Chapter – V

Summary and Conclusion
CHAPTER V
SUMMARY AND CONCLUSION

5.0 OVERVIEW

The present study attempts to find out the Emotional Intelligence and Personality Traits in relation to Academic Achievement among the Prospective teachers. The rationale for doing the study is discussed in Chapter I. The review of the related literature with Emotional Intelligence and Personality Traits with Academic Achievement is given in Chapter II. The Method and Procedures followed are given in Chapter III. The Data Analysis and Interpretation of the results are presented in Chapter IV. In this Chapter, Findings of the study, Discussion and Conclusion, Educational Implications and Suggestions for further studies are presented.

5.1 FINDINGS OF THE STUDY

The derived findings based on the Data Analysis made are enumerated below under the different classifications.

5.1.1. Findings from Descriptive Analysis

1. The level of Emotional Intelligence is High among the Prospective Teachers.
2. The levels of Personality Traits and Academic Achievement are Medium among the Prospective Teachers.
5.1.2 Findings from Inferential Analysis

Section A: Analysis of the Mean Scores of Emotional Intelligence, Personality Traits and Academic Achievement of the Prospective Teachers with Demographic Variables

3. There is no significant difference between Male and Female Prospective Teachers in the Mean Scores of Emotional Intelligence, Personality Traits and Academic Achievement.

4. No significant difference is found between Married and Unmarried Prospective Teachers in the Mean Scores of Emotional Intelligence, Personality Trait and Academic Achievement.

5. No significant difference is found between the Mean Scores of Humanities and Science Basic Subject Prospective Teachers in Emotional Intelligence and Personality Traits. Significant difference is found between Humanities and Science Basic Subject Prospective Teachers in the Mean Scores of Academic Achievement. Mean Scores reveal that the Achievement of the Science Basic Subject Prospective Teachers is higher than the Humanities Basic Subject Prospective Teachers.

6. There is no significant difference between the Mean Emotional Intelligence Scores of Government College Prospective Teachers and Government Aided College Prospective Teachers and also between Aided College Prospective Teachers and Private College Prospective Teachers but there is significant difference between the Mean Emotional Intelligence Scores of Government
College Prospective Teachers and Private College Prospective Teachers. The Mean Scores of indicate that the Government College Prospective Teachers have higher level of Emotional Intelligence compared to Self-financed College Prospective Teachers.

7. Significant difference is found in Personality Traits of Government College Prospective Teachers and Government Aided College Prospective Teachers and also between Government Aided College Prospective Teachers and Private College Prospective Teachers. Mean Scores of Personality Traits indicate that the Government Aided College Prospective Teachers have higher level of Personality Traits when compared to the Government College and the Private College Prospective Teachers.

8. There are significant difference between the Academic Achievement of Government College Prospective Teachers and Government Aided College Prospective Teachers and also between Government Aided College Prospective Teachers and Private Prospective Teachers. Mean Scores indicate that the Government Aided College Prospective Teachers have higher level of Academic Achievement in Total when compared to the Government College and the Private College Prospective Teachers.

9. Significant difference is not found in Emotional Intelligence, Personality Traits and Academic Achievement among the Prospective Teachers with regard to Parental Educational Qualification.
Section B: Analysis of the Mean Scores of Academic Achievement with regard to High Emotional Intelligence Group

10. In the High EI group, there is no significant difference between the Male and Female Prospective Teachers’ Mean Scores of Achievement in PLHD and Academic Achievement in Total but there is significant difference between the Male and Female Prospective Teachers’ Mean Scores of Achievement in the subjects EEIS and EIM. The Mean Scores indicate that the Female Prospective Teachers have high Achievement when compared to the Male Prospective Teachers among the High Emotional Intelligence group.

11. No significant difference is found between the Married and Unmarried Prospective Teachers in all the three core subjects EEIS, PLHD, EIM and Academic Achievement in Total among the High Emotional Intelligence Group.

12. There is no significant difference between the Humanities and Science Basic Subject Prospective Teachers in the Achievement of the core subjects EEIS, PLHD and Academic Achievement in Total but there is significant difference between the Humanities and Science Basic Subject Prospective Teachers in the Achievement of the core subject EIM among the High Emotional Intelligence Group. Mean Scores indicate that the Science subject Prospective Teachers have higher level of Achievement in EIM, when compared to the Arts subject Prospective Teachers among the High Emotional Intelligence Group.
13. Significant difference is found between Academic Achievement of Government and Private College Prospective Teachers and also between the Government Aided and Private College Prospective Teachers in the High Emotional Intelligence Group. Mean Scores indicate that the Government Aided College Prospective Teachers have higher level of Academic Achievement when compared to the Private and Government College Prospective Teachers. The Government College Prospective Teachers have higher level of Academic Achievement when compared to the Private College Prospective Teachers in High Emotional Intelligence Group.

14. Significant difference is not found in Achievement in Core Subjects like EEIS, PLHD, EIM and Academic Achievement in Total among the Prospective Teachers with regard to Parental Educational Qualifications in the High Emotional Intelligence Group.
Section C: Analysis of the Mean Scores of Academic Achievement with regard to Medium Emotional Intelligence Group

15. There is no significant difference between the Mean Scores of Male and Female Prospective Teachers’ achievement in all the three core subjects EEIS, PLHD, EIM and Academic Achievement in Total in Medium Emotional Intelligence group.

16. No significant difference is found between the Mean Scores of Married and Unmarried Prospective Teachers in achievement of all the three Core subjects EEIS, PLHD, EIM and Academic Achievement in Total in Medium Emotional Intelligence group.

17. There is no significant difference between the Mean Scores of Humanities and Science Basic Subject Prospective Teachers in achievement of all the three core subjects EEIS, PLHD, EIM and Academic Achievement in Total in Medium Emotional Intelligence group.

18. Significant difference is found between the Mean Achievement Scores of Government and Government Aided College Prospective Teachers and also between Government Aided and Private College Prospective Teachers. It indicates that the Government Aided College Prospective Teachers have higher level of Academic Achievement when compared to Government and Private College Prospective Teachers. The Private College Prospective teachers have high level of Academic Achievement in Total when compared to the
Government College Prospective Teachers in Medium Emotional Intelligence group.

19. Significant difference is not found in Achievement in Core subjects like EEIS, PLHD, EIM and Academic Achievement in Total among the Prospective Teachers with regard to Parental Educational Qualifications in Medium Emotional Intelligence Group.

Section D: Analysis of the Mean Scores of Academic Achievement with regard to Low Emotional Intelligence Group.

20. There is significant difference between the Mean Scores of Male and Female Prospective Teachers Achievement in EEIS. Mean Scores denote that the Male Prospective Teachers have higher level of Achievement in EEIs when compared to female Prospective Teachers but there is no significant difference between the Mean Scores of Male and Female Prospective Teachers Achievement in the core subjects PLHD, EIM and Academic Achievement in Total in Low Emotional Intelligence group.

21. There is significant difference between the Married and Unmarried Prospective Teachers’ achievement in the core subject PLHD. The Mean Scores indicate that the Married Prospective Teachers have more achievement in PLHD than the Unmarried Prospective Teachers. There is no significant difference between the Married and Unmarried Prospective Teachers’ achievement in the core subjects EEIS, EIM and Academic Achievement in Total in the Low Emotional Intelligence group.
22. There is no significant difference between the Humanities and Science Basic 
Subject achievement of Prospective Teachers of all the three core subjects 
EEIS, PLHD, EIM and Academic Achievement in Total in Low Emotional 
Intelligence group.

23. There is no significant difference between Achievement of Prospective 
Teachers from different Types of Management of the entire core subjects 
EEIS, PLHD, EIM and Academic Achievement in Total Scores with regard to 
Low Emotional Intelligence Group.

24. There are no significant differences in Achievement in the subjects EEIS, EIM 
and Academic Achievement in Total among the Prospective Teachers with 
regard to Parental Educational Qualifications in Low Emotional Intelligence 
Group.

25. There is significant difference between the Below SSLC and SSLC to HSC 
Parental Educational Qualification Prospective Teachers’ Achievement in 
PLHD. Parental Educational Qualification SSLC to HSC is higher than the 
Below SSLC Parental Educational Qualification of Prospective Teachers. It 
further indicates that there is significant difference between the Below SSLC 
Parental Educational Qualification as well as Graduate and Above Parental 
Educational Qualification Prospective Teachers’ Achievement in PLHD. The 
Mean Scores show that the Graduate and Above Parental Educational 
Qualification Prospective Teachers’ Achievement in PLHD is higher than the 
Below SSLC Parental Educational Qualification of Prospective Teachers.
There is no significant difference between the Mean Scores of SSLC to HSC Parental Educational Qualification and Graduate and Above Parental Educational Qualification of Prospective Teachers’ Achievement in the subject PLHD among Low Emotional Intelligence Group.

**Section E: Analysis of the Mean Scores of Academic Achievement with regard to High Personality Traits Group.**

26. There is no significant difference between the Male and Female Prospective Teachers in achievement of all the three core subjects EEIS, PLHD, EIM and Academic Achievement in Total in High Personality Traits group.

27. No significant difference is found between the Married and Unmarried Prospective Teachers in Achievement of all the three core subjects EEIS, PLHD, EIM and Academic Achievement in Total in High Personality Traits Group.

28. Significant difference is not found between the Mean Scores of Humanities and Science Basic Subject Prospective Teachers in achievement of the core subjects EEIS and PLHD but there is significant difference between the Mean Scores of Humanities and Science Basic Subject Prospective Teachers in Achievement of the core subject EIM and Academic Achievement in Total. The Achievement of Science Subject Prospective Teachers Achievement is higher than the Arts Subject Prospective Teachers in High Personality Traits group.
29. There is no significant difference in Achievement in different subjects like EEIS, PLHD, EIM and Academic Achievement in Total with regard to Types of Management in High Personality Traits Group.

30. There is no significant difference in Achievement in different core subjects PLHD, EIM and Academic Achievement in Total among the Prospective Teachers with regard to Parental Educational Qualifications in High Personality Traits Group but there is significant difference in Achievement in the core subject EEIS among the Prospective Teachers with regard to Parental Educational Qualifications in High Personality Traits Group.

31. There is significant difference between the Below SSLC Parental Educational Qualification and SSLC to HSC Parental Educational Qualification Prospective Teachers’ Achievement in EEIS. The Mean Scores show that the Below SSLC Parental Educational Qualification of Prospective Teachers’ Achievement in EEIS is higher than the SSLC to HSC Parental Educational Qualification of Prospective Teachers. It further indicates that there is significant difference between SSLC to HSC Parental Educational Qualification as well as Graduate and Above Parental Educational Qualification Prospective Teachers’ Achievement in EEIS. The Mean Scores show that the Graduate and Above Parental Educational Qualification Prospective Teachers’ Achievement in EEIS is higher than the SSLC to HSC Parental Educational Qualification of Prospective Teachers. There is no significant differences between the Mean Scores of Below SSLC Parental Educational Qualification and Graduate and
Above Parental Educational Qualification of Prospective Teachers’ Achievement in the core subject EEIS in High Personality Traits Group.

Section F: Analysis of the Mean Scores of Academic Achievement with regard to Medium Personality Traits Group

32. No significant difference is found between Male and Female Prospective Teachers’ Achievement of all the three core subjects EEIS, PLHD, EIM and Academic Achievement in Total in Medium Personality Traits group.

33. There is no significant difference between Married and Unmarried Prospective Teachers’ Achievement of all the three core subjects EEIS, PLHD, EIM and Academic Achievement in Total in Medium Personality Traits group.

34. Significant difference is not found between the Humanities and Science Subject Prospective Teachers’ Achievement in the core subjects EEIS and EIM. There is significant difference between the Humanities and Science Basic Subject Prospective Teachers in Achievement of the core subject PLHD and Academic Achievement in Total. The Mean Scores indicates that the Science Basic Subject Prospective Teachers’ Achievement is higher than the Arts basic Subject Prospective Teachers in PLHD and Academic Achievement in Total in Medium Personality Traits group.

35. There is significant difference in Achievement in the core subject EEIS among the Government College Prospective Teachers and Aided College Prospective Teachers and also between the Aided College Prospective Teachers and Self-financed College Prospective Teachers. The Aided College Prospective
36. There is significant difference in Achievement in the core subject PLHD among the Government College Prospective Teachers and Government Aided College Prospective Teachers and also between the Government Aided College Prospective Teachers and Private College Prospective Teachers. The Aided College Prospective Teachers have higher level of Achievement in the core subject PLHD when compared to the Government College and the Private college Prospective Teachers in Medium Personality Traits group.

37. There is significant difference in Achievement in the core subject EIM among the Government College Prospective Teachers and Government Aided College Prospective Teachers and also between the Government Aided College Prospective Teachers and Private College Prospective Teachers. The Government Aided College Prospective Teachers have higher level of Achievement in the core subject EIM when compared to the Government College and the Private College Prospective Teachers in Medium Personality Traits group.

38. There is significant difference between the Mean Academic Achievement in Total Scores of Government College Prospective Teachers and Government Aided College Prospective Teachers and also between Government Aided College Prospective Teachers and Private College Prospective Teachers. The
Aided College Prospective Teachers have higher level of Academic Achievement in Total when compared to the Government College Prospective Teachers and Private College Prospective Teachers in Medium Personality Traits group.

39. There is no significant difference found in different core subjects like EEIS, PLHD, EIM and Academic Achievement in Total among the Prospective Teachers with regard to Parental Educational Qualification in Medium Personality Traits Group.

Section G: Analysis of the Mean Scores of Academic Achievement with regard to Low Personality Traits Group.

40. No significant difference is found between the Male and Female Prospective Teachers in achievement of all the three core subjects EEIS, PLHD, EIM and Academic Achievement in Total in Low Personality Traits group.

41. There is no significant difference between the Married and Unmarried Prospective Teachers’ Achievement of all the three core subjects EEIS, PLHD, EIM and Academic Achievement in Total in Low Personality Traits Group.

42. Significant difference is not found between the Humanities and Science Basic Subject Prospective Teachers’ achievement in the core subjects EEIS, PLHD, EIM and Academic Achievement in Total in Low Personality Traits group.

43. No significant difference is found in Achievement in the core Subject PLHD with regard to Types of Management in Low Personality Traits Group.
44. Significant difference is found between Government College and Government Aided College Prospective Teachers and also between the Government Aided College and Private College Prospective Teachers’ Achievement in the core subject EEIS. The mean scores indicates that the Government Aided College Prospective Teachers have higher level of Achievement in the core subject EEIS when compared to the Government College and the Private College Prospective Teachers in Low Personality Traits group.

45. There is significant difference between the Achievement of the core subject EIM of Government College and Government Aided College Prospective Teachers and also between the Government Aided College and Private College Prospective Teachers’. The Mean Scores reveals that the Government Aided College Prospective Teachers have higher level of Achievement in the core subject EIM when compared to the Government College and the Private College Prospective Teachers in Low Personality Traits group.

46. Significant difference is found in the Academic Achievement in Total of Government and Government Aided College Prospective Teachers and also between Government Aided and Private College Prospective Teachers. The Mean Scores indicate that the Government Aided College Prospective Teachers have higher level of Academic Achievement in Total when compared to the Government and private College Prospective Teachers in low Personality Traits group.
47. There is no significant difference in Achievement in the core subjects EEIS, PLHD, EIM and Academic Achievement in Total among the Prospective Teachers with regard to Parental Educational Qualifications in Low Personality Traits Group.

5.1.3. Findings from Correlation Analysis

Section H: Correlation Analysis of Emotional Intelligence, Personality Traits, Achievement in the Core Subjects and Academic Achievement in Total among the Prospective Teachers

48. There is a low positive correlation between EI (Emotional Intelligence) and PT (Personality Traits) among the Prospective Teachers.

49. No significant correlation is found between EI with the core Subjects EEIS, PLHD and EIM and Academic Achievement in Total (AA) among the Prospective Teachers.

50. There is no significant correlation between PT with the core Subjects EEIS, PLHD and EIM among the Prospective Teachers.

51. Negative correlation is found between PT and AA among the Prospective Teachers.

52. There is positive correlation between the core subject EEIS with the other PLHD and EIM among the Prospective Teachers but there is no correlation between the core subject EEIS and AA among the Prospective Teachers.
53. High positive correlation is found between the core subject PLHD with the other subject EIM among the Prospective Teachers but there is no correlation between PLHD with AA among the Prospective Teachers.

54. There is no correlation between the core subject EIM and AA among the Prospective Teachers.

5.2 DISCUSSION AND CONCLUSION

The aim of the present study is to find out the Emotional Intelligence and Personality Traits in relation to Academic Achievement among the Prospective Teachers studying in Colleges of Education. From the Descriptive Analysis, it is found out that the level of Emotional Intelligence among the Prospective Teachers is High among the Prospective Teachers. Age, maturity and the educational and social encounters might have enhanced the Emotional Intelligence of the Prospective Teachers. While referring to the related literature, the study of Zamir, S. and Hina, Q.A. (2014) reveal the similar finding but it is contradictory with the studies of Bhat, N. M. (2014), Mary M.I. and Annaraja, P. (2014) Indu, H. (2009), Singh, B. and Singh, K. (2009) and Tyagi, S.K. (2004).

There is no significant difference on the basis of gender of the Prospective Teachers in the Mean Score of Emotional Intelligence. It shows that the male and female Prospective Teachers have similar capability in EI. It agrees with the findings of the studies of Bhat, N. M. (2014), Mary M.L. and Annaraja, P. (2014), Kumar, S.V.K. (2011), Matliwala, K. (2011), Usha, P. and Rekha
Significant difference is not found in the mean scores Emotional Intelligence of Married and Unmarried, Humanities and Science Basic Subject, and Parental Educational Qualification of Prospective Teachers. It reveals that the demographical variables, Marital status, Basic Subject and Parental Education have little influence on EI of Prospective Teachers studying in Colleges of Education. Regarding the influence of the Basic Subject on EI, the studies conducted by Kumar, S.V.K. (2011), Matliwala, K. (2011), Umadevi, M.R. (2009) and Dubey, R. (2008), revealed similar findings but the study conducted by Kajaldevi Manhas (2006) indicated that adolescents of science stream had higher emotional intelligence as compared to the adolescents studying in art stream.

There is no significant difference between the Mean Emotional Intelligence Scores of Government College Prospective Teachers and Government Aided College Prospective Teachers and also between Government Aided College Prospective Teachers and Private College Prospective Teachers but there is
significant difference between the Mean Emotional Intelligence Scores of Government College Prospective Teachers and Private College Prospective Teachers. The Mean Scores indicate that the Government College Prospective Teachers have higher level of Emotional Intelligence compared to the Private College Prospective Teachers. In Government and Government Aided Colleges of Education, students are admitted on the basis of their merit but it is not in the case of Private Colleges of Education, so there are chances of difference in the basic nature of Prospective Teachers. It also indicates that the Private Colleges of Education are lagging behind the Government Colleges in providing activities to enhance the Emotional Intelligence of the Prospective Teachers. Referring to related literature, the study of Darsana, M. (2007) and Sambit K Padhi and Jyothi Verma (2011) revealed similar to the above finding but it is contradictory to the findings of Indu, H. (2009) and Amirtha, M and Kathiravan, S (2006).

The Descriptive Analysis indicates that the level of Personality Traits among the Prospective Teachers is Medium. So the Colleges of Education should take steps to enhance the level of Personality Traits of the Prospective Teachers. There is no significant difference between Male and Female Prospective Teachers in their Mean Scores of Personality Traits. It shows that the male and female Prospective Teachers have equal level of Personality Traits. The finding is in accordance with the findings of study of Annaraja, P and Joseph, N.M (2007) and contradicts with the finding of Gao, M. and Liu, Q. (2013), Mahida, J.R. (2011), Khan, M.A. and Yaseen, U.M. (2009), Chandrasekaran, K. (2008) and
Similarly no significant difference is found between Married and Unmarried Prospective Teachers in the Mean Scores of Personality. Humanities and Science Basic Subject Prospective Teachers are also equal in their Personality Traits. It agrees with the finding of the study conducted by **Kumar, G. N. S. (2009)**. Significant difference is found in the Personality Traits of Government College Prospective Teachers and Government Aided College Prospective Teachers and also between Government Aided College Prospective Teachers and Private College Prospective Teachers. Mean Scores of Personality Traits indicate that the Government Aided College Prospective Teachers have higher level of Personality Traits when compared to the Government College and the Private College Prospective Teachers. It may be due to the periodical arrangement of various curricular, co-curricular and extracurricular activities conducted in Government Aided Colleges of Education when compared to the Government and Private Colleges of Education. It is contradictory with the findings of the studies conducted by **Arundathi (2014)** and **Kumar, G. N. S. (2009)**. Significant difference is not found in Personality Traits among the Prospective Teachers with regard to Parental Educational Qualification. The Personality of an individual is determined by heredity and environment. The different Personality Traits are displayed in the behaviour of an individual in different situations.

The level of Academic Achievement is Medium among the Prospective Teachers studying in Colleges of Education. So Colleges Education should take
essential steps to increase the AA of the Prospective Teachers. There is no significant difference between Male and Female Prospective Teachers in the Mean Scores of Emotional Intelligence Academic Achievement. Similar results were found in the studies of Anandan, K. (2013) Manimaran (2012), Mirunalini, Gopal and Anandan (2012), Praveen Dhar (2012), Anandan (2011), Baskaran (2011), Prabakaran (2011), Thamodaran (2009), Nuthanap (2007) and Paulin Jayaseeli (2007). Contradictory results were revealed by the studies conducted by Mozhiyarasi (2013), Sadanantham and Lourdusamy (2010), Chandra (2013), Edwin Thangom (2012), Kanakavalli (2012), Rajalakshmi (2012) Noorjehan and Wajiha (2009), Josephine (2007) and Devi and Mayuri (2003). In the Analysis of the Mean Scores of Academic Achievement with regard to High EI Group, the Female Prospective Teachers have higher Achievement, only in the core subjects EEIS and EIM when compared to the Male Prospective Teachers. Regarding the Analysis of the Mean Scores of Academic Achievement in Low EI Group, the Male Prospective Teachers have higher level of Achievement only in the core subject EEIs when compared to female Prospective Teachers.

No significant difference is found between Married and Unmarried Prospective Teachers in the Mean Scores of Academic Achievement. It indicates both married and unmarried Prospective Teachers are similar in their academic achievement. It agrees with the findings of the study conducted by Baskaran (2011). In the Low EI, the Married Prospective Teachers have more achievement in the core subject PLHD than the Unmarried Prospective Teachers.
Significant difference is found between Humanities and Science Basic Subject Prospective Teachers in the Mean Scores of Academic Achievement. Mean Scores reveal that the Achievement of the Science Basic Subject Prospective Teachers is higher than the Humanities Basic Subject Prospective Teachers. It may be due to the preference of the high academic achievers, it is quite common that high academic achievers in schools and colleges prefer to study Science subjects rather than Humanities because of the vast employment opportunities for Science subjects in different fields. It coincides with the finding of the study conducted by Kanakavalli (2012) but it contradicts with the findings of the study conducted by Beiya Babu (2012) and Baskaran (2011). In the Analysis of the Mean Scores of Academic Achievement with regard to High EI Group and High PT Group the level of Achievement of the Science basic subject Prospective Teachers have higher in the core subject EIM, when compared to the Arts basic subject Prospective Teachers. Regarding the Analysis of the Mean Scores of Academic Achievement with regard to Medium Personality Traits Group, the Science Basic Subject Prospective Teachers’ Achievement in the core subject PLHD and Mean Academic Achievement are higher than the Arts basic Subject Prospective Teachers.

The findings of the study indicated that Government Aided College Prospective Teachers have higher level of Academic Achievement when compared to the Government College and the Self-financed College Prospective Teachers. It may be due to proper utilization of available facilities like library,
laboratories and also the proper availability of enough number of Teaching and non-teaching staff members in the Government Aided Colleges of Education when compared to the Government and Private Colleges of Education. Similar results were found in the related studies conducted by Chandra (2013) and Mozhiyarasi (2013) but it ss contradictory to the results found by Arundathi (2014), Praveen Dhar (2012), Jai Singh (2011), Anbuchelvan (2008) and Josephine (2007). In the Analysis of the Mean Scores of Academic Achievement with regard to High EI Group and Medium EI, also the Government Aided College Prospective Teachers have higher level of Academic Achievement when compared to the Private and Government College Prospective Teachers. There is no significant difference between Achievement of Prospective Teachers from different Types of Management of the entire core subjects EEIS, PLHD, EIM and Academic Achievement Scores with regard to Low Emotional Intelligence Group. Regarding the Analysis of the Mean Scores of Academic Achievement with regard to Medium Personality Traits Group, the Government Aided College Prospective Teachers have higher level of Achievement in the core subjects EEIS, PLHD, EIM and Mean Academic Achievement Scores when compared to the Government College and Private College Prospective Teachers. In the Analysis of the Mean Scores of Academic Achievement with regard to Low Personality Traits Group, the Government Aided College Prospective Teachers have higher level of Achievement in the core subjects EEIS, EIM and mean Academic Achievement
when compared to the Government College and the Private College Prospective Teachers in Low Personality Traits group.

Significant difference is not found in Academic Achievement among the Prospective Teachers with regard to Parental Educational Qualification. It may be due to academic freedom of the students given by the parents after a certain level of study in higher education. In the Low EI, Parental Educational Qualification SSLC to HSC is higher achievement only in the core subject PLHD than the Below SSLC Parental Educational Qualification of Prospective Teachers and also the Graduate and Above Parental Educational Qualification Prospective Teachers’ Achievement only in the core subject PLHD is higher than the Below SSLC Parental Educational Qualification of Prospective Teachers. Analysis of the Mean Scores of Academic Achievement with regard to High Personality Traits Group, The Below SSLC Parental Educational Qualification of Prospective Teachers’ Achievement in the core subject EEIS is higher than the SSLC to HSC Parental Educational Qualification of Prospective Teachers. The Graduate and Above Parental Educational Qualification Prospective Teachers’ Achievement in the core subject EEIS is higher than the SSLC to HSC Parental Educational Qualification of Prospective Teachers.

There is a low positive correlation between EI and PT among the Prospective Teachers studying in the Colleges of Education. Similar finding was found in the related study conducted by Tok, S. and Morali, S.L. (2009). No significant correlation is found between EI with the core Subjects EEIS, PLHD

There is no significant correlation between PT with the core Subjects EEIS, PLHD and EIM among the Prospective Teachers. Negative correlation is found between PT and AA among the Prospective Teachers. It is in agree with the findings of Ghazi, S.R., Shahzada, G. and Ullah, S (2013) and Vorkapić S.T, (2013) but contradicts with the findings of the related study conducted by Troncone, A., Drammis, M.L. And Labella, A (2014) and Akomolafe, M.J. (2013) Raveendran, T., Raveeswaran, M. and Ananthasayana, S. (2011), Ridgell, S.D and Lounsbury, J.W. (2004) There is positive correlation found between the core subject EEIS with the other core subject PLHD and EIM among the Prospective Teachers but there is no correlation between the core subject EEIS and AA among the Prospective Teachers. High positive correlation is found between the core subject PLHD with the other subject EIM among the Prospective Teachers but there is no correlation between PLHD with AA among the
Prospective Teachers. There is no correlation between the core subject EIM and AA among the Prospective Teachers.

The level of Emotional Intelligence is High among the Prospective Teachers studying in colleges of Education but Medium levels of Personality Traits and Academic Achievement among the Prospective Teachers. So, the Colleges of Education should take essential steps to enhance the levels of Personality Traits and Academic Achievement of the Prospective Teachers studying in Colleges of Education. To Enhance the Personality Traits, various curricular and co-curricular activities should be implemented deliberately. Academic Achievement of the Prospective Teachers can be enhanced by providing good infrastructure, learning resources like laboratory facilities and libraries with adequate number of efficient teaching and supporting staff in each Colleges of Education.

5.3 EDUCATIONAL IMPLICATIONS

The findings of the study reveal that the Prospective Teachers studying in Colleges of Education have high level of Emotional Intelligence, whereas they have medium level of Personality Traits and Academic Achievement. So the Colleges Education should take special efforts to improve the Personality Traits and Academic Achievement of the learners. People possess Personality Traits in lesser and greater degrees. Psychologists explain that no two people have exactly the same Traits because Personality is unique but many people exhibit similar
Traits when they interact with the environment. So Personality development programmes may be conducted in Colleges of Education, this may help to increase Personality Traits of the Prospective Teachers. This study reveals that demographic variables like Gender, Marital Status and Parental education have very little influence on Emotional Intelligence, Personality Traits and Academic Achievement of the Prospective Teachers. The Basic Subject of study and Type Management have significant influence in the Academic Achievement of the Prospective Teachers. Prospective Teachers studying Science Basic Subjects and studying from Government Aided Colleges have good performance in Achievement when compared to others. So in the Schools and Colleges essential steps should be taken to attract high achievers into the stream of Humanities. Students’ interest and potentiality should be taken into consideration when admitting them in the particular subject. Academic Achievement of the Prospective teachers can be enhanced by providing good infrastructure, learning resources like modernized lab facilities and libraries with adequate number of efficient Teacher Educators and supporting technical staff in each Colleges of Education. If neglected, it will affect the development of the nation and the progress and prosperity of coming generation.

By giving proper guidance and encouragement to the low achievers may increase the Achievement level. Counselling services should be implemented in Colleges of Education to the Prospective Teachers to solve their problems and progressive development in academic activities. A qualified full-time Counsellor
may be appointed in Colleges of Education that may help to solve the problems of the Prospective teachers. Equal importance should be given to co-curricular and extracurricular activities in Colleges of Education; these will help to enhance Emotional Intelligence and Personality development of the Prospective Teachers. Awards and Prizes will create healthy competition; this will help to increase the academic achievement of the learners. Special talks from eminent Personalities, Feature film shows and film reviews may be arranged periodically to increase the inner elements of Emotional Intelligence and Personality Traits like Motivation, Empathy and Social Skills. The Prospective Teachers from the weaker sections should be identified and periodical special coaching may be given to them. The curriculum of the B.Ed. programme may be modified in such a way to include activities to enhance Emotional Intelligence and Personality Traits of the Prospective teachers.

Higher bodies of Teacher Education like NCERT, NCTE and NUEPA, Department of Education should conduct need-based periodical in-service programmes to the Teacher Educators, this will indirectly enhance the Academic Achievement of the Prospective Teachers. The duration of the B.Ed. programme may be increased into two years to enrich the curriculum and avoid the unnecessary rush and hurry of the course.
5.4 SUGGESTIONS FOR THE FURTHER STUDY

On the basis of the outcomes of the study, the following suggestions are given for the further researches in the study area.

1. Similar studies may be conducted on the line of the present study by changing the sample as M.Ed. and D.T.E. students.
2. A study may be conducted on the line of the present study for the engineering and medical college professional students.
3. Research studies may be conducted to find out other Psychological Variables like Attitude and Aptitude towards teaching profession in relation to Emotional Intelligence, Personality Traits and Academic Achievement.
4. Comparative studies may be taken up for the students of Arts and Science Colleges and Colleges of Education.
5. Similar studies may be conducted on the line of the present study by changing the sample as Teachers and Teacher Educators.

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