

ACADEMIC ACHIEVEMENT OF B.ED. TRAINEES IN RELATION TO THEIR VALUE PATTERN AND EMOTIONAL INTELLIGENCE

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CHAPTER I

INTRODUCTION AND CONCEPTUAL FRAMEWORK

Introduction

Education is to civilize humanity and is the method of instruction intended for the all round improvement of individuals. It presents the essential tools and knowledge to comprehend and contribute to the day to day activities of today's world. It builds character, provides strength of mind and increases knowledge. Education is to afford the individual with suitable social environment, to develop them physically, mentally and emotionally to complete their social obligations. Education as a social foundation is an advantage to the human race for prosperity, progress and peace. Education dispels ignorance and boosts values and intelligence of the individuals. According to Collins (1993), "Education is the systematic instruction and training given especially to the young, in preparation of life". A common role of education is the socialization of the young into the culture of the society. The Indian Education Commission (1964-1966) emphasizes the pursuit of truth, full development of the youth physically, intellectually, socially and

morally with a sense of social purpose, to promote equality and social justice, to promote attitudes and values needed for developing the “Good Life”. The National Philosophy of Education, Malaysia (1987) outlined a number of key factors that need to be implemented in the education field in order to produce individuals who are intellectually, spiritually, emotionally and physically balanced. Defining the goals of education, the NPE (1986) document says that emphasis must be laid on the socio- economic well being, competence and creativity of the individual, which encompasses

- i Physical, intellectual and aesthetic development of the personality.
- ii Inculcation of scientific temper and democratic, moral and spiritual values.
- iii Development of self confidence to innovate and face unfamiliar situations.
- iv Fostering a healthy attitude to dignity of labor and hard work.
- v Creation of an awareness of the physical, social, technological, economic and cultural environment.
- vi A commitment to principles of secularism and social justice.
- vii Dedication to uphold the integrity, honor and foster the development of the country.
- viii Promotion of international understanding.

Bachelor of Education

A modern society cannot achieve its aim of economic growth, technical development and cultural advancement without fully harnessing the talents of its citizens. Educationists thus strive to fully develop the intellectual potential of the students and make efforts to see that their potentialities are fully realized and channelized for the benefit of the individuals and that of the society. Bachelor of education has now assumed enormous social significance and is being reviewed and reorganised in every State with the assistance of an enriched curriculum.

Academic Achievement

Achievement has been defined by Spence (1983) as “a task oriented behaviour that allows the individual’s performance to be evaluated according to some internally or externally imposed criterion that involves the individual in competing with others, or that otherwise involves some standard of excellence”. Academic achievement is measured in different ways,

Value Pattern

Values are considered as potent determinants of human behaviour. They make human behaviour patterned and help to “make sense out of discrete pieces of human behaviour which otherwise do not have any connections” (Williams, 1968). Drew and Lipson (1971) strongly believe that a person’s survival and advancement to a higher developmental stage are contingent upon one’s decisions and in turn they depend upon what is most valued. Values are purposive and meaningful. They are the fundamental aspects of any human society. Values aim at individual as well as community growth and social progress. Values are

important for nurturing human nature. They restrict the urges, impulses and thought processes of individuals. They serve as chief means of personal and social control. Values are essential to preserve one's own culture. Any origin of the nature of human values should be naturally charming and competent of organized description. It should positively make a distinction on the value standard with other concepts. In formulating a conception of values, Rokeach (1973) makes assumption about the nature of human values:

- The total number of values that a person possesses are relatively small;
- Values are organised into value systems;
- The antecedents of human values can be traced to human culture, society and its institutions and personality;
- All men everywhere possess the same values in different degrees;
- The consequences of human values will be manifested in virtually all phenomena that social scientists may consider worth investigating.

Academic Achievement and Value Pattern

Individuals can set personal goals. A student may set a goal of high mark in an exam. Managing goals can give returns in all areas of personal life. Knowing precisely what one wants to achieve makes clear what to concentrate and improve on and often subconsciously prioritizes that goal. Goal setting and planning promotes long term vision and short term motivation. It focuses intention, desire, acquisition of knowledge and help to organize resources. The measure of belief that people have in their ability to achieve a personal goal also affects the achievement. The higher the combination of intelligence and motivation, the higher is the achievement. Therefore, the act of achieving or successful performing of a person regarding his higher values and objectives through scientific assessment with public acceptance is called achievement. In any type of sustainable development, there must be three sets of objectives - knowledge, skill and values. Achievement is possible for those who are concentrating on their objectives with total commitment and hard work.

In the "Documents on Social, Moral and Spiritual Values in Education", a booklet published by NCERT, a list of 83 values is appended. They are: 1.abstinence, 2.appreciation of cultural values of others, 3.anti-untouchability, 4.citizenship, 5.consideration for others, 6.concern for others, 7.co-operation, 8.cleanliness, 9.compassion, 10.common cause, 11.common good,12.courage, 13.courtesy, 14.curiosity, 15.democratic decision making, 16.devotion, 17.dignity of the individual, 18.dignity of manual work, 19.duty, 20.discipline, 21.endurance, 22.equality, 23.friendship, 24.faithfulness, 25.fellow-feeling, 26.freedom, 27.forward look, 28.good manners, 29.gratitude, 30.gentlemanliness, 31.honesty, 32.helpfulness, 33.humanism, 34.hygienic living, 35.initiative, 36.integrity, 37.justice, 38.kindness,

39.kindness to animals, 40.leadership, 41.national unity, 42.loyalty to duty, 43.national consciousness, 44.non-violence, 45.national integration, 46.obedience, 47.peace, 48.proper utilization of time, 49.punctuality, 50.patriotism, 51.quest for knowledge, 52.purity, 53.resourcefulness, 54.regularity, 55.respect for others, 56.reverence for old age, 57.sincerity, 58.simple living, 59.social justice, 60.self discipline, 61.self help, 62.self respect, 63.self confidence, 64.self support, 65.self study, 66.self reliance, 67.self control, 68.self restraint, 69.social service, 70.solidarity of mankind, 71.sense of social responsibility, 72.sense of discrimination between good and bad, 73.socialism, 74.sympathy, 75.secularism and respect for all religions,76.spirit of enquiry,77.team work, 78.team spirit, 79.truthfulness, 80.tolerance, 81.universal truth, 82.universal love and 83. Valuefor national and civic property.

Out of 83 values identified by the NCERT, the investigator chose the following ten values, as she found them suitable for the present study.

(i) *Aesthetic value*: Aesthetic value is characterized by appreciation of beauty, form, proposition of harmony, love for fine arts, drawing, painting, music, dance, sculpture, poetry and architecture, love for literature, love for decoration of the home and the surroundings, neatness and system in the arrangement of things.

(ii) *Economic value*: Economic value stands for desire of money and material gains. A man with high economic value is guided by considerations of money and material gain in the choice of his job. His attitude towards the rich persons and the industrialists is favorable and he considers them helpful for the progress of the country.

(iii) *Hedonistic value*: A person whose life is devoted to the pursuit of pleasure and self gratification. Hedonistic value is characterized by desirability of loving pleasure and avoiding pain. For a Hedonist, the present is more important than the future.

(iv) *Moral value*: Moral values are the principles and standards which determine whether an action is right or wrong. Moral values are based on a moral code, which is a system of morality according to a particular philosophy, religion or culture. A moralist gives utmost emphasis to inner happiness and never fails to appreciate the good deeds of others.

(v) *Power value*: Power values are ideas expressing the attitude of social groups as a whole, towards the needs of other social groups and of the whole of that society. The power value system is always the value system of a particular class, race, social group or whatever. Persons with power value wish to lead and direct others and interested in publicaffairs and social problems.

(vi) *Religious value*: Religious value is defined in terms of faith in God, attempt to understand Him, fear of divine wrath and acting according to the ethical codes prescribed in the religious books. A religious man is interested in pilgrimage, living a simple life, having faith in the religious leaders, worshipping God and speaking the truth.

(vii) *Scientific value*: Persons with scientific value are open minded, critical in observation, respect

other's point of view, curious to know more things around them, do not believe in superstitions and believe in cause and effect relationship, unbiased and impartial in their judgements.

(viii) *Social value*: Social value is defined in terms of charity, kindness, love and sympathy for the people, efforts to serve God through the service of mankind, sacrificing personal comforts and gains to relieve the needy and the afflicted of their misery.

(ix) *Spiritual value*: Spiritual value is defined in terms of benefits of the souls, motivates toward worship and connects consciously (or perhaps even unconsciously) with the supernatural. Spiritual values rely on tolerance, universal brotherhood, appreciation of all religious beliefs and truth.

(x) *Theoretical value*: Theoretical value is defined by the dominant interest of a person's discovery of truth. The interests of the theoretical person are empirical, critical and rational; he is necessarily an intellectualist, a scientist or philosopher. His chief aim in life is to order and systematize his knowledge.

Academic Achievement and Emotional Intelligence

Emotional intelligence is the ability to know one's emotion, recognize feelings, as they occur, manage moods, empathize with others and manage relationships. Emotional intelligence is important for leadership, performance, scholastic success, life satisfaction and inter personal relationship. The influence of western culture, media exposure, easy access through internet and mobile has come to us with their advantages as well as disadvantages. The children are getting into violence, drug abuse, crime and other related problems. The roles of teachers become more important in the emotional needs of the students in the school. Teacher training institutions need to sensitize the trainees for the stress and emotional demands in the class room and be prepared as well as cope with these situations.

To be emotionally intelligent means to "know yourself", and "choose yourself". Know yourself is increasing in both intra personal and inter personal awareness. It is based on understanding how a person functions. Choose yourself is building both intra personal and inter personal management. It focuses on consciously choosing our thoughts, feelings and actions. Having this in mind, the Investigator used the following dimensions to measure the emotional intelligence of B.Ed. trainees.

1. Intra personal awareness
2. Inter personal awareness
3. Intra personal management
4. Inter personal management

(i) *Intra personal awareness*: The ability of a person to recognize one's own emotions and how they affect the thoughts and behaviour, know the strengths and weaknesses and have self confidence.

(ii) *Inter personal awareness*: The ability of a person to understand the emotions, needs and concerns of other people, pick up on emotional cues, feel comfortable socially and recognize the power dynamics in a group or organization.

(iii) *Intra personal management*: The ability of a person to control impulsive feelings and behaviours, manage the emotions in healthy ways, take initiative, follow through on commitments and adapt to changing circumstances.

(iv) *Inter personal management*: The ability of a person to develop and maintain good relationships, communicate clearly, inspire and influence others, work well in a team and manage conflict.

Significance of the Study

Our country is well known for the quality of mind and is recognized as a potential knowledge hub of the world. Its demographic profile is that a majority of the population is in the age group zero to thirty years. Education is a plan and preparation of an individual for life. The child is born in the family where he is provided with facilities for development. The child enters the society and the school, acquires knowledge, skill and attitude and becomes a full fledged individual. For the development of the child, the schools are the main instruments to inculcate values through teaching of different subjects. The school should understand the values inherent in the content and should know skills needed to inculcate those values among learners. The National Policy of Education (1986) begins its sections on 'The teacher' with a very comprehensive and meaningful statement, "The status of the teacher reflects the socio-cultural ethos of a society; it is said that no pupil can rise above the level of their teacher." A teacher can easily inculcate values if he has professionalism and love towards his profession and children. It is the teacher who can lead us from darkness to light, thereby from untruth to truth and finally take us from the stages of death to immortality. Gandhiji also highlighted the pivotal role of teachers in the following words, ".....of text books, about which we hear so much, I never felt the want. I do not even remember having made much use of the books that are available. I did not find it at all necessary to load the boys with quantities of books. I have always felt that the true text book for the pupil is his teacher. I remember very little that my teacher taught me from books, but I have even now a clear recollection of the things they taught me independently of books....". Broudy (1961) in his historical work, "Building a Philosophy of Education" has established the relation between education and values. He has explained how values can be promoted through school situation. The different values economic, health, recreational, aesthetic, religious, moral, social and also the association of values have been elaborately discussed in that book. The book 'Values in Culture and Classroom' by Dahlke (1958), describes the concept of value orientation for community living in an elaborate way.

Bridges and Scrimshaw (1975) in their book 'Values and authority in schools' have given an exhaustive analysis of moral values based on principles of moral judgment and have also discussed the values of a teacher. They hold that there should be objectivity of morals and the principles of moral judgment have to be evolved and strictly adhered to in educational institutions

"Life is essentially a relationship between a living organism and its surroundings but it is

permanently threatened and disturbed. Hence, there is a need to bring intelligence to emotion” (Mayer and Salovey, 1990). Emotions are considered as vital phenomena for

providing useful information about how to solve daily problems. Parents should give awareness daily in four branches like perceiving emotions, facilitating thoughts, understanding emotions and managing emotions to their children. The emotional intelligence in terms of self-awareness, altruism, personal motivation, empathy and the ability to love and be loved by friends, partners and family members. People who possess high emotional intelligence are the people who truly succeed in work as well as play, building flourishing careers and lasting meaningful relationship. Parents around the world are waking up to the need for a broader preparation for life than the traditional school curriculum has offered.

CHAPTER II

REVIEW OF RELATED STUDIES

Introduction

The most important early steps in a research work are the conducting of the literature review. It is designed to identify related research, to set the current research work within a conceptual and theoretical context. According to Mouly (1964), “Review of related literature is a crucial step which invariably minimizes the risk of dead ends, rejected topics, rejected studies, wasted effort, trial and error activity oriented towards approaches already discarded by previous investigators and even more important erroneous findings based on a faulty research design”. According to Best (2003), “effective research must be based on past knowledge. This step helps to eliminate the duplicate of what has been done already and provides useful hypotheses and helpful suggestions for significant investigation”.

The review of literature promotes a greater understanding of the problem under consideration. It paves way to improve the quality of research.

In the following pages, the studies conducted in India and abroad related to the present study have been presented under following headings.

1. Studies related to value pattern
2. Studies related to emotional intelligence
3. Studies related to value pattern and academic achievement
4. Studies related to emotional intelligence and academic achievement

Review of related study guides, regulates and helps to concentrate on the needed research activities such as the selection of variables, methods of study, use of sample techniques, construction of research

tools, use of appropriate statistical techniques and presentation of the research findings.

Chronological order has been maintained in the presentation of review of related studies.

Lokanandha et al. (2014) selected five major values: human, social, aesthetic, religious and political values. The survey method was carried out for a sample of 248 secondary school students and found the value preferences of secondary school students are moderate and there was significant difference in value preferences of students with respect to their socio economic status and type of management of the schools.

Kanti (2013) studied the value preferences of prospective secondary school teachers as they are the future teachers and many at times become the role models for their students. The sample consisted of 650 prospective secondary school teachers from 10 colleges of education under Nagarjuna University. The sample was selected using random stratified sampling method. Teacher Values Inventory by Harbhajan and Ahluwalia were used for the study and the major findings of the study were: (1) The prospective secondary school teachers gave first preference to social value and last preference to political value (2) Male and female prospective secondary school teachers differ in their value preferences.(3) The graduate and post graduate prospective secondary school teachers differ.

Vaneeta (2012) studied the personal values in ten dimensions among student teachers, grouped on the basis of age, domicile background, marital status, religion, previous qualification level and academic streams. Economic and hedonistic were the most preferred personal values out of the ten dimensions of PVQ (Personal Value Questionnaire) among student teachers. It was a matter of concern that knowledge, social and health values were the three least preferred personal values amongst student teachers. Ercan et al. (2010) carried out a study to determine whether teacher candidates' values differ significantly with respect to gender, school type and branch type or not. The sample of the study consisted of 286 teacher candidates, attending various departments in education faculty at Niğde University, Turkey. Relational survey method was administered in this study. Schwartz Value Survey (SVS) and demographic information form were conducted to the participants. Results indicated that value preferences of teacher candidates differ significantly with respect to some independent variables.

Prasad and Lalitha (2010) studied the value orientation among university B.Ed. students. The study adopted Rokeach Value Survey (RVS) with terminal and instrumental values, each with 18 sets of values. The sample included 60 B.Ed. students. The major findings of the students were: (1) The B.Ed. students have given highest preference to family security followed by national security and to comfortable living. (2) The least preferred terminal values for B.Ed. students are pleasure, a sense of accomplishment, world of beauty and wisdom.(3) Capableness is the most preferred instrumental value of B.Ed. students followed by broad mindedness and forgiveness. (4) They expressed intellectuality, logical thinking and loving as the least preferred values.

Gayatri (2008) conducted a study on attitudes toward values and their practices in relation to certain personality factors among B.Ed. students in order to find out the values like social, religious, economic, democratic, knowledge, power, hedonistic, aesthetic and health. The findings revealed that there was significant difference on gender, age, caste, locality, religion, region, marital status, parent's occupation on the attitudes of B.Ed. students were positive on all values.

Lakshamani and Nachimuthu (2008) carried out an investigation on a sample of 200 teacher trainees and

revealed that significant difference exist between male and female teacher trainees in their perception of values such as aesthetic, believeness and power values. There was significant difference between rural and urban teacher trainees in their perception of values such as economic and family prestige.

Prasad (2008) in his study on value preferences and value system among M.Ed. students found that the more preferred terminal values were world at peace, equality and wisdom and the more preferred instrumental values were ambition, being helpful, broad minded and honest.

Bajwa and Anjali (2007) reported that teachers who possessed aesthetic, social, democratic, knowledge and health values have sound mental health, whereas those equipped with high economic, power and family prestige values have poor mental health. Thus, the right pattern of teacher's personal values helped them to improve their mental health.

Caroline (2007) studied "The role of personal values in fair trade consumption: an investigation of ethical consumption practices". The study revealed that there were significant interactions between personal values and fair trade consumptions.

Mohana and Gnanadevan (2007) studied the effect of independent variables namely, gender, type of the institution, location of the institution, level of teaching, family environment on dependent variable i.e. professional ethics of teachers. The investigator reported that the professional ethics of female teachers and teachers working in rural areas was higher than that of male teachers and teachers working in urban areas.

Pandey (2007) in his peculiar study, tried to find out the relationship between awareness of and adherence to values inherent in fundamental duties among the teachers teaching in primary and secondary schools run by various educational agencies. Findings of the study indicated that for all teachers teaching in schools run by various educational agencies, adherence to cultural and excellence value increases with increase in their awareness of fundamental duties.

Sandhya (2007) undertook a study on extent of value attainment among student teachers and reported that student teachers gave highest priority to aesthetic values, whereas second priority was given to theoretical value while political and economic values were least preferred.

Srihari (2007) undertook an in - depth study to identify the level of values possessed by the prospective teachers. A standardized research tool developed by Shamim called 'Teachers Value Inventory' was used to collect data. The investigator used arithmetic mean, standard deviation and *t*-value for analysis of data and reported that teachers possess high level of values. Moreover, there was no significant difference in possession of values between science and arts, male and female prospective teachers.

Ahuja (2006) studied the value preferences of pre-service and in-service teachers teaching different subjects drawn from training colleges and various secondary schools of Chandigarh and found that language teachers preferred social responsibility followed by regard for the dignity of individual and loyalty to authority whereas natural science teachers preferred social responsibility followed by cultural preservation. On the other hand social science teachers had the most preferred value regarding for the dignity of individual.

Jayanthi (2006) made an attempt to study the relationship between teachers' value and socio- emotional

climate of the classroom. The results showed that teachers possessing high social value were found to be successful in creating positive socio-emotional climate whereas it was the opposite in the case of power value.

Kaur and Lakhwinder (2006) studied altruistic value of college students and reported that arts students possessed more altruistic value as compared to science students. Altruistic value of female students was more than that of male students.

Studies Related to Emotional Intelligence

Gurunani and Saxena (2015) examined emotional intelligence in relation to gender and locality of higher secondary students. Samples were selected by using simple random sampling technique. The survey was conducted on 120 students of Durg, Rajnandgaon and Bhilai in Chhattisgarh. Results obtained through *t*-test revealed that there was significant difference in the emotional intelligence of boys and girls due to biological factor and between locality due to urban and rural sectors.

Sheeba (2015) studied the level of emotional intelligence of prospective teachers and to assess the influence of locality of college, community, birth order and nature of college on the emotional intelligence of southern districts of Tamil Nadu (Kanyakumari, Tirunelveli and Tuticorin). She found that there was difference in their emotional intelligence in relation to their locality of college, community, birth order and nature of college.

Wren and Porgio (2015) studied the emotional intelligence among 1000 B. Ed trainees studying in the B. Ed. colleges of Tirunelveli, Tuticorin and Kanyakumari districts. The results revealed that there was significant difference found in the dimensions of intra personal awareness, intra personal management, inter personal management and emotional intelligence.

Ponni (2011) studied on the emotional intelligence of the secondary school teaching profession and found the younger secondary school teachers were more emotionally intelligent than the older secondary school teachers. There was significant difference among secondary school teachers belonging to different types of schools. Also the emotional intelligence of secondary school teachers belonging to government, government-aided and corporation type of schools was found to be low, whereas the emotional intelligence of secondary school teachers belonging to Anglo- Indian, CBSE and matriculation type of schools was high.

Raju (2011) studied on the emotional intelligence of student teachers in District Institute of Education and Training (DIETS) and found, boys and girls differ significantly in respect of their emotional intelligence and high and socio-economic student teachers differ significantly in respect of their emotional intelligence. Also SC/ST and other category student teachers differ significantly in respect of their emotional intelligence.

CHAPTER III METHODOLGY

Introduction

Research methods are of supreme importance in a research process. They illustrate the diverse steps to the plan of attack to be implemented in solving a research problem, such as the manner in which the problems are formulated, the definition of terms, the choice of subjects for investigation, analysis and interpretation of data and the process of inferences and generalization. The various methods in educational research are viz., historical method, survey method, casual comparative research, genetic studies and the experimental method.

Methods of Research

Hamblin (1966) defines research as “an unusually stubborn and persisting effort to think straight which involves the gathering and intelligent use of data”. Barr (1960) points out that “educational research methods can be categorized on the basis of end result (or goal), data gathering technique, method of data processing, degree of control and a number of other considerations”. Research can also be classified as laboratory or field research, action or pure research, curriculum research, psychometric research or socio metric research (dimension wise). However, in general, three basic categories can be considered.

Historical method. Historical describes “what was”. This is concerned with investigating recording and interpreting the past events as a means of seeing the present in perspective. Historical research is a procedure supplementary to observation in which the researcher seeks to test the authenticity of the reports or observations made by others.

This is the systematic collection and objective evaluation of data related to past occurrences, to determine causes, effects or a trend of those events that may help explain present events and anticipates future events.

Experimental method. Experiments in education may be conducted in either a laboratory or in a field situation. Experimental method is an empirical research method used to examine a hypothesized casual relationship between independent and dependent variables. The antecedent event in a proposed casual sequence is called the independent variable. The measured effect in the casual sequence is called the dependent variable.

Survey method. A survey is defined as a method of collecting primary data based on communication with a representative sample of individuals. McClosky (1969) defined survey “as any procedure in which data are systematically collected from a population or a sample thereof through some form or direct solicitation, such as face to face interviews, telephone interviews or mail questionnaires”. Survey research is also defined as a method of descriptive research used for collecting primary data based on verbal or written communication with a representative sample of individuals or respondents from the target population. Kerlinger (1964) considered survey research as social scientific research and focuses on people, the vital facts of people, and their beliefs, opinions, attitudes, motivations and behaviour.

Method Used in the Present Study

The survey method has been preferred by the investigator for the study after evaluating the uniqueness of the methods of research in education. The term ‘survey’ indicates gathering of the data regarding current conditions and the ‘normative’ implies the determination of normal or typical condition or practice. Thus the term normative survey “is generally used for the type of research which proposes to ascertain what is normal

or typical at present time. Normative survey method is a fact finding study. The survey method gathers data from a relatively large number of cases at a particular time. It involves a clearly defined problem and definite objectives. It requires expert and imaginative planning, careful analysis and interpretation of the data gathered and logical and skilful reporting of the findings.

Steps followed in a survey research

(i) Selection of the problem. The problem should be of immediate concern of the persons engaged in the process of education. After its location, the problem has to be clearly formulated, defined and delimited.

(ii) Preparation of the plan. The plan of action has to be drawn up to ensure scientific and objective merits of the study. It should include the geographical area to be covered, the sample to be selected, the data collection to be organized, and the decision whether survey should be purely cross-sectional, longitudinal or both

(iii) Preparation of tools. The tools of investigation generally are questionnaires, attitude scales, community study etc. The already available tools will be scrutinized to select a reasonably tool out of them. In case, if no readymade tool is available, a suitable one will be prepared in a systematic manner and tested in a pilot study before it is administered to the sample.

(iv) Data gathering. The data will then be collected from the proposed group of persons or sources with the help of the tool to be employed in the study. The participation of teachers, administrators and interested public people is imperative to ensure comprehensiveness and authenticity of the data.

(v) Analysis and interpretation of data. It comprises various approaches designed to dissect the phenomena into their constituent parts. The collected data are first translated into a quantified form, such as assigning numbers to responses. This translation of data as coded data is tabulated with a view to proving or disproving the hypotheses made.

(vi) Preparation of the report. The preparation of the report may be spread over in six steps:

i. Introduction - Need and importance of the study.

ii. Review - Review of related studies

iii. Tools and data collection - Preparation and use of tools etc.

iv. Analysis and Interpretation - Statistical treatment of the data etc.

v. Review and Recommendation - Retrospect and prospect of research, findings and relevant recommendations.

vi. Appendices - Details of the sample, the tools, bibliography etc.

Population

In the words of Gupta (1994) “A population or universe is aggregate of objects whether animate or inanimate. It consists of all sets of individuals or of their attributes that can be described as having a unique pattern or characteristics or qualities” (P.65). According to Best and Kahn (2006) “a population is any group of individuals that have one or more characteristics in common that are of interest to the researcher. The population may be all the individuals of a particular type, or a more restricted part of that group”. The population for the present study consists of 8200 B. Ed. trainees studying in the B.Ed. colleges of Tirunelveli, Tuticorin and Kanyakumari districts, affiliated to Tamil Nadu Teachers Education University, Chennai.

Analysis of the Sample

Distribution of Sample

Gender	Frequency	Percentage
Male	259	25.9
Female	741	74.1
Total	1000	100

The table 3.2 shows that 25.9 % of male B.Ed. trainees (259) and 74.1 % of female B.Ed. Trainees.

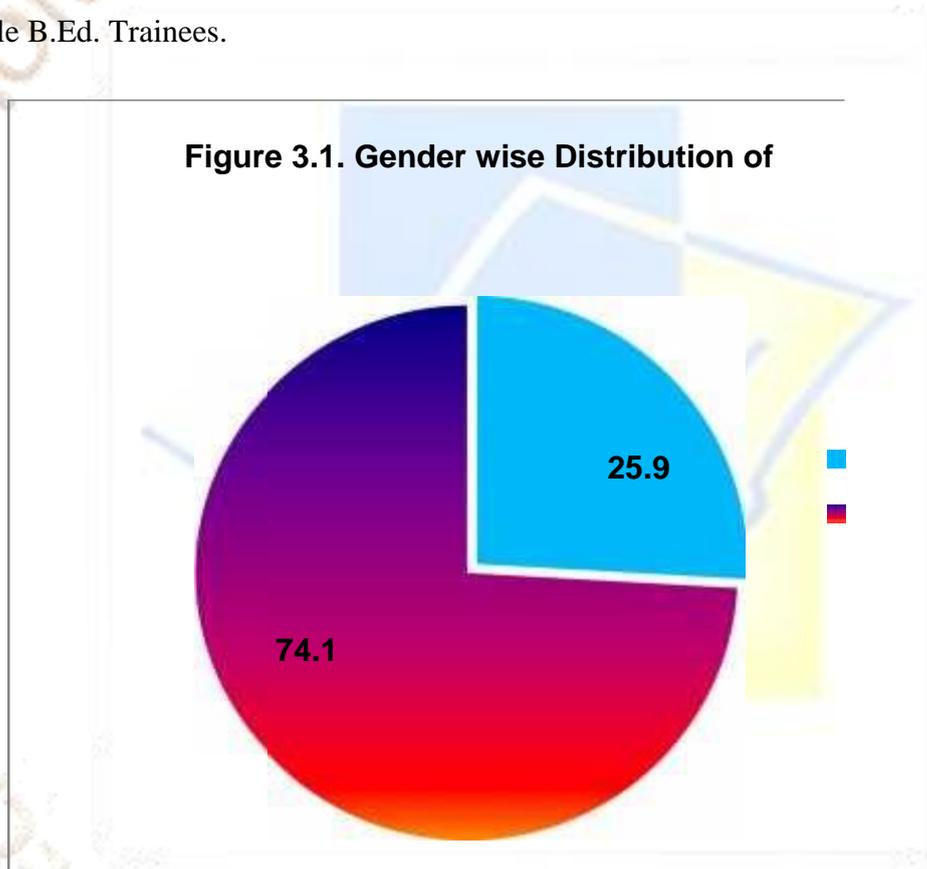


Table 3.3. Age wise Distribution of Sample

Age	Frequency	Percentage
Below 25	635	63.5
25 to 30	246	24.6
Above 30	119	11.9
Total	1000	100

The table 3.3 shows that 63.5% of B.Ed. trainees belong to the age below 25, 24.75% to the age 25 to 30 and 11.9% above 30.

Figure 3.2. Age wise Distribution of

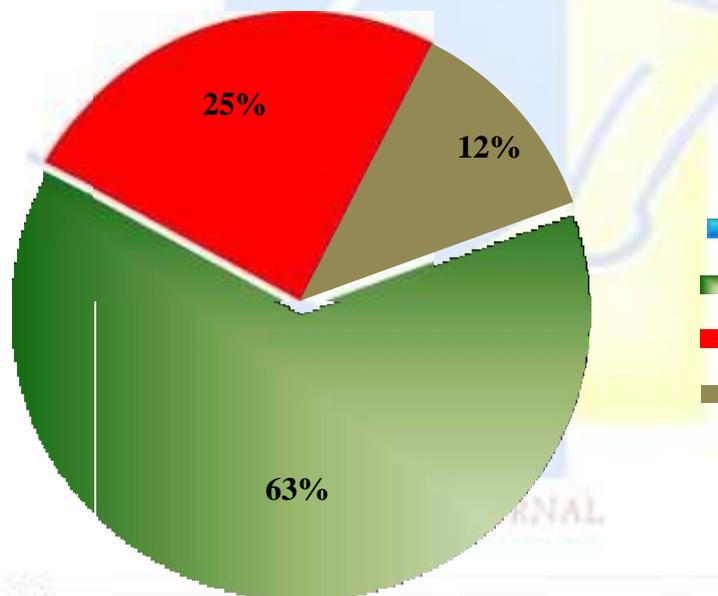


Table 3.4. Qualification wise Distribution of Sample

Qualification	Number of B.Ed. trainees	Percentage
UG	735	73.5
PG	265	26.5
Total	1000	100

The table 3.4 shows 73.5 % B.Ed. trainees with UG qualification and 26.5% with PG qualification.

Table 3.5. Discipline wise Distribution of Sample

Discipline	Frequency	Percentage
Arts	490	49
Science	510	51
Total	1000	100

The Table 3.5 shows 49% of B.Ed. trainees are in Arts and 51 % in Science.

Table 3.6. Locality of College wise Distribution of Sample

Locality	Frequency	Percentage
Rural	510	51
Urban	490	49
Total	1000	100

The Table 3.6 shows 51% of B.Ed. trainees belong to rural college and 49% to

urban college.

Figure 3.5. Locality of College wise Distribution of

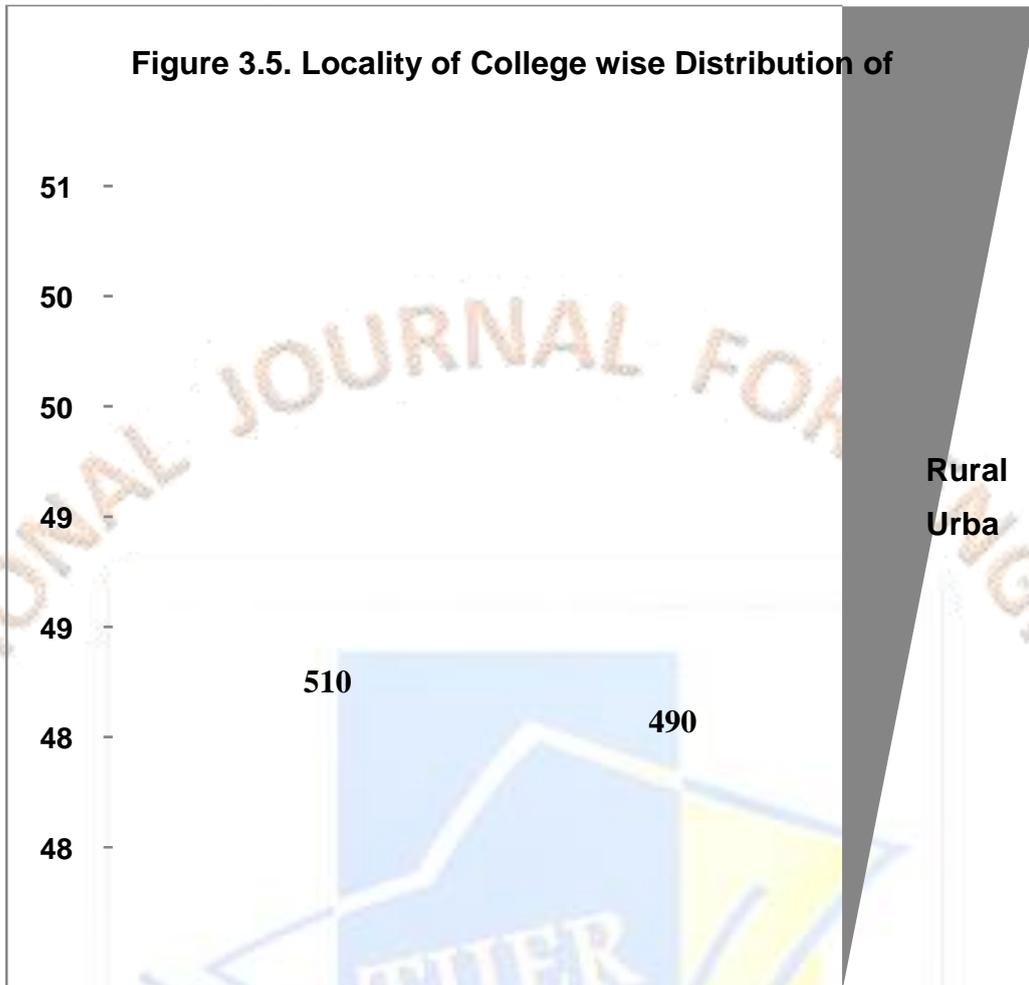


Table 3.7. Type of College wise Distribution of Sample

Type of College	Frequency	Percentage
Men	138	13.8
Women	287	28.7
Co-education	575	57.5
Total	1000	100

The Table 3.7 shows that 13.8% B.Ed. trainees are from men’s college, 28.7% from women’s college and 57.5% from Co-education College.

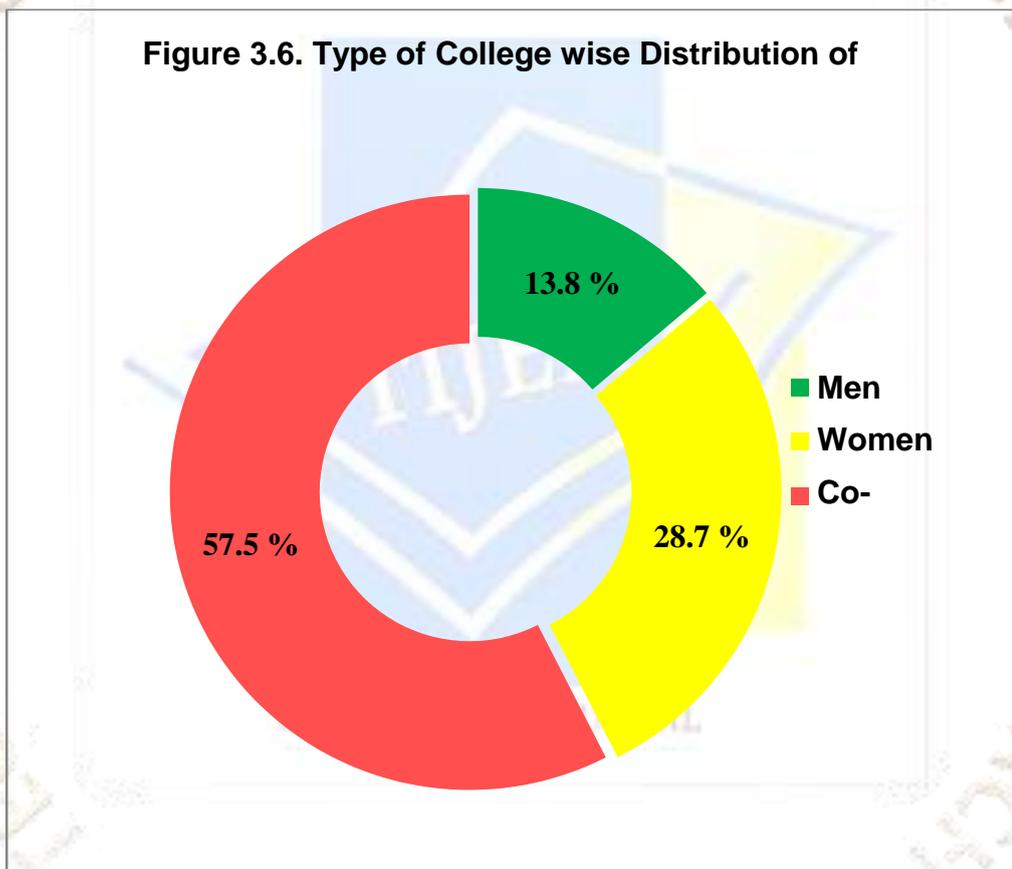


Table 3.8. Community wise Distribution of Sample

Community	Frequency	Percentage
FC	60	6
BC	313	31.3
MBC	255	25.5
SC/ ST	372	37.2
Total	1000	100

The table 3.8 shows 6% FC, 31.3% BC, 25.5% MBC and 37.2% SC/ST B.Ed. trainees.

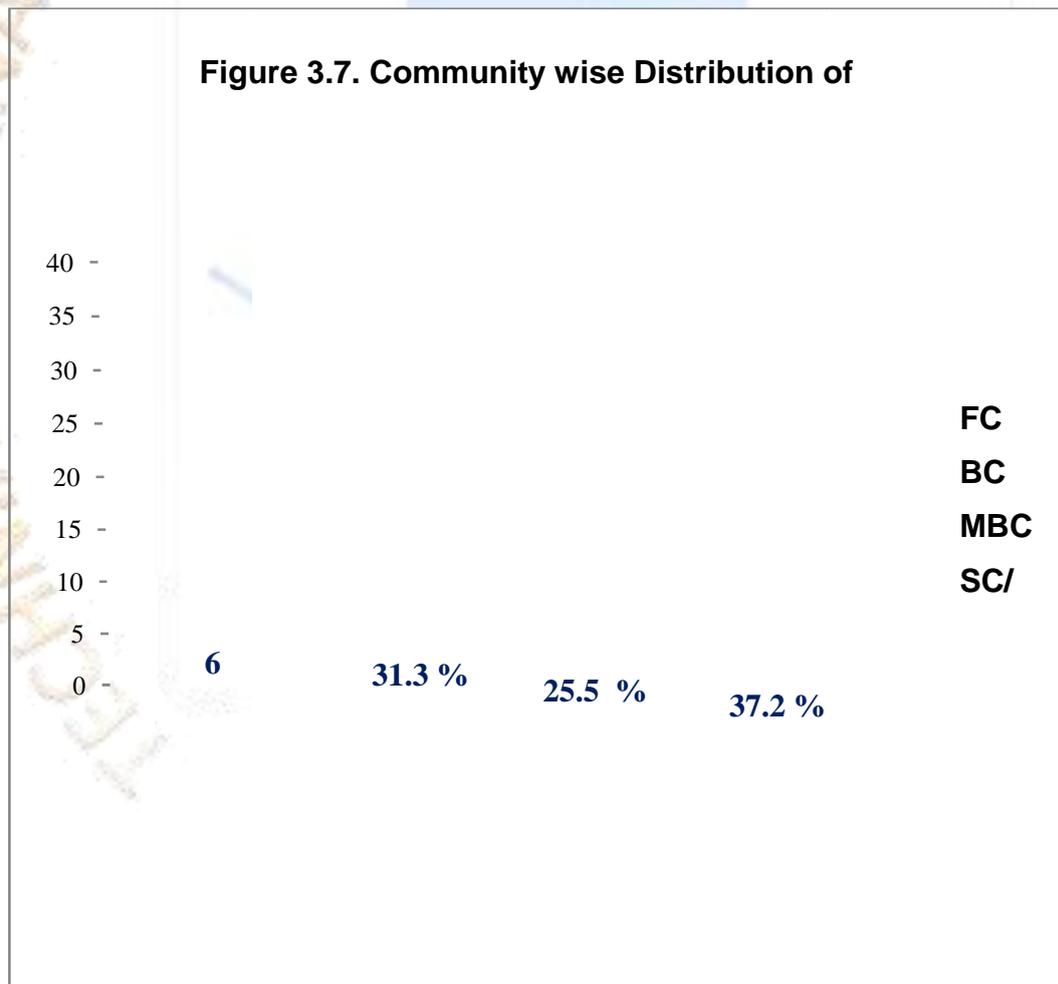


Table 3.9. Religion wise Distribution of Sample

Religion	Frequency	Percentage
Hindu	450	45
Christian	366	36.6
Muslim	184	18.4
Total	1000	100

The table 3.9 shows that 45% B.Ed. trainees are Hindus, 36% Christians and 18.4% Muslims.

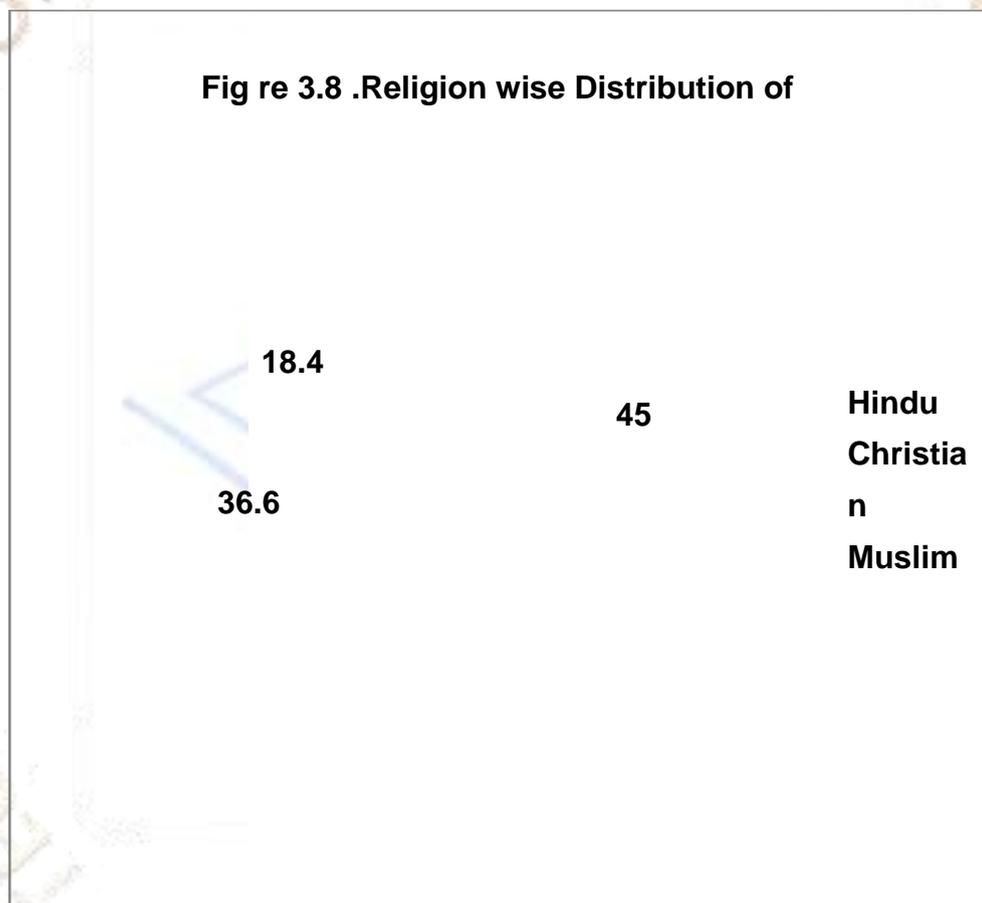


Table 3.10. Father’s Education wise Distribution of Sample

Father’s Education	Frequency	Percentage
Below X	225	22.5
X - XII	431	43.1
UG	260	26
Any Other	84	8.4
Total	1000	100

The table 3.10 shows that 22.5% of B. Ed. trainees’ father’s have below X Education, 43.1%, have X- XII, 26% have UG and 8.4 % have any other qualification.

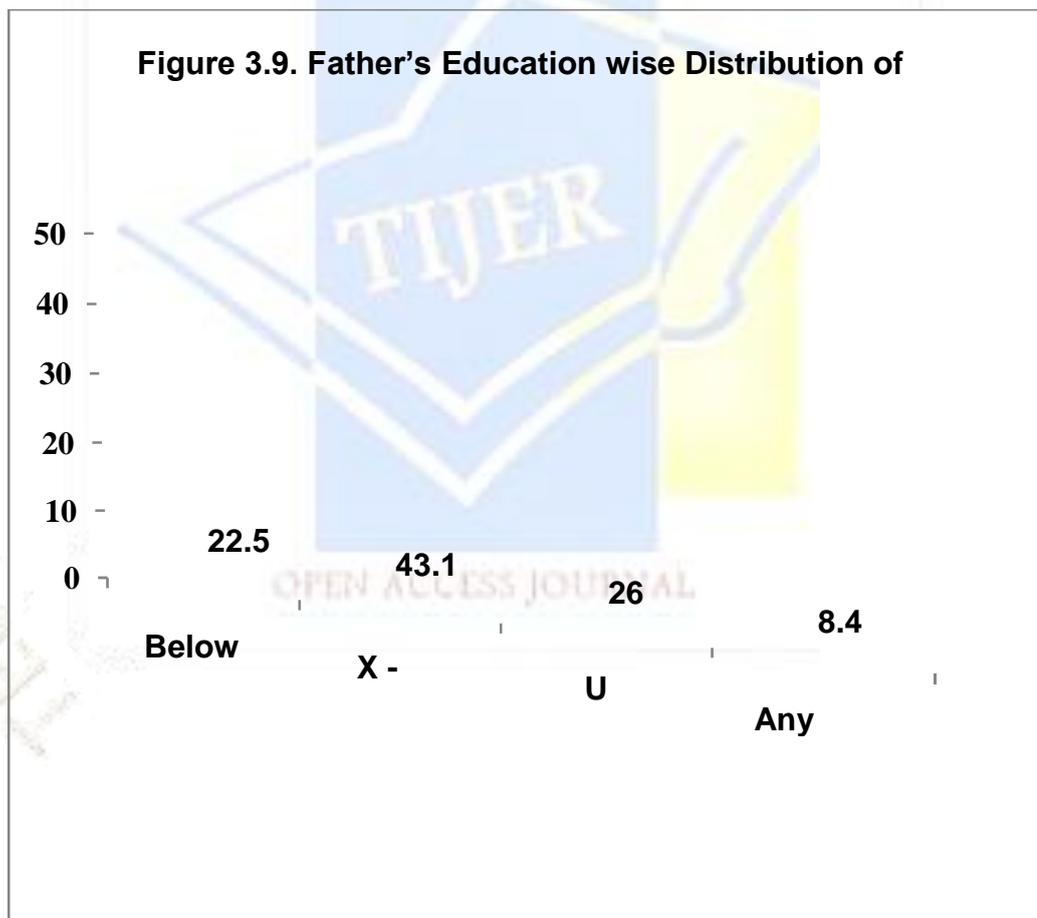
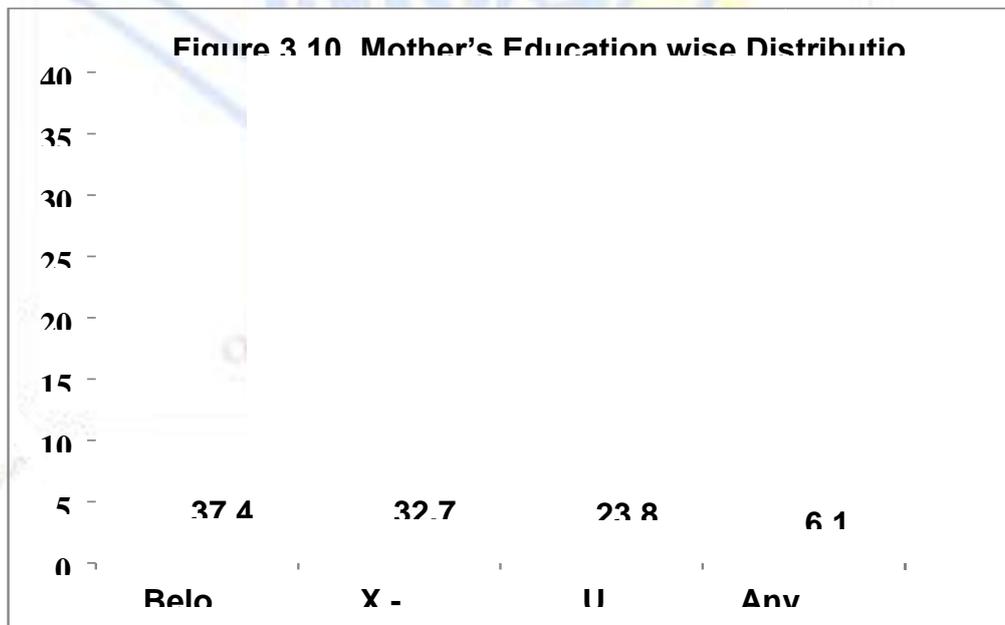


Table 3.11. Mother’s Education wise Distribution of Sample

Mother’s Education	Frequency	Percentage
Below X	374	37.4
X - XII	327	32.7
UG		
Any Other	238	23.8
Total	61	6.1
	1000	100

The Table 3.11 shows that 37.4% of B. Ed. trainees’ mother’s have below X

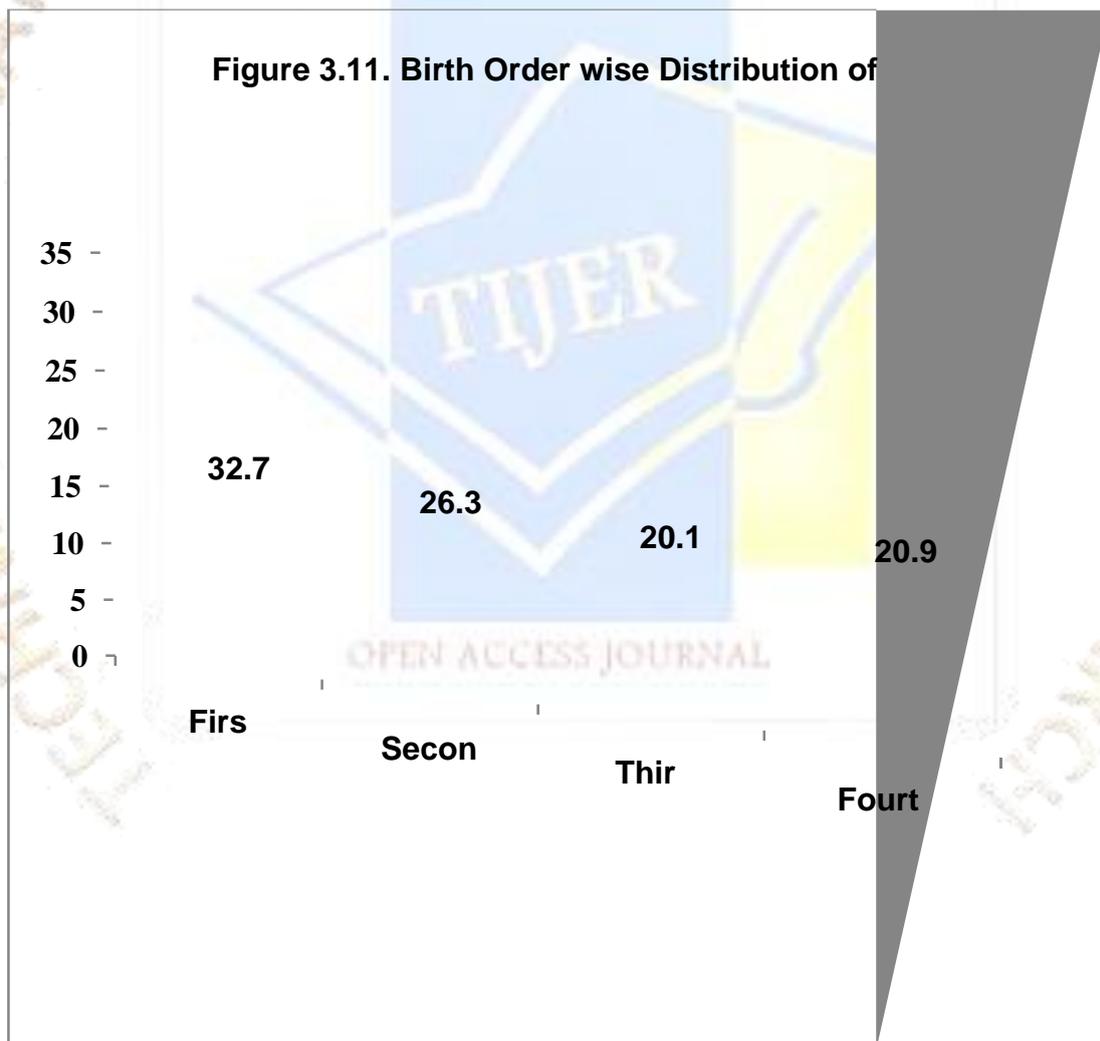


education, 32.7% have X – XII, 23.8% have UG and 6.1% have any other qualification.

Table 3.12. Birth Order wise Distribution of Sample

Birth Order	Frequency	Percentage
First	327	32.7
Second	263	26.3
Third	201	20.1
Fourth	209	20.9
Total	1000	100

The table 3.12 shows that 32.7% belong to the first Birth order, 26.3% to the second, 20.1% to the third and 20.9 % to the fourth.



Tools Used in the Present Study

In order to study the aforementioned objectives, data were collected by using the following tools.

- 1) Academic Achievement Test (AAT) developed and validated by the Investigator and Guide (2013).
- 2) Value Pattern Scale (VPS) developed and validated by the Investigator and Guide (2013).
- 3) Emotional Intelligence Inventory (EII) developed and standardized by Mangal and Mangal (2005).

Description of the Tools

Tool 1: Academic Achievement Test (AAT).

Preparation of the draft tool. Achievement encompasses student ability and performance which is multidimensional. Academic achievement, at any point, is a cumulative function of current and prior family, community and social experiences (Steven *et al.*, 2005). Academic achievements of the students were measured by a comprehensive academic achievement test. The comprehensive academic achievement questionnaire was constructed covering the B.Ed. syllabus of the core papers (Education in the Emerging Indian Society, Psychology of Learning and Human Development, Educational Innovations and Curriculum Development). The items for the test were developed by the investigator under the guidance of the supervisor. The investigator went through the core papers and the University examination question papers and prepared items for the tool “Academic Achievement Test” for B. Ed. trainees. A draft tool contained 100 items to assess the achievement of B.Ed. trainees. The questions were of ‘multiple choice’ type. The tool is given in Appendix C.

Item analysis. Judicious selection of questions for each subject and language is inevitable so that the findings would be objective and reflective of real situation. The test was administered to one hundred B.Ed. trainees selected randomly from different B.Ed. colleges. On the basis of students’ response, item analysis was carried out for each item of the test in order to make the questionnaire valid, reliable and relevant. The marks scored for each question were subjected to item difficulty $(U+L \times 100/N)$ and item discrimination $(U-L) / N/2$ analysis. The item analysis of the items was given in Appendix D.

The questions pertaining to the values which are in between 40 and 80 in respect of item difficulty and above 0.2 in respect of item discrimination are selected and the details of number of questions so selected are appended in Appendix B. The test consisted of 50 multiple choice items. These items were scored, if an answer was correct, then 1 (one) mark and if an answer was wrong, 0 (zero) mark was awarded.

Final draft of the tool. An achievement test of fifty multiple choice test items was used for data collection. The test was constructed and validated by the investigator with the help of the guide and the subject experts on the core papers (Education in the Emerging Indian Society, Psychology of Learning and Human Development, Educational Innovations and Curriculum Development) for B.Ed. trainees of Tamil Nadu Teachers Education University. The test comprised of fifty multiple choice questions. These items were scored by awarding one mark for each correct answer. A final draft of academic achievement for B.Ed. trainees is appended (Appendix B).

Establishing validity. The integrated question paper framed was submitted to the guide and it was examined by him along with same eminent educators, teachers and professors of colleges of education. It has been felt by them that the achievement test items possess content validity.

Establishing reliability. The investigator has administered the achievement questionnaire to 100 B.Ed. trainees, fifty men B.Ed. trainees of St. Xavier’s College of Education, Palayamkottai and fifty women B.Ed. trainees of St. Mary’s College of Education, Seydunganallur. Again, after two weeks a retest was administered to the same B.Ed. trainees of the same colleges. The responses were scored and the co-efficient of correlation for the academic achievement of B.Ed. trainees were calculated. The correlation co-efficient for the academic achievement of B. Ed.trainees is 0.78. Thus the reliability of tool was established.

Scoring procedure. The answers were scored in the following manner.

Table 3.13. Scoring Key

Sl.No	Response	Score
1.	Correct answer	1
2.	Wrong answer	0

Tool 2: Value Pattern Scale (VPS). Values are a set of principles or standards of behaviour, regarded desirable, important and held in high esteem by a particular society in which a person lives. As the B.Ed. trainees use their knowledge they gain about the values to focus in the development of future citizens and to motivate them to achieve well in their academic achievement, a tool has been constructed by the investigator and validated. The value pattern scale contains ten components namely, 1) aesthetic value, 2) economic value, 3) hedonistic value, 4) moral value, 5) power value, 6) religious value, 7) scientific value, 8) social value, 9) spiritual value and 10) theoretical value. This has been appended in

the Appendix F.

Item analysis. Item analysis was done for the 100 response sheets of B.Ed. trainees, fifty men B.Ed. trainees of St. Xavier’s College of Education, Palayamkottai and fifty women B.Ed. trainees of St. Mary’s College of Education, Seydunganallur, by using Item vs Whole correlation method. The sum of the scores on each dimension of value was calculated. The responses of the students were scored and item-total correlation was found. The item which had the correlation value above 0.195 was retained and other items were discarded. Thus the finalised tool consisted of 120 items. (Appendix E). The correlation indices of the items was given in Appendix G.

Establishing validity. The validity of the test has been established by using different methods. For the present study, the investigator established content validity and concurrent validity.

Content validity. A draft questionnaire, prepared by the investigator having 170 items was submitted to the guide and two professors of the psychology department, Manonmaniam Sundaranar University, Tirunelveli. They checked, dropped the irrelevant items and offered suggestions to improve the items. The investigator modified the draft questionnaire and arrived at a final list of 120 items under ten dimensions. Thus the content validity of the tool was established. Blue print for the Value Pattern Scale is given in the table 3.14.

Table 3.14.Item Distribution of Value Pattern Scale (Final Draft)

Sl. No.	Dimensions of Value Pattern	Items
1	Aesthetic value	1,11,21,31,41,51,61,71,81,91,101,111
2	Economic value	2,12,22,32,42,52,62,72,82,92,102,112
3	Hedonistic value	3,13,23,33,43,53,63,73,83,93,103,113
4	Moral value	4,14,24,34,44,54,64,74,84,94,104,114
5	Power value	5,15,25,35,45,55,65,75,85,95,105,115
6	Religious value	6,16,26,36,46,56,66,76,86,96,106,116
7	Scientific value	7,17,27,37,47,57,67,77,87,97,107,117
8	Social value	8,18,28,38,48,58,68,78,88,98,108,118
9	Spiritual value	9,19,29,39,49,59,69,79,89,99,109,119
10	Theoretical value	10,20,30,40,50,60,70,80,90,100,110,120

Concurrent validity. For establishing concurrent validity, 100 students were selected randomly from St. Xavier’s College of Education, Palayamkottai and St. Mary’s College of Education, Seydunganallur and the standardized tool by Sherry and Verma (1978) was given to the selected sample of B. Ed trainees. Then the responses of the trainees were scored. After that, value pattern scale prepared by the investigator was given to the same selected sample of B.Ed. trainees and the responses were scored. The developed tool was given to the same set of trainees and the responses of the trainees were scored. With the help of scoring of the developed tool the investigator found the correlation between the two sets of scores in 0.82. As it has high degree of concurrent validity, the tool is considered a valid one for the study.

Establishing reliability. The investigator used split-half method for establishing reliability of the value pattern scale. The tool consists of 120 items and was administered to randomly selected 100 B.Ed. trainees of St. Xavier’s College of Education, Palayamkottai and fifty women B.Ed. trainees of St. Mary’s College of Education, Seydunganallur. The time taken for completing the tool was noted. The reliability coefficient was computed and found to be 0.75. Thus the reliability of the tool was established.

Table 3. 15. Dimension wise Reliability

Dimensions of Value Pattern	Reliability Test-Retest
Aesthetic value	0.80
Economic value	0.72
Hedonistic value	0.80
Moral value	0.72
Power value	0.76
Religious value	0.72
Scientific value	0.79
Social value	0.82
Spiritual value	0.72
Theoretical value	0.72
Value Pattern	0.75

Scoring procedure. The final draft consisted of 120 statements. The respondents were asked to put a (✓) tick mark against each statement under any one of the three responses. For the purpose of scoring, numerical values (weightages) were assigned to

each of the three categories namely agree (1), neither agree nor disagree (2) and disagree (3).The total numerical value was obtained by adding all the scores of the 10 dimensions.

Tool 3: Emotional Intelligence Inventory (EII). The investigator used the standardized Emotional Intelligence Inventory by Mangal and Mangal (2004). The scale consists of 100 items, divided into four areas (Intra personal awareness, inter personal awareness, intra personal management, and inter personal management) of 25 each (Appendix H). The dimensions used to measure the emotional intelligence of B.Ed. trainees are 1) Intra personal awareness 2) Inter personal awareness 3) Intra personal management and 4) Inter personal management.

Table 3.16. Item Distribution of Emotional Intelligence Inventory (Final Draft)

Emotional Intelligence Inventory	Items
Intra personal awareness	1-25
Inter personal awareness	26-50
Intra personal management	51-75
Inter personal management	76-100

Validity. The author of the tool established the validity of the tool. To ascertain validity of the tool, the draft tool was given to a panel of experts consisting of 25 student scholars of various universities. Each expert was asked to indicate the degree in which each item assessed the emotional intelligence of the respondents. The degree of assessment of experts on each item indicated the validity of the tool. According to their views, the tool possesses satisfactory content validity.

Reliability. The author of the tool established the reliability of the tool. The investigator wanted to find the reliability of the tool then and the investigator randomly selected 100 B.Ed. trainees of St. Xavier’s College of Education, Palayamkottai and fifty women B.Ed. trainees of St. Mary’s College of Education, Seydunganallur. The time taken for completing the tool was noted. The responses collected from the B. Ed. trainees were scored by the investigator. After fifteen days, the same tool was administered to the same respondents. These responses were also scored. The correlation coefficient was computed and found to be 0.91. Thus the reliability of the tool was established by the investigator and

dimension wise reliability of the tool is given.

Table 3.17. Dimension wise Reliability

Dimensions of Emotional Intelligence	Reliability Test-Retest
Intra personal awareness	0.89
Inter personal awareness	0.94
Intra personal management	0.92
Inter personal management	0.89
Emotional intelligence	0.91

Scoring procedure of the inventory. The inventory contains 100 items, each item being a statement followed by ‘Yes’ and ‘No’ responses.

Table 3.18. Scoring scheme of Emotional Intelligence Inventory

Serial No. of items	Mode of response	Score
Serial No. of items (where ‘Yes’ response shows presence of intelligence)	Yes	1
6,18,19,20,23 to 25,27 to 29,31,41 to 44,51 to 56, 58 to 68,70,71,73 to 76,79 to 82, 88 to 90,96,99	No	0
Serial No. of items (where ‘No’ response shows presence of intelligence)	No	1
1 to 5,7 to 17,21,22,26,30,32 to 40, 45 to 50,57,69,72,77,78,83, 85 to 87,91 to 95,97,98,100	Yes	0

Personal Data Sheet

It includes general information about the respondents regarding the demographic variables of the B.Ed. trainees (Appendix A). The demographic variables were presented in the form of categories as Gender (Male, Female), as Age (below 25, 25 to 30, above 30) Qualification (UG, PG), Discipline (Arts, Science), Locality (Rural, Urban), Type of college (Boys, Girls, Co-education), Community (FC, BC, MBC, SC/ST), Religion (Hindu, Christian, Muslim), Father's education (Below X, X-XII, UG, any other), Mother's education (Below X, X-XII, UG, any other).

Data Collection Procedure

A well planned program was chalked out by the investigator and made preparations for the data collections. The investigator had contacted the principals of the selected colleges from the three southern districts Tirunelveli, Thoothukudi and Kanyakumari, appraised

them and obtained their permissions to visit their colleges for data collection. On specified dates, the investigator visited the colleges, brought together the B.Ed. trainees and gave a brief introduction of her and the purpose of the research study. The investigator assured the B.Ed. trainees that their responses would be kept strictly confidential and only utilised for the research study. The investigator also encouraged them to be frank and outright in their responses and to respond to all the items without any inhibitions.

The investigator then distributed the research tools to the respondents and asked them to read all the items cautiously and to respond accordingly to the instructions in the tool. The B.Ed. trainees took nearly 180 minutes to finish the tools. Afterwards, the investigator collected the filled in questionnaires from the B.Ed. trainees thanking them for their cooperation. The collected data was used for data analysis.

Statistical Techniques Used

After scoring it is necessary to condense the collected data for statistical analysis to arrive inferences. According to Fisher, the inherent ability of the human mind to grasp in its entirety a large body of numerical data, compels us to seek relatively few constants that will adequately describe the data. For analyzing the data, the following statistical techniques were used. 1) Mean 2) Standard Deviation 3) t -test 4) ANOVA 5) Chi-Square test 6) Correlation Analysis 7) Regression Analysis and 8) Factor Analysis.

CHAPTER IV

ANALYSIS OF DATA

Introduction

After the collection of data, the next step in the research process is analysis. The analysis means verification of hypotheses under ideal condition of precision and simplicity. The process of extracting, compiling and modeling raw data for purposes of obtaining constructive information that can be applied to formulating conclusions, predicting outcomes of scientific and social science settings.

Data analysis is the process of developing answers to questions through the examination and interpretation of data. The basic steps in the analytic process consists of identifying issues, determining the availability of suitable data, deciding on which methods are appropriate for answering the questions of interest, applying the methods and evaluating, summarizing and communicating results.

Analysis of data is a process of inspecting, cleaning, transforming and modeling data with the goal of discovering useful information, suggesting conclusions and supporting decision-making. Analysis of the data can be best explained as computing some of the measures supported by the search for relationship patterns existing among the group of the data. According to Wilkinson and Bhandarkar (2010) analysis of data 'involves a large number of operations that are very closely related to each other and these operations are carried out with the aim of summarizing the data that has been collected and then organizing this summarized data in a way that helps in getting the answers to the various questions or may suggest hypothesis. Research depends a great deal on the collected data, but it should be seen that this collected data is not just a collection of the data but should also provide good information to the researcher during the various research operations. One of the most important uses of data analysis is that it helps in keeping human bias away from research conclusion with the help of proper statistical treatment. Thus, it can be said that data analysis is very important for both the research and the researcher.

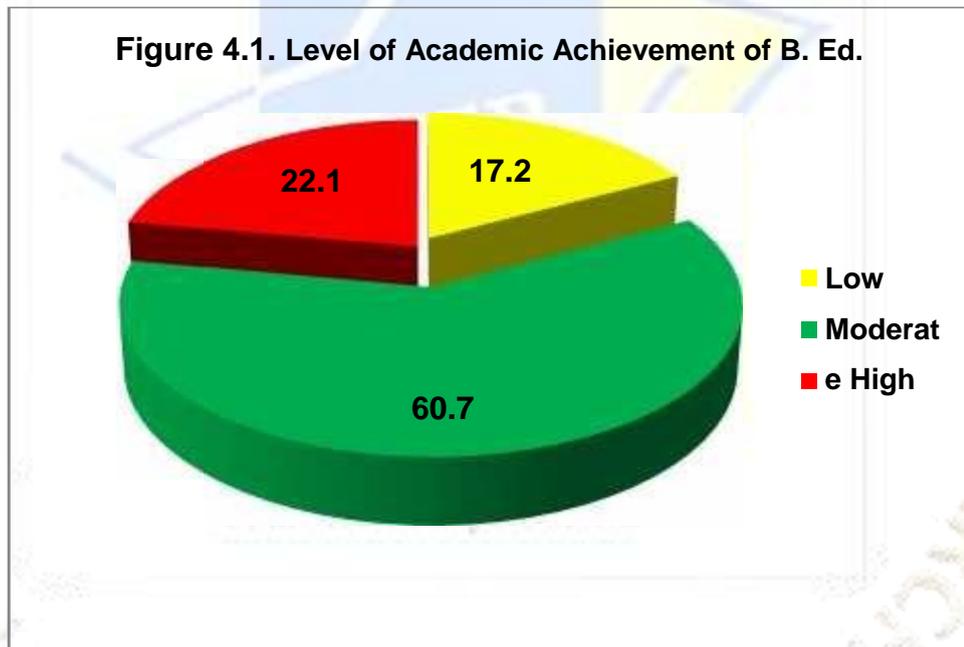
Descriptive Analysis

Objective 1.1 To find out the level of academic achievement of B. Ed. trainees.

Table 4. 1. Level of Academic Achievement of B. Ed. Trainees

Academic Achievement	Low		Moderate		High	
	N	%	N	%	N	%
	172	17.2	607	60.7	221	22.1

The table 4.1 reveals that 17.2% of the B. Ed. trainees have low, 60.7% have moderate and 22.1% have high level of academic achievement. Further it is concluded that a large number of B.Ed. trainees have moderate level of academic achievement.



Objective 1. 2 To find out the level of value pattern of B. Ed. trainees.

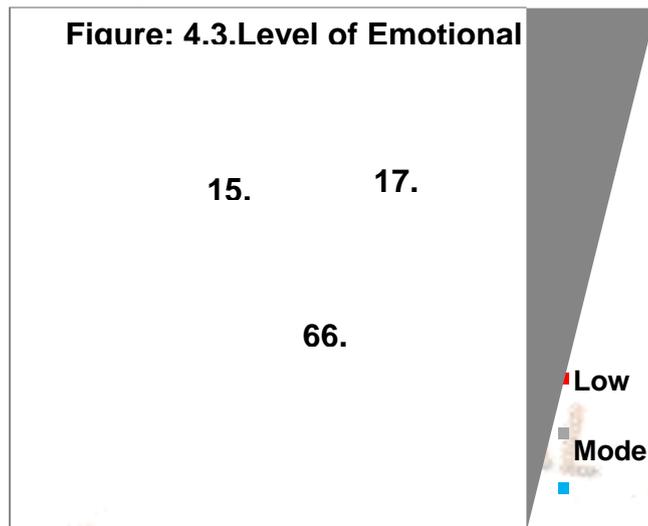
Table 4. 2. Level of Value
Pattern of B. Ed. Trainees

Dimensions of Value Pattern	Lo		M		Hi	
	N	%	N	%	N	%
Aesthetic value	207	20.7	793	79.3	0.0	0.0
Economic value	191	19.1	809	80.9	0.0	0.0
Hedonistic value	154	15.4	846	84.6	0.0	0.0
Moral value	153	15.3	606	60.6	241	24.1
Power value	185	18.5	815	81.5	0.0	0.0
Religious value	155	15.5	533	53.3	312	31.2
Scientific value	169	16.9	456	45.6	375	37.5
Social value	193	19.3	576	57.6	231	23.1
Spiritual value	123	12.3	616	61.6	261	26.1
Theoretical value	185	18.5	520	52.0	295	29.5
Value pattern	141	14.1	697	69.7	162	16.2

Table 4. 3. Level of Emotional Intelligence of B. Ed. Trainees

of Emotional Intelligence	Low		Moderate		High Dimensions	
	N	%	N	%	N	%
Intra personal awareness	149	14.9	682	68.2	169	16.9
Inter personal awareness	153	15.3	677	67.7	170	17.0
Intra personal management	168	16.8	688	68.8	144	14.4
Inter personal management	211	21.1	579	57.9	210	21.0
Emotional intelligence	178	17.8	665	66.5	157	15.7

The table 4.3 reveals that 14.9% of the B. Ed. trainees have low, 68. % have moderate and 16.9% have high level of intra personal awareness. 15.3% of B. Ed. trainees have low, 67.7% have moderate and 17% have high level of inter personal awareness. 16.8% of B. Ed. trainees have low, 68.8% have moderate and 14.4 % have high level of intra personal management. 21.1% of B. Ed. trainees have low, 57.9% have moderate and 21% have high level of inter personal management. 13.9% have low, 66.5% have moderate and 15.7% have high level of emotional intelligence. Further it is concluded that a large number of B. Ed. trainees possess moderate level of intra personal awareness, inter personal awareness, intra personal management, inter personal management and emotional intelligence.



4.3 Differential Analysis

Hypothesis: 2.1 There is no significant difference between male and female B. Ed. trainees in their academic achievement.

Table 4. 4. Mean and Standard Deviation Scores of Academic Achievement of Male and Female B. Ed. Trainees and Calculated 't' Value.

Dimension	Gender	Mean	S.D	Calculated 't' value	Remarks
Academic Achievement	Male (259)	30.38	9.499	3.029	S
	Female(741)	32.44	9.399		

(At 5% level of significance, the table value of ' t ' is 1.96)

The table 4.4 reveals that the calculated ' t ' value, for academic achievement of male and female B.Ed. trainees (3.029) is greater than the table value 1.96 at 5% level of significance. It shows that there is significant difference between male and female B. Ed. trainees in their academic achievement. Hence the formulated hypothesis, "there is no Significant difference between male and female B. Ed. trainees in their academic achievement" is rejected.

Further, it is observed that, female B.Ed. trainees (M=32.44) are better than male

B. Ed. trainees (M=30.38).

Hypothesis: 2.2 There is no significant association between age and academic achievement of B. Ed. trainees.

Table 4. 5. Academic Achievement among the B. Ed. Trainees in terms of the age and the Calculated χ^2 Value.

Dimension	Calculated χ^2 value	Remark
Academic achievement	8.0207	NS

(At 5% level of significance , for 4 df, the table value of χ^2 is 9.49)

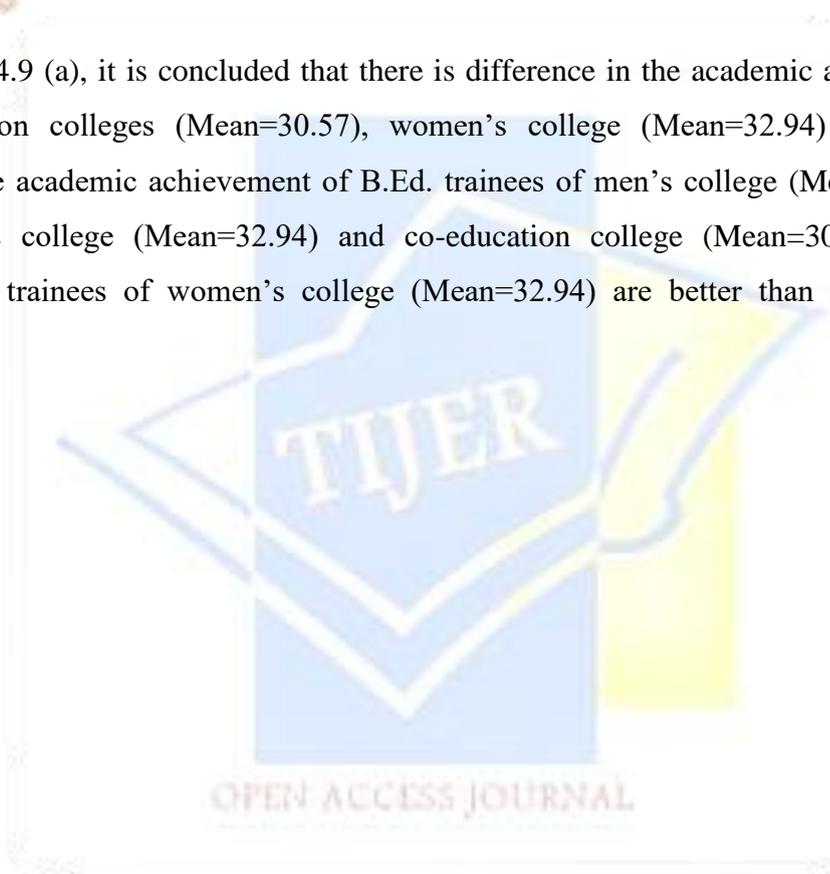
The table 4.5 reveals that the calculated chi-square value of academic achievement is less than the table value 9.49 at 5% level of significance. Hence the formulated hypothesis "there is no significant association between age and academic achievement of B.Ed. trainees" is accepted.

Hypothesis: 2.3 There is no significant difference between UG and PG B.Ed. trainees in their academic achievement.

Table 4.9 (A). Mean Scores of Academic Achievement of Co-education, Women and Men B. Ed college Trainees

Type of colleges	N	Subset for alpha = 0.05		
		1	2	3
Co-education	575	30.57		
Women	287		32.94	
Men	138			35.33

From the table 4.9 (a), it is concluded that there is difference in the academic achievement of B.Ed. trainees of co-education colleges (Mean=30.57), women’s college (Mean=32.94) and men’s college (Mean=35.33). And the academic achievement of B.Ed. trainees of men’s college (Mean=35.33) is greater than that of women’s college (Mean=32.94) and co-education college (Mean=30.57). The academic achievement of B.Ed. trainees of women’s college (Mean=32.94) are better than co-education college (Mean=30.57).



Hypothesis: 2.8 There is no significant difference among hindu, christian and muslim

B. Ed. trainees in their academic achievement.

Table 4. 11. Sum of Squares and Mean Square Variance of Academic Achievement of Christian, Hindu and Muslim B.Ed. Trainees and Calculated ‘F’ Value

Source of Variation	Sum of Squares	Mean Square Variation	Calculated ‘F’ value	Remark
Academic Achievement				
Between Groups	449.513	224.756	2.517	NS
Within Groups	89016.925	89.285		

(At 5% level of significance for (2,997) df, the table value of ‘F’ is 3.00)

The table 4.11 reveals that the calculated ‘F’ value of academic achievement (2.517) of hindu, christian and muslim B. Ed. trainees is less than the table value 3.00 and is not significant at 5% level. Hence the formulated hypothesis, “there is no significant difference among hindu, christian and muslim B. Ed. trainees in their academic achievement” is accepted.

Thus there is no significant difference among hindu, christian and muslim B. Ed. trainees in their academic achievement.

Hypothesis: 2.9 There is no significant association between father’s education and academic achievement of B. Ed. trainees.

Table 4. 12. Academic Achievement of B. Ed. Trainees and Father’s Education and the Calculated ‘ χ^2 ’ Value

	Calculated ‘ χ^2 ’ value	df	Remark
Academic achievement	10.798	6	NS

(At 5% level of significance the table value of ‘ χ^2 ’ is 12.59)

The table 4.12 reveals that the calculated chi-square value of father’s education of

B. Ed trainees and academic achievement (10.798) is less than the table value 12.59 at 5% level of significance. Hence the formulated hypothesis, “there is no significant association between father’s education and academic achievement of B. Ed. trainees” is accepted.

It shows that there is no significant association between father’s education and academic achievement of B. Ed. trainees.

Hypothesis: 2.10 There is no significant association between mother’s education and academic achievement of B. Ed. trainees.

Table 4. 13. Academic Achievement of B. Ed. Trainees and Mother’s Education and the Calculated ‘ χ^2 ’ Value

	Calculated ‘ χ^2 ’ value	df	Remark
Academic achievement	9.683	6	NS

(At 5% level of significance the table value of ‘ χ^2 ’ is 12.59)

The table 4.13 reveals that the calculated chi-square value of mother’s education of B.Ed. trainees and academic achievement (9.683) is less than the table value 12.59 at 5%

level of significance. Hence the formulated hypothesis, “there is no significant association between mother’s education and academic achievement of B. Ed. trainees” is accepted.

It shows that there is no significant association between mother’s education and academic achievement of B. Ed. trainees.

Hypothesis: 2.11 There is no significant association between birth order and academic achievement of B. Ed. Trainees.

Table 4. 14. Academic Achievement of B.Ed. Trainees and Birth Order and the Calculated ‘ χ^2 ’ Value.

	Calculated ‘ χ^2 ’ value	df	Remark
Academic achievement	10.708	6	NS

(At 5% level of significance the table value of ‘ χ^2 ’ is 12.59)

The table 4.14 reveals that the calculated chi-square value of birth order of B. Ed trainees and academic achievement (10.708) is less than the table value 12.59 at 5% level of significance.

Hence the formulated hypothesis, “there is no significant association between birth order and academic achievement of B. Ed. trainees” is accepted. It reveals that there is no significant association between birth order and academic achievement of B. Ed. trainees.

Hypothesis: 3.1 There is no significant difference between male and female B. Ed. trainees in their value pattern.

Table 4. 15. Mean and Standard Deviation Scores of Value Pattern of Male and Female B.Ed. Trainees and Calculated 't' Values

Dimensions of Value Pattern	Male (N = 259)		Female (N = 741)		Calculated 't' value	Remarks
	Mean	S.D	Mean	S.D		
Aesthetic value	32.41	4.883	32.69	4.850	0.808	NS
Economic value	33.55	4.313	33.31	4.487	0.777	NS
Hedonistic value	33.20	4.351	33.60	4.007	1.307	NS
Moral value	28.99	5.214	28.26	5.090	1.983	S
Power value	32.75	3.482	32.95	3.940	0.747	NS
Religious value	29.64	5.637	29.15	5.328	1.244	NS
Scientific value	29.74	5.925	29.39	5.851	0.809	NS
Social value	28.93	5.339	28.04	5.192	2.319	S
Spiritual value	28.95	6.184	29.41	5.701	1.046	NS
Theoretical value	30.42	4.608	30.24	4.710	0.543	NS
Value pattern	308.59	21.884	307.04	22.703	0.973	NS

(At 5% level of significance, the table value of 't' is 1.96)

The table 4.15 reveals that the calculated 't' values for aesthetic value (0.808), economic value (0.777), hedonistic value (1.307), power value (0.747), religious value (1.244), scientific value (0.809), spiritual value (1.046), theoretical value (0.543) and

value pattern (0.973) of male and female B. Ed. trainees are less than the table value 1.96 and are not significant at 5% level.

The table 4.15 reveals that the calculated 't' values for moral value (1.983) and social value (2.319) of male and female B.Ed. trainees are greater than the table value 1.96 and are significant at 5% level.

It means that there is no significant difference between male and female B.Ed. trainees in their aesthetic value, economic value, hedonistic value, power value, religious value, scientific value, spiritual value, theoretical value and value pattern.

Hence the formulated hypothesis "there is no significant difference between male and female B.Ed. trainees and their value pattern" is rejected for moral and social values.

Further, it is observed that, male B.Ed. trainees (M=28.99) are better than female B. Ed. trainees (M=28.26) in their moral values. Moreover, male B.Ed. trainees (M=28.93) are better than female B. Ed. trainees (M=28.04) in their social values.

Hypothesis: 3.2 There is no significant association between age and value pattern of B. Ed. trainees.

Table 4. 16. Value Pattern of B. Ed. Trainees and their Age and the

Dimensions of Value Pattern	Calculated 'χ ² ' Values	
	Calculated 'χ ² ' value	Remarks
Aesthetic value	10.562	S
Economic value	2.006	NS
Hedonistic value	4.385	NS
Moral value	15.500	S
Power value	1.769	NS
Religious value	15.005	S

Scientific value	21.731	S
Social value	18.780	S
Spiritual value	13.989	S
Theoretical value	8.361	NS
Value pattern	11.699	S

(At 5% level of significance for 4 df, the table value of χ^2 is 9.49)

Table 4.16 reveals that the calculated chi-square value of age and aesthetic value (10.562), economic value (2.006), hedonistic value (4.385), moral value (15.500), power value (1.769), religious value (15.005), scientific value (21.731), social value (18.780), spiritual value (13.989), theoretical value (8.361) and value pattern (11.699). The calculated values are less than the table value, 9.49 for economic value (2.006), hedonistic value (4.385), power value (1.769) and theoretical value (8.361) are not significant at 5% level.

Hence the formulated hypothesis, “there is no significant association between age and value pattern of B. Ed. trainees” is accepted for the dimensions economic value, hedonistic value, power value and theoretical value.

It means that there is significant association between age and aesthetic value, moral value, religious value, scientific value, social value, spiritual value and value pattern

Also, it shows no significant association between age and economic value, hedonistic value, power value and theoretical value of B. Ed. trainees.

Hypothesis: 3.3 There is no significant difference between UG and PG B. Ed. trainees in their value pattern.

Table 4. 17. Mean and Standard Deviation Scores of Value Pattern of UG and PG B.Ed. Trainees and Calculated ‘t’ Values

Dimensions of Value Pattern	UG (N = 735)		PG (N = 265)		Calculated ‘t’ values	Remarks
	Mean	S.D	Mean	S.D		
	Aesthetic value	32.71	4.838	32.37		
Economic value	33.37	4.440	33.37	4.454	0.021	NS
Hedonistic value	33.52	4.050	33.43	4.246	0.276	NS
Moral value	28.61	5.120	27.99	5.138	1.703	NS
Power value	32.92	3.802	32.83	3.897	0.328	NS
Religious value	29.22	5.373	29.43	5.524	0.537	NS
Scientific value	29.56	5.848	29.27	5.935	0.688	NS
Social value	28.39	5.177	27.95	5.416	1.141	NS
Spiritual value	29.42	5.741	28.93	6.066	1.158	NS
Theoretical value	30.25	4.732	30.41	4.549	0.485	NS
Value pattern	307.97	22.345	305.97	22.877	1.229	NS

(At 5% level of significance, the table value of ‘t’ is 1.96)

The table 4. 17 reveals that the calculated ‘t’ value for aesthetic value (0.971), economic value (0.021), hedonistic value (0.276), moral value (1.703), power value (0.328), religious value (0.537), scientific value (0.688), social value (1.141), spiritual value (1.158), theoretical value (0.485) and value pattern (1.229) of UG and PG B.Ed. trainees . The calculated ‘t’ values are less than the table value 1.96 and are not significant at 5% level.

Hence the formulated hypothesis “there is no significant difference between UG and PG B.Ed. trainees in their value pattern” is accepted.

It means that there is no significant difference between UG and PG B.Ed. trainees in their aesthetic value, economic value, hedonistic value, moral value, power value, religious value, scientific value, social value, spiritual value, theoretical value and value pattern.

Hypothesis: 3.4 There is no significant difference between arts and science B. Ed. trainees in their value pattern.

Table 4. 18. Mean and Standard Deviation Scores of Value Pattern of Arts and Science B. Ed. Trainees and Calculated ‘t’ Values

Dimensions of Value Pattern	Arts (N = 490)		Science (N =510)		Calculated ‘t’ values	Remarks
	Mean	S.D	Mean	S.D		
	Aesthetic value	32.56	4.827	32.68		
Economic value	33.42	4.340	33.33	4.541	0.331	NS
Hedonistic value	33.43	4.358	33.55	3.842	0.470	NS
Moral value	28.52	5.241	28.38	5.024	0.443	NS
Power value	32.91	4.083	32.89	3.565	0.090	NS
Religious value	29.46	5.484	29.10	5.341	1.054	NS
Scientific value	29.52	6.032	29.45	5.714	0.192	NS
Social value	28.36	5.407	28.18	5.083	0.532	NS
Spiritual value	29.18	6.075	29.40	5.588	0.613	NS

Theoretical value	30.12	4.801	30.45	4.564	1.135	NS
Value pattern	307.47	23.813	307.41	21.171	0.042	NS

(At 5% level of significance, the table value of 't' is 1.96)

The table 4.18 reveals that the calculated 't' values for aesthetic value (0.401), economic value (0.331), hedonistic value (0.470), moral value (0.443), power value (0.090), religious value (1.054), scientific value (0.192), social value (0.532), spiritual value (0.613), theoretical value (1.135) and value pattern (0.042) of arts and science B. Ed. trainees . The calculated 't' values are less than the table value 1.96 and are not significant at 5% level.

Hence the formulated hypothesis, "there is no significant difference between arts and science B. Ed. trainees in their value pattern" is accepted

It means that there is no significant difference between arts and science B. Ed. trainees in their aesthetic value, economic value, hedonistic value, moral value, power value, religious value, scientific value, social value, spiritual value, theoretical value and value pattern.

Hypothesis: 3.5 There is no significant difference between rural and urban B.Ed. trainees in their value pattern.

Table 4. 19. Mean and Standard Deviation Scores of Value Pattern of Rural and Urban B.Ed. Trainees and Calculated ‘t’ Values

Dimension of Value pattern	Rural (N = 510)		Urban (N = 490)		Calculated ‘t’ values	Remarks
	Mean	S.D	Mean	S.D		
Aesthetic value	32.84	4.656	32.40	5.054	1.428	NS
Economic value	33.37	4.512	33.38	4.372	0.031	NS
Hedonistic value	33.67	4.043	33.31	4.155	1.412	NS
Moral value	28.59	5.006	28.30	5.257	0.875	NS
Power value	33.33	3.714	32.45	3.891	3.666	S
Religious value	29.35	5.212	29.19	5.616	0.464	NS
Scientific value	29.59	5.722	29.37	6.022	0.615	NS
Social value	28.58	5.106	27.95	5.366	1.905	NS
Spiritual value	29.73	5.297	28.84	6.311	2.410	S
Theoretical value	30.22	4.914	30.37	4.431	0.499	NS
Value pattern	309.26	22.845	305.54	21.984	2.625	S

(At 5% level of significance, the table value of ‘t’ is 1.96)

The table 4. 19 reveals that the calculated ‘t’ values for aesthetic value (1.428), economic value (0.031), hedonistic value (1.412), moral value (0.875), religious value (0.464), scientific value (0.615), social value (1.905) and theoretical value (0.499) of rural

and urban B.Ed. trainees are less than the table value 1.96 and are not significant at 5% level. The calculated 't' values power value(3.666), spiritual value(2.410) and value pattern (2.625) of rural and urban B.Ed. trainees are greater than the table value 1.96 and are significant at 5% level.

It means that there is no significant difference between rural and urban B.Ed. trainees in their aesthetic value, economic value, hedonistic value, moral value, religious value, scientific value, social value, and theoretical value of B. Ed. trainees.

Hence the formulated hypothesis, "there is no significant difference between rural and urban B.Ed. trainees in their the value pattern" is accepted for aesthetic value, economic value, hedonistic value, moral value, religious value, scientific value, social value, and theoretical value of B. Ed. trainees.

The table 4.19 reveals that the calculated 't' value for power value (3.666), spiritual value (2.410), and value pattern (2.625) of rural and urban B.Ed. trainees. The calculated values are greater than the table value 1.96 and are significant at 5% level.

It means that there is significant difference between rural and urban B.Ed. trainees in their power value, spiritual value and value pattern.

Hence the formulated hypothesis, "there is no significant difference between rural and urban B.Ed. trainees in their value pattern" is rejected for power value, spiritual value and value pattern.

Further, it is observed that, rural B.Ed. trainees (M=33.33) are better than urban B. Ed. trainees (M=32.45) in their power values. The rural B.Ed. trainees (M=29.73) are better than urban B. Ed. trainees (M=28.84) in their spiritual values. The rural B.Ed. trainees (M=309.26) are better than urban B. Ed. trainees (M=305.54) in their value pattern.

Hypothesis: 3.6 There is no significant difference among men, women and co-education college B. Ed. trainees in their value pattern.

Table 4. 20. Sum of Squares , Mean Square Variance of Value Pattern of Men, Women and Co-education college B. Ed. Trainees and Calculated ‘F’ Values

Dimensions of Value Pattern	Source of Variation	Sum of Squares	Mean Square Variation	Calculated ‘F’ value	Remarks
Aesthetic value	Between Groups	3441.216	1720.608	85.208	S
	Within Groups	20132.384	20.193		
Economic value	Between Groups	2292.221	1146.110	65.614	S
	Within Groups	17415.138	17.468		
Hedonistic value	Between Groups	106.156	53.078	2.97	NS
	Within Groups	16691.819	16.742		
Moral value	Between Groups	2921.369	1460.685	62.320	S
	Within Groups	23368.030	23.438		
Power value	Between Groups	195.205	97.603	6.746	S
	Within Groups	14425.186	14.469		
Religious value	Between Groups	5415.582	2707.791	113.242	S
	Within Groups	23839.793	23.912		
Scientific value	Between Groups	6910.998	3455.499	125.265	S
	Within Groups	27502.678	27.585		
Social value	Between Groups	6396.270	3198.135	151.429	S

	Within Groups	21056.369	21.120		
	Between Groups	2566.049	1283.024		
Spiritual value				40.752	S
	Within Groups	31389.102	31.484		
	Between Groups	1370.248	685.124		
Theoretical value				33.272	S
	Within Groups	20529.652	20.591		
	Between Groups	76242.645	38121.323		
Value pattern				88.554	S
	Within Groups	429195.87	430.487		
			4		

(At 5% level of significance for (2,997) df, the table value of 'F' is 3.00)

The table 4.20 reveals that the calculated 'F' values of aesthetic value (85.208), economic value (65.614), hedonistic value (3.170), moral value (62.320), power value (6.746), religious value (113.242), scientific value (125.265), social value (151.429), spiritual value (40.752), theoretical value (33.272) and value pattern (88.554) of men, women and co-education college B. Ed. trainees .The calculated values are greater than the table value 3.00 and are significant at 5% level, except for the dimension hedonistic value.

Thus there is significant difference among men, women and co-education college B.Ed. trainees in their aesthetic value, economic value, moral value, power value, religious value, scientific value, social value, spiritual value, theoretical value and value pattern.

Hence the formulated hypothesis, "there is no significant difference among men, women and co-education college B.Ed. trainees in their value pattern" is rejected except for the dimension hedonistic value.

In order to find out the significant difference among men, women and co-education college B. Ed. trainees in their aesthetic value, economic value, moral value, power value, religious value, scientific value, social value, spiritual value, theoretical value and value pattern, the Waller-Duncan test is administered.

Table 4. 20 (A) Mean Scores of Aesthetic Value of Men, Women and Co-education college B. Ed. Trainees

Subset for alpha = 0.05

Type of college	N	1	2	3
Men	138	28.48		
Co-education	575		32.65	
Women	287			34.55

While comparing the mean scores of men’s college (Mean=28.48), co-education college (Mean=32.65) and women’s college (Mean=34.55) B.Ed. trainees in their aesthetic value, women’s college B.Ed. trainees are better than co-education college and men’s college B.Ed. trainees. Men’s college B.Ed. trainees are better than co-education college B.Ed. trainees.

Table 4. 20 (B) Mean Scores of Economic Value of Men, Women and Co-education college B. Ed. Trainees

Subset for alpha = 0.05

Type of college	N	1	2	3
Men	138	30.11		
Co-education	575		33.31	
Women	287			35.08

While comparing the mean scores of men’s college (Mean=30.11), co-education college (Mean=33.31) and women’s college (Mean=35.08) B.Ed. trainees in their economic value, women’s college B.Ed. trainees are better than co-education college and men’s college B.Ed. trainees. Men’s college B.Ed. trainees are better than co-education college B.Ed. trainees.

Table 4. 20 (C) Mean Scores of Moral Value of Men, Women and Co-education college B. Ed. Trainees

Subset for alpha = 0.05

Type of college	N	1	2	3
Women	287	26.72		
Co-education	575		28.39	
Men	138			32.31

While comparing the mean scores of women’s college (Mean=26.72), co-education college (Mean=28.39) and men’s college (Mean=32.31) B.Ed. trainees moral value, men’s college B.Ed. trainees are better than co-education college and women’s college B.Ed. trainees. Men’s college B.Ed. trainees are better than co-education college B.Ed. trainees.

Table 4. 20 (D) Mean Scores of Power Value of Men, Women and Co-education college B. Ed. Trainees

Subset for alpha = 0.05

Type of college	N	1	2
Women	287	32.68	
Co-education	575	32.80	32.80
Men	138		

33.99

While comparing the mean scores of women’s college (Mean=32.68), co-education college (Mean=32.80) and men’s college (Mean=33.99) B.Ed. trainees power value, men’s college B.Ed. trainees are better than women’s college B.Ed. trainees.

Table 4. 20 (E) Mean Scores of Religious Value of Men, Women and Co-education college B. Ed. Trainees

Subset for alpha = 0.05				
Type of colleges	N	1	2	3
Women	287	27.18		
Co-education	575		29.01	
Men	138			34.74

While comparing the mean scores of women’s college (Mean=27.18), co-education college (Mean=29.01) and men’s college (Mean=34.74) B.Ed. trainees religious value, men’s college B.Ed. trainees are better than co-education college and women’s college B.Ed. trainees. Men’s college B.Ed. trainees are better than co-education college B.Ed. trainees.

Table 4. 20 (F) Mean Scores of Scientific Value of Men, Women and Co-education college B. Ed. Trainees

Subset for alpha = 0.05				
Type of college	N	1	2	3
Women	287	27.00		
Co-education	575		29.26	
Men	138			35.57

While comparing the mean scores of women’s college (Mean=27.00), co-education college (Mean=29.26) and men’s college (Mean=35.57) B.Ed. trainees scientific value, men’s college B.Ed. trainees are better than co-education college and women’s college B.Ed. trainees. Men’s college B.Ed. trainees are better than co-education college B.Ed. trainees.

Table 4. 20 (G) Mean Scores of Social Value of Men, Women and Co-education college B. Ed. Trainees

Type of colleges	N	Subset for alpha = 0.05	
		1	2
Women	287	26.60	
Co-education	575	27.61	27.61
Men	138		34.49

While comparing the mean scores of women’s college (Mean=26.60), co-education college (Mean=27.61) and men’s college (Mean=34.49) B.Ed. trainees social value, men’s college B.Ed. trainees are better than women’s college B.Ed. trainees.

Table 4. 20 (H) Mean Scores of Spiritual Value of Men, Women and Co-education college B. Ed. Trainees

Type of colleges	N	Subset for alpha = 0.05		
		1	2	3
Women	287	27.63		
Co-education	575		29.26	
Men	138			32.88

While comparing the mean scores of women’s college (Mean=27.63), co-education college (Mean=29.26) and men’s college (Mean=32.88) B.Ed. trainees spiritual value, men’s college B.Ed. trainees are better than co-education college and women’s college B.Ed. trainees. Men’s college B.Ed. trainees are better than co-education college B.Ed. trainees.

Table 4. 20 (I) Mean Scores of Theoretical Value of Men, Women and Coeducation college B. Ed. Trainees

Subset for alpha = 0.05				
Type of colleges	N	1	2	3
Women	287	28.68		
Co-education	575		30.61	
Men	138			32.32

While comparing the mean scores of women’s college (Mean=28.68), co-education college (Mean=30.61) and men’s college (Mean=32.32) B.Ed. trainees theoretical value, men’s college B.Ed. trainees are better than co-education college and women’s college B.Ed. trainees. Men’s college B.Ed. trainees are better than co-education college B.Ed. trainees.

Table 4. 20 (J) Mean Scores of Value Pattern of Men, Women and Co-education college B. Ed. Trainees

Subset for alpha = 0.05				
Type of colleges	N	1	2	3
Women	287	300.24		
Co-education	575		306.02	
Men	138			328.33

While comparing the mean scores of women’s college (Mean=300.24), co-education

college (Mean=306.02) and men’s college (Mean=328.33) B.Ed. trainees value pattern, men’s college B.Ed. trainees (Mean=328.33) are better than co-education college and women’s college B.Ed. trainees. Co-education college B.Ed. trainees are better than women’s college B.Ed. trainees.

Hypothesis: 3.7 There is no significant difference among FC, BC, MBC and SC/ST B.Ed. trainees in their value pattern.

Table 4. 21. Sum of Squares, Mean Square Variance of Value Pattern of FC, BC, MBC and SC/ST B.Ed. Trainees and Calculated ‘F’ Values

Dimensions of Value Pattern	Source of Variation	Sum of Squares	Mean Square Variation	Calculated ‘F’ values	Remarks
Aesthetic value	Between Groups	176.729	58.910	2.508	NS
	Within Groups	23396.871	23.491		
Economic value	Between Groups	161.097	53.699	2.336	NS
	thin Groups	19546.262	19.625		
Hedonistic value	Between Groups	11.028	3.676	0.218	NS
	Within Groups	16786.947	16.854		
Moral value	Between Groups	167.772	55.924	2.132	NS
	Within Groups	26121.627	26.227		
Power value	Between Groups	3.420	1.140	0.078	NS
	Within Groups	14616.971	14.676		
Religious value	Between Groups	176.257	58.752	2.012	NS
	Within Groups	29079.118	29.196		
Scientific value	Between Groups	263.751	87.917	2.564	NS
	Within Groups	34149.925	34.287		
Social value	Between Groups	187.727	62.576	2.286	NS

	Within Groups	27264.912	27.374		
	Between Groups	89.037	29.679		
Spiritual value				0.873	NS
	Within Groups	33866.114	34.002		
	Between Groups	35.307	11.769		
Theoretical value				0.536	NS
	Within Groups	21864.593	21.952		
	Between Groups	237.783	79.261		
Value pattern				0.156	NS
	Within Groups	505200.736	507.230		

(At 5% level of significance for (3,996) df, the table value of 'F' is 2.61)

The table 4.21 reveals that the calculated 'F' values of aesthetic value (2.508), economic value (2.336), hedonistic value (0.218), moral value (2.132), power value (0.078), religious value (2.012), scientific value (2.564), social value (2.286), spiritual value (0.873), theoretical value (0.536) and value pattern (0.156) of FC,BC,MBC and SC/ST B.Ed. trainees. The calculated values are less than the table value 2.61 and are not significant at 5% level. Hence, the formulated hypothesis, "there is no significant difference among FC, BC, MBC and SC/ST B.Ed. trainees in their value pattern" is accepted.

Thus there is no significant difference among FC,BC,MBC and SC/ST B.Ed. trainees in their aesthetic value, economic value, hedonistic value, moral value, power value, religious value, scientific value, social value, spiritual value, theoretical value and value pattern.

Hypothesis: 3.8 There is no significant difference among hindu, christian and muslim

B. Ed. trainees in their value pattern.

4. 22. Sum of Squares, Mean Square Variance of Value Pattern of Hindu, Christian and Muslim B.Ed. Trainees and Calculated 'F' Values

Dimensions of Value Pattern	Source of Variation	Sum of Squares	Mean Square Variation	Calculated 'F' values	Remarks
Aesthetic value	Between Groups	461.287	230.644	9.949	S
	Within Groups	2311.313	23.182		
Economic value	Between Groups	183.692	91.846	4.690	S
	Within Groups	19523.667	19.582		
Hedonistic value	Between Groups	87.371	43.686	2.606	NS
	Within Groups	16710.604	16.761		
Moral value	Between Groups	174.697	87.348	2.835	NS
	Within Groups	26114.702	26.193		
Power value	Between Groups	15.927	7.964	0.544	NS
	Within Groups	14604.464	14.648		
Religious value	Between Groups	363.946	181.973	6.280	S
	Within Groups	28891.429	28.978		
Scientific value	Between Groups	481.665	240.833	7.076	S
	Within Groups	33932.011	34.034		
Social value	Between Groups	226.492	113.246	4.147	S
	Within Groups	27226.147	27.308		
Spiritual value	Between Groups	121.727	60.864	1.794	NS
	Within Groups	33833.424	33.935		

Theoretical value	Between Groups	7.387	3.694	0.168	NS
	Within Groups	21892.513	21.958		
Value pattern	Between Groups	439.053	219.527	0.433	NS
	Within Groups	504999.466	506.519		

(At 5% level of significance for (2,997) df, the table value of 'F' is 3.00)

The table 4.22 reveals that the calculated 'F' value of aesthetic value (9.949), economic value (4.690), hedonistic value (2.606), moral value (2.835), power value (0.544), religious value(6.280), scientific value (7.076), social value (4.147), spiritual value (1.794), theoretical value(0.168) and value pattern (0.433) of Hindu, Christian and Muslim B.Ed. trainees .The calculated values of hedonistic value, moral value, power value, spiritual value, theoretical value and value pattern are less than the table value 3.00 and are not significant at 5% level.

It shows that there is no significant difference among hindu, christian and muslim B.Ed. trainees in their hedonistic value, moral value, power value, spiritual value, theoretical value and value pattern.

Hence the formulated hypothesis, "there is no significant difference among hindu, christian and muslim B.Ed. trainees in their value pattern" is accepted for the dimensions hedonistic value, moral value, power value, spiritual value, theoretical value and value pattern.

However, the calculated values of aesthetic value, economic value, religious value, scientific value and social value are greater than the table value 3.00 and are significant at 5% level.

It means that there is significant difference among hindu, christian and muslim B.Ed. trainees in their aesthetic value, economic value, religious value, scientific value and social value.

Hence for the dimensions aesthetic value, economic value, religious value, scientific value and social value the formulated hypothesis, “there is no significant difference among hindu, christian and muslim B. Ed. trainees in their value pattern” is rejected.

In order to find out the significant difference among hindu, christian and muslim B.Ed. trainees in their aesthetic value, economic value, religious value, scientific value and social value, the Waller- Duncan test was administered.

Table 4. 22 (A) Mean Scores of Aesthetic Value of Hindu, Christian and Muslim B. Ed. Trainees

Religion	N	Subset for alpha = 0.05	
		1	2
Hindu	450	32.00	
Muslim	184	32.39	32.39
Christian	366		33.49

While comparing the mean scores of hindu (Mean=32.00), muslim (Mean=32.39) and christian (Mean=33.49) B.Ed. trainees aesthetic value, Christian B.Ed. trainees are better than hindu B.Ed. trainees.

Table 4. 22 (B) Mean Scores of Economic Value of Hindu, Christian, and Muslim B. Ed. Trainees

Religion	N	Subset for alpha = 0.05	
		1	2
Hindu	450	32.90	
Muslim	184	33.64	33.64
Christian	366		33.81

While comparing the mean scores of hindu (Mean=32.90), muslim (Mean=33.64) and christian (Mean=33.81) B.Ed. trainees economic value, christian B.Ed. trainees are better than hindu B.Ed. trainees.

Table 4. 22(C) Mean Scores of Religious Value of Hindu, Christian and Muslim B. Ed. Trainees

Religion	N	Subset for alpha = 0.05	
		1	2
Christian	366	28.48	
Muslim	184	29.64	29.64
Hindu	450		29.77

While comparing the mean scores of christian (Mean=28.48), muslim (Mean=29.64) and hindu (Mean=29.77) B.Ed. trainees religious value, hindu B.Ed. trainees are better than christian B.Ed. trainees.

Table 4. 22 (D) Mean Scores of Scientific Value of Hindu, Christian and Muslim B. Ed. Trainees

Subset for alpha = 0.05

Religion	N	1	2
Christian	366	28.59	
Muslim	184	29.72	29.72
Hindu	450		30.11

While comparing the mean scores of christian (Mean=28.59), muslim (Mean=29.72) and hindu (Mean=30.11) B.Ed. trainees scientific value, hindu B.Ed. trainees are better than christian B.Ed. trainees.

Table 4. 22 (E) Mean Scores of Social Value of Hindu, Christian and Muslim B. Ed. Trainees

Subset for alpha = 0.05

Religion	N	1	2
Christian	366	27.65	
Hindu	450	28.58	28.58
Muslim	184		28.74

While comparing the mean scores of christian (Mean=27.65),hindu (Mean=28.58) and muslim (Mean=28.74) B.Ed. trainees social value, muslim B.Ed. trainees are better than christian B.Ed. trainees.

Hypothesis: 3.9 There is no significant association between father's education and value pattern of B. Ed. trainees.

Table 4. 23. Value Pattern of B. Ed. Trainees and their Father's Education and Calculated ' χ^2 ' Values

Dimensions of Value pattern	Calculated ' χ^2 ' value	Remarks
Aesthetic value	3.644	NS
Economic value	3.545	NS
Hedonistic value	1.252	NS
Moral value	6.447	NS
Power value	5.104	NS
Religious value	8.317	NS
Scientific value	7.819	NS
Social value	7.020	NS
Spiritual value	33.319	S
Theoretical value	10.806	NS
Value pattern	6.866	NS

(At 5% level of significance for 6 df, the table value of ' χ^2 ' is 12.59)

The table 4.23 reveals that the calculated ' χ^2 ' value of father's education and aesthetic value (3.644), economic value (3.545), hedonistic value (1.252) moral value (6.447), power value (5.104), religious value (8.317), scientific value (7.819), social value (7.020), spiritual value (33.319), theoretical value (10.806) and towards value pattern as a

whole (6.866). The calculated values are less than the table value 12.59 and are not significant at 5% level, except for the dimension spiritual value.

It means that there is no significant difference between father’s education and aesthetic value, economic value, hedonistic value, moral value, power value, religious value, scientific value, social value, theoretical value and value pattern of B. Ed. trainees except for the dimension spiritual value.

Hence, for the dimensions aesthetic value, economic value, hedonistic value, moral value, power value, religious value, scientific value, social value, theoretical value and value pattern the formulated hypothesis “there is no significant association between father’s education of B. Ed. trainees and value pattern” is accepted except for the dimension spiritual value.

Hypothesis: 3.10 There is no significant association between mother’s education and value pattern of B. Ed. trainees.

Table 4. 24. Value Pattern of B. Ed. Trainees and their Mother’s Education and Calculated ‘ χ^2 ’ Values.

Dimensions of	Calculated ‘ χ^2 ’ value	Remarks
Value pattern		
Aesthetic value	8.005	NS
Economic value	7.460	NS
Hedonistic value	4.177	NS
Moral value	19.181	S
Power value	1.051	NS

Religious value	14.601	S
Scientific value	17.754	S
Social value	3.722	NS
Spiritual value	22.065	S
Theoretical value	2.850	NS
Value pattern	4.743	NS

(At 5% level of significance for 6 df, the table value of χ^2 is 12.59)

The table 4.24 reveals that the calculated chi-square values of mother's education of B.Ed. trainees and aesthetic value (8.005), economic value (7.460), hedonistic value (4.177), moral value (19.181), power value (1.051), religious value (14.601), scientific value (17.754), social value (3.722), spiritual value (22.065), theoretical value (2.850) and value pattern (4.743). The calculated values are less than the table value 12.59 for the dimensions aesthetic value, economic value, hedonistic value, power value, social value, theoretical value and value pattern and are not significant at 5% level.

Hence, except the dimensions moral value, religious value, scientific value and spiritual value, the formulated hypothesis, "there is no significant association between mother's education and value pattern of B. Ed. trainees" is accepted.

Hypothesis: 3.11 There is no significant association between birth order and value pattern of B.Ed. trainees.

Table 4. 25. Value Pattern of B. Ed. Trainees and their Birth Order and Calculated ' χ^2 ' Values

Dimensions	Calculated ' χ^2 ' values	Remarks
Aesthetic value	1.348	NS
Economic value	.973	NS
Hedonistic value	2.473	NS
Moral value	7.201	NS
Power value	9.339	NS
Religious value	8.509	NS
Scientific value	11.142	NS
Social value	3.645	NS
Spiritual value	2.917	NS
Theoretical value	4.673	NS
Value pattern	6.298	NS

(At 5% level of significance for 6 df, the table value of ' χ^2 ' is 12.59)

The table 4.25 reveals that the calculated chi-square values of birth order of B. Ed trainees and aesthetic value (1.348), economic value (.973), hedonistic value (2.473), moral value (7.201), power value (9.339), religious value (8.509), scientific value (11.142), social value (3.645), spiritual value (2.917), theoretical value (4.673) and towards value pattern (6.298). The calculated values are less than the table value, 12.59

and are not significant at 5% level. Hence the formulated hypothesis, “there is no significant association between birth order and value pattern of B. Ed. trainees” is accepted.

It means that there is no significant association between birth order and aesthetic value, economic value, hedonistic value, moral value, power value, religious value, scientific value, social value, spiritual value, theoretical value and value pattern of B. Ed. trainees.

Hypothesis: 4.1 There is no significant difference between male and female B. Ed. trainees in their emotional intelligence.

Table 4. 26. Mean and Standard Deviation Scores of Emotional Intelligence of Male and Female B.Ed. Trainees and Calculated 't' Values

Dimensions of Emotional Intelligence	Male (N=259)		Female (N=741)		Calculated 't' values	Remarks
	Mean	S.D	Mean	S.D		
Intra personal awareness	11.27	3.789	10.64	3.873	2.263	S
Inter personal awareness	10.75	3.186	10.52	2.851	1.025	NS
Intra personal management	10.04	3.160	9.15	3.804	3.373	S
Inter personal management	9.10	3.285	8.26	3.383	3.532	S
Emotional intelligence	41.16	11.059	38.57	11.390	3.216	S

(At 5% level of significance, the table value of 't' is 1.96)

The table 4.26 reveals that the calculated 't' values of male and female B.Ed. trainees for intra personal awareness (2.263), inter personal awareness (1.025), intra personal management (3.373), inter personal management (3.532) and emotional intelligence (3.216). The calculated values are greater than the table value 1.96 and are significant at 5% level except for the dimension inter personal awareness.

It means that there is significant difference between male and female B.Ed. trainees in their intra personal awareness, intra personal management, inter personal management and emotional intelligence.

Hence, except for the dimension inter personal awareness, the formulated hypothesis, "there is no significant difference between male and female B.Ed. trainees in their emotional intelligence of B. Ed. trainees" is rejected.

Further, it is observed that, male B.Ed. trainees are better than female B. Ed. trainees in their intra personal awareness (M=11.27), intra personal management (M=10.04), inter personal management (M=9.10) and emotional intelligence (M=41.16).

Hypothesis: 4.2 There is no significant association between age and emotional intelligence of B. Ed. trainees.

Table 4. 27. Emotional Intelligence of B. Ed. Trainees and their Age and Calculated 'x²' Values

Dimensions of Emotional Intelligence	Calculated 'x ² '	
	values	Remarks
Intra personal awareness	5.078	NS
Inter personal awareness	2.472	NS
Intra personal management	12.801	S
Inter personal management	5.092	NS
Emotional intelligence	5.749	NS

(At 5% level of significance for 4 df, the table value of 'x²' is 9.49)

The table 4.27 reveals that the calculated chi-square value of age of B. Ed. trainees and intra personal awareness (5.078), inter personal awareness (2.472), intra personal management (12.801), inter personal management (5.092) and emotional intelligence (5.749). The calculated values are less than the table value, 9.49 and are not significant at 5% level except for the dimension intra personal management.

Hence, except the dimension, intra personal management the formulated hypothesis, "there is no significant association between age and emotional intelligence of B.Ed. trainees" is accepted.

It means that there is no significant association between age and emotional intelligence of B.Ed. trainees, except the dimension intra personal management.

Hypothesis: 4.3 There is no significant difference among UG and PG B. Ed. trainees in their emotional intelligence.

Table 4. 28. Mean and Standard Deviation Scores of Emotional Intelligence of UG and PG B.Ed. Trainees and Calculated 't' Values

Dimensions of Emotional Intelligence	UG(N = 735)		PG(N=265)		Calculated 't' value	Remarks
	Mean	S.D	Mean	S.D		
Intra personal awareness	10.86	3.872	10.66	3.829	.734	NS
Inter personal awareness	10.63	2.896	10.45	3.065	.840	NS
Intra personal management	9.39	3.713	9.37	3.942	.041	NS
Inter personal management	8.46	3.451	8.52	3.168	.268	NS
Emotional intelligence	39.33	11.433	39.00	11.160	.414	NS

(At 5% level of significance, the table value of 't' is 1.96)

The table 4.28 reveals that the calculated 't' value for UG and PG B. Ed. trainees and intra personal awareness (.734), inter personal awareness (.840), intra personal management (.041), inter personal management (.268) and emotional intelligence as a whole (.414). The calculated values are less than the table value 1.96 and are not significant at 5% level.

Hence the formulated hypothesis, "there is no significant difference between UG and PG B. Ed. trainees and emotional intelligence" is accepted.

It means that there is no significant difference between UG and PG B. Ed. trainees and intra personal awareness, inter personal awareness, intra personal management, inter personal management and emotional intelligence.

Hypothesis: 4.4 There is no significant difference among arts and science B. Ed. trainees in their emotional intelligence.

Table 4. 29. Mean and Standard Deviation Scores of Emotional Intelligence of Arts and Science B.Ed. Trainees and Calculated 't' Values

Dimensions of Emotional Intelligence	Arts (N = 490)		Science (N=510)		Calculated 't' value	Remarks
	Mean	S.D	Mean	S.D		
Intra personal awareness	10.83	3.877	10.78	3.846	0.206	NS
Inter personal awareness	10.64	2.999	10.52	2.887	0.629	NS
Intra personal management	9.41	3.905	9.36	3.646	0.215	NS
Inter personal management	8.47	3.339	8.48	3.416	-0.07	NS
Emotional intelligence	39.34	11.443	39.14	11.283	0.283	NS

(At 5% level of significance, the table value of 't' is 1.96)

The table 4.29 reveals that the calculated 't' value for arts and science B.Ed. trainees and intra personal awareness (.206), inter personal awareness (.629), intra personal management (.215), inter personal management (-.070) and emotional intelligence (1.159).The calculated values are less than the table value 1.96 and are not significant at 5% level.

Hence the formulated hypothesis, “there is no significant difference between arts and science B.Ed. trainees in their emotional intelligence” is accepted.

Hence the formulated hypothesis, “there is no significant difference between arts and science B.Ed. trainees in their emotional intelligence” is accepted.

It means that there is no significant difference between arts and science B.Ed. trainees and intra personal awareness, inter personal awareness, intra personal management, inter personal management and emotional intelligence.

Hypothesis: 4.5 There is no significant difference among rural and urban B. Ed. trainees in their emotional intelligence.

Table 4. 30. Mean and Standard Deviation Scores of Emotional Intelligence of Rural and Urban B.Ed. Trainees and Calculated 't' Values

Dimensions of Emotional Intelligence	Rural (N = 510)		Urban (N=490)		Calculated 't' value	Remarks
	Mean	S.D	Mean	S.D		
Intra personal awareness	10.63	3.677	10.98	4.037	1.433	NS
Inter personal awareness	10.58	2.781	10.57	2.781	0.058	NS
Intra personal management	9.14	3.679	9.64	3.679	2.111	S
Inter personal management	8.20	3.324	8.77	3.324	2.672	S
Emotional intelligence	38.55	10.926	39.96	11.756	1.969	

(At 5% level of significance, the table value of 't' is 1.96)

The table 4.30 reveals that the calculated 't' value for rural and urban B.Ed. trainees and intra personal awareness (1.433), inter personal awareness (.058), intra personal

management (2.111), inter personal management (2.672) and emotional intelligence (1.969). The calculated values are less than the table value 1.96 and not significant at 5% level for the dimension intra personal awareness and inter personal awareness. It means that there is no significant difference between rural and urban B.Ed. trainees and intra personal awareness and inter personal awareness.

Further, it is observed that, urban B.Ed. trainees are better than rural B. Ed. trainees in their intra personal management (M=9.64), inter personal management (M=8.77) and emotional intelligence (M=39.96).

Hence for the dimension intra personal awareness and inter personal awareness the formulated hypothesis, “there is no significant difference between rural and urban B.Ed. trainees in their emotional intelligence” is accepted.

Hypothesis: 4.6 There is no significant difference among men, women and co-education college B. Ed. trainees in their emotional intelligence

Table 4. 31. Sum of squares ,Mean Square Variance of Emotional Intelligence of Men, Women and Co-education college B. Ed. Trainees and Calculated ‘F’ Values

Dimensions of Emotional Intelligence	Source of Variation	Sum of Squares	Mean Square Variation	Calculated ‘F’ value	Remarks
Intra personal awareness	Between Groups	569.031	284.515	19.820	S
	Within Groups	14311.944	14.355		
Inter personal awareness	Between Groups	239.308	119.654	14.194	S
	Within Groups	8404.451	8.430		
Intra personal management	Between Groups	316.062	158.031	11.330	S
	Within Groups	13906.014	13.948		

Inter personal management	Between Groups	581.999	290.999	26.840	S
	Within Groups	10809.376	10.842		
Emotional intelligence	Between Groups	6436.102	3218.051		
	Within Groups	122406.817	122.775	26.211	S

(At 5% level of significance for (2,997) df, the table value of ‘F’ is 3.00)

The table 4.31 reveals that the calculated ‘F’ value of intra personal awareness (19.820), inter personal awareness (14.194), intra personal management (11.330), inter personal management (26.840) and emotional intelligence (26.211) of men, women and co-education college B.Ed. trainees .The calculated values are greater than the table value 3.00 and are significant at 5% level.

It means that there is significant difference among men, women and co-education college B.Ed. trainees in their intra personal awareness, inter personal awareness, intra personal management, inter personal management and emotional intelligence.

Hence the formulated hypothesis, “there is no significant difference among men, women and co-education college B.Ed. trainees in their emotional intelligence” is rejected.

In order to find out the significant difference among men, women and co-education college B. Ed. trainees in their intra personal awareness, inter personal awareness, intra personal management, inter personal management and emotional intelligence, the Waller-Duncan test is administered.

Table 4. 31 (A) Mean Scores of Intra Personal Awareness of Men, Women and Co-education college B. Ed. Trainees

Type of college	N	Subset for alpha = 0.05	
		1	2
Co-education	575	10.16	
Women	287	11.67	11.67
Men	138		11.70

While comparing the mean scores of co-education college (Mean=10.16), women’s college (Mean=11.67) and men’s college (Mean=11.70) B.Ed. trainees intra personal awareness, men’s college B.Ed. trainees are better than co-education college B.Ed. trainees.

Table 4. 31 (B) Mean Scores of Inter Personal Awareness of Men, Women and Co-education college B. Ed. Trainees

Type of college	N	Subset for alpha = 0.05	
		1	2
Co-education	575	10.19	
Women	287	10.72	10.72
Men	138		11.30

While comparing the mean scores of co-education college (Mean=10.19), women’s college (Mean=10.72) and men’s college (Mean=11.30) B.Ed. trainees inter personal awareness, men’s college B.Ed. trainees are better than co-education college B.Ed. trainees.

Table 4. 31 (C) Mean Scores of Intra Personal Management of Men, Women and Co-education college B. Ed. Trainees

Subset for alpha = 0.05

Type of college	N	1	2
Co-education	575	8.91	
Women	287	9.70	9.70
Men	138		10.17

While comparing the mean scores of co-education college (Mean=8.91), women’s college (Mean=9.70) and men’s college (Mean=10.17) B.Ed. trainees intra personal management, men’s college B.Ed. trainees are better than co-education college B.Ed. trainees.

Table 4. 31 (D) Mean Scores of Inter Personal Management of Men, Women and Co-education college B. Ed. Trainees

Subset for alpha = 0.05

Type of college	N	1	2
Co-education	575	7.82	
Women	287	9.36	9.36
Men	138		9.37

While comparing the mean scores of co-education college (Mean=7.82), women’s college (Mean=9.36) and men’s college (Mean=9.37) B.Ed. trainees inter personal management, men’s college B.Ed. trainees are better than co-education college B.Ed. trainees.

It means that there is no significant difference among hindu, christian and muslim

B. Ed. trainees in their intra personal awareness, inter personal awareness, intra personal management, inter personal management and emotional intelligence.

Hypothesis: 4.9 There is no significant association between father’s education and emotional intelligence of B. Ed. trainees.

Table 4. 34. Emotional Intelligence of B. Ed. Trainees and their Father’s Education and Calculated ‘ χ^2 ’ Values

Dimensions of	Calculated ‘ χ^2 ’ value	Remarks
Emotional Intelligence		
Intra personal awareness	10.959	NS
Inter personal awareness	4.757	NS
Intra personal management	9.065	NS
Inter personal management	7.580	NS
Emotional intelligence	7.099	NS

(At 5% level of significance for 6 df, the table value of ‘ χ^2 ’ is 12.59)

The table 4.34 reveals the calculated chi-square value of father’s education of B. Ed. trainees and intra personal awareness (10.959), inter personal awareness (4.757), intra personal management (9.065), inter personal management (7.580) and emotional intelligence (7.099). The calculated values are less than the table value 12.59 and are not significant at 5% level.

Hence, the formulated hypothesis, “there is no significant association between the emotional intelligence of B. Ed. trainees and their father’s education” is accepted.

It means that there is no significant association between father’s education and intra personal awareness, inter personal awareness, intra personal management, inter personal management and emotional intelligence of B. Ed. trainees.

Hypothesis: 4.10 There is no significant association between mother’s education and emotional intelligence of B. Ed. trainees.

Table 4. 35. Emotional Intelligence of B. Ed. Trainees and their Mother’s Education and Calculated ‘ χ^2 ’ Values.

Dimensions of Emotional Intelligence	Calculated χ^2 values	Remarks
Intra personal awareness	4.387	NS
Inter personal awareness	1.353	NS
Intra personal management	10.637	NS
Inter personal management	4.004	NS
Emotional intelligence	4.191	NS

(At 5% level of significance for 6 df, the table values of χ^2 is 12.59)

The table 4. 35 reveals that the calculated chi-square value of mother’s education of B.Ed. trainees and intra personal awareness (4.387), inter personal awareness (1.353), intra personal management (10.637), inter personal management (4.004) and emotional intelligence (4.191). The calculated values are less than the table value 12.59 for intra personal awareness, inter personal awareness, intra personal management, inter personal management and emotional intelligence and are not significant at 5% level.

Hence, the formulated hypothesis, “there is no significant association between mother’s education and emotional intelligence of B. Ed. trainees” is accepted.

It means that there is no significant association between mother’s education and intra personal awareness, inter personal awareness, intra personal management, inter personal management and emotional intelligence of B. Ed. trainees.

Hypothesis: 4.11 There is no significant association between birth order and emotional intelligence of B. Ed. trainees.

Table 4. 36. Emotional Intelligence of B. Ed. Trainees and their birth order and Calculated ‘ χ^2 ’ Values.

Dimensions of Emotional Intelligence	Calculated ‘ χ^2 ’ value	Remarks
Intra personal awareness	2.456	NS
Inter personal awareness	7.753	NS
Intra personal management	5.435	NS
Inter personal management	3.892	NS
Emotional intelligence	3.803	NS

(At 5% level of significance for 6 df, the table value of ‘ χ^2 ’ is 12.59)

The table 4. 36 reveals that the calculated chi square values of the birth order of B.Ed. trainees and intra personal awareness (2.456), inter personal awareness (7.753), intra personal management (5.435), inter personal management (3.892) and emotional intelligence (3.803). The calculated values are less than the table value 12.59 and are not significant at 5% level.

Hence, the formulated hypothesis, “there is no significant association between birth order and emotional intelligence of B. Ed. trainees” is accepted.

Thus there is no significant association between birth order of B. Ed. trainees and intra personal awareness, inter personal awareness, intra personal management, inter personal management and emotional intelligence.

Correlation Analysis

Hypothesis: 5.1 There is no significant relationship between academic achievement and value pattern of B.Ed. trainees.

Table 4. 37. Academic Achievement and Value Pattern of B.Ed.

Trainees and Calculated '□' Values

Dimensions of Value Pattern	Calculated '□' Value	p-Value	Remarks
Aesthetic value	0.312	.000	S
Economic value	0.141	.000	S
Hedonistic value	0.162	.000	S
Moral value	0.200	.000	S
Power value	0.014	.661	NS
Religious value	0.245	.000	S
Scientific value	0.281	.000	S
Social value	0.156	.000	S
Spiritual value	0.369	.000	S
Theoretical value	0.022	.487	NS
Value pattern	0.013	.487	NS

(At 0.05 percentage level of significance, the table value of '□' is 0.081)

The table 4.37 reveals that the calculated ' χ^2 ' values of academic achievement and aesthetic value (0.312), economic value (0.141), hedonistic value (0.162), moral value (0.200), power value (0.014), religious value (0.245), scientific value (0.281), social value (0.156), spiritual value (0.369), theoretical value (0.022) and value pattern (0.013). The values for aesthetic value, hedonistic value, moral value, religious value, scientific value, social value and spiritual value are greater than the table value 0.081 at 5% level of significance. It shows that there is positive correlation between academic achievement and aesthetic value, hedonistic value, moral value, religious value, scientific value, social value and spiritual value of B. Ed. trainees.

Hence, except for the dimension, power value, theoretical value and value pattern, the formulated hypothesis "there is no significant relationship between academic achievement and value pattern of B. Ed trainees" is rejected.



Hypothesis: 6.1 There is no significant relationship between academic achievement and emotional intelligence of B.Ed. trainees.

Table 4. 38. Academic Achievement and Emotional Intelligence of B.Ed. Trainees and Calculated ‘ χ^2 ’ Values

Dimensions of Emotional Intelligence	Calculated ‘ χ^2 ’ Value	p-Value	Remarks
Intra personal awareness	0.001	0.976	NS
Inter personal awareness	0.053	0.096	NS
Intra personal management	0.015	0.637	NS
Inter personal management	0.067	0.033	NS
Emotional intelligence	0.039	0.219	NS

(At 0.05 % level of significance, the table value of ‘ χ^2 ’ is 0.081)

The table 4.38 reveals that the calculated ‘ χ^2 ’ values of academic achievement and intra personal awareness (0.001), inter personal awareness (0.053), intra personal management (0.015), inter personal management (0.067) and emotional intelligence (0.039) and are less than the table value 0.081 at 5% level of significance.

It shows that there is no significant correlation between academic achievement and intra personal awareness, inter personal awareness, intra personal management, inter personal management and emotional intelligence of B.Ed. trainees.

Hypothesis: 7.1 There is no significant relationship between value pattern and emotional intelligence of B.Ed. trainees.

Table 4. 39. Value Pattern and Emotional Intelligence of B.Ed.

Trainees and Calculated '□' Values

Dimensions of Value pattern	Calculated '□' Value	p-Value	Remarks
Aesthetic value	.062	.048	NS
Economic value	.045	.154	NS
Hedonistic value	.014	.669	NS
Moral value	.021	.510	NS
Power value	.038	.224	NS
Religious value	.004	.906	NS
Scientific value	-.021	.502	NS
Social value	.031	.332	NS
Spiritual value	-.017	.595	NS
Theoretical value	.001	.986	NS
Value pattern	.034	.277	NS

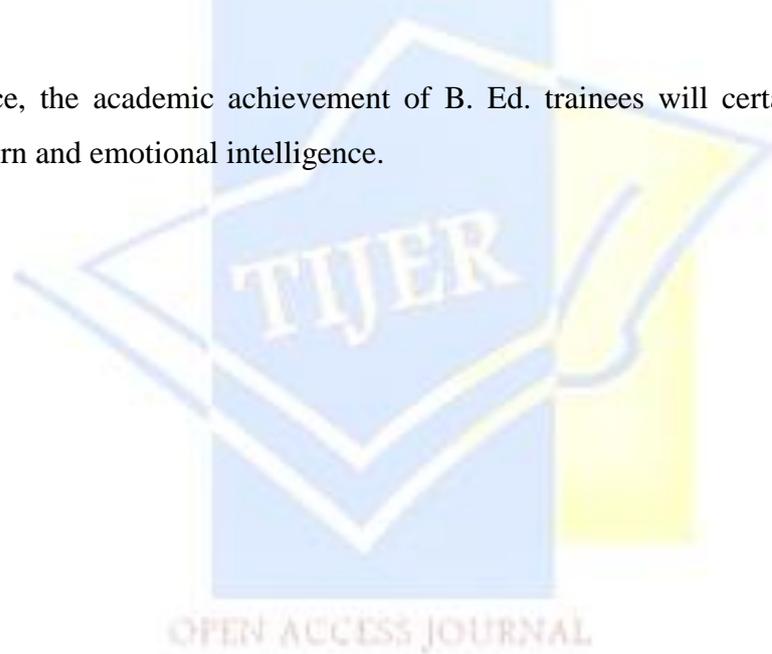
Table 4. 41. Factor loading of Academic Achievement, Value Pattern and Emotional Intelligence.

Variables	Factor Loading	Nature of Variables
Academic achievement	.672	Considerable presence
Aesthetic value	.792	Very high presence
Economic value	.724	Very high presence
Hedonistic value	.757	Very high presence
Moral value	.715	Very high presence
Power value	.647	Considerable presence
Religious value	.851	Very high presence
Scientific value	.902	Extremely high presence
Social value	.803	Very high presence
Spiritual value	.704	Very high presence
Theoretical value	.516	Considerable presence
Value pattern	.983	Extremely high presence
Intra personal awareness	.655	Considerable presence
Inter personal awareness	.630	Considerable presence
Intra personal management	.712	Very high presence
Inter personal management	.670	Considerable presence
Emotional intelligence	.999	Extremely high presence

The table 4.41 reveals that the factor analysis of the correlation matrix yields single factor with extreme high factor loading as given in the above table. The factor loading of the value pattern and emotional intelligence will lead to better achievement. Here the positive loading of the factors scientific value and intra personal management are related to academic achievement. The factor for the sample has been identified as *Scientific intra personal achievement*.

All the findings in the present investigation point to the three variables namely value pattern, emotional intelligence and academic achievement. Scientific value directs the B.Ed. trainees to be curious to know more things around them, critical in observation, respect other's point of view and open minded in their judgements. B.Ed. trainees ability to control impulsive feelings and behaviours, manage the emotions in healthy ways, take initiative, follow through on commitments, and adapt to changing circumstances lead a success in their achievement.

Hence, the academic achievement of B. Ed. trainees will certainly vary with value pattern and emotional intelligence.



CHAPTER V

Emotional intelligence provides liberty for individuals to explore self potentials, as well as providing opportunities for individuals to harmonize themselves with their emotion. Goleman (1998) theorized that Intelligence Quotient (IQ) accounts for only about twenty percent of a person's success in one's professional and personal life. The balance eighty percent can be attributed to Emotional Intelligence (EI). Emotional intelligence is the ability and freedom to grow. Student teachers with high emotional intelligence are more competent, have more self-confidence, hard working, help others in a constructive way, more motivated, energetic and full of enthusiasm and turn away from accepted or given path or opinion. Upadhyaya (2006) found student teachers with low emotional intelligence were more uneasy and worried about future, unhappy feelings and failures; were less cautious, irregular and like to take to more rest, restrain others, have lack of energy, feel tired and uninterested to conform to the opinion or accepted path taken by most people. Value pattern and emotional intelligence contribute significantly to the development of integrated, harmonious personality as well as the academic achievement of an individual.

With this in view, the investigator made an attempt to conduct a study on academic achievement of B. Ed. trainees in relation to their value pattern and emotional intelligence.

Title of the Study

The study under the investigation is stated as “Academic Achievement of B. Ed. Trainees in Relation to Their Value Pattern and Emotional Intelligence”.

Operational Definitions of the Terms

Academic achievement. Academic achievement is one among the educational objectives that refers to the quality and quantity of students' work over a period of study determined by the score of an achievement test. Here, it refers to the total marks scored by the B. Ed. trainees in the academic achievement test administered by the investigator.

B.Ed. trainees. By B.Ed. trainees, the investigator means, the students studying in B.Ed. colleges affiliated to the Tamil Nadu Teachers Education University, who are trained to get a teacher job.

Relation. It is the relationship of value pattern and emotional intelligence with the academic achievement of the B.Ed. trainees.

Value pattern. Values influence man's behaviours which direct actions and activities. In this study, value pattern includes aesthetic, economic, hedonistic, moral, power, religious, scientific, social, spiritual and theoretical values. Value pattern means the scores achieved by the B.Ed. trainees in the value pattern rating scale administered by the investigator.

Emotional intelligence. Emotional intelligence is the skill to identify emotions, to understand them, to manage them and to use them in handling relationships. It includes self-awareness, self-management, social awareness and relationship management of the individuals. In this study, emotional intelligence means the scores achieved by the B.Ed. trainees in the emotional intelligence inventory administered by the investigator.

Method

Population for the Study

The population for the present study consists of 8200 B. Ed. trainees studying in the B.Ed. colleges affiliated to Tamil Nadu Teachers Education University, Chennai.

Sampling Technique

In the present study the investigator adopted random sampling method to select the sample.

Sample. The sample consisted of 1000 B. Ed. trainees studying in 10 B.Ed. colleges of Tirunelveli, Tuticorin and Kanyakumari districts, affiliated to Tamil Nadu Teachers Education University, Chennai.

Tools Used

The investigator has used the following tools for data collection.

- 1) Academic Achievement Test (AAT) developed and validated by the investigator and guide (2013).
- 2) Value Pattern Scale (VPS) developed and validated by the investigator and guide (2013).
- 3) Emotional Intelligence Inventory (EII) developed and standardized by Mangal and Mangal (2005).

Description of the Tools

Academic Achievement Test. The academic achievement test was constructed by the investigator to measure the achievement index of B.Ed. trainees. This test consisted of 50 multiple choice type questions.

Pilot Study. The test was administered to one hundred B.Ed. trainees selected randomly from different B.Ed. colleges. On the basis of trainees' response, item analysis was carried out for each item of the test. In order to make the questionnaire valid, reliable and relevant, the marks scored for each question were subjected to item difficulty $(U+L \times 100/N)$ and Item discrimination $(U-L)/N/2$ analysis. The questions pertaining to the values which are in between 40 and 80 in respect of item difficulty and above 0.2 in respect of item discrimination were selected.

Establishing validity. The integrated question paper framed was submitted to the guide and it was examined by him along with eminent educators, teachers and professors of colleges of education. It has been felt by them that the achievement test items possess content validity.

Establishing reliability. The investigator has administered the achievement questionnaire to 100 B.Ed. trainees, fifty men B.Ed. trainees of St. Xavier's College of Education, Palayamkottai and fifty women B.Ed. trainees of St. Mary's College of Education, Seydunganallur. Again, after two weeks a retest was administered to the same B.Ed. trainees of the same colleges. The responses were scored and the co-efficient of correlation for the academic achievement of B.Ed. trainees were calculated. The correlation co-efficient for the academic achievement of B. Ed. trainees was 0.78. Thus the reliability of the tool was established.

Value Pattern Scale. In the present study, to measure the value pattern of the B.Ed. trainees, the investigator constructed and validated value pattern scale which consists of 120 items.

Pilot Study. Item analysis was done for the 100 response sheets of B.Ed. trainees, fifty men B.Ed. trainees of St. Xavier's College of Education, Palayamkottai and fifty women B.Ed. trainees of St. Mary's College of Education, Seydunganallur, by using item versus whole correlation method. The item which had the correlation value above 0.195 was retained and other items were discarded. Thus the finalised tool consisted of 120 items.

Content validity. A draft questionnaire, prepared by the investigator having 170 items was submitted to the guide and two professors of psychology department, Manonmaniam Sundaranar University, Tirunelveli. They checked, dropped the irrelevant items and offered suggestions to improve the items. The investigator modified the draft questionnaire and arrived at a final list of 120 items under ten dimensions. Thus the content validity of the tool was established.

Concurrent validity. For establishing concurrent validity, 100 students were selected randomly from St. Xavier's College of Education, Palayamkottai and St. Mary's College of Education, Seydunganallur and the standardized tool by Sherry and Verma (1978) was given to the selected sample of B.Ed trainees and scored. The developed tool was given to the same set of trainees and the responses of the trainees were scored. With the help of scoring of the developed tool, the investigator found the correlation between the two sets of scores was 0.82.

Establishing reliability. The investigator used split-half method for establishing reliability of the value pattern scale. The reliability coefficient was computed and found to be 0.75.

Emotional Intelligence Inventory. The investigator used the standardized emotional intelligence inventory by Mangal and Mangal (2004). The scale consists of 100 items, divided into four areas (intra personal awareness, inter personal awareness, intra personal management and inter personal management) of 25 each.

Validity. The author of the tool established the validity of the tool. To ascertain validity of the tool, the draft tool was given to a panel of experts consisting of 25 student scholars of various universities. Each expert was asked to indicate the degree in which each item assessed the emotional intelligence of the respondents. The degree of assessment of experts on each item indicated the content validity of the tool.

Reliability. The investigator found the reliability of the tool by randomly selected 100 B.Ed. trainees of St. Xavier's College of Education, Palayamkottai and fifty women B.Ed. trainees of St. Mary's College of Education, Seydunganallur. The responses collected from the B. Ed. trainees were scored by the investigator. After fifteen days, the same tool was administered to the same respondents. These responses were also scored. The correlation coefficient was computed and found to be 0.91.

Statistical Techniques Used

For analyzing the data, the following statistical techniques were used. 1) Mean 2) Standard deviation 3) *t*-test 4) ANOVA 5) Chi-Square analysis 6) Correlation analysis 7) Regression analysis and 8) Factor analysis.

Objectives

For the present study, the investigator framed the following objectives:

General objectives

1. To find out the level of academic achievement, value pattern and emotional intelligence of B. Ed. trainees.
2. To find out the significant difference, if any, in the academic achievement of B. Ed. trainees with regard to background variables.
3. To find out the significant difference, if any, in the value pattern of B. Ed. trainees with regard to background variables.
4. To find out the significant difference, if any, in the emotional intelligence of B. Ed. trainees with regard to background variables.
5. To find out the relationship between academic achievement, value pattern and emotional intelligence of B. Ed. trainees.
6. To find out the influence of value pattern and emotional intelligence on academic achievement of B. Ed. trainees.
7. To find out the significant factors with positive loading of the variables namely value pattern, emotional intelligence and academic achievement of B. Ed. trainees.

Specific objectives

- To find out the level of academic achievement of B. Ed. trainees.
- To find out the level of value pattern of B. Ed. trainees.
- To find out the level of emotional intelligence of B. Ed. trainees.

Hypotheses of the Study

2. There is no significant difference in the academic achievement of B. Ed. trainees with regard to (i) gender (ii) age (iii) qualification (iv) discipline (v) locality of college (vi) type of college (vii) community (viii) religion (ix) father's education (x) mother's education and (xi) birth order.

3. There is no significant difference in the value pattern of B. Ed. trainees with regard to (i) gender (ii) age (iii) qualification (iv) discipline (v) locality of college (vi) type of college (vii) community (viii) religion (ix) father's education (x) mother's education and (xi) birth order.

4. There is no significant difference in the emotional intelligence of B. Ed. trainees with regard to (i) gender (ii) age (iii) qualification (iv) discipline (v) locality of college (vi) type of college (vii) community (viii) religion (ix) father's education (x) mother's education and (xi) birth order.

There is no significant relationship between value pattern and academic achievement of B. Ed. trainees.

There is no significant relationship between emotional intelligence and academic achievement of B. Ed. trainees.

6. There is no significant influence of value pattern and emotional intelligence on academic achievement of B. Ed. trainees.

7. There is no significant factor with positive loading of the variables namely value pattern, emotional intelligence and academic achievement of B. Ed. trainees.

Delimitations of the Study

1. For assessing the academic achievement of B. Ed. trainees, achievement test was constructed covering only the B.Ed. syllabus of the core papers (Education in the Emerging Indian Society, Psychology of Learning and Human Development, Educational Innovations and Curriculum Development).

2. The investigator restricted the study to the B. Ed. trainees in Tirunelveli, Tuticorin and Kanyakumari districts of Tamil Nadu.

3. The investigator studied only ten dimensions of value pattern, namely, aesthetic values, economic values, hedonistic values, moral values, power values, religious values, scientific values, social values, spiritual values and theoretical values.

Results and Discussions

a) Descriptive analysis.

A large number of B.Ed. trainees have moderate level of academic achievement (60.7%). This may be due to the lack of good infrastructural facilities and experienced teacher educators.

A large number of B.Ed. trainees have moderate level of aesthetic value (79.3%), economic value (80.9%), hedonistic value (84.6%), moral value (60.6%), power value (81.5%), religious value (53.3%), scientific value (45.6%), social value (57.6%), spiritual value (61.6%), theoretical value (52%), and value pattern (69.7%). This may be due to lack of proper value education given to them. Also they may be unaware of different values and value system. Because of the complexities and development of society and technology, examination oriented educational system etc., may also affect the values of the trainees.

6.1 There is no significant correlation between academic achievement and intra personal awareness, inter personal awareness, intra personal management, inter personal management and emotional intelligence of B.Ed. trainees.

7.1 There is no significant correlation between emotional intelligence and value pattern.

b) Regression analysis

Influence of value pattern and emotional intelligence on academic achievement of

B. Ed. trainees

8.1 There is significant influence of value pattern and emotional intelligence of B. Ed trainees on their academic achievement.

Multiple correlation analysis shows that there is significant influence of value pattern and emotional intelligence of B. Ed trainees on their academic achievement. This may be due to the fact that values are the prime aim of education to make a man flawless, complete and perfect or like perfect as far as possible, which is possible only after the knowledge of values. Thus the values of the learner must be known before he is taught or subjected to behaviour modification. The process of learning and acquiring knowledge is a dynamic process.

When the process of values in an individual begins, he has a kind of environment which needs to be nourished and nurtured appropriately for better results. The values provide both satisfaction and success to an individual. This knowledge would lead to the better performance of the learner and his development and thus the development of society, state and nation.

Academic achievement depends upon the emotionally balanced and rooted on emotional intelligence. Learning should be considered as a joint venture of the teachers and the students' emotions and reasoning skills. Academic achievement is influenced by value pattern and emotional intelligence of B. Ed trainees which may be due to the fact that the B. Ed trainees who have developed different types of values and who are emotionally balanced would be good at reasoning and objective in approaching towards their studies and they perform higher academic achievement.

c) Factor analysis

9.1 There is a significant factor with positive loading of the three variables namely, value pattern, emotional intelligence and academic achievement. Here the positive loading of the factors, scientific value and intra personal management are related to academic achievement. The factor for the sample has been identified as "*Scientific intra personal achievement*".

All the findings in the present investigation point to the three variables namely, value pattern, emotional intelligence and academic achievement. Scientific value directs the B.Ed. trainees to be curious to know more things around them, critical in observation, respect other's point of view and open minded in their judgements. B.Ed. trainees' intra personal management, ability to control impulsive feelings and behaviours, manage emotions in healthy ways, take initiative, follow through on commitments and adapting themselves to changing circumstances lead a success in their achievement.

1. The present B.Ed. syllabus has value education as an optional paper in the B.Ed.

II year, which can be made as compulsory paper. Value education need not to be limited to curricular aspects but should also find a place in co-curricular and extracurricular activities of B.Ed. trainees.

2. Since value development is a continuous process starting from childhood - role of parents, teachers, society, and peer groups are of prime importance in fostering values. Besides, government, mass media and voluntary organizations also play a significant role in fostering values.

3. B. Ed. trainees are would be teachers and they should know widely about values. Then only they will be able to practice and inculcate among others. The following suggestions are offered to foster each of the values.

By maintaining a neat and clean campus with beautiful trees; decorating the college during celebrations; arranging picnics and tours to places of aesthetic interest; organising drawing and painting competitions - fosters aesthetic value.

By starting small savings in collaboration with nearby post office and banks - fosters economic value.

By conducting seminars, workshops, group discussions and organizing symposium

-promotes hedonistic value.

By providing suitable activities like dramatization, storytelling, situational test, situational think, give and take respect, collecting materials, seminars, discussions, parents meeting -improves moral value.

By encouraging to read literature, books and articles. Two periods per week can be allotted for library work under the teachers' supervision, celebrating peer students birthdays by themselves. Organising seminars, debates, sharing the work, collective and leadership qualities - enhances power value.

By acting as role models - teachers and administrators; celebrating birthdays of great leaders, who are known for their sacrifice, honesty, scientific outlooks of their personal life; including biographies of great religious leaders in the curriculum; making known the common principles of all religions; highlighting the contributions of religious leaders to the development of society through special lectures by eminent orators - boosts religious value.

By giving assignments, project works, making a hobby to read good books, strengthening the commitment to free inquiry, curiosity and objective scientific outlooks, logical and reflective thinking- enhances scientific value.

By providing opportunities through group activities by making students to know about the life histories of social reformers; by establishing NSS and NCC units; by conducting social awareness camps on different issues; arranging guest lectures by eminent personalities - promotes social value.

- Scientific value can be developed in B.Ed. trainees by inculcating the passion for reading magazines, books, journals, newspapers and literary works which are devoted to science.

To develop intra personal management, to control one's feelings, among B.Ed. trainees which showed very high correlation to academic achievement, the following strategies can be adopted.

- Learning to meditate - or just set aside a quiet time alone to think.
- Studying philosophy - especially the different schools of thought from different cultures
- Finding a counsellor or therapist and explore themselves.
- Creating their own personal ritual that makes them feel good as often as they choose.
- Recording and analysing their dreams.

- Understanding self-help books and listening to tapes.
- Establishing a quiet place in their home for introspection.
- Developing an interest or hobby that sets them apart from the crowd.
- Making a personal development plan.
- Setting short and long term goals for themselves and then follow through on them.
- Attending a course designed to help them explore themselves and their potential (e.g. Neuro-Linguistic Programming, Psycho synthesis, Transactional Analysis, Psychodrama or Gestalt).
- Keeping a daily journal for recording their thoughts, dreams, goals, feelings and memories.
- Studying the biographies of great individuals with powerful personalities who made a real impact on the world.
- Keeping a mirror handy and noticing how their face changes depending on what kind of mood they're in.
- Spending time with people who have a strong and healthy sense of self respect
- Engaging in daily self-esteem enhancing behaviours - such as, listing their successes, positive self-talk and so on.
- Writing their autobiography.

Suggestions for Further Research

Some of the suggestions for further studies are as follows:

- The vast majority of teachers' goals is, or should be, concerned either directly or indirectly with their students' learning. Hence a study on teacher effectiveness of B. Ed. trainees in relation to value pattern and emotional intelligence can be conducted.
- Emotional maturity is the ability to respond to situations, to control the emotions and behave in an adult manner when dealing with others. Emotional maturity is an important factor which enhances successful life. So a study on academic achievement in relation to emotional maturity of B. Ed. trainees can be done.
- Values have major influence on a person's behavior and attitude and serve as broad guidelines in all situations and emotional intelligence is the capacity to be aware of control and express one's emotions and to handle interpersonal relationships judiciously and empathetically. If this is promoted in the college level itself, then the B.Ed. trainees can perform better. So a comparative study of value pattern and emotional intelligence of college students can be conducted.
- Similarly, a comparative study of value pattern and emotional intelligence of teachers can also be conducted.

Conclusion

In the present study the researcher found that there is a positive influence of value pattern and emotional intelligence on the academic achievement of B.Ed. trainees. The findings of the study throw light on the importance of B.Ed. colleges to trainees' value pattern and emotional intelligence in order to produce teachers who are responsible for the integrated personality development of students.

Ram Murti Committee in its report entitled, "Towards an enlightened and humane society", specified one of the major goals of education apart from its knowledge and skills role as: education must further provide a climate for the nurture of values both as a personalized set of values forming one's character and including necessarily social, cultural and national values so as to have a context and meaning for actions and decisions and in order to enable the person to act with conviction and commitment. True education must humanize a person. Education has to be a living science of man making combination in it. All the functionally useful elements of spirituality, science, technology, social work, ethics, modernism, futurology, ecology, disarmament, internationalism and scientific humanism must be passed on to have a complete education. All teachers and educated parents and other citizens are expected to contribute their very best to imparting education in human values to whomsoever comes into their contact - students, employees, workers etc., Emotional intelligence, as a construct, has the promise to provide meaningful answers about the successful working relationships between teachers and students in a classroom. Interpersonal relationship management, self-actualization and stress management capacities may someday prove to be significant measures and indicators of teacher potential, as could many others.

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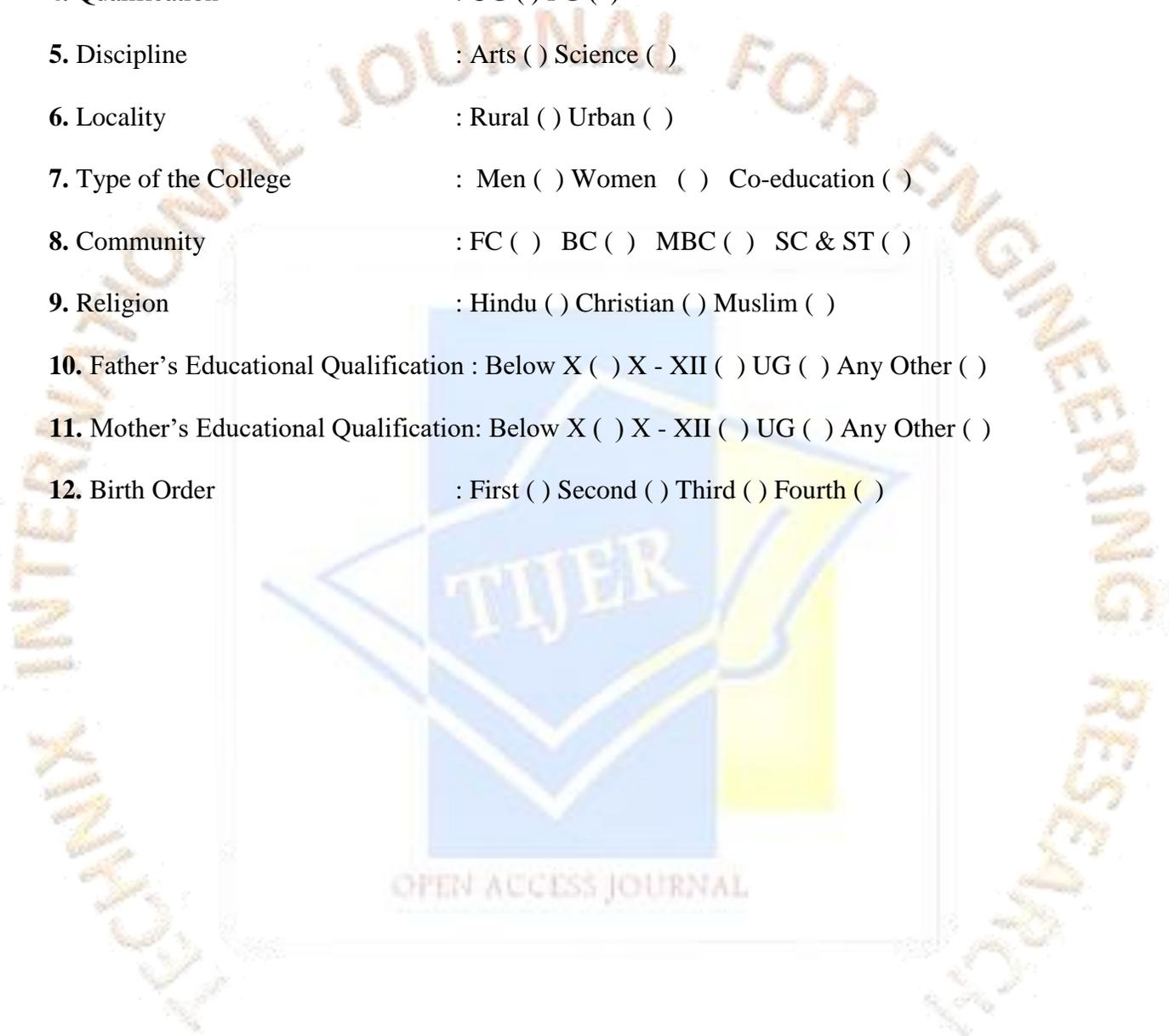
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APPENDIX – A

3. Age : 25 & below () 26 -30 () 31 & above ()
4. Qualification : UG () PG ()
5. Discipline : Arts () Science ()
6. Locality : Rural () Urban ()
7. Type of the College : Men () Women () Co-education ()
8. Community : FC () BC () MBC () SC & ST ()
9. Religion : Hindu () Christian () Muslim ()
10. Father's Educational Qualification : Below X () X - XII () UG () Any Other ()
11. Mother's Educational Qualification: Below X () X - XII () UG () Any Other ()
12. Birth Order : First () Second () Third () Fourth ()



APPENDIX – B

Tool - I Academic Achievement Test

1. Education aims at:

- (A) inciting conflicts in the society
- (B) strengthening hierarchy in the society
- (C) accelerating dissensions in the society
- (D) wiping out ignorance from the society

2. Self expression is one of the main aims of education for the protagonists of the philosophy of:

- (A) Naturalism
- (B) Idealism
- (C) Realism
- (D) Existentialism

3. Caste is a closed group of society because it:

- (A) refuses an identity to the individuals
- (B) denies privilege for some members
- (C) sidelines the interests of its members
- (D) does not allow its members to shift to another caste-group

4. It is believed that, 'values are caught and not taught', hence, the best way of inculcating values among children is that a teacher:

- (A) explains a particular value while narrating stories of great men
- (B) remains vigilant of the behaviour of students and keeps a check
- (C) himself lives those values and becomes a role model
- (D) punishes the wrong doers, so that others may become better

5. *School is an agency that:*

- (A) conserves and transmits culture
- (B) promotes division in society
- (C) restricts the process of social progress
- (D) hinders the process of socialization

6. *Learning refers to:*

- (A) change in belief system
- (B) change in aptitude
- (C) change in behaviour
- (D) change in retention

7. *'Destiny of India is being shaped in its class-rooms' was stated by the:*

- (A) Indian Education Commission, 1964-66
- (B) National Policy on Education, 1986
- (C) Secondary Education Commission, 1952-53
- (D) University Education Commission, 1948

8. *The learning theory of classical conditioning was propounded by:*

- (A) E.L. Thorndike
- (B) B.F. Skinner
- (C) J.B. Watson
- (D) Ivan P. Pavlov

9. *The development of personality is determined by:*

- (A) the heredity of an individual
- (B) the environment, a person lives in
- (C) the interaction of heredity and environment
- (D) the parent-child interaction

10. *Psycho-social approach to understand personality was initiated by:*

- (A) Adler
- (B) Eyesenck
- (C) Erikson
- (D) Freud

11. *Neonate means:*

- (A) An abnormal baby
- (B) An irritable baby
- (C) A new born baby
- (D) An unattended baby

12. *A maladjusted person tends to be:*

- (A) independent in decision making
- (B) shy and showing temper tantrums
- (C) warm and understanding
- (D) mature and emotionally balanced

13. *Which of the following is the highest kind of learning in cognitive domain?*

- (A) Role learning
- (B) Concept learning
- (C) Problem solving
- (D) Learning of principles

14. *The highest order of need in Maslow's hierarchical order of needs is:*

- (A) Self esteem
- (B) Self actualization
- (C) Psychological needs
- (D) Safety needs

15. Teaching session in micro-teaching is stipulated to be of:

- (A) 36 minutes
- (B) 6 minutes
- (C) 10 minutes
- (D) 12 minutes

16. Pre-active stage of teaching refers to the process of:

- (A) Decision making regarding the teaching strategies to be employed
- (B) Changing the teaching strategies in terms of feedback
- (C) Development of teaching strategies
- (D) Contemplating the outcome of teaching activity

17. Indicate the option which is not correct in relation to the basic principles of programmed learning

- (A) Principle of self pacing
- (B) Principle of active response
- (C) Principle of delayed confirmation

APPENDIX – E

Tool - II Value Pattern Scale

Instructions: Read the given statements carefully. Against each statement A, B, C is

given. If you agree with the statement, mark a circle around A,

If you neither agree nor disagree, mark a circle around B,

If you disagree, mark a circle around C.

1	I wish that artistic talents in individuals should be promoted	A	B	C
2	I think knowledge gained, should be applied for productive purposes	A	B	C
3	I do not like to postpone any pleasurable act as it will make me unhappy	A	B	C
4	I behave according to the principles of right and wrong	A	B	C
5	I would like to be a leader rather than a follower	A	B	C
6	I am a strong believer in my God	A	B	C
7	I appreciate other people's point of view	A	B	C
8	I consider love itself as the most suitable form of human relationship	A	B	C
9	I believe that the ultimate aim of all religions is to enhance brotherly attitudes	A	B	C
10	I strongly believe to act after thinking	A	B	C
11	I see beauty in everything	A	B	C
12	I wish that the Government should give top priority to economic development	A	B	C
13	I am willing to have a happy go - lucky life	A	B	C
14	I never work against my conscience	A	B	C
15	I make others act as per my directions	A	B	C
16	I visit places of religious interest while on tour	A	B	C
17	I employ critical thinking while taking any decision	A	B	C
18	Social service should be a part of everyone's life	A	B	C
19	I never offend the feelings of other religious faiths	A	B	C
20	I believe in rational thinking	A	B	C

21	I am fascinated by decorations	A	B	C
22	I wish to lead a luxurious life	A	B	C
23	I wantonly avoid painful situations in life	A	B	C
24	My policy is to be honest in everything	A	B	C
25	I wish to become a leader in the society	A	B	C
26	I hope religious leaders do a lot for the progress of the nation	A	B	C
27	I seek answers to why and how of things	A	B	C
28	I like those who are kind toward others	A	B	C
29	I consider different religions as the petals of the same flower	A	B	C
30	It is necessary to apply one's intellectual ability to find new solutions	A	B	C
31	I desire to have abilities in fine arts	A	B	C
32	I consider making money is one of the main aims of life	A	B	C
33	I always like to eat good and delicious food	A	B	C
34	I dislike people employing foul means to succeed in life	A	B	C
35	I admire individuals in authority	A	B	C
36	In my opinion, every individual should have faith in God	A	B	C
37	I never welcome superstitions and meaningless customs	A	B	C
38	I like to work for the welfare of the people	A	B	C
39	I give respect to the teaching of other religious leaders	A	B	C
40	I appreciate those who involve in the discovery of truth	A	B	C
41	I feel there is grace in every creation	A	B	C
42	Economic well being of my home is my prime concern	A	B	C

43	I usually take part in all festivals	A	B	C
44	I never fail to appreciate the good in others	A	B	C
45	I feel, I have the necessary qualities to become a leader of an organisation	A	B	C
46	I think religion makes a person cultured	A	B	C
47	I am ready to accept changes when needed	A	B	C
48	I am interested in studying social problems	A	B	C
49	To be true to oneself is a step towards God	A	B	C
50	I hope to become an author of an intellectual work	A	B	C
51	I prefer to have friends who are gifted along artistic lines	A	B	C
52	I consider that financial crisis affects one's life very much	A	B	C
53	I never miss a picnic	A	B	C
54	I appreciate people doing full justice to their work	A	B	C
55	I wish one of my family members should become a political leader	A	B	C
56	The belief in my God gives me peace of mind	A	B	C
57	I solve problems through systematic effort	A	B	C
58	I have a great honour for the social reformers	A	B	C
59	I think man must free himself from ego-centredness	A	B	C
60	I feel " Original Thinkers" are the need of the day	A	B	C
61	I have no hesitation in praising anything which is attractive	A	B	C
62	I am much concerned about my family income	A	B	C
63	It is nice to wear attractive dresses	A	B	C
64	I seek inner happiness more than material possessions	A	B	C

65	I wish I should not be controlled by others	A	B	C
66	I overcome many of my crisis because of my faith in God	A	B	C
67	I suspend judgements until supporting evidence is obtained	A	B	C
68	I work for social equality	A	B	C
69	I believe that we are all the children of God	A	B	C
70	I am interested in studying the truth behind every miracle	A	B	C
71	I am more concerned with beauty than the price of an article	A	B	C
72	I wish to buy anything only after ascertaining its financial worth	A	B	C
73	I am not all bothered about my past actions	A	B	C
74	I wish that honest people should be honoured	A	B	C
75	Persons holding power can easily help their children to come up in life	A	B	C
76	I think God helps everyone to succeed in life	A	B	C
77	I hope every act is bound by cause and effect relationship	A	B	C
78	Social problems arise mainly because of lack of unity among people	A	B	C
79	Knowledge of the doctrines of other religions will lead a person towards better understanding of the reality	A	B	C
80	I do have a good contact with people who are engaged in intellectual works	A	B	C
81	Artistic creations fill my heart with peace	A	B	C
82	I like to own only useful things	A	B	C
83	I like to have friends who are always happy	A	B	C
84	I desire that all should be treated alike	A	B	C
85	I feel people with power easily settle disputes	A	B	C

86	I hope our worldly life opens the door of life after death	A	B	C
87	I have great admiration for the scientists	A	B	C
88	I make use of all opportunities to help others	A	B	C
89	I think the appreciation of teachings of other religions will never make a person lose his faith in his own religion	A	B	C
90	I think people who think rationally are superior to others	A	B	C
91	I think that there is no one who will not yield to beauty	A	B	C
92	I wish to be friendly with the rich	A	B	C
93	For me life is enjoyment	A	B	C
94	I never fail to point out the mistakes of others	A	B	C
95	Generally men are lazy and so they should be directed by a leader	A	B	C
96	I accept the ideas stressed in my religion	A	B	C
97	Every problem has its own solution only when it is approached scientifically	A	B	C
98	I take pleasure to congratulate others on their achievements	A	B	C
99	I hope mutual regard for one another promotes the feeling of oneness	A	B	C
100	I honour great philosophers	A	B	C
101	I forget myself when I am left alone among the creative works of sculptors	A	B	C
102	Others may consider me as a highly calculated person	A	B	C
103	I like to see movies meant only for entertainment	A	B	C
104	I think honest people can lead a contented life	A	B	C
105	I wish I should take all major decisions	A	B	C
106	I am able to lead a moral life because of the fear of my God	A	B	C

107	I wish to see any problem as it is without any exaggeration	A	B	C
108	I have sympathy for the poor	A	B	C
109	I feel the need of the hour is religious tolerance rather than faith in one's religion	A	B	C
110	I hope unbiased observation could make a person intellectually superior	A	B	C
111	I expect everything to be neat and tidy	A	B	C
112	I am of the opinion that the rich alone could lead a happy life	A	B	C
113	To me, present is more important than future	A	B	C
114	I believe that truth always triumphs	A	B	C
115	I wish to earn name and fame in the society	A	B	C
116	I respect my religious leaders	A	B	C
117	I usually reflect over day to day problems	A	B	C
118	I am ready to sacrifice my personal comforts for the sake of others	A	B	C
119	I have close friends belonging to different religions	A	B	C
120	I respect intellectual superiority more than earthly wealth	A	B	C

APPENDIX – F

Tool - II Value Pattern Scale – Rough Draft

Instructions: Read the given statements carefully. Against each statement A, B, C is

given. If you agree with the statement, mark a circle around A,



If you neither agree nor disagree, mark a circle around B,



If you disagree, mark a circle around C.



1	I wish that artistic talents in individuals should be promoted	A	B	C
2	I think knowledge gained, should be applied for productive purposes	A	B	C
3	I am interested in solving problems	A	B	C
4	I do not like to postpone any pleasurable act as it will make me unhappy	A	B	C
5	I like to visit religious places during holidays	A	B	C
6	I behave according to the principles of right and wrong	A	B	C
7	I work with social reformers, at times	A	B	C
8	I would like to be a leader rather than a follower	A	B	C
9	I am a strong believer in my God	A	B	C
10	I appreciate other people's point of view	A	B	C
11	I like to have positive changes by science	A	B	C
12	I consider love itself as the most suitable form of human relationship	A	B	C
13	I believe that the ultimate aim of all religions is to enhance brotherly attitudes	A	B	C
14	I strongly believe to act after thinking	A	B	C
15	I see beauty in everything	A	B	C
16	I pray to God in times of need	A	B	C
17	I wish that the Government should give top priority to economic development	A	B	C
18	I like to discuss politics with my friends	A	B	C
19	I am willing to have a happy go - lucky life	A	B	C
20	I never work against my conscience	A	B	C

21	I make others act as per my directions	A	B	C
22	I like to work for the welfare of the society	A	B	C
23	I visit places of religious interest while on tour	A	B	C
24	I like to travel in luxurious cars	A	B	C
25	I employ critical thinking while taking any decision	A	B	C
26	Social service should be a part of everyone's life	A	B	C
27	I never offend the feelings of other religious faiths	A	B	C
28	I wish to have money always	A	B	C
29	I believe in rational thinking	A	B	C
30	I go to hill stations during holidays	A	B	C
31	I am fascinated by decorations	A	B	C
32	I wish to lead a luxurious life	A	B	C
33	I like to have more mental work	A	B	C
34	I wantonly avoid painful situations in life	A	B	C
35	My policy is to be honest in everything	A	B	C
36	I wish to become a leader in the society	A	B	C
37	I hope religious leaders do a lot for the progress of the nation	A	B	C
38	I seek answers to why and how of things	A	B	C
39	I wish to be a part of the social awareness camps	A	B	C
40	I like those who are kind toward others	A	B	C
41	I consider different religions as the petals of the same flower	A	B	C
42	Daily, I spend time to read the Holy Books	A	B	C
43	It is necessary to apply one's intellectual ability to find new	A	B	C

	solutions			
44	I desire to have abilities in fine arts	A	B	C
45	I forgive my friends when they commit mistakes	A	B	C
46	I consider making money is one of the main aims of life	A	B	C
47	I always like to eat good and delicious food	A	B	C
48	I believe in scientific attitude	A	B	C
49	I dislike people employing foul means to succeed in life	A	B	C
50	I admire individuals in authority	A	B	C
51	I want to be a policy maker in future	A	B	C
52	In my opinion, every individual should have faith in God	A	B	C
53	I never welcome superstitions and meaningless customs	A	B	C
54	I like to visit hotels with my friends	A	B	C
55	I like to work for the welfare of the people	A	B	C
56	I agree that leads to development in all fields	A	B	C
57	I give respect to the teaching of other religious leaders	A	B	C
58	I appreciate those who involve in the discovery of truth	A	B	C
59	I like to have more insurance policies	A	B	C
60	I feel there is grace in every creation	A	B	C
61	Economic well being of my home is my prime concern	A	B	C
62	I usually take part in all festivals	A	B	C
63	I love flowers when in full bloom	A	B	C
64	I never fail to appreciate the good in others	A	B	C
65	I feel, I have the necessary qualities to become a leader of an	A	B	C

	organisation			
66	I think religion makes a person cultured	A	B	C
67	I do my assignments regularly	A	B	C
68	I am ready to accept changes when needed	A	B	C
69	I am interested in studying social problems	A	B	C
70	To be true to oneself is a step towards God	A	B	C
71	I hope to become an author of an intellectual work	A	B	C
72	I prefer to have friends who are gifted along artistic lines	A	B	C
73	I consider that financial crisis affects one's life very much	A	B	C
74	I never miss a picnic	A	B	C
75	I appreciate people doing full justice to their work	A	B	C
76	I think religion is the best source to make a person complete	A	B	C
77	I wish one of my family members should become a political leader	A	B	C
78	The belief in my God gives me peace of mind	A	B	C
79	I solve problems through systematic effort	A	B	C
80	I am interested in the welfare of my neighbours	A	B	C
81	I have a great honour for the social reformers	A	B	C
82	I believe that every action in life has a reaction	A	B	C
83	I think man must free himself from ego-centredness	A	B	C
84	I expect others to be honest	A	B	C
85	I feel " Original Thinkers" are the need of the day	A	B	C
86	I have no hesitation in praising anything which is attractive	A	B	C

87	I am much concerned about my family income	A	B	C
88	It is nice to wear attractive dresses	A	B	C
89	I like debates on political issues	A	B	C
90	I seek inner happiness more than material possessions	A	B	C
91	I respect my elders and teachers	A	B	C
92	I wish I should not be controlled by others	A	B	C
93	I overcome many of my crisis because of my faith in God	A	B	C
94	I suspend judgements until supporting evidence is obtained	A	B	C
95	I enjoy life with my friends and relatives	A	B	C
96	I work for social equality	A	B	C
97	I am a critical thinker	A	B	C
98	I believe that we are all the children of God	A	B	C
99	I am interested in studying the truth behind every miracle	A	B	C
100	I like to visit parks	A	B	C
101	I am more concerned with beauty than the price of an article	A	B	C
102	I wish to buy anything only after ascertaining its financial worth	A	B	C
103	I am not all bothered about my past actions	A	B	C
104	I wish that honest people should be honoured	A	B	C
105	Persons holding power can easily help their children to come up in life	A	B	C
106	I respect people who read a lot of books	A	B	C
107	I think God helps everyone to succeed in life	A	B	C
108	I hope every act is bound by cause and effect relationship	A	B	C

109	Social problems arise mainly because of lack of unity among people	A	B	C
110	Knowledge of the doctrines of other religions will lead a person towards better understanding of the reality	A	B	C
111	I do have a good contact with people who are engaged in intellectual works	A	B	C
112	Artistic creations fill my heart with peace	A	B	C
113	I believe in unity in diversity	A	B	C
114	I like to own only useful things	A	B	C
115	I like to have friends who are always happy	A	B	C
116	I desire that all should be treated alike	A	B	C
117	I like to do group activities	A	B	C
118	I feel people with power easily settle disputes	A	B	C
119	I want to have scientific explanations on superstitious beliefs	A	B	C
120	I hope our worldly life opens the door of life after death	A	B	C
121	I have great admiration for the scientists	A	B	C
122	I make use of all opportunities to help others	A	B	C
123	I think the appreciation of teachings of other religions will never make a person lose his faith in his own religion	A	B	C
124	I sacrifice my leisure times in doing good to others	A	B	C
125	I think people who think rationally are superior to others	A	B	C
126	I think that there is no one who will not yield to beauty	A	B	C
127	I wish to be friendly with the rich	A	B	C
128	I admire our Chief Minister	A	B	C
129	For me life is enjoyment	A	B	C

130	I do things with compassion	A	B	C
131	I think weekends and holidays are meant for entertainment	A	B	C
132	I never fail to point out the mistakes of others	A	B	C
133	Generally men are lazy and so they should be directed by a leader	A	B	C
134	I accept the ideas stressed in my religion	A	B	C
135	I love to listen to melodious music	A	B	C
136	Every problem has its own solution only when it is approached scientifically	A	B	C
137	I like to save money for my future	A	B	C
138	I take pleasure to congratulate others on their achievements	A	B	C
139	I hope mutual regard for one another promotes the feeling of oneness	A	B	C
140	I honour great philosophers	A	B	C
141	I forget myself when I am left alone among the creative works of sculptors	A	B	C
142	I have a strong faith on traditions and rituals	A	B	C
143	Others may consider me as a highly calculated person	A	B	C
144	I am interested in reading books	A	B	C
145	I like to see movies meant only for entertainment	A	B	C
146	I like to see scientific developments in all fields	A	B	C
147	I think honest people can lead a contented life	A	B	C
148	I wish I should take all major decisions	A	B	C
149	I like to listen to the speech of social reformers	A	B	C
150	I am able to lead a moral life because of the fear of my God	A	B	C

151	I wish to see any problem as it is without any exaggeration	A	B	C
152	I am always kind to others	A	B	C
153	I have sympathy for the poor	A	B	C
154	I feel the need of the hour is religious tolerance rather than faith in one's religion	A	B	C
155	I am interested in watching parliamentary proceedings in TV	A	B	C
156	I hope unbiased observation could make a person intellectually superior	A	B	C
157	I expect everything to be neat and tidy	A	B	C
158	I am self confident	A	B	C
159	I am of the opinion that the rich alone could lead a happy life	A	B	C
160	I want a bank account in my own name	A	B	C
161	I like to have dessert	A	B	C
162	To me, present is more important than future	A	B	C
163	I admire the paintings of famous painters	A	B	C
164	I believe that truth always triumphs	A	B	C
165	I wish to earn name and fame in the society	A	B	C
166	I respect my religious leaders	A	B	C
167	I usually reflect over day to day problems	A	B	C
168	I am ready to sacrifice my personal comforts for the sake of others	A	B	C
169	I have close friends belonging to different religions	A	B	C
170	I respect intellectual superiority more than earthly wealth	A	B	C

APPENDIX – G

Item Total Correlation - Value Pattern Scale

Item No.	'r' value	Item No.	'r' value
1	0.551	29	0.533
2	0.276	30*	0.142
3*	0.224	31	0.651
4	0.409	32	0.605
5*	0.155	33*	-0.247
6	0.466	34	0.525
7*	0.253	35	0.353
8	0.268	36	0.547
9	0.468	37	0.442
10	0.665	38	0.522
11*	0.090	39*	-0.238
12	0.292	40	0.397
13	0.518	41	0.717
14	0.446	42*	0.030
15	0.639	43	0.521
16*	0.180	44	0.582
17	0.605	45*	0.008
18*	-0.190	46	0.484
19	0.544	47	0.371
20	0.415	48*	-0.164
21	0.531	49	0.327
22*	-0.333	50	0.268
23	0.452	51*	0.174
24*	-0.247	52	0.296
25	0.496	53	0.347
26	0.350	54*	0.151
27	0.401	55	0.359
28*	-0.222	56*	-0.025

Item No.	'r' value	Item No.	'r' value
57	0.273	89*	0.155
58	0.493	90	0.386
59*	-0.230	91*	0.224
60	0.354	92	0.330
61	0.300	93	0.382
62	0.475	94	0.520
63*	-0.209	95*	0.253
64	0.396	96	0.569
65	0.421	97*	-0.224
66	0.456	98	0.394
67*	0.174	99	0.404
68	0.347	100*	-0.214
69	0.551	101	0.421
70	0.534	102	0.256
71	0.442	103	0.433
72	0.535	104	0.360
73	0.493	105	0.612
74	0.360	106*	-0.095
75	0.482	107	0.526
76*	0.090	108	0.456
77	0.358	109	0.540
78	0.525	110	0.702
79	0.357	111	0.509
80*	0.180	112	0.480
81	0.506	113*	-0.050
82*	0.163	114	0.696
83	0.378	115	0.444
84*	-0.242	116	0.325
85	0.569	117*	0.174
86	0.484	118	0.385
87	0.538	119*	0.186
88	0.247	120	0.291

Item No.	'r' value	Item No.	'r' value
121	0.412	146*	0.008
122	0.501	147	0.268
123	0.494	148	0.492
124*	0.017	149*	-0.238
125	0.259	150	0.304
126	0.343	151	0.439
127	0.509	152*	0.142
128*	0.116	153	0.403
129	0.347	154	0.330
130*	0.189	155*	-0.235
131*	-0.247	156	0.566
132	0.424	157	0.647
133	0.484	158*	-0.333
134	0.242	159	0.382
135*	-0.195	160*	-0.204
136	0.661	161*	-0.190
137*	-0.095	162	0.438
138	0.345	163*	-0.180
139	0.538	164	0.285
140	-0.235	165	0.624
141	0.386	166	0.238
142*	0.163	167	0.543
143	0.285	168	0.500
144*	0.030	169	0.661
145	0.445	170	0.493

Note. The statement with * asterisk mark are not selected.

APPENDIX – H

Tool - III Emotional Intelligence Inventory

Read the following statements carefully and mark a circle on the suitable answer. The choices are Yes / No

Sl.No.	STATEMENTS	YES	NO
PART 1			
1	Do you think yourself a man of poor soul?	YES	NO
2	Do you often lose your temper?	YES	NO
3	Do you feel that there is no end of miseries in your life?	YES	NO
4	Do you often become sad by repenting over your mistakes?	YES	NO
5	Are your feelings hurt easily?	YES	NO
6	Do you think that your will power is quite strong?	YES	NO
7	Do you often say or do the things for which you have to repent afterwards?	YES	NO
8	Does your mind go somewhere else while engaged in some task?	YES	NO
9	Do you remain perturbed with fear of coming misfortunes?	YES	NO
10	Do you feel extremely jealous at the progress of your colleagues?	YES	NO
11	By observing that others are suffering, do you internally feel happy?	YES	NO
12	Do you sometimes get too irritated to find yourself overburdened?	YES	NO
13	Do you think yourself unsafe?	YES	NO
14	Do you sometimes think yourself insulted or a degraded person?	YES	NO
15	Do you hate or have allergy with so many things?	YES	NO
16	Do your interests and desires get changed quite soon?	YES	NO
17	Do you feel that there is nobody in this world to show genuine	YES	NO

	sympathy for you?		
18	Getting upset, do you remain aware what is troubling you?	YES	NO
19	Don't you realise any difficulty to express what is felt by you at a particular time?	YES	NO
20	Do you think that you are very much familiar with your goodness and evils?	YES	NO
21	Do you feel any hesitation or fear to express or doing a thing in a noble way or inventing something new with your own attempts?	YES	NO
22	Do you think that you can't do anything in your life?	YES	NO
23	Do you know well what makes you happy or sad?	YES	NO
24	Do you think that you can very well meet any challenge coming in your life?	YES	NO
25	Are you sure that you can easily win other's hearts?	YES	NO
PART 2			
26	Do you like to settle issues with the persons instantly who speaks ill of you?	YES	NO
27	Do you soon become normal after facing some adversaries in your life?	YES	NO
28	Do you feel that you are exercising a lot of control over the things in your life?	YES	NO
29	Are you able to take timely proper decisions in spite of so many contradictory desires creeping in your mind?	YES	NO
30	Do you usually depend upon the guidance or help from others in solving your own problems?	YES	NO
31	Do you execute all your tasks promptly and with full dedication?	YES	NO
32	Do you often lose your patience and nerves by getting afraid of the failures?	YES	NO
33	Do you feel perturbed for a long time on being insulted by somebody else?	YES	NO
34	Do you remain uneasy on account of your intention to take revenge on others?	YES	NO
35	Are you never satisfied with your work and remain worried for its further improvement?	YES	NO

36	Do you think that other people or circumstances are more responsible for your mistakes and improper habits?	YES	NO
37	Do you think that you can't do anything properly?	YES	NO
38	Do you often feel ashamed of your looks and behaviour?	YES	NO
39	Do you remain much anxious and agitated until you get your desired object?	YES	NO
40	Do you take too much time to learn a new technique by leaving the old ones?	YES	NO
41	Do you finish what you set out to do?	YES	NO
42	Whether being observed or not, do you stand for fulfilling your responsibilities properly?	YES	NO
43	Do you think that you must do something unique than others?	YES	NO
44	Do you agree that all of us should pick up the most challenging goals of our life?	YES	NO
45	Do you feel extremely bad by listening about your mistake and weaknesses from others?	YES	NO
46	Do you sometimes lose your self confidence in moments of despair ?	YES	NO
47	Whenever confronted with some tedious problem, do you always run after others seeking help?	YES	NO
48	Whenever you take a task in your hand, do you blame yourself, if something goes wrong resulting in the non realisation of your goal?	YES	NO
49	Whenever you get a task spoiled, do you begin to curse yourself?	YES	NO
50	Do you not take any assignment, unless inspired or forced by someone?	YES	NO
PART 3			
51	Do you think that people nearer to you are fully trust worthy?	YES	NO
52	Do others feel that you do not get perturbed even in the hard circumstances?	YES	NO
53	Do you know or try to know the type of relationship maintained by the people among themselves in your neighbourhood and	YES	NO

	friend circles?		
54	Do you have an intuition that one of your friends is in trouble?	YES	NO
55	Do you take no time in realising that the other person is fooling you?	YES	NO
56	Do you realise soon that the person talking to you is a wolf in lamb's clothing?	YES	NO
57	Do you agree that, whatever so it may be, we should not get ourselves involved in other's affairs?	YES	NO
58	Do you have full trust in your friend/friends that they will stand by you at moments of difficulties?	YES	NO
59	Do you realise soon that one of your friends or relatives is annoyed with you for some reasons?	YES	NO
60	Do you know well that what type of utterances and activities make your friends or relatives feel good or bad?	YES	NO
61	Can you say for yourself that you are capable of peeping into the hearts of others by reading their faces?	YES	NO
62	Do you say with confidence that you are well aware of the goodness and evils of your intimate friends or relatives?	YES	NO
63	Do you know well what is expected from you by your friends or members of the family?	YES	NO
64	Do you know well about the likings and disliking of your nearest friends?	YES	NO
65	Do you realise that you are considered trustworthy and responsible by the people?	YES	NO
66	Do you try to place the needs and interests of others over your own?	YES	NO
67	Do you try to think before saying or doing something about its impact on others?	YES	NO
68	Do you give more importance to the maintenance of relationship with others irrespective of the losses or gains incurred in doing so?	YES	NO
69	Do you get perturbed by the thought that others are observing you or your actions?	YES	NO
70	Do you really often realise that who are all jealous of your progress?	YES	NO

1	Can you tell properly who are your true friends or well wishers?	YES	NO
72	While observing people laughing or talking, do you feel that they are laughing at or talking ill of you?	YES	NO
73	Do you think that you are liked by the people on account of your good behaviour?	YES	NO
74	On falling ill, if one of your colleagues enquires about your health, are you able to recognise whether he is showing a genuine sympathy or just pretending?	YES	NO
75	Do your friends or relatives expect from you the needed help and guidance at the time of their official hours?	YES	NO
PART 4			
76	Do you easily make friendship or acquaintance with others?	YES	NO
77	Do you think that it is not proper to trust anybody in this world?	YES	NO
78	Do you not like even to talk to the people who differ with you in opinions?	YES	NO
79	Do you easily get sympathy or help from others?	YES	NO
80	Do you feel happy in helping others in their difficult moments?	YES	NO
81	Do you take responsibility of getting people introduced with one another on some gathering or auspicious occasion?	YES	NO
82	Do you often try to provide leadership to some social or group work?	YES	NO
83	Do the members of the community or society have reservation in coming closer to you by considering you too much different from them?	YES	NO
84	Do you try to listen properly and pay due respect to the people or colleagues whenever they happen to meet you?	YES	NO
85	Do you think that other people or your colleagues unnecessarily keep over watch or vigilance on you activities?	YES	NO
86	Do you often have quarrels with your colleagues or other people?	YES	NO
87	If one of your colleagues commits a mistake, do you begin to criticize him before others?	YES	NO
88	Do you feel happy in congratulating others for their	YES	NO

	accomplishments?		
89	Do you think instantly to help the person as soon as you hear about his problem?	YES	NO
90	Do you remain prepared for helping others irrespective of having ideological differences with them?	YES	NO
91	Can't you say, ' I love you' in spite of falling in love with him/her?	YES	NO
92	Do you think that is it better to keep distance or remaining emotionally indifferent with the strangers?	YES	NO
93	Do you enjoy laughing at or taunting others?	YES	NO
94	Instead of expressing your desire or interest by yourself do you think that the people by themselves will take care of it?	YES	NO
95	Do you think that it is your duty to inform your colleagues and relatives with some sad happenings irrespective of its consequences?	YES	NO
96	Do you try to ease tension by talking in lighter veins even in the serious moments of a task accomplishment?	YES	NO
97	Do you agree that it is good to say a spade, a spade in conversation irrespective of its being taken in a good or bad taste by the people?	YES	NO
98	Would you like to avoid visiting your friend when he is sad over the demise of a relative of him?	YES	NO
99	Do the people relish much to work along with you in some project or to listen to you attentively during a group discussion?	YES	NO
100	In conversation, do you wish that the people should continuously listen to you instead of making you listen to them?	YES	NO