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CHAPTER V

SUMMARY AND FINDINGS

5.1: Introduction:

Teaching has been one of the oldest and most respected profession in the world and the teachers are the king pins of educational system. It is the most influential profession in society. It is said that teaching has acquired a status of profession because the need for teacher and his education and teaching have been imperative all these days. It is always a dynamic activity. It unfolds the world of knowledge and information and experience and erudition. The personality of the teacher is a significant variable in the classroom. It is said that teachers affects eternity. Nobody can tell where their influence stops. National policy on Education (NPE 1986-92) says that ‘No nation can rise above the level of its teachers’. Therefore Teacher Education is to produce teachers of high quality is of utmost importance and caliber. Conscious initiatives are necessary to influence the quality of Teacher Education at various levels. Earlier it was believed that teaching is an art and good teacher can not be made but they are born. But in the modern age of science and technology, a new thinking has emerged that much of teaching is a science and teachers can be made more competent and efficient by imparting training. It is based upon some specialized knowledge skills, techniques, principles of education, child psychology, the laws of learning, history of education, methods of teaching etc. Teacher should “continue to be a student of subject matter and students of mind activity. Unless a teacher is such a student...he can not grow as a teacher”.

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Education is often regarded as synonymous with learning as the acquired experience of any sort intellectual, emotional or sensory motor. Education is a product of experience. It is the process by which and through which the experience of the race i.e., knowledge, skills and attitudes are transmitted to the members of the community.

The aim of education has varied from race to race and generation to generation but the main point of emphasis has always been on the mental and physical growth of the individual. The methods employed at various ages may also be different but the factor remains the same. The child is subjected to certain experiences that are intended to modify his behaviour of proper adjustment to a changing environment. In education we have three major categories. They are primary education, secondary education and university education.

Education is the process of human development it is a tremendous source for enlightenment, empowerment and anticipation of the human life, learning the treasure within the report of the international commission on education 1996 published by the UNESCO. The four pillars of education i.e. learning to know, learning to do, learning to be and learning to live together. The ultimate objective of education is to make sustainable of the human civilization. The system of education promotes the exposition of learners potentialities, competencies interests attitudes and values for the greater cause of the social and human satisfaction. Education is one of the processes of modernization which generates new forces in beginning about changes in the value structure of the society. The essential aim of education is to professionalize.
Experience is the best school, no doubt, but it can be only second to sound training. Learning by mistakes is long and circuitous and involve a difficult trail and error casualties. Bacon said that “study perfects temperament and experience perfects study”. Only sound training is essential and fundamental to the teacher.

Development in a country depends greatly on the quality of its teachers. It is rightly said that “no system of education, no syllabus, no methodology, no text book can rise above the level of its teacher. If a country wants to have quality education, it must have quality teachers”. In the wider sense of the term “Education”, we may say that this is actually a process of development from cradle to grave. “Education is a process”, it is a series of acts arranged, planned and ordered to some end. It is closely bound with the intellectual, economic, cultural, emotional and social life of human race. Teacher education contributes directly and indirectly to the wealth of a nation. Teacher development is a process, not an event. Teacher education has suffered from a widespread perception that no special knowledge base is required for teaching. A crucial component of any training programme is the practicum, variously termed ‘teaching practice’, ‘school experience’, ‘practice teaching’ etc. Teacher education programme must have a strong emphasis on academic rigor and provide challenging intellectual experiences for student teachers.

5.2: Need and significance of the study

A review of related literature is a vital importance to any investigation. It must be conversant with relevant theories in the field experts and records
as also other relevant literature. Knowledge of prior studies gives a good footing and direction for a research worker in the field of investigation. According to Best (1990) knowing what data are available often serves to narrow the problem itself as well as the technique that might be used. Only those studies that are plainly relevant competently executed and clearly reported should be included. The studies are classified into five groups like (a) studies related to teacher education programme, (b) studies related to Self Concept (c) studies related to Emotional Intelligence (d) studies related to Personality Adjustment and (e) studies related to Attitude Towards Teaching Profession.

Exploring the literature enriches and incites the intellects of the education.

Great ideas and invaluable treasure are hidden in the pages of good books. The accumulated and recorded knowledge of the past that is the result of constant human endeavour is available in the form of theoretical and research literature, This forms the foundation upon which all future work must be built. Research therefore can never be undertaken in isolations from what has already been found and other problems that are directly or indirectly related to the study proposed by a researcher as such. So a careful review of literature related to the problem to be investigated is an important step of educational research.

Ruth C Wyle (1983) has defined Self Concept as “the self structure that may be thought of as an organized configuration of perception of self which are admissible to awareness, it is composed of such elements as the
perception of one's characteristics and abilities, the percepts and concepts of
the self in relation to others and the environment, the value qualities which
are perceived as associated with experiences and objects and goals and
ideals which are perceived as having positive and negative valence. Thus it
can be concluded that Self Concept refers to cognitive and
affective, evaluative experience and that it develops as a learned product of
social interaction.

One's Self Concept is one's own personal subjective evaluation of
oneself, his idea of who and what he is. Self Concept frequently refers to a
person's attitudes and feelings about himself and is regarded as a group of
psychological process which governs behaviour and adjustment. Success
and happiness of the life are determinant to a large extent by the individual's
way of feeling, perceiving and thinking about him. According to Rogers
(1969) the major proponent of Self Concept, the best vantage point for
understanding behaviour is from the internal frame of reference of individual
himself. To Rogers the individual is the centre of experience. His Self
Concept constitutes the persons picture of who he is in the process of
becoming.

Adjustment and personality are the unifying concepts because they
include the various subordinate processes of motivation, emotion and
cognition. The organization of the subordinate processes is the essence of
personality. Most of the theoretical systems that we are about to explore are
the products of twentieth century, although they all have roots that go far
back in the history of ideas, as our knowledge broadens, the present
theories will be replaced or modified to keep pace with it. These refinements will be better stated and lead us more successfully to specify the biological and social conditions of life on which personality depends.

Major Personality Adjustment involves some sort of intense, affective or feeling process occurring in the individual, it also occurs in the context of an ongoing personal relationship. When major Personality Adjustment occurs intense, emotional, inwardly felt events are usually observed. Which is a feeling process in this affective dimension of Personality Adjustment. Feeling something refers to something concretely sensed by an individual, the individual directly feels an inward reworking. His own concepts and constructs become partly unstructured and his felt experience at times exceeds his intellectual grasp.

Emotional Intelligence is a type of social intelligence which refers to the ability to set a goal in life, work towards achieving it, negotiates it and empathetic towards others. Emotional Intelligence is defined as the ability to know manage ones own emotions recognize them in others and to handle relationships. Goleman (1995) Peter Salovey and Mayer (1997) defined Emotional Intelligence as ability to monitor ones own and others feelings and emotions to discriminate among them and to use this information to guide ones thinking and actions. Emotional Intelligence allows us to think more creatively and use our emotions to solve problems. Daniel Goleman believes that Emotional Intelligence appears to be an important set of psychological abilities that relate to life success. It is empathy and communication skills, as well as social and leadership skills that will control our success in life and personal relationship.
Pillai (1985) conducted a study of why graduate choose to teach and found that the main motivation to choose teaching were liking for working with young people. Opportunity of service to mankind and teaching considered as a noble and significant impact on factors which influenced people in choosing to teach.

Patel 1996 studied the impact of the professional training on teachers “attitude“ and reported that training programme has definitely played a positive role in developing and building up more favourable attitude towards teaching. This showed the success of the training programme.

An attitude implies evaluation, acceptance or rejection of the object towards which it is directed. An attitude is a tendency to act towards or against something in the environment, which becomes thereby a positive or negative value. Gagne (1985) operationally defines attitude as a state that influences or modifies the individual choices of personal action. An attitude is a readiness or predisposition to respond in a certain way and may be inferred from observation and or measurement.

5.3 Operational Definitions of the study

5.3.1 Attitude Towards Teaching Profession

Attitude is a familiar word and is used freely to express one’s way of thinking, feeling or behaving.

It is the mental posture guides for conduct to which each new experience is referred before a response is made, the past experience is crystallized to give a disposition or frame of reference.
The attitude of teachers towards teaching profession is as important as teaching knowledge. It is estimated that teachers who have positive attitudes towards teaching profession may show humanistic attitudes and behaviours to students. An adopted scale of Likerts Summated Ratings, developed by P.R.Nair has been used for the present study, which is modified and translated to kannada by the Investigator.

The adopted tool for the present study envisages the teachers’ attitudes towards their profession which are usually related with their enjoyment with profession, dedicating themselves to their profession, being aware that their profession is socially necessary and important, and believing that they need to improve their profession, themselves and continuously. Giving an exposure for learning experiences of prospective teachers which need to be organized in a way that they will establish positive attitudes towards the profession of teaching.

5.3.2 Self Concept:

Self Concept has been considered as a key point in understanding human behavior, it refers to a person’s feelings about himself and is regarded as a group of psychological process which governs behaviour and adjustment. Self Concept is the individual conception and evaluation of himself including his values, abilities, goals and person’s worth. The Self Concept is operationally defined as the organization of that individual refers to as “I” or “me”. It includes what people come to know about themselves through experiences, reflection, and feedback from others.
Self Concept scale designed by Piers and Harris has been administered in the present study which is modified and translated to kannada by the investigator.

The present scale describes Self –concept as not restricted to the present. It includes past selves and future selves. Future or possible selves represent individual’s ideas of what they might become, what they would like to become or what they are afraid of becoming. They correspond to hopes, fears, standards, goals and threats. Possible selves may function as incentives for future behaviour and they also provide an evaluative and interpretive context for the current view of self.

5.3.3 Emotional Intelligence:

Emotional Intelligence is the capacity for recognizing our own feelings and those of others for motivating ourselves and for managing emotions well in ourselves and in our relationships. Emotional Intelligence describes abilities distinct from but complimentary to academic intelligence. Emotional Intelligence refers to the emotional management of skills which provide competency to balance emotions and reason so as to maximize long term happiness.

Dalip Singh’s ‘Emotional Intelligence Test’ tool has been administered for the present study, which is further modified and translated to kannada by the investigator according to the requirement. According to Dalip Singh (2003) ‘Emotional Intelligence is the ability of an individual to appropriately and successfully respond to the vast variety of emotional inputs being elicited from inner self and immediate environment. Emotional Intelligence
constitutes three psychological dimensions such as emotional competency, emotional sensitivity and emotional maturity, which motivate an individual to recognize truthfully, interpret honestly and handle tactfully the dynamics of human behavior.'

Emotional Intelligence allows us to think more creatively and use our emotions to solve problems. Daniel Goleman believes that Emotional Intelligence appears to be an important set of psychological abilities that relate to life success. It is empathy and communication skills as well as social and leadership skills that will control our success in life and personal relationship.

5.3.4 Personality Adjustment:

Personality Adjustment is the tendency to be calm, not depressed and exhibit adaptive reactions to identifiable life events or circumstances.

It is a sort of physical or affective experiences which are characterized by some psychological changes that generally lead them to perform some type of behavioural acts. Personality Adjustment has a great impact on others when we express them in ways that can be perceived by others. Personality Adjustment may be due to physiological changes associated with development and also experiences that impact behavior. Personality Adjustment depends upon the personality constituents that change in nature. An individual’s failure to adapt to identifiable stresses in the environment results in personality disorders characterized by an impaired ability to function socially or occupationally.
Personality Adjustment inventory which is constructed by H.M. Bell, has been administered for this study which is modified and translated to kannada by the investigator, which emphasis on some personality factors which resist change and are justified. It is a person’s involving identity and continuity through time. However, the contents and patterns in the theories are a type of explanatory concept. The structure of personality is formulated in such a way that, it is said to maintain itself against all new experience which might alter it. The individual is viewed as a structured entity with defined contents

5.4: 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”

5.4.1: 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.

5.4.2: 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.

5.4.3 : **Variables of the Study:**

**Background Variables:**

- Gender
- Type of the Institution
- Socio Economic Status of D.Ed teacher trainees
Main variables

Attitude Towards Teaching Profession
Self Concept.
Emotional Intelligence and
Personality Adjustment

5.5: 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. For the present study, the teacher trainees were randomly selected from 16 D.Ed Institutions of different types namely Government, Government-aided and Private from Mysore District.

5.6: Sample of the Study:

(i) Population Details:

There were 16 D.Ed Teacher training Institutions in Mysore District of Karnataka State. Out of these 16 D.Ed Institutions were Government,
Government-aided and Private institutions total no of teacher trainees studying in all the 16 institutions were 1500.

(ii) Selection of the sample

The selection of the sample were selection of the institutions and selection of teacher trainees

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 and the details are presented below

<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>TOTAL</td>
<td></td>
<td>390</td>
<td>510</td>
</tr>
</tbody>
</table>
Tools of the Study:

The present study envisages the measurement of Self Concept, Emotional Intelligence, Personality Adjustment and attitude of D.Ed teacher trainees of Mysore District.

Validity: The tools were translated and shown to few experts and validity has been maintained. Language, meaning and grammatical part has been taken care.

Reliability: 50 tools of English and 50 tools of Kannada were studied and administered and translation was reviewed for the research purpose.

The following tools were selected for collecting necessary research data. The details of the tools are as follows

<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>Attitude Towards Teaching Profession scale standardized by P.R Nayar, modified and translated into Kannada by the Investigator</td>
</tr>
<tr>
<td>2</td>
<td>Self Concept</td>
<td>Self Concept scale designed by Piers and Harris, modified and translated into kannada by the Investigator</td>
</tr>
<tr>
<td>3</td>
<td>Emotional Intelligence</td>
<td>Emotional Intelligence scale constructed by Dalip Singh, modified and translated into Kannada by the Investigator</td>
</tr>
<tr>
<td>4</td>
<td>Personality Adjustment</td>
<td>Bells Adjustment inventory Constructed by H.M.Bell, modified and translated into Kannada by the Investigator</td>
</tr>
</tbody>
</table>
Administration of the tools:

The investigator visited the D.Ed Institutions and contacted the Head of the Institution for the purpose of data collection. The date and time of visit was fixed at each Institution with the kind co-operation of the head of the Institution and teachers.

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 were also assured that these responses will be kept confidential and it will only be used for the purpose of the study.

In addition to the instructions given along with the tool, the investigator gives the oral instruction to the student teachers. The response sheets were 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 the 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.

ATTITUDE TOWARDS TEACHING PROFESSION SCALE

Attitude Towards Teaching Profession

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’s 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.

**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 known 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

**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 the 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.

**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.

1. Home
2. Social
3. Health and
4. Emotional part

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

5.7: Statistical techniques employed in the study:

The following Statistical techniques were used to analyze the obtained data.

- Descriptive statistics
- Pearson’s product moment correlation
- Independent samples ‘t’ test
- One way ANOVA
- DMRT-Duncan’s Multiple Range Test
All the calculations were done through SPSS for windows (Version 16.0).

5.8: Major findings of the study:

- Majority of the teacher trainees possessed moderate levels of attitude (67.4%) towards teaching profession, followed by 18.8% of the teacher trainees possessed favourable attitude.

- Majority of the teacher trainees selected had medium Self Concept (85.7%), very few of them had low and high Self Concept (7.3 and 7.0 respectively).

- On the whole 45.2% of them had medium level of Emotional Intelligence, followed by 33.6% of them had high level of Emotional Intelligence, and remaining 21.2% of them possessed low levels of Emotional Intelligence.

- Majority of the teacher trainees had unsatisfactory home adjustment.

- Majority of the teacher trainees had average to unsatisfactory health adjustment.

- Majority of the teacher trainees had average to aggressive social adjustment.

- Majority of the teacher trainees had average to good emotional adjustment.

1. Attitude Towards Teaching Profession was significantly and positively related to Emotional Intelligence ($r=0.307, P=0.000$) and Social adjustment ($r=0.084, P=0.12$) and was found to be independent of Self Concept, Home, Health and Emotional adjustment.
2. Female trainees attitude (mean 150.93) were more favorable towards teaching profession than male teacher trainees (mean 145.36).

3. Teacher trainees studying in government aided Institutions were more favourable attitude towards the profession than the teacher trainees studying in government and private Institutions.

4. Teacher trainees with low levels of income had lower attitude scores and those with higher levels of income had higher attitude scores.

5. Female teacher trainees (mean 32.71) had significantly higher Self Concept than the male teacher trainees (mean 32.13).

6. The Emotional Intelligence scores of male and female teacher trainees were statistically equal.

7. Gender-wise comparison indicated equal levels of Personality Adjustment in all the areas-Home, health, social and emotional.

8. Teacher trainees studying in government Institutions were with higher Self Concept scores compared to teacher trainees studying in government aided and private Institutions.

9. Teacher trainees studying in government, government aided and private institutions were statistically equal in their Emotional Intelligence scores.

10. Teacher trainees studying in government are equal with respect to health and emotional adjustment and they differ significantly with respect to home and social adjustment.

11. Teacher trainees with different levels of income-.5, 5.1-1.0, 1-1.5 and above 1.5 L were statistically equal in Self Concept, Emotional Intelligence and in Personality Adjustment.
5.9: Educational Implications and conclusion

Quality of a nation depends on the quality of its teachers. Quality of teachers in turn depends on the quality of teacher education programme. Quality improvement of teacher education is one of the indispensable needs of the hour. Present study is of vital concern for teachers, educational planners, parents / guardians and schools for development of Self Concept, Emotional Intelligence, Personality Adjustment and Attitude Towards Teaching Profession.

1. The teacher educators and the teachers in the cooperating schools should be the friend, philosopher and guide of the trainees in the true sense so that Attitude Towards Teaching Profession increases favorably.

2. The activities in the teacher training programme have to be made more interesting, effective and satisfying and should be related to the actual needs of the development of teacher trainees.

3. Besides content-cum-methodology course may be given, more importance and more time for practicing in real teaching situations may be given.

4. Providing adequate time to practice the skills of teaching by each trainee should be allotted and proper feedback may be given by the teacher educators.

5. Proper enrichment programmes should be given for development of personality of D.Ed students.

6. Continuous feedback from the teacher educators, cooperating teachers and peers are essential for helping student teachers
development of Self Concept, Emotional Intelligence, Personality Adjustment and Attitude Towards Teaching Profession.

7. Teacher education programme must include provision for observation of classes of effective teachers in their subject or other subject areas.

5.10: Suggestions for further research:

- The studies on teacher trainees could be extended for social and spiritual intelligence of teacher trainees.
- The studies could be further extended to successful intelligence (Triarchic abilities) and multiple intelligences.
- The study can be extended to B.Ed and M.Ed trainees on similar issues.
- Along with psychological variables, teacher effectiveness could be measured.
- Influence of organizational climate and leadership behaviours on various psychological and educational variables could be of practical interest.
- Few intervention studies can be taken up to improve Self Concept, Emotional Intelligence and Personality Adjustment to increase overall teacher effectiveness.