# CONTENTS

## CHAPTER I      INTRODUCTION

1.1. Introduction                     1
1.2. Characteristics of a Good Teacher 2
1.3. Emotional Intelligence            3
1.3.1. Dimensions of Emotional Intelligence 5
1.4. Self-Efficacy                    7
1.4.1. Teacher Trainees’ Self-Efficacy Beliefs 16
1.5. Academic Achievement              18
1.6. Significance of the Study         19
1.7. Statement of the Problem          19
1.8. Operational Definitions           20
1.9. Objectives                       21
1.10. Hypotheses                      24
1.11. Population and Sample            29
1.12. Tools of the Study               30
1.13. Delimitation                    30

## CHAPTER II      REVIEW OF RELATED LITERATURE

2.1. Introduction                     31
2.2. The Purposes of Review           31
2.3. Studies Related to Emotional Intelligence 34
2.4. Studies Related to Self-Efficacy  57
2.5. Studies Related to Academic Achievement 70
2.6. Synthesis of Review of Literature 87

## CHAPTER III   THEORETICAL FRAMEWORK

3.1. Theoretical Bases of Emotional Intelligence 90
3.1.1. Theories of Emotional Intelligence
3.1.2. Dimensions of Emotional Intelligence
3.1.3. The Four-Branch Model of Emotional Intelligence
3.1.4. Mixed Model Approaches to Emotional Intelligence
3.1.5. Emotional Intelligence and Academic Performance
3.1.6. Skills for Improving EI

3.2. Theoretical Bases of Self-Efficacy
3.2.1. Theories on Self-Efficacy
3.2.2. Development of Self-Efficacy-Familial Influence on Self-Efficacy
3.2.3. Peers’ Influence on Self-Efficacy
3.2.4. The Influence of School on Self-Efficacy
3.2.5. The Influence of Instructional Practices on Self-Efficacy
3.2.6. Self-Efficacy for Learning and Achievement

3.3. Theoretical Bases of Academic Achievement
3.3.1. Academic achievement of B.Ed. Trainees
3.3.2. Conclusion

CHAPTER IV METHODOLOGY
4.1. Rationale for the Study
4.2. Need and Significance of the Study
4.3. Statement of the Problem
4.4. Operational Definitions
4.5. Objectives
4.6. Hypotheses
4.7. Method of the Study
4.8. Variables of the Study
4.9. Tools used for the Collection of Data
4.9.1. Self-Efficacy Scale
4.9.1.1. Scoring of the Statements
4.9.2. Mangal Emotional Intelligence Inventory
4.9.2.1. Scoring Scheme of Emotional Intelligence Inventory
4.10. Population and Sample
4.10.1. Population
4.10.2. Sampling
4.10.3. Sampling Design and Size  126
4.10.4. Sample for the Study  126
4.11. Delimitation  132
4.12. Procedure adopted for the Collection of Data  133
4.13. Scoring and Consolidation of Data  133

CHAPTER V ANALYSIS OF DATA  135-232

5.1. Hypotheses Testing  136
5.2. Findings  217
5.3. Interpretations  228
5.3.1. Self-Efficacy of B.Ed. Trainees  228
5.3.2. Emotional Intelligence of B.Ed. Trainees  228
5.3.3. Academic Achievement of B.Ed. Trainees  229
5.3.4. Relationship between self-efficacy and academic achievement  230
5.3.5. Relationship between emotional intelligence and academic achievement  230
5.4. Recommendations  231
5.5. Suggestions for further Research  232

CHAPTER VI SUMMARY  233-261

6.1. Need and Significance of the Study  233
6.2. Synthesis of Review of Literature  235
6.3. Statement of the problem:  237
6.4. Variables of the Study  238
6.5. Objectives  238
6.6. Hypotheses  241
6.7. Methodology in Brief  246
6.8. Statistical Techniques  247
6.9. Major Findings  248
6.10. Educational Implications of the Study  260
6.11. Suggestions for further Research  261
6.12. Conclusion  261

BIBLIOGRAPHY  i-xiv
APPENDICES