CHAPTER VI

SUMMARY

6.1. NEED AND SIGNIFICANCE OF THE STUDY

“If the destiny of a nation is being shaped in her classroom, then the real destiny maker is the teacher”- Dr. Kothari.

Education is an integral part of every human being. It moulds him to be a good citizen, who is really an asset of the country. That is why, Adam Smith, the Father of Economics once remarked, “The wealth of a nation depends on the education of its citizens”. Teachers have a noble role in imparting knowledge to the innumerable members in a society. The teacher plays an important role in the educational process. On the calibre of the teacher depends the success with which new methods are employed and adopted. On the enthusiasm of the teacher depends the establishment of new teaching and working out of the new system. On the insight of the teacher depends the effects of methods and systems on the child. On the idealism of the teacher depends whether education shall be child-centered or not. In a word, on the teacher depends the success of all efforts to provide progressive education and to establish progressive schools. On the teacher depends the development of the coming generation and hence the future of the society.

The Secondary Education Commission (1952-53) in its report observes that the important factor in the contemplated educational reconstruction is the teacher-his personal and educational qualities, his professional training and the place he occupies in
the school and in the community. The representation of a school and its influence on the life of a community depends on the kind of teachers working in it.

The report of the Education Commission (1964-66) also gives emphasis to the above point by saying that of all the different factors which influence the quality of education and its contribution to national development, the quality, competence and character of teachers are undoubtedly the most significant. An effective teacher, therefore, is a must for educational improvement which we are striving hard to bring about. A teacher is thought of simultaneously as a director of learning, as a friend and counsellor of pupils, as a member of a group of professional people and as a citizen participating in various community activities.

Teacher education seeks to promote excellence, adventure of ideas and search for truth. Teacher education should help to develop those capabilities in a trainee which would help him to conceptualize a phenomenon or situation and enable him to contribute to social development through his knowledge and skills.

To be a successful teacher, the teacher trainee should be able to perceive and assess the emotions of his own students. Teachers’ belief in their personal efficacy to motivate and promote learning affects the types of learning environment they create and the level of academic progress their students achieve. There are several studies to prove that the teacher trainees’ academic achievement is positively correlated to their emotional intelligence. A lot of research had been done to prove the relationship between self-efficacy and academic achievement of college students. Though studies have been made separately on emotional intelligence and academic achievement, and self-efficacy and
academic achievement, the investigator feels that an attempt to study the effect of emotional intelligence and self-efficacy of B.Ed. trainees on their academic achievement has not been taken up so far. Hence the investigator has come up with the idea of undertaking a study in Kerala.

6.2. SYNTHESIS OF REVIEW OF LITERATURE

The review of related studies shows that several investigations were undertaken to find out the relationship between emotional intelligence and academic achievement and self-efficacy and academic achievement of students of school level and college level.

Izaguirre Ruben, (2008) investigated the relationship between academic achievement and emotional intelligence in college students. The study confirmed a relationship between academic achievement and the emotional intelligence subscales of Social Responsibility and Problem Solving.

Colston, R.Dean, (2008) studied the relationship between emotional intelligence and academic achievement in adult learners. The findings of this study supported the hypothesis that there was a correlation between emotional intelligence and academic achievement of adult learners. The statistical findings showed that the learners who had high emotional intelligence had a high Grade Point Average.

Walker, Mary Elizabeth Bankson, (2006) conducted a study on the relationship between emotional intelligence and academic achievement in undergraduate students. Results of the study indicated a strong relationship between emotional intelligence and academic success in college.
Sandvig, James, (2008) conducted a study on the relationship between emotional intelligence and an individual’s perception of team cohesiveness. The preliminary analysis of the data revealed a statistically significant positive correlation between an individual’s level of emotional intelligence and his or her corresponding perception of team cohesiveness.

Denton, Kristin Lee, (1997) conducted a study on the relation of children’s self-efficacy beliefs and teacher beliefs about children’s abilities and efforts, and first-grade children’s academic achievement. This study explored the differences in children’s self-efficacy beliefs by their gender and/or ethnicity, the differences in teacher beliefs about children by the child’s gender and/or ethnicity, and the connections between children’s self-efficacy beliefs, teacher beliefs about children’s abilities and effort, and children’s academic achievement.

Robinson, Pamela L., (2006) investigated the relationship between peer learning, help seeking, Math self-efficacy, English self-efficacy and institutional integration. This study was conducted to examine the usefulness of a modified integration model in understanding the relationship between the academic achievement and institutional integration of minority students. Results from correlational analysis showed a significant relationship between peer learning, help seeking and institutional integration. The study proved that peer learning was a significant predictor of academic success and retention.

Smith, Marcella Katherine, (1997) conducted a comparative study of the effects of an ESL/sheltered instructional programme on the self-esteem and academic achievement of LEP students in grades 7 and 8. The result of the study indicated that
there was no significant difference in self-esteem scores between the two groups. This was true for females as well as males.

Bass, Christopher Kevin, (2000) studied the effects of a culturally relevant intervention on the academic achievement of African American adolescent males. It was concluded that social skills development has a stronger relationship to students’ attitude towards academic achievement, whereas increasing one’s ethnic identity has a stronger relationship to student’s actual academic achievement.

Emotional intelligence and self-efficacy appear to be related to the academic achievement of students in school level and college level. The studies on emotional intelligence, self-efficacy and academic achievement reported in different contexts clearly reveal that so far no attempt has been made to study the effect of emotional intelligence and self-efficacy of B.Ed. trainees on their academic achievement. Hence the investigator has come up with the idea of undertaking a study in Kerala.

6.3. STATEMENT OF THE PROBLEM:

Emotional intelligence and self-efficacy are two psychological constructs that are expected to increase the teaching efficiency of budding teachers. Since the study deals with the effect of the variables, ‘emotional intelligence’ and ‘self-efficacy’ on the academic achievement of B.Ed. trainees, the study is entitled as “EFFECT OF EMOTIONAL INTELLIGENCE AND SELF-EFFICACY OF B.Ed. TRAINEES ON THEIR ACADEMIC ACHIEVEMENT”
6.4. VARIABLES OF THE STUDY

This investigation is designed to examine the effect of emotional intelligence and self-efficacy on the academic achievement of B.Ed. trainees. Academic achievement was taken as the dependent variable of the study. Emotional intelligence and self-efficacy of B.Ed. trainees were treated as independent variables.

6.5. OBJECTIVES

SECTION I

1. To find out the level of self-efficacy and its dimensions of B.Ed. trainees with regard to the background variables such as sex, age, locality of the institution, nativity of the students, optional subjects chosen, qualification of the students, family income, community, residence and nature of the institution.

2. To find out the level of emotional intelligence and its dimensions of B.Ed. trainees with regard to the background variables such as sex, age, locality of the institution, nativity of the students, optional subjects chosen, qualification of the students, family income, community, residence and nature of the institution.

3. To find out the level of academic achievement of B.Ed. trainees with regard to the background variables such as sex, age, locality of the institution, nativity of the students, optional subjects chosen, qualification of the students, family income, community, residence and nature of the institution.
SECTION II

4. To find out the significant difference in self-efficacy and its dimensions of B.Ed. trainees with regard to sex, locality of the institution, nativity of the students, qualification of the students and residence.

5. To find out the significant difference in emotional intelligence and its dimensions of B.Ed. trainees with regard to sex, locality of the institution, nativity of the students, qualification of the students and residence.

6. To find out the significant difference in academic achievement of B.Ed. trainees with regard to sex, locality of the institution, nativity of the students, qualification of the students and residence.

SECTION III

7. To find out the significant difference among the B.Ed. trainees of
   a. Different age group
   b. Different family income
   c. Different communities
   d. Institutions of different nature
   e. Different optional subjects

   on their self-efficacy and its dimensions.

8. To find out the significant difference among the B.Ed. trainees of
   a. Different age group
   b. Different family income
   c. Different communities
d. Institutions of different nature
e. Different optional subjects

on their emotional intelligence and its dimensions.

9. To find out the significant difference among the B.Ed. trainees of

a. Different age group
b. Different family income
c. Different communities
d. Institutions of different nature
e. Different optional subjects

on their academic achievement.

SECTION IV

10. To find out the significant relationship between self-efficacy-its dimensions-and academic achievement of B.Ed. trainees with regard to sex, age, locality of the institution, nativity of the students, optional subjects chosen, qualification of the students, family income, community, residence and nature of the institution.

11. To find out the significant relationship between emotional intelligence-its dimensions-and academic achievement of B.Ed. trainees with regard to sex, age, locality of the institution, nativity of the students, optional subjects chosen, qualification of the students, family income, community, residence and nature of the institution.
6.6. HYPOTHESES

SECTION I

1. The level of self-efficacy and its dimensions of B.Ed. trainees with regard to the background variables such as sex, age, locality of the institution, nativity of the students, optional subjects chosen, qualification of the students, family income, community, residence and nature of the institution is average level.

2. The level of dimension of self-efficacy—efficacy in learning—of B.Ed. trainees with regard to the background variables such as sex, age, locality of the institution, nativity of the students, optional subjects chosen, qualification of the students, family income, community, residence and nature of the institution is average level.

3. The level of dimension of self-efficacy—efficacy in teaching—of B.Ed. trainees with regard to the background variables such as sex, age, locality of the institution, nativity of the students, optional subjects chosen, qualification of the students, family income, community, residence and nature of the institution is average level.

4. The level of dimension of self-efficacy—efficacy in facing the examination—of B.Ed. trainees with regard to the background variables such as sex, age, locality of the institution, nativity of the students, optional subjects chosen, qualification of the students, family income, community, residence and nature of the institution is average level.

5. The level of dimension of self-efficacy—efficacy in following the peer group members—of B.Ed. trainees with regard to the background variables such as sex, age, locality of the institution, nativity of the students, optional subjects chosen,
qualification of the students, family income, community, residence and nature of
the institution is average level.

6. The level of emotional intelligence and its dimensions of B.Ed. trainees with
regard to the background variables such as sex, age, locality of the institution,
nativity of the students, optional subjects chosen, qualification of the students,
family income, community, residence and nature of the institution is average
level.

7. The level of dimension of emotional intelligence-intrapersonal awareness-of
B.Ed. trainees with regard to the background variables such as sex, age, locality
of the institution, nativity of the students, optional subjects chosen, qualification
of the students, family income, community, residence and nature of the institution
is average level.

8. The level of dimension of emotional intelligence-interpersonal awareness-of
B.Ed. trainees with regard to the background variables such as sex, age, locality
of the institution, nativity of the students, optional subjects chosen, qualification
of the students, family income, community, residence and nature of the institution
is average level.

9. The level of dimension of emotional intelligence-intrapersonal management-of
B.Ed. trainees with regard to the background variables such as sex, age, locality
of the institution, nativity of the students, optional subjects chosen, qualification
of the students, family income, community, residence and nature of the institution
is average level.
10. The level of dimension of emotional intelligence-**interpersonal management**-of B.Ed. trainees with regard to the background variables such as sex, age, locality of the institution, nativity of the students, optional subjects chosen, qualification of the students, family income, community, residence and nature of the institution is average level.

11. The level of academic achievement of B.Ed. trainees with regard to the background variables such as sex, age, locality of the institution, nativity of the students, optional subjects chosen, qualification of the students, family income, community, residence and nature of the institution is average level.

**SECTION II**

12. There is no significant mean difference in the score on the self-efficacy and its dimensions between male and female trainees.

13. There is no significant mean difference in the score on the self-efficacy and its dimensions between the trainees of rural and urban institutions.

14. There is no significant mean difference in the score on the self-efficacy and its dimensions between rural and urban B.Ed. trainees.

15. There is no significant mean difference in the score on the self-efficacy and its dimensions between graduate and post graduate B.Ed. trainees.

16. There is no significant mean difference in the score on the self-efficacy and its dimensions between day scholar B.Ed. trainees and hosteler B.Ed. trainees.

17. There is no significant mean difference in the score on the emotional intelligence and its dimensions between male and female trainees.
18. There is no significant mean difference in the score on the emotional intelligence and its dimensions between the trainees of rural and urban institutions.

19. There is no significant mean difference in the score on the emotional intelligence and its dimensions between rural and urban B.Ed. trainees.

20. There is no significant mean difference in the score on the emotional intelligence and its dimensions between graduate and post graduate B.Ed. trainees.

21. There is no significant mean difference in the score on the emotional intelligence and its dimensions between day scholar B.Ed. trainees and hosteler B.Ed. trainees.

22. There is no significant mean difference in the score on the academic achievement between (a) male and female B.Ed. trainees, (b) rural B.Ed. college trainees and urban B.Ed. college trainees, (c) rural and urban B.Ed. trainees, (d) graduate and post graduate B.Ed. trainees and (e) day scholar and hosteler B.Ed. trainees.

SECTION III

23. There is no significant mean difference in the score on the self-efficacy and its dimensions among the B.Ed. trainees of different age group.

24. There is no significant mean difference in the score on the self-efficacy and its dimensions among the B.Ed. trainees of different family income.

25. There is no significant mean difference in the score on the self-efficacy and its dimensions among the B.Ed. trainees of different communities.

26. There is no significant mean difference in the score on the self-efficacy and its dimensions among the B.Ed. trainees of institutions of different nature.
27. There is no significant mean difference in the score on the self-efficacy and its dimensions among the B.Ed. trainees of different optional subjects.

28. There is no significant mean difference in the score on the emotional intelligence and its dimensions among the B.Ed. trainees of different age group.

29. There is no significant mean difference in the score on the emotional intelligence and its dimensions among the B.Ed. trainees of different family income.

30. There is no significant mean difference in the score on the emotional intelligence and its dimensions among the B.Ed. trainees of different communities.

31. There is no significant mean difference in the score on the emotional intelligence and its dimensions among the B.Ed. trainees of institutions of different nature.

32. There is no significant mean difference in the score on the emotional intelligence and its dimensions among the B.Ed. trainees of different optional subjects.

33. There is no significant mean difference in the score on the academic achievement among the B.Ed. trainees of
   a. Different age group
   b. Different family income
   c. Different communities
   d. Institutions of different nature
   e. Different optional subjects
SECTION IV

34. There is no significant relationship between self-efficacy-its dimensions-and academic achievement of B.Ed. trainees with regard to (a) sex, (b) age, (c) locality of the institution, (d) nativity of the students, (e) optional subjects chosen, (f) qualification of the students, (g) family income, (h) community, (i) residence and (j) nature of the institution.

35. There is no significant relationship between emotional intelligence-its dimensions-and academic achievement of B.Ed. trainees with regard to (a) sex, (b) age, (c) locality of the institution, (d) nativity of the students, (e) optional subjects chosen, (f) qualification of the students, (g) family income, (h) community (i) residence and (j) nature of the institution.

6.7. METHODOLOGY IN BRIEF

In the field of educational research, survey is an important or an essential part. It is the most popular and widely used method. It is the method for collecting and analyzing the data obtained from a large number of respondents representing specific population, collected through detailed tools. Survey is a distinctive research methodology that owes much of its recent development to the field of Sociology. When a scholar wishes to determine the present educational trends, compare present conditions with those of the past or evaluate them on some sort of rating scale, he turns to the survey.

The present investigation is descriptive by nature. In this study the investigator adopted survey as the method for gathering information from the teacher trainees about their academic scores, emotional intelligence and self-efficacy belief.
TOOLS USED

The investigator used the following tools for the collection of samples.

(1) Self-Efficacy Scale was used to measure the self-efficacy beliefs of the teacher trainees, which was prepared and validated by the investigator with the help of Dr. A. Amalraj and Dr. S. Mohan.

(2) Information Blank was used to collect the academic scores and other details, which was prepared by the investigator with the help of Dr. A. Amalraj and Dr. S. Mohan.

(3) Emotional Intelligence Inventory of Dr. S.K. Mangal and Mrs. Mangal was used to collect the information regarding the emotional intelligence of the teacher trainees.

6.8. STATISTICAL TECHNIQUES

The study used the following Statistical Techniques.

1. Arithmetic Mean
2. Standard Deviation
3. Skewness
4. Kurtosis
5. Critical Ratio
6. Karl Pearson’s Coefficient of Correlation
7. Analysis of Variance
6.9. MAJOR FINDINGS

The level of self-efficacy and its dimensions of B.Ed. trainees with regard to the background variables such as sex, age, locality of the institution, nativity of the students, optional subjects chosen, qualification of the students, family income, community, residence and nature of the institution is average level.

Among the B.Ed. trainees, 15.5% of male and 14.8% of female trainees, 3.1% trainees of the age of 20-22, 12.8% trainees of the age of 23-25, 26.8% trainees of the age of 26-30, 15% and 14.9% of the trainees of rural and urban institutions, 15.0% rural and 15.3% urban trainees, 7.8% of English trainees, 18.8% of commerce trainees, 13.2% of Malayalam trainees, 24.8% of Maths trainees, 16.2% of Physical Science trainees, 14.8% of Natural Science trainees, 10.7% of Social Science trainees, 6.5% and 24.8% of graduate and post graduate trainees, 15.1% trainees of below 1 lakh, 16.3% of 1-2 lakhs, and 13.8% of above 2 lakhs family income, 13.8% of FC, 16.3% of OBC and 14.6% of MBC trainees, 14.8% of day scholar and 15.6% of hosteller trainees, 14.9% of the trainees of the university, 19.3% of the trainees of the self-financing and 10.4% trainees of the government-aided institutions have high level of self-efficacy.

The level of dimension of self-efficacy - efficacy in learning - of B.Ed. trainees with regard to the background variables such as sex, age, locality of the institution, nativity of the students, optional subjects chosen, qualification of the students, family income, community, residence and nature of the institution is average level.

Among the trainees, 17.1% of male and 16.9% of female trainees, 6.2% trainees of the age of 20-22, 13.3% trainees of the age of 23-25, 29.9% trainees of the age of 26-30, 14.8% and 18.8% trainees of rural and urban institutions, 17.0% rural and
17.0% urban trainees, 12.4% of English trainees, 24.2% of Commerce trainees, 14.7% of Malayalam trainees, 27.2% of Maths trainees, 17.6% of Physical Science trainees, 10.7% of Natural Science trainees, 12.2% of Social Science trainees, 8.4% and 26.7% graduate and postgraduate trainees, 16.3% trainees of below 1 lakh, 17.5% trainees of 1-2 lakhs, 16.6% trainees of above 2 lakhs family income, 15.0% FC, 17.0% OBC, 19.1% MBC trainees, 17.6% and 15.9% day scholar and hosteller trainees, 19.0% trainees of the university, 18.4% trainees of the self-financing, and 13.0% trainees of the government-aided institutions have high level of efficacy in learning.

The level of dimension of self-efficacy—**efficacy in teaching**—of B.Ed. trainees with regard to the background variables such as sex, age, locality of the institution, nativity of the students, optional subjects chosen, qualification of the students, family income, community, residence and nature of the institution is average level.

Among the trainees, 14.0% of male and 10.7% of female trainees, 2.6% trainees of the age of 20-22, 12.1% trainees of the age of 23-25, 18.7% trainees of the age of 26-30, 12.8% and 11.5% trainees of rural and urban institutions, 11.6% rural and 12.6% urban trainees, 5.4% English trainees, 15.6% Commerce trainees, 10.1% Malayalam trainees, 16.0% Maths trainees, 12.5% Physical Science trainees, 13.1% Natural Science trainees, 12.2% Social Science trainees, 6.3% and 18.7% graduate and post graduate trainees, 10.5% trainees of below 1 lakh, 12.3% trainees of 1-2 lakhs, 12.3% trainees of above 2 lakhs family income, 11.0% FC, 14.7% OBC, 8.9% MBC trainees, 11.9% day scholar and 12.4% hosteller trainees, 12.1% trainees of the
university, 14.2% trainees of the self-financing, and 9.7% trainees of the government-aided institutions have high level of efficacy in teaching.

The level of dimension of self-efficacy—**efficacy in facing the examination**—of B.Ed. trainees with regard to the background variables such as sex, age, locality of the institution, nativity of the students, optional subjects chosen, qualification of the students, family income, community, residence and nature of the institution is average level.

Among the trainees, 14.2% of male and 17.3% of female trainees, 4.6% trainees of the age of 20-22, 16.1% trainees of the age of 23-25, 23.6% trainees of the age of 26-30, 15.1% and 16.8% trainees of rural and urban institutions, 16.1% rural and 15.9% urban trainees, 10.9% English trainees, 14.8% Commerce trainees, 17.8% Malayalam trainees, 16.8% Maths trainees, 18.4% Physical Science trainees, 18.0% Natural Science trainees, 15.3% Social Science trainees, 10.9% graduate and 21.7% post graduate trainees, 14.0% trainees of below 1 lakh, 16.5% trainees of 1-2 lakhs, 15.9% trainees of above 2 lakhs family income, 15.7% FC, 16.0% OBC, 16.3% MBC trainees, 14.8% day scholar and 18.0% hosteller trainees, 23.2% trainees of the university, 12.0% trainees of the self-financing, and 12.3% trainees of the government-aided institutions have high level of efficacy in examination.

The level of dimension of self-efficacy—**efficacy in following the peer group members**—of B.Ed. trainees with regard to the background variables such as sex, age, locality of the institution, nativity of the students, optional subjects chosen, qualification of the students, family income, community, residence and nature of the institution is average level.
Among the trainees, 12.4% of male and 15.8% of female trainees, 2.6% trainees of the age of 20-22, 12.3% trainees of the age of 23-25, 25.4% trainees of the age of 26-30, 13.1% and 15.4% trainees of rural and urban institutions, 13.2% rural and 15.5% urban trainees, 7.0% English trainees, 11.7% Commerce trainees, 12.4% Malayalam trainees, 18.4% Maths trainees, 14.0% Physical Science trainees, 18.0% Natural Science trainees, 19.1% Social Science trainees, 10.3% graduate and 18.9% post graduate trainees, 16.3% trainees of below 1 lakh, 13.0% trainees of 1-2 lakhs, 15.3% trainees of above 2 lakhs family income, 13.0% FC, 17.3% OBC, 11.0% MBC trainees, 15.7% day scholar, 12.1% hosteller trainees, 8.6% trainees of the university, 20.3% trainees of the self-financing, and 14.1% trainees of the government-aided institutions have high level of dimension of efficacy in following the peer groups.

The level of emotional intelligence and its dimensions of B.Ed. trainees with regard to the background variables such as sex, age, locality of the institution, nativity of the students, optional subjects chosen, qualification of the students, family income, community, residence and nature of the institution is average level.

Among the trainees, 13.7% of male and 15.2% of female trainees, 2.6% trainees of the age of 20-22, 12.3% trainees of the age of 23-25, 26.1% trainees of the age of 26-30, 14.3% and 14.7% trainees of rural and urban institutions, 14.1% rural and 15.0% urban trainees, 5.4% English trainees, 13.3% Commerce trainees, 14.7% Malayalam trainees, 25.6% Maths trainees, 22.8% Physical Science trainees, 11.5% Natural Science trainees, 8.4% Social Science trainees, 6.3% graduate and 23.9% post graduate trainees, 10.5% trainees of below 1 lakh, 16.3% trainees of 1-2 lakhs, 13.6% trainees of above 2 lakhs family income, 13.8% FC, 14.0% OBC, 16.3% MBC trainees,
13.5% day scholar and 16.2% hosteller trainees, 19.7% trainees of the university, 11.7% trainees of the self-financing, and 11.9% trainees of the government-aided institutions have high level of emotional intelligence and its dimensions.

The level of dimension of emotional intelligence-**intrapersonal awareness**- of B.Ed. trainees with regard to the background variables such as sex, age, locality of the institution, nativity of the students, optional subjects chosen, qualification of the students, family income, community, residence and nature of the institution is average level.

Among the trainees, 12.4% of male and 14.0% of female, 2.1% trainees of the age of 20-22, 12.3% trainees of the age of 23-25, 22.5% trainees of the age of 26-30, 14.3% trainees of rural and 12.5% trainees of urban institutions, 12.7% rural and 13.9% urban trainees, 7.0% English trainees, 14.1% Commerce trainees, 14.0% Malayalam trainees, 17.6% Maths trainees, 18.4% Physical Science trainees, 12.3% Natural Science trainees, 9.9% Social Science trainees, 6.7% graduate and 20.8% post graduate students, 9.3% trainees of below 1 lakh, 13.9% trainees of 1-2 lakhs, 13.6% trainees of above 2 lakhs family income, 13.4% FC, 13.5% OBC, 13.0% MBC trainees, 13.5% day scholar and 13.0% hosteller trainees, 23.8% trainees of the university, 7.9% trainees of the self-financing, and 7.4% trainees of the government-aided institutions have high level of intrapersonal awareness.

The level of dimension of emotional intelligence-**interpersonal awareness**- of B.Ed. trainees with regard to the background variables such as sex, age, locality of the institution, nativity of the students, optional subjects chosen, qualification of the students, family income, community, residence and nature of the institution is average level.
Among the trainees, 14.0% of male and 14.8% of female, 5.7% trainees of the age of 20-22, 14.5% trainees of the age of 23-25, 20.4% trainees of the age of 26-30, 12.6% trainees of rural and 16.0% trainees of urban institutions, 13.8% rural and 15.0% urban trainees, 9.3% English trainees, 14.1% Commerce trainees, 15.9% Malayalam trainees, 23.2% Maths trainees, 14.7% Physical Science trainees, 10.7% Natural Science trainees, 13.7% Social Science trainees, 9.6% graduate and 19.9% post graduate trainees, 8.1% trainees of below 1 lakh, 15.4% trainees of 1-2 lakhs, 14.8% trainees of above 2 lakhs family income, 14.6% FC, 14.0% OBC, 15.0% MBC trainees, 13.5% day scholar and 15.9% hosteller trainees, 21.9% trainees of the university, 4.1% trainees of the self-financing, and 17.8% trainees of the government-aided institutions have high level of interpersonal awareness.

The level of dimension of emotional intelligence—**intrapersonal management**—of B.Ed. trainees with regard to the background variables such as sex, age, locality of the institution, nativity of the students, optional subjects chosen, qualification of the students, family income, community, residence and nature of the institution is average level.

Among the trainees, 15.0% of male and 18.9% of female, 4.1% trainees of the age of 20-22, 16.6% trainees of the age of 23-25, 27.1% trainees of the age of 26-30, 16.8% and 17.6% trainees of rural and urban institutions, 16.5% rural and 17.9% urban trainees, 11.6% English trainees, 16.4% Commerce trainees, 18.6% Malayalam trainees, 26.4% Maths trainees, 20.6% Physical Science trainees, 14.8% Natural Science trainees, 12.2% Social Science trainees, 9.6% graduate and 25.8% post graduate trainees, 9.3% trainees of below 1 lakh, 19.9% trainees of 1-2 lakhs, 16.1% trainees of above 2 lakhs
family income, 15.0% FC, 16.5% OBC, 20.7% MBC trainees, 14.6% day scholar and 21.5% hosteller trainees, 22.5% trainees of the university, 12.0% trainees of the self-financing, and 17.1% trainees of the government-aided institutions have high level of intrapersonal management.

The level of dimension of emotional intelligence-interpersonal management-of B.Ed. trainees with regard to the background variables such as sex, age, locality of the institution, nativity of the students, optional subjects chosen, qualification of the students, family income, community, residence and nature of the institution is average level.

Among the trainees, 19.4% of male and 17.1% of female trainees, 4.1% trainees of the age of 20-22, 17.5% trainees of the age of 23-25, 28.5% trainees of the age of 26-30, 18.8% and 17.6% trainees of rural and urban institutions, 17.4% rural and 18.8% urban trainees, 14.7% English trainees, 18.0% Commerce trainees, 14.0% Malayalam trainees, 32.0% Maths trainees, 21.3% Physical Science trainees, 14.8% Natural Science trainees, 12.2% Social Science trainees, 8.8% graduate and 28.6% post graduate trainees, 17.4% trainees of below 1 lakh, 22.0% trainees of 1-2 lakhs, 14.1% trainees of above 2 lakhs family income, 13.4% FC, 19.3% OBC, 21.1% MBC trainees, 17.6% day scholar and 18.9% hosteller trainees, 20.3% trainees of the university, 15.5% trainees of the self-financing and 18.6% trainees of the government-aided institutions have high level of interpersonal management.

The level of academic achievement of the B.Ed. trainees with regard to the background variables such as sex, age, locality of the institution, nativity of the students,
optional subjects chosen, qualification of the students, family income, community, residence and nature of the institution is average level.

Among the trainees, 14.5% of male and 15.6% of female, 1.5% trainees of the age of 20-22, 13.7% trainees of the age of 23-25, 26.4% trainees of the age of 26-30, 13.8% and 16.2% trainees of rural and urban institutions, 14.5% rural and 15.7% urban trainees, 6.2% English trainees, 13.3% Commerce trainees, 11.6% Malayalam trainees, 28.8% Maths trainees, 19.1% Physical Science trainees, 13.9% Natural Science trainees, 13.0% Social Science trainees, 5.2% graduate and 26.2% post graduate trainees, 12.8% trainees of below 1 lakh, 17.5% trainees of 1-2 lakhs, 13.0% of trainees above 2 lakhs family income, 13.0% FC, 14.7% OBC, 17.9% MBC trainees, 14.8% day scholar and 15.6% hosteller trainees, 21.9% trainees of the university, 10.1% trainees of the self-financing and 13.0% the trainees of the government-aided institutions have high level of academic achievement.

There is significant mean difference in the score on the self-efficacy and its dimensions between the trainees of rural and urban institutions. There is significant mean difference in the score on the efficacy in learning between rural and urban trainees. There is significant mean difference in the score on the efficacy in following the peer group members between rural and urban trainees. There is significant mean difference in the score on the total self-efficacy between rural and urban trainees. There is significant mean difference in the score on the self-efficacy and its dimensions between graduate and post graduate trainees. There is significant mean difference in the score on the intrapersonal awareness between male and female trainees. There is significant mean difference in the score on the emotional intelligence and its dimensions between the
trainees of rural and urban institutions. There is significant mean difference in the score on the emotional intelligence and its dimensions between rural and urban trainees. There is significant mean difference in the score on the emotional intelligence and its dimensions between graduate and post graduate trainees.

There is no significant mean difference in the score on the self-efficacy and its dimensions between male and female B. Ed. trainees. There is no significant mean difference in the score on the efficacy in teaching between rural and urban trainees. There is no significant mean difference in the score on the efficacy in examination between rural and urban trainees. There is no significant mean difference in the score on the self-efficacy and its dimensions between day scholar and hosteler trainees. There is no significant mean difference in the score on the interpersonal awareness between male and female trainees. There is no significant mean difference in the score on the intrapersonal management between male and female trainees. There is no significant mean difference in the score on the interpersonal management between male and female trainees. There is no significant mean difference in the score on the total emotional intelligence between male and female trainees. There is no significant mean difference in the score on the emotional intelligence and its dimensions between day scholar and hosteler trainees.

There is significant mean difference in the score on the self-efficacy and its dimensions among the B.Ed. trainees of different age group. There is significant mean difference in the score on the efficacy in learning among the B.Ed. trainees of institutions of different nature. There is significant mean difference in the score on the efficacy in teaching among the B.Ed. trainees of institutions of different nature. There is significant mean difference in the score on the efficacy in following the peer group members among
the B.Ed. trainees of institutions of different nature. There is significant mean difference in the score on the total self-efficacy among the B.Ed. trainees of institutions of different nature. There is significant mean difference in the score on the efficacy in learning among the B.Ed. trainees of different optional subjects. There is significant mean difference in the score on the efficacy in teaching among the B.Ed. trainees of different optional subjects. There is significant mean difference in the score on the efficacy in following the peer group members among the B.Ed. trainees of different optional subjects. There is significant mean difference in the score on the total self-efficacy among the B.Ed. trainees of different optional subjects.

There is significant mean difference in the score on the emotional intelligence and its dimensions among the trainees of different age group. There is significant mean difference in the score on the intrapersonal management among the trainees of different family income. There is significant mean difference in the score on the intrapersonal awareness among the trainees of institutions of different nature. There is significant mean difference in the score on the interpersonal awareness among the trainees of institutions of different nature. There is significant mean difference in the score on the total emotional intelligence among the trainees of institutions of different nature. There is significant mean difference in the score on the emotional intelligence and its dimensions among the trainees of different optional subjects.

There is no significant mean difference in the score on the self-efficacy and its dimensions among the B.Ed. trainees of different family income. There is no significant mean difference in the score on the self-efficacy and its dimensions among the B.Ed. trainees of different communities. There is no significant mean difference in the
score on the efficacy in examination among the B.Ed. trainees of institutions of different nature. There is no significant mean difference in the score on the efficacy in examination among the B.Ed. trainees of different optional subjects. There is no significant mean difference in the score on the intrapersonal awareness among the B.Ed. trainees of different family income.

There is no significant mean difference in the score on the interpersonal awareness among the B.Ed. trainees of different family income. There is no significant mean difference in the score on the interpersonal awareness among the B.Ed. trainees of different family income. There is no significant mean difference in the score on the interpersonal awareness among the B.Ed. trainees of different family income. There is no significant mean difference in the score on the interpersonal management among the B.Ed. trainees of different family income. There is no significant mean difference in the score on the total emotional intelligence among the B.Ed. trainees of different family income. There is no significant mean difference in the score on the emotional intelligence and its dimensions among the B.Ed. trainees of different communities. There is no significant mean difference in the score on the interpersonal management among the B.Ed. trainees of the institutions of different nature. There is no significant mean difference in the score on the interpersonal management among the B.Ed. trainees of the institutions of different nature.

There is significant mean difference in the score on the academic achievement between the trainees of rural and urban institutions. There is significant mean difference in the score on the academic achievement between rural and urban trainees. There is significant mean difference in the score on the academic achievement between graduate and post graduate trainees. There is significant mean difference in the score on the academic achievement among the trainees of different age group. There is significant mean difference in the score on the academic achievement among the trainees
of the institutions of different nature. There is significant mean difference in the score on
the academic achievement among the trainees of different optional subjects.

There is no significant mean difference in the score on the academic achievement between male and female trainees. There is no significant mean difference in the score on the academic achievement between day scholar and hosteler trainees. There is no significant mean difference in the score on the academic achievement among the B.Ed. trainees of different family income. There is no significant mean difference in the score on the academic achievement among the B.Ed. trainees of different communities.

There is significant correlation between self-efficacy-its dimensions-and academic achievement of B.Ed. trainees with regard to (a) sex, (b) age, (c) locality of the institution, (d) optional subject, (e) qualification, (f) family income, (g) community, (h) residence and (i) nature of the institution. There is significant correlation between emotional intelligence-its dimensions-and academic achievement of B.Ed. trainees with regard to (a) sex, (b) age (c) locality of the institution, (d) optional subject, (e) qualification, (f) family income, (g) community, (h) residence and (i) nature of the institution. This finding supports the studies conducted by Izaguirre, Ruben, (2008), Colston, R, Dean, (2008) and Walker, Mary Elizabeth Bankson, (2006), where the investigators found out significant relationship between emotional intelligence and academic achievement of adult learners.
6.10. EDUCATIONAL IMPLICATIONS OF THE STUDY

The present study discloses that the emotional intelligence and self-efficacy of B.Ed. trainees have got a telling effect on their academic achievement. The emotional intelligence and self-efficacy of B.Ed. trainees are commendable. In the light of these findings, many educational implications of the present study are self-evident. A few of them are listed below.

1. The teachers and trainees of the teacher education programmes may be greatly benefited by the findings of the present study.

2. Seeking insight from the findings, the teacher education programmes may incorporate certain measures in the curriculum to boost up the emotional intelligence and self-efficacy of the trainees so that they can still improve their academic achievement.

3. The trainees of the urban institutions should be given some orientation to improve their emotional intelligence and self-efficacy practices.

4. The urban trainees should be encouraged to improve their soft skills and self-efficacy beliefs.

5. The B.Ed. curriculum should incorporate certain measures to enhance the emotional intelligence and self-efficacy of the trainees.

6. The teachers of the teaching training institutions must be well aware of the importance of emotional intelligence and self-efficacy for the academic and professional success of their trainees.

7. The University authorities should initiate certain measures to promote the soft skills and efficacy beliefs of the trainees.
8. The trainees should be encouraged to read literature related to emotional intelligence and self-efficacy.

6.11. SUGGESTIONS FOR FURTHER RESEARCH

The present study depicting the importance of effect of emotional intelligence and self-efficacy of B.Ed. trainees was carried out in the Travancore districts of Kerala only. This can be carried out throughout Kerala. It can further be carried out in the whole country.

Similar research can be conducted among the students of post graduate teacher education programmes.

The study can be conducted among the trainees of primary teacher education programmes.

Similar research study can be conducted among the students of engineering colleges in Kerala.

The study can be conducted among the students of medical colleges in the state.

6.12. CONCLUSION

The investigation concludes that emotional intelligence and self-efficacy are two important factors that promote the academic achievement of B.Ed. trainees. The study clearly proves the effect of emotional intelligence and self-efficacy on the academic achievement of B.Ed. trainees. The results of the study may prompt the teacher educators and the teacher trainees alike to instil in the minds of their students the importance of emotional intelligence and self-efficacy to achieve success in their academic life and professional sphere.