Chapter 5

Result and Discussion
Chapter 5

Result and Discussion

The present study being a descriptive quantitative type study, has emphasis on studying the variables viz. Spiritual intelligence, Emotional Intelligence, self-efficacy and academic achievement of B. Ed Student-teachers quantitatively. The main focus of the study was to determine the relation between the variables and to observe the level of contribution of independent variables viz. spiritual intelligence, emotional intelligence and self-efficacy on dependent variable academic achievement. Other than this main focus, the variables have also been studied under the light of background variables viz. gender, marital status, prior-teaching experience and education qualification of the student-teachers. A detailed description of the data analyses, and the inferences drawn in respect of the stated hypotheses has been presented in this chapter.

After descriptive statistical analyses of the collected data following results have emerged and discusses as below:

Discussion of Results of Demographic Analyses

In this section results of demographic analyses of variables are debated in relation to past research evidences as given below:

Demographic Analyses of Spiritual Intelligence (w.r.t. Gender, prior-teaching experience, marital status and education qualification level)

Following results were emerged from data analyses:-
1) $H_0 1.1$, There is no significant difference between the spiritual intelligence of male and female B.Ed. student-teachers ($t=0.19$, $p=0.8494>0.05$) is accepted.

2) $H_0 1.2$, There is no significant difference between spiritual intelligence of B.Ed. student-teachers without prior-teaching experience and student-teachers with prior-teaching experience ($t=0.18$, $p=0.8573>0.05$) is accepted.

3) $H_0 1.3$, There is insignificant difference between spiritual intelligence of married B.Ed. student-teacher and unmarried student-teachers ($t=0.65$, $p=0.5162>0.05$) is accepted.

4) $H_0 1.4$, There is no significant difference between spiritual intelligence of graduate B.Ed. student-teachers and post-graduate B.Ed. student-teachers ($t=0.65$, $p=0.6245>0.05$) is accepted.

First of all, an analysis of spiritual intelligence with respect to demographic variables has been debated. Spiritual intelligence is defined as the human capacity to ask questions about the ultimate meaning of life and the integrated relationship between us and the world in which we live. It results in an increase in psychological well-being of individuals. Researches have shown that it is important to study the conceptual and valuable issues and to solve the problems associated with it. Thus, the aim of this study was to survey the status of spiritual intelligence among the student-teachers of Kapurthala district of Punjab and the relationship between this issue and other demographic features. In present research the spiritual intelligence has been analyzed on backdrop of gender, prior-teaching experience, marital status and education qualification level of B.Ed. student-teachers. After statistical analysis of data following results (Result no.: 1, 2, 3 and 4) have emerged. In word assertion, the demographic variable viz. gender, prior
teaching experience, marital status and education qualification level of B.Ed.
student-teacher does not affect their levels of spiritual intelligence. The result is in
sync with the previous research conducted by Kaur and Singh (2013), in their
research; they found that there is no significant effect of gender, locality and
family status on the factors underlying Spiritual Intelligence except in the domain
of extrasensory perception. The reported study found that male candidates scored
higher on extrasensory perception than female candidates. Also research carried
out by Khadivi, Adib and Farhanghpour (2012) was in favor of the result that
gender does not affect spiritual intelligence. In their research on a sample of 357
third grade high-school students of Tabriz showed that the spiritual intelligence of
boys and girls is the same. The research by Siddiqui (2013) also revealed that
effect of gender is not found on spiritual intelligence. Sahebalzamani et. al. (2013)
found no significant association between spiritual intelligence and demographic
characteristics such as age, sex, nurses’ working location, and their work
experience. Khorshidi and Ebaadi (2012) also reported no significant differences
between spiritual intelligence mean of employees considering gender differences.
Farghadani, Mohammadi and Ashiri (2012) also concluded that the gender is not a
differential variable for spiritual intelligence. However, Jeloudar et. al. (2011)
found that there was a significant difference between teachers’ gender and their
spiritual intelligence. So from the above comprehension, it can be inferred that
gender is not a differential variable for spiritual intelligence or in other words
spiritual intelligence is not depend on gender of the subject.

While comparing spiritual intelligence with education qualification level of
student-teacher, it has been found that there is no significant difference between
the spiritual intelligence of graduate student-teacher and post-graduate student-
teachers. The result is in contradiction to the previous research of Yahyazadeh-
Jeloudar and Lotfi-Goodarzi (2012), who have found that teachers having bachelor and master degree differ significantly in their spiritual intelligence. As far as investigators search for evidence in favor or against the result of insignificance of marital status and prior-teaching experience for spiritual intelligence, no reported study have been found. So, from the results of the present research, it can be concluded that spiritual intelligence of student-teachers is independent of gender, marital status, education qualification level and prior teaching experience of the subjects.

**Demographic analyses of Self-efficacy** (w.r.t. Gender, prior-teaching experience, marital status and education qualification level)

Data analyses revealed following results:

5) \( H_0^{2.1} \), There is no significant difference between Self-efficacy of male and female B.Ed. student teachers \((t=0.44, p=0.6603>0.05)\) is accepted.

6) \( H_0^{2.2} \), There is no significant difference between Self-efficacy of B.Ed. student-teachers without prior-teaching experience and student-teacher with prior-teaching experience \((t=0.21, p=0.8338>0.05)\) is accepted.

7) \( H_0^{2.3} \), There is no significant difference between Self-efficacy of married B.Ed. student-teachers and unmarried student-teachers \((t=0.62, p=0.5357>0.05)\) is accepted.

8) \( H_0^{2.4} \), There is no significant difference between Self-efficacy of graduate and post-graduate B.Ed. student-teachers \((t=1.13, p=0.2594>0.05)\) is accepted.
Self-efficacy is defined as a self-evaluation of one’s competence to successfully execute a course of action necessary to reach desired outcomes (Bandura, 1977, 1982, 1986). It is a multidimensional construct that varies according to the domain of demands (Zimmerman, 2000), and therefore it must be evaluated at a level that is specific to the outcome domain (Bandura, 1986; Pajares, 1996). Thus, in academic settings, one should measure academic self-efficacy rather than generalized self-efficacy, where academic self-efficacy refers to students’ confidence in their ability to carry out such academic tasks as preparing for exams and writing term papers. Similarly, in context of B. Ed. Student-teachers, self-efficacy refers to the judgment of his/her capabilities to bring about desired result of his/her own commitment and learning and as well as of his students during teaching practice. Self-efficacy as well as teacher efficacy has emerged as a worthy variable in educational research and extensive research has been done to determine the factors and variables associated with self-efficacy. But few studies were found for determining factors and variables associated with self-efficacy of student-teachers. As task-specific self-efficacy has been reported as a better predictor of task performance and behaviour than generalized self-efficacy, there is need to explore self-efficacy in context of student-teachers. Also, it is equally important to study self-efficacy beliefs of student-teachers as they are going to be teachers and teachers with high levels of self-efficacy have a strong academic and people’s orientation (Dembo and Gibson, 1985; Kinzie, 1991). The teachers with a high sense of efficacy feel a personal accomplishment, have high expectations for students, feel responsibility for student learning, have strategies for achieving objectives, a positive attitude about teaching and believe they can influence student learning (Ashton, 1984, p. 29). Teachers, who perceive themselves efficacious, spend more time on student learning, support students in their goals and reinforce intrinsic motivation (Bandura, 1993, p. 140). In the
present research, prior teaching experience, marital status and educational qualification has been taken into account to investigate relationship with self-efficacy of student-teachers.

Analysis in present research revealed that none of the demographic variable viz. gender, prior teaching experience, marital status and education qualification level has significant relation with Self-efficacy. There are mixed research evidences in relation to this result. In context of gender and self-efficacy beliefs Pajares et. al. (1999) has established that previous findings on gender differences in self-efficacy are not consistent. Some researchers found no gender differences whereas others have found females are slightly more efficient than males and vice-versa. Busch (1995) and Durndell, Haag and Laithwaite (2000) showed that gender has significant role in self-efficacy. Tenaw (2013) found no significant differences in self-efficacy and sexes. Also Goodwin, Ostrom and Scott (2009) found no gender differences in mathematics self-efficacy. However, Li (n.d.) showed that males tend to show more efficacious in mathematics and technology domain whereas females tend to show more confidence in language and art. It can be said that self-efficacy belief of male and female differ on the basis of task domain. In present research, male and female have no significant difference in their self-efficacy beliefs in student-teaching.

In context of Self-efficacy and prior teaching experience of student teachers, it has been found that the mean score of self-efficacy of student-teachers without and teaching experience is little higher that the scores of student teachers with prior-teaching experience, however the mean difference is statistically not significant. Literature on pre-service teacher and self-efficacy (Lanier, 1984; Narang, 1990; Walker, 1992) indicates that education majors often begin their university programs with very high level of self-efficacy. This may be because
education majors enter their coursework having already spent much of their lives in classroom, in what is considered “apprenticeship of observation” (Lortie, 1975, p. 59). Narang (1990) believed that novice teachers have a positive belief in their teaching skills. “pre-service teachers may indeed have an unrealistic view, often bordering on overconfidence, about their ability to become effective teachers” (Wienstein, 1988, quoted in Walker, 1992). There is evidence in the literature that these beliefs are not stable. Prieto and Altmaier (1994) demonstrated significant positive relationships between prior training and previous teaching experience with level of self-efficacy among graduate teaching assistants. Similarly, Khurshid, Qasmi and Ashraf (2012) concluded that experienced teachers have high self-efficacy. The contradiction can be reasoned as in present study the teaching experience is not classified into different categories of duration. It is possible that categorizing of teaching experience might have affected the self-efficacy score.

While comparing self-efficacy of married and unmarried student teachers, no significant difference have been found. Bonnet (1994) found that there is no difference between married and unmarried men or between married and unmarried women was indicated for the traditionally female occupations. However, married women scored higher than married men, and unmarried women scored higher than unmarried men for the traditionally female occupations. In last, on comparing self-efficacy beliefs of student-teachers in relation to their level of educational qualification, it has been found that the mean difference between self-efficacy of graduate B. Ed. Student teachers and Post-graduate student teachers is not significant. As far as researchers search for research evidences has gone no reported study was found in relation to self-efficacy and level of education. From above discussion of results it can be concluded that neither of demographic variables namely, Gender, prior-teaching experience, marital status and educational
qualification level is differentiating point for self-efficacy of B.Ed student-teachers.

**Demographic Analyses of Emotional Intelligence** (w.r.t. Gender, prior-teaching experience, marital status and education qualification level)

Following are the results of demographic analyses of emotional intelligence:

9) \( H_03.1 \), There is no significant difference between Emotional Intelligence of male and female B.Ed. student teachers \( t=0.02, p=0.9841>0.05 \) is accepted.

10) \( H_03.2 \), There is no significant difference between Emotional Intelligence of B.Ed. student-teachers without prior-teaching experience and student-teacher with prior-teaching experience \( t=0.47, p=0.6503>0.05 \) is accepted.

11) \( H_03.3 \), There is no significant difference between Emotional Intelligence of married B.Ed. student-teachers and unmarried student-teachers \( t=0.83, p=0.4702>0.05 \) is accepted.

12) \( H_03.4 \), There is no significant difference between Emotional Intelligence of graduate and post-graduate B.Ed. student-teachers \( t=0.5, p=0.6174>0.05 \) is accepted.

The term Emotional Intelligence was coined by Salovey and Mayer in 1990 and popularized in 1995 with Goleman’s bestselling publication named by the same phrase. Since then, the field has been developed greatly and become a focus for great research. Theoretically, emotional intelligence denotes an array of such skills as self-control, persistence, self-motivation and sensitivity to the feelings of others. The concept of emotional intelligence is defined and explained by different scholars in the form of models consisting of a set of emotional skills. Research
indicates that emotional intelligence is an important factor that can predict success in different fields of life including academic and work settings (Fernandes and Rego, 2004; Carmeli, 2003; Schutte, et. al. 2000). The importance of emotional intelligence in academic settings especially in higher education should not be overlooked as the graduates of higher education are supposed to enter the work field that demands not only the professional expertise but emotional competence as well. In the light of the results of previous research, this study was conceptualized to explore the relationship of various demographic factors with emotional intelligence of B.Ed. student-teachers. It was Null hypothesized that demographic factors does not have a significant relationship with emotional intelligence.

Analyses of the data revealed that none of the selected demographic variables viz. gender, prior teaching experience, marital status and education qualification level of student-teacher have no significant relation with emotional intelligence. No significant relationship of emotional intelligence was found with gender. This result corresponds to the studies conducted by Balci-Celik and Deniz (2008), Katyal and Awashti (2005) and Petrides and Furnham (2000) who did not find any difference in emotional intelligence of male and female respondents. However, it contradicts with the outcomes of the studies conducted by Harrod and Scheer (2005), Adeyemo (2008) and Mandell and Pherwani (2003) who found that male and female respondents significantly differ on emotional intelligence scores. Kaur, Singh and Singh (2012), Nasir and Iqbal (n.d.) and Rauf et. al (2013) reported that no significant differences were found between men and women on emotional intelligence. However there research evidences which are against the result that gender significantly differentiate emotional intelligence viz. Ahmad, Bangash and Khan (2009) showed that male have higher emotional intelligence, on the other hand Awashti and Katyal (2005) revealed that women are slightly
superior to men in perceiving emotions (Mayer and Geher, 1996; Wong and Law, 2002; Joseph et-al, 2000). In general, considering the overall ratings for men and women, the strength and weakness average out and both seem to have same emotional quotient (Simmons, 2001). Hence, it can be concluded that gender is not a differential variable for emotional intelligence. Sanchez-Nunez et. al. (2008) asserted that gender differences in emotional skills are related to the socialization and emotional teachings of girls and boys in childhood. They contend that girls receive wider spectrum of emotions from parents than boys which make the former more adept at recognizing and expressing emotions. After analysing the research studies on gender differences in emotional intelligence, they found that self-report and performance based measures of emotional intelligence provide contrasting information. For example, in the study conducted by Petrides and Furnham (2000), men were found to have higher self-estimated scores on emotional intelligence than women, however, no difference was found in measured emotional intelligence.

The results of present research is also supported by research by Kumar and Muniandy (2012), findings proved that the levels of emotional intelligence among the lecturers improved with age, teaching experience, grade and education. Also Rauf et. al. (2013) and Rahim and Malik (2010) and Hosseine and Rao (n.d.) reported that level of education have significant effect on emotional intelligence, which are against to the present study’s results but researches by Namdar et. al. (2008) and Sunbul and Aslan (2008) reports that there is insignificant relation between emotional intelligence and level of education. On average there are equal number of reported studies rating significance and insignificance of level of education for emotional intelligence. Rahim and Malik (2010) supports the result that marital status does not affect emotional Intelligence. Whereas, Saingaraveler
(2007) and Eallias (2012) reported that marital status have significant effect on emotional intelligence. In general, there is almost equal number of studies in favour and against the results of present research. So it can be concluded that marital status is not differential point of emotional intelligence.

**Demographic analyses of Academic Achievement** (w.r.t. Gender, prior-teaching experience, marital status and education qualification level)

Data analyses revealed following results:

13) $H_0^{4.1}$, There is no significant difference between Academic achievement of male and female B.Ed. student teachers ($t=1.8$, $p=0.6748>0.05$) is accepted.

14) $H_0^{4.2}$, There is no significant difference between Academic achievement of B.Ed. student-teachers without prior-teaching experience and student-teacher with prior-teaching experience ($t=2.39$, $p=0.017<0.05$) is rejected.

15) $H_0^{4.3}$, There is no significant difference between Academic achievement of married B.Ed. student-teachers and unmarried student-teachers ($t=0.34$, $p=0.7341>0.05$) is accepted.

16) $H_0^{4.4}$, There is significant difference between Academic achievement of graduate and post-graduate B.Ed. student-teachers ($t=2.45$, $p=0.0149<0.05$) is rejected.

Achievement means something accomplished successfully, especially by means of exertion, skill, practice, or perseverance. When the term is used in the field of education, it becomes academic achievement i.e. is the outcome of education — the extent to which a student, teacher or institution has achieved their educational goals. It is important to study academic achievement of B.Ed. student teachers in relation to demographic variable in order to evident to theory.
In present research, while comparing academic achievement of B.Ed. student-teachers with respect to gender, it has been found that there is no significant difference between academic achievement of male and female B.Ed. student-teachers. The review of literature shows that the gender does effect achievement Ford (2008) and Jabor et. al. (2011). Whereas Farquhan (1963) and Ewumi (2011) observed no significant relationship between academic achievement and gender of XI grade high school students. Manchala (2007) found that gender has significant influence on the scholastic achievement of B.Ed students but Pavithran and Feroze (1965) found that there is no marked difference between boys and girls in the Achievement of IX class pupils both are more or less on the same levels of Achievement.

While comparing academic achievement of married B.Ed. student-teachers with that of single student-teachers, it has been found that there is insignificant difference between academic achievement of married and unmarried B.Ed. student-teachers. Research literature has both supportive and contradictory evidences. Thomas, Raynor and Al-Marzooqi (n.d.) and Reddy (2002) found that marital status of an individual does not affect his/her achievement. Whereas, Yess (1981) and Eqwuatu and Umeora (2007) found that there is significant effect of marital status on achievement of students.

In the present study it has been found that the education qualification does effect academic achievement of B.Ed. student-teachers. Achievement of Post-graduate B.Ed student-teachers found to be significantly higher than that of graduate B.Ed. student-teachers, research evidence is against the result, Sasikala (2012) found that achievement of graduate students was higher than post-graduate students but is statistically insignificant. Also the present research found that there is significant difference between academic achievement of B.Ed. student teachers
with prior-teaching experience and without teaching experience. However, as far as search for research evidence has been gone no reported study has been found in this direction.

For many years and still on going, researchers have been studying factors influencing students’ academic achievement. It is important because achievement signifies success of education system and education organisation in order to achieve education’s goal of developing skills and qualities which are responsible for overall development of students.

**Discussion of Results of Correlational Analyses**

In this section results of correlational analyses of variables are debated in relation to past research evidences as given below:

**Correlational Analyses of Spiritual Intelligence and Self-efficacy**

Correlational analyses of spiritual intelligence and self-efficacy revealed following results:

17) $H_0$. There is no significant relation between spiritual intelligence and self-efficacy of B.Ed. student-teachers. $(r=0.0978, p=0.0909>0.05)$ is accepted.

On comparing spiritual intelligence and self-efficacy of student-teacher, findings have revealed that there is no significant relationship between the spiritual intelligence and self-efficacy of B. Ed student teachers. Available research evidences in this facet support this result. Gupta (2012) found that Spiritual intelligence is positively correlated to Self-efficacy and all dimensions except social self-efficacy. Similarly some of the dimensions of spiritual intelligence are not significantly correlated with total self-efficacy like Intellectuality, Community,
Extrasensory perception and Childhood spirituality. Which shows that the only few dimension are significantly correlated with self-efficacy. It may be possible due to usage of different tools of measurement.

**Correlational analyses of Spiritual Intelligence and Emotional Intelligence**

Following result was emerged:

18) $H_0$6.1, There is significant relationship between spiritual intelligence and emotional intelligence of B.Ed. student-teachers ($r=0.349$, $p=0.0001<0.05$) is rejected.

Results also revealed that there is a significant relationship between the spiritual intelligence and emotional intelligence of B. Ed student teachers which are in the same line as the study of King, Mara and DeCicco (2011)’s who reported empirical evidence which supports the result that spiritual intelligence and emotional intelligence are correlated constructs. This observation may reflect the intimate connection between emotion and meaning, as it has been suggested that personal meaning arises from the reflection on and integration of one’s emotional experiences (Greenberg, 2006). The results of researches by Azizollah et. al. (2013) and Animasahun (2010) are also in favour of the result that spiritual intelligence and emotional intelligence are significantly positive correlated. It is speculated that this is one key point of intersection between the spiritual and emotional intelligences.

**Correlational analyses of Spiritual Intelligence and Academic Achievement**

Data analyses showed following result:
19) H₀7.1. There is significant relationship between spiritual intelligence and academic achievement of B.Ed. student-teachers (r=0.1624, p=0.0048<0.05) is rejected.

Hypotheses testing revealed that there is significant relationship between spiritual intelligence and achievement of B.Ed. student-teachers. The result is favoured by studies of George (2013), Azizollah (2013), Raisi and Ahmari (2013), Bohr (n.d.) and Singh, Kaur and Singh (2010), i.e. there is positive correlation between spiritual intelligence and achievement.

**Correlational Analyses of Emotional Intelligence and Self-efficacy**

Following is the result of data analyses:

20) H₀8.1. There is significant correlation between emotional intelligence and self-efficacy of B.Ed. student-teachers (r=0.3091, p=0.0001<0.05) is rejected.

Analyses revealed that emotional intelligence and self-efficacy of B.Ed. student-teachers are significantly correlated. Researches by Rastegar and Memarpour (2009), Ream and Hultchinson (2010) and Abdolvahabi et. al. (2012) also found that emotional intelligence and self-efficacy are significantly correlated.

**Correlational Analyses of Emotional Intelligence and Academic Achievement**

Data analyses revealed following result:

21) H₀9.1. There is significant relationship between emotional intelligence and academic achievement of B.Ed. student-teachers (r=0.2434, p=0.0001<0.05) is rejected.
While analysing relation between emotional intelligence and academic achievement of B.Ed. student-teachers, it has been found that there is significant positive correlation between the two constructs. Aremu, Tella and Tella (n.d), Azizollah (2013), Akabar et. al. (2011), Radfar et. al. (2012), Koh (1999) and Ogandokun and Adeyemo (2010) also concluded the same result.

**Correlational Analyses of Self-efficacy and Academic Achievement**

Result is as follows:

22) $H_0:10.1$. There is significant relationship between self-efficacy and academic achievement of B.Ed. student-teachers ($r=0.1937$, $p=0.0007<0.05$) is rejected.

Analyses of data revealed that self-efficacy and academic achievement of B.Ed. student-teacher is significantly correlated. Tenaw (2013) also a significant relationship exists between self-efficacy and achievement while investigating the level of students’ self-efficacy, gender difference in self-efficacy and achievement and also relationships between self-efficacy and achievement for second year students at Debre Markos College of Teacher Education. Results of research by Zajacova, Lynch and Tspenshade (2005) also suggests that academic self-efficacy is a more robust and consistent predictor than stress of academic success., Buqoon, Meece and Granger (2012) also support the result that self-efficacy is a strong predictor of achievement.

**Discussion of Results of Contribution Analyses**

In this section results of contribution analyses of variables are debated in relation to past research evidences as given below:
Contribution Analyses of Spiritual Intelligence, Emotional Intelligence in Self-efficacy

Following were the results:

23) $H_0_{11.1}$, There is no significant contribution of spiritual intelligence in self-efficacy of B.Ed. student-teachers ($B=-0.043$, $\beta=0.011$, $t=-0.194$, $p=0.846$) is accepted.

24) $H_0_{11.2}$, There is significant contribution of emotional intelligence in self-efficacy of B.Ed. student-teachers. ($B=0.409$, $\beta=0.313$, $t=5.316$, $p=0.0001$) is rejected.

While examining contribution of spiritual intelligence and emotional intelligence in self-efficacy of student-teachers, results revealed that value for spiritual intelligence were negative and non-significant. But, on the other hand there is a significant contribution of emotional intelligence in self-efficacy of B.Ed. student teachers. Abdolvahabi, Bagheri, Haghhighin and Karimi (2012) demonstrated a significant relationship between emotional awareness, empathy, and self-efficacy in theory courses. Behjat (2012) also indicate that there is a significant relationship between emotional intelligence, the competencies of self-efficacy, and diversity receptiveness of college students. However, Villanueva and Sánchez (2007) found no significant relationship between trait emotional intelligence and collective task efficacy although they concluded that, trait emotional intelligence was positively associated with leadership self-efficacy. Current research indicates that individual’s emotional intelligence level have direct impact on the self-efficacy beliefs regardless of their level of spiritual disposition.
Contribution Analyses of Spiritual Intelligence, Emotional Intelligence and Self-efficacy in Academic Achievement

Following were the results:

25) $H_0 12.1$, There is no significant contribution of spiritual intelligence and academic achievement of B.Ed. student-teachers. $(B=0.199, \beta=0.090, t=1.509, p=0.132) \frac{1}{1}$ is accepted.

26) $H_0 12.2$, There is no significant contribution of emotional intelligence in academic achievement of B.Ed. student-teachers. $(B=0.131, \beta=0.171, t=2.755, p=0.006)$ is rejected.

27) $H_0 12.3$, There is no significant contribution of self-efficacy in academic achievement of B.Ed. student-teachers. $(B=0.077, \beta=0.132, t=2.253, p=0.025)$ is rejected.

On examining the contribution of spiritual intelligence, emotional intelligence and self-efficacy in academic achievement of B.Ed. student-teachers, it has been found that Emotional intelligence has highest contribution in Academic achievement; following with contribution of Self-efficacy and spiritual intelligence have no significant contribution in academic achievement. While the current findings of significant contributions of self-efficacy in achievement is in sync with research literature, Zajacova, Lynch and Tspenshade (2005) and Buqoon, Meece and Granger (2012) also support the result that self-efficacy is a strong predictor of achievement. Also the result of significant contribution of emotional intelligence is achievement is supported by strong indication that emotional intelligence is predictive of academic success is provided in several studies (Parker, 2004; Swart, 1996). Whereas Barchard (2004) found that only some measures of emotional
intelligence predicted academic success, and none of these measures showed incremental predictive validity for academic success over and above cognitive and personality variables.

The discovery insignificant contribution of spiritual intelligence in predicting achievement is new discoveries, as research literature as well as present research shows significant correlation between the two constructs viz. spiritual intelligence and academic achievement but predictive value of spiritual intelligence for academic success is insignificant. However, no reported study has been found in this direction.

**Speculation on Educational Implications of Results**

Teachers do inspire the personality of a student. Emotional, intellectual, moral, ethical and spiritual realms of a teacher have acute influence on the development of children. The study was an attempt to analyse spiritual intelligence, emotional intelligence and self-efficacy and academic achievement of sampled B. Ed student-teachers. On the bases of above results following educational implications are recommended.

1) In present research the selected demographic variable namely, gender, prior teaching experience, marital status and educational qualification does not influence level of spiritual intelligence, emotional intelligence and self-efficacy of student-teachers. Although, there are mixed research evidences. This can be contributed to unique nature of target population of student teachers. They have conviction that they are gaining the necessary skills through the teacher training program. They may have initially inflated level of self-efficacy which is not subject to gender, teaching experience, marital status or educational qualification as student-teachers. The student teachers
who are in the educational institutions and who are in the stage of learning might face with numerous responsibilities and challenges. This burden sometimes creates stress to them. Also they are required to possess spiritual content, emotional strength and self-efficacy for their academic achievement.

2) There is significant difference between academic achievement of B.Ed. student-teachers without prior-teaching experience and student-teacher with prior-teaching experience. B.Ed. students who are without any prior-teaching experience before joining the course achieved higher than the B.Ed. students with prior-teaching experience. It can be reasoned that there might be tendency of getting away from mere bookish knowledge and being more practical and spontaneous in teaching. They might decrease in the skills of notes making and other study habits which are essential to excel in examination.

3) Similarly, there is significant difference between academic achievement of graduate and post-graduate student-teachers. Level of academic achievement of post-graduate students was found to be higher than academic achievement of graduate student. It can be attributed to experience and maturity student gain through their educational career.

4) Self-efficacy of B.Ed. student-teachers were found to be significantly and positively related to their achievement in this study, the importance of self-efficacy’s influence on academic performance in teacher education field cannot be underestimated. According to Bandura efficacy beliefs partly shape the courses that lives take. Therefore as student self-efficacy and academic achievement are highly connected, educators and counsellors
should identify students with low self-efficacy and then implement methods to raise the low student self-efficacy levels. Additional areas that can be addressed to help increase student self-efficacy would be goal-setting, rewards and active learning.

5) Correlation of emotional intelligence of B.Ed. student teachers with their academic achievement is significant. There is a necessity to develop the emotional competencies of student teachers, which in turn helps them to develop the same among their students. Inspirational subjects like art, literature, poetry and music help in developing an appreciation of the beautiful and sublime emotions in life. There should be included in the teacher education curriculum. There should be no suppression of emotions. Students should be sublimated through constructive activities. Sports, games, dramatics, and other co-curricular activities are of great value. Skill, confidence and involvement in work as well as a healthy sense of humour are basic to emotional intelligence. Therefore, work ethics and balanced work and healthy living must be stressed in the curriculum. Emotions should be concentrated or directed towards some good object or healthy idea. Such a direction and concentration can lead to development like justice, patriotism and other moral qualities. Strategic competency in teaching can be developed in teachers by means of emotional intelligence. The concept of emotional intelligence may be incorporated in the teacher education curriculum to revitalize teacher education programme.

6) Spiritual intelligence of B.Ed. student teacher is significantly correlated with their academic achievement. Student-teachers with high spiritual intelligence have an ability to reframe, and to see things in a wider context. This may embrace their holistic thinking and engage the whole person - teaching
students to think critically and creatively for themselves. Through high spiritual intelligence the effectiveness of student teachers can be enhanced and that will enable them to teach with seeing larger patterns and relationships in their personal and professional life.

7) On examining the contribution of spiritual intelligence, emotional intelligence and self-efficacy in academic achievement of B.Ed. student-teachers, it has been found that Emotional intelligence has highest contribution in Academic achievement; following with contribution of Self-efficacy and spiritual intelligence in spite of having significant correlation with academic achievement, does not have significant contribution value in predicting academic achievement. So, it can be said that in realization of main aim of education that is the all-round harmonious development of the B.Ed. students, a teacher education program should focus on nurturing spiritual intelligence, self-efficacy, emotional intelligence in student teachers. While developing of any such program, results of present research are very useful. Designing of program can be independent of gender, marital status, education qualification and prior-teaching experience. This will enlarge the applicability of the program and benefits can be extended to larger population. However as the results suggests that despite of significant correlation between spiritual intelligence and achievement, contribution of former is found to be statistically insignificant. So while designing the program more efforts should be in direction of inclusion of activities and components enhancing emotional skills, self-efficacy and then spirituality components. As spiritual intelligence has significant correlation with achievement, it cannot be completely rejected. Religious beliefs and an
abiding faith in God help in tolerance and stability of emotions (Singaravelu, 2007).

Expected qualities of a humane teacher listed by NCFTE, 2009 are in sync with the current demands of school education, changing society. Promote values of peace, democratic way of life, equality, justice, liberty, fraternity, secularism and zeal for social reconstruction.

This can only be achieved if teacher education curriculum provides appropriate and critical opportunities for student teachers to:

- Observe and engage with children, communicate with and relate to children.

- Understand the self and others, one’s beliefs, assumptions, emotions and aspirations; develop the capacity for self-analysis, self-evaluation, adaptability, flexibility, creativity and innovation.

- Develop habits and the capacity for self-directed learning, have time to think, reflect, assimilate and articulate new ideas; be self-critical and to work collaboratively in groups.

- Engage with subject content, examine disciplinary knowledge and social realities, relate subject matter with the social milieu of learners and develop critical thinking.

- Develop professional skills in pedagogy, observation, documentation, analysis and interpretation, drama, craft, story-telling and reflective inquiry.
Each of the above stated opportunities can be provided through a carefully crafted programme design that draws upon theoretical and empirical knowledge as well as student teachers’ experiential knowledge.

The design of program can include experiential learning materials and instructional strategies on Emotional Intelligence, self-efficacy and spiritual Intelligence, based on theoretical inputs from eminent contributors in this direction viz. Goleman (2002) and Zohar and Marshall (2000) and Bandura (2006) and by relating them to the day-to-day life situations. The components should be validated by taking some expert’s opinions. The Experiential learning materials and strategies contained the following aspects: Lecture (theory input) with power point presentations, Group discussions among participants, Focused group discussions with a few invited guest experts too, Clippings (from movies and pictorials), Role-plays and Stories and real life situations.

In fact, the program for enhancements of emotional intelligence, self-efficacy and spiritual intelligence can be useful not only in the field/s of Education, Teacher Education or Higher Education, but in all the fields, starting from the rural agriculture to the urban industrial, commercial and Government concerns throughout the Nation and Globe.

Suggestions for further Researches

The outcomes of the present investigation are that it opens up new areas for further research. The following are some of the suggestions in this regard:

1) Effectiveness of programs for enhancements of emotional intelligence, self-efficacy and spiritual intelligence may be carried out by using appropriate
research designs in accordance with various cultural or religious backgrounds.

2) Investigative studies may be conducted to find out, differences between emotional self-efficacy and spiritual intelligences in light of more demographic variables such as Socio-economic Status, parent’s education/occupation, locality etc..

3) A comparative study of emotional intelligence and spiritual intelligence among teachers, researches, doctors, engineers, etc. may be conducted.

4) Research studies may be conducted on the role of parents and society in enhancing emotional intelligence, efficacy beliefs and spiritual intelligence of children and their performance and behaviour in Schools.

5) The present study was limited to student-teachers. Similar studies may be conducted for the students of Schools, Colleges and University, with various components of spiritual intelligence, emotional intelligence and self-efficacy.

6) Interdisciplinary and multidisciplinary research studies medical and neurological psychology, usefulness brain mapping techniques in enhancement of spiritual intelligence among students, teachers and others can be tested.