CHAPTER III

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METHODOLOGY OF THE STUDY

This chapter deals with the methodology employed in order to achieve different objectives and to test the hypotheses of the study. This chapter gives detailed idea about the sources of data, sampling procedure, methods used for the collection of data, tools used in the study, reliability of the tools, scoring procedure and statistical techniques used to test the hypotheses in the present study.

3.1 : Statement of the Problem

The purpose of the present study is to establish the present status of the phenomenon under investigation. In the present study the investigation has been done for certain teaching characteristics viz., Self Concept, Emotional Intelligence, Personality Adjustment and Attitude Towards Teaching Profession of D.Ed teacher trainees of Mysore district. The study is entitled

“An Investigation into The Self Concept, Personality Adjustment, Emotional Intelligence and Attitude Towards Teaching Profession of D Ed Teacher Trainees in Mysore District”

3.1.1 Objectives of the Study:

1. To study the level of Attitude Towards Teaching Profession, Self Concept, Emotional Intelligence and Personality Adjustment among D.Ed teacher trainees.
2. To study the degree of relationship between Attitude Towards Teaching Profession on one hand and Self Concept, Emotional Intelligence and Personality Adjustment on the other hand.

3. To find the difference between male and female D.Ed teacher trainees in their level of Attitude Towards Teaching Profession.

4. To find the difference among the teacher trainees belonging to Government, Government-aided and Private institutions with respect to their Attitude Towards Teaching Profession.

5. To find the difference among the teacher trainees belonging to different levels of Socio Economic Status with respect to their Attitude Towards Teaching Profession.

6. To find the difference between male and female D.Ed teacher trainees in their level of Self Concept.

7. To find the difference among the teacher trainees belonging to Government, Government-aided and Private institutions with respect to their Self Concept.

8. To find the difference among the teacher trainees belonging to different levels of Socio Economic Status with respect to their Self Concept.

9. To find the difference between male and female D.Ed teacher trainees in their level of Emotional Intelligence.

10. To find the difference among the teacher trainees belonging to Government, Government-aided and Private institutions with respect to their Emotional Intelligence.
11. To find the difference among the teacher trainees belonging to different levels of Socio Economic Status with respect to their Emotional Intelligence.

12. To find the difference between male and female D.Ed teacher trainees in their level of Personality Adjustment.

13. To find the difference among the teacher trainees belonging to Government, Government-aided and Private institutions with respect to their Personality Adjustment.

14. To find the difference among the teacher trainees belonging to different levels of Socio Economic Status with respect to their Personality Adjustment.

3.1.2 Hypotheses of the Study:

H-1 There is no significant relationship between Attitude Towards Teaching Profession on one hand and Self Concept, Emotional Intelligence and Personality Adjustment on the other hand.

H-2 There is no significant difference between male and female teacher trainees in their level of Attitude Towards Teaching Profession.

H-3 There is no significant difference among the D.Ed teacher trainees belonging to Government, Government-aided and Private Institutions with respect to Attitude Towards Teaching Profession.

H-4 There is no significant difference among the D.Ed teacher trainees belonging to different levels of Socio Economic Status with respect to Attitude Towards Teaching Profession.
H-5 There is no significant difference between male and female teacher trainees in their level of Self Concept.

H-6 There is no significant difference among the D.Ed teacher trainees belonging to Government, Government-aided and Private Institutions with respect to Self Concept.

H-7 There is no significant difference among the D.Ed teacher trainees belonging to different levels of Socio Economic Status with respect to Self Concept.

H-8 There is no significant difference between male and female teacher trainees in their level of Emotional Intelligence.

H-9 There is no significant difference among the D.Ed teacher trainees belonging to Government, Government-aided and Private Institutions with respect to Emotional Intelligence.

H-10 There is no significant difference among the D.Ed teacher trainees belonging to different levels of Socio Economic Status with respect to Emotional Intelligence.

H-11 There is no significant difference between male and female teacher trainees in their level of Personality Adjustment.

H-12 There is no significant difference among the D.Ed teacher trainees belonging to Government, Government-aided and Private Institutions with respect to Personality Adjustment.

H-13 There is no significant difference among the D.Ed teacher trainees belonging to different levels of Socio Economic Status with respect to Personality Adjustment.
3.1.3: Variables of the Study

Background Variables

1. Gender
2. Type of the Institution
3. Socio Economic Status

Main Variables

1. Attitude Towards Teaching Profession
2. Self Concept.
3. Emotional Intelligence and
4. Personality Adjustment

3.2: Design of the Study

The study is descriptive in nature. The descriptive survey method was used to study the influence of Self Concept, Emotional Intelligence, Personality Adjustment and Attitude Towards Teaching Profession of teacher trainees. Descriptive research is concerned with conditions or relationships that exist. The purpose is to establish the present status of the phenomenon under investigation. In the present study the comparison has been done for certain teaching characteristics viz., Self Concept Emotional Intelligence, Personality Adjustment and Attitude Towards Teaching Profession of D.Ed teacher trainees. Every precautions was taken to use appropriate tools for measuring the Self Concept, Emotional Intelligence, Personality Adjustment and Attitude Towards Teaching Profession and Socio Economic Status of D.Ed teacher trainees.
3.3: Sample of the Study

The sample of the study was selected through random sampling technique. The total number of 900 D.Ed teacher Trainees belonging to Mysore district of Karnataka State were selected. The teacher trainees were selected from 16 D. Ed Institutions of different types Government, Government-aided and Private from Mysore district. Selection of sample done at two stages (1) Selection of D.Ed Institutions, the populates of the study constitutes the sample for the study, all 16 D.Ed Institutions. (2) Selection of the D.Ed teacher trainees, there were 1500 teacher trainees studying in these Institutions among these teacher trainees 900 teacher trainees were selected through Random sampling technique.

Selection of the Subjects

The selection will be done on the basis of feasibility willingness and co operation from the part of teacher trainees, the sample will be drawn from 16 D Ed Institutions of Mysore district. The details of the subjects selected are given in the table 3.1

Table 3.1 (a) Details of the sample study

<table>
<thead>
<tr>
<th>Sl no</th>
<th>INSTITUTION</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Government</td>
<td>80</td>
<td>80</td>
</tr>
<tr>
<td>2</td>
<td>Government-Aided</td>
<td>110</td>
<td>140</td>
</tr>
<tr>
<td>3</td>
<td>Private</td>
<td>200</td>
<td>290</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>390</td>
<td>510</td>
</tr>
</tbody>
</table>
Table 3.1 (b)  Institution wise details of the sample of the study

<table>
<thead>
<tr>
<th>Sl No</th>
<th>Name of the Institution</th>
<th>Place</th>
<th>No of subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>District Institute of Education and Teachers Training</td>
<td>Mysore</td>
<td>120</td>
</tr>
<tr>
<td>2</td>
<td>Government Maharani Teachers Training Institute</td>
<td>Mysore</td>
<td>40</td>
</tr>
<tr>
<td>3</td>
<td>J.S.S Teacher Training Institute for Women</td>
<td>Mysore</td>
<td>50</td>
</tr>
<tr>
<td>4</td>
<td>Al-Kabir D.Ed College</td>
<td>Mysore</td>
<td>40</td>
</tr>
<tr>
<td>5</td>
<td>Gowtama Vidya Samsthe D.Ed College</td>
<td>Doddabagilu</td>
<td>40</td>
</tr>
<tr>
<td>6</td>
<td>Vivekananda Teacher Training and Research Centre</td>
<td>H.D.Kote</td>
<td>40</td>
</tr>
<tr>
<td>7</td>
<td>Sri Kaginele Mahasamthana Kanaka Gurupete Co.D.Ed</td>
<td>Mysore</td>
<td>40</td>
</tr>
<tr>
<td>8</td>
<td>J.S.S Teacher Training Institute for Men</td>
<td>Nanjangud</td>
<td>40</td>
</tr>
<tr>
<td>9</td>
<td>Royal Teacher Training Institute</td>
<td>Hunsur</td>
<td>70</td>
</tr>
<tr>
<td>10</td>
<td>P.R.M Vijaya Teacher Training Institute</td>
<td>T.Narasipur</td>
<td>60</td>
</tr>
<tr>
<td>11</td>
<td>D.M.Institute of Teachers Education</td>
<td>Mysore</td>
<td>60</td>
</tr>
<tr>
<td>12</td>
<td>Indira Education Society (R)</td>
<td>Mysore</td>
<td>60</td>
</tr>
<tr>
<td>13</td>
<td>Sree Rama Teacher Training Institute</td>
<td>Bannur</td>
<td>60</td>
</tr>
<tr>
<td>14</td>
<td>Sameera D.Ed College</td>
<td>Mysore</td>
<td>60</td>
</tr>
<tr>
<td>15</td>
<td>Hilal Education Society (R)</td>
<td>Gargeshwari</td>
<td>60</td>
</tr>
<tr>
<td>16</td>
<td>Sri Chayadevi Teacher Training Institute</td>
<td>Hunsur</td>
<td>60</td>
</tr>
</tbody>
</table>
3.4: Tools used in the Study

The study envisages the measurement of Self Concept, Emotional Intelligence, Personality Adjustment and Attitude Towards Teaching Profession. A survey of available tools was done and the following tools were selected for this purpose. The details of the tools used in the study are given in the table 3.2.

**Table 3.3: Tools used in the study**

<table>
<thead>
<tr>
<th>SL No</th>
<th>Variable</th>
<th>Tool used</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Attitude Towards Teaching Profession</td>
<td>An adopted scale of Likerts summated ratings, by P.R.Nair, Modified and translated into Kannada</td>
</tr>
<tr>
<td>2</td>
<td>Self Concept</td>
<td>Designed by Piers and Harris 1969, Modified and translated into Kannada</td>
</tr>
<tr>
<td>3</td>
<td>Emotional Intelligence</td>
<td>Constructed by Dalip Singh, Modified and translated into Kannada</td>
</tr>
<tr>
<td>4</td>
<td>Personality Adjustment</td>
<td>Bells Adjustment inventory Constructed by H.M.Bell, Modified and translated into Kannada</td>
</tr>
</tbody>
</table>

3.4.1 Attitude Towards Teaching Profession Scale

The tool is in the form of a five point Likert type attitude scale with two sections each section has 50 statements the seven contracts of the scale are lesson planning, subject competence, communication questions, class management, teacher characteristics and methods. It is a self administering test where the directions for taking the test are given in simple language. The test is easy to score.
This inventory has 40 statements P.R Nair's summated ratings developed by Likert summated ratings procedure

**Scoring procedure**

The subject is required to read each statement and record the subject is getting a score for his perception For all the statements scoring scheme is 5 4 3 2 1 for the responses strongly agree, agree, undecided, disagree and strongly disagree respectively The maximum possible difference is four this represents the lowest score of an item with respect to Self Concept the minion difference zero represented the highest Self Concept each difference is subtracted from five to get a minimum score of one to obtain the Self Concept score for each item thus items scored are summated to obtain a total score for the whole test. There is no time limit for the scale but it usually takes 30 to 40 minutes to complete the test.

**3.4.2 Self Concept Scale**

The Piers-Harris Self-Concept Scale titled “The Way I Feel About Myself,” is a self-report designed to help in the measurement and assessment of self-concept in children and adolescents, which can be tested between the age group of 7 to 18 years which can be administered between 15-30 minutes depending on the age group. This test mainly focuses on the self-perceptions children have of themselves and their behaviors of others. After the instructions are read to the students teachers, individual items may be read to students teachers. This reading is to make sure that all students teachers clearly understand each question and do not have to have difficulty with interpretation.
After completing the Assessment, the investigator and student teachers can not only see the total score but can also be identified with physical appearance and attributes, intellectual and school status, happiness and satisfaction, freedom for anxiety, behavioral adjustment and popularity. The total score reflects the overall self-concept of the student teachers that has taken the test. The Piers-Harris test solely uses the “yes-or-no” (dichotomous) answering system for their questions. They feel this can help the students in answering their questions as honest as possible and not making the assessment difficult to understand.

Qualitative Features: The test is a booklet which contains 40 ‘yes’ or ‘no’ questions, and an answer sheet that students record their answers on. The test is very attractive and easy to follow due to the short questions and straightforward answers. Also, it should not overwhelm students because it is only three pages long.

Ease of administration: This test is easy to administer. It can be administered to individuals or small groups. The only materials necessary to administer the test are a pencil with an eraser and the test booklet. In order to administer the test a person must be able to read clearly and slowly so that the student can understand what the question is asking.

Clarity of directions: The directions for administering, taking, and scoring the test are all very straightforward and understandable.

Scoring Procedures: To obtain a raw score, one can simply place the score key over each page of the booklet. There is a separate score kit for each page of the answer sheet. The items are scored in the direction of
positive self-concept, thus the higher the raw score the higher the student’s self-concept. The total raw score is the number responses marked in a positive direction. The test is thus hand scored. Face Validity: The test is appropriate for all ethnic backgrounds and levels of SES due to the straightforward questions and yes or no answers.

**Validity:** The test attempted to show content validity in the scale by defining the salient qualities that indicate positive and negative appraisal of oneself. However, some of the areas that the children indicated were identified as being discriminative and were dropped due to “try-outs” with specific samples. Thus, the scale does not cover every area of the same degree. This test focuses on the factor scores and total estimation of self-concept.

Correlations between the Piers-Harris and other accepted tests that measure similar behaviors also indicate that the test has a positive validity

**Strengths:**

- The Piers-Harris is the second edition of the scale from the original test which was well know and researched
- The test can be computer scored
- The items are straightforward and require only a yes or no response
- The answer sheet is easy to score
- The direction for administering, taking, and scoring the test are all very clear

3.4.3 Emotional Intelligence Scale

Emotional Intelligence (EI) is the ability to identify, assess, and control the emotions of oneself, of others, and of groups. Various models and
definitions have been proposed of which the ability and trait EI models are the most widely accepted in the scientific literature. Ability EI is usually measured using maximum performance tests and has stronger relationships with traditional intelligence, whereas trait EI is usually measured using self-report questionnaires and has stronger relationships with personality. Criticisms have centered on whether the construct is a real intelligence and whether it has incremental validity over IQ and the Big Five personality dimensions.

In the present study Emotional Intelligence inventory developed by Dalip Singh was used. This inventory has 4 options and 15 such questions have been given.

**Feature of the scale:** The test measures some areas of respondents’ personal and professional life. This is a psychological test that will help to know more about oneself. The questions will measure the emotional reactions in different situations. Answers on the basis of how you feel and not what one thinks. There are no right and wrong answers.

**Scoring:** Each item has four alternatives and the right answer is to be given one mark each. The maximum marks could be 15 and minimum is zero. The highest score on the scale indicates high Emotional Intelligence. Along with these scales the investigator asked the trainees to fill up teacher trainees personnel information schedule which had name, gender, age, year of study, stream of the study, name of the D Ed college, fathers occupation, mothers occupation, details of family members, their qualifications, occupations, annual income etc. After answering the scale by trainees the investigator
checked whether all the items were attempted or not, after that the investigator collected the tools from trainees and once again checked that all the items were filled. The investigator followed this procedure in each class and in each D Ed college.

3.4.4 Personality Adjustment scale Bells Adjustment Inventory

The Bells adjustment inventory standardized by Bell m Hughes consist of questions to evaluate the subjects status in respect to Home, Health, Social and Emotional part.

**Feature of the test:** The test Bells Adjustment Inventory (BAI) was created for wide internet audience. The test time which is between 20-50 minutes can use for students of high school and college ages and adults. The adjustment inventory questionnaire is intended for advisory work and complex psychological diagnostics. The questionnaire (BAI) by Hugh.M.Bell allows to estimate six specific areas of personal and social adjustment and to obtain more realistic information from the individual concerning what one thinks and feels about ones functioning body. One finds acquaintances outside the home, ones family relationships how aggressive or retiring one is how much trust one can have in people around how well one has come to play the roles that the society expects.

**The test targets:** the Bell Adjustment Inventory (BAI) allows to estimate the individuals adjustment in the six specific areas and there is very useful tool for psychologists in college, high school or university.

The inventory has 15 questions under each part i.e.

- Home, Social ,Health and Emotional part
1. **Usefulness:** The sub tests furnish valuable data concerning adjustment in four broad areas it has proved to be a valuable instrument in research in schools colleges and in clinical work.

**Scoring:** on the left of each statement two responses are given i.e. yes, no and the students are required to answer them according to what is true in their case for each positive response a score is given which could be answered with in 20 minutes.

**3.5: Data collection, scoring and procedures**

The investigator has contacted the head of the institution from where data was to be collected for the study, seeking permission to visit their institutions for the purpose of data collection. The date and time of visit was fixed at each institution with the kind cooperation of the head of the institution and teachers.

The investigator adopted uniform procedure for administering the tools. The D.Ed., teacher trainees were given the information about the purpose and nature of the tools. The procedure for responding to each tool was explained to them. They are also assured that these responses will be kept confidential and it will only be used for the purpose for the study.

After getting the prior appointment the investigator met the trainees in their classroom to conduct the test. General instructions of recording the responses were explained to the teacher trainees before the commencements of the test. The tools were given only after making each and every one of the sample convincing about the test, and how their
responses are to be recorded. The response sheet was collected at the end of time allotted. They were checked for any mistakes, omission or pattern marking etc., the data so collected was analyzed to test the hypothesis formulated for achieving the objectives of this study. Response sheets of all the trainees were scored based on the stipulated procedure of each tool. The scores were consolidated to facilitate computer analysis of the data for further statistical analysis.

3.6: Statistical techniques used in the study

To test the hypotheses of the study mean, standard deviation, ‘t’ tests” test and ANOVAs were employed.

Mean and Standard deviation: The "mean" is the "average" used to, where all the numbers are added up and then divide by the number of numbers. “Standard deviation” is a widely used measure of variability or diversity used in statistics and probability theory. It shows how much variation or "dispersion" exists from the average (mean, or expected value). In the present study Mean and Standard deviation are used to measure the average of Self Concept, Emotional Intelligence, Personality Adjustment and Attitude Towards Teaching Profession among the D.Ed teacher trainees of Mysore district.

r-test: The Pearson correlation test is used to find the relationship between two variables. In the present study the ‘r’ test is used to find the relationship between the variables.

t- test: A t-test is any statistical hypothesis test in which the test statistic follows a Student's t distribution if the null hypothesis is supported. It is most
commonly applied when the test statistic would follow a normal distribution if the value of a scaling term in the test statistic were known. In the present study 't' test was used to test the hypotheses 3, 4 and 5.

ANOVA: ANOVA provides a statistical test of whether or not the means of several groups are all equal, and therefore generalizes t-test to more than two groups. Doing multiple two-sample t-tests would result in an increased chance of committing a type I error. For this reason, ANOVAs are useful in comparing two, three, or more means. In the present study the ANOVA was used to test the hypotheses 6, 7, 8, 9, 10, 11, 12 and 13.