5.1 Introduction

In this information era teachers in addition to developing knowledge are expected to develop society with international understanding. Realizing the importance of the roles of teachers, all most all the nations have put major attention in Teacher Education curriculum. The nation India has established National Council for Teacher Education (NCTE) to look after its teacher education. NCTE has developed curriculum framework for teacher education by incorporating right from the content & pedagogical knowledge, skills, providing school experiences, values to information technology. It provides a platform for the development of emotionally balanced, technically expert and intellectually competent teacher. This century needs emotionally balanced, confidence in executing the task and educational- techno rich teacher.

5.2 Academic Achievement, Emotional Intelligence and Computer Self Efficacy

Elementary level education lays the foundation of learning in a child. Berenson (2008) argues that soft skills are pertinent to academic success. Goleman (1995) claimed that Emotional Intelligence can predict success at home, at work, and at school, as well as or better than IQ. Swart (1996) found significant differences in total scores on the EQ-i (Bar-On, 1997) between academically
successful and unsuccessful university students, using 1st year grades as the criterion. Bar-On (1997) found significant differences in self-reported success in the 1st year of military academy between successful, average, and unsuccessful students on all 15 of the EQ-i subscales. Schutte et al. (1998) suggests that Emotional Intelligence can predict approximately 10% of the variance in academic success. Barchard (2003) argued that Emotional Intelligence is associated with academic success but not to the same extent as and certainly not to a greater extent than verbal ability. Teaching emotional intelligence skills in schools is very important because it can positively affect academic achievement not only during the session they are taught, but in subsequent years as well (Elias, Brune, Butler, Blum dd Schumier, 1991).

Self-efficacy is a strong and consistent predictor of grade point average and expectations of academic success. Self-efficacy which refers to a person's judgment of own capabilities to organize and execute courses of action required to attain designated type of performance has also been found to be a major contributor to an individual's academic achievement (Bandura, 1986). Self-efficacy which refers to a person's judgment of own capabilities to organize and execute courses of action required to attain designated type of performance has also been found to be a major contributor to an individual's academic achievement (Bandura, 1986). From the studies of Pajares, (1996); Pajares and Miller, (1997); Pajares and Valliant, (1997), Covington, (2000), Robins and Bear, (2001) it can be concluded that self efficacy plays a critical role in educational achievement. Schrand (2008) suggests the use of technology in education has several benefits for motivating students. Schrand
further states that technology can facilitate more active student learning in the classroom, and appeal to multiple intelligences, and different learning styles.

In view of the importance of these concepts (Emotional intelligence and Computer Self efficacy) to an individual's academic achievement further as well as availability of only few empirical research studies on these variables this study focused investigation among the Academic Achievement, Emotional Intelligence and Computer Self Efficacy of Elementary Education Teacher Trainees.

5.3 Need for the Study

Elementary level education plays a crucial role in the foundation of learning in a child. Each and every activity organized by the teacher in the classroom has impact on the achievement of the child in the subject matters. Teacher with optimal emotional intelligence will defiantly humanistic in their approach in designing the learning activities. In the modern information and communication technological world the technological inputs provided by the child also has an impact in the achievement of the child. The review of related literature reveals only a few studies have been attempted in finding the relationship among the Academic Achievement, Emotional Intelligence and Computer Self Efficacy. Hence the present study entitled ‘Emotional Intelligence of DTEd Trainees of Pudukkottai District in relation to their Academic Achievement and Computer Self Efficacy’ was carried out.
5.4 Scope of the Study

The present study will throw light on teacher trainees ‘Emotional Intelligence and their relationship with their Academic Achievement and Computer (Self) Efficacy’. This study will help the policy makers to know the status of teacher characteristics and develop strategies to improve them.

5.5 Statement of the Problem

The investment in Primary Education helps the students to develop good character and sound knowledge about health and mind. It also helps them to be economically sound. These are achievable only when quality exists in schools. Each and every nation is developing many programmes and strategies to develop and sustain quality in school education. This is possible when quality is maintained in teacher education. Teachers play a vital role in redesigning the society through the development of child given to them in schools. Realizing the importance of Teacher Education, the policy makers of India has established an apex body of teacher education viz, National Council for Teacher Education to maintain the standards in teacher education by rules and developing sound academic curriculum. Based on the national curriculum the state apex body for elementary teacher education viz. State Council of Educational Research and Training (SCERT) in general and Directorate of Teacher Education Research and Training (DTERT), in Tamilnadu revised the curriculum in the light of National Curriculum Framework for Teacher Education (2005).
Teachers’ academic knowledge is no doubt essential to do the teaching activity and school related activity. In addition to that they are in need of Emotional Intelligence. Emotionally balanced teacher alone can develop a democratic value citizen. The curriculum developed by the policy makers well provides the platform to develop emotional intelligence among the prospective teachers.

Technology has entered in all walks of life. Education also utilizes the technology for providing learning experiences to the learners. The present information era, teachers should know the ways of integrating technology into the teaching learning process for maintaining quality in education.

In India for quality aspects of school education, many organizations like National University for Educational Planning & Administration (NUEPA), National Council of Educational Research & Training (NCERT), Regional Institutes of Education (RIEs), State Councils of Educational Research & Training (SCERTs) / Directorate of Teacher Education, Research & Training (DTERT), District Institutes of Education & Training (DIETs), Block Resource Centres (BRCs) and Cluster Resource Centres (CRCs) have been established. They develop many training modules and impart training to teachers in order to strengthen quality in general all levels of education and in particular at primary education. But the real outcome depends on teachers’ Academic Achievement in teacher education programmes, Emotional Intelligence and Computer Self Efficacy.

In this regard the following research questions are to be explored. Are factors of Emotional Intelligence and Computer Self Efficacy related to Academic Achievement in teacher education programmes among teacher trainees? If so what 

Emotional Intelligence of DTEd Trainees of Pudukkottai District
extent? Hence the problem of the present study is stated as Emotional Intelligence among Teacher Trainees with respect to their Academic Achievement in teacher education programmes and Computer Self Efficacy.

5.6 Operational Definition of the Key terms

5.6.1 Emotional Intelligence

Emotional Intelligence is defined as, in the words of Bar-On, ‘an array of non-cognitive capabilities, competencies and skills that influence one’s ability to succeed in coping with environmental demands and pressures’.

5.6.2 Academic Achievement

It refers to the test scores scored by the DTEd Trainees in public examination conducted by the Directorate of Government Examination after undergoing two years Diploma Course.

5.6.3 Computer Self Efficacy

It is defined as ‘a judgment of one’s capability to use a computer for personal and teaching purposes.

5.6.4 DTEd Trainees

Those who are undergoing Diploma in Teacher Education Course in District Institute of Education & Training and Elementary Teacher Training Institutes located in the Jurisdiction of Pudukkottai District.

5.6.5 Pudukkottai District

It is one of the revenue Districts of the State Tamil Nadu.
5.7 Objectives of the Present Study

The objectives of the present study are:

✧ To develop and validate Teacher Computer Self Efficacy Scale.

✧ To study the relationship between Emotional Intelligence and Academic Achievement, Emotional Intelligence and Computer Self Efficacy among the DTEd Trainees of Pudukkottai District.

✧ To find out the relationship if any between Emotional Intelligence & Academic Achievement and Emotional Intelligence & Computer Self Efficacy among the DTEd Trainees of Pudukkottai District with respect to their Institutional variables.

✧ To find out the relationship if any between Emotional Intelligence & Academic Achievement and Emotional Intelligence & Computer Self Efficacy among the DTEd Trainees of Pudukkottai District with respect to their Biological variables.

✧ To find out the relationship if any between Emotional Intelligence & Academic Achievement and Emotional Intelligence & Computer Self Efficacy among the DTEd Trainees of Pudukkottai District with respect to their Social variables.

✧ To find out the relationship if any between Emotional Intelligence & Academic Achievement and Emotional Intelligence & Computer Self Efficacy among the DTEd Trainees of Pudukkottai District with respect to their Economic variables.
To investigate the significance of difference if any in Emotional Intelligence among the DTEd Trainees of Pudukkottai District with respect to their Institutional variables.

To investigate the significance of difference if any in Emotional Intelligence among the DTEd Trainees of Pudukkottai District with respect to their Biological variables.

To investigate the significance of difference if any in Emotional Intelligence among the DTEd Trainees of Pudukkottai District with respect to Social variables.

To investigate the significance of difference if any in Emotional Intelligence among the DTEd Trainees of Pudukkottai District with respect to Economic variables.

To investigate the significance of difference if any in Academic Achievement among the DTEd Trainees of Pudukkottai District with respect to their Institutional variables.

To investigate the significance of difference if any in Academic Achievement among the DTEd Trainees of Pudukkottai District with respect to their Biological variables.

To investigate the significance of difference if any in Academic Achievement among the DTEd Trainees of Pudukkottai District with respect to their Social variables.
To investigate the significance of difference if any in Academic Achievement among the DTEd Trainees of Pudukkottai District with respect to their Economic variables.

To investigate the significance of difference if any in Computer Self Efficacy among the DTEd Trainees of Pudukkottai District with respect to their Institutional variables.

To investigate the significance of difference if any in Computer Self Efficacy among the DTEd Trainees of Pudukkottai District with respect to their Biological variables.

To investigate the significance of difference if any in Computer Self Efficacy among the DTEd Trainees of Pudukkottai District with respect to Social variables.

To investigate the significance of difference if any in Computer Self Efficacy among the DTEd Trainees of Pudukkottai District with respect to Economic variables.

5.8 Hypothesis of the Present Study

5.8.1 Correlation Study

The Emotional Intelligence is not significantly related to Academic Achievement and Computer Self Efficacy among the DTEd Trainees of Pudukkottai District with respect to their Institutional variables.

The Emotional Intelligence is not significantly related to Academic Achievement and Computer Self Efficacy among the DTEd Trainees of Pudukkottai District with respect to their Biological variables.
The Emotional Intelligence is not significantly related to Academic Achievement and Computer Self Efficacy among the DTEd Trainees of Pudukkottai District with respect to their Social variables.

The Emotional Intelligence is not significantly related to Academic Achievement and Computer Self Efficacy among the DTEd Trainees of Pudukkottai District with respect to their Economic variables.

5.8.2 Multiple Correlation Study

Multiple regression equation was framed for this study with Emotional Intelligence as criterion variable and Academic Achievement and Computer Self Efficacy as predictor variables.

There is no significant relationship between Emotional Intelligence on one side and Academic Achievement and Computer Self Efficacy as combined whole on other side among the DTEd Trainees (All categories) of Pudukkottai District.

There is no significant relationship between Emotional Intelligence on one side and Academic Achievement and Computer Self Efficacy as combined whole on other side among the DTEd Trainees of Pudukkottai District with respect to their Institutional variables.

There is no significant relationship between Emotional Intelligence on one side and Academic Achievement and Computer Self Efficacy as combined whole on other side among the DTEd Trainees of Pudukkottai District with respect to their Biological variables.

There is no significant relationship between Emotional Intelligence on one side and Academic Achievement and Computer Self Efficacy as combined whole on
other side among the DTEd Trainees of Pudukkottai District with respect to their Social variables.

- There is no significant relationship between Emotional Intelligence on one side and Academic Achievement and Computer Self Efficacy as combined whole on other side among the DTEd Trainees of Pudukkottai District with respect to their Economic variables.

5.8.3 Differential Study

- There is no significant difference in Emotional Intelligence among the DTEd Trainees of Pudukkottai District with respect to their Institutional variables.
- There is no significant difference in Emotional Intelligence among the DTEd Trainees of Pudukkottai District with respect to their Biological variables.
- There is no significant difference in Emotional Intelligence among the DTEd Trainees of Pudukkottai District with respect to their Social variables.
- There is no significant difference in Emotional Intelligence among the DTEd Trainees of Pudukkottai District with respect to their Economic variables.
- There is no significant difference in Academic Achievement among the DTEd Trainees of Pudukkottai District with respect to their Institutional variables.
- There is no significant difference in Academic Achievement among the DTEd Trainees of Pudukkottai District with respect to their Biological variables.
- There is no significant difference in Academic Achievement among the DTEd Trainees of Pudukkottai District with respect to their Social variables.
- There is no significant difference in Academic Achievement among the DTEd Trainees of Pudukkottai District with respect to their Economic variables.
There is no significant difference in Computer Self Efficacy among the DTEd Trainees of Pudukkottai District with respect to their Institutional variables.

There is no significant difference in Computer Self Efficacy among the DTEd Trainees of Pudukkottai District with respect to their Biological variables.

There is no significant difference in Computer Self Efficacy among the DTEd Trainees of Pudukkottai District with respect to their Social variables.

There is no significant difference in Computer Self Efficacy among the DTEd Trainees of Pudukkottai District with respect to their Economic variables.

5.9 Methodology

Survey method was followed in this study. This study had six stages. In the first stage Teacher Computer Self Efficacy tool was developed and validated. In the second stage pilot study was conducted with 50 teacher trainees. In the third stage the tools viz., Teacher Computer Self Efficacy Scale and Emotional Quotient Inventory were administered to the randomly selected teacher trainees of Pudukkottai district. In the fourth stage the academic achievement data was collected from the secondary source viz the records of the institution. In the fifth stage the data were analyzed. The sixth stage was the documentation of the results of the study.

5.9.1 Sample

The tools were distributed to 425 teacher trainees of Pudukkottai District who were selected randomly. These trainees were from District Institute of Education & Training and Private Teacher Training Institutes of Pudukkottai.
district. Among them 407 trainees responded completely. Hence the sample for the present study was 407. Then the sample was further divided into various categories with respect to Institutional variables, Biological Variables, Social Valuable and Economic Variables Viz., Type of Admission (Single Window System, Management Quota), Type of Administration (DIET, TTI), Type of Staying (Hosteller, Days Scholar), Plus two school - Type of Management (Government, Government Aided, Government Unaided), Plus two school - Type of School (Boys, Girls, Co-Educational, Gender (Male, Female), Age (Equal and above 21 years, Below 21 years), Community (FC, BC, MBC, SC and ST), Type of Family (Single, Joint Family), Father as Government Servant (Yes, No), and Mother as Government Servant (Yes, No) There were two predictor variables namely Academic Achievement and Computer Self Efficacy.

5.9.2 Tools for the study

The following tools were used in the present study:

➢ Teachers Computer Self Efficacy Scale (TCSES) - Developed by the investigator, S.Thangarasu, Dr.S.Vincent De Paul and Dr.T.K.Swatantra Devi.

➢ Emotional Quotient Inventory (EQI) developed by Reuven Bar-On and translated in Tamil by Dr R. Alavandar.

➢ First Year result records of the institution concerned.

5.9.3 Statistical Technique

In the present study mean, standard deviation, test of significance, analysis of variance, simple correlation and multiple correlations were used to analyze the data.
5.10 Findings of the Present Study

1a. The DTEd. Trainees’ mean Emotional Intelligence is 171.85 with a standard deviation of 28.06. The mean Percentage Emotional Intelligence among the DTEd, Trainees of Pudukkottai District is 65.09 %. It is interpreted from the above finding that the DTEd, Trainees of Pudukkottai District have high level of Emotional Intelligence. The maximum emotional intelligence score that could be obtained is 264. The maximum score and minimum score obtained in the present study by the teacher trainees is 246 and 113 respectively. The mean score (171.85) is above the 50% of the maximum score. So it may be concluded that emotional intelligence of the DTEd, Trainees of Pudukkottai District is rather high.

1b. Component-wise analysis of the emotional intelligence also shows that their performance is relatively high in six components viz., Self Regard (SR), Inter Personal Relationship (IR), Problem Solving (PS), Emotional Self–Awareness (ES), Stress Tolerance (ST) and Empathy (EM). Their 'problem solving' (PS) mean score is 17.29, which is high (72.02%) when compared with other components. Their 'assertiveness' (AS) mean score is 12.51. While comparing with the other components assertiveness is relatively low (52.14%). So it may be concluded that DTEd, Trainees of Pudukkottai District generally have high emotional intelligence. Component wise analyses also support the general conclusion in all the ten components.

2a. The DTEd. Trainees’ mean Academic Achievement is 554.59 with a standard deviation of 59.63. The mean Percentage Academic Achievement (AA)
among the DTEd, Trainees of Pudukkottai District is 63.81%. It is interpreted from the above finding that the DTEd, Trainees of Pudukkottai District have high level of Academic Achievement (63.81%). The mean and standard deviation (SD) of Academic Achievement of the teacher trainees have been found to be 554.59 and 59.63 respectively. The maximum Academic Achievement score that could be obtained is 875. The maximum score teacher trainees have obtained in the present study has been 734 and the minimum score 357. The mean score (554.59) is above the 50% of the maximum score. So it may be concluded that Academic Achievement of the DTEd, Trainees of Pudukkottai District is rather high.

2b. Component-wise analysis of the Academic Achievement also shows that their performance is relatively high in six subjects viz., Learning Child, Felicitating and Enhancing Learning I, Teaching of Tamil I, Teaching of Mathematics I, Teaching of Science I, and Teaching of Social Science I. Their performance in Teaching of English I is low (47.61%) with the mean score of 59.51 and SD, 17.13. Their mean score in ‘Teaching of Social Science I’ is 87.69. While comparing with the other subjects, ‘Teaching of Social Science is relatively high (70.15%). So it may be concluded that DTEd, Trainees of Pudukkottai District generally have high Academic Achievement. Subject-wise analyses also support the general conclusion in all the seven taught courses.

3a. The DTEd. Trainees’ mean Computer Self Efficacy is 221.41 with a standard deviation of 38.23. The mean Percentage Computer Self Efficacy (TCSE) among the DTEd, Trainees of Pudukkottai District is 67.09%. It is interpreted
from the above finding that the DTEd, Trainees of Pudukkottai District have high level of Computer Self Efficacy. The maximum Computer Self Efficacy score that could be obtained is 330. The maximum score that teacher trainees have obtained in the present study has been 330 and the minimum score 91. The mean score (221.41) is above the 50% of the maximum score. So it may be concluded that Computer Self Efficacy of the DTEd, Trainees of Pudukkottai District is rather high.

3b. Component-wise analysis of the Teacher Computer Self Efficacy also shows that their performance is relatively high in six components viz., General, Word Document, Excel Spreadsheet, PowerPoint, Internet and Teaching Learning. Their performance in ‘Word Document’ is high with the mean score of 37.49 and SD, 7.55. While comparing with the other components Word Document component is high (68.16%). Their 'internet' component’s mean score is 36.37 which is low (66.13%) when compared with other components. So it may be concluded that DTEd, Trainees of Pudukkottai District generally have high Computer Self Efficacy.

4. The calculated r values 0.141 for EI & AA and 0.329 for EI & TCSE are greater than the table value 0.128 for df = 405 at 0.01 level of significance. Hence the null hypotheses that there is no significant relationship between EI & AA and between EI & TCSE among the Teacher Trainees of (All Categories) Pudukkottai District are rejected at 0.01 level of significance. It is inferred that the relationship is weak between EI & AA and also between EI & TCSE among the Teacher Trainees of Pudukkottai District. It is concluded that
among the Teacher Trainees (All Categories) of Pudukkottai District, EI is significantly related to their AA and TCSE at 0.01 level of significance.

5. The calculated r values 0.198 for EI & AA and 0.374 for EI & TCSE are greater than the table value 0.163 for df = 231 at 0.01 level of significance. Hence the null hypotheses that there is no significant relationship between EI & AA and between EI & TCSE among the Teacher Trainees of Pudukkottai District who got admission through Single Window System are rejected at 0.01 level of significance. It is inferred that the relationship is weak between EI & AA and also between EI & TCSE among the Teacher Trainees of Pudukkottai District who got admission through Single Window System. It is concluded that among the Teacher Trainees of Pudukkottai District, who got admission through Single Window System EI is significantly related to their AA and TCSE at 0.01 level of significance.

6. The calculated r value 0.114 for EI & AA is less than the table value 0.148 for df= 172 at 0.05 level of significance and the calculated r value 0.255 for EI & TCSE are greater than the table value 0.194 for df= 172 at 0.01 level of significance. Hence the null hypothesis that there is no significant relationship between EI & AA among the Teacher Trainees of Pudukkottai District who got admission through Management Quota is accepted at 0.05 level of significance and hypothesis that there is no significant relationship between EI & TCSE among the Teacher Trainees of Pudukkottai District who got admission through Management Quota is rejected at 0.01 level of significance. It is inferred that the there exists no relationship between EI & AA and the
relationship is weak between EI & TCSE among the Teacher Trainees of Pudukkottai District who got admission through Management Quota. It is concluded that among the Teacher Trainees of Pudukkottai District, who got admission through Management Quota EI is significantly related to their TCSE only at 0.01 level of significance.

7. The calculated r value 0.215 for EI & AA is less than the table value 0.250 for df= 57 at 0.05 level of significance and the calculated r value 0.272 for EI & TCSE are greater than the table value 0.250 for df= 57 at 0.05 level of significance. Hence the null hypothesis that there is no significant relationship between EI & AA among the Teacher Trainees of Pudukkottai District who got admission in DIET is accepted at 0.05 level of significance and hypothesis that there is no significant relationship between EI & TCSE among the Teacher Trainees of Pudukkottai District who got admission in DIET is rejected at 0.05 level of significance. It is inferred that the there exists no relationship between EI & AA and the relationship is weak between EI & TCSE among the Teacher Trainees of Pudukkottai District who got admission in DIET. It is concluded that among the Teacher Trainees of Pudukkottai District, who got admission in DIET, EI is significantly related to their TCSE only at 0.05 level of significance.

8. The calculated r values 0.199 for EI & AA and 0.324 for EI & TCSE are greater than the table value 0.128 for df = 346 at 0.01 level of significance. Hence the null hypotheses that there is no significant relationship between EI & AA and between EI & TCSE among the Teacher Trainees of Pudukkottai
District who got admission in TTI are rejected at 0.01 level of significance. It is inferred that the relationship is weak between EI & AA and also between EI & TCSE among the Teacher Trainees of Pudukkottai District who got admission in TTI. It is concluded that among the Teacher Trainees of Pudukkottai District, who got admission in TTI, EI is significantly related to their AA and TCSE at 0.01 level of significance.

9. The calculated r value 0.113 for EI & AA is less than the table value 0.148 for df= 167 at 0.05 level of significance and the calculated r value 0.306 for EI & TCSE is greater than the table value 0.194 for df= 167 at 0.01 level of significance. Hence the null hypothesis that there is no significant relationship between EI & AA among the Teacher Trainees of Pudukkottai District who are Staying in Hostel is accepted at 0.05 level of significance and hypothesis that there is no significant relationship between EI & TCSE among the Teacher Trainees of Pudukkottai District who are Staying in Hostel is rejected at 0.01 level of significance. It is inferred that there exists no relationship between EI & AA and the relationship is weak between EI & TCSE among the Teacher Trainees of Pudukkottai District who are Staying in Hostel. It is concluded that among the Teacher Trainees of Pudukkottai District, who are Staying in Hostel, EI is significantly related to their TCSE only at 0.01 level of significance.

10. The calculated r values 0.170 for EI & AA and 0.351 for EI & TCSE are greater than the table value 0.163 for df = 236 at 0.01 level of significance. Hence the null hypotheses that there is no significant relationship between EI
& AA and between EI & TCSE among the Teacher Trainees of Pudukkottai District, who are Days Scholars are rejected at 0.01 level of significance. It is inferred that the relationship is weak between EI & AA and also between EI & TCSE among the Teacher Trainees of Pudukkottai District who are Days Scholars. It is concluded that among the Teacher Trainees of Pudukkottai District, who are Days Scholars, EI is significantly related to their AA and TCSE at 0.01 level of significance.

11. The calculated r values 0.181 for EI & AA and 0.287 for EI & TCSE are greater than the table value 0.149 for df = 278 at 0.01 level of significance. Hence the null hypotheses that there is no significant relationship between EI & AA and between EI & TCSE among the Teacher Trainees of Pudukkottai District, who studied their Higher Secondary Course in Government Schools, are rejected at 0.01 level of significance. It is inferred that the relationship is weak between EI & AA and also between EI & TCSE among the Teacher Trainees of Pudukkottai District who studied their Higher Secondary Course in Government Schools. It is concluded that among the Teacher Trainees of Pudukkottai District, who studied their Higher Secondary Course in Government Schools, EI is significantly related to their AA and TCSE at 0.01 level of significance.

12. The calculated r value 0.020 for EI & AA is less than the table value 0.195 for df = 98 at 0.05 level of significance and the calculated r value 0.286 for EI & TCSE is greater than the table value 0.254 for df = 98 at 0.01 level of significance. Hence the null hypothesis that there is no significant relationship
between EI & AA among the Teacher Trainees of Pudukkottai District who studied their Higher Secondary Course in Government Aided Schools is accepted at 0.05 level of significance and hypothesis that there is no significant relationship between EI & TCSE among the Teacher Trainees of Pudukkottai District who studied their Higher Secondary Course in Government Aided Schools is rejected at 0.01 level of significance. It is inferred that there exists no relationship between EI & AA and the relationship is weak between EI & TCSE among the Teacher Trainees of Pudukkottai District who studied their Higher Secondary Course in Government Aided Schools. It is concluded that among the Teacher Trainees of Pudukkottai District, who studied their Higher Secondary Course in Government Aided Schools, EI is significantly related to their TCSE only at 0.01 level of significance.

13. The calculated r value 0.056 for EI & AA is less than the table value 0.381 for df= 25 at 0.05 level of significance and the calculated r value 0.762 for EI & TCSE is greater than the table value 0.487 for df= 25 at 0.01 level of significance. Hence the null hypothesis that there is no significant relationship between EI & AA among the Teacher Trainees of Pudukkottai District who studied their Higher Secondary Course in Government Unaided Schools is accepted at 0.05 level of significance and hypothesis that there is no significant relationship between EI & TCSE among the Teacher Trainees of Pudukkottai District who studied their Higher Secondary Course in Government Unaided Schools is rejected at 0.01 level of significance. It is
inferred that the there exists no relationship between EI & AA and the
relationship is weak between EI & TCSE among the Teacher Trainees of
Pudukkottai District who studied their Higher Secondary Course in
Government Unaided Schools. It is concluded that among the Teacher
Trainees of Pudukkottai District, who studied their Higher Secondary Course
in Government Unaided Schools, EI is significantly related to their TCSE
only at 0.01 level of significance.

14. The calculated r value 0.026 for EI & AA is less than the table value 0.325 for
df= 33 at 0.05 level of significance and the calculated r value 0.408 for EI &
TCSE is greater than the table value 0.325 for df= 33 at 0.05 level of
significance. Hence the null hypothesis that there is no significant relationship
between EI & AA among the Teacher Trainees of Pudukkottai District who
studied their Higher Secondary Course in Boys Schools is accepted at 0.05
level of significance and hypothesis that there is no significant relationship
between EI & TCSE among the Teacher Trainees of Pudukkottai District who
studied their Higher Secondary Course in Boys Schools is rejected at 0.05
level of significance. It is inferred that the there exists no relationship between
EI & AA and the relationship is moderate between EI & TCSE among the
Teacher Trainees of Pudukkottai District who studied their Higher Secondary
Course in Boys Schools. It is concluded that among the Teacher Trainees of
Pudukkottai District, who studied their Higher Secondary Course in Boys
Schools, EI is significantly related to their TCSE only at 0.05 level of
significance.
15. The calculated r value 0.144 for EI & AA is greater than the table value 0.138 for df= 202 at 0.05 level of significance and the calculated r value 0.305 for EI & TCSE is greater than the table value 0.181 for df= 202 at 0.01 level of significance. Hence the null hypothesis that there is no significant relationship between EI & AA among the Teacher Trainees of Pudukkottai District who studied their Higher Secondary Course in Girls Schools is rejected at 0.05 level of significance and hypothesis that there is no significant relationship between EI & TCSE among the Teacher Trainees of Pudukkottai District who studied their Higher Secondary Course in Girls Schools is rejected at 0.01 level of significance. It is inferred that the relationship is weak between EI & AA and also between EI & TCSE among the Teacher Trainees of Pudukkottai District who studied their Higher Secondary Course in Girls Schools. It is concluded that among the Teacher Trainees of Pudukkottai District, who studied their Higher Secondary Course in Girls Schools, EI is significantly related to their AA and TCSE at 0.05 level of significance and 0.01 level of significance respectively.

16. The calculated r value 0.107 for EI & AA is less than the table value 0.148 for df= 166 at 0.05 level of significance and the calculated r value 0.302 for EI & TCSE is greater than the table value 0.194 for df= 166 at 0.01 level of significance. Hence the null hypothesis that there is no significant relationship between EI & AA among the Teacher Trainees of Pudukkottai District who studied their Higher Secondary Course in Coeducational Schools is accepted at 0.05 level of significance and hypothesis that there is no significant
relationship between EI & TCSE among the Teacher Trainees of Pudukkottai District who studied their Higher Secondary Course in Coeducational Schools is rejected at 0.01 level of significance. It is inferred that there exists no relationship between EI & AA and the relationship is weak between EI & TCSE among the Teacher Trainees of Pudukkottai District who studied their Higher Secondary Course in Coeducational Schools. It is concluded that among the Teacher Trainees of Pudukkottai District, who studied their Higher Secondary Course in Coeducational Schools, EI is significantly related to their TCSE only at 0.01 level of significance.

17. The calculated r value -0.168 for EI & AA is less than the table value 0.217 for df= 77 at 0.05 level of significance and the calculated r value 0.459 for EI & TCSE is greater than the table value 0.293 for df= 77 at 0.01 level of significance. Hence the null hypothesis that there is no significant relationship between EI & AA among the Male Teacher Trainees of Pudukkottai District is accepted at 0.05 level of significance and hypothesis that there is no significant relationship between EI & TCSE among the Male Teacher Trainees of Pudukkottai District is rejected at 0.01 level of significance. It is inferred that there exists no relationship between EI & AA and the relationship is moderate between EI & TCSE among the Male Teacher Trainees of Pudukkottai District. It is concluded that among the Teacher Trainees of Pudukkottai District, EI is significantly related to their TCSE only at 0.01 level of significance.
18. The calculated $r$ values 0.143 for EI & AA and 0.260 for EI & TCSE are greater than the table value 0.129 for $df = 326$ at 0.01 level of significance. Hence the null hypotheses that there is no significant relationship between EI & AA and between EI & TCSE among the Female Teacher Trainees of Pudukkottai District, are rejected at 0.01 level of significance. It is inferred that the relationship is weak between EI & AA and also between EI & TCSE among the Female Teacher Trainees of Pudukkottai District. It is concluded that among the Female Teacher Trainees of Pudukkottai District EI is significantly related to their AA and TCSE at 0.01 level of significance.

19. The calculated $r$ value 0.204 for EI & AA is greater than the table value 0.195 for $df = 98$ at 0.05 level of significance and the calculated $r$ value 0.261 for EI & TCSE is greater than the table value 0.254 for $df = 98$ at 0.01 level of significance. Hence the null hypothesis that there is no significant relationship between EI & AA among the Teacher Trainees of Pudukkottai District who are 21 and more than 21 years of Age, is rejected at 0.05 level of significance and hypothesis that there is no significant relationship between EI & TCSE among the Teacher Trainees of Pudukkottai District who are 21 and more than 21 years of Age is rejected at 0.01 level of significance. It is inferred that the relationship is weak between EI & AA and also between EI & TCSE among the Teacher Trainees of Pudukkottai District who are 21 and more than 21 years of Age. It is concluded that among the Teacher Trainees of Pudukkottai District, who are 21 and more than 21 years of Age, EI is significantly related
to their AA and TCSE at 0.05 level of significance and 0.01 level of significance respectively.

20. The calculated r value 0.116 for EI & AA is greater than the table value 0.113 for df= 305 at 0.05 level of significance and the calculated r value 0.341 for EI & TCSE is greater than the table value 0.149 for df= 305 at 0.01 level of significance. Hence the null hypothesis that there is no significant relationship between EI & AA among the Teacher Trainees of Pudukkottai District who are less than 21 years of Age, is rejected at 0.05 level of significance and hypothesis that there is no significant relationship between EI & TCSE among the Teacher Trainees of Pudukkottai District who are less than 21 years of Age is rejected at 0.01 level of significance. It is inferred that the relationship is weak between EI & AA and also between EI & TCSE among the Teacher Trainees of Pudukkottai District who are less than 21 years of Age. It is concluded that among the Teacher Trainees of Pudukkottai District, who are less than 21 years of Age, EI is significantly related to their AA and TCSE at 0.05 level of significance and 0.01 level of significance respectively.

21. The calculated r values 0.281 for EI & AA and 0.316 for EI & TCSE are greater than the table value 0.254 for df = 105 at 0.01 level of significance. Hence the null hypotheses that there is no significant relationship between EI & AA and between EI & TCSE among the Teacher Trainees of Pudukkottai District, who belong to MBC Community, are rejected at 0.01 level of significance. It is inferred that the relationship is weak between EI & AA and also between EI & TCSE among the Teacher Trainees of Pudukkottai District,
Chapter V

Summary, Findings & Conclusion

who belong to MBC Community. It is concluded that among the Teacher Trainees of Pudukkottai District, who belong to MBC Community, EI is significantly related to their AA and TCSE at 0.01 level of significance.

22. The calculated r value 0.032 for EI & AA is less than the table value 0.159 for df= 134 at 0.05 level of significance and the calculated r value 0.303 for EI & TCSE is greater than the table value 0.208 for df= 134 at 0.01 level of significance. Hence the null hypothesis that there is no significant relationship between EI & AA among the Teacher Trainees of Pudukkottai District who belong to BC Community is accepted at 0.05 level of significance and hypothesis that there is no significant relationship between EI & TCSE among the Teacher Trainees of Pudukkottai District who belong to BC Community is rejected at 0.01 level of significance. It is inferred that the there exists no relationship between EI & AA and the relationship is weak between EI & TCSE among the Teacher Trainees of Pudukkottai District who belong to BC Community. It is concluded that among the Teacher Trainees of Pudukkottai District, who belong to BC Community, EI is significantly related to their TCSE only at 0.01 level of significance.

23. The calculated r value 0.122 for EI & AA is less than the table value 0.148 for df= 159 at 0.05 level of significance and the calculated r value 0.366 for EI & TCSE is greater than the table value 0.194 for df= 159 at 0.01 level of significance. Hence the null hypothesis that there is no significant relationship between EI & AA among the Teacher Trainees of Pudukkottai District who belong to SC & ST Community is accepted at 0.05 level of significance and
hypothesis that there is no significant relationship between EI & TCSE among the Teacher Trainees of Pudukkottai District who belong to SC & ST Community is rejected at 0.01 level of significance. It is inferred that the there exists no relationship between EI & AA and the relationship is weak between EI & TCSE among the Teacher Trainees of Pudukkottai District who belong to SC & ST Community. It is concluded that among the Teacher Trainees of Pudukkottai District, who belong to SC & ST Community, EI is significantly related to their TCSE only at 0.01 level of significance.

24. The calculated r value 0.154 for EI & AA is greater than the table value 0.124 for df= 261 at 0.05 level of significance and the calculated r value 0.320 for EI & TCSE is greater than the table value 0.163 for df= 261 at 0.01 level of significance. Hence the null hypothesis that there is no significant relationship between EI & AA among the Teacher Trainees of Pudukkottai District who are in Single Family, is rejected at 0.05 level of significance and hypothesis that there is no significant relationship between EI & TCSE among the Teacher Trainees of Pudukkottai District who are in Single Family is rejected at 0.01 level of significance. It is inferred that the relationship is weak between EI & AA and also between EI & TCSE among the Teacher Trainees of Pudukkottai District who are in Single Family. It is concluded that among the Teacher Trainees of Pudukkottai District, who are in Single Family, EI is significantly related to their AA and TCSE at 0.05 level of significance and 0.01 level of significance respectively.
25. The calculated r value 0.136 for EI & AA is less than the table value 0.159 for df = 142 at 0.05 level of significance and the calculated r value 0.345 for EI & TCSE is greater than the table value 0.208 for df = 142 at 0.01 level of significance. Hence the null hypothesis that there is no significant relationship between EI & AA among the Teacher Trainees of Pudukkottai District who are in Joint Family is accepted at 0.05 level of significance and hypothesis that there is no significant relationship between EI & TCSE among the Teacher Trainees of Pudukkottai District who are in Joint Family is rejected at 0.01 level of significance. It is inferred that there exists no relationship between EI & AA and the relationship is weak between EI & TCSE among the Teacher Trainees of Pudukkottai District who are in Joint Family. It is concluded that among the Teacher Trainees of Pudukkottai District, who are in Joint Family, EI is significantly related to their TCSE only at 0.01 level of significance.

26. The calculated r values -0.097 for EI & AA and 0.251 for EI & TCSE are less than the table value 0.273 for df = 47 at 0.05 level of significance. Hence the null hypotheses that there is no significant relationship between EI & AA and between EI & TCSE among the Teacher Trainees of Pudukkottai District whose Fathers’ are Government Servants, are accepted at 0.05 level of significance. It is concluded that among the Teacher Trainees of Pudukkottai District whose Fathers’ are Government Servants, EI is not significantly related to their AA and TCSE at 0.05 level of significance.

27. The calculated r values 0.173 for EI & AA and 0.338 for EI & TCSE are greater than the table value 0.129 for df = 356 at 0.01 level of significance.
Hence the null hypotheses that there is no significant relationship between EI & AA and between EI & TCSE among the Teacher Trainees of Pudukkottai District whose Fathers’ are not Government Servants, are rejected at 0.01 level of significance. It is inferred that the relationship is weak between EI & AA and also between EI & TCSE among the Teacher Trainees of Pudukkottai District whose Fathers’ are not Government Servants. It is concluded that among the Teacher Trainees of Pudukkottai District whose Fathers’ are not Government Servants, EI is significantly related to their AA and TCSE at 0.01 level of significance.

28. The calculated r value 0.215 for EI & AA is less than the table value for df = 21 at 0.05 level of significance and the calculated r value 0.429 for EI & TCSE is greater than the table value 0.413 for df = 21 at 0.05 level of significance. Hence the null hypothesis that there is no significant relationship between EI & AA is accepted at 0.05 level of significance among the Teacher Trainees of Pudukkottai District whose Mothers’ are Government Servants and the null hypotheses that there is no significant relationship between EI & TCSE among the Teacher Trainees of Pudukkottai District whose Mothers’ are Government Servants, is rejected at 0.05 level of significance. It is concluded that among the Teacher Trainees of Pudukkottai District, whose Mothers’ are Government Servants, EI is not significantly related to their AA at 0.05 level of significance and significantly related to their TCSE at 0.05 level of significance.
29. The calculated r values 0.142 for EI & AA and 0.326 for EI & TCSE are greater than the table value 0.129 for df= 382 at 0.01 level of significance. Hence the null hypothesis that there is no significant relationship between EI & AA and EI & TCSE among the Teacher Trainees of Pudukkottai District whose Mothers’ are not Government Servants is rejected at 0.01 level of significance. It is inferred that the relationship is weak between EI & AA and also between EI & TCSE among the Teacher Trainees of Pudukkottai District whose Mothers’ are not Government Servants. It is concluded that among the Teacher Trainees of Pudukkottai District whose Mothers’ are not Government Servants, EI is significantly related to their AA and TCSE at 0.01 level of significance.

30a. The multiple correlation coefficients (R) for the teacher trainees (All categories) of Pudukkottai District is 0.345. The regression coefficients for AA and TCSE are positive. The regression equation indicates that for every unit increase in TCSE score, the EI of teacher trainees increases by 0.233 score. The regression coefficient of TCSE being found significant at 0.01 level, suggests that the level of TCSE is likely to raise EI. Again it is seen from the equation that for every unit increment in AA score, the EI of teacher trainees increases by 0.0488 units. The regression coefficient of AA being found significant at 0.05 level, suggests that the level of AA is likely to raise EI.

30b. It is found that the multiple correlation between EI and a combination of the variables AA and TCSE (R= 0.345) is significant at 0.01 level of confidence.
since the calculated corresponding F value of 27.318 is higher than the table value for df (2,404). It is concluded that there exists a significant multiple correlation between EI and combination of variables AA and TCSE among the DTEd trainees of Pudukkottai District.

30c. The value of multiple determination, \( R^2 = 0.119 \) further explains that 11.9 percent variance in EI score is accounted for by the joint effect of the two predicting variables namely AA and TCSE. Therefore the null hypothesis that there is no significant relationship between EI on one side and AA, and TCSE, as combined whole on other side among the Teacher Trainees of Pudukkottai District for the entire category is rejected. It is concluded that there is a significant relationship between Emotional Intelligence (EI) on one side and Academic Achievement (AA), Teacher Computer Self Efficacy (TCSE) as combined whole on other side among the Teacher Trainees of Pudukkottai District with respect to All Categories. 11.90 percent variation in Emotional Intelligence (EI) is explained by all the two predictor variables among the Teacher Trainees of Pudukkottai District with respect to All Categories.

31a. The multiple correlation coefficients (R) for the teacher trainees of Pudukkottai District who got admission through Single Window System is 0.399. The regression coefficients for AA and TCSE are positive. The regression equation indicates that for every unit increase in TCSE score, the EI of teacher trainees increases by 0.269 score. The regression coefficient of TCSE being found significant at 0.01 level, suggests that the level of TCSE is likely to raise EI. Again it is seen from the equation that for every unit
increment in AA score, the EI of teacher trainees increases by 0.07442 units. The regression coefficient of AA being found significant at 0.05 level, suggests that the level of AA is likely to raise EI.

31b. It is found that the multiple correlation between EI and a combination of the variables AA and TCSE (R= 0.399) is significant at 0.01 level of confidence since the calculated corresponding F value of 21.788 is higher than the table value for df (2,230). It is concluded that there exists a significant multiple correlation between EI and combination of variables AA and TCSE among the DTEd trainees of Pudukkottai District who got admission through Single Window System.

31c. The value of multiple determination, \(R^2 = 0.159\) further explains that 15.9 percent variance in EI score is accounted for by the joint effect of the two predicting variables namely AA and TCSE. Therefore the null hypothesis that there is no significant relationship between EI on one side and AA, and TCSE, as combined whole on other side among the Teacher Trainees of Pudukkottai District who got admission through Single Window System is rejected.

31d. It is concluded that there is a significant relationship between Emotional Intelligence (EI) on one side and Academic Achievement (AA), Teacher Computer Self Efficacy (TCSE) as combined whole on other side among the Teacher Trainees of Pudukkottai District who got admission through Single Window System. 15.9 percent variation in Emotional Intelligence (EI) is explained by all the two predictor variables among the Teacher Trainees of Pudukkottai District who got admission through Single Window System.
32a. The multiple correlation coefficients (R) for the teacher trainees of Pudukkottai District who got admission through Management Quota is 0.273. The regression coefficients for AA and TCSE are positive. The regression equation indicates that for every unit increase in TCSE score, the EI of teacher trainees increases by 0.169 score. The regression coefficient of TCSE being found significant at 0.01 level, suggests that the level of TCSE is likely to raise EI. Again it is seen from the equation that for every unit increment in AA score, the EI of teacher trainees increases by 0.04218 units. The regression coefficient of AA being found not significant at 0.05 level, suggests that the level of AA is likely to raise EI with negligible predictability.

32b. It is found that the multiple correlation between EI and a combination of the variables AA and TCSE (R= 0.273) is significant at 0.01 level of confidence since the calculated corresponding F value of 6.865 is higher than the table value for df (2,171). It is concluded that there exists a significant multiple correlation between EI and combination of variables AA and TCSE among the DTEd trainees of Pudukkottai District who got admission through Management Quota.

32c. The value of multiple determination, (R² = 0.074) further explains that 7.4 percent variance in EI score is accounted for by the joint effect of the two predicting variables namely AA and TCSE. Therefore the null hypothesis that there is no significant relationship between EI on one side and AA, and TCSE, as combined whole on other side among the Teacher Trainees of Pudukkottai District who got admission through Management Quota is rejected.
32d. It is concluded that there is a significant relationship between Emotional Intelligence (EI) on one side and Academic Achievement (AA), Teacher Computer Self Efficacy (TCSE) as combined whole on other side among the Teacher Trainees of Pudukkottai District who got admission through Management Quota. 7.4 percent variation in Emotional Intelligence (EI) is explained by all the two predictor variables among the Teacher Trainees of Pudukkottai District who got admission through Management Quota.

33a. The multiple correlation coefficients (R) for the teacher trainees of Pudukkottai District who got admission in DIET is 0.317. The regression coefficients for AA and TCSE are positive. The regression equation indicates that for every unit increase in TCSE score, the EI of teacher trainees increases by 0.147 score. Again it is seen from the equation that for every unit increment in AA score, the EI of teacher trainees increases by 0.07896 units.

33b. It is found that the multiple correlation between EI and a combination of the variables AA and TCSE (R= 0.317) is not significant at 0.05 level of confidence since the calculated corresponding F value of 3.136 is less than the table value for df (2, 56). It is concluded that there exists no significant multiple correlation between EI and combination of variables AA and TCSE among the DTEd trainees of Pudukkottai District who got admission in DIET.

33c. The value of multiple determination, \( R^2 = 0.101 \) further explains that 10.1 percent variance in EI score is accounted for by the joint effect of the two predicting variables namely AA and TCSE. The regression coefficient of TCSE is found not significant at 0.05 level. The regression coefficient of AA
is found not significant at 0.05 level. Therefore the null hypothesis that there is no significant relationship between EI on one side and AA, and TCSE, as combined whole on other side among the Teacher Trainees of Pudukottai District who got admission in DIET is accepted.

33d. It is concluded that there is no significant relationship between Emotional Intelligence (EI) on one side and Academic Achievement (AA), Teacher Computer Self Efficacy (TCSE) as combined whole on other side among the Teacher Trainees of Pudukottai District who got admission in DIET. 10.1 percent variation in Emotional Intelligence (EI) is explained by all the two predictor variables among the Teacher Trainees of Pudukottai District who got admission in DIET.

34a. The multiple correlation coefficients (R) for the teacher trainees of Pudukottai District who got admission in TTI is 0.359. The regression coefficients for AA and TCSE are positive. The regression equation indicates that for every unit increase in TCSE score, the EI of teacher trainees increases by 0.225 score. The regression coefficient of TCSE being found significant at 0.01 level, suggests that the level of TCSE is likely to raise EI. Again it is seen from the equation that for every unit increment in AA score, the EI of teacher trainees increases by 0.07441 units. The regression coefficient of AA being found significant at 0.01 level, suggests that the level of AA is likely to raise EI.

34b. It is found that the multiple correlation between EI and a combination of the variables AA and TCSE (R= 0.359) is significant at 0.01 level of confidence.
since the calculated corresponding F value of 25.578 is higher than the table value for df (2, 345). It is concluded that there exists a significant multiple correlation between EI and combination of variables AA and TCSE among the DTEd trainees of Pudukkottai District who got admission in TTI.

34c. The value of multiple determination, \( R^2 = 0.129 \) further explains that 12.9 percent variance in EI score is accounted for by the joint effect of the two predicting variables namely AA and TCSE. Therefore the null hypothesis that there is no significant relationship between EI on one side and AA, and TCSE, as combined whole on other side among the Teacher Trainees of Pudukkottai District who got admission in TTI is rejected.

34d. It is concluded that there is a significant relationship between Emotional Intelligence (EI) on one side and Academic Achievement (AA), Teacher Computer Self Efficacy (TCSE) as combined whole on other side among the Teacher Trainees of Pudukkottai District who got admission in TTI. 12.9 percent variation in Emotional Intelligence (EI) is explained by all the two predictor variables among the Teacher Trainees of Pudukkottai District who got admission in TTI.

35a. The multiple correlation coefficients (R) for the teacher trainees of Pudukkottai District who are Staying in Hostel is 0.316. The regression coefficients for AA and TCSE are positive. The regression equation indicates that for every unit increase in TCSE score, the EI of teacher trainees increases by 0.206 score. The regression coefficient of TCSE being found significant at 0.01 level, suggests that the level of TCSE is likely to raise EI. Again it is seen...
from the equation that for every unit increment in AA score, the EI of teacher trainees increases by 0.03818 units. The regression coefficient of AA being found no significant at 0.05 level, suggests that the level of AA is likely to raise EI.

35b. It is found that the multiple correlation between EI and a combination of the variables AA and TCSE ($R= 0.316$) is significant at 0.01 level of confidence since the calculated corresponding F value of 9.195 is higher than the table value for df (2,166). It is concluded that there exists a significant multiple correlation between EI and combination of variables AA and TCSE among the DTEd trainees of Pudukkottai District who are Staying in Hostel.

35c. The value of multiple determination, ($R^2 = 0.100$) further explains that 10.0 percent variance in EI score is accounted for by the joint effect of the two predicting variables namely AA and TCSE. Therefore the null hypothesis that there is no significant relationship between EI on one side and AA, and TCSE, as combined whole on other side among the Teacher Trainees of Pudukkottai District who are Staying in Hostel is rejected.

35d. It is concluded that there is a significant relationship between Emotional Intelligence (EI) on one side and Academic Achievement (AA), Teacher Computer Self Efficacy (TCSE) as combined whole on other side among the Teacher Trainees of Pudukkottai District who are Staying in Hostel. 10.0 percent variation in Emotional Intelligence (EI) is explained by all the two predictor variables among the Teacher Trainees of Pudukkottai District who are Staying in Hostel.
36a. The multiple correlation coefficients (R) for the teacher trainees of Pudukkottai District who are Days Scholars is 0.374. The regression coefficients for AA and TCSE are positive. The regression equation indicates that for every unit increase in TCSE score, the EI of teacher trainees increases by 0.258 score. The regression coefficient of TCSE being found significant at 0.01 level, suggests that the level of TCSE is likely to raise EI. Again it is seen from the equation that for every unit increment in AA score, the EI of teacher trainees increases by 0.06338 units. The regression coefficient of AA being found significant at 0.05 level, suggests that the level of AA is likely to raise EI.

36b. It is found that the multiple correlation between EI and a combination of the variables AA and TCSE (R= 0.374) is significant at 0.01 level of confidence since the calculated corresponding F value of 19.111 is higher than the table value for df (2, 235). It is concluded that there exists a significant multiple correlation between EI and combination of variables AA and TCSE among the DTEd trainees of Pudukkottai District who are Days Scholars.

36c. The value of multiple determination, \( R^2 = 0.140 \) further explains that 14.0 percent variance in EI score is accounted for by the joint effect of the two predicting variables namely AA and TCSE. Therefore the null hypothesis that there is no significant relationship between EI on one side and AA, and TCSE, as combined whole on other side among the Teacher Trainees of Pudukkottai District who are Days Scholars is rejected.
36d. It is concluded that there is a significant relationship between Emotional Intelligence (EI) on one side and Academic Achievement (AA), Teacher Computer Self Efficacy (TCSE) as combined whole on other side among the Teacher Trainees of Pudukkottai District who are Days Scholars. 14.0 percent variation in Emotional Intelligence (EI) is explained by all the two predictor variables among the Teacher Trainees of Pudukkottai District who are Days Scholars.

37a. The multiple correlation coefficients (R) for the teacher trainees of Pudukkottai District who studied their Higher Secondary Course in Government Schools is 0.325. The regression coefficients for AA and TCSE are positive. The regression equation indicates that for every unit increase in TCSE score, the EI of teacher trainees increases by 0.194 score. The regression coefficient of TCSE being found significant at 0.01 level, suggests that the level of TCSE is likely to raise EI. Again it is seen from the equation that for every unit increment in AA score, the EI of teacher trainees increases by 0.07005 units. The regression coefficient of AA being found significant at 0.01 level, suggests that the level of AA is likely to raise EI.

37b. It is found that the multiple correlation between EI and a combination of the variables AA and TCSE (R= 0.325) is significant at 0.01 level of confidence since the calculated corresponding F value of 16.40 is higher than the table value for df (2,277). It is concluded that there exists a significant multiple correlation between EI and combination of variables AA and TCSE among the
Chapter V

Summary, Findings & Conclusion

DTEd trainees of Pudukkottai District who studied their Higher Secondary Course in Government Schools.

37c. The value of multiple determination, \((R^2 = 0.106)\) further explains that 10.6 percent variance in EI score is accounted for by the joint effect of the two predicting variables namely AA and TCSE. Therefore the null hypothesis that there is no significant relationship between EI on one side and AA, and TCSE, as combined whole on other side among the Teacher Trainees of Pudukkottai District who studied their Higher Secondary Course in Government Schools is rejected.

37d. It is concluded that there is a significant relationship between Emotional Intelligence (EI) on one side and Academic Achievement (AA), Teacher Computer Self Efficacy (TCSE) as combined whole on other side among the Teacher Trainees of Pudukkottai District who studied their Higher Secondary Course in Government Schools. 10.6 percent variation in Emotional Intelligence (EI) is explained by all the two predictor variables among the Teacher Trainees of Pudukkottai District who studied their Higher Secondary Course in Government Schools.

38a. The multiple correlation coefficients (R) for the teacher trainees of Pudukkottai District who studied their Higher Secondary Course in Government Aided Schools is 0.286. The regression coefficients for AA and TCSE are positive. The regression equation indicates that for every unit increase in TCSE score, the EI of teacher trainees increases by 0.207 score. The regression coefficient of TCSE being found significant at 0.01 level,
suggests that the level of TCSE is likely to raise EI. Again it is seen from the equation that for every unit increment in AA score, the EI of teacher trainees increases by 0.06020 units. The regression coefficient of AA is found not significant at 0.05 level, suggests that the level of AA is likely to raise EI with negligible predictability.

38b. It is found that the multiple correlation between EI and a combination of the variables AA and TCSE (R= 0.286) is significant at 0.05 level of confidence since the calculated corresponding F value of 4.320 is higher than the table value for df (2, 97). It is concluded that there exists a significant multiple correlation between EI and combination of variables AA and TCSE among the DTEd trainees of Pudukkottai District who studied their Higher Secondary Course in Government Aided Schools.

38c. The value of multiple determination, \( R^2 = 0.082 \) further explains that 8.2 percent variance in EI score is accounted for by the joint effect of the two predicting variables namely AA and TCSE. Therefore the null hypothesis that there is no significant relationship between EI on one side and AA, and TCSE, as combined whole on other side among the Teacher Trainees of Pudukkottai District who studied their Higher Secondary Course in Government Aided Schools is rejected.

38d. It is concluded that there is a significant relationship between Emotional Intelligence (EI) on one side and Academic Achievement (AA), Teacher Computer Self Efficacy (TCSE) as combined whole on other side among the Teacher Trainees of Pudukkottai District who studied their Higher Secondary
Chapter V

Summary, Findings & Conclusion

Course in Government Aided Schools. 8.2 percent variation in Emotional Intelligence (EI) is explained by all the two predictor variables among the Teacher Trainees of Pudukkottai District who studied their Higher Secondary Course in Government Aided Schools.

39a. The multiple correlation coefficients (R) for the teacher trainees of Pudukkottai District who studied their Higher Secondary Course in Government Unaided Schools is 0.762. The regression coefficients for AA is negative and TCSE is positive. The regression equation indicates that for every unit increase in TCSE score, the EI of teacher trainees increases by 0.797 score. The regression coefficient of TCSE being found significant at 0.01 level, suggests that the level of TCSE is likely to raise EI. Again it is seen from the equation that for every unit increment in AA score, the EI of teacher trainees decreases by 0.06057 units. The regression coefficient of AA being found not significant at 0.05 level, suggests that the level of AA is likely to decrease EI with negligible predictability.

39b. It is found that the multiple correlation between EI and a combination of the variables AA and TCSE (R= 0.762) is significant at 0.01 level of confidence since the calculated corresponding F value of 16.605 is higher than the table value for df (2,24). It is concluded that there exists a significant multiple correlation between EI and combination of variables AA and TCSE among the DTEd trainees of Pudukkottai District who studied their Higher Secondary Course in Government Unaided Schools.
39c. The value of multiple determination, \((R^2 = 0.580)\) further explains that 58.0 percent variance in EI score is accounted for by the joint effect of the two predicting variables namely AA and TCSE. Therefore the null hypothesis that there is no significant relationship between EI on one side and AA, and TCSE, as combined whole on other side among the Teacher Trainees of Pudukkottai District who studied their Higher Secondary Course in Government Unaided Schools is rejected.

39d. It is concluded that there is a significant relationship between Emotional Intelligence (EI) on one side and Academic Achievement (AA), Teacher Computer Self Efficacy (TCSE) as combined whole on other side among the Teacher Trainees of Pudukkottai District who studied their Higher Secondary Course in Government Unaided Schools. 58.0 percent variation in Emotional Intelligence (EI) is explained by all the two predictor variables among the Teacher Trainees of Pudukkottai District who studied their Higher Secondary Course in Government Unaided Schools.

40a. The multiple correlation coefficients \((R)\) for the teacher trainees of Pudukkottai District who studied their Higher Secondary Course in Boys Schools is 0.412. The regression coefficients for AA is negative and for TCSE is positive. The regression equation indicates that for every unit increase in TCSE score, the EI of teacher trainees increases by 0.278 score. Again it is seen from the equation that for every unit increment in AA score, the EI of teacher trainees decreases by 0.02986 units.
40b. It is found that the multiple correlation between EI and a combination of the variables AA and TCSE (R= 0.412) is not significant at 0.05 level of confidence since the calculated corresponding F value of 3.275 is less than the table value for df (2,32). It is concluded that there exists no significant multiple correlation between EI and combination of variables AA and TCSE among the DTEd trainees of Pudukkottai District who studied their Higher Secondary Course in Boys Schools.

40c. The value of multiple determination, \( R^2 = 0.170 \) further explains that 17.0 percent variance in EI score is accounted for by the joint effect of the two predicting variables namely AA and TCSE. The regression coefficient of TCSE being found significant at 0.05 level, suggests that the level of TCSE is likely to raise EI. The regression coefficient of AA being found no significant at 0.05 level, suggests that the level of AA is likely to decrease EI with negligible predictability. Therefore the null hypothesis that there is no significant relationship between EI on one side and AA, and TCSE, as combined whole on other side among the Teacher Trainees of Pudukkottai District who studied their Higher Secondary Course in Boys Schools is rejected.

40d. It is concluded that there is a significant relationship between Emotional Intelligence (EI) on one side and Academic Achievement (AA), Teacher Computer Self Efficacy (TCSE) as combined whole on other side among the Teacher Trainees of Pudukkottai District who studied their Higher Secondary Course in Boys Schools. 17.0 percent variation in Emotional Intelligence (EI)
is explained by all the two predictor variables among the Teacher Trainees of Pudukkottai District who studied their Higher Secondary Course in Boys Schools.

41a. The multiple correlation coefficients (R) for the teacher trainees of Pudukkottai District who studied their Higher Secondary Course in Girls Schools is 0.324. The regression coefficients for AA and TCSE are positive. The regression equation indicates that for every unit increase in TCSE score, the EI of teacher trainees increases by 0.202 score. Again it is seen from the equation that for every unit increment in AA score, the EI of teacher trainees increases by 0.04912 units.

41b. It is found that the multiple correlation between EI and a combination of the variables AA and TCSE (R= 0.324) is significant at 0.01 level of confidence since the calculated corresponding F value of 11.785 is greater than the table value for df (2,201). It is concluded that there exists a significant multiple correlation between EI and combination of variables AA and TCSE among the DTEd trainees of Pudukkottai District who studied their Higher Secondary Course in Girls Schools.

41c. The value of multiple determination, (R² = 0.105) further explains that 10.5 percent variance in EI score is accounted for by the joint effect of the two predicting variables namely AA and TCSE. The regression coefficient of TCSE being found significant at 0.01 level, suggests that the level of TCSE is likely to raise EI. The regression coefficient of AA being found not significant at 0.05 level, suggests that the level of AA is likely to increase EI with
negligible predictability. Therefore, the null hypothesis that there is no significant relationship between EI on one side and AA, and TCSE, as combined whole on other side among the Teacher Trainees of Pudukkottai District who studied their Higher Secondary Course in Girls Schools is rejected.

41d. It is concluded that there is a significant relationship between Emotional Intelligence (EI) on one side and Academic Achievement (AA), Teacher Computer Self Efficacy (TCSE) as combined whole on other side among the Teacher Trainees of Pudukkottai District who studied their Higher Secondary Course in Girls Schools. 10.5 percent variation in Emotional Intelligence (EI) is explained by all the two predictor variables among the Teacher Trainees of Pudukkottai District who studied their Higher Secondary Course in Girls Schools.

42a. The multiple correlation coefficients (R) for the teacher trainees of Pudukkottai District who studied their Higher Secondary Course in Coeducational Schools is 0.317. The regression coefficients for AA and TCSE are positive. The regression equation indicates that for every unit increase in TCSE score, the EI of teacher trainees increases by 0.244 score. Again it is seen from the equation that for every unit increment in AA score, the EI of teacher trainees increases by 0.04897 units.

42b. It is found that the multiple correlation between EI and a combination of the variables AA and TCSE (R= 0.317) is significant at 0.01 level of confidence since the calculated corresponding F value of 9.243 is greater than the table
value for df (2,165). It is concluded that there exists no significant multiple correlation between EI and combination of variables AA and TCSE among the DTEd trainees of Pudukkottai District who studied their Higher Secondary Course in Coeducational Schools.

42c. The value of multiple determination, \( R^2 = 0.101 \) further explains that 10.1 percent variance in EI score is accounted for by the joint effect of the two predicting variables namely AA and TCSE. The regression coefficient of TCSE being found significant at 0.01 level, suggests that the level of TCSE is likely to raise EI. The regression coefficient of AA being found not significant at 0.05 level, suggests that the level of AA is likely to increase EI with negligible predictability Therefore the null hypothesis that there is no significant relationship between EI on one side and AA, and TCSE, as combined whole on other side among the Teacher Trainees of Pudukkottai District who studied their Higher Secondary Course in Coeducational Schools is rejected.

42d. It is concluded that there is a significant relationship between Emotional Intelligence (EI) on one side and Academic Achievement (AA), Teacher Computer Self Efficacy (TCSE) as combined whole on other side among the Teacher Trainees of Pudukkottai District who studied their Higher Secondary Course in Coeducational Schools. 10.1 percent variation in Emotional Intelligence (EI) is explained by all the two predictor variables among the Teacher Trainees of Pudukkottai District who studied their Higher Secondary Course in Coeducational Schools.
43a. The multiple correlation coefficients (R) for the Male teacher trainees of Pudukkottai District is 0.483. The regression coefficient for AA is negative and for TCSE is positive. The regression equation indicates that for every unit increase in TCSE score, the EI of teacher trainees increases by 0.387 score. The regression coefficient of TCSE being found significant at 0.01 level, suggests that the level of TCSE is likely to raise EI. Again it is seen from the equation that for every unit increment in AA score, the EI of teacher trainees decreases by 0.06802 units. The regression coefficient of AA being found no significant at 0.05 level, suggests that the level of AA is likely to decrease EI with negligible predictability.

43b. It is found that the multiple correlation between EI and a combination of the variables AA and TCSE (R= 0.483) is significant at 0.01 level of confidence since the calculated corresponding F value of 11.531 is higher than the table value for df (2,76). It is concluded that there exists a significant multiple correlation between EI and combination of variables AA and TCSE among the Male DTEd trainees of Pudukkottai District.

43c. The value of multiple determination, \( R^2 = 0.233 \) further explains that 23.3 percent variance in EI score is accounted for by the joint effect of the two predicting variables namely AA and TCSE. Therefore the null hypothesis that there is no significant relationship between EI on one side and AA, and TCSE, as combined whole on other side among the Male Teacher Trainees of Pudukkottai District is rejected.
43d. It is concluded that there is a significant relationship between Emotional Intelligence (EI) on one side and Academic Achievement (AA), Teacher Computer Self Efficacy (TCSE) as combined whole on other side among the Male Teacher Trainees of Pudukkottai District. 23.3 percent variation in Emotional Intelligence (EI) is explained by all the two predictor variables among the Male Teacher Trainees of Pudukkottai District.

44a. The multiple correlation coefficients (R) for the Female teacher trainees of Pudukkottai District is 0.285. The regression coefficients for AA and TCSE are positive. The regression equation indicates that for every unit increase in TCSE score, the EI of teacher trainees increases by 0.170 score. The regression coefficient of TCSE being found significant at 0.01 level, suggests that the level of TCSE is likely to raise EI. Again it is seen from the equation that for every unit increment in AA score, the EI of teacher trainees increases by 0.05339 units. The regression coefficient of AA being found significant at 0.05 level, suggests that the level of AA is likely to raise EI.

44b. It is found that the multiple correlation between EI and a combination of the variables AA and TCSE (R= 0.285) is significant at 0.01 level of confidence since the calculated corresponding F value of 14.312 is higher than the table value for df (2,325). It is concluded that there exists a significant multiple correlation between EI and combination of variables AA and TCSE among the Female DTEd trainees of Pudukkottai District.

44c. The value of multiple determination, ($R^2 = 0.081$) further explains that 8.1 percent variance in EI score is accounted for by the joint effect of the two
predicting variables namely AA and TCSE. Therefore the null hypothesis that there is no significant relationship between EI on one side and AA, and TCSE, as combined whole on other side among the Female Teacher Trainees of Pudukkottai District is rejected.

44d. It is concluded that there is a significant relationship between Emotional Intelligence (EI) on one side and Academic Achievement (AA), Teacher Computer Self Efficacy (TCSE) as combined whole on other side among the Female Teacher Trainees of Pudukkottai District. 8.1 percent variation in Emotional Intelligence (EI) is explained by all the two predictor variables among the Female Teacher Trainees of Pudukkottai District.

45a. The multiple correlation coefficients (R) for the teacher trainees of Pudukkottai District who are 21 and more than 21 years of Age is 0.314. The regression coefficients for AA and TCSE are positive. The regression equation indicates that for every unit increase in TCSE score, the EI of teacher trainees increases by 0.191 score. The regression coefficient of TCSE being found significant at 0.05 level, suggests that the level of TCSE is likely to raise EI. Again it is seen from the equation that for every unit increment in AA score, the EI of teacher trainees increases by 0.08236 units. The regression coefficient of AA being found no significant at 0.05 level, suggests that the level of AA is likely to raise EI. with negligible predictability.

45b. It is found that the multiple correlation between EI and a combination of the variables AA and TCSE (R= 0.314) is significant at 0.01 level of confidence since the calculated corresponding F value of 5.307 is higher than the table
value for df (2, 97). It is concluded that there exists a significant multiple correlation between EI and combination of variables AA and TCSE among the DTEd trainees of Pudukkottai District who are 21 and more than 21 years of Age.

45c. The value of multiple determination, \( R^2 = 0.099 \) further explains that 9.9 percent variance in EI score is accounted for by the joint effect of the two predicting variables namely AA and TCSE. Therefore the null hypothesis that there is no significant relationship between EI on one side and AA, and TCSE, as combined whole on other side among the Teacher Trainees of Pudukkottai District who are 21 and more than 21 years of Age is rejected.

45d. It is concluded that there is a significant relationship between Emotional Intelligence (EI) on one side and Academic Achievement (AA), Teacher Computer Self Efficacy (TCSE) as combined whole on other side among the Teacher Trainees of Pudukkottai District who are 21 and more than 21 years of Age. 9.9 percent variation in Emotional Intelligence (EI) is explained by all the two predictor variables among the Teacher Trainees of Pudukkottai District who are 21 and more than 21 years of Age.

46a. The multiple correlation coefficients (R) for the teacher trainees of Pudukkottai District who are less than 21 years of Age is 0.350. The regression coefficients for AA and TCSE are positive. The regression equation indicates that for every unit increase in TCSE score, the EI of teacher trainees increases by 0.241 score. The regression coefficient of TCSE being found significant at 0.01 level, suggests that the level of TCSE is likely to raise EI.
Again it is seen from the equation that for every unit increment in AA score, the EI of teacher trainees increases by 0.03812 units. The regression coefficient of AA being found no significant at 0.05 level, suggests that the level of AA is likely to raise EI with negligible predictability.

46b. It is found that the multiple correlation between EI and a combination of the variables AA and TCSE (R= 0.350) is significant at 0.01 level of confidence since the calculated corresponding F value of 21.262 is higher than the table value for df (2,304). It is concluded that there exists a significant multiple correlation between EI and combination of variables AA and TCSE among the DTEd trainees of Pudukkottai District who are less than 21 years of Age.

46c. The value of multiple determination, \( R^2 = 0.123 \) further explains that 12.3 percent variance in EI score is accounted for by the joint effect of the two predicting variables namely AA and TCSE. Therefore the null hypothesis that there is no significant relationship between EI on one side and AA, and TCSE, as combined whole on other side among the Teacher Trainees of Pudukkottai District who are less than 21 years of Age is rejected.

46d. It is concluded that there is a significant relationship between Emotional Intelligence (EI) on one side and Academic Achievement (AA), Teacher Computer Self Efficacy (TCSE) as combined whole on other side among the Teacher Trainees of Pudukkottai District who are less than 21 years of Age. 12.3 percent variation in Emotional Intelligence (EI) is explained by all the two predictor variables among the Teacher Trainees of Pudukkottai District who are less than 21 years of Age.
47a. The multiple correlation coefficients (R) for the teacher trainees of Pudukkottai District who belong to MBC Community is 0.383. The regression coefficients for AA and TCSE are positive. The regression equation indicates that for every unit increase in TCSE score, the EI of teacher trainees increases by 0.199 score. The regression coefficient of TCSE being found significant at 0.01 level, suggests that the level of TCSE is likely to raise EI. Again it is seen from the equation that for every unit increment in AA score, the EI of teacher trainees increases by 0.101 units. The regression coefficient of AA being found significant at 0.05 level, suggests that the level of AA is likely to raise EI.

47b. It is found that the multiple correlation between EI and a combination of the variables AA and TCSE (R= 0.383) is significant at 0.01 level of confidence since the calculated corresponding F value of 8.961 is higher than the table value for df (2,104). It is concluded that there exists a significant multiple correlation between EI and combination of variables AA and TCSE among the DTEd trainees of Pudukkottai District who belong to MBC Community.

47c. The value of multiple determination, \( R^2 = 0.147 \) further explains that 14.7 percent variance in EI score is accounted for by the joint effect of the two predicting variables namely AA and TCSE. Therefore the null hypothesis that there is no significant relationship between EI on one side and AA, and TCSE, as combined whole on other side among the Teacher Trainees of Pudukkottai District who belong to MBC Community is rejected.
47d. It is concluded that there is a significant relationship between Emotional Intelligence (EI) on one side and Academic Achievement (AA), Teacher Computer Self Efficacy (TCSE) as combined whole on other side among the Teacher Trainees of Pudukkottai District who belong to MBC Community. 14.7 percent variation in Emotional Intelligence (EI) is explained by all the two predictor variables among the Teacher Trainees of Pudukkottai District who belong to MBC Community.

48a. The multiple correlation coefficients (R) for the teacher trainees of Pudukkottai District who belong to BC Community is 0.303. The regression coefficients for AA and TCSE are positive. The regression equation indicates that for every unit increase in TCSE score, the EI of teacher trainees increases by 0.214 score. The regression coefficient of TCSE being found significant at 0.01 level, suggests that the level of TCSE is likely to raise EI. Again it is seen from the equation that for every unit increment in AA score, the EI of teacher trainees increases by 0.05246 units. The regression coefficient of AA being found no significant at 0.05 level, suggests that the level of AA is likely to raise EI with negligible predictability.

48b. It is found that the multiple correlation between EI and a combination of the variables AA and TCSE (R= 0.303) is significant at 0.01 level of confidence since the calculated corresponding F value of 6.735 is higher than the table value for df (2,133). It is concluded that there exists a significant multiple correlation between EI and combination of variables AA and TCSE among the DTEd trainees of Pudukkottai District who belong to BC Community.
48c. The value of multiple determination, \((R^2 = 0.092)\) further explains that 9.2 percent variance in EI score is accounted for by the joint effect of the two predicting variables namely AA and TCSE. Therefore the null hypothesis that there is no significant relationship between EI on one side and AA, and TCSE, as combined whole on other side among the Teacher Trainees of Pudukkottai District who belong to BC Community is rejected.

48d. It is concluded that there is a significant relationship between Emotional Intelligence (EI) on one side and Academic Achievement (AA), Teacher Computer Self Efficacy (TCSE) as combined whole on other side among the Teacher Trainees of Pudukkottai District who belong to BC Community. 9.2 percent variation in Emotional Intelligence (EI) is explained by all the two predictor variables among the Teacher Trainees of Pudukkottai District who belong to BC Community.

49a. The multiple correlation coefficients (R) for the teacher trainees of Pudukkottai District who belong to SC & ST Community is 0.351. The regression coefficients for AA and TCSE are positive. The regression equation indicates that for every unit increase in TCSE score, the EI of teacher trainees increases by 0.247 score. The regression coefficient of TCSE being found significant at 0.01 level, suggests that the level of TCSE is likely to raise EI. Again it is seen from the equation that for every unit increment in AA score, the EI of teacher trainees increases by 0.05194 units. The regression coefficient of AA being found not significant at 0.05 level, suggests that the level of AA is likely to raise EI with negligible predictability.
49b. It is found that the multiple correlation between EI and a combination of the variables AA and TCSE (R = 0.351) is significant at 0.01 level of confidence since the calculated corresponding F value of 11.133 is higher than the table value for df (2, 158). It is concluded that there exists a significant multiple correlation between EI and combination of variables AA and TCSE among the DTEd trainees of Pudukkottai District who belong to SC & ST Community.

49c. The value of multiple determination, \( R^2 = 0.124 \) further explains that 12.4 percent variance in EI score is accounted for by the joint effect of the two predicting variables namely AA and TCSE. Therefore the null hypothesis that there is no significant relationship between EI on one side and AA, and TCSE, as combined whole on other side among the Teacher Trainees of Pudukkottai District who belong to SC & ST Community is rejected.

49d. It is concluded that there is a significant relationship between Emotional Intelligence (EI) on one side and Academic Achievement (AA), Teacher Computer Self Efficacy (TCSE) as combined whole on other side among the Teacher Trainees of Pudukkottai District who belong to SC & ST Community. 12.4 percent variation in Emotional Intelligence (EI) is explained by all the two predictor variables among the Teacher Trainees of Pudukkottai District who belong to SC & ST Community.

50a. The multiple correlation coefficients (R) for the teacher trainees of Pudukkottai District who are in Single Family is 0.347. The regression coefficients for AA and TCSE are positive. The regression equation indicates that for every unit increase in TCSE score, the EI of teacher trainees increases
by 0.224 score. The regression coefficient of TCSE being found significant at 0.01 level, suggests that the level of TCSE is likely to raise EI. Again it is seen from the equation that for every unit increment in AA score, the EI of teacher trainees increases by 0.06397 units. The regression coefficient of AA being found significant at 0.05 level, suggests that the level of AA is likely to raise EI.

50b. It is found that the multiple correlation between EI and a combination of the variables AA and TCSE (R= 0.347) is significant at 0.01 level of confidence since the calculated corresponding F value of 17.783 is higher than the table value for df (2,260). It is concluded that there exists a significant multiple correlation between EI and combination of variables AA and TCSE among the DTEd trainees of Pudukkottai District who are in Single Family.

50c. The value of multiple determination, \( R^2 = 0.120 \) further explains that 12.0 percent variance in EI score is accounted for by the joint effect of the two predicting variables namely AA and TCSE. Therefore the null hypothesis that there is no significant relationship between EI on one side and AA, and TCSE, as combined whole on other side among the Teacher Trainees of Pudukkottai District who are in Single Family is rejected.

50d. It is concluded that there is a significant relationship between Emotional Intelligence (EI) on one side and Academic Achievement (AA), Teacher Computer Self Efficacy (TCSE) as combined whole on other side among the Teacher Trainees of Pudukkottai District who are in Single Family. 12.0 percent variation in Emotional Intelligence (EI) is explained by all the two
predictor variables among the Teacher Trainees of Pudukkottai District who are in Single Family.

51a. The multiple correlation coefficients (R) for the teacher trainees of Pudukkottai District who are in Joint Family is 0.351. The regression coefficients for AA and TCSE are positive. The regression equation indicates that for every unit increase in TCSE score, the EI of teacher trainees increases by 0.253 score. The regression coefficient of TCSE being found significant at 0.01 level, suggests that the level of TCSE is likely to raise EI. Again it is seen from the equation that for every unit increment in AA score, the EI of teacher trainees increases by 0.02838 units. The regression coefficient of AA being found not significant at 0.05 level, suggests that the level of AA is likely to raise EI with negligible predictability.

51b. It is found that the multiple correlation between EI and a combination of the variables AA and TCSE (R= 0.351) is significant at 0.01 level of confidence since the calculated corresponding F value of 9.877 is higher than the table value for df (2,141). It is concluded that there exists a significant multiple correlation between EI and combination of variables AA and TCSE among the DTEd trainees of Pudukkottai District who are in Joint Family.

51c. The value of multiple determination, (R² = 0.123) further explains that 12.3 percent variance in EI score is accounted for by the joint effect of the two predicting variables namely AA and TCSE. Therefore the null hypothesis that there is no significant relationship between EI on one side and AA, and TCSE,
as combined whole on other side among the Teacher Trainees of Pudukkottai District who are in Joint Family is rejected.

51d. It is concluded that there is a significant relationship between Emotional Intelligence (EI) on one side and Academic Achievement (AA), Teacher Computer Self Efficacy (TCSE) as combined whole on other side among the Teacher Trainees of Pudukkottai District who are in Joint Family. 12.3 percent variation in Emotional Intelligence (EI) is explained by all the two predictor variables among the Teacher Trainees of Pudukkottai District who are in Joint Family.

52a. The multiple correlation coefficients (R) for the teacher trainees of Pudukkottai District whose Fathers’ are Government Servants is 0.265. The regression coefficients for AA is negative and for TCSE is positive. The regression equation indicates that for every unit increase in TCSE score, the EI of teacher trainees increases by 0.198 score. Again it is seen from the equation that for every unit increment in AA score, the EI of teacher trainees decreases by 0.04073 units.

52b. It is found that the multiple correlation between EI and a combination of the variables AA and TCSE (R= 0.265) is not significant at 0.05 level of confidence since the calculated corresponding F value of 1.741 is less than the table value for df (2,46). It is concluded that there exists no significant multiple correlation between EI and combination of variables AA and TCSE among the DTEd trainees of Pudukkottai District whose Fathers’ are Government Servants.
52c. The value of multiple determination, \( R^2 = 0.070 \) further explains that 7.0 percent variance in EI score is accounted for by the joint effect of the two predicting variables namely AA and TCSE. The regression coefficient of TCSE is found not significant at 0.05 level, suggests that the level of TCSE is likely to raise EI with negligible predictability. The regression coefficient of AA is not being found significant at 0.05 level, suggests that the level of AA is likely to raise EI with negligible predictability. Therefore the null hypothesis that there is no significant relationship between EI on one side and AA, and TCSE, as combined whole on other side among the Teacher Trainees of Pudukkottai District whose Fathers’ are Government Servants is accepted.

52d. It is concluded that there is a significant relationship between Emotional Intelligence (EI) on one side and Academic Achievement (AA), Teacher Computer Self Efficacy (TCSE) as combined whole on other side among the Teacher Trainees of Pudukkottai District whose Fathers’ are Government Servants. 7.0 percent variation in Emotional Intelligence (EI) is explained by all the two predictor variables among the Teacher Trainees of Pudukkottai District whose Fathers’ are Government Servants.

53a. The multiple correlation coefficients (R) for the teacher trainees of Pudukkottai District whose Fathers’ are not Government Servants is 0.361. The regression coefficients for AA and TCSE are positive. The regression equation indicates that for every unit increase in TCSE score, the EI of teacher trainees increases by 0.233 score. The regression coefficient of TCSE being found significant at 0.01 level, suggests that the level of TCSE is likely to
raise EI. Again it is seen from the equation that for every unit increment in AA score, the EI of teacher trainees increases by 0.06043 units. The regression coefficient of AA being found significant at 0.05 level, suggests that the level of AA is likely to raise EI.

53b. It is found that the multiple correlation between EI and a combination of the variables AA and TCSE (R= 0.361) is significant at 0.01 level of confidence since the calculated corresponding F value of 26.586 is higher than the table value for df (2,355). It is concluded that there exists a significant multiple correlation between EI and combination of variables AA and TCSE among the DTEd trainees of Pudukkottai District whose Fathers’ are not Government Servants.

53c. The value of multiple determination, \( R^2 = 0.130 \) further explains that 13.0 percent variance in EI score is accounted for by the joint effect of the two predicting variables namely AA and TCSE. Therefore the null hypothesis that there is no significant relationship between EI on one side and AA and TCSE, as combined whole on other side among the Teacher Trainees of Pudukkottai District whose Fathers’ are not Government Servants is rejected.

53d. It is concluded that there is a significant relationship between Emotional Intelligence (EI) on one side and Academic Achievement (AA), Teacher Computer Self Efficacy (TCSE) as combined whole on other side among the Teacher Trainees of Pudukkottai District whose Fathers’ are not Government Servants. 13.0 percent variation in Emotional Intelligence (EI) is explained by...
all the two predictor variables among the Teacher Trainees of Pudukkottai District whose Fathers’ are not Government Servants.

54a. The multiple correlation coefficients (R) for the teacher trainees of Pudukkottai District whose Mothers’ are Government Servants is 0.478. The regression coefficients for AA and TCSE are positive. The regression equation indicates that for every unit increase in TCSE score, the EI of teacher trainees increases by 0.269 score. The regression coefficient of TCSE being found significant at 0.05 level, suggests that the level of TCSE is likely to raise EI. Again it is seen from the equation that for every unit increment in AA score, the EI of teacher trainees increases by 0.118 units. The regression coefficient of AA being found not significant at 0.05 level, suggests that the level of AA is likely to raise EI with negligible predictability.

54b. It is found that the multiple correlation between EI and a combination of the variables AA and TCSE (R= 0.478) is not significant at 0.05 level of confidence since the calculated corresponding F value of 2.959 is less than the table value for df (2,20). It is concluded that there exists no significant multiple correlation between EI and combination of variables AA and TCSE among the DTEd trainees of Pudukkottai District whose Mothers’ are Government Servants.

54c. The value of multiple determination, (R^2 = 0.228) further explains that 22.8 percent variance in EI score is accounted for by the joint effect of the two predicting variables namely AA and TCSE. Therefore the null hypothesis that there is no significant relationship between EI on one side and AA, and TCSE,
as combined whole on other side among the Teacher Trainees of Pudukkottai District whose Mothers’ are Government Servants is accepted.

54d. It is concluded that there is no significant relationship between Emotional Intelligence (EI) on one side and Academic Achievement (AA), Teacher Computer Self Efficacy (TCSE) as combined whole on other side among the Teacher Trainees of Pudukkottai District whose Mothers’ are Government Servants 22.8 percent variation in Emotional Intelligence (EI) is explained by all the two predictor variables among the Teacher Trainees of Pudukkottai District whose Mothers’ are Government Servants.

55a. The multiple correlation coefficients (R) for the teacher trainees of Pudukkottai District whose Mothers’ are not Government Servants is 0.342. The regression coefficients for AA and TCSE are positive. The regression equation indicates that for every unit increase in TCSE score, the EI of teacher trainees increases by 0.232 score. The regression coefficient of TCSE being found significant at 0.01 level, suggests that the level of TCSE is likely to raise EI. Again it is seen from the equation that for every unit increment in AA score, the EI of teacher trainees increases by 0.04816 units. The regression coefficient of AA being found significant at 0.05 level, suggests that the level of AA is likely to raise EI.

55b. It is found that the multiple correlation between EI and a combination of the variables AA and TCSE (R= 0.342) is significant at 0.01 level of confidence since the calculated corresponding F value of 25.192 is higher than the table value for df (2,381). It is concluded that there exists a significant multiple
correlation between EI and combination of variables AA and TCSE among the DTEd trainees of Pudukkottai District whose Mothers’ are not Government Servants.

55c. The value of multiple determination, \((R^2 = 0.117)\) further explains that 11.7 percent variance in EI score is accounted for by the joint effect of the two predicting variables namely AA and TCSE. Therefore the null hypothesis that there is no significant relationship between EI on one side and AA, and TCSE, as combined whole on other side among the Teacher Trainees of Pudukkottai District whose Mothers’ are not Government Servants is rejected.

55d. It is concluded that there is a significant relationship between Emotional Intelligence (EI) on one side and Academic Achievement (AA), Teacher Computer Self Efficacy (TCSE) as combined whole on other side among the Teacher Trainees of Pudukkottai District whose Mothers’ are not Government Servants. 11.7 percent variation in Emotional Intelligence (EI) is explained by all the two predictor variables among the Teacher Trainees of Pudukkottai District whose Mothers’ are not Government Servants.

56. The calculated t values 1.020 for EI and 0.192 for TCSE are less than the table value 1.966 for df = 399 and 405 respectively 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 Type of Admission in EI and TCSE are accepted at 0.05 level of significance. The calculated t value 6.502 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 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.
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
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
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
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.
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.

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
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.
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.
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
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
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 Donaamalorpavam (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
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.
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.
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 -
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.
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
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.