<table>
<thead>
<tr>
<th>TABLE NO.</th>
<th>TITLE</th>
<th>PAGE NO.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Dimensions of Thinking Styles in the Mental Self-Government Theory</td>
<td>17</td>
</tr>
<tr>
<td>3.1</td>
<td>Treatment Combinations of 2X2X2X2 Factorial Design</td>
<td>151</td>
</tr>
<tr>
<td>3.2</td>
<td>Institutional Wise Sample of Prospective Teachers</td>
<td>154</td>
</tr>
<tr>
<td>3.3</td>
<td>Test-Retest Reliability Coefficients for General Self-Efficacy Scales on an Indian Sample (N=50) (Interval=1 Month)</td>
<td>160</td>
</tr>
<tr>
<td>3.4</td>
<td>Reliability Coefficients of the Teachers’ Emotional Intelligence Inventory</td>
<td>161</td>
</tr>
<tr>
<td>3.5</td>
<td>Validity Coefficients of the Teachers’ Emotional Intelligence Inventory</td>
<td>161</td>
</tr>
<tr>
<td>3.6</td>
<td>Score Awarded for Emotional Intelligence Inventory</td>
<td>162</td>
</tr>
<tr>
<td>3.7</td>
<td>Test-Retest Reliability Coefficients of Achievement-Motivation Scale</td>
<td>162</td>
</tr>
<tr>
<td>4.1</td>
<td>Scores obtained by Prospective Teachers on Thinking Style in Different Sixteen Treatment Combinations</td>
<td>171</td>
</tr>
<tr>
<td>4.2</td>
<td>Sum of Thinking Style Scores in Respect of Different Conditions</td>
<td>175</td>
</tr>
<tr>
<td>4.3</td>
<td>Sum of Thinking Style Scores and their Means within Sixteen Combinations Treatment</td>
<td>176</td>
</tr>
<tr>
<td>4.4(a)</td>
<td>Summary of Analysis of Variance in respect of Thinking Style of Prospective Teachers having High and Low Self-Efficacy</td>
<td>177</td>
</tr>
<tr>
<td>4.4(b)</td>
<td>Means and Standard Error of Thinking Style Scores in Respect of High and Low Self-Efficacy</td>
<td>177</td>
</tr>
<tr>
<td>4.5(a)</td>
<td>Summary of Analysis of Variance in Respect of Thinking Style of Prospective Teachers having High and Low Emotional Intelligence</td>
<td>178</td>
</tr>
<tr>
<td>4.5(b)</td>
<td>Means and Standard Error of Thinking Style scores in respect of High and Low Emotional Intelligence</td>
<td>178</td>
</tr>
</tbody>
</table>
4.6(a) Summary of Analysis of Variance in respect of Thinking Style of Prospective Teachers having High and Low Achievement- Motivation

4.6(b) Means and Standard Error of Thinking Style scores in respect of High and Low Achievement-Motivation

4.7(a) Summary of Analysis of Variance in respect of Thinking Style of Prospective Teachers having High and Low Attitude Towards Teaching

4.7(b) Means and Standard Error of Thinking Style scores in respect of High and Low Attitude Towards Teaching

4.8 Schematic representation of 2 x 2 interactions for computation of the interaction effects

4.9 Summary of Analysis of Variance of Thinking Style scores of Prospective Teachers having Interaction effects of Self-Efficacy and Emotional Intelligence

4.10 Significance of S x E interactions

4.11 Summary of Analysis of Variance in respect of Thinking Style scores of Prospective Teachers having Interaction effects of Self-Efficacy and Achievement- Motivation

4.12 Summary of Analysis of Variance in respect of Thinking Style of Prospective Teachers having Interaction effects of Self-Efficacy and Attitude Towards Teaching

4.13 Summary of Analysis of Variance in respect of Thinking Style scores of Prospective Teachers having Interaction effects of Emotional Intelligence and Achievement- Motivation

4.14 Summary of Analysis of Variance in respect of Thinking Style scores of Prospective Teachers having Interaction effects of Emotional Intelligence and Attitude Towards Teaching

4.15 Summary of Analysis of variance in respect of Thinking Style scores of Prospective Teachers having Interaction effects of Achievement-Motivation and Attitude Towards Teaching

4.16 Summary of Analysis of Variance in respect of Thinking Style scores of Prospective Teachers having Interaction
Effects of Self-Efficacy, Emotional Intelligence and Achievement-Motivation

4.17 Significance of S x E x N Interactions

4.18 Summary of Analysis of Variance in Respect of Thinking Style scores of Prospective Teachers having Interaction Effects of Self-Efficacy, Emotional Intelligence and Attitude Towards Teaching

4.19 Summary of Analysis of Variance in respect of Thinking Style Scores of Prospective Teachers having Interaction Effects of Emotional Intelligence, Achievement-Motivation and Attitude Towards Teaching

4.20 Summary of Analysis of Variance in Respect of Thinking Style Scores of Prospective Teachers Having Interaction Effects of Self-Efficacy, Achievement-Motivation and Attitude Towards Teaching

4.21 Significance of S x N x A Interactions

4.22 Summary of Analysis of Variance in Respect of Thinking Style of Prospective Teachers having Interaction effects of Self-Efficacy, Emotional Intelligence, Achievement-Motivation and Attitude Towards Teaching

4.23 Significance of S x E x N x A Interactions: A Four Factors Interactions

5.1 Learning Style Scores in Different Treatment Combinations

5.2 Sum of Learning Style Scores in Respect of Different Conditions

5.3 Sum of Learning Style Scores and their Means within Combination Treatment

5.4(a) Summary of Analysis of Variance in respect of Learning Style of Prospective Teachers having High and Low Self-Efficacy

5.4(b) Means and Standard Error of Learning Style Scores in Respect of High and Low Self-Efficacy

5.5(a) Summary of Analysis of Variance in Respect of Learning Style of Prospective Teachers having High and
Low Emotional Intelligence

5.5(b) Means and Standard Error of Learning Style Scores in Respect of High and Low Emotional Intelligence

5.6(a) Summary of Analysis of Variance in Respect of Learning Style of Prospective Teachers having High and Low Achievement-Motivation

5.6(b) Means and Standard Error of Learning Style Scores in Respect of High and Low Achievement-Motivation

5.7(a) Summary of Analysis of Variance in Respect of Learning Style of Prospective Teachers having High and Low Attitude Towards Teaching

5.7(b) Means and Standard Error of Learning Style Scores in Respect of High and Low Attitude Towards Teaching

5.8 Schematic Representation of 2 X 2 Interaction For Computation of the Interaction Effects

5.9 Summary of Analysis of Variance in Respect of Learning Style Scores of Prospective Teachers having Interaction Effects of Self-Efficacy and Emotional Intelligence

5.10 Significance of Self-Efficacy and Emotional Intelligence Interaction

5.11 Summary of Analysis of Variance in Respect of Learning Style of Prospective Teachers having Interaction Effects of Self-Efficacy and Achievement-Motivation

5.12 Summary of Analysis of Variance in Respect of Learning Style of Prospective Teachers having Interaction Effects of Self-Efficacy and Attitude Towards Teaching

5.13 Summary of Analysis of Variance in Respect of Learning Style of Prospective Teachers having Interaction Effects of Emotional Intelligence and Achievement-Motivation

5.14 Summary of Analysis of Variance in Respect of Learning Style of Prospective Teachers having Interaction Effects of Emotional Intelligence and Attitude Towards Teaching
5.15 Summary of Analysis of Variance in Respect of Learning Style of Prospective Teachers having Interaction Effects of Achievement-Motivation and Attitude Towards Teaching

5.16 Summary of Analysis of Variance in Respect of Learning Style of Prospective Teachers having Interaction Effects of Self-Efficacy, Emotional Intelligence and Achievement-Motivation

5.17 Summary of Analysis of Variance in Respect of Learning Style of Prospective Teachers having Interaction Effects of Self-Efficacy, Emotional Intelligence and Attitude Towards Teaching

5.18 Summary of Analysis of Variance in Respect of Learning Style of Prospective Teachers having Interaction Effects of Emotional Intelligence, Achievement-Motivation and Attitude Towards Teaching

5.19 Summary of Analysis of Variance in Respect of Learning Style of Prospective Teachers having Interaction Effects of Self-Efficacy, Emotional Intelligence and Attitude Towards Teaching

5.20 Summary of Analysis of Variance in Respect of Learning Style of Prospective Teachers having Interaction Effects of Self-Efficacy, Emotional Intelligence, Achievement-Motivation and Attitude Towards Teaching

6.1 Treatment Combinations of 2x2x2x 2 Factorial Designs