CHAPTER V

FINDINGS, INTERPRETATIONS, RECOMMENDATIONS AND SUGGESTIONS

5.1. INTRODUCTION

The investigator through the present study has studied the relationship between multiple intelligence and self-efficacy of B.Ed trainees in Chennai. The findings of the study are based on the analysis of data collected through the administration of questionnaires on the sample of 1000 male and female B.Ed trainees in twelve B.Ed colleges in Chennai. The findings of the present study are summarized below.

5.2. MAJOR FINDINGS

SECTION I

Percentage Analysis

1. The level of Multiple Intelligence and its dimensions such as Verbal-linguistic Intelligence, Logical-mathematical Intelligence, Visual-spatial Intelligence, Bodily-kinesthetic Intelligence, Musical-rhythmic Intelligence, Intrapersonal intelligence, Interpersonal intelligence, Naturalistic Intelligence and Existentialistic Intelligence of the B.Ed Trainees with respect to their sex is average.

2. The level of Multiple Intelligence and its dimensions such as Verbal-linguistic Intelligence, Logical-mathematical Intelligence, Visual-spatial Intelligence, Bodily-kinesthetic Intelligence, Musical-rhythmic Intelligence, Intrapersonal intelligence, Interpersonal intelligence, Naturalistic Intelligence and Existentialistic Intelligence of the B.Ed Trainees with respect to their educational qualification is average.

3. The level of Multiple Intelligence and its dimensions such as Verbal-linguistic Intelligence, Logical-mathematical Intelligence, Visual-spatial Intelligence,
4. The level of Multiple Intelligence and its dimensions such as Verbal-linguistic Intelligence, Logical-mathematical Intelligence, Visual-spatial Intelligence, Bodily-kinesthetic Intelligence, Musical-rhythmic Intelligence, Intrapersonal intelligence, Interpersonal intelligence, Naturalistic Intelligence and Existentialistic Intelligence of the B.Ed Trainees with respect to their optional subjects is average.

5. The level of Multiple Intelligence and its dimensions such as Verbal-linguistic Intelligence, Logical-mathematical Intelligence, Visual-spatial Intelligence, Bodily-kinesthetic Intelligence, Musical-rhythmic Intelligence, Intrapersonal intelligence, Interpersonal intelligence, Naturalistic Intelligence and Existentialistic Intelligence of the B.Ed Trainees with respect to their marital status is average.

6. The level of Multiple Intelligence and its dimensions such as Verbal-linguistic Intelligence, Logical-mathematical Intelligence, Visual-spatial Intelligence, Bodily-kinesthetic Intelligence, Musical-rhythmic Intelligence, Intrapersonal intelligence, Interpersonal intelligence, Naturalistic Intelligence and Existentialistic Intelligence of the B.Ed Trainees with respect to their types of college is average.

7. The level of Multiple Intelligence and its dimensions such as Verbal-linguistic Intelligence, Logical-mathematical Intelligence, Visual-spatial Intelligence, Bodily-kinesthetic Intelligence, Musical-rhythmic Intelligence, Intrapersonal intelligence, Interpersonal intelligence, Naturalistic Intelligence and Existentialistic Intelligence of the B.Ed Trainees with respect to their parent’s education is average.

8. The level of Multiple Intelligence and its dimensions such as Verbal-linguistic Intelligence, Logical-mathematical Intelligence, Visual-spatial Intelligence,
Bodily-kinesthetic Intelligence, Musical-rhythmic Intelligence, Intrapersonal intelligence, Interpersonal intelligence, Naturalistic Intelligence and Existentialistic Intelligence of the B.Ed Trainees with respect to their native place is average.

9. The level of Multiple Intelligence and its dimensions such as Verbal-linguistic Intelligence, Logical-mathematical Intelligence, Visual-spatial Intelligence, Bodily-kinesthetic Intelligence, Musical-rhythmic Intelligence, Intrapersonal intelligence, Interpersonal intelligence, Naturalistic Intelligence and Existentialistic Intelligence of the B.Ed Trainees with respect to their religion is average.

10. The level of Multiple Intelligence and its dimensions such as Verbal-linguistic Intelligence, Logical-mathematical Intelligence, Visual-spatial Intelligence, Bodily-kinesthetic Intelligence, Musical-rhythmic Intelligence, Intrapersonal intelligence, Interpersonal intelligence, Naturalistic Intelligence and Existentialistic Intelligence of the B.Ed Trainees with respect to their social status is average.

11. The level of Multiple Intelligence and its dimensions such as Verbal-linguistic Intelligence, Logical-mathematical Intelligence, Visual-spatial Intelligence, Bodily-kinesthetic Intelligence, Musical-rhythmic Intelligence, Intrapersonal intelligence, Interpersonal intelligence, Naturalistic Intelligence and Existentialistic Intelligence of the B.Ed Trainees with respect to their age is average.

12. The level of Multiple Intelligence and its dimensions such as Verbal-linguistic Intelligence, Logical-mathematical Intelligence, Visual-spatial Intelligence, Bodily-kinesthetic Intelligence, Musical-rhythmic Intelligence, Intrapersonal intelligence, Interpersonal intelligence, Naturalistic Intelligence and Existentialistic Intelligence of the B.Ed Trainees with respect to their family type is average.

13. The level of Self-efficacy and its dimensions such as Efficacy to influence decision making, Efficacy in motivating students, Efficacy in preparing teaching
materials, Instructional self-efficacy, Efficacy in using skills of teaching, Efficacy in using media, Efficacy in student evaluation, Efficacy in giving Guidance and Efficacy in using library of the B.Ed Trainees with respect to their sex is average.

14. The level of Self-efficacy and its dimensions such as Efficacy to influence decision making, Efficacy in motivating students, Efficacy in preparing teaching materials, Instructional self-efficacy, Efficacy in using skills of teaching, Efficacy in using media, Efficacy in student evaluation, Efficacy in giving Guidance and Efficacy in using library of the B.Ed Trainees with respect to their educational qualification is average.

15. The level of Self-efficacy and its dimensions such as Efficacy to influence decision making, Efficacy in motivating students, Efficacy in preparing teaching materials, Instructional self-efficacy, Efficacy in using skills of teaching, Efficacy in using media, Efficacy in student evaluation, Efficacy in giving Guidance and Efficacy in using library of the B.Ed Trainees with respect to their optional subjects is average.

16. The level of Self-efficacy and its dimensions such as Efficacy to influence decision making, Efficacy in motivating students, Efficacy in preparing teaching materials, Instructional self-efficacy, Efficacy in using skills of teaching, Efficacy in using media, Efficacy in student evaluation, Efficacy in giving Guidance and Efficacy in using library of the B.Ed Trainees with respect to their marital status is average.

17. The level of Self-efficacy and its dimensions such as Efficacy to influence decision making, Efficacy in motivating students, Efficacy in preparing teaching materials, Instructional self-efficacy, Efficacy in using skills of teaching, Efficacy in using media, Efficacy in student evaluation, Efficacy in giving Guidance and Efficacy in using library of the B.Ed Trainees with respect to their types of college is average.

18. The level of Self-efficacy and its dimensions such as Efficacy to influence decision making, Efficacy in motivating students, Efficacy in preparing teaching
materials, Instructional self-efficacy, Efficacy in using skills of teaching, Efficacy in using media, Efficacy in student evaluation, Efficacy in giving Guidance and Efficacy in using library of the B.Ed Trainees with respect to their parent’s education is average.

19. The level of Self-efficacy and its dimensions such as Efficacy to influence decision making, Efficacy in motivating students, Efficacy in preparing teaching materials, Instructional self-efficacy, Efficacy in using skills of teaching, Efficacy in using media, Efficacy in student evaluation, Efficacy in giving Guidance and Efficacy in using library of the B.Ed Trainees with respect to their parent’s income is average.

20. The level of Self-efficacy and its dimensions such as Efficacy to influence decision making, Efficacy in motivating students, Efficacy in preparing teaching materials, Instructional self-efficacy, Efficacy in using skills of teaching, Efficacy in using media, Efficacy in student evaluation, Efficacy in giving Guidance and Efficacy in using library of the B.Ed Trainees with respect to their native place is average.

21. The level of Self-efficacy and its dimensions such as Efficacy to influence decision making, Efficacy in motivating students, Efficacy in preparing teaching materials, Instructional self-efficacy, Efficacy in using skills of teaching, Efficacy in using media, Efficacy in student evaluation, Efficacy in giving Guidance and Efficacy in using library of the B.Ed Trainees with respect to their religion is average.

22. The level of Self-efficacy and its dimensions such as Efficacy to influence decision making, Efficacy in motivating students, Efficacy in preparing teaching materials, Instructional self-efficacy, Efficacy in using skills of teaching, Efficacy in using media, Efficacy in student evaluation, Efficacy in giving Guidance and Efficacy in using library of the B.Ed Trainees with respect to their social status is average.

23. The level of Self-efficacy and its dimensions such as Efficacy to influence decision making, Efficacy in motivating students, Efficacy in preparing teaching
materials, Instructional self-efficacy, Efficacy in using skills of teaching, 
Efficacy in using media, Efficacy in student evaluation, Efficacy in giving 
Guidance and Efficacy in using library of the B.Ed Trainees with respect to their 
**age** is average.

24. The level of Self-efficacy and its dimensions such as Efficacy to influence 
decision making, Efficacy in motivating students, Efficacy in preparing teaching 
materials, Instructional self-efficacy, Efficacy in using skills of teaching, 
Efficacy in using media, Efficacy in student evaluation, Efficacy in giving 
Guidance and Efficacy in using library of the B.Ed Trainees with respect to their 
**family type** is average.

25. The level of Teaching Competency and its dimensions such as Planning and 
preparation, Presentation of subject matter, Use of Instructional Strategies, Use 
of Technology, Class room management, Evaluating Strategies, Human 
Relations Skill and Professional attitude of the B.Ed Trainees with respect to their 
**sex** is average.

26. The level of Teaching Competency and its dimensions such as Planning and 
preparation, Presentation of subject matter, Use of Instructional Strategies, Use 
of Technology, Class room management, Evaluating Strategies, Human 
Relations Skill and Professional attitude of the B.Ed Trainees with respect to their 
**educational qualification** is average.

27. The level of Teaching Competency and its dimensions such as Planning and 
preparation, Presentation of subject matter, Use of Instructional Strategies, Use 
of Technology, Class room management, Evaluating Strategies, Human 
Relations Skill and Professional attitude of the B.Ed Trainees with respect to their 
**optional subjects** is average.

28. The level of Teaching Competency and its dimensions such as Planning and 
preparation, Presentation of subject matter, Use of Instructional Strategies, Use 
of Technology, Class room management, Evaluating Strategies, Human 
Relations Skill and Professional attitude of the B.Ed Trainees with respect to their 
**marital status** is average.
29. The level of Teaching Competency and its dimensions such as Planning and preparation, Presentation of subject matter, Use of Instructional Strategies, Use of Technology, Class room management, Evaluating Strategies, Human Relations Skill and Professional attitude of the B.Ed Trainees with respect to their \textit{types of college} is average.

30. The level of Teaching Competency and its dimensions such as Planning and preparation, Presentation of subject matter, Use of Instructional Strategies, Use of Technology, Class room management, Evaluating Strategies, Human Relations Skill and Professional attitude of the B.Ed Trainees with respect to their \textit{parent’s education} is average.

31. The level of Teaching Competency and its dimensions such as Planning and preparation, Presentation of subject matter, Use of Instructional Strategies, Use of Technology, Class room management, Evaluating Strategies, Human Relations Skill and Professional attitude of the B.Ed Trainees with respect to their \textit{parent’s income} is average.

32. The level of Teaching Competency and its dimensions such as Planning and preparation, Presentation of subject matter, Use of Instructional Strategies, Use of Technology, Class room management, Evaluating Strategies, Human Relations Skill and Professional attitude of the B.Ed Trainees with respect to their \textit{native place} is average.

33. The level of Teaching Competency and its dimensions such as Planning and preparation, Presentation of subject matter, Use of Instructional Strategies, Use of Technology, Class room management, Evaluating Strategies, Human Relations Skill and Professional attitude of the B.Ed Trainees with respect to their \textit{religion} is average.

34. The level of Teaching Competency and its dimensions such as Planning and preparation, Presentation of subject matter, Use of Instructional Strategies, Use of Technology, Class room management, Evaluating Strategies, Human Relations Skill and Professional attitude of the B.Ed Trainees with respect to their \textit{social status} is average.
35. The level of Teaching Competency and its dimensions such as Planning and preparation, Presentation of subject matter, Use of Instructional Strategies, Use of Technology, Classroom management, Evaluating Strategies, Human Relations Skill and Professional attitude of the B.Ed Trainees with respect to their age is average.

36. The level of Teaching Competency and its dimensions such as Planning and preparation, Presentation of subject matter, Use of Instructional Strategies, Use of Technology, Classroom management, Evaluating Strategies, Human Relations Skill and Professional attitude of the B.Ed Trainees with respect to their family type is average.

SECTION II

t- Test

37. The study reveals that there is significant difference in the mean score of Multiple Intelligence and its dimensions such as Verbal-linguistic Intelligence, Logical-mathematical Intelligence, Interpersonal Intelligence and Existentialistic Intelligence of the B.Ed Trainees with respect to their sex.

But, there is no significant difference in Multiple Intelligence and its dimensions such as Visual-spatial Intelligence, Bodily-kinesthetic Intelligence, Musical-rhythmic Intelligence, Intrapersonal intelligence and Naturalistic Intelligence of the B.Ed Trainees with respect to their sex.

38. It is found that there is significant difference in Multiple Intelligence and its dimensions such as Intrapersonal intelligence and Existentialistic Intelligence of the B.Ed Trainees with respect to their educational qualification.

But there is no significant difference in Multiple Intelligence and its dimensions such as Verbal-linguistic, Logical-mathematical Verbal-linguistic Intelligence, Logical-mathematical Intelligence, Visual-spatial, Bodily-kinesthetic Intelligence, Musical-rhythmic Intelligence, Interpersonal intelligence and Naturalistic Intelligence of the B.Ed Trainees with respect to their educational qualification.
39. It is found that there is significant difference in Multiple Intelligence and its dimensions such as Musical-rhythmic Intelligence and Interpersonal intelligence of the B.Ed Trainees with respect to their marital status.

   But there is no significant difference in Multiple Intelligence and its dimensions such as Verbal-linguistic Intelligence, Logical-mathematical Intelligence, Visual-spatial Intelligence, Bodily-kinesthetic Intelligence, Intrapersonal intelligence, Naturalistic Intelligence and Existentialistic Intelligence of the B.Ed Trainees with respect to their marital status.

40. It is found that there is no significant difference in Multiple Intelligence and its dimensions such as Verbal-linguistic Intelligence, Logical-mathematical Intelligence, Visual-spatial Intelligence, Bodily-kinesthetic Intelligence, Musical-rhythmic Intelligence, Intrapersonal intelligence Interpersonal intelligence Naturalistic Intelligence and Existentialistic Intelligence of the B.Ed Trainees with respect to their native place.

41. It is found that there is significant difference in Multiple Intelligence and its dimensions such as Interpersonal intelligence of the B.Ed Trainees with respect to their age.

   But there is no significant difference in Multiple Intelligence and its dimensions such as Verbal-linguistic Intelligence, Logical-mathematical Intelligence, Visual-spatial Intelligence, Bodily-kinesthetic Intelligence, Musical-rhythmic Intelligence, Intrapersonal intelligence, Naturalistic Intelligence and Existentialistic Intelligence of the B.Ed Trainees with respect to their age.

42. It is found that there is significant difference in Multiple Intelligence and its dimensions such as Musical-rhythmic Intelligence of the B.Ed Trainees with respect to their family type.

   But there is no significant difference in Multiple Intelligence and its dimensions such as Verbal-linguistic Intelligence, Logical-mathematical Intelligence, Visual-spatial Intelligence, Bodily-kinesthetic Intelligence,
Intrapersonal intelligence, Interpersonal intelligence, Naturalistic Intelligence and Existentialistic Intelligence of the B.Ed Trainees with respect to their family type.

43. It is found that there is significant difference in Self-efficacy and its dimensions such as Efficacy in motivating students of the B.Ed Trainees with respect to their sex.

But there is no significant difference in Self-efficacy and its dimensions such as Efficacy to influence decision making, Efficacy in preparing teaching materials, Instructional self-efficacy, Efficacy in using skills of teaching, Efficacy in using media, Efficacy in student evaluation, Efficacy in giving Guidance and Efficacy in using library of the B.Ed Trainees with respect to their sex.

44. It is found that there is significant difference in Self-efficacy and its dimensions such as Efficacy to influence decision making of the B.Ed Trainees with respect to their educational qualification.

But there is no significant difference in Self-efficacy and its dimensions such as Efficacy in motivating students, Efficacy in preparing teaching materials, Instructional self-efficacy, Efficacy in using skills of teaching, Efficacy in using media, Efficacy in student evaluation, Efficacy in giving Guidance and Efficacy in using library of the B.Ed Trainees with respect to their educational qualification.

45. It is found that there is significant difference in Self-efficacy and its dimensions such as Efficacy to influence decision making, Efficacy in preparing teaching materials, Efficacy in using skills of teaching, Efficacy in using media, Efficacy in student evaluation, Efficacy in giving Guidance and Efficacy in using library of the B.Ed Trainees with respect to their marital status.

But there is no significant difference in Self-efficacy and its dimensions such as Efficacy in motivating students and Instructional self-efficacy of the B.Ed Trainees with respect to their marital status.
46. It is found that there is significant difference in Self-efficacy and its dimensions such as Efficacy to influence decision making of the B.Ed Trainees with respect to their native place.

But there is no significant difference in Self-efficacy and its dimensions such as Efficacy to motivating students, Efficacy in preparing teaching materials, Instructional self-efficacy, Efficacy in using skills of teaching, Efficacy in using media, Efficacy in student evaluation, Efficacy in giving Guidance and Efficacy in using library of the B.Ed Trainees with respect to their native place.

47. It is found that there is significant difference in Self-efficacy and its dimensions such as Efficacy to influence decision making, Efficacy in preparing teaching materials, Instructional self-efficacy, Efficacy in using skills of teaching and Efficacy in using media of the B.Ed Trainees with respect to their age.

But there is no significant difference in Self-efficacy and its dimensions such as Efficacy in motivating students, Efficacy in student evaluation, Efficacy in giving Guidance and Efficacy in using library of the B.Ed Trainees with respect to their age.

48. It is found that there is no significant difference in Self-efficacy and its dimensions such as Efficacy to influence decision making, Efficacy in motivating students, Efficacy in preparing teaching materials, Instructional self-efficacy, Efficacy in using skills of teaching, Efficacy in using media, Efficacy in student evaluation, Efficacy in giving Guidance and Efficacy in using library of the B.Ed Trainees with respect to their family type.

49. It is found that there is significant difference in teaching competency and its dimensions such as Use of Instructional Strategies, Human Relations Skill and Professional attitude of the B.Ed Trainees with respect to their sex.

But there is no significant difference in teaching competency and its dimensions such as Planning and preparation, Presentation of subject matter,
Use of Technology, Class room management and Evaluating Strategies of the B.Ed Trainees with respect to their sex.

50. It is found that there is no significant difference in teaching competency and its dimensions such as Planning and preparation, Presentation of subject matter, Use of Instructional Strategies, Use of Technology, Class room management, Evaluating Strategies, Human Relations Skill and Professional attitude of the B.Ed Trainees with respect to their educational qualification.

51. It is found that there is significant difference in teaching competency and its dimensions such as Class room management, Evaluating Strategies, Human Relations Skill and Professional attitude of the B.Ed Trainees with respect to their marital status.

But there is no significant difference in teaching competency and its dimensions such as Planning and preparation, Presentation of subject matter, Use of Instructional Strategies and Use of Technology of the B.Ed Trainees with respect to their marital status.

52. It is found that there is significant difference in teaching competency and its dimensions such as Use of Instructional Strategies and Professional attitude of the B.Ed Trainees with respect to their native place.

But there is no significant difference in teaching competency and its dimensions such as Planning and preparation, Presentation of subject matter, Use of Technology, Class room management, Evaluating Strategies, Human Relations Skill and Professional attitude of the B.Ed Trainees with respect to their native place.

53. It is found that there is significant difference in teaching competency and its dimensions such as Class room management, Evaluating Strategies and Human Relations Skill of the B.Ed Trainees with respect to their age.

But there is no significant difference in teaching competency and its dimensions such as Planning and preparation, Presentation of subject matter,
Use of Instructional Strategies, Use of Technology and Professional attitude of the B.Ed Trainees with respect to their age.

54. It is found that there is significant difference in teaching competency and its dimensions such as Human Relations Skill and Professional attitude of the B.Ed Trainees with respect to their family type.

But there is no significant difference in teaching competency and its dimensions such as Planning and preparation, Presentation of subject matter, Use of Instructional Strategies, Use of Technology, Classroom management and Evaluating Strategies of the B.Ed Trainees with respect to their family type.

SECTION III

55. It is observed that there is significant difference among optional subjects of B.Ed Trainees with respect to their Multiple Intelligence and its dimensions such as Logical-mathematical Intelligence, Visual-spatial Intelligence, Musical-rhythmic Intelligence, Intrapersonal intelligence, Interpersonal intelligence and Existentialistic Intelligence.

But there is no significant difference among optional subjects of B.Ed Trainees with respect to their Multiple Intelligence and its dimensions such as Verbal-linguistic Intelligence, Bodily-kinesthetic Intelligence and Naturalistic Intelligence.

56. It is found that there is significant difference among types of college of the B.Ed Trainees with respect to their Multiple Intelligence and its dimensions such as Verbal-linguistic Intelligence.

But there is no significant difference among types of college of the B.Ed Trainees with respect to their Multiple Intelligence and its dimensions such as Logical-mathematical Intelligence, Visual-spatial Intelligence, Bodily-kinesthetic Intelligence, Musical-rhythmic Intelligence, Intrapersonal intelligence, Interpersonal intelligence, Naturalistic Intelligence and Existentialistic Intelligence.
57. It is found that there is significant difference among religion of the B.Ed Trainees with respect to their Multiple Intelligence and its dimensions such as Logical-mathematical Intelligence.

But there is no significant difference among religion of the B.Ed Trainees with respect to their Multiple Intelligence and its dimensions such as Verbal-linguistic Intelligence, Visual-spatial Intelligence, Bodily-kinesthetic Intelligence, Musical-rhythmic Intelligence, Intrapersonal intelligence, Interpersonal intelligence, Naturalistic Intelligence and Existentialistic Intelligence.

58. It is found that there is significant difference among social status of the B.Ed Trainees with respect to their Multiple Intelligence and its dimensions such as Logical-mathematical Intelligence.

But there is no significant difference among social status of the B.Ed Trainees with respect to their Multiple Intelligence and its dimensions such as Verbal-linguistic Intelligence, Visual-spatial Intelligence, Bodily-kinesthetic Intelligence, Musical-rhythmic Intelligence, Intrapersonal intelligence, Interpersonal intelligence, Naturalistic Intelligence and Existentialistic Intelligence.

59. It is found that there is significant difference among optional subjects of the B.Ed Trainees with respect to their Self-efficacy and its dimensions such as Efficacy to influence decision making and Efficacy in giving Guidance.

But there is no significant difference among optional subjects of the B.Ed Trainees with respect to their Self-efficacy and its dimensions such as Efficacy in motivating students, Efficacy in preparing teaching materials, Instructional self-efficacy, Efficacy in using skills of teaching, Efficacy in using media, Efficacy in student evaluation and Efficacy in using library

60. It is found that there is significant difference among types of college of the B.Ed Trainees with respect to their Self-efficacy and its dimensions such as Efficacy in using media, Efficacy in giving Guidance and Efficacy in using library.
But there is no significant difference among types of college of the B.Ed Trainees with respect to their Self-efficacy and its dimensions such as Efficacy to influence decision making, Efficacy in motivating students, Efficacy in preparing teaching materials, Instructional self-efficacy, Efficacy in using skills of teaching and Efficacy in student evaluation.

61. It is found that there is significant difference among religion of the B.Ed Trainees with respect to their Self-efficacy and its dimensions such as Instructional self-efficacy, Efficacy in using skills of teaching and Efficacy in student evaluation.

   But there is no significant difference among religion of the B.Ed Trainees with respect to their Self-efficacy and its dimensions such as Efficacy to influence decision making, Efficacy in motivating students, Efficacy in preparing teaching materials, Efficacy in using media, Efficacy in giving Guidance and Efficacy in using library.

62. It is found that there is significant difference among social status of the B.Ed Trainees with respect to their Self-efficacy and its dimensions such as Efficacy to influence decision making.

   But there is no significant difference among social status of the B.Ed Trainees with respect to their Self-efficacy and its dimensions such as Efficacy in motivating students, Efficacy in preparing teaching materials, Instructional self-efficacy, Efficacy in using skills of teaching, Efficacy in using media, Efficacy in student evaluation, Efficacy in giving Guidance and Efficacy in using library.

63. It is found that there is significant difference among optional subjects of the B.Ed Trainees with respect to their teaching competency and its dimensions such as Presentation of subject matter, Use of Instructional Strategies, Classroom management, Evaluating Strategies, Human Relations Skill and Professional attitude.
But there is no significant difference among optional subjects of the B.Ed Trainees with respect to their teaching competency and its dimensions such as Planning and preparation and Use of Technology.

64. It is found that there is significant difference among types of college of the B.Ed Trainees with respect to their teaching competency and its dimensions and its dimensions such as Planning and preparation, Use of Instructional Strategies and Human Relations Skill.

But there is no significant difference among types of college of the B.Ed Trainees with respect to their teaching competency and its dimensions such as Presentation of subject matter, Use of Technology, Class room management and Evaluating Strategies and Professional attitude.

65. It is found that there is significant difference among religion of the B.Ed Trainees with respect to their teaching competency and its dimensions such as Planning and preparation, Class room management, Evaluating Strategies, Human Relations Skill and Professional attitude.

But there is no significant difference among religion of the B.Ed Trainees with respect to their teaching competency and its dimensions such as Presentation of subject matter, Use of Instructional Strategies and Use of Technology.

66. It is found that there is significant difference among social status of the B.Ed Trainees with respect to their teaching competency and its dimensions such as Class room management, Human Relations Skill and Professional attitude.

But there is no significant difference among social status of the B.Ed Trainees with respect to their teaching competency and its dimensions such as Planning and preparation, Presentation of subject matter, Use of Instructional Strategies, Use of Technology and Evaluating Strategies.
SECTION IV

67. It is found that there is significant association between Parent’s education and Multiple Intelligence and its dimensions such as Musical-rhythmic Intelligence and Naturalistic Intelligence of B.Ed trainees.

But there is no significant association between Parent’s education and Multiple Intelligence and its dimensions such as Verbal-linguistic Intelligence, Logical-mathematical Intelligence, Visual-spatial Intelligence, Bodily-kinesthetic Intelligence, Intrapersonal intelligence Interpersonal intelligence and Existentialistic Intelligence of the B.Ed Trainees.

68. It is found that there is significant association between Parent’s income and Multiple Intelligence and its dimensions such as Verbal-linguistic Intelligence, Visual-spatial Intelligence, Bodily-kinesthetic Intelligence, Interpersonal intelligence and Existentialistic Intelligence of the B.Ed Trainees.

But there is no significant association between Parent’s income and Multiple Intelligence and its dimensions such as Logical-mathematical Intelligence, Musical-rhythmic Intelligence, Intrapersonal intelligence and Naturalistic Intelligence of the B.Ed Trainees.

69. It is found that there is significant association between Parent’s education and Self-efficacy and its dimensions such as Efficacy in using media of the B.Ed Trainees.

But there is no significant association between Parent’s education and Self-efficacy and its dimensions such as Efficacy to influence decision making, Efficacy in motivating students, Efficacy in preparing teaching materials, Instructional self-efficacy, Efficacy in using skills of teaching, Efficacy in student evaluation, Efficacy in giving Guidance and Efficacy in using library of the B.Ed Trainees.

70. It is found that there is significant association between Parent’s education and Self-efficacy and its dimensions such as Efficacy to influence decision making of the B.Ed Trainees.
But there is no significant association between Parent’s education Self-efficacy and its dimensions such as Efficacy in motivating students, Efficacy in preparing teaching materials, Instructional self-efficacy, Efficacy in using skills of teaching, Efficacy in using media, Efficacy in student evaluation, Efficacy in giving Guidance and Efficacy in using library of the B.Ed Trainees.

71. It is found that there is significant association between Parent’s education and Teaching Competency and its dimensions such as Presentation of subject matter and Human Relations Skill of B.Ed trainees.

But there is no significant association between Parent’s education and Teaching Competency and its dimensions such as Planning and preparation, Use of Instructional Strategies, Use of Technology, Class room management, Evaluating Strategies, and Professional attitude of B. Ed trainees.

72. It is found that there is significant association between Parent’s income and Teaching Competency and its dimensions such as Presentation of subject matter, Use of Instructional Strategies, Human Relations Skill and Professional attitude of B.Ed trainees.

But there is no significant association between Parent’s income and Teaching Competency and its dimensions such as Planning and preparation, Use of Instructional Strategies, Use of Technology, Class room management and Evaluating Strategies of B.Ed trainees.

SECTION V

73. It is found that there is significant relationship between Multiple Intelligence and Teaching Competency and its dimensions of the B.Ed Trainees with respect to their background variables such as Female B.Ed Trainees, UG and PG level Students, Arts, Science and Language subjects, Married and Unmarried, Government, Aided and Unaided Colleges, School and College Level of Parent’s Education, Below and Above 10000 of Parent’s Income, Rural and Urban Places, Hindu, Christen and Other Religions, General, BC community, Below and Above 30 years of age, Nuclear and Joint Family Types.
But there is no significant relationship between Multiple Intelligence and Teaching Competency and its dimensions of the B.Ed Trainees with respect to their background variables such as Male B.Ed Trainees, SC/STs community, Muslim religion and Above 30 years of age.

74. It is found that there is significant relationship between Self-efficacy and Teaching Competency and its dimensions of the B.Ed Trainees with respect to their background variables such as male B.Ed Trainees, Language subjects, Unmarried, College Level of Parent’s Education, Above 10000 of Parent’s Income, Urban Place, Hindu Religions and SC/STs community.

But there is no significant relationship between Self-efficacy and Teaching Competency and its dimensions of the B.Ed Trainees with respect to their background variables such as Female B.Ed Trainees, UG and PG level Students, Arts and Science subjects, Married, Government, Aided and Unaided Colleges, School Level of Parent’s Education, Below 10000 of Parent’s Income, Rural Place, Christen, Muslim and Other Religion, General and BC community, Below and Above 30 years of age and Nuclear & Joint Family Types.

SECTION VI

75. It is observed that there is significant influence of Multiple Intelligence & its dimensions and Self-efficacy & its dimensions on Teaching Competency and its dimensions of the B.Ed Trainees.

SECTION VII

76. The factor analysis test for Multiple Intelligence - as Verbal-linguistic Intelligence, Logical-mathematical Intelligence, Visual-spatial Intelligence, Bodily-kinesthetic Intelligence, Musical-rhythmic Intelligence, Intrapersonal Intelligence Interpersonal intelligence Naturalistic Intelligence and Existentialistic Intelligence; Self-efficacy Efficacy to influence decision making, Efficacy in motivating students, Efficacy in preparing teaching materials, Instructional self-efficacy, Efficacy in using skills of teaching, Efficacy in using media, Efficacy in student evaluation, Efficacy in giving Guidance and Efficacy in using library Teaching Competency Planning and preparation, Presentation of
subject matter, Use of Instructional Strategies, Use of Technology, Class room management, Evaluating Strategies, Human Relations Skill and Professional attitude yield a single factor with considerable factor loading as given in the above table. Hence, there is significant factor with positive loading of the variables. The factor for the study has been identified as Human Class Management. It is included the Human Relations Skill, Presentation of subject matter and Class room management.

5.3. INTERPRETATIONS

The present study reveals that majority of the B.Ed trainees have average level of multiple intelligence, self-efficacy and Teaching Competency. This may be due to the changing educational scenario mainly in the field of educational psychology and technology. As pointed out by Indian Education Commission (1966) and National Policy on Education (1986) schools and colleges play a significant role in the shaping the personality of the learners.

The t-test reveals that there is no significant difference between male and female B.Ed trainees in their multiple intelligence and self-efficiency. This may be due to the fact that today boys and girls have proper education and widens their ability to do things on their way, and to be Multiple talented and self-efficient. Particularly in Tamil Nadu, the boys and girls were well educated and they are aware of the importance of their talents and efficiency. In earlier days the girls were considered as weaker section but now this trend has been changing and they have humble opportunities to interact with the society. This develops in them reliable and systematic outlook in their life style.

From this study it shows that there is significance difference between the age group of B.Ed trainees in their multiple intelligence and self-efficacy. This may be due to their cognitive development emotional maturity, birth order and adjustment mechanism to different situations. This is learned from internal and external environment.
From the above study, it reveals that there is significant difference between the Hindus and Non-Hindus, General, backward and SC/ST’s in their multiple intelligence and self-efficiency.

Here the investigator feels that all the B.Ed. students received systematic education from their schools and colleges and also they have extra guidance seminars, discussions.

Again the study proves that there is no significant difference between rural and urban, UG & PG B.Ed. Trainees in their multiple intelligence and self-efficacy. It may be due to fact that they perusing their education and habitation near the towns.

From this study, there is no significant difference between government aided, and unaided, science and arts B.Ed. Trainees in multiple intelligence and self-efficacy. This may be due to their exposure to the same trends in B.Ed. curriculum with the same methods of instruction and the environment, which prevails, in the respective colleges with respect to the rules and regulations along with course study, which is same throughout the colleges.

The study reveals that there is significant difference between the educated parent’s children in their multiple intelligence and self-efficacy. This is due to their life style environment prevailing in their family background and their prime motivation in their children’s future.

This study proves that there is no significant difference between the income or parents and their children’s multiple intelligence and self-efficiency. This may be due to the locality, and their exposure in the available resources through modern technologies.

It is found that there is significant relationship between Multiple Intelligence and Teaching Competency and its dimensions of the B.Ed Trainees with respect to their background variables such as Female B.Ed Trainees, UG and PG level Students, Arts, Science and Language subjects, Married and Unmarried, Government, Aided and Unaided Colleges, School and College Level of Parent’s Education, Below and Above 10000 of Parent’s Income, Rural and Urban Places, Hindu, Christen and Other
Religions, General, BC community, Below and Above 30 years of age, Nuclear and Joint Family Types.

It is found that there is significant relationship between Self-efficacy and Teaching Competency and its dimensions of the B.Ed Trainees with respect to their background variables such as male B.Ed Trainees, Language subjects, Unmarried, College Level of Parent’s Education, Above 10000 of Parent’s Income, Urban Place, Hindu Religions and SC/STs community.

It is observed that there is significant influence of Multiple Intelligence & its dimensions and Self-efficacy & its dimensions on Teaching Competency and its dimensions of the B.Ed Trainees. In fact that multiple intelligence has effect on teaching competency and self-efficacy also some influence on teaching competency of B.Ed trainees. It is therefore concluded that multiple intelligence and self-efficacy have influence on teaching competency of B.Ed trainees.

There is significant factor with positive loading of the variables. The factor for the study has been identified as **Human Class Management**. It is included the Human Relations Skill, Presentation of subject matter and Classroom management.

### 5.4. Educational Implications and Recommendations

1. Providing creative opportunities and situations for the students and in active participating in extracurricular co curricular activities will enhance their intra and inter personal talents with efficiency in teaching.
2. Seminars, discussions on multiple intelligence and teaching efficiency can be conducted for the students.
3. The students can be encouraged for group learning to improve their multiple talents and teaching skills.
4. Steps should be taken to improve the infrastructure facilities and different methods of teaching must be adopted.
5. To develop the students involvement by providing psychological experiments, projects, assignments etc. for improving their intelligence and efficiency.
6. Internet facilities and language laboratory could be provided to enrich their verbal, logical, existentialistic intelligence, efficiency of teaching materials, efficiency of teaching media and instructional self efficiency.

5.5. SUGGESTIONS FOR FURTHER RESEARCH

1. A similar study may be undertaken by taking high and higher secondary and art and science or engineering college students.
2. A similar study may be undertaken among teacher educators also.
3. The same study can also be extended to the SC / ST students.
4. The same study can be extended to the doctors, lawyers, Engineers etc.
5. The study can be extended to working peoples, particularly women.
6. This study can be extended to school and college teachers.
7. The level of Multiple Intelligence and Self-Efficacy among the school dropouts can be carried out.
8. The sample is taken only from Chennai. It can be extended to other districts.

5.6. CONCLUSION

Even though there are some limitations in the present study, it is evident that the level of Multiple Intelligence and Self-Efficacy of B.Ed trainees on their teaching competency are moderate. The Kothari commission says that the destiny of India is being shaped in the classroom. The teachers have greater role in developing their Multiple Intelligence and Self-Efficacy, which will lead to the better teaching competency of them. The present study concluded that there is influence of multiple intelligence and self-efficacy of B.Ed trainees on their teaching competency. The investigator hopes that the findings of the present study will help the teachers to identify their teaching competency and how it influences the other variables too. This will lead them to enhance their students’ capability by giving proper motivation, intellectual development, efficacy and learning environment with teaching potentiality. This study will be more fruitful when suggestions given by the investigator are applied for further study and it will be of a great help for those who want to study further in this field.