3.1 INTRODUCTION:

In the previous chapter, the researcher has presented the review of related literature concerning the researches done in the areas of general mental alertness, emotional intelligence, interest in teaching, personality and attitude towards teaching profession and academic achievement.

In this chapter, design of the study, population and sample, variables taken in the study, hypotheses, tools used for the collection of data and statistical technique applied is discussed.

3.2 RESTATEMENT OF THE PROBLEM:

The purpose of the study was to investigate “A Study of General Mental Alertness, Emotional Intelligence, Personality, Interest in Teaching, Attitude Towards Teaching Profession in Relation to Academic Achievement of Prospective Teachers”.
3.3 VARIABLES CONSIDERED IN THE STUDY:

**Dependent Variable:** Academic achievement

**Independent Variables:**
- General mental alertness,
- Interest in teaching,
- Emotional intelligence,
- Attitude towards teaching profession and
- Personality

**Moderator Variables**

a) Gender (Male and Female),

b) Medium of instruction (Kannada and English),

c) Subjects (Arts and Science),

d) Educational qualifications (Graduate and Postgraduate),

e) Types of management (Government, Aided, Unaided,)

3.4 METHOD AND SAMPLE USED FOR THE STUDY

Cluster sampling technique was decided as the most suitable method for the present study. The data was collected from the college of education of Bijapur and Bagalkot districts. The detail of the sample is presented in the following Table No. 3.1:
Table No. 3.1 Sample Design for the Study

<table>
<thead>
<tr>
<th>Sl.No</th>
<th>Variable</th>
<th>Sample</th>
<th>Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Gender</td>
<td>Male</td>
<td>175</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Female</td>
<td>175</td>
</tr>
<tr>
<td>2</td>
<td>Medium</td>
<td>Kannada</td>
<td>200</td>
</tr>
<tr>
<td></td>
<td></td>
<td>English</td>
<td>150</td>
</tr>
<tr>
<td>3</td>
<td>Subject</td>
<td>Science</td>
<td>175</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Arts</td>
<td>175</td>
</tr>
<tr>
<td>4</td>
<td>Educational Qualification</td>
<td>Graduate</td>
<td>250</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Post-Graduate</td>
<td>100</td>
</tr>
<tr>
<td>5</td>
<td>Management</td>
<td>Government</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Aided</td>
<td>125</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Unaided</td>
<td>125</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>350</strong></td>
<td></td>
</tr>
</tbody>
</table>

3.5 HYPOTHESES:

1) There is a significant difference between male and female prospective teachers with respect to their academic achievement.

2) There is a significant difference between male and female prospective teachers with respect to general mental alertness

3) There is a significant difference between male and female prospective teachers with respect to interest in teaching

4) There is a significant difference between male and female prospective teachers with respect to emotional intelligence
5) There is a significant difference between male and female prospective teachers with respect to attitude towards teaching profession

6) There is a significant difference between male and female prospective teachers with respect to personality

7) There is a significant difference between Kannada and English medium prospective teachers with respect to their academic achievement

8) There is a significant difference between Kannada and English medium prospective teachers with respect to general mental alertness

9) There is a significant difference between Kannada and English medium prospective teachers with respect to interest in teaching

10) There is a significant difference between Kannada and English medium prospective teachers with respect to emotional intelligence

11) There is a significant difference between Kannada and English medium prospective teachers with respect to Attitude towards teaching profession

12) There is a significant difference between Kannada and English medium prospective teachers with respect to personality
13) There is a significant difference between arts and science subject prospective teachers with respect to their academic achievement

14) There is a significant difference between arts and science subject prospective teachers with respect to general mental alertness

15) There is a significant difference between arts and science subject prospective teachers with respect to interest in teaching

16) There is a significant difference between arts and science subject prospective teachers with respect to emotional intelligence

17) There is a significant difference between arts and science subject prospective teachers with respect to attitude towards teaching profession

18) There is a significant difference between arts and science subject prospective teachers with respect to personality

19) There is a significant difference between graduate and postgraduate prospective teachers with respect to their academic achievement

20) There is a significant difference between graduate and postgraduate prospective teachers with respect to general mental alertness
21) There is a significant difference between graduate and postgraduate prospective teachers with respect to interest in teaching

22) There is a significant difference between graduate and postgraduate prospective teachers with respect to emotional intelligence

23) There is a significant difference between graduate and postgraduate prospective teachers with respect to attitude towards teaching profession

24) There is a significant difference between graduate and postgraduate prospective teachers with respect to personality

25) There is a significant difference between prospective teachers of Government, unaided and aided management colleges with respect to their academic achievement

26) There is a significant difference between prospective teachers of Government, unaided and aided management colleges with respect to general mental alertness

27) There is a significant difference between prospective teachers of Government, unaided and aided management colleges with respect to interest in teaching
28) There is a significant difference between prospective teachers of Government, unaided and aided management colleges with respect to emotional intelligence

29) There is a significant difference between prospective teachers of Government, unaided and aided management colleges with respect to attitude towards teaching profession

30) There is a significant difference between prospective teachers of Government, unaided and aided management colleges with respect to personality

31) There is a significant relationship between academic achievement and general mental alertness, interest in teaching, emotional intelligence, attitude towards teaching profession and personality of prospective teachers

32) There is a significant relationship between academic achievement and general mental alertness, interest in teaching, emotional intelligence, attitude towards teaching profession and personality of male prospective teachers

33) There is a significant relationship between academic achievement and general mental alertness, interest in teaching, emotional intelligence, attitude towards teaching profession and personality of male prospective teachers
teaching profession and personality of female prospective teachers

34) There is a significant relationship between academic achievement and general mental alertness, interest in teaching, emotional intelligence, attitude towards teaching profession and personality of kannada medium prospective teachers

35) There is a significant relationship between academic achievement and general mental alertness, interest in teaching, emotional intelligence, attitude towards teaching profession and personality of English medium prospective teachers

36) There is a significant relationship between academic achievement and general mental alertness, interest in teaching, emotional intelligence, attitude towards teaching profession and personality of arts prospective teachers

37) There is a significant relationship between academic achievement and general mental alertness, interest in teaching, emotional intelligence, attitude towards teaching profession and personality of Science prospective teachers
38) There is a significant relationship between academic achievement and general mental alertness, interest in teaching, emotional intelligence, attitude towards teaching profession and personality of graduate prospective teachers.

39) There is a significant relationship between academic achievement and general mental alertness, interest in teaching, emotional intelligence, attitude towards teaching profession and personality of postgraduate prospective teachers.

40) There is a significant relationship between academic achievement and general mental alertness, interest in teaching, emotional intelligence, attitude towards teaching profession and personality of Government prospective teachers.

41) There is a significant relationship between academic achievement and general mental alertness, interest in teaching, emotional intelligence, attitude towards teaching profession and personality of aided prospective teachers.

42) There is a significant relationship between academic achievement and general mental alertness, interest in teaching, emotional intelligence, attitude towards
teaching profession and personality of unaided prospective teachers

43) General mental alertness, interest in teaching, emotional intelligence, attitude towards teaching profession and personality would not be significant predictors of academic achievement of prospective teachers

44) General mental alertness, interest in teaching, emotional intelligence, attitude towards teaching profession and personality would not be significant predictors of academic achievement of male prospective teachers

45) General mental alertness, interest in teaching, emotional intelligence, attitude towards teaching profession and personality would not be significant predictors of academic achievement of female prospective teachers

46) General mental alertness, interest in teaching, emotional intelligence, attitude towards teaching profession and personality would not be significant predictors of academic achievement of kannada medium prospective teachers

47) General mental alertness, interest in teaching, emotional intelligence, attitude towards teaching profession and personality would not be significant predictors of
academic achievement of English medium prospective teachers

48) General mental alertness, interest in teaching, emotional intelligence, attitude towards teaching profession and personality would not be significant predictors of academic achievement of arts prospective teachers

49) General mental alertness, interest in teaching, emotional intelligence, attitude towards teaching profession and personality would not be significant predictors of academic achievement of science prospective teachers

50) General mental alertness, interest in teaching, emotional intelligence, attitude towards teaching profession and personality would not be significant predictors of academic achievement of graduate prospective teachers

51) General mental alertness, interest in teaching, emotional intelligence, attitude towards teaching profession and personality would not be significant predictors of academic achievement of postgraduate prospective teachers

52) General mental alertness, interest in teaching, emotional intelligence, attitude towards teaching profession and personality would not be significant predictors of
academic achievement of Government prospective teachers

53) General mental alertness, interest in teaching, emotional intelligence, attitude towards teaching profession and personality would not be significant predictors of academic achievement of aided prospective teachers

54) General mental alertness, interest in teaching, emotional intelligence, attitude towards teaching profession and personality would not be significant predictors of academic achievement of unaided prospective teachers

3.6 TOOLS USED:

The following standardized research tools were used for the present study.

a) General Mental Alertness Test by Srivastava (2006)

b) Kakkar Interest in Teaching Scale (KITS) (1985)

c) Emotional Intelligence Scale by Hyde, Pethe and Dhar (2007)

d) Attitude Scale Towards Teaching Profession by Umme Kulsum (2008)

e) Eysenck Personality Inventory (1975)

f) Academic Achievement (Total percentage of marks of previous academic year)
### 3.6.1 GENERAL MENTAL ALERTNESS TEST

This tool was developed by Srivastava (2006). The tool consists of multiple choice type items. There are five choices for each item. Out of the five questions only one is correct. There are 100 items based on

1. Arithmetic reasoning
2. Definitions
3. Number series and
4. Same and opposite

There are 25 items for each area. There are two types of series in this test; one is the ‘Q’ score (quantitative scores). The arithmetic reasoning and number series scores make the “Q” scores, the second is “L” scores (Linguistic scores) include the same opposite and definition scores. The sum of the both scores, “Q” and “L” assesses the general mental of the individual.

**Standardization** : First of all, 180 items based on the four areas, are taken in a preliminary test, 30 items are deleted on the opinions of the judges. Only a test, comprising of 150 items were tried out on a sample of 40 students. Studying in colleges of Jabalpur City. Only 10 items are taken in the final draft of the test after item analysis.
**Scoring:** One mark is provided for each right answer of the question in the test. The maximum score is 100.

**Reliability:** After the retest reliability of the test for the “Q” score was found to be 0.85 and for “L” scores was found to be 0.79 the total reliability was found to be 0.82.

**Validity:** The validity was found to be 0.88

### 3.6.2 KAKKAR INTEREST IN TEACHING SCALE (KITS)

Interest in teaching scale constructed and standardized by Kakkar (1985) was to know the students-teachers interest in teaching.

KITS is a test designed by the author to assess interest in teaching of teacher trainees before admission to the teacher-training programme. It was constructed to administer the candidates-Matriculates and higher secondary passed who aspired to be elementary school teachers.

KITS believed to be an unusually efficient instrument in that it is brief-requiring on the average twenty minutes to administer-yet has adequate reliability for individual use. It was developed through the use of item analysis. Throughout its
development, high school, higher secondary and college samples were used. The Hem content has been found to be meaningful for each of these groups; the items have been found to have discriminating power within each of these groups.

The test consists of twenty-seven items—multiple choice type; five choices are given in each item, out of which the respondent is to indicate one choice which represents him best. The choices within each set are equated, to a large extent for social desirability. In this way, the likelihood of the individual's responding to the favourableness of the choice rather than to its degree of importance to him is considerably reduced. The items are such that the answer to each item would reveal whether the person who takes the test has genuine interest in teaching. The items seek to draw upon a person's reading interests, hobbies, school subjects, recreational interests, likes for different types of people, loves, present personality, qualities, goals, present abilities, general interests and occupational interests, all in a bid to discover whether the person's responses are characteristic of his interest in teaching.

**Administration:**

The KITS is self-administering. All instructions required are given in full on the title page of the test booklet. In group admini-
stration the respondents read these instructions silently while
the teacher reads them aloud. During the initial part of the
administration, it is advisable for the tester to ensure that each
respondent is choosing one "most" choice in each set of five
choices in an item. There is no time limit, though not more than
twenty minutes will be taken by any group to complete the test.
Answers are to be shown on the right hand side of the page and
by putting a cross (x) on the letter corresponding to the
alternative of one's choice.

Scoring:

Scoring is performed with the help of scoring key given at
the end of this manual. Check and count the correct responses
with the help of key. The maximum score would be 27. It is most
efficient to do the checking as a single operation after all
booklets have been scored.
**Reliability:**

Reliability coefficients of KITS as obtained from different methods are presented in Table 3.2.

**TABLE 3.2 : Reliability Coefficients of KITS**

<table>
<thead>
<tr>
<th>Method used</th>
<th>Reliability Coefficient</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Split-half</td>
<td>0.72</td>
<td>0.01</td>
</tr>
<tr>
<td>Test-Retest</td>
<td>0.69</td>
<td>0.01</td>
</tr>
<tr>
<td>Kudar-Richardson</td>
<td>0.62</td>
<td>0.01</td>
</tr>
</tbody>
</table>

Comparing the reliability of the present test with that of Shah's Test (1965), known to measure "interest in the teaching profession" (sub-test of his aptitude Test for Secondary School Teachers), the reliability coefficient and reliability index of the was considered satisfactory, that is, 0.32 and 0.57 respectively.

**Validity:**

**Content Validity:** Items included in the test were, as already stated, discussed with experts to judge their fitness and to decide whether each item would measure what it purports to measure. Two try-outs served towards a careful scrutiny. Effort was also made to keep the test items as specific, concrete and precise as possible, in a bid to ensure construct validity. The predictive validity of the test was estimated in the following ways:
<table>
<thead>
<tr>
<th>Sl.No.</th>
<th>Method used</th>
<th>Validity coefficient obtained</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Congruent Validity</td>
<td>0.71</td>
<td>0.01</td>
</tr>
<tr>
<td>2</td>
<td>Predictive Validity</td>
<td>0.69</td>
<td>0.01</td>
</tr>
<tr>
<td>3</td>
<td>In terms of reliability index</td>
<td>0.71</td>
<td>0.01</td>
</tr>
</tbody>
</table>

**3.6.3 EMOTIONAL INTELLIGENCE SCALE**

This scale was developed by Hyde, Pethe and Dhar (2001). The researcher came across two measures of Emotional Intelligence. A Four-Cornerstone Model explained by Cooper (1997) can understand Emotional Quotient (EQ) in business and life. This model assumes emotional intelligence as out of the realm of psychological analysis and philosophical theories and moves into the realm of direct knowing, exploration and application. The first cornerstone is emotional literacy, which builds a locus of self-confidence through emotional honesty, energy, emotional feedback, and intuition, responsibility and connection. The second cornerstones, emotional fitness strengthens authenticity, believability and resilience, expanding circle of trust and capacity for listening, managing conflict and making most of constructive discontent. The third cornerstone is emotional depth that explores ways to align one’s life and work
with his or her unique potential and purpose, and accountability, which in turn, increase influence without authority. The fourth cornerstone is ‘emotional alchemy’, though which one can extend creative instincts and capacity to flow with problems and pressure and to compete for the future by building one’s capacity to sense more readily. EQ comprises various related components that strengthen emotional intelligence and give desired outcomes. There are 21 scales which best explain EQ. The scale is further grouped under five categories, namely current environment, literacy, competencies, values and beliefs, and outcomes. Cooper and Sawaf (1997) have reported EQ map in which total score on each scale is graded in one of the four levels – optimal, proficient, vulnerable and caution. The present work was undertaken to develop a suitable self-report measure for Indian milieu.

**Development of the Scale:**

After consulting relevant literature, 106 items were developed. Each item was transferred on a card. A panel of 50 judges with postgraduate degree with more than 10 years of experience in their relevant fields was selected for the study. Definition of Emotional Intelligence was also written on a card along with necessary instructions for the selection of the items
on the cards. The cards were placed before each judge who was contacted individually. The choice for categorization of each and card was noted and the frequency of choice was calculated. The items, which were chosen 7 or more times, were spotted out. The 34 items thus chosen were administered on 200 executives. The data was then tabulated and item – total correlations were calculated. Items having correlation less than the value of 0.25 (pc 0.01) were dropped. The value is taken from Fisher and Yates (1992) table of correlation coefficients and their levels of significance. The final form of the scale constituted 34 items. The Hindi Version of the final items was prepared in consultation with 10 judges who were well versed with both, English as well as Hindi. The inter-item correlations of the final items were also determined.

**Reliability and Validity:**

The reliability of the scale was determined by calculating reliability coefficient on a sample of 200 subjects. The split-half reliability coefficient was found to be 0.88.

Validity besides face validity of all items were related to the variable under focus, the scale has high content validity. It is evident from the assessment of judges/experts that items of the scale is directly related to the concept of Emotional Intelligence.
In order to find out the validity from the coefficient of reliability (Garrett, 1981), the reliability index was calculated, which indicated high validity on account of being 0.93.

**Factors of Emotional Intelligence:** The scale was administered on 200 executives and the scores obtained were subjected to factor analysis and ten factors were identified. These are self-awareness, empathy, self-motivation, emotional stability, managing relations, integrity, and self-development, value orientation, commitment and altruistic behaviour.

**A. Self-awareness:** This is being aware of one and is measured by items 6, 12, 18, 29. These items are “I can continue to do what I believe in even under severe criticism”, “I have my priorities clear”, “I believe in myself” and “I have built rapport and made and maintained personal friendships with work associates”. This factor is the strongest and explains 26.8 per cent variance and has a total factor load of 2.77. The correlation of this factor with total score is 0.66.

**B. Empathy:** is feeling and understanding the other person and is measured by items 9, 10, 15, 20, 25. These are “I
pay attention to the worries and concerns of others”, “I can listen to someone without the urge to say something”, “I try to see the other person’s point of view”, “I can stay focused under pressure” and “I am able to handle multiple demands”. This factor explains 7.3 per cent variance with a total factor load of 3.11. The correlation of the factor with total score is 0.70.

**C. Self-Motivation:** This is being motivated internally is measured by 2, 4, 7, 8, 31, 34. These items are “People tell me that I am an inspiration for them”, “I am able to make intelligent decisions using a healthy balance of emotions and reason”, “I think feelings should be managed”, and “I believe that happiness is an attitude”. This factor accounts for 6.3 per cent variance and a total factor load of is 3.28. Its correlation with total score is 0.77.

**D. Emotional Stability:** items 14, 19, 26, 28, measure this. These are “I do not mix unnecessary emotions with issues at hand”, “I am able to stay composed in both good and bad situations”, “I am comfortable and open to novel ideas and new information”, and “I am persistent in pursuing
goals despite obstacles and setbacks”. This factor explains 6.0 per cent variance with a total factor load of 2.51. The correlation of this factor with total score is 0.75.

E. Managing Relations: 1, 5, 11 and 17 measures this. This statements that measure this factor are “I can encourage others to work even when things are not favorable”, “I do not depend on others encouragement to do my work well”, “I am perceived as friendly and outgoing”, and “I can see the brighter side of any situation”. This factor explains 5.3 per cent variance with a total factor load of 2.38. The correlation of this factor with total score is 0.67.

F. Integrity: Items 16, 27 and 32 measure this. “I can stand up for my beliefs”, “I pursue goals beyond what is required of me”, and “I am aware of my weakness” are the statements that measure this factor. This factor explains 4.6 per cent variance with a total factor load of 1.88.

G. Self-development: This is measured by items 30 and 33 which are “I am able to identify and separate my emotions” and “I feel that I must develop myself even when my job does not demand it” and explains 4.1 per cent variance with a total factor load of 1.29.
H. Value Orientation: Items 21, 22, measure this. The statements are “I am able to maintain the standards of honesty and integrity”, and “I am able to confront unethical in others” and explains 4.1 per cent variance with a total factor load of 1.29.

I. Commitment: The items 23 and 24 measure this. “I am able to meet commitments and keep promises”, and “I am organized and careful in my work” measure this factor. This factor accounts for 3.6 per cent variance with a total factor load of 1.39.

J. Altruistic Behaviour: The items 3 and 13 measure this. The items are “I am able to encourage people to take initiative”, and “I can handle conflicts around me”. It explains 3.0 per cent variance with a total factor load of 1.3.

Uses of the Scale: The scale can be used for research and survey purposes. It can also be used for individual assessment. It is self-administering and does not require the services of highly trained tester. It is eminently suitable for group as well as individual testing.

Norms of the Scale: Norms of the scale are available on a sample of 200 subjects. These norms can be regarded as
reference points for interpreting the Emotional Intelligence scores. The users of this scale are advised to develop their own norms based on their own samples. Individuals with high score can be considered to have high level of emotional intelligence and are likely to be high performers.

**Scoring:** Each item or statement should be scored 5 for strongly agree, 4 for agree, 3 for neutral, 2 for disagree and 1 for strongly disagree.

### 3.6.4 Attitude Scale Towards Teaching Profession

Attitude Towards Teaching Profession by Kulsum (2001) is prepared for the training institutions not only for diagnostic and prognostic purposes, but also for finding out the attitudes of teachers working for them to change if required.

**Areas of the Scale**

The tool incorporated of the five areas of the attitude scales is as follows:

i. **Academic aspect of teaching profession:** This area includes statements pertaining to the academic aspect of the profession. These statements are related to the predispositions teachers generally have for the type of work they are doing. The predispositions they have for
their commitment to academic work, the predispositions they have for their professional growth etc. are some of the ingredients of this component.

ii. **Administrative Aspects of teaching professions:** This area includes statements on the predispositions of teachers on their involvement in school administrative tasks. This work is pertaining to curricular development and co-curricular activities.

iii. **Social and Psychological aspects of teaching profession:** This component pertains to the predispositions of teachers as regards to the social status of teaching profession, the morale boosting, and its influence on molding the future generations. The psychological feeling of security or in-security and the pleasure or pains in general are also inculcated in this component.

iv. **Co-curricular aspects of teaching profession:** It relates to dispositions of teachers roles and functions in the area of co-curricular activities and their importance as a part and parcel of teaching profession functional aspects is highlighted in this component.
v. **Economic aspects of teaching profession;**

Predisposition about the economic profitability of the profession in terms of salary and other fringe benefits, besides other aspects are included in this component.

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**TABLE No. 3.4: Details of Number of Statements Under Each Area of Attitude Towards for Teachers**

<table>
<thead>
<tr>
<th>Sl.No</th>
<th>Area</th>
<th>Serial no of items</th>
<th>Total no of items</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Academic</td>
<td>F=1,26,31,40,45,52</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>UF=11,18,25,32</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Administrative</td>
<td>F=2,12,19,27</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>UF=8,24</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Social and Psychological</td>
<td>F=9,16,22,35,38,43,46,49,51,54,55</td>
<td>28</td>
</tr>
<tr>
<td></td>
<td></td>
<td>UF=4,5,7,14,15,21,23,29,33,36,37,41,42,47,48,50,53</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Co-curricular</td>
<td>F=3,20</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>UF=13,28,34</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Economic</td>
<td>F=17,30</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>UF=6,10,39,44</td>
<td></td>
</tr>
</tbody>
</table>

**Total** 55

F = Favourable

UF = Unfavourable
Scoring: Each items of the scale is provided with four alternative responses. The weight ranging from 4 (strongly agree) to 1 (strongly disagree) for favourable/positive items. In the case of unfavourable/negative items range of weights is reverses, that is from 1 (strongly agree) to 4 (strongly disagree). The theoretical range of scores is from 55 to 220 with the higher score indicating the more favorable attitudes towards teaching profession.

Reliability: The reliability coefficient of the test re-test and spilt half reliabilities obtained were 0.812 and 0.927 respectively.

Validity: The validity was found to be 0.81

3.6.5 Eysenck Personality Inventory

Eysenck’s Personality inventory is the briefest and the most popular inventory among all the personality inventories. Eysenck’s personality inventory gives scores on two dimensions that are Extroversion-Introversion and Neuroticism-Stability.

1. Extraversion/Introversion: Extraversion is characterized by being outgoing, talkative, high on positive affect (feeling good), and in need of external stimulation. According to Eysenck’s arousal theory of extraversion, there is an optimal level of cortical arousal, and performance deteriorates as one
becomes more or less aroused than this optimal level. Arousal can be measured by skin conductance, brain waves or sweating. At very low and very high levels of arousal, performance is low, but at a more optimal mid-level of arousal, performance is maximized. Extraverts, according to Eysenck's theory, are chronically under-aroused and bored and are therefore in need of external stimulation to bring them up to an optimal level of performance. Introverts, on the other hand, are chronically over-aroused and jittery and are therefore in need of peace and quiet to bring them up to an optimal level of performance.

2. **Neuroticism/Stability:** Neuroticism or emotionality is characterized by high levels of negative affect such as depression and anxiety. Neuroticism, according to Eysenck's theory, is based on activation thresholds in the sympathetic nervous system or visceral brain. This is the part of the brain that is responsible for the fight-or-flight response in the face of danger. Activation can be measured by heart rate, blood pressure, cold hands, sweating and muscular tension (especially in the forehead). Neurotic people, who have low activation thresholds, and unable to inhibit or control their emotional reactions, experience negative affect (fight-or-flight) in the face of very minor stressors - they are easily
nervous or upset. Emotionally stable people, who have high activation thresholds and good emotional control, experience negative affect only in the face of very major stressors - they are calm and collected under pressure.

The two dimensions, extraversion-introversion and emotional stability-instability, define four quadrants. These are made up of:

- **Stable extraverts** *(sanguine qualities such as - outgoing, talkative, responsive, easygoing, lively, carefree, leadership)*
- **Unstable extraverts** *(choleric qualities such as - touchy, restless, excitable, changeable, impulsive, irresponsible)*
- **Stable introverts** *(phlegmatic qualities such as - calm, even-tempered, reliable, controlled, peaceful, thoughtful, careful, passive)*
- **Unstable introverts** *(melancholic qualities such as - quiet, reserved, pessimistic, sober, rigid, anxious, moody).*

**Development of the Scale:**

The inventory has two forms each consisting of 57 items. Each of the two dimensions is measured by 24 questions. The typical extrovert is sociable, impulsive, carefree, easygoing, optimistic, and craves for excitement. The typical introvert is
quiet, retiring, sort of a person. It is reliable, somewhat pessimistic and places great value on ethical standards. A typical stable person is even-tempered, calm, lively, responsive and has leadership qualities. An unstable person is anxious, moody, touchy, restless and aggressive.

Eysenck says that the inventory can play a major part in diagnosis and the choice of treatment is largely dependent upon the precise position of the patient in the two-dimension framework. The unstable introvert is said to be “under socialized” and the unstable extravert is said to be “over socialized”.

Materials used for this tool are the Eysenck’s Personality inventory, Manual, key and Norms and Writing materials.

**Procedure:** The subject given the Eysenck’s Personality Inventory and he is said to write the personal data in the space provided. The subject is asked to answer the question in the inventory. The responses of the subject have to be scored with the help of the key.

This inventory consists some questions regarding the way one behaves, feel and act. After each question there is space for the response in the form of “Yes” or “No”. The whole questionnaire does not take more than a few minutes. None of
the questions are omitted. There is no right or wrong answer. This is not a test of intelligence or ability but simply a measure of the way one behaves.

Every effort is made to secure the true answer from the subject. The subject interprets the questions by himself. The experimenter may give meaning of the questions.

Analysis of the data is done by referring to the key and norms. The number of extroverted answers is noted. The number of neurotic answers is noted. A location chart is drawn on a graph sheet. If the total score lie is 5 and above the data is rejected.

3.7 PROCEDURE OF DATA COLLECTION:

For the purpose of collecting data all the tools were personally administered by the researchers to the respondents for the five tools specified above. First the investigator got multiple copies of the all the mentioned five tools and circulated to the 350 prospective teachers of college of educations of Bijapur and Bagalkot districts. Ultimately the researcher was able to get responses from the prospective teachers. The responses received were subjected to further statistical analysis.
3.8 STATISTICAL ANALYSES

The data collected was subjected to the following analyses.

1. Descriptive Analysis
2. Differential Statistics
3. Correlation Analysis
4. Multiple Regression Analysis

In the next chapter, analysis of the data is presented in the tabular form with graphical representation and interpretations of the results.