5.1  INTRODUCTION:

The present chapter describes Statement of the Problem, General objectives of the study, Variables considered in the study, Specific objectives of the study, Research hypothesis of the study,, Scope of the study, Design of the study, Major Findings of the study, Discussion and Conclusions, Educational Implications and Suggestions for further research. The details of the above are given below;

5.2  STATEMENT OF THE PROBLEM:

The present study made an attempt to investigate the relationship of Academic Achievement with Learning Style, Adjustment, Intelligence and Self-concept of B.Ed. female Student Teachers of Karnataka. The Study states that, “A STUDY OF ACADEMIC ACHIEVEMENT OF FEMALE STUDENT TEACHERS OF KARNATAKA IN RELATION TO THEIR LEARNING STYLE, ADJUSTMENT, INTELLIGENCE AND SELF-CONCEPT”.

5.3  GENERAL OBJECTIVES OF THE STUDY:
1. To Investigate the relationship between Academic Achievement and Learning Style of female Student Teachers.

2. To Investigate the relationship between Academic Achievement and Adjustment of female Student Teachers.

3. To Investigate the relationship between Academic Achievement and Intelligence of female Student Teachers.

4. To Investigate the relationship between Academic Achievement and Self-concept of female Student Teachers.

5.4 VARIABLES CONSIDERED IN THE STUDY:

There are three types of variables used in the present study viz., the Independent, Dependent and Moderator variables.

The Dependent variable of the present study is the Academic Achievement of female student teachers of Karnataka.

The Independent variables of the present study is

- Learning Style
- Adjustment
- Intelligence
• Self-Concept

The Moderator variables of the present study is

➢ Location (Urban and Rural)
➢ Type of Degree (Arts and Science)
➢ Type of Management (Aided and Unaided)
➢ Type of Caste (SC/ST and Others)

5.5 SPECIFIC OBJECTIVES OF THE STUDY:

• To find out Academic Achievement of female student-teachers of Karnataka.

• To find out the Academic Achievement in relation to the learning style of female student-teachers of Karnataka.

• To find out the Academic Achievement in relation to the adjustment of female student-teachers of Karnataka.

• To find out the Academic Achievement in relation to the Intelligence of female student-teachers of Karnataka.

• To find out the Academic Achievement in relation to the self-concept of female student-teachers of Karnataka.
• To find out academic achievement of female student-teachers of Karnataka.

• To find out the relationship between urban and rural Academic Achievement of female student-teachers of Karnataka.

• To find out the learning styles of female student-teachers of Karnataka.

• To find out the self-concept of female student-teachers of Karnataka.

• To find out the Adjustment of female student-teachers of Karnataka.

• To find out the relationship between aided and unaided Academic Achievement of female student-teachers of Karnataka.

• To find out the relationship between SC, ST and Others Academic Achievement of female student-teachers of Karnataka.

• To find out the correlation between urban and rural Academic Achievement of female student-teachers of Karnataka.

• To find out the correlation between SC, ST and Others Academic Achievement of female student-teachers of Karnataka.

• To find out the correlation between aided and unaided Academic Achievement of female student-teachers of Karnataka.
5.6 **HYPOTHESES OF THE STUDY:**

Hypotheses are tentative guesses formulated to study the effect of independent variables on dependent variables. All hypotheses were stated in the null form to facilitate statistical testing of the hypothesis. The present study attempts to test the following hypotheses.

**Hypothesis:** There is no significant difference between student teachers of four divisions of Karnataka (Belgaum, Bangalore, Mysore and Gulbarga) with respect to their academic achievements.

**Hypothesis:** There is no significant difference between student teachers of four divisions of Karnataka (Belgaum, Bangalore, Mysore and Gulbarga) with respect to learning style scores.

**Hypothesis:** There is no significant difference between student teachers of four divisions of Karnataka (Belgaum, Bangalore, Mysore and Gulbarga) with respect to adjustment scores.

**Hypothesis:** There is no significant difference between student teachers of four divisions of Karnataka (Belgaum, Bangalore, Mysore and Gulbarga) with respect to intelligence scores.
**Hypothesis:** There is no significant difference between student teachers of four divisions of Karnataka (Belgaum, Bangalore, Mysore and Gulbarga) with respect to self-concept scores.

**Hypothesis:** There is no significant difference between urban and rural student teachers of Karnataka with respect to their academic achievements.

**Hypothesis:** There is no significant difference between urban and rural student teachers of Karnataka with respect to learning style scores.

**Hypothesis:** There is no significant difference between urban and rural student teachers of Karnataka with respect to adjustment scores.

**Hypothesis:** There is no significant difference between urban and rural student teachers of Karnataka with respect to intelligence scores.

**Hypothesis:** There is no significant difference between urban and rural student teachers of Karnataka with respect to self-concept scores.

**Hypothesis:** There is no significant difference between Arts and Science student teachers of Karnataka with respect to their academic achievements.
Hypothesis: There is no significant difference between Arts and Science student teachers of Karnataka with respect to learning style scores.

Hypothesis: There is no significant difference between Arts and Science student teachers of Karnataka with respect to adjustment scores.

Hypothesis: There is no significant difference between Arts and Science student teachers of Karnataka with respect to intelligence scores.

Hypothesis: There is no significant difference between Arts and Science student teachers of Karnataka with respect to self-concept scores.

Hypothesis: There is no significant difference between Aided and Unaided types of management student teachers of Karnataka with respect to their academic achievements.

Hypothesis: There is no significant difference between Aided and Unaided types of management student teachers of Karnataka with respect to learning style scores.

Hypothesis: There is no significant difference between Aided and Unaided types of management student teachers of Karnataka with respect to adjustment scores.
**Hypothesis:** There is no significant difference between Aided and Unaided types of management student teachers of Karnataka with respect to intelligence scores.

**Hypothesis:** There is no significant difference between Aided and Unaided types of management student teachers of Karnataka with respect to self-concept scores.

**Hypothesis:** There is no significant difference between SC/ST and other caste female student teachers of Karnataka with respect to their academic achievements.

**Hypothesis:** There is no significant difference between SC/ST and other caste female student teachers of Karnataka with respect to learning style scores.

**Hypothesis:** There is no significant difference between SC SC/ST and other caste female student teachers of Karnataka with respect to adjustment scores.
**Hypothesis:** There is no significant difference between SC/ST and other caste female student teachers of Karnataka with respect to intelligence scores

**Hypothesis:** There is no significant difference between SC/ST and other caste female student teachers of Karnataka with respect to self-concept scores

**Hypothesis:** There is no significant difference between low and high learning style female student teachers of Karnataka with respect to their academic achievements

**Hypothesis:** There is no significant difference between low and high adjustment female student teachers of Karnataka with respect to their academic achievements

**Hypothesis:** There is no significant difference between low and high intelligence female student teachers of Karnataka with respect to their academic achievements
**Hypothesis:** There is no significant difference between low and high self-concept female student teachers of Karnataka with respect to their academic achievements.

**Hypothesis:** There is no significant relationship between academic achievement and learning style, adjustment, intelligence and self-concept scores of student teachers of Karnataka as a whole.

**Hypothesis:** There is no significant relationship between academic achievement and learning style, adjustment, intelligence and self-concept scores of student teachers of Belgaum division.

**Hypothesis:** There is no significant relationship between academic achievement and learning style, adjustment, intelligence and self-concept scores of student teachers of Bangalore division.

**Hypothesis:** There is no significant relationship between academic achievement and learning style, adjustment, intelligence and self-concept scores of student teachers of Mysore division.
Hypothesis: There is no significant relationship between academic achievement and learning style, adjustment, intelligence and self-concept scores of student teachers of Gulbarga division.

Hypothesis: There is no significant relationship between academic achievement and learning style, adjustment, intelligence and self-concept scores of urban student teachers of Karnataka.

Hypothesis: There is no significant relationship between academic achievement and learning style, adjustment, intelligence and self-concept scores of rural student teachers of Karnataka.

Hypothesis: There is no significant relationship between academic achievement and learning style, adjustment, intelligence and self-concept scores of arts student teachers of Karnataka.

Hypothesis: There is no significant relationship between academic achievement and learning style, adjustment, intelligence and self-concept scores of science student teachers of Karnataka.
**Hypothesis:** There is no significant relationship between academic achievement and learning style, adjustment, intelligence and self-concept scores of aided college student teachers of Karnataka

**Hypothesis:** There is no significant relationship between academic achievement and learning style, adjustment, intelligence and self-concept scores of unaided college student teachers of Karnataka

**Hypothesis:** There is no significant relationship between academic achievement and learning style, adjustment, intelligence and self-concept scores of SC/ST student teachers of Karnataka

**Hypothesis:** There is no significant relationship between academic achievement and learning style, adjustment, intelligence and self-concept scores of other caste student teachers of Karnataka

**Hypothesis:** Learning style, adjustment, intelligence and self-concept are would not be significant predictors of academic achievement of student teachers of Karnataka as a whole
Hypothesis: Learning style, adjustment, intelligence and self-concept are would not be significant predictors of academic achievement of student teachers of Belgaum division

Hypothesis: Learning style, adjustment, intelligence and self-concept are would not be significant predictors of academic achievement of student teachers Bangalore division

Hypothesis: Learning style, adjustment, intelligence and self-concept are would not be significant predictors of academic achievement of student teachers Mysore division

Hypothesis: Learning style, adjustment, intelligence and self-concept are would not be significant predictors of academic achievement of student teachers Gulbarga division

Hypothesis: Learning style, adjustment, intelligence and self-concept are would not be significant predictors of academic achievement of urban student teachers of Karnataka
**Hypothesis:** Learning style, adjustment, intelligence and self-concept are would not be significant predictors of academic achievement of rural student teachers of Karnataka

**Hypothesis:** Learning style, adjustment, intelligence and self-concept are would not be significant predictors of academic achievement of arts student teachers of Karnataka

**Hypothesis:** Learning style, adjustment, intelligence and self-concept are would not be significant predictors of academic achievement of science student teachers of Karnataka

**Hypothesis:** Learning style, adjustment, intelligence and self-concept are would not be significant predictors of academic achievement of aided college student teachers of Karnataka

**Hypothesis:** Learning style, adjustment, intelligence and self-concept are would not be significant predictors of academic achievement of unaided college student teachers of Karnataka
**Hypothesis:** Learning style, adjustment, intelligence and self-concept are would not be significant predictors of academic achievement of SC/ST caste student teachers of Karnataka

**Hypothesis:** Learning style, adjustment, intelligence and self-concept are would not be significant predictors of academic achievement of other caste student teachers of Karnataka

**5.7 SCOPE OF THE STUDY:**

The main intention of the study is to find the relation of Academic Achievement of B. Ed students with Learning Style, Adjustment, Intelligence and Self-Concept. University public examinations marks are taken as Academic Achievement. To measure Learning Style the Research investigator as developed the questionnaire and for Adjustment, Intelligence and Self-Concept standardized tool is used.

The study attempted to predict the Academic Achievement of B. Ed students with the help of different variables.

**5.8 DESIGN OF THE STUDY:**
METHOD USED:

Investigator was used survey method. Survey method could be the appropriate one to study the Academic Achievement in relation to Learning Style, Adjustment, Intelligence and Self-Concept of female student teachers.

SAMPLE:

In the present study the total number of 600 female student teachers are selected from four different study division of Karnataka. The investigator was selected the sample using random sampling techniques.

COLLECTION OF DATA:

To collect the necessary data for the present study there standardized tool and one self-prepared questionnaire were used developed by Dr. S. K. Mangal, Adjustment Scale., J. C. Raven’s Intelligence Scale., Dr. (Mrs) Pratibha Deo Self-Concept Scale. The above tools were taken to the different
B.Ed colleges of Karnataka State. Even their personal data relating to name, sex, location, type of college, class and subject etc, were collated through a personal data Performa. The assurance was given that the information given by them would be kept confidential and would be used only for research purpose.

**TOOLS USED:** For the present study the following tools were used:

1. **Adjustment Scale:**

   Data relating to Adjustment were collected using Adjustment Scale.

   This tool was developed by Dr. S.K Mangal. (1982)

2. **Intelligence Scale:**

   Intelligence Scale standardized by J. C. Ravan's.

3. **Self-Concept Scale:**

   Self-Concept Scale developed by Dr.(Mrs) Pratibha Deo. (1998)

**STATISTICAL TECHNIQUES USED:**
To know the Academic Achievement of Female student teachers of Karnataka in relation to Learning Style, Adjustment, Intelligence and Self-Concept the following techniques were used for the present study.

1. Percentages
2. Mean and Standard deviation.
3. ‘t’ test.
4. Co-efficient of correlation.
5. Regression Analysis.
6. ANOVA.

5.9 MAJOR FINDINGS OF THE STUDY:

FINDINGS ON THE DESCRIPTIVE ANALYSIS

1. The female student teachers belong to Belgaum division have higher academic achievement as compared to other three division.
The female student teachers belong to Belgaum division have higher learning Style as compared to Female student teachers of other three divisions.

The female student teachers belong to Belgaum division have higher Adjustment as compared to Female student teachers of other three divisions.

The female student teachers belong to Belgaum division have higher Intelligence and Self-concept as compared to Female student teachers of other three divisions.

The female student teachers of urban location have higher academic achievement as compared to female student teachers rural location.

The female student teachers of urban location have higher as compared learning Style and Adjustment to female student teachers rural location.

The female student teachers of urban location have higher Intelligence and Self-concept as compared to female student teachers rural location.

The female student teachers of science degree have higher academic achievement as compared to female student teachers of arts degree.
The female student teachers of science degree have higher learning Style and Adjustment as compared to female student teachers of arts degree.

The female student teachers of science degree have higher Intelligence and Self-concept as compared to female student teachers of arts degree.

The female student teachers belong to aided college have higher academic achievement as compared to female student teachers belongs to unaided college.

The female student teachers belong to aided college have higher learning Style and Adjustment as compared to female student teachers belongs to unaided college.

The female student teachers belong to aided college have higher Intelligence and Self-concept as compared to female student teachers belongs to unaided college.

The female student teachers belong to SC/ST caste have higher academic achievement as compared to female student teachers belongs to other than SC/ST caste.
The female student teachers belong to SC/ST caste have higher learning Style and Adjustment as compared to female student teachers belongs to other than SC/ST caste.

The female student teachers belong to SC/ST caste have higher Intelligence and Self-concept as compared to female student teachers belongs to other than SC/ST caste.

The female student teacher belongs to Belgaum and Bangalore divisions have similar academic achievement.

The female student teacher belongs to Belgaum and Mysore divisions have similar academic achievement.

The female student teacher belongs to Belgaum division have higher academic achievement as compared to Gulbarga division female student teachers.

The female student teacher belongs to Bangalore and Mysore divisions have similar academic achievement.

The female student teacher belongs to Bangalore division have higher academic achievement as compared to Gulbarga division female student teachers.
22 The female student teacher belongs to Mysore division have higher academic achievement as compared to Gulbarga division female student teachers.

23 The female student teacher belongs to Belgaum and Bangalore divisions have similar learning style scores.

24 The female student teacher belongs to Belgaum and Mysore divisions have similar learning style scores.

25 The female student teacher belongs to Belgaum division have higher learning style scores as compared to Gulbarga division female student teachers.

26 The female student teacher belongs to Bangalore and Mysore divisions have similar learning style scores.

27 The female student teacher belongs to Bangalore division have higher learning style scores as compared to Gulbarga division female student teachers.

28 The female student teacher belongs to Mysore division have higher learning style scores as compared to Gulbarga division female student teachers.
The female student teacher belongs to Belgaum and Bangalore divisions have similar adjustment scores.

The female student teacher belongs to Belgaum and Mysore divisions have similar adjustment scores.

The female student teacher belongs to Belgaum division have higher adjustment scores as compared to Gulbarga division female student teachers.

The female student teacher belongs to Bangalore and Mysore divisions have similar adjustment scores.

The female student teacher belongs to Bangalore division have higher adjustment scores as compared to Gulbarga division female student teachers.

The female student teacher belongs to Mysore division have higher adjustment scores as compared to Gulbarga division female student teachers.

The female student teacher belongs to Belgaum and Bangalore divisions have similar intelligence scores.

The female student teacher belongs to Belgaum and Mysore divisions have similar intelligence scores.
The female student teacher belongs to Belgaum division have higher intelligence scores as compared to Gulbarga division female student teachers.

The female student teacher belongs to Bangalore and Mysore divisions have similar intelligence scores.

The female student teacher belongs to Bangalore division have higher intelligence scores as compared to Gulbarga division female student teachers.

The female student teacher belongs to Mysore division have higher intelligence scores as compared to Gulbarga division female student teachers.

The female student teacher belongs to Belgaum and Bangalore divisions have similar self-concept scores.

The female student teacher belongs to Belgaum and Mysore divisions have similar self-concept scores.

The female student teacher belongs to Belgaum division have higher self-concept scores as compared to Gulbarga division female student teachers.
The female student teacher belongs to Bangalore and Mysore divisions have similar self-concept scores.

The female student teacher belongs to Bangalore division have higher self-concept scores as compared to Gulbarga division female student teachers.

The female student teacher belongs to Mysore division have higher self-concept scores as compared to Gulbarga division female student teachers.

The urban female student teachers have higher academic achievement scores as compared to rural female student teachers of Karnataka state.

The urban female student teachers have higher learning style scores as compared to rural female student teachers of Karnataka.

The urban female student teachers have higher adjustment scores as compared to rural female student teachers of Karnataka.

The urban female student teachers have higher intelligence scores as compared to rural female student teachers of Karnataka.

The urban female student teachers have higher self-concept scores as compared to rural female student teachers of Karnataka.
The arts and science female student teachers of Karnataka have similar academic achievement scores.

The science female student teachers have higher learning style scores as compared to arts female student teachers of Karnataka.

The science female student teachers have higher adjustment scores as compared to arts female student teachers of Karnataka.

The science female student teachers have higher intelligence scores as compared to arts female student teachers of Karnataka.

The arts and science female student teachers of Karnataka have similar self-concept scores.

The aided college female student teachers have higher academic achievement scores as compared to unaided college female student teachers of Karnataka.

The aided and unaided college female student teachers of Karnataka have similar learning style scores.

The aided and unaided college female student teachers of Karnataka have similar adjustment scores.

The aided and unaided college female student teachers of Karnataka have similar intelligence scores.
The aided and unaided college female student teachers of Karnataka have similar intelligence scores.

The aided college female student teachers have higher self-concept scores as compared to unaided college female student teachers of Karnataka.

The SC/ST and other caste female student teachers of Karnataka have similar academic achievement scores.

The SC/ST and other caste female student teachers of Karnataka have similar learning style scores.

The SC/ST and other caste female student teachers of Karnataka have similar adjustment scores.

The SC/ST and other caste female student teachers of Karnataka have similar intelligence scores.

The SC/ST and other caste female student teachers of Karnataka have similar self-concept scores.

The high learning style female student teachers of Karnataka have higher academic achievement scores as compared to low learning style female student teachers of Karnataka.
The high adjustment female student teachers of Karnataka have higher academic achievement scores as compared to low adjustment female student teachers of Karnataka.

The high intelligence female student teachers of Karnataka have higher academic achievement scores as compared to low intelligence female student teachers of Karnataka.

The high self-concept female student teachers of Karnataka have higher academic achievement scores as compared to low self-concept female student teachers of Karnataka.

As learning style scores are increases or decreases, the academic achievement scores of student teachers of Karnataka are also increases or decreases.

As adjustment scores are increases or decreases, the academic achievement scores of student teachers of Karnataka are also increases or decreases.

As intelligence scores are increases or decreases, the academic achievement scores of student teachers of Karnataka are also increases or decreases.
As self concept scores are increases or decreases, the academic achievement scores of student teachers of Karnataka are also increases or decreases.

As learning style scores are increases or decreases, the academic achievement scores of student teachers of Belgaum division are also increases or decreases.

As adjustment scores are increases or decreases, the academic achievement scores of student teachers of Belgaum division are also increases or decreases.

As intelligence scores are increases or decreases, the academic achievement scores of student teachers of Belgaum division are also increases or decreases.

As self concept scores are increases or decreases, the academic achievement scores of student teachers of Belgaum division are also increases or decreases.

As learning style scores are increases or decreases, the academic achievement scores of student teachers of Bangalore division are also increases or decreases.
As adjustment scores are increases or decreases, the academic achievement scores of student teachers of Bangalore division are also increases or decreases.

As intelligence scores are increases or decreases, the academic achievement scores of student teachers of Bangalore division are also increases or decreases.

As self concept scores are increases or decreases, the academic achievement scores of student teachers of Bangalore division are also increases or decreases.

As learning style scores are increases or decreases, the academic achievement scores of student teachers of Mysore division are also increases or decreases.

As adjustment scores are increases or decreases, the academic achievement scores of student teachers of Mysore division are also increases or decreases.

As intelligence scores are increases or decreases, the academic achievement scores of student teachers of Mysore division are also increases or decreases.
As self concept scores are increases or decreases, the academic achievement scores of student teachers of Mysore division are also increases or decreases.

As learning style scores are increases or decreases, the academic achievement scores of student teachers of Gulbarga division are also increases or decreases.

As adjustment scores are increases or decreases, the academic achievement scores of student teachers of Gulbarga division are also increases or decreases.

As intelligence scores are increases or decreases, the academic achievement scores of student teachers of Gulbarga division are also increases or decreases.

As self concept scores are increases or decreases, the academic achievement scores of student teachers of Gulbarga division are also increases or decreases.

As learning style scores are increases or decreases, the academic achievement scores of urban student teachers of Karnataka are also increases or decreases.
As adjustment scores are increases or decreases, the academic achievement scores of urban student teachers of Karnataka are also increases or decreases.

As intelligence scores are increases or decreases, the academic achievement scores of urban student teachers of Karnataka are also increases or decreases.

As self concept scores are increases or decreases, the academic achievement scores of urban student teachers of Karnataka are also increases or decreases.

As learning style scores are increases or decreases, the academic achievement scores of rural student teachers of Karnataka are also increases or decreases.

As adjustment scores are increases or decreases, the academic achievement scores of rural student teachers of Karnataka are also increases or decreases.

As intelligence scores are increases or decreases, the academic achievement scores of rural student teachers of Karnataka are also increases or decreases.
As self concept scores are increases or decreases, the academic achievement scores of rural student teachers of Karnataka are also increases or decreases.

As learning style scores are increases or decreases, the academic achievement scores arts student teachers of Karnataka are also increases or decreases.

As adjustment scores are increases or decreases, the academic achievement scores arts student teachers of Karnataka are also increases or decreases.

As intelligence scores are increases or decreases, the academic achievement scores arts student teachers of Karnataka are also increases or decreases.

As self concept scores are increases or decreases, the academic achievement scores arts student teachers of Karnataka are also increases or decreases.

As learning style scores are increases or decreases, the academic achievement scores science student teachers of Karnataka are also increases or decreases.
105 As adjustment scores are increases or decreases, the academic achievement scores science student teachers of Karnataka are also increases or decreases.

106 As intelligence scores are increases or decreases, the academic achievement scores science student teachers of Karnataka are also increases or decreases.

107 As self concept scores are increases or decreases, the academic achievement scores science student teachers of Karnataka are also increases or decreases.

108 As learning style scores are increases or decreases, the academic achievement scores aided college student teachers of Karnataka are also increases or decreases.

109 As adjustment scores are increases or decreases, the academic achievement scores aided college student teachers of Karnataka are also increases or decreases.

110 As intelligence scores are increases or decreases, the academic achievement scores aided college student teachers of Karnataka are also increases or decreases.
As self concept scores are increases or decreases, the academic achievement scores aided college student teachers of Karnataka are also increases or decreases.

As learning style scores are increases or decreases, the academic achievement scores unaided college student teachers of Karnataka are also increases or decreases.

As adjustment scores are increases or decreases, the academic achievement scores unaided college student teachers of Karnataka are also increases or decreases.

As intelligence scores are increases or decreases, the academic achievement scores unaided college student teachers of Karnataka are also increases or decreases.

As self concept scores are increases or decreases, the academic achievement scores unaided college student teachers of Karnataka are also increases or decreases.

As learning style scores are increases or decreases, the academic achievement scores of SC/ST student teachers of Karnataka are also increases or decreases.
As adjustment scores are increases or decreases, the academic achievement scores of SC/ST student teachers of Karnataka are also increases or decreases.

As intelligence scores are increases or decreases, the academic achievement scores of SC/ST student teachers of Karnataka are also increases or decreases.

As self concept scores are increases or decreases, the academic achievement scores of SC/ST student teachers of Karnataka are also increases or decreases.

As learning style scores are increases or decreases, the academic achievement scores of other caste student teachers of Karnataka are also increases or decreases.

As adjustment scores are increases or decreases, the academic achievement scores of other caste student teachers of Karnataka are also increases or decreases.

As intelligence scores are increases or decreases, the academic achievement scores of other caste student teachers of Karnataka are also increases or decreases.
As self concept scores are increases or decreases, the academic achievement scores of other caste student teachers of Karnataka are also increases or decreases.

The learning style (X1) influences positively on academic achievement of student teachers of Karnataka.

The intelligence (X3) influences positively on academic achievement of student teachers of Karnataka.

The self-concept (X4) influences positively on academic achievement of student teachers of Karnataka.

The adjustment (X2) influences negatively on academic achievement of student teachers of Karnataka.

The learning style (X1) influences positively on academic achievement of student teachers of Belgaum division.

The intelligence (X3) influences positively on academic achievement of student teachers of Belgaum division.

The self-concept (X4) influences positively on academic achievement of student teachers of Belgaum division.

The adjustment (X2) influences negatively on academic achievement of student teachers of Belgaum division.
The learning style (X1) influences positively on academic achievement of student teachers of Bangalore division.

The intelligence (X3) influences positively on academic achievement of student teachers of Bangalore division.

The self-concept (X4) influences positively on academic achievement of student teachers of Bangalore division.

The adjustment (X2) influences negatively on academic achievement of student teachers of Bangalore division.

The learning style (X1) influences positively on academic achievement of student teachers of Mysore division.

The intelligence (X3) influences positively on academic achievement of student teachers of Mysore division.

The self-concept (X4) influences positively on academic achievement of student teachers of Mysore division.

The learning style (X1) influences positively on academic achievement of student teachers of Gulbarga division.

The intelligence (X3) influences negatively on academic achievement of student teachers of Gulbarga division.
The self-concept (X4) influences positively on academic achievement of student teachers of Gulbarga division.

The adjustment (X2) influences negatively on academic achievement of student teachers of Gulbarga division.

The learning style (X1) influences positively on academic achievement of urban student teachers of Karnataka.

The intelligence (X3) influences negatively on academic achievement of urban student teachers of Karnataka.

The self-concept (X4) influences positively on academic achievement of urban student teachers of Karnataka.

The adjustment (X2) influences negatively on academic achievement of urban student teachers of Karnataka.

The learning style (X1) influences positively on academic achievement of rural student teachers of Karnataka.

The intelligence (X3) influences negatively on academic achievement of rural student teachers of Karnataka.

The self-concept (X4) influences positively on academic achievement of rural student teachers of Karnataka.
The adjustment (X2) influences negatively on academic achievement of rural student teachers of Karnataka.

The learning style (X1) influences positively on academic achievement of arts student teachers of Karnataka.

The intelligence (X3) influences negatively on academic achievement of arts student teachers of Karnataka.

The self-concept (X4) influences positively on academic achievement of arts student teachers of Karnataka.

The adjustment (X2) influences negatively on academic achievement of arts student teachers of Karnataka.

The learning style (X1) influences positively on academic achievement of science student teachers of Karnataka.

The intelligence (X3) influences negatively on academic achievement of science student teachers of Karnataka.

The self-concept (X4) influences positively on academic achievement of science student teachers of Karnataka.

The learning style (X1) influences positively on academic achievement of aided college student teachers of Karnataka.
The intelligence (X3) influences negatively on academic achievement of aided college student teachers of Karnataka.

The self-concept (X4) influences positively on academic achievement of aided college student teachers of Karnataka.

The adjustment (X2) influences negatively on academic achievement of aided college student teachers of Karnataka.

The learning style (X1) influences positively on academic achievement of unaided college student teachers of Karnataka.

The intelligence (X3) influences negatively on academic achievement of unaided college student teachers of Karnataka.

The self-concept (X4) influences positively on academic achievement of unaided college student teachers of Karnataka.

The adjustment (X2) influences negatively on academic achievement of unaided college student teachers of Karnataka.

The learning style (X1) influences positively on academic achievement of SC/ST caste student teachers of Karnataka.

The intelligence (X3) influences negatively on academic achievement of SC/ST caste student teachers of Karnataka.
The self-concept (X4) influences positively on academic achievement of SC/ST caste student teachers of Karnataka.

The adjustment (X2) influences negatively on academic achievement of SC/ST caste student teachers of Karnataka.

The learning style (X1) influences positively on academic achievement of other caste student teachers of Karnataka.

The intelligence (X3) influences negatively on academic achievement of other caste student teachers of Karnataka.

The self-concept (X4) influences positively on academic achievement of other caste student teachers of Karnataka.

The adjustment (X2) influences negatively on academic achievement of other caste student teachers of Karnataka.

5.10 DISCUSSION AND CONCLUSION:

Based on the discussion of the Findings of the study, the following conclusions could be drawn:

1. The Frequency distributions of Academic Achievement of B.Ed students in theory, practical work and total achievement are very nearer to normal distribution.
2. Intelligence, Learning Style, Adjustment, and Self-Concept have significant influence on Academic Achievement of B. Ed students.

3. All the B.Ed students do not have the same Academic Achievement abilities.

4. ‘Location’ has significant influence on Academic Achievement of B. Ed students.

5. ‘Degree of Study’ have significant influence on Academic Achievement of Female B. Ed students.

6. ‘Type of Management’ have significant influence on Academic Achievement of B. Ed students.

7. ‘Castes’ have significant influence on Academic Achievement of B. Ed students.

8. The Socio-demographic and personal variables viz.,  
i) Age  
ii) Educational qualifications of the students  
iii) Caste  
iv) Native place  
v) Economic position  
vi) Annual income  
vii) Father’s education have significant influence on Academic Achievement of B.Ed students.

9. The following socio-demographic and personal variables viz.,  
i) Marital status  
ii) Community  
iii) Birth order  
iv) Total children to the parents
and v) Mother’s occupation do not have significant influence on Academic Achievement of B.Ed students.

10. It is possible to predict the Academic Achievement of B.Ed students with the help of different sets of independent variables.

11. Sex and college have significant influence on the Academic Achievement of B.Ed students.

12. 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.

5.11 EDUCATIONAL IMPLICATIONS AND RECOMMENDATIONS:

Secondary Education i.e. High School education occupies a very critical place in education system and hence Secondary School Teacher Education (B.Ed) programme occupies very important place in the Teacher Education Programmes. The quality Secondary School Teacher Education is related with Academic Achievement of B.Ed students. Hence Academic Achievement of B.Ed students occupies very important place. The Academic Achievement of B.Ed students is influenced by number of Psychosociological factors.
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 form one generation to another. The very foundation of the social order rests on citizens who are thought and trained in the classroom with or without walls. Teachers thus determine to a great extent the character and destination of a nation.

In framing ‘Teacher Education Curriculum’ one has to kept in mind the constitutional goals, social and economic challenges, political and cultural scenario scientific and technological revolutions, educational challenger new emerging concerns etc.

Teacher plays an important role in the field of education. Today’s education is child centered. But the child-entered education cannot be successful without the teacher. The teacher is the maker of the future of the child. The children of today are the citizens and leaders of tomorrow. It means that the teacher is the maker of the leaders or the rulers of the nation.
The teacher and the taught share their knowledge, experiences, attitude and try to update their skills. The teacher is the giver and the student, the taker. This was true in the olden context. Now, after scientific and technological advances and I.T intervention, ample chances are there even for the students to pursue the distance mode and equip oneself to their full satisfaction. But teachers are needed at least for a few more decades, if not for all the years to come. Teaching machines may replace teachers, in the long run. In such a situation the role of teachers may be changed.

The teacher serves the humanity and helps to shape the destiny of the society. The teacher has to patiently cut out of crude and unshaped stone into a beauty proportion and balance. The nations well-being depends on the teachers well-being. The Education Commission (1964-66) has aptly observed that, “The future of the nation is being shaped in its classrooms”.

The quality of a notion 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.
Kothari Education Commission (1964-66) observed: ‘A sound programme of professional education of 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 when measured against the resulting improvement in the education of millions’.

Education is a process aimed at socializing and humanizing individual citizens throughout their life from birth to death. It is institutionalized and formal for a specific period but lifelong and suited to one’s environment, ability, interest, aspiration, aptitude etc. and carried on preferably outside the institutional premises throughout life non-formally and informally and is more significant and recording.

Investigation on the bases of the result of this following recommendations are made:

1. The NCTERT, SCERT, NCTE and university departments of Education have to organize a series of workshops, seminars, orientation programmes, symposia etc. for re-orienting teacher educators.
2. Increase the duration of B.Ed. course to two years with a practicum of at least four mouths.

3. Highly qualified, committed and dedicated teacher educators may be recruited in the colleges of education.

4. Necessary infra-structural facilities and physical facilities may be created in B.Ed. colleges. Congenial atmosphere may be developed in B.Ed. colleges.

5. SES, Economic position and Annual Income are positively correlated with Academic Achievement. Scholarships and hostel facilities may be provided to the poor students on the basis of SES, economic position and annual income of the family of the students.

6. Entrance Test marks are positively correlated with Academic Achievement. Free coaching centers may be arranged for the purpose of Entrance Test.

7. Educational Technology inputs and computers are essential for present day system of education. Hence, well equipped Educational Technology laboratories and computer laboratories may be established in B.Ed. colleges.
8. Special care and extra coaching may be provided to the B.Ed. students, where the Academic Achievement is moderately low.

9. Number objective Achievement tests on B.Ed. curriculum may be constructed and administered frequently.

10. The following personality characteristics may be developed in B.Ed. students through guidance and counseling for better Academic Achievement i) Outgoing, warm hearted, easy going, participating, ii) more intelligent, abstract thinking, iii) emotionally stable, calm, mature.

11. Every teacher education institution should introduce or vitalize programmes, like thought a Day, Retreat, citizenship training, survey, scrap books, Album making, craft fairs, Arts festivals, sports meet, House magazines etc.

12. Every institution should have psychological tests and facility for guidance and counseling (educational, vocational and personal) Familiarity with the tests and the ability to administer and interpret test results be made customary to all teacher trainees.
13. Proper objective evaluation preferably Continuous Comprehensive Evaluation (CCE) may be introduced Competencies have to be ascertained through appropriate tools/techniques.

14. Extra coaching may be provided to the English Medium students for better Academic Achievement.

15. The percentage of attendance of the students may be increased through guidance and counseling, since attendance is positively correlated with Academic Achievement.

16. To fall in line with other professional courses introduction of four year integrated course after +2 stage is advisable.

17. Better attitude towards teaching profession and teacher training may be developed among B.Ed. students through guidance and counseling for better Academic Achievement.

18. It is found that Academic Achievement of urban students is better than semi-urban and rural students. Special coaching may be provided to the semi-urban and rural students.

19. Special care/attention should be given to the educationally challenged personnel.
20. Library reading/note taking/preparing of lessons or materials for presentation should be insisted upon. The library stock-books, journals etc. should be checked every year and contemporary materials be made available. Internet facility should also be provided in all teacher education institutions for teachers and students.

21. Lower age is positively related with Academic Achievement. Age restriction may be imposed in the admissions for B.Ed. course.

22. The co-curricular activities such as sports, games and cultural events (music, dance, art, painting, clay-modeling etc.) have their own influence on the academic development of the student teachers. The teacher educators and administrators are advised to encourage the student-teachers to participate in co-curricular activities.

23. A minimum of two years experience at secondary school level has to be insisted on teacher educators of B.Ed. course. In case fresh hands are appointed in special circumstances, they may be treated on probation till two years’ experience is gained at secondary schools level.
24. There should not be any compromise with quality in teacher education, on the grounds of quantitative expansion or equality of opportunity.

25. Every teacher educator (if possible some trainees also) should attempt a piece of research (action research at least) every year and findings may be published / disseminated in college magazines/journals/ newspapers/AIR. TV etc. Seminar reading programme, best presenter award etc. may be introduced in each institution.

26. It is found in many studies that indirect style of teaching is more congenial for effective academic climate and achievement of the students. For successful teaching, it seems to be necessary that teachers should acquire skills in providing flexible patterns of teaching.

27. Working with the community has to be insisted upon. Appropriate areas have to be allocated. Surveys, interviews, observation, demonstration, exhibition etc. may be organized and reported back to the authorities. Credits and incentives should also be introduced.
28. Inter institute/ District/ State/ Country visits may be arranged for exchange of ideas and sharing of experiences.

29. Centers of Excellence or centers of Advanced studies in Education be established in each state of offer referral service, consultancing service, expert guidance, demonstration etc.

30. As some studies indicate that students’ achievement is greater when there is more student participation than teacher domination, the teacher has to devote much of his time in involving the students to participate in classroom discussions and thinking of new ways of solving problems by their own.

31. The administrators have to take necessary steps for better hostel facilities.

32. Teacher aptitude and attitude tests may be conducted before admitting the students into B.Ed. colleges.

33. Study habits are positively correlated with Academic Achievement. Better study habits may be developed among B.Ed. students. A special coaching may be provided in better study habits.
34. The SCERT should plan special training courses to the principals of B.Ed. colleges for making their administrative style more acceptable, more effective, more dynamic and more human.

5.12 LIMITATIONS OF THE STUDY AND SUGGESTIONS:

The following Limitations and Suggestions are considered for further investigation.

1) The present study is confined to 600 B.Ed students. It is suggested that future researches may undertake studies with large sample.

2) This study is confined to Karnataka state. It may be extended to other states of the country.

3) This study is confined to B. Ed students. It may be extended to other teacher trainees like D.Ed., M.Ed., B.P. Ed., etc.

4) Similar studies may be conducted in other professional courses like engineering, medicine etc.

5) Similar studies may be conducted in general education from school level to the university level.
6) A longitudinal study may be conducted in order to prove that the Academic Achievement of student-teachers will lead to corresponding success in actual class-room teaching.

7) Studies to estimate the influence of course content, teacher educators co-operating teachers practicing schools and books available etc, on student-teachers achievement may be undertaken.

8) Studies relating to achievement in teacher training and the actual job performance after appointment may be taken up in future research studies.

9) This study is limited to four psychological variables it may be extended to other psychological variables.

10) This study has not included any institutional variables such as year establishment, facilities available, results produced, titles and awards obtained etc. Institutional variables may help us to identify the variations between good and poor institutions, studies in this direction may help us to improve the status of the teacher education.