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

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.

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.

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.

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.

6.1.1 Introduction

Teaching has always been considered to be essential for preservation and development of all intellectual life. Among other agencies, teachers are considered to be the major transmitters of accumulated knowledge and experience of human race from one generation to the next. The very foundation of the social order rests on citizens who are taught and trained in the class room with or without walls. Teachers, thus determine to a great extent the character, capacity and destination of a notion.

With the advent of new knowledge, teaching learning have new connotation - while teaching is helping the child to learn; learning is learning to learn; therefore the teachers job is mostly to develop self learning abilities in the child. In order to perform this job, teaching profession requires competent and committed teachers, therefore, effective teacher education becomes a core condition to ensure high proficiency and quality teachers.
Even though the laudable constitutional obligation of providing free and compulsory elementary education for all could not be achieved, there is a remarkable enhancement in literacy rate of Andhra Pradesh from 1991 to 2001. The need for education is now being gradually recognized by the people. Parents are concerned for quality education for their wards. In order to cope with the emerging demand for education, apart from Government schools, a large number of Private schools have come up and as a result of this, need for trained teachers has become the need of the hour. When compared to other fields, candidates having a degree / diploma in teacher education have more employment potential. Therefore institutions of teacher education need to be established both in public and private sectors to meet the man power requirements. Quality concern in teacher education is another core area. There is a need to have a scientific procedure to monitor the quality of training as offered by the teacher training institutes both at elementary and secondary level. The indicators and inventions of quality have been clearly spelt, performance of individuals and institutions at every stage need to be evaluated.

After a glance of review of related literature in the area of academic achievement, the investigator observed that it is rare to find a study on academic achievement of D.Ed. students. Hence, the investigator has shown interest to study the academic achievement of D.Ed. students.

6.1.2 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 D.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 self efficacy, emotional intelligence, achievement motivation, socio-economic status and 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 lower level, very few studies are found particularly in D.Ed. students. The present investigation is to find the relationship between achievement in D.Ed. and socio-psychological factors and also to predict the achievements in D.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 D.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 D.Ed. students in relation to self-efficacy, emotional intelligence, achievement motivation and other variables".

6.1.3 Purpose of the study

The present study aims at investigating the influence on the academic achievement of D.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 D.Ed. students?
2. Whether there is any influence of self efficacy on the academic achievement of D.Ed. students?

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

4. Whether there is any effect of achievement motivation on the academic achievement of D.Ed. students?

5. Whether there is any impact of Socio – Economic status on the academic achievement of D.Ed. students?

6. Whether there is any influence of Socio – Demographic variables on the academic achievement of D.Ed. students?

7. Whether it is possible to predict academic achievement of D.Ed. students with the help of psycho – sociological factors?

6.1.4 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 D.Ed. students, comprising of three regions viz. Telangana, Coastal Andhra and Rayalaseema. It examines the achievement of D.Ed. students of the colleges belonging to the above regions. It establishes the relationship between the various psycho – sociological and demo – graphical variables and other variables namely self efficacy, emotional intelligence, achievement motivation and socio-economic status of the students and achievement of D.Ed. students. It also predicts academic achievement with the help of different sets of psycho – sociological variables / independent variables.

6.1.5 Title of the problem

The title of the present study is stated as “A study of academic achievement of D.Ed. students in relation to self – efficacy, emotional intelligence, achievement motivation and other variables”.

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6.1.6 Objectives of the study

The study has been designed with the following specific objectives.

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

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

3. To study the influence of self efficacy on the academic achievement of D.Ed. students.

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

5. To study the influence of achievement motivation on the academic achievement of D.Ed. students.

6. To study the influence of socio-economic status on the academic achievement of D.Ed. students.

7. To establish the relationship of academic achievement of D.Ed. students with the socio-demographic variables.

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

9. To predict the academic achievement of D.Ed. students with the help of all independent variables in the investigation.

6.1.7 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 D.Ed. students would not have the same academic achievement.

2. Region, Management and Gender would not have significant influence on the academic achievement of D.Ed. students.
3. There would not be significant influence of self efficacy on the academic achievement of D.Ed. students.

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

5. There would not be significant influence of achievement motivation on the academic achievement of D.Ed. students.

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

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

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

9. It would not be possible to predict the academic achievement of D.Ed. students with the help of all independent variables.

6.1.8 Variables studied

The following variables were taken into consideration in this study.

Dependent Variable

Academic achievement

Independent Variables

1. Psychological Variables

1. Self-efficacy

2. Emotional intelligence

3. Achievement motivation
2. Socio-Demographic variables

1. Age
2. Annual Income of the family
3. Father's Education
4. Mother's Education
5. Father's Occupation
6. Mother's Occupation
7. Birth Order
8. Size of the Family
9. Residence
10. Gender
11. Religion
12. Caste
13. Locality
14. Economic Position of the Family
15. Medium of the study
16. Type of family
17. Region
18. Management
19. Qualification

Total numbers of variables in the investigation are 1 dependent variable and 22 independent variables.
6.1.9 Tools used

The following tools were used in the present study to measure the different variables are shown here:

1. **Academic Achievement**

   To measure the academic achievement of D.Ed. students belonging to 2008 – 2010 batch second year students, the D.Ed. annual examinations theory marks of both first year (July, 2009) and second year (July, 2010) were taken as the indices of the academic achievement from the records of the colleges.

2. **Self efficacy scale (SES)**

   To measure the self efficacy of the students, the self efficacy scale (SES) developed by Copeland and Nelson (2004) was adopted and it is worth using for the present investigation.

3. **Emotional intelligence scale (EIS)**

   To measure the emotional intelligence of the students, emotional intelligence scale (EIS) developed by Bar – On (1997) was adopted and it is more suitable for the purpose of present study.

4. **Achievement motivation scale (AMS)**

   To measure the achievement motivation of the students, achievement motivation scale (AMS) developed by Pratibha Deo and Asha Mohan (1985) was adopted and it is more suitable for the purpose of present study

5. **Socio – Demographic Variables (SDV)**

   Personal data sheet has developed by the investigator to measure the socio – demographic variables.
6.1.10 Sample selected

The sample for the investigation consisted of 1200 D.Ed. students the academic year of 2008 – 2010 in Andhra Pradesh. 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 Medak, Mahaboob Nagar and Hyderabad districts are taken from Telangana region, Chittoor, Kurnool and Y.S.R. districts are taken from Rayalaseema region and Krishna, Guntur and East Godavari Districts are taken from Coastal region. In the next stage 2 colleges in each district were selected (one Government and one Private college). In the next stage 100 male and 100 female D.Ed. students from colleges. In total 600 male and 600 female students included in this study. It is a 3X2X2 (three regions X two managements X two genders) factorial design with 1200 sample subjects.

6.1.11 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. The sets of socio – demographic scale, self-efficacy questionnaire, emotional intelligence scale, achievement motivation scale and socio – economic status are given to the students and with the help of lecturers of concerned colleges, the tests are administrated, 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.
6.1.12 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 regions, managements and gender. 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 results are adumbrated by graphical representations. The investigator considered graphical representations wherever necessary. For dividing the groups, quartile values are used wherever necessary. Sufficient number 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 value is 63.92. The median and mode values are 64.00 and 60.00. The values of skewness is -0.189 and kurtosis is 0.589. For normal distribution the value of skewness is 0.00 and kurtosis is 3.00. Hence the frequency distribution is negatively skewed and leptokurtic. It implies that the scores are massed at high / right end of the scale and are spread out gradually towards the low / left end of the scale. The distribution is high peaked than the normal distribution. On the whole the performance of the D.Ed. students is good, because mean achievement is greater than 50 percent.

2. There are 400 Telangana students, 400 Coastal Andhra students and 400 Rayalaseema students (Total sample N =1200). It is observed from the above tables that the mean performance of Coastal Andhra (65.68) and Telangana (62.21) students is almost equal where as the performance of Rayalaseema (63.85) students is less than Coastal Andhra and Telangana students. The standard deviation of the achievement scores of Coastal Andhra (8.59) and Rayalaseema (5.93) students is almost equal where as the Telangana (10.09) students is less than Coastal Andhra and Telangana students. The value of skewness is negative for all distributions. It implies that the scores are massed at high / right end of the scale and are spread out gradually towards the low / left end of the scale. The values of kurtosis for Telangana, Coastal Andhra and Rayalaseema students are -0.089, 0.026 and 2.042 respectively. Hence all the distributions of achievement scores for Telangana, Coastal Andhra and Rayalaseema students are slightly leptokurtic. The distributions are high peaked than the normal distribution.

3. The students studying in Government colleges have better achievement than the students of Private colleges. The standard deviation of the achievement scores in Private colleges is more than Government colleges. The value of skewness is
negative for Private colleges and the value of skewness is positive for Government colleges. It implies that the Private colleges 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 Government colleges 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 lepto kurtic.

4. There are 600 male students and 600 female students. The mean of male students is 63.08 and that of female students is 64.75. 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 (7.543 and 9.29 respectively). The values of skewness are negative for male and 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. The values of kurtosis for female and male students are 0.257 and 0.911 respectively. Hence the distributions of achievement scores are slightly lepto kurtic for both the groups.

5. The mean academic achievement for the students of Government colleges is the highest (65.71) among all the groups and the lowest (62.13) for the students of Private colleges. The standard deviation of achievement scores for the students of Telangana is the highest (10.09) among all the groups and the lowest (5.93) for the students of Rayalaseema region. The values of skewness for the students of Government students are positively skewed and remaining groups are negatively 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 and 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. The value of kurtosis for all the distributions of achievement scores are lepto kurtic.
6.2.2 Factorial designs

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

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

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

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

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

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

6.2.3 The impact of psychological factors on the academic achievement of D.Ed. students

12. There is significant influence of self-efficacy at 0.01 level and Group - I and Group - II at 0.0 level on the academic achievement of D.Ed. students.

13. There is significant influence of emotional intelligence at 0.05 level and Group - I and Group - III at 0.01 level and Group - II and Group - III at 0.05 level on the academic achievement of D.Ed. students.

14. There is significant influence of achievement motivation at 0.01 level, Group - I and Group - II at 0.01 level on the academic achievement of D.Ed. students.

6.2.4 The impact of socio-demographic factors on the academic achievement of D.Ed. students

15. There is significant influence of mother education at 0.01 level on the academic achievement of D.Ed. students.
16. There is significant influence of residence at 0.01 level on the academic achievement of D.Ed. students.

17. There is significant influence of economic position of the family at 0.05 level and Group – II and Group – III at 0.01 level on the academic achievement of D.Ed. students.

18. There is significant influence of student educational qualification at 0.01 level and Group – I and Group – II at 0.01 level on the academic achievement of D.Ed. students.

19. There is significant influence of age at 0.01 level, Group – I and Group – II, Group – I and Group – III, Group – I and Group – IV at 0.01 level and Group – II and Group – IV at 0.05 level on the academic achievement of D.Ed. students.

20. There is significant influence of father education at 0.01 level, Group – I and Group – II, Group – I and Group – III, Group – I and Group – IV at 0.01 level on the academic achievement of D.Ed. students.

21. There is significant influence of birth order at 0.05 level, Group – I and Group – II and Group – I and Group – IV at 0.01 level and Group – III and Group – IV at 0.05 level on the academic achievement of D.Ed. students.

6.2.5 Step-Wise Multiple Regression - Analysis

22. There are 6 steps in this regression analysis. The summaries of the last step (6) of step-wise multiple regression analysis with academic achievement as dependent variable and nineteen (1 – 19) socio-demographic variables as independent variables is the value of $R^2$ is 0.093. This shows that these six variables put together could explain 9.30 percent of variance in the dependent variable (AA). The regression equation at the end of 6th step could be written as:

$$AA = 74.393 + (-3.122) (M) + (-1.298) (A) + (1.157) (FE) + (-0.698) (R) + (-1.102) (RE) + (-0.934) (EPF).$$

From the above discussion, it is clear that the multiple regression equation at the end of 6th step would be to predict AA. Hence it is concluded that academic
achievement could best be predicted with the help of Management, Age, Father education, Region, Residence and Economic position of the family among the 19 (1 – 19) socio - demographic variables.

23. There is one step in this regression analysis. The summaries of the last step (1\textsuperscript{st}) of step - wise multiple regression analysis with academic achievement as dependent variable and three (20 – 22) psychological variables as independent variables is the value of $R^2$ is 0.007. This shows that these one variable put together could explain 0.700 percent of variance in the dependent variable (AA). The regression equation at the end of 1\textsuperscript{st} step could be written as;

Thus the multiple regression equation at the end of this step, could be written as;

$$AA = 61.871 + (1.012) (EI)$$

From the above discussion, it is clear that the multiple regression equation at the first and end of 1\textsuperscript{st} step would be to predict AA. Hence it is concluded that academic achievement could best be predicted with the help of emotional intelligence among the three (20 – 22) psychological variables

24. There are 6 steps in this regression analysis. The summaries of the last step (6) of step - wise multiple regression analysis with academic achievement as dependent variable and twenty two (1 – 22) independent variables is the value of $R^2$ is 0.098. This shows that these six variables put together could explain 9.80 percent of variance in the dependent variable (AA). The regression equation at the end of 6\textsuperscript{th} step could be written as;

$$AA = 70.343 + (-3.202) (M) + (-1.273) (A) + (1.247) (FE) + (0.889) (EI) + (-0.712) (R) + (-1.070) (RE)$$

From the above discussion, it is clear that the multiple regression equation at the end of 6\textsuperscript{th} step would be to predict AA. Hence it is concluded that academic achievement could best be predicted with the help of Management, Age, Father education, Emotional intelligence, Region and Residence among the 22 (1 – 22) all 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 D.Ed. students is very nearer to normal distribution.
2. All the D.Ed. students do not have same academic achievement.
3. Region has significant influence on the academic achievement of D.Ed. students.
4. Management has significant influence on the academic achievement of D.Ed. students.
5. Gender has significant influence on the academic achievement of D.Ed. students.
6. Region Vs Management has significant influence on the academic achievement of D.Ed. students.
7. Management Vs Gender has significant influence on the academic achievement of D.Ed. students.
8. Region Vs management Vs gender has significant influence on the academic achievement of D.Ed. students.
9. Self - efficacy has significant influence on the academic achievement of D.Ed. students.
10. Emotional intelligence has significant influence on the academic achievement of D.Ed. students.
11. Achievement motivation has significant influence on the academic achievement of D.Ed. students.
12. Mother education has significant influence on the academic achievement of D.Ed. students.
13. Residence has significant influence on the academic achievement of D.Ed. students.
14. Economic position of the family has significant influence on the academic achievement of D.Ed. students.

15. Student educational qualification has significant influence on the academic achievement of D.Ed. students.

16. Age has significant influence on the academic achievement of D.Ed. students.

17. Father education has significant influence on the academic achievement of D.Ed. students.

18. Birth order has significant influence on the academic achievement of D.Ed. students.

19. It is possible to predict the academic achievement of D.Ed. students with help of different sets of independent variables.

20. It is possible to develop, the regression equations for predicting the academic achievement of D.Ed. students with the help of different sets of independent variables.

6.4 RECOMMENDATIONS AND 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 D.Ed. students. It is observed that performance of Coastal Andhra students are better than Telangan students. Necessary infra-structural facilities and physical facilities may be created in Telangana region D.Ed. students. Congenial atmosphere may be developed in Telangana region D.Ed. colleges.
4. Management has influence on the academic achievement of D.Ed. students. It is observed that performance of Government college students is better than Private college students. Necessary infra-structural facilities and physical facilities may be created in D.Ed. colleges. Congenial atmosphere may be developed in D.Ed. colleges.
5. Gender has influence on the academic achievement of D.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. Self-efficacy has influence on the academic achievement of D.Ed. students. It is observed that performance of high self-efficacy group
students is better than low self-efficacy group students. Special programmes may be provided for low self-efficacy group students.

7. Emotional intelligence has influence on the academic achievement of D.Ed. students. It is observed that performance of high emotional intelligence group students is better than low emotional intelligence group students. Special programmes and special coaching may be provided for low emotional intelligence group students.

8. Achievement motivation has influence on the academic achievement of D.Ed. students. It is observed that performance of high achievement motivation group students is better than low achievement motivation group students. Special coaching may be provided for low achievement motivation group students.

9. Mother education has influence on the academic achievement of D.Ed. students. It is observed that performance of high father education group students is better than low father education group students. Government has to take necessary steps for better educational amenities for the mothers.

10. Residence has influence on the academic achievement of D.Ed. students. It is observed that performance of hostlers is better than day scholars. Government has to take necessary steps for better amenities for day scholars.

11. Economic position of the family on the academic achievement of D.Ed. students. It is observed that performance of poor students is better than rich students. Government has to take necessary steps for give scholarships and hostel facilities may be provided to the poor students on the basis of economic position of the family of the students.

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

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

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

15. Birth order has influence on the academic achievement of D.Ed. students. It is observed that performance of low birth order group students is better than high birth order group students. Government has to take necessary steps for better amenities for the families.

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

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

18. The deficiencies in the physical and infrastructural facilities should be improved.

19. The government should take suitable steps in creating campus more attractive for both the student-teacher and teacher educator.

20. 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.
21. 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.

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

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

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

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

6.5 DELIMITATIONS 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 D.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 B.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. Some projects related to academic achievement for enhancing competency among the teachers in the educational system.

9. 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.

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

11. 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.

12. 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.

"Education is the journey, not the destination ....

In teaching it is the method and not the content is the message ....

The drawing out, not the pumping in...."

ASHLEY MONTAGU