, Number of members in the Family, Socio-Economic Status.

Total numbers of variables in the investigation are 1 dependent variable and 47 independent variables.
6.1.10 Methods of study

The investigator following the scientific principles and procedures of test construction developed a preliminary objective test with 250 multiple choice questions with the help of senior lecturers for the use of pilot study. The preliminary form is standardized following the method described by Garrett (1973) from pages 365 – 368 and after deleting fifty questions, a final objective achievement test (OAT) paper is prepared with two hundred (200) multiple choice questions carrying one mark each. A questionnaire is prepared to collect the necessary information about the pupils regarding their personal characteristics, home background and socio – economic conditions of the family. Cattel’s 16 Personality Questionnaire is used to collect the information regarding the personality characteristics of the students of the sample. Sherry and Varma’s (1996) Personal values questionnaire is adopted to measure the values of B.Ed. students. Raven, J.C. (1950) intelligence test (RPM) is adopted to measure the Intelligence. Manchala, C. (2007) teacher attitude inventory (TAI) is adopted to measure the attitude towards teaching profession and Aaron, P.G., Marihal, V.G. and Malathisa, R.N. (1974) socio- economic status scale is adopted to measure the socio- economic status of B.Ed. students.

A sample of 1200 students representing all categories of students is selected by following the standardized procedures. The necessary data are collected in a planned way and are analyzed using appropriate statistical techniques and the results are interpreted accordingly.

6.1.11 Tools used

The following tools used in the present study are shown here:

1. Objective Achievement Test (OAT)

To measure the achievement of the students, the Objective Achievement Test prepared and standardized by the investigator.
2. Personal values questionnaire

To measure the values of B.Ed. students, the personal values questionnaire developed by Sherry and Varma (1996) was adopted.

3. Raven's standard Progressive Matrices (R.P.M.) Scale

To measure the intelligence of the students, the Standard Progressive Matrices prepared and standardized by Raven, J. C. (1950) was adopted.

4. Cattell's 16 personality factors (16 PF), Form - 'C'

To measure the personality traits of the students, Cattell's 16 personality factors (16 PF), Form - 'C' prepared and standardized by Cattell (1969) was adopted.

5. Teacher's Attitude Inventory

To measure the attitude towards teaching profession of the B.Ed. students, Teacher's Attitude Inventory prepared and standardized by Manchala, C. (2007) was adopted.

6. Socio - Economic Status (S.E.S) scale

To measure the Socio - economic status of the students, socio - economic status scale prepared and standardized by Aaron, P. G., Marihal, V.G. and Malathisa, R.N. (1974) was adopted.

7. Socio - Demographic Scale

Socio - Demographic Scale is developed by the investigator to measure the socio - demographic variables.

6.1.12 Sample selected

After the construction, standardization and adoption of all the test tools, the investigator has planned for the selection of the sample for the final study. The sample for the investigation consisted of 1200 B.Ed. college students. The stratified random sampling was applied in three stages. Geographically Andhra Pradesh state is divided into three regions namely Telangana, Rayalaseema and Coastal. Three districts in each region was selected at random. Warangal, Ranga Reddy and Hyderabad districts are
taken from Telangana region, Chittoor, Kurnool and Kadapa districts are taken from Rayalaseema region and Vishakapatnam, Guntur and West Godavari districts are taken from Coastal region. In the next stage two colleges in each district were selected (one Government and one Private college). In the next stage 100 male and 100 female B.Ed. students from colleges. In total 600 male and 600 female students included in this study. It is a 3X2X2 factorial design with 1200 sample subjects

6.1.13 Collection of data and analysis

Having selected the colleges, following stratified random sampling method, the investigator consulted the heads of institutions selected, personally and explained them, the purpose of the test and took their permission for holding the test. The test dates for different colleges were intimated sufficiently in advance. The students were thoroughly motivated for the tests and they were given proper instructions for answering the different sets of test tools. The investigator visited all the colleges personally, as decided and intimated earlier. In the morning session, the sets of socio-demographic scale, personal values questionnaire, teacher attitude inventory, Cattell 16 PF questionnaire, intelligence and socio-economic status are given to the students and with the help of lecturers of concerned colleges, the tests are administrated. In the afternoon session, the OAT paper is given to the students. Thorough inspection is made with the help of concerned college lecturers, when the students are answering the different test tools. The students who attended the college on the day of collection of data are considered for the purpose of investigation. All the data gathering instruments are collected from the students and they are evaluated following the weightages given by the test constructing authorities concerned. All the collected data are given for statistical analysis. Scoring is done as already explained in the preceding pages, under each tool. The data on each variable is properly coded to suit for computer analysis.

6.1.14 Statistical analysis

On the basis of the objectives of the investigation, statistical analysis is carried out by employing appropriate statistical techniques. Frequency distribution tables, on the academic achievement are prepared for the total sample, for different managements, for
male students, female students, for different localities and castes. Measures of central tendency, measures of dispersion, skewness, kurtosis, co-efficient of variation and standard error of mean are computed and used wherever necessary. The inferential statistical techniques like ‘T’ test and ‘F’ tests are employed to test the different Hypotheses. Multiple “R” is computed by carrying out, step – wise regression analysis to find out, whether it would be possible to predict academic achievement of B.Ed. students. The obtained numerical values are adumbrated by graphical representations. For dividing the groups, quartile values and stem values are used wherever necessary. Sufficient numbers of tables are prepared.

For Statistical Formulae, the Following text Books were consulted:

- “Statistical Methods for research workers” by Fisher (1950).

The significant levels employed with respective symbols are given here under:

** Indicates significant at 0.01 level

* Indicates Significant at 0.05 level

@ Indicates in-significant at 0.05 level
6.2. MAJOR FINDINGS OF THE STUDY

The statistical treatment of the data reveals the following major findings of the study.

6.2.1 Distribution characteristics of academic achievement scores

1. The mean, median and mode values are 58.09, 59.00 and 62.00. The value of skewness is 0.148 and kurtosis is 1.362. For normal distribution the value of skewness is 0.00 and kurtosis is 3.00. Hence the frequency distribution is positively skewed and lepto kurtic. It implies that the scores are massed at the low left end of the scale and are spread out gradually towards high right end of the scale. The distribution is high peaked than the normal distribution. On the whole the performance of the B.Ed. students is good, because mean achievement is greater than 50 percent.

2. The mean performance of Coastal Andhra (61.71) and Telangana (60.95) students is almost equal where as the performance of Rayalaseema (51.61) students is less than Coastal Andhra and Telangana students. The standard deviation of the achievement scores of Coastal Andhra (9.59) and Rayalaseema (9.39) students is almost equal where as the Telangana (7.33) students is less than Coastal Andhra and Rayalaseema students. The value of skewness is positive for all distributions. It implies that the scores are massed at low/ left end of the scale and are spread out gradually towards the high/ right end of the scale. The values of kurtosis for Telangana, Coastal Andhra and Rayalaseema students are 0.476, 3.090 and -0.369 respectively. Hence the distributions of achievement scores for telangana and rayalaseema students are slightly lepto kurtic and Coastal Andhra students are platy kurtic.

3. The students studying in private colleges have better achievement than the students of Government colleges. The standard deviation of the achievement scores in Private colleges is more than Government colleges. The value of skewness is negative for Government colleges and the value of skewness is positive for Private colleges. It implies that the Government college students...
scores are massed at high / right end of the scale and are spread out gradually towards the low / left end of the scale and Private college students scores are massed at low/left end of the scale and are spread out gradually towards the high / right end of the scale. All the distributions of achievement scores are leptokurtic.

4. The mean of male students is 59.19 and that of female students is 59.99. Hence the female students' performance is slightly better than male students. The standard deviations of achievement scores of both female and male students are almost equal (10.20 and 9.57 respectively). The value of skewness is negative for male students and the value of skewness is positive for female distributions. It implies that the male scores are massed at high/right end of the scale and are spread out gradually towards the low/ left end of the scale and female scores are massed at low / left end of the scale and are spread out gradually towards the high/ right end of the scale. The values of kurtosis for female and male students are -0.089 and 2.862 respectively. Hence the distributions of achievement scores are slightly leptokurtic for both the groups.

5. The mean academic achievement for the students of Coastal Andhra is the highest (61.71) among all the groups and the lowest (51.61) for the students of Rayalaseema region. The standard deviation of achievement scores for the students of Private colleges is the highest (10.66) among all the groups and the lowest (7.33) for the students of Telangana region. The value of skewness for the Government students is negatively skewed, it implies that scores are massed at high/right end of the scale and are spread out gradually towards the low / left end of the scale and remaining groups are positively skewed, it implies that the scores are massed at low/ left end of the scale and are spread out gradually towards the high/ right end of the scale. The value of kurtosis for Coastal Andhra is platykurtic remaining all the distributions of achievement scores are leptokurtic.

6.2.2 Factorial designs

6. There is significant influence of region at 0.01 level on the academic achievement of B.Ed. students.
7. There is significant influence of management at 0.01 level on the academic achievement of B.Ed. students.

8. There is significant influence of gender at 0.01 level on the academic achievement of B.Ed. students.

9. There is significant interaction effect of region Vs gender 0.01 level on the academic achievement of B.Ed. students.

10. There is significant interaction effect of management Vs gender at 0.01 level on the academic achievement of B.Ed. students.

11. There is significant interaction effect of region Vs management Vs gender at 0.01 level on the academic achievement of B.Ed. students.

12. There is significant influence of caste at 0.01 level and OC Vs BC and BC Vs SC at 0.05 level on the academic achievement of B.Ed. students.

13. There is significant influence of student educational qualification at 0.01 level on the academic achievement of B.Ed. students.

14. There is significant influence of methodology at 0.01 level, mathematics Vs biology and social, physics Vs biology and social and social Vs English at 0.01 level and biology Vs English at 0.05 level on the academic achievement of B.Ed. students.

15. There is significant influence of type of the family at 0.01 level on the academic achievement of B.Ed. students.

16. There is significant influence of age at 0.01 level, up to 21 years Vs 21 – 25 years and 21 – 25 years Vs above 25 years at 0.01 level on the academic achievement of B.Ed. students.
17. There is significant influence of annual income of the family at 0.01 level, up to 
Rs. 25000/- Vs Rs. 25001/- to Rs. 70000/- and Rs. 25000/- Vs above Rs. 70000/- 
at 0.01 level on the academic achievement of B.Ed. students.

18. There is significant influence of father occupation at 0.01 level, unemployed 
fathers Vs labour fathers and unemployed fathers Vs fathers of high school 
teacher / technician / equal cadre employees and fathers of high Government 
official / land lord / professor at 0.01 level on the academic achievement of B.Ed. 
students.

19. There is significant influence of mother occupation at 0.01 level on the academic 
achievement of B.Ed. students.

20. There is significant influence of number of children in the family at 0.01 level, 
two children Vs three children and two children Vs four and above children at 
0.01 level on the academic achievement of B.Ed. students.

21. There is significant influence of number of members in the family at 0.01 level, 
four members Vs six and above members and five members Vs six and above members at 0.05 
level on the academic achievement of B.Ed. students.

22. There is significant influence of socio – economic status at 0.01 level, (Group – I 
Vs Group – II and Group – I Vs Group – III) 25 Vs 26 to 55 and 25 Vs 56 and 
above at 0.01 level on the academic achievement of B.Ed. students.

6.2.4 The impact of psychological factors on the academic achievement of B.Ed. 
students

23. There is significant influence of democratic value, knowledge value and family 
prestige value at 0.01 level on the academic achievement of B.Ed. students.

24. There is significant influence of intelligence at 0.01 level, Group – I Vs Group – 
II and Group – II Vs Group – III at 0.01 level on the academic achievement of 
B.Ed. students.
25. There is significant influence of attitude towards teaching profession at 0.01 level, Group – I Vs Group – III and Group – II Vs Group – III at 0.01 level on the academic achievement of B.Ed. students.


6.2.5 Step - Wise Multiple Regression - Analysis

27. There are 7 steps in this regression analysis. The summaries of the last step (7) of step - wise multiple regression analysis with academic achievement test score as dependent variable and eighteen (1 – 18) socio - demographic variables as independent variables is the value of $R^2$ is 0.218. This shows that these seven variables put together could explain 21.80 percent of variance in the dependent variable (AAS). The regression equation at the end of 7th step could be written as;

$$AAS = 62.246 + (-4.820) \times (R) + (1.975) \times (NMF) + (-2.262) \times (G) + (1.491) \times (AIF) + (-1.099) \times (NCF) + (1.135) \times (M) + (1.096) \times (CO).$$

From the above discussion, it is clear that the multiple regression equation at the end of 7th step would be to predict AAS. Hence it is concluded that academic achievement score could best be predicted with the help of Region, Number of members in the family, Gender, Annual income of the family, Number of children in the family, Management and Caste among the 18 (1 – 18) socio - demographic variables.

28. There are 9 steps in this regression analysis. The summaries of the last step (9) of step - wise multiple regression analysis with academic achievement test score as dependent variable and 29 (19 – 47) psychological variables as independent variables is the value of $R^2$ is 0.171. This shows that these seven variables put
together could explain 17.10 percent of variance in the dependent variable (AAS). The regression equation at the end of 9th step could be written as:

$$\text{AAS} = 61.502 + (-2.548) (\text{TAI}) + (-1.667) (\text{DV}) + (1.160) (\text{PFF}) + (1.370) (\text{PFC}) + (1.131) (\text{PFA}) + (-1.254) (\text{PFB}) + (0.844) (\text{HV}) + (-0.892) (\text{PV}) + (0.927) (\text{PFQ2})$$

From the above discussion, it is clear that the multiple regression equation at the end of 9th step would be to predict AAS. Hence it is concluded that academic achievement score could best be predicted with the help of attitude towards teaching profession, democratic value, personality factor – F, personality factor – C, personality factor – A, personality factor – B, hedonistic value, power value and personality factor – Q2, among the 29 (24 – 52) psychological variables.

29. There are 8 steps in this regression analysis. The summaries of the last step (8) of step-wise multiple regression analysis with academic achievement test score as dependent variable and 47 (1 – 47) all independent variables is the value of $R^2$ is 0.234. This shows that these eight variables put together could explain 23.40 percent of variance in the dependent variable (AAS). The regression equation at the end of 8th step could be written as:

$$\text{AAS} = 71.768 + (-4.117) (\text{R}) + (-1.727) (\text{I}) + (1.375) (\text{AIF}) + (-1.996) (\text{G}) + (1.414) (\text{NMF}) + (-0.950) (\text{NCF}) + (-0.802) (\text{HV}) + (-0.802) (\text{SV})$$

From the above discussion, it is clear that the multiple regression equation at the end of 8th step would be to predict AAS. Hence it is concluded that academic achievement score could best be predicted with the help of region, intelligence, annual income of the family, gender, number of members in the family, number of children in the family, hedonistic value and social value among all the 47 (1 – 47) independent variables.

6.3 CONCLUSIONS

In the light of the findings presented in preceding pages, the following conclusions are drawn.
1. The Frequency distribution of academic achievement of B.Ed. students is very nearer to normal distribution.

2. All the B.Ed. students do not have same academic achievement.

3. Region has significant influence on the academic achievement of B.Ed. students.

4. Management has significant influence on the academic achievement of B.Ed. students.

5. Gender has significant influence on the academic achievement of B.Ed. students.

6. Region Vs gender has significant influence on the academic achievement of B.Ed. students.

7. Management Vs Gender has significant influence on the academic achievement of B.Ed. students.

8. Region Vs management Vs gender has significant influence on the academic achievement of B.Ed. students.

9. Caste has significant influence on the academic achievement of B.Ed. students.

10. Student educational qualification has significant influence on the academic achievement of B.Ed. students.

11. Methodology has significant influence on the academic achievement of B.Ed. students.

12. Type of the family has significant influence on the academic achievement of B.Ed. students.

13. Age has significant influence on the academic achievement of B.Ed. students.

14. Annual income of the family has significant influence on the academic achievement of B.Ed. students.

15. Father occupation has significant influence on the academic achievement of B.Ed. students.
16. Mother occupation has significant influence on the academic achievement of B.Ed. students.

17. Number of children in the family has significant influence on the academic achievement of B.Ed. students.

18. Number of members in the family has significant influence on the academic achievement of B.Ed. students.

19. Socio-economic status has significant influence on the academic achievement of B.Ed. students.

20. Democratic value has significant influence on the academic achievement of B.Ed. students.

21. Knowledge value has significant influence on the academic achievement of B.Ed. students.

22. Family prestige value has significant influence on the academic achievement of B.Ed. students.

23. Intelligence has significant influence on the academic achievement of B.Ed. students.

24. Attitude towards teaching profession has significant influence on the academic achievement of B.Ed. students.

25. Personality factor – A has significant influence on the academic achievement of B.Ed. students.

26. Personality factor – B has significant influence on the academic achievement of B.Ed. students.

27. Personality factor – C has significant influence on the academic achievement of B.Ed. students.

28. Personality factor – E has significant influence on the academic achievement of B.Ed. students.
29. Personality factor - F has significant influence on the academic achievement of B.Ed. students.

30. Personality factor - G has significant influence on the academic achievement of B.Ed. students.

31. Personality factor - H has significant influence on the academic achievement of B.Ed. students.

32. Personality factor - I has significant influence on the academic achievement of B.Ed. students.

33. Personality factor - L has significant influence on the academic achievement of B.Ed. students.

34. Personality factor - M has significant influence on the academic achievement of B.Ed. students.

35. Personality factor - N has significant influence on the academic achievement of B.Ed. students.

36. Personality factor - O has significant influence on the academic achievement of B.Ed. students.

37. Personality factor - Q₁ has significant influence on the academic achievement of B.Ed. students.

38. Personality factor - Q₂ has significant influence on the academic achievement of B.Ed. students.

39. Personality factor - Q₃ has significant influence on the academic achievement of B.Ed. students.

40. Personality factor - Q₄ has significant influence on the academic achievement of B.Ed. students.

41. It is possible to predict the academic achievement of B.Ed. students with help of different sets of independent variables.
42. It is possible to develop, the regression equations for predicting the academic achievement of B.Ed. students with the help of different sets of independent variables.

6.4 EDUCATIONAL IMPLICATIONS

The quality of a nation depends upon the quality of its citizens, the quality of citizens depends upon the quality of their education, the quality of education depends upon the quality of teachers and the quality of teachers depends upon the quality of 'teacher education' among many other factors.

In framing 'teacher education curriculum' one has to keep in mind the constitutional goals, social and economic challenges, political and cultural scenario, scientific and technological revolutions, educational challenges, new emerging concerns, etc.

Kothari Education Commission (1964-66) observed that 'a sound programme of professional education for teachers is essential for the qualitative improvement of education. Investment in teacher education can yield very rich dividends because the financial resources required are small compared with the resulting improvement in the education of millions'.

The teacher serves the humanities and helps to shape the destiny of the society. The teacher has a powerful and abiding influence in the formation of the character of the future citizens. The teacher acts as a pivot for the transmission of intellectual and technical skills and cultural traditions from one generation to another. Hence, effective training has to be provided to the student-teachers at B.Ed level. On the basis of the results of this investigation, the following recommendations are made.

1. Objective achievement tests may be conducted frequently.

2. Special care should be taken and extra facilities should be provided to the teacher trainees to improve their academic achievement.
3. Region has influence on the academic achievement of B.Ed. students. It is observed that performance of Coastal Andhra and Telangana students are better than Rayalaseema students. Necessary infra - structural facilities and physical facilities may be created in Rayalaseema region B.Ed. students. Congenial atmosphere may be developed in Rayalaseema region B.Ed. colleges.

4. Management has influence on the academic achievement of B.Ed. students. It is observed that performance of Private college students is better than Government college students. Necessary infra - structural facilities and physical facilities may be created in B.Ed. colleges. Congenial atmosphere may be developed in B.Ed. colleges.

5. Gender has influence on the academic achievement of B.Ed. students. It is observed that performance of female students is better than male students. Healthy and proper competitive spirit may be developed among male and female students, in their academic activities.

6. Caste has influence on the academic achievement of B.Ed. students. It is observed that performance of BC students is better than SC students. Special programmes may be provided for SC and ST students. Common hostel facility may be provided for OC, BC, SC and ST students.

7. Student educational qualification has influence on the academic achievement of B.Ed. students. It is observed that performance of PG students is better than UG students. Special programmes and special coaching may be provided for UG students.

8. Methodology has influence on the academic achievement of B.Ed. students. It is observed that performance of Physics students is better than Social studies students. Special coaching may be provided for social studies students.

9. Type of family has influence on the academic achievement of B.Ed. students. It is observed that performance of joint family students is better
than nuclear family students. The Government should take necessary steps to give some concessions to joint families.

10. Age has influence on the academic achievement of B.Ed. students. It is observed that performance of high age group students is better than low age group students. To provide relevant programmes for lower age B.Ed. students for better performance of academic achievement.

11. Annual income has influence on the academic achievement of B.Ed. students. It is observed that performance of high annual income group students is better than low annual income group students. Government has to take necessary steps for give scholarships and hostel facilities may be provided to the poor students on the basis of annual income of the family of the students.

12. Father occupation has influence on the academic achievement of B.Ed. students. It is observed that performance of high father occupation group students is better than low father occupation group students. Government has to take necessary steps for better amenities for the fathers.

13. Mother occupation has influence on the academic achievement of B.Ed. students. It is observed that performance of high mother occupation group students is better than low mother occupation group students. Government has to take necessary steps for better amenities for the mothers.

14. Number of children in the family has influence on the academic achievement of B.Ed. students. It is observed that performance of low number of children in the family group students is better than high number of children in the family group students. The Government should take necessary steps to give some concessions to low number of children families.

15. Number of members in the family has influence on the academic achievement of B.Ed. students. It is observed that performance of high number of members in the family group students is better than low number
of members in the family group students. The Government should take necessary steps to give some concessions to low number of members families.

16. Socio-economic status has influence on the academic achievement of B.Ed. students. It is observed that performance of high socio-economic status group students is better than low socio-economic status group students. Government has to take necessary steps to give scholarships and hostel facilities may be provided to the poor students on the basis of Socio-economic status of the family of the students.

17. Values have influence on the academic achievement of B.Ed. students. It is observed that performance of high values group students is better than low value group students. There is a need to develop specific curriculum for inculcation of values for different grades of schooling. Hence the teacher educators are to transmit the moral values among the individuals, the same may be preserved, conserved, transmitted for the future generation. On these lines the curriculum and teaching learning process may be implemented in the B.Ed. colleges.

18. Intelligence has influence on the academic achievement of B.Ed. students. It is observed that performance of high intelligence group students is better than low intelligence group students. The quality of the society is determined by the persons who are having quality of intellectual. Administrators to provide intelligence tests conducted in colleges regularly on basis of intelligence to give reinforcement to the students.

19. Attitude towards teaching profession has influence on the academic achievement of B.Ed. students. It is observed that performance of better attitude towards teaching profession group students is better than low attitude towards teaching profession group students. Better attitude towards teaching profession may be developed among B.Ed. students through guidance and counseling for better academic achievement.
20. Personality has influence on the academic achievement of B.Ed. students. At present the system of education forgot its main task in fostering the development of whole sum personality among students because of a sense of insecurity among the students. Hence in every college the guidance and counseling centers are opened to mould the student's personality within the current techniques to show that they can have a stable mind. The following personality characteristic may be developed in B.Ed. students through guidance and counseling for better performance of academic achievement (1) Outgoing, warmhearted, easy-going, participating, (2) More intelligent, abstract thinking, (3) Emotionally stable, calm, mature, (4) Assertive, independent, aggressive, i.e., Dominance, (5) Happy-go-lucky, Gay, enthusiastic i.e., Surgency, (6) Conscientious, preserving, rule bound, i.e. stronger super-ego strength, (7) Venturesome, socially-bold, i.e., Parnia, (8) Tender minded, dependent, sensitive i.e., Premsia, (9) Suspicious, self-opinionated, hard to fool, i.e., Proteinson, (10) Imaginative wrapped up in inner urgencies i.e., Autia, (11) Shrewd, calculating worldly i.e., Shrewdness, (12) Apprehensive, worrying; depressive, troubled i.e. Guilt proneness, (13) Experimenting, critical, free thinking i.e., Radicalism, (14) self-sufficient, resourceful, i.e., self-sufficiency, (15) Controlled, socially precise, following self-image, i.e., High self-concept control and (16) Tense, Frustrated, driven, i.e., Ergic tension

21. Full care and attention should be taken during their exposure to different training programmes at college level.

22. Computer and Educational technology labs should be established with full equipment. Because they are essential for the present day system of education.

23. The deficiencies in the physical and infrastructural facilities should be improved.
24. The government should take suitable steps in creating campus more attractive for both the student-teacher and teacher educator.

25. The cultural and co-curricular activities have their own influence on the academic achievement / development among the students. Hence, the authorities should provide / encourage such type of programmes and encourage the students to participate in such programmes.

26. The NCERT, SCERT, NCTE and the Department of Education of the Universities have to organize a series of workshops and seminars to re-orient the teacher educators to be committed to their profession.

27. Qualified and dedicated teacher-educators should be recruited in the colleges of education.

28. Attitude towards teaching tests may be conducted before admitting the students to the B.Ed. course. Those who have more positive attitude towards teaching profession and training may only be given opportunity for admission into these training courses.

29. Better study habits may be developed among the student-teachers with necessary training in the study habits.

30. Special care / attention should be given to the educationally challenged personnel.

6.5 LIMITATIONS OF THE STUDY AND SUGGESTIONS FOR FURTHER RESEARCH

The following suggestion are considered for the research

1. Similar study can be carried out on other sample subjects of other states.

2. The study is confined only to B.Ed. students. A similar investigation may be conducted by taking students from higher classes also, namely under -graduate, post - graduate courses and teacher training like D.Ed., M.Ed., Pandit training courses, B.P.Ed., M.P.Ed. etc.
3. The study may be undertaken to cover the other age groups.

4. Many social factors like modernization, atavism and so on may be examined for their effect on academic achievement.

5. Many psychological factors like self-esteem, religiosity, emotional maturity and cognitive development and so on may be examined for their effect on academic achievement.

6. Other significant factors like emotional maturity, parental commitment, parental behavior, child rearing practice may be studied for their effect on academic achievement.

7. Experimental designs may be planned to examine the effective methods of developing programmes and techniques of giving moral instructions to children at various levels of schooling.

8. Experimental designs may be developed in order to test different methods of teaching morality and their effect on academic achievement.

9. Some projects related to academic achievement for enhancing competency among the teachers in the educational system.

10. A cross cultural study may be conducted for the tribal and non-tribal groups; Indians and abroad like American, Tibetans etc., for comparing their moral behavior and academic achievement.

11. The present study is confined to 1200 B.Ed. students it is suggested that future researchers may undertake studies with larger sample.

12. Similar studies may be conducted in other professional courses like engineering and medicine etc.

13. This is a presage – product study in the area of academic achievement presage – process, process – product and presage – process – product studies may be undertaken in the area of academic achievement.
14. Only very few socio-demographic variables and psycho-sociological variables are used in the present study. Some other variables like merits, regularity of students etc. may help to know their impact on the academic achievement.

Let there be an optimistic view on educational issues like these in the years to come.

"The educated differ from the uneducated as much as the living from the dead"

ARISTOTLE