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variables viz., Type of Administration, Plus two school - Type of Management, Plus two school - Type of School, Gender and Age.

To minimize the digital divide more and exposure on computer should be given to the teachers trainees by means of improving the teacher education curriculum. The level of Academic Achievement should be strengthened by increasing the knowledge of Emotional Intelligence in the curriculum. Thus the present study implies that teacher education curriculum should be further strengthened to develop emotional intelligence and computer self-efficacy and make the prospective teachers as an emotionally balanced, competent, and expert in adopting computer in teaching learning process.
The population could be selected on other districts of Tamil Nadu or State or National basis and a study could be attempted on the same lines.

5.15 Conclusion

The present study evinces that there is a significant relationship between the Emotional Intelligence, Computer Self Efficacy and Academic Achievement. The Computer Self Efficacy is the important predictors for Emotional Intelligence. Both the Academic Achievement and Computer Self Efficacy are the predictors of EI for the variables all categories combined together, Trainees who got admission under Single Window, Trainees who got admission in TTI, Trainees who are Days Scholar, Trainees who studied Plus two in Government Schools, Female Trainees, Trainees of MBC Community, Trainees from Single Family, Trainees whose Fathers’ are not Government Servants and Trainees whose Mothers’ are not Government Servants.

Teacher trainees of Pudukkottai District differ in their Emotional Intelligence with respect to only two variables viz Type of Administration and Plus two school - Type of School. Teacher trainees of Pudukkottai District differ in their Academic Achievement with respect to the variables viz., Type of Admission, Type of Administration, Type of Staying, Plus two school - Type of Management, Plus two school - Type of School, Gender, Age and Type of Family. Teacher trainees of Pudukkottai District differ in their Computer Self Efficacy with respect to the
Chapter V

Summary, Findings & Conclusion

Type of School (Boys, Girls, Co-Educational), Gender (Male, Female), Age (Equal and above 21 years, Below 21 years), Community (MBC, BC, and SC & ST), Type of Family (Single, Joint Family), Father as Government Servant (Yes, No), and Mother as Government Servant (Yes, No) were alone considered in the present study.

5.14 Suggestions for Further Research

The following are some indications for implication and suggestions for further research in the area investigated under study.

- The number of predictor variables could further be increased to at least five and a detailed study may be carried out.
- The leadership style, classroom management, and other management variables may be studied.
- Even a single correlate Emotional Intelligence or Computer Self Efficacy or Academic Achievement has a number of sub components in it. Instead of studying correlates as a single entity studies could be done on minute components of a lone correlate with an in-depth analysis.
- Predictor variables (as referred in this study) could be kept as criterion variable and Emotional Intelligence may be analyzed from that context.
- The level of population under reference could be changed with Pre-Primary, Secondary, Graduate level, Post Graduate level and analysis of this nature could be studied.
Chapter V

Summary, Findings & Conclusion

Teacher trainees of Pudukkottai District differ in their Academic Achievement with respect to the variables viz., Type of Admission, Type of Administration, Type of Staying, Plus two school - Type of Management, Plus two school - Type of School, Gender, Age and Type of Family. Hence special attention should be made to overcome the division in academic achievement.

Teacher trainees of Pudukkottai District differ in their Computer Self Efficacy with respect to the variables viz., Type of Administration, Plus two school - Type of Management, Plus two school - Type of School, Gender and Age. This shows the existence of digital divide among the teacher trainees of Pudukkottai District. Hence awareness programme on computer assisted instruction and training on handling computers in various office applications (Word Document, Excel, PowerPoint presentation, Internet) should be given.

5.13 Limitations of the Present Study

The Limitations of the present study are:

- This study is limited to the teacher trainees of Pudukkottai District only.
- The Emotional Intelligence was studied with respect to Computer Self Efficacy and Academic Achievement only.
- Certain variables viz., Type of Admission (Single Window System, Management Quota), Type of Administration (DIET, TTI), Type of Staying (Hostel, Days Scholar), Plus two school - Type of Management (Government, Government Aided, Government Unaided), Plus two school -

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As expected, Teacher Computer Self Efficacy is the predictor of emotional intelligence for all most all the selected variables. Academic Achievement and Computer Self Efficacy combined are the predictors for Trainees who got admission under Single Window System, Trainees who got admission in TTI, Trainees who are Days Scholars, Female Trainees, Trainees of MBC Community, Trainees of Single Family and Trainees whose Father’s are not Government Servants and Trainees whose Mothers are not Government servants. This reveals that economically poor but academically sound trainees sustain their relationship between Emotional Intelligence, Computer Self Efficacy and Academic Achievement. Hence for the economically rich and academically average trainees special training on Emotional Intelligence and Computer Training should be imparted.

The finding namely both the Academic Achievement and Teacher Computer Self Efficacy are not predictors for the two variables only viz., Trainees who got admission in DIET, and Trainees whose Fathers’ are Government Servants are not matching with the expectation since only meritorious students are being got admission in DIET and children of Government Servants are affordable to the modern communication technologies than the children of labourers. Hence a special probe should be carried out for finding reasons and remedial measures should be taken.
Institutions, Plus two school - Type of Management, Plus two school - Type of School, Gender and Age. Kagima and Hausamus (2000) reported similar results that Gender and Age of trainees play a significant role in Computer Self Efficacy. Topkaya (2010) also reported similar result that Gender of trainees play a significant role in computer self efficacy.

5.12 Implications and Recommendations of the Present Study

The present study reveals that trainees of Pudukkottai District have high level of Emotional Intelligence and differ only in the variables type of administration of the training institute and type of management of plus two schools. This shows that present curriculum both at school and teacher educational levels are capable of developing emotionally balanced student and student teachers (Teacher Trainees). Hence the components of emotional intelligence may be continued in the teacher education curriculum.

Teacher trainees of Pudukkottai District differ in their Emotional Intelligence with respect to only two variables viz Type of Administration and Plus two school - Type of School. This clearly evinces that the institution where the trainee studies have direct impact on emotional intelligence. Those trainees studying in Government owned institution have low level of emotional intelligence when compared with private institutions. Hence the teacher educators of government institutions should be given in-service training on emotional intelligence and method of developing emotional intelligence.
who are Days Scholar, Trainees who studied Plus two in Government Schools, Female Trainees, Trainees of MBC Community, Trainees from Single Family, Trainees whose Fathers’ are not Government Servants and Trainees whose Mothers’ are not Government Servants.

Teacher trainees of Pudukkottai District differ in their Emotional Intelligence with respect to only two variables viz Type of Administration of Training Institutions and Plus two school - Type of School. The variables Gender, Age, Type of institution do not make any significant difference in Emotional Intelligence among teacher trainees. Biju (2007), Singaravelu (2007) and Suresh (2008) reported that teacher trainees do not differ in Emotional Intelligence with respect to their Gender. Biju (2007) and Donaamaloravam (2010) reported that teacher trainees do not differ in Emotional Intelligence with respect to their Age and Type of institution. But Babu (2008) reported that Age of trainees plays a significant role in Emotional Intelligence.

Teacher trainees of Pudukkottai District differ in their Academic Achievement with respect to the variables viz., Type of Admission, Type of Administration of Training Institutions, Type of Staying, Plus two school - Type of Management, Plus two school - Type of School, Gender, Age and Type of Family.

Teacher trainees of Pudukkottai District differ in their Computer Self Efficacy with respect to the variables viz., Type of Administration of Training...
Single Family, Trainees from Joint Family, Trainees whose Fathers’ are not Government Servants, Trainees whose Mothers’ are Government Servants, Trainees whose Mothers’ are not Government Servants. Mohanasundaram, Balasubramaniyam and Viyaya. (2004) reported similar results that correlation exists between emotional intelligence and academic achievement of teacher trainees.

Both the Academic Achievement and Teacher Computer Self Efficacy are not the predictors of EI for the two variables only viz., Trainees who got admission in DIET, and Trainees whose Fathers’ are Government Servants.

The Teacher Computer Self Efficacy is the only predictor of EI for the variable, Trainees who got admission under Management Quota, Trainees who are staying in Hostel, Trainees who studied Plus two in Government Aided Schools, Trainees who studied Plus two in Unaided Schools, Trainees who studied Plus two in Boys Schools, Trainees who studied Plus two in Girls’ Schools, Trainees who studied Plus two in Coeducational Schools, Male Trainees, Trainees who have Age Equal and above 21 years, Trainees who have Age Below 21 years, Trainees of BC Community, Trainees of SC & ST Community, Trainees from Joint Family, and Trainees whose Mothers’ are Government Servants.

Both the Academic Achievement and Computer Self Efficacy are the predictors of EI for the variables all categories combined together, Trainees who got admission under Single Window, Trainees who got admission in TTI, Trainees.
In the present study correlation exists between Emotional Intelligence and Academic Achievement in all categories and the following variables viz., Trainees who got admission under Single Window System, Trainees who got admission in TTI, Trainees who are Days Scholar, Trainees who studied Plus two in Government schools, Trainees who studied Plus two in Girls’ Schools, Female trainees, Trainees who have Age Equal and above 21 years, Trainees who have Age Below 21 years, Trainees of MBC Community, Trainees from Single Family, Trainees whose Fathers’ are not Government Servants, and Trainees whose Mothers’ are not a Government Servants.

In the present study correlation exists between Emotional Intelligence and Computer Self Efficacy in all categories combined together and all the selected variables except Father is a Government Servant viz., Trainees who got admission under Single Window, Trainees who got admission Management Quota, Correlation exists between Emotional Intelligence and Computer Self Efficacy in the following sub categories : Trainees who got admission in DIET, Trainees who got admission in TTI, Trainees who are Staying in Hostel, Trainees who are Days Scholar, Trainees who studied Plus two in Government Schools, Trainees who studied Plus two in Government Aided Schools, Trainees who studied Plus two in Unaided Schools, Trainees who studied Plus two in Boys Schools, Trainees who studied Plus two in Girls’ Schools, Trainees who studied Plus two in Coeducational Schools, Male Trainees, Female Trainees, Trainees who have Age Equal and above 21 years, Trainees who have Age Below 21 years, Trainees of MBC Community, Trainees of BC Community, Trainees of SC & ST Community, Trainees from
66. The calculated t values $1.374$ for EI, $0.995$ for AA and $0.554$ for TCSE are less than the table value $1.966$ for $df = 405$ at $0.05$ level of significance. Hence the null hypotheses that there is no significant difference between Teacher Trainees of Pudukkottai District with respect to the variable Mother as Government Servants are accepted $0.05$ level of significance. It is interpreted that Teacher Trainees of Pudukkottai District with respect to the variable Mother as Government Servants do not differ in their EI, AA and TCSE.

5.11 Discussion

The present study was conducted to study the relationship between Emotional Intelligence, Computer Self Efficacy and Academic Achievement among the Teacher Trainees of Pudukkottai District and also to investigate the significance of difference in Emotional Intelligence, Computer Self Efficacy and Academic Achievement among the Teacher Trainees of Pudukkottai District with respected certain selected variables.

The descriptive analysis clearly indicate that in the present study DTEd., Trainees of Pudukkottai District have high level of Emotional Intelligence, Computer Self Efficacy and Academic Achievement. Ozabaci (2005), Singaravelu (2007), Babu (2008) and Donaamalorpavam (2010) reported similar results that teacher trainees have high level of emotional intelligence. Lewin (1999), Jones (2000), Bakar, Konting, Jamina & Lyndon (2008) and Pamuk (2009) reported similar results that teacher trainees have high level of Computer Self Efficacy. However, Topkaya (2010) reported that teacher trainees have a moderate level of Computer Self Efficacy.
is interpreted that Teacher Trainees of Pudukkottai District do not differ in their EI, in AA and TCSE with respect to the variable Community.

64. The calculated t values 0.976 for EI, 0.511 for TCSE are less than the table value 1.966 for df = 405 at 0.05 level of significance. Hence the null hypotheses that there is no significant difference between Teacher Trainees of Pudukkottai District in EI and TCSE with respect to their Type of Family are accepted 0.05 level of significance. The calculated t value 2.296 for AA is greater than the table value 1.966 for df = 405 at 0.05 level of significance. Hence the null hypothesis that there is no significant difference among Teacher Trainees of Pudukkottai District with respect to their Type of Family in AA is rejected at 0.05 level of significance. It is interpreted that Teacher Trainees of Pudukkottai District with respect to the variable Type of Family do not differ in their EI and TCSE but differ in AA. Teacher Trainees of Pudukkottai District who are in Joint Family are better in AA than the Teacher Trainees of Pudukkottai District who are in Single Family.

65. The calculated t values 0.518 for EI, 0.643 for AA and 1.053 for TCSE are less than the table value 1.966 for df = 405 at 0.05 level of significance. Hence the null hypotheses that there is no significant difference between Teacher Trainees of Pudukkottai District with respect to the variable Father as Government Servants are accepted 0.05 level of significance. It is interpreted that Teacher Trainees of Pudukkottai District with respect to the variable Father as Government Servants do not differ in their EI, AA and TCSE.
62. The calculated t value 1.387 for EI, is less than the table value 1.966 for df = 405 at 0.05 level of significance. Hence the null hypothesis that there is no significant difference among Teacher Trainees of Pudukkottai District with respect to their Age in EI is accepted at 0.05 level of significance. The calculated t value 1.963 for AA, is greater than the table value 1.96 for df = 405 at 0.05 level of significance. Hence the null hypothesis that there is no significant difference among Teacher Trainees of Pudukkottai District with respect to their Age in AA is rejected at 0.05 level of significance. The calculated t value 2.735 for TCSE, is greater than the table value 2.62 for df = 193 at 0.01 level of significance. Hence the null hypothesis that there is no significant difference among Teacher Trainees of Pudukkottai District with respect to their Age in TCSE is rejected at 0.01 level of significance. It is interpreted that Teacher Trainees of Pudukkottai District do not differ in their EI, but differ in AA and TCSE with respect to the variable Age. Teacher Trainees of Pudukkottai District who are less than 21 years of Age are better in AA and TCSE than the Teacher Trainees of Pudukkottai District who are 21 and more than 21 years of Age.

63. The calculated F values 0.941 for EI, 0.681 for AA and 1.410 for TCSE are less than the table value 2.62 for df = (4,402) at 0.05 level of significance. Hence the null hypotheses that there is no significant difference among Teacher Trainees of Pudukkottai District with respect to the variable Community in EI, AA and TCSE are accepted at 0.05 level of significance. It
Teacher Trainees of Pudukkottai District who studied their Higher Secondary course in Boys Schools and Coeducational Schools in EI and TCSE are rejected at 0.05 level of significance. The calculated t values 1.223 for EI, 0.224 for AA and 1.765 for TCSE are less than the table value 1.966 for df = 370 at 0.05 level of significance. Hence the null hypotheses that there is no significant difference between Teacher Trainees of Pudukkottai District who studied their Higher Secondary course in Girls Schools and Coeducational Schools are accepted at 0.05 level of significance.

60c. It is interpreted that Teacher Trainees of Pudukkottai District differ in their EI, AA and TCSE with respect to the variable Plus two School - Type of Schools in emotional intelligence, academic achievement and computer self efficacy. Trainees who studied their Higher Secondary course in Girls Schools are better than Coeducational Schools which in turn better than Boys Schools.

61. The calculated t values 6.590 for EI, 3.882 for AA and 4.702 for TCSE are greater than the table values 2.588, 2.588 and 2.609 for df = 405,405 and 149 respectively at 0.01 level of significance. Hence the null hypotheses that there is no significant difference between Male and Female Teacher Trainees of Pudukkottai District in EI, AA and TCSE are rejected at 0.01 level of significance. It is interpreted that Teacher Trainees of Pudukkottai District differ in their EI, AA and TCSE with respect to the variable Gender. Female Teacher Trainees of Pudukkottai District are better in EI, AA and TCSE than the Male Teacher Trainees of Pudukkottai District.
with respect to the variable Plus two School - Type of Management. In both academic achievement and computer self efficacy. Trainees who studied their Higher Secondary course in Government Aided Schools are better than Government Unaided Schools which in turn better than Government Schools.

60a. The calculated F values 4.840 for EI, 6.446 for AA and 5.910 for TCSE are greater than the table value 2.62 for df = (2,404) at 0.01 level of significance. Hence the null hypotheses that there is no significant difference among Teacher Trainees of Pudukkottai District with respect to the variable Plus two School - Type of Management in EI, AA and TCSE are rejected at 0.01 level of significance.

60b. The calculated t values 3.155 for EI, 3.432 for AA and 3.066 for TCSE are greater than the table values 2.339, 2.339 and 2.689 for df = 237, 237 and 45 respectively at 0.01 level of significance. Hence the null hypotheses that there is no significant difference between Teacher Trainees of Pudukkottai District who studied their Higher Secondary course in Boys Schools and Girls Schools are rejected at 0.01 level of significance. The calculated t value 3.463 for AA is greater than the table value 2.601 for df = 201 at 0.01 level of significance. Hence the null hypothesis that there is no significant difference among Teacher Trainees of Pudukkottai District who studied their Higher Secondary course in Boys Schools and Coeducational Schools in AA is rejected at 0.01 level of significance. The calculated t values 2.291 for EI, 2.376 for TCSE are greater than the table value 1.972 for df = 201 at 0.05 level of significance. Hence the null hypothesis that there is no significant difference among

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hypotheses that there is no significant difference between Teacher Trainees of Pudukkottai District who studied their Higher Secondary course in Government Schools and Government Aided Schools are rejected at 0.01 level of significance. The calculated t value 2.013 for AA is greater than the table value 1.966 for df = 305 at 0.05 level of significance. Hence the null hypothesis that there is no significant difference among Teacher Trainees of Pudukkottai District who studied their Higher Secondary course in Government Schools and Government Unaided Schools in AA is rejected at 0.05 level of significance.

59c. The calculated t values 0.270 for AA and 0.297 for TCSE are less than the table value 1.976 for df = 125 at 0.05 level of significance. Hence the null hypotheses that there is no significant difference between Teacher Trainees of Pudukkottai District who studied their Higher Secondary course in Government Aided Schools and Government Unaided Schools are accepted at 0.05 level of significance. The calculated t value 1.610 for AA is less than the table value 1.968 for df = 305 at 0.05 level of significance. Hence the null hypotheses that there is no significant difference between Teacher Trainees of Pudukkottai District who studied their Higher Secondary course in Government Schools and Government Unaided Schools is accepted at 0.05 level of significance.

59d. It is interpreted that Teacher Trainees of Pudukkottai District do not differ in their EI with respect to the variable Plus two Schools - Type of Management and Teacher Trainees of Pudukkottai District differ in their AA and TCSE
Hence the null hypotheses that there is no significant difference among Teacher Trainees of Pudukkottai District with respect to the variable Type of Staying in EI and TCSE are accepted at 0.05 level of significance. The calculated t value 4.145 for AA is greater than the table value 2.588 for df = 405 at 0.01 level of significance. Hence the null hypothesis that there is no significant difference among Teacher Trainees of Pudukkottai District with respect to the variable Type of Staying in AA is rejected at 0.01 level of significance. It is interpreted that Teacher Trainees of Pudukkottai District do not differ in their EI and TCSE with respect to the variable Type of Staying. But those trainees who are staying in Hostel (HOS) have more academic achievement than those who are Days Scholars (DAS).

59a. The calculated F values 9.400 for AA and 6.304 for TCSE are greater than the table value 2.62 for df = (2,404) at 0.01 level of significance. Hence the null hypotheses that there is no significant difference among Teacher Trainees of Pudukkottai District with respect to the variable Plus two School - Type of Management in AA and TCSE are rejected at 0.01 level of significance. The calculated F value 1.280 for EI is less than the table value 1.98 for df = (2,404) at 0.05 level of significance. Hence the null hypothesis that there is no significant difference among Teacher Trainees of Pudukkottai District with respect to the variable Plus two School - Type of Management in AA is accepted at 0.05 level of significance.

59b. The calculated t values 4.102 for AA and 3.363 for TCSE are greater than the table value 2.588 for df = 378 at 0.01 level of significance. Hence the null
significant difference among Teacher Trainees of Pudukkottai District with respect to the variable Type of Admission in AA is rejected at 0.01 level of significance. It is interpreted that Teacher Trainees of Pudukkottai District do not differ in their EI and TCSE with respect to the variable Type of Admission. But those trainees who got admission through Single Window System have more academic achievement than those who got admission through Management Quota (MQ).

57. The calculated t values 4.176 for EI and 5.110 for AA are greater than the table value 2.588 for df = 405 at 0.01 level of significance. Hence the null hypotheses that there is no significant difference among Teacher Trainees of Pudukkottai District with respect to the variable Type of Admission in EI and AA are rejected at 0.01 level of significance. The calculated t value 2.265 for TCSE is greater than the table value 1.966 for df = 405 at 0.05 level of significance. Hence the null hypothesis that there is no significant difference among Teacher Trainees of Pudukkottai District with respect to the variable Type of Admission in TCSE is rejected at 0.05 level of significance. It is interpreted that Teacher Trainees of Pudukkottai District differ in their EI, AA and TCSE with respect to the variable Type of Administration. Teacher Trainees of TTIs have more Emotional Intelligence and Computer Self Efficacy than Trainees of DIETs. Teacher Trainees of DIETs have more Academic Achievement than Trainees of TTIs.

58. The calculated t values 0.121 for EI and 0.779 for TCSE are less than the table value 1.966 for df = 405 and 334 respectively at 0.05 level of significance.