CHAPTER – V

SUMMARY OF FINDINGS, SUGGESTIONS AND CONCLUSION

5.01 INTRODUCTION

Computer Competency of B.Ed., Trainees, is determined by a multitude of various factors. All the B.Ed., Trainees face many challenges in different walks of their professional preparation. This may affect their Self-esteem and Social Intelligence. Besides, the Self-esteem is a significant one for the B.Ed., Trainees to perform well in equipping their competencies. All these variables directly contribute and determine the B.Ed., Trainees’ Computer Competency.

5.02 DELIMITATIONS OF THE STUDY

1. The present study is confined only to a random sample of 1000 B.Ed., Trainees studying in B.Ed., Colleges situated in Salem and Namakkal Districts.

2. Although various factors determine the computer competency of college Trainees, the present study is confined to only a few factors like self-esteem, social intelligence, gender, qualification, subject, parent Education, parent annual income, locality of the students, and our home in computer and create email id.
3. The research was conducted only in 20 colleges of Education in Salem and Namakkal Districts.

5.03 MAJOR FINDINGS

Descriptive Analysis

- The Computer Competency of B.Ed. Trainees is high.
- The Self-Esteem of B.Ed. Trainees is high.
- The Social Intelligence of B.Ed. Trainees is high.

Differential Analysis

Computer Competency

- Result showed that there is a significant gender difference in the mean Computer Competency scores of B.Ed., Trainees.
- Result inferred that there is a significant difference between the mean Computer Competency scores of language, arts and science B.Ed., Trainees.
- Result revealed that there is a significant difference between the mean Computer Competency scores of graduate and post graduate B.Ed., Trainees.
- Result revealed that there is a significant difference in the mean Computer Competency scores based on parental qualification of B.Ed., Trainees.
• It is found that there is a significant difference in the mean Computer Competency scores based on parental annual income of B.Ed., Trainees.

• It is observed that there is a significant difference between the mean Computer Competency scores of rural and urban B.Ed., Trainees.

• It is verified that there is significant difference between the mean Computer Competency scores of B.Ed., Trainees who own computer and don’t own a computer.

• It is inferred that there is a significant difference between the mean Computer Competency scores based on having E-mail ID and other B.Ed., Trainees.

**Self-esteem**

• Result revealed that there is a significant gender difference in the mean Self-esteem scores of B.Ed., Trainees.

• It is found that there is a significant subject wise difference in the mean Self-esteem scores of language, science and arts B.Ed., Trainees.

• It is revealed that there is a significant difference between the mean Self-esteem scores of graduate and post graduate B.Ed., Trainees.
• Result showed that there is a significant difference in the mean Self-esteem scores based on parental Education.

• It is found that there is no significant difference in the mean Self-esteem scores based on parental income of B.Ed., Trainees below Rs.50,000, Rs.50,000-1,00,000 and above Rs.1,00,000.

• Result inferred that there is a significant locality difference between the mean Self-esteem scores of B.Ed., Trainees.

• Result revealed that there is a significant difference between the mean Self-esteem scores Trainees own a computer and other B.Ed., Trainees.

• Result observed that there is no significant difference between the mean Self-esteem scores of Trainees having own E-mail ID and others.

**Social Intelligence**

• Result showed that there is a significant gender difference in the mean Social Intelligence scores of B.Ed., Trainees.

• Result inferred that there is a significant difference between the mean Social Intelligence scores of language, arts and science B.Ed., Trainees.
• Result revealed that there is no significant difference between the mean Social Intelligence scores of graduate and post graduate B.Ed., Trainees.

• It is found that there is a significant difference in the mean Social Intelligence scores based on parental Education.

• It is found that there is a significant difference in the mean Social Intelligence scores based on parental income of Trainees below Rs.50,000, between Rs.50,000 – Rs.1,00,000 and above Rs.1,00,000 B.Ed., Trainees.

• Result showed that there is a significant locality difference between the mean Social Intelligence scores of B.Ed., Trainees.

• It is found that there is a significant difference between the mean social intelligence scores of Trainees own a computer and others Trainees.

• Result indicated that there is a significant difference between the mean Social Intelligence scores of Trainees create email ID of B.Ed., Trainees.
Correlation Analysis

- It is found that the correlation between Computer Competency and Self-esteem is significant and positively correlated.
- It is also found that Computer Competency and Social Intelligence are significant and positively correlated.
- It is found that the correlation between Self-esteem and Social Intelligence of B.Ed., Trainees is positive and significant.

Regression Analysis

- It is found that all the explanatory variables considered B.Ed., Trainees self-esteem, social intelligence, parental annual income, gender, computer in home, subject specialization and locality of the Trainees are significantly related their computer competency. The eight variables explained 68.95 per cent variation in B.Ed., Trainees computer competency.

5.04 DISCUSSION

It this study an attempt has been made to find out the level of the Computer Competency of B.Ed. Trainees in Salem and Namakkal Districts. This study is also attempted to find out the relationship between self-esteem and Social Intelligence with regard to the background variables like gender, qualification, subject, parent Education, parent annual income, locality of the Trainees, own computer
at home and create E-mail ID. Result shows that the level of computer competency among the B.Ed., Trainees is positive which is similar to the findings of Doherty (1980) attempted to find out the relationship between self-esteem and social intelligence in a group of student teachers. The subjects of this research were 75 men and 99 women of training students. The findings of self-esteem tended to experience more psychosomatic symptoms and possessed a more unstable self-concept. Students with low self-esteem seemed to experience a higher degree of stress while teaching; they seemed to encounter more emotional problems stemming from teaching practice and were less successful in the academic components.

Fancel (1989) examined the effects of role strains and perceived competence on self-esteem and school performance. The findings of the study showed that self-esteem and grade point average were significantly predicted by both strain magnitude and competence. Results also pointed out the importance of early adolescents’ perceptions of competence in academic and social domains and a positive sense of general self-esteem.

It is found that the study titled "Social and Emotional Intelligence applications for developmental Education", revealed the relationship between Social and Emotional Intelligence and success in college.
Students' needs and capacities to address those needs are the focus. Six components of the social and Emotional Intellectual paradigm, gleaned from the literature and merged with the voices of college educators, are reviewed and pragmatically applied to campus life and learning. Traditionally not a pedagogic focused of higher Education beyond a variety of developmental enhancements, it will be shown now sensitivities and learning within the effective domain are strongly linked to the efficacy of a successful collegiate experience for all students, which is similar to the findings of Liff, S.B. (2007).

Mar jut (2007), Mundie (2006) and Andre on (2006) at a great extent Kaikiainen (2007) revealed a significant correlation between social Intelligence and victimization, but the present study proves changing according to certain variable like gender. Conducted a study and have reported that significant correlation exists between self-esteem and Educational achievement during high school level. It was also found that such a relationship could not be found at later stages of development. Sweet and Burbach (1977) made an investigation and have found that self-esteem enhancement could lead to improvement in the Computer Competency.
It is found that the study on gender differences in the effect of Computer Competency on self-esteem. The findings of the study revealed that males had a higher mean score on self-esteem than females. Self-esteem of male subjects was susceptible to the influence of Computer Competency, but the same was not true for their female counterparts Cuban (2001). It was concluded that the enhancement of pupil’s self-esteem should be of vital concern to every teacher and it is as important as intervening to improve Computer Competency Gurney (1987).

5.05 RECOMMENDATIONS

Based on the findings of the present study the investigator suggested the following recommendations to enhance the computer competency of B.Ed., Trainees. The B.Ed., Trainees need integrated training with computer competency which will be changing from time to time so that our future teaching community will enhance their competencies suitable for the social and global competitions of teaching and learning. Hereby their quality potential can be empowered through computer competencies.

The present study is an attempt to find out the B.Ed., Trainees computer competency as related to self-esteem and social intelligence. The investigator has furnished some of the implications which will be highly useful for the Educational institutions to improve computer technology. The Educational institutions must conduct awareness
programmes to enhance Trainees self-esteem and also highlight the significance of teaching profession. Apart from these, management should create conducive environment so as to create interest among the B.Ed., Trainees groups which in turn develop social intelligence. Thus, the students will get high level of social intelligence and proper understanding of the Computer Competency in the right direction. These are external standards then required conversion into Educational standard curriculum for teacher Trainees is to be designed. Creation of curriculum and assessment can be done through the specifications of minimum acceptable performance standards.
5.06 SUGGESTIONS FOR FURTHER RESEARCH

To overcome the limitations of the present study and to extend the research findings of the study, a few suggestions are given below for further research. The study suggests the following new topics for further research.

1. Parental occupation may influence computer competency of their wards. That also can be investigated.
2. Factor analytic study may be thought of to identify factors that influence the computer competency of Trainees to a greater extent.
3. A study of computer competency may be carried out among professional students.
4. A similar study can be attempted at high school and higher secondary school students.
5. More personality variable like mental health, creativity, etc., may be chosen with a view to study their impact of the computer competency of the B.Ed., Trainees.
6. A study can also be attempted at higher Education level in Tamilnadu state with respect to the Computer Competency.
7. A study of the Computer Competency in relation to their self-esteem the selection of technical/ professional courses can be conducted.
5.07 CONCLUSIONS

The present study aims to find out the influence of the variables like Social Intelligence and Self-Esteem of B.Ed., Trainees on their Computer Competency. The mean score of Self-Esteem of B.Ed., Trainees shows the B.Ed., Trainees have a high level of Self-Esteem among the entire sample. The mean score of Social Intelligence shows that the B.Ed., Trainees are having a high level of Social Intelligence.

It is concluded that there is a significant relationship between Computer Competency and Self-Esteem are significant and positively correlated. It is also inferred that Computer Competency and Social Intelligence is significant and positively correlated. Further, the result shows that Self-esteem and Social Intelligence is significant and positively correlated. This study has paved the way for Computer Competency based Educational planning for the teacher Trainees to meet the future challenges of digital era.

In the light of national council for teacher Education to encourage teachers towards strengthening their computer competencies, curriculum designers, administrative authorities in Educational institutions and policy makers have to build a collective and comprehensive strategy to integrate computer competency in all aspects of Education.