

**EMOTIONAL INTELLIGENCE AND ATTITUDE  
TOWARDS TEACHING OF PROSPECTIVE TEACHERS IN  
KANNIYAKUMARI DISTRICT**

*Dissertation submitted to the Tamil Nadu Teachers Education University  
in partial fulfilment of the requirements for the degree of*

**MASTER OF PHILOSOPHY IN EDUCATION**

**BY**

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## **DECLARATION**

I hereby declare that this dissertation **“EMOTIONAL INTELLIGENCE AND ATTITUDE TOWARDS TEACHING OF PROSPECTIVE TEACHERS IN KANNIYAKUMARI DISTRICT”** Submitted by me for the degree of Master of Philosophy in education is the result of my original and independent research work carried out under the guidance of Mrs.V.P. Bindu Gouri, Assistant professor in Education, N.V.K.S. D. College of Education, Attoor. It has not been submitted elsewhere for the award of any degree, diploma and fellowship of any other University or institution before.

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### **CERTIFICATE**

This is to certify that this dissertation entitled “ **EMOTIONAL INTELLIGENCE AND ATTITUDE TOWARDS TEACHING OF PROSPECTIVE TEACHERS IN KANNIYAKUMARI DISTRICT** “submitted for the degree of Master of Philosophy in Education by M. CHANDRA VATHANA is a record of research work done by her under my guidance and supervision. The dissertation is further certified that the work is a original one, free from any duplication.

Place : Attoor.

Mrs. V.P. Bindu Gouri

Date :

Guide

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# CHAPTER-I

## INTRODUCTION

- Need for the study
- Statement of the problem
- Operational definitions
- Objectives of the study
- Hypothesis formulated
- Methodology to be used in brief
- Statistical techniques to be used
- Delimitations of the study
- Content of the report



## INTRODUCTION

“The function of education is to teach one to think intensively and to think critically. Intelligence plus character that is the goal of true education - Martin Luther King Jr.”

Education has some major components like students, teachers, curriculum, administrators, educational experts, educational technology, and physical and financial sources, of them the teacher is an important factor in the educational reconstruction. The need of the 21st century is not the sole development of academic skills in learners, but to help them grow into mature ones, so that they can cope with even the different situations in their life. For this teachers have a major role play. The quality of the nation depends on the quality of the education imparted to its citizen which in turn depends upon quality teachers. The quality of the teacher, to a large extent, depends on the quality of teacher education received by him/her (NCTE, 1998). There is a need of proper education of teachers for the success of an educational programme. The success and productive life of a student are directly dependent on the educator. Teachers lay the foundation for the social, emotional, and intellectual abilities of the learner and also accounts for the success in teaching and learning. Hence it is imperative to assess the Emotional Intelligence of prospective teachers. Emotional Intelligence may help them in building a mutual bond of intimacy and trust with their students. They can be compelled to excel in performance irrespective of their potential. Teacher plays an important role in development of Emotional Intelligence by being good role models to cope with life.

Education is an instrument to develop the cognitive qualities, tolerance, and understanding of people. A prospective teacher needs to acquire the knowledge, competences and attitudes they require to be effective teachers. Teaching is not only

confined to impart knowledge of subject matter to others. In a wider prospective, teaching aims at an all round development of personality. Skills or attitudes can only be developed through systematic training. In training programmes, many learning experiences are provided to student teachers by which one can develop favorable attitude towards himself, his job and his students. Many specific skills have been identified which are to be developed in the trainees. Therefore, training is necessary for teachers. Nowadays emotional intelligence is considered more important than intelligence in the success of a person. Historically speaking the term emotional intelligence was introduced in 1990 by two American university professors John Mayer and Peter Salovey in their attempt to develop a scientific measure of knowing the differences in pupil's ability in areas of emotion.

The teachers place in the society is of paramount importance. The teacher plays a key role in the educational system for its success or failure. The teacher's qualities, competencies and attitude are found to be influenced by several factors. The importance of the Teacher in any educational system lies on the attitude possessed by them towards their profession. Students in higher education may show their attitude towards a certain profession in the way of acceptance or refusal . Considering that every stage in life is important to form attitude, the role of the individual as an active participant in their professional choice and activity has to be considered.

The teacher training institutions offer a degree in education in various fields. The minimum duration is two years and the curriculum consists of classroom teaching and learning and teaching practice in selected secondary schools to develop proper knowledge, skills, attitudes and personality.

## **Need for the Study**

A Person's emotional intelligence helps him very much in all spheres of life through its various constituents namely knowledge of his emotions, managing emotion, motivating oneself, recognizing emotions in others and handling relationship. Student Teachers cannot be an exception to this observed fact. In the case of a student teacher in all sense, emotional intelligence essentially reflects the ability to deal successfully with the Students and with one's own feelings. These qualities count significantly towards success in one's area of achievement.

Moreover, emotional intelligence as a unitary ability is helpful in knowing, feeling and judging emotions in close co-operation with one's thinking process to behave in a proper way for the ultimate realization of the happiness and welfare of the self and to deal with the Students. If proper efforts are made for training the emotions and developing proper emotional intelligence potential among the student teacher's right from the training period then it will surely help in training mutual emotional understanding, empathy accompanied with right actions and behavior on the part of the Student teachers and students that one deals with, to lead a better life in peace and co-operation.

Emotional Intelligence can enable prospective teachers to resolve past issues and conflicts, help them to attain emotional power and accomplish their goals related to physical, mental, spiritual and emotional and psychological abilities. It also enables the human beings to respond rightly, at the right time for the right purpose to many environmental situations. . Prospective teachers' attitude towards the teaching profession may be positive or negative.

Emotional Intelligence and Attitude towards Teaching are mutually dependent and important aspects of personality of Prospective teachers. Therefore it was felt that Emotional Intelligence can have definite effect on their Attitude towards Teaching, and thus the need to study in detail

Teaching profession is not different from other professions. Few teachers realize this fact. Every teacher should know the peculiarities of this profession and the new role assigned in the educational system. Thus the investigator felt that a study of the professional attitude of prospective teachers with variable like sex, age, locality and marital status would be a worth-while attempt to study whether the emotional intelligence and attitudes of students towards the profession of teaching differ according to the select background variables. Hence the present study is entitled as “Emotional intelligence and attitude towards teaching of prospective teachers in kanniyakumari District.

### **Relationship between emotional intelligence and attitude towards teaching**

Human mind is influenced by three key variables, mental processes, emotions and level of motivation of the individual. Studies have focused on exploring the linkages between the level of intelligence of an individual and the performance at the workplace (Murphy, 1989; Behling, 1998). However researchers have also started questioning the authenticity of intelligence quotient (IQ) as the sole factor that can be used to predict or understand the performance of employees. Goleman (1998) has stated that IQ doesn't sufficiently explain the reasons why individuals with higher level of technical skills are unable to perform well in their respective jobs that require leadership position. On the other hand an employee with average technical skills is able to demonstrate greater degree of capability of handling such tasks. One of the

possible reasons in this regard is that the level of performance is a reflection of the level of emotional competence possessed by the employees. The higher the level of emotional competence the greater is the possibility of effectively interact with the other employees, thus resulting in better performance (Goleman, 1998; Carmeli & Josman, 2006). The heightened interest in the linkages between the level of intelligence of an individual and performance at the workplace has triggered interest in factors besides intellect that determine the output of an individual. Numerous studies have positioned emotional intelligence (EI) as a focal point of their investigative processes, aiming to test the linkages of EI with the output of an individual as the part of an organization (Lam & Kirby, 2002; Rapisarda, 2002; Sy, Tram & O'hara, 2006; O'Boyle et al., 2011). Educational institutions are deemed as the key source of developing academic competence among the students. Teachers have the prime responsibility of ensuring that the information provided to the students is properly understood by them. Another key responsibility associated with the teachers is to follow the curriculum and ensure completion of the syllabus within the specified time frame of the students. In addition to this, maintenance of classroom discipline, managing interaction with students, effectively handling interaction with parents is also an integral part of the responsibilities which need to be fulfilled by the teachers. It is also important to note that a teacher's role is much more than simply being a source of academic learning for the students.

## **Statement of the problem**

“EMOTIONAL INTELLIGENCE AND ATTITUDE TOWARDS TEACHING OF PROSPECTIVE TEACHERS IN KANNIYAKUMARI DISTRICT”.

## **Operational Definitions**

### **Emotional intelligence**

According to John D.Mayer and Peter salovey(1995) “ Emotional intelligence may be defined as the capacity to reason with emotion in four areas namely to perceive emotion, to integrate it in thought to understand it and to manage it”

Emotional intelligence means the ability of an individual to read other’s emotions accurately and to respond to them appropriately and to regulate one’s own emotion responses.

In this study emotional intelligence refers to the scores of prospective teachers on emotional intelligence Scale.

### **Attitude**

Travers “An attitude is a readiness to respond in such a way that behavior is given a certain direction”.

Mckeachie Doyle, “We define an attitude as an organization of concepts, beliefs, habits and motives associated with a particular object”.

Whittaker, “An attitude is a predisposition or readiness to respond in a predetermined manner to relevant stimuli”.

## **Teaching**

Burton has given a very precise but comprehensive definition of teaching as “Teaching is a stimulation, guidance, direction and encouragement of learning”.

Morrison. H.C. says “Teaching is an intimate contact between a mature personality and less mature one which is designed to further the education of the latter.”

Teaching is the communication between two or more person who influences each other by their ideas.

## **Attitude Towards Teaching**

In this study Attitude Towards Teaching refers to the scores of prospective teachers on Scale on Attitude Towards Teaching.

## **Prospective Teachers**

By the term “Prospective teachers”, the investigator means those who are studying B.Ed degree courses under Tamil Nadu Teacher Education University.

Prospective teachers refer to those who are doing B.Ed., degree course in a regular mode.

## **Objectives of the Study**

1. To find out the level of emotional intelligence among prospective teachers.
2. To find out the significant difference if any in the emotional intelligence of male and female prospective teachers.
3. To find out the significant difference if any in the emotional intelligence of prospective teachers based on their age.
4. To find out the significant difference if any in the emotional intelligence of prospective teachers based on their religion.
5. To find out the significant difference if any in the emotional intelligence of married and unmarried prospective teachers.
6. To find out the significant difference if any in the emotional intelligence of prospective Teachers based on the type of institution.
7. To find out the significant difference if any in the emotional intelligence of prospective Teachers based on their educational qualification.
8. To find out the significant difference if any in the emotional intelligence of rural and urban prospective Teachers based on locality of the institution.
9. To find out the significant difference if any in the emotional intelligence of arts and science prospective teachers based on their subject of specialization ( Arts/Science.
10. To find out the significant difference if any in the emotional intelligence of prospective teachers based on their monthly family income.
11. To find out the level of attitude towards teaching among prospective teachers.
12. To find out the significant difference if any in the attitude towards teaching of male and female prospective teachers.
13. To find out the significant difference if any in the attitude towards teaching of prospective teachers based on their age.



14. To find out the significant difference if any in the attitude towards teaching of prospective teachers based on their religion.
15. To find out the significant difference if any in the attitude towards teaching of married and unmarried prospective teachers.
16. To find out the significant difference if any in the attitude towards teaching of prospective teachers based on types of the institution.
17. To find out the significant difference if any in the attitude towards teaching of prospective teachers based on their educational qualification.
18. To find out the significant difference if any in the attitude towards teaching of Rural and Urban of prospective teachers based on locality of the institution.
19. To find out the significant difference if any in the attitude towards teaching of arts and science prospective teachers based on their subject of specialization.  
Art/Science.
20. To find out the significant difference if any in the attitude towards teaching of prospective teachers based on their monthly family income.

### **Hypotheses Formulated**

1. There exists no significant difference in the mean scores of emotional intelligence among prospective teachers.
2. There exists no significant difference in the mean scores of emotional intelligence among male and female prospective teachers.
3. There exists no significant difference in the mean scores of emotional intelligence of prospective teachers based on their age.
4. There exists no significant difference in the mean scores of emotional intelligence of prospective teachers based on their religion.

5. There exists no significant difference in the mean scores of emotional intelligence of married and unmarried prospective teachers.
6. There exists no significant difference in the mean scores of emotional intelligence of prospective Teachers based on types of institution.
7. There exists no significant difference in the mean scores of emotional intelligence of prospective Teachers based on their educational qualification.
8. There exists no significant difference in the mean scores of emotional intelligence of Rural and Urban of prospective Teachers based on locality of the institution.
9. There exists no significant difference in the mean scores of emotional intelligence of prospective teachers based on their subject of specialization. Art/Science.
10. There exists no significant difference in the mean scores of emotional intelligence of prospective teachers on monthly family income.
11. There exists no significant difference in the mean scores of attitude towards teaching among prospective teachers.
12. There exists no significant difference if any in the mean scores of attitude towards teaching of male and female prospective teachers.
13. There exists no significant difference if any in the mean scores of attitude towards teaching of prospective teachers based on their age.
14. There is no significant difference if any mean scores of attitude towards teaching of prospective teachers based on their religion.
15. There is no significant difference if any in the mean scores of attitude towards teaching of married and unmarried prospective teachers.
16. There exists no significant difference if any in the mean scores of attitude towards teaching of prospective teachers based on types of the institution

17. There exists no significant difference if any in the mean scores of attitude towards teaching of prospective teachers based on their educational qualification.
18. There exists no significant difference if any mean scores of attitude towards teaching of Rural and Urban of prospective teachers based on locality of the institution.
19. There exists no significant difference if any in the mean scores of attitude towards teaching of prospective teachers based on their subject of specialization. Arts/Science.
20. There exists no significant difference if any in the mean scores of attitude towards teaching of prospective teachers based on monthly family income.

### **Methodology used in brief**

#### **Method used:-**

For this study, the investigator adopted normative survey method.

#### **Sample:**

The study was conducted on a sample of 400 prospective teachers in various colleges of Kanniyakumari district.

### **Tools employed:**

The following tools were used for collecting data

1. Personal data sheet
2. Emotional intelligence test for prospective teachers (Prepared and validated by Mrs. S. Erin Prabha and Dr.S. Arokiasamy)
3. Scale on attitude towards teaching for prospective teachers constructed and validated by the investigator

### **Statistical Techniques used**

For analyzing the data the following statistical techniques are to be employed.

- i) Mean
- ii) Standard deviation
- iii) t test
- iv) ANOVA
- v) Correlation co-efficient

### **Delimitations**

1. The investigator has taken only 400 prospective teachers as sample for the present study.
2. The Study is restricted to the colleges of Education in Kanniyakumari District only.

## **ORGANIZATION OF THE REPORT**

**Chapter -I** deals with introduction, need and significance of the study, statement for the problem, operational definitions, objectives of the study, hypotheses formulated, Methodology in brief and content of the report.

**Chapter –II** deals with theoretical overview of Emotional intelligence and Attitude towards teaching.

**Chapter –III** deals with review of related literature.

**Chapter –IV** deals with methodology of the present investigation. This chapter consists of method adopted for the study, tools used, sample for the study and statistical techniques used.

**Chapter –V** deals with analysis and interpretation of the collected data.

**Chapter –VI** deals with findings, conclusions and suggestions for further study.

## **CHAPTER –II**

### **REVIEW OF THE RELATED LITERATURE**

**Section A:** Theoretical overview

**Section B:** Review of related studies

## **REVIEW OF THE RELATED LITERATURE**

Reviews of literature in research refer to extensive, exhaustive and systematic survey of publications relevant to the selected field of investigation. The process of literature review begins even before the stage of defining the research topic or problem and continues till the publication of research report.

### **NEED FOR REVIEW OF LITERATURE**

A thorough examination of the literature, i.e. the articles in science journals review articles, books, monographs and other writings, which deal with a particular subject, are essential for several reasons some of which are

1. To assess the level of theory and research that have been developed in the field of study, and thus to find what is already known and what remains to be investigated in the specific field of study.
2. To understand the definitions of the established concepts and variables in the chosen field.
3. To identify and adopt the research design, analytical methods, scales, instruments, data analysis etc.
4. To become fully aware of all the difficulties encountered by other workers, and to thus avoid waste of time and money in the proposed research.
5. To learn how to write research report.

All the above reasons become more evident when we prepare the final research report, especially, while (a) justifying the choice of research topic and methodology and (b) discussing our results and drawing valid inferences from our results.

## **OBJECTIVES OF REVIEW OF LITERATURE**

The review of literature serves the following purposes in conducting research work.

1. It provides theories, ideas, explanations or hypotheses which may prove useful in the formulation of a new problem.
2. It indicates whether the evidence already available solves the problem adequately without requiring further investigation. It avoids the replication.
3. It provides the sources for hypotheses the researcher can formulate research hypotheses on the basis of available studies.
4. It suggests method, procedure, sources of data and statistical techniques appropriate to the solution of the problem.
5. It locates comparative data and findings useful in the interpretation and discussion of results.
6. It helps in developing expertise and general scholarship of the investigator in the area investigated.
7. It contributes towards the accurate knowledge of the evidence or literature in one's area of activity is a good avenue towards marking oneself. This knowledge is an asset ever after, whether one is employed in an institution of higher learning or a research organization.



## **SECTION-A**

### **THEORETICAL OVER VIEW**

#### **EMOTIONAL INTELLIGENCE**

Emotional Intelligence, like general intelligence, is the product of one's heredity and its interaction with his environmental forces. Until recently, we have been led to believe that a person's general intelligence measured as I.Q or intelligence quotient is the greatest predictor of success in any walks of life academic ,social, vocational or professional.

Emotional Intelligence was introduced in 1990 by two American University professors .Dr. John Mayer and Dr. Peter Salovey in their attempt to develop a scientific measure for knowing the differences in people's ability in the areas of emotions. However, the credit for popularizing the concept of emotional intelligence goes to another American psychologist Daniel Goleman (1995).

The term emotional Intelligence has been defined in many best sellers including Dr. Daniel Goleman's 1995 book "Emotional Intelligence "in a number of ways, comprising many personality traits such as empathy, motivation, persistence, warmth a social skills, the most accepted and scientific explanation of the term Emotional Intelligence may be found in the following definition given by John.D.Mayor and Peter Salovey (1995).

Emotional Intelligence may be defined as the capacities to reason with emotion in four as are, to perceive emotion, to integrate it in thought, to understand it and to manage it.

A person will be termed emotionally intelligent in proportion if he is able

to

1. Identify and perceive various types of emotions in others (through face reading, body language and voice tone, etc).
2. Sense his own feelings and emotion.
3. Incorporate the perceived emotions in his thought (such as using his emotions feelings in analyzing, problem solving, decision making etc).
4. Have proper understanding of the nature, intensity and outcomes of his emotions;
5. Exercise proper control and regulation over the expression and use of emotions in dealing with his self and others so as to promote harmony, prosperity and peace;

The terms emotional intelligence and emotionally intelligent person, I would like to quote the view point of Mr.Yetta Lautenschlager {1997}, a NIP teaching fellow of Hamden, Connecticut, U.S.A. He writes

To be emotionally intelligent, I submit that you must become proficient in the Four A's of emotional intelligence i.e., Awareness, Acceptance, Attitude and Action. Awareness means know what you are feeling when you are feeling it. Acceptance means believing that emotions are a biological process taking place in the body and the brain and that is not always rational. It means being able to feel an emotion without judging it. Attitudes are beliefs that are attached to emotion .There are times when emotion follows an attitude, or is colored by an attitude unless the attitude is challenged, the emotion will continue to be felt in the same direction. Action is the behavior you take based on emotion and attitude.

The above viewpoint of Yetta Lautenschlager Clearly emphasizes that, for developing as an emotionally intelligent individual, one must develop the ability of

- A. emotional awareness (knowing the feelings of the self and the others)

B. Cognitive realization that emotional expression may be irrational or unhealthy and hence one should be cautious in utilizing his emotions of action.

C. Have a fresh look or acquire a desired attitude for the proper utilization of emotional feelings,

D. Resulting ultimately into proper behavior for the progress of the self, in proper tune with others.

### **IMPORTANCE OF KNOWING ABOUT ONE'S EMOTIONAL INTELLIGENCE (E.Q)**

Knowing about one's emotional intelligence in terms of an emotional quotient has wide educational and social implications for the welfare of the individual and the society. Emotional intelligence goes to the famous American psychologist Dr .Daniel Goleman through his bestselling books like emotional intelligence. Why it can matter more than I.Q and working with emotional intelligence, has stressed the following factors while showing the importance of emotional intelligence.

1. Emotional Intelligence is a powerful, and at times more powerful than I.Q. while I.Q. contributes only about 20% of success in life, the other forces contribute the rest.
2. Unlike I.Q. emotional intelligence, may be the best predictor of success in life. Emotionally intelligent people are more likely to succeed in everything, unlike everything they undertake in their life.
3. Unlike what is claimed of I.Q, are can teach and improve in children and in any individual, some crucial emotional competencies, paving the way for increasing their emotional intelligence and thus making their life more healthy, enjoyable and successful in the coming days.

4. The concept of emotional intelligence is to be applauded not because it is totally new but because it captures the essence of what children or people need to know for being productive and happy.
5. I.Q and even standard Achievement Test (STA) Scores do not predict any person's success in life. Even success in academics can be predicted more by emotional and social measures.
6. Emotional intelligence helps more than one's intellectual potential in terms of one's I.Q or even professional skill and competencies.
7. A person's emotional intelligence helps one much in all spheres of life through its various constituents or components namely knowledge of one's emotions ,managing the emotions, motivating oneself , recognizing emotions in others, and handling relationships. The achievement of the end results in terms of better handling of mutual relationships is quite essential and significant in life. It can only be possible through the potential of emotional intelligence and its proper development.

### **DEVELOPMENT OF PROPER EMOTIONAL INTELLIGENCE**

1. Try to help one self and the youngster's develop ability to understand feelings in the right manners both in one self and others.
2. Do not give away to miss giving's and miss interpretations of feelings in others .It leads to a hostility and bias. Remember that love always begets love, while suspicions, heartedness and aggressions are rewarded with similar emotions.
3. In all situations, self-awareness of the feelings and emotions are important .Try to teach the children and help to know what one feels at a particular time.

4. For understanding others and their feelings develop the trait of a good listener. People who have a high E.Q also have a high score on empathy occurs through effective learning.
5. Teach the children and yourself that all emotions are healthy. Anger, fear, sadness, the recalled negative emotions are as healthy as peace, courage and joy.
6. Try to practice and teach the children the art of managing the feelings and emotions as adequately as possible.
7. Do not allow the emotions and feelings be obstacles in your path.
8. Teach oneself and children the lessons of empathy, i.e. developing a sense of what someone else is feeling.
9. Learn the methods of proper development of social skills for better communication and inter-personal relationship with others.
10. Try to devote more time and take efforts to develop not only the cognitive professional skills but also the affective skills for the development of emotional intelligence.

‘Emotional Intelligence’ with its significance even more than one’s general intelligence has emerged on the educational sense it may be defined as one’s unitary ability to know , feel and judge emotions in co-operation with a person’s thinking process or behaving in a proper way , with the ultimate realization of happiness in oneself and in others.

## **ATTITUDE**

The main aim of education is to modify the behavior of the child according to the needs and expectancy of the society. Behavior is composed of so many attributes one of these important attributes is attitude, one’s behavior, to a great extent depends upon one’s attitude towards the things ,idea, person, or object in this environment.

The entire personality and development of the child is influenced by the nature of his attitudes.

### **DEFINITION OF ATTITUDE**

“An attitude is a readiness to respond in such a way that behavior is given a certain direction”.

- **Travers:**”

” An attitude as an organization of concepts, beliefs, habits and motives associated with a particular object”.

- **Mckeachie and Doyle;**

“An attitude is a predisposition or readiness to respond in a predetermined manner to relevant stimuli”.

- **Whittaker**

### **NATURE OR CHARACTERISTICS OF ATTITUDES**

We have defined attitudes as predisposition or determining tendency to respond in a specified manner. The attitude should meet the following criteria:

#### **1. Attitudes have a subject-object relationship:**

Attitudes always involve the relation of the individual to specific objects, persons, groups, institutions and values or norms related to his environment.

**2. Attitudes are learned:**

Attitudes as pointed out earlier are learned and acquired dispositions. They are not innate and inherent in an individual. Consequently they may be differentiated for physiology motives.

**3. Attitudes are relatively enduring states of readiness:**

Attitudes represent the states of readiness to respond to a certain stimulus. Physiological motives also do the same. But in their case like hunger and sexual tension the states of readiness disappear for a period when they are gratified. Attitudes, on the other hand, are relatively enduring states of readiness.

**4. Attitudes have motivational-affective characteristics:**

Attitudes have definite motivational characteristics. Other dispositions like habit of writing with right hand do not have any motivational or affective quality; but attitudes towards one's family, nation, religion or other sacred and hallowed institutions have definite motivational affective characteristics.

**5. Attitudes are numerous and varied as the stimuli to which they refer:**

We may have a number of attitudes depending upon the number of stimuli to which we respond. Attitude is an inflicts response, therefore it stands to be varied with the number of variety of the responses which the individual makes. The change in environment and the situations further brings variety in the expressions of these attitudes. Therefore it is correct to say that

attitudes are as numerous as the objects towards which they are directed and the situations in which they are expressed.

## **6. Attitudes range from strongly positive to strongly negative:**

Attitude involves direction as well as magnitude. When a person shows some tendency to approach an object he is said to have positive attitude towards it but when he shows tendency to avoid the object, his attitude is described as negative. These positive or negative attitudes may involve intense feelings and vary from the large negative values to the increasingly positive.

### **FORMATION OF ATTITUDES**

Stager has suggested that attitudes are formed under one of the following four conditions:

#### **1. The Integration of experiences:**

The accumulation and integration of a number of related experiences about an object gives birth to an attitude towards that object. Attitude of Hindus and Muslims or vice versa has been formed in this way.

#### **2. The differentiation of Experiences:**

When the new experiences are acquired, they are differentiated or segregated from the already acquired experiences. This segregation or differentiation may tend to make certain attitudes more specific.

#### **3. Trauma or dramatic experience:**

Attitudes are formed with greater speed and intensity on account of the suddenly unusual, shocking and painful experiences. A shopkeeper



whose shop has been burnt by the striking students may develop intensely negative attitudes towards all students.

#### **4. The adoption of the available attitudes:**

The large numbers of attitudes are acquired in a readymade fashion by simply following suggestions or examples of friends, teachers, parents or adopting the more and traditions of the community or society. Negative attitude of the children of Tamil Nadu towards Hindi has been formed through the process of adoption, rather than as a result of firsthand experience.

### **FACTORS INFLUENCING THE FORMATION OR DEVELOPMENT OF ATTITUDES**

Attitudes are unquestionably an acquired disposition and therefore conditioned by learning or acquisition of experiences. Environmental forces help an individual to form and develop various attitudes. An attitude at any stage is essentially a product of the interaction of one's self with one's environment. Therefore the factors influencing the formation and development, of attitudes can be divided into two parts as follows:

**A. Factors within the individual himself.**

**B. Factors within the individual's environment.**

**A. Factors within the individual himself.**

All individuals do not respond similarly in same situation .The effect of environment stimuli in acquiring some predispositions is very much

conditioned by the growth and development pattern of an individual child. Let us try to emphasize these developmental factors.

### **1. Physical growth and development:**

In the development of attitude physical growth and development plays a significant role. Poor physical health, low vitality and undeveloped somatic structure is responsible for poor emotional and social adjustment and poor social adjustment inevitably exercises an important effect on the formation of attitude in many different directions. A crippled and undersized girl of fifteen years is unlikely to form the same attitudes as those formed by another girl of fifteen who is tall, well proportioned and charming for her age.

### **2. Intellectual Development:**

Development of attitude is contained by the growth of intelligence. The components of intelligence like memory, understanding, thinking and reasoning play a significant part in attitude formation as they help in gaining perceptual experience. Due to his limited intellectual capacities a young child is incapable of forming attitudes about remote, complex and abstract things. His attitudes are always of a particular kind that is related to his own immediate problem and experiences.

### **3. Emotional Development:**

Emotional development also affects the formation of attitudes. Emotions play a dominant role in overt or covert behavior manifestation and behavior is related to attitudes. As the child develops with age and growth, the capacity of varied emotional experiences and attitudes are gradually developed. Emotional maturity helps in social adjustments and seeking social approval.

#### **4.Social development:**

Attitudes are rarely individual affairs. Social interaction and group processes are the key of attitude formation at any stage of human development. Children having poor social adjustment are much more likely to have anti social attitudes and are less subjected to group influences in the formation of other attitudes.

#### **5.Ethical and moral development:**

Each individual develops certain ideals, values and a concept of self in which he has pride. For enhancing his feelings of self-esteem one tries to develop those attitudes that suits his values and ideals. A student who values historical events or objects will have a favorable attitude towards the subject of history.

#### **B.Factors within the individuals environment:**

Leaving aside the individual variations shown through their various personality characteristics on account of the pattern of their growth and development, attitudes are largely borrowed from the groups within one's environment to which one wins one's stronger alliance. A few important environment factors are :-

##### **1.Home and family:**

In attitude formation home and family environment plays a leading role. The child by identifying himself with his parents and other members of the family picks up their attitudes. The family more or less, defined for the child the expected roles which he must play in various situations and thus initiates the formation of specific attitudes. The healthy family environment and positive attitudes of the arents and family members brings desirable impact on children in picking up desirable attitudes while parental negative attitudes for example of hostility and rejection lead them imbibe ascendant and aggressive attitudes.

## **2. Social Environment:**

Where the family and home environment plays its role in the formation of early attitude, the contact with the people in neighborhood, school, community and society and mores and traditions of the community to which one belongs cast strong influence in reshaping early attitudes and acquisitions of many more new attitudes. As the child grows older and has wider social contacts he is influenced by so many social institutions and groups and as a result he tries to pick up attitudes of those groups for which he has stronger allegiance or that suits much to his own nature and motives.

In school, the factors like teachers and their behavior, class mates or school-mates and their behavior, the teaching methods, curriculum, general tone and discipline of the institution all contribute towards attitude formation.

## **Teaching**

Teaching as an occupation is an ancient one, at least as old as law or medicine. Teaching as a profession is among the newest of the professions. The reason for the least emergence of the profession of teaching is large due to its intimate connection with the church and the ministry.

Teaching until relatively recent times was a function of the ministry. In medieval times there was no craft organization for teachers, as that existed for physicians and lawyers. Educational techniques, largely because of the close tie of teachers to the ministry, developed much more slowly than in most other professions.

The beginning of the separation of the dual role of minister and teacher marked the beginning of the ultimate emergence of teaching as a profession. The

entry of the state into the establishment and support of schools gave powerful aid to the development of teaching as a profession.

When the state began partially or wholly to finance schools, it began to set standards, chief among these standards were requirements which teachers had to meet in order to be qualified for registry and licensure. This recognition came gradually to be based upon completion of prescribed training in a college or university and sometimes the passing of certain examinations.

### **Types of teaching principles:**

Teaching principles may be classified into three major groups namely

#### **1. Starting principles:**

These involve the nature of the child and his physiological and psychological endowments which make education possible. Our native equipments have been called by various names.

The most common terms used are reflexes, instincts, capacities, impulse, temptations and the like. These hereditary endowments are the preliminary concern in all educational endeavors. In the language of Avnet – “The child’s original nature is absolutely antecedent and initial to all educational activities and results.

#### **2. Guiding principles:**

These refer to the procedure, methods of instruction or an agglomeration of techniques by which the pupil and he and the teacher may work towards the accomplishment of the goals or objectives of involves the activities of the teacher and pupils.

It is the method of learning and not the method of teaching that constitutes the real problems of stimulating, directing, guiding and encouraging individual or class activities.

### **3. Ending principles:**

These refer to the educational aims, goals, objectives, outcomes, or results of the whole educational scheme to which teaching are directed. These educational aims or objectives may be used as definite, intelligible principles or guidance by those who seek to educate effectively. By the aim of education we mean the end towards which the educative process is moving. In teaching and learning one must know his goal or objective.

### **General statements concerning principles**

1. Principles are used in teaching have broad meaning and extension. The term principles refer to general laws, doctrines, rules of actions, fundamental truths, general statements, educational concepts, accepted tenets and the conditions that affect the teaching and learning process.

2. Principles are considered sound when they are formulated from carefully observed facts or objectively measured results which are common to a series of similar experiences.

3. Principles when understood and accepted serve in important ways to guide the individual's reflective thinking and his choice activities,

4. Principles or techniques do not work effectively by themselves. There is a constant interplay which gradually improves the selection and functioning of both principles are the criteria to be used by the teacher in the evaluation of his teaching

and of the learning of his pupils. They also serve determine and evaluate educational objectives, practices, and outcomes.

5. Principles are needed to guide techniques, but in no way do they supplant the fundamental role of techniques in carrying on process and activities which make up the day by day work of teaching and learning.

6. Principles are workable only under normal conditions. When the classroom conditions are abnormal, common sense must be the guiding factor in meeting the situation.

7. Principles are the criteria to be used by the teacher in evaluation of teaching and do learning of his pupils. They also serve determine and evaluate education objectives, practices, and outcomes.

8. Principles are means to ends and never end themselves. When abstract principles are used as guides and evaluate the conduct of life, they must be translates into means and measures of action.

## **SECTION-B**

### **REVIEW OF LITERATURE**

#### **REVIEW OF INDIAN STUDIES RELATED TO EMOTIONAL INTELLIGENCE**

**Adeyemo,(2008),conducted a study on “Measured influence of Emotional intelligence and some demographic characteristics on Academic self efficiency of distance learners”.**

##### **OBJECTIVES:**

“To examine the influence of Emotional intelligence, gender and age on the academic self efficiency of distance learners”

##### **FINDINGS:**

The result implies the female distance learners were more academically efficacious than their male counter parts and also there is a need to mount self-efficiency enhancement intervention for man on distance learning programmed.

**Amirtha, Kathiravan,(2006) conducted a study on “influence of personality on the Emotional Intelligence of teachers”.**

##### **OBJECTIVES:**

To find the significant difference in the Emotional Intelligence of teachers and teachers personality with respect of their age, gender , qualification and the type of school they work, and also to find out of the impact the personality of teachers on their Emotional Intelligence.



**FINDINGS:**

Personality does not significantly influence the Emotional Intelligence of the teachers. And also elder teachers have more empathy than the youngsters. Teachers working in private schools have more impulse control, emotional, self-awareness and flexibility skills. Female teachers have better impulse control and problem solving skills.

**Subramaniam, (2011), conducted a study on “impact of Emotional Intelligence and study skills of high school students.”**

**OBJECTIVES:**

“To assess the impact of gender on study skills of high school students and “Emotional Intelligence of high school student”

**FINDINGS:**

There is a significant difference between boys and girls with regards to their Emotional Intelligence and there is no significant difference boys and girls with regard to their study skills.

**Suresh Thilaka, Dr. Rajalakshmi (2005), conducted a study on “Emotional Intelligence among school teachers”.**

**OBJECTIVES:**

To find the Emotional Intelligence of teachers with respect to the variable such as gender, locality, type of Institution and subject.

**FINDINGS:**

There is no significant difference in the Emotional Intelligence of teachers with respect to gender and locality but there is a significant difference in the Emotional Intelligence of teachers with respect to the type of institution and subject.

**Kumar ,et.al**, (2011), conducted a study on “**Emotional Intelligence, social freedom and women’s personal space**”.

**OBJECTIVES:**

To examine the impact of working and non working women on Emotional Intelligence and desire for social freedom and also to examine the differential impact of Emotional Intelligence desire for social freedom and working non-working status on women’s personal space.

**FINDINGS:**

Working status of women’s conductive to (high Emotional Intelligence and high desire for social freedom). High Emotional Intelligence, high desire for social freedom and working status of women are conductive to maintenance of smaller personal space.

**Vandana, et.al**; (2010), conducted a study “**Emotional Intelligence among student teachers in relation to general intelligence and academic achievement**”.

**OBJECTIVES:**

To study the Emotional Intelligence, general intelligence and academic achievement among student teachers and also to study the Emotional Intelligence among student teachers in relation to general intelligence and academic achievement.

**FINDINGS:**

There is no significant relation between Emotional Intelligence, general intelligence and academic achievement of student teachers.

**A. Sathyamoorthy and DR. P. Ganesan(2016) conducted a study on “emotional intelligence of D. T. Ed teacher trainees- and analysis”**

**OBJECTIVES:**

1. To measure the level of emotional intelligence among D.T.ED, teacher trainees.
2. To find out emotional intelligence among D. T. Ed teacher trainees based on,
  - a. Gender
  - b. Type of management
  - c. Location of the institute

**FINDINGS:**

1. The level of emotional intelligence among D. T. Ed, teacher trainees is moderate in nature.
2. There is a significant difference of emotional intelligence among D. T. Ed teacher trainees based on gender. Men D. T. Ed, teacher trainees found to have comparatively high emotional intelligence than compared to women D. T. Ed.
3. There is a significant difference of emotional intelligence among D. T. Ed teacher trainees based on type of management. The teacher trainees who are studying in government institute found to have comparatively high emotional intelligence than compared to government aided and self – financing institute.

4. There is a significant difference of emotional intelligence among D. T. Ed teacher trainees based on type of institute. The teacher trainees who are studying in women's institute found to have high emotional intelligence than compared to emotional intelligence of men's and co-education institute D. T. Ed teacher trainees.

**Amandeep Kaur Dhillon** (2015) conducted a study on “**Social Competence in Relation to Emotional Intelligence of Adolescents**”.

**OBJECTIVES:**

1. To study the relation between perceived social competence and Emotional Intelligence of adolescents.
2. To study the difference between perceived social Intelligence of male and female adolescents.
3. To study the difference between Emotional Intelligence of male and female adolescents.

**FINDINGS:**

1. There exist significant relationship between social competence and Emotional Intelligence of adolescents.
2. There exists significant difference between social competence of male and female adolescents.
3. There exist significant differences between emotional intelligence of male and female adolescents.

## **FOREIGN STUDIES RELATED TO EMOTIONAL INTELLIGENCE**

**Kafetsios et.al (2008)** conducted a study on “**Emotional Intelligence and job satisfaction testing the mediating role of positive and negative affect at work**”.

### **OBJECTIVES:**

To find the extent to which positive and negative effect at work mediate personality effects (FI) on job satisfaction.

### **FINDINGS:**

The positive and negative effect at work substantially mediates the relationship between Emotional Intelligence and job satisfaction with positive effect exerting a stronger influence.

**Jose et.al (2006)**, conducted a study on “**perceived Emotional Intelligence and life satisfaction among university teachers**”.

### **OBJECTIVES:**

To examine the relationship between perceived emotional intelligence and life satisfaction in university teachers.

### **FINDINGS:**

Emotional intelligence makes a little contribution to life satisfaction.

**alumram and Leena (2008)** conducted a study on “**relationship between gender,age,academic achieving emotional intelligence and copying styles in Bharaini adolescents**”

**OBJECTIVES:**

To examine gender and age differences in emotional intelligence and copying styles among a sample of Bahraini adolescents. And also to investigate how gender, age, academic achievement and emotional intelligence would explain the variation in the adolescents copying styles.

**FINDINGS:**

Emotional intelligence significantly contributed to the variance in all three copying styles including problem solving, reference to others and non productive copying styles. Gender but not age was significantly associated with both emotional intelligence and the copying styles of Bahraini of emotional intelligence.

**Adeyemo and adeleye(2008) conducted a study on “emotional intelligence, religiosity and self efficiency as predicted of psychological well being among secondary adolescents in oglomoro, Nigeria”**

**OBJETIVES**

To investigate emotional intelligence religiosity and self- efficacy as predictors of psychological well-being among secondary school adolescents .

**FINDINGS:**

Three independent variables as a block were effective in predicting psychological well being of adolescents.

**Dimitra Lordanoy (2007), conducted a study on “the teacher as leader the relationship between Emotional Intelligence and leadership effectiveness, commitment and satisfaction”.**

**OBJECTIVES:**

To examine the relationship among Emotional Intelligence , leadership effectiveness , commitments and satisfaction in education.

**FINDINGS:**

☆ Emotional Intelligence, especially the interpersonal and interpersonal dimensions as a positive effect and leadership role .

☆ A strong positive effect was also apparent on teacher's commitment and effectiveness, as measured by teachers perfection .

☆ Leadership role such as performance evaluation , motivation support and development, improvement had a strong influence on effectiveness.

**Dr.Latha.M.{2012}conducted a study on “Emotional intelligence among prospective teachers.”**

**OBJECTIVES:**

1. To find out the level of Emotional Intelligence among B.Ed trainees.
2. To find out if there is any difference in Emotional Intelligence among B.Ed trainees with respect to gender.
3. To find out if there is any difference in Emotional Intelligence among B.Ed trainees with respect type of institution.

**FINDINGS:**

In the present study the investigator found that all the B.Ed trainees have high Emotional Intelligence. It was seen from the result that no significant difference between male and female B.Ed trainees. The result also shows that no significant difference between Emotional Intelligence and Science and Arts B.Ed trainees and Aided and Private college trainees.

**Monika Gupta** conducted a study on “**Emotional intelligence of prospective teachers in Relation to Their Gender ,stream and social category**”.

**OBJECTIVES:**

1. To study and compare the ‘Overall Emotional Intelligence’ of prospective teachers with respect to their:

1. Gender. 2. Stream. 3. Social category.

2. To study interactional effects of:

1. Gender and stream 2. Gender and social category,3. Stream and social category

3. Gender and stream and social category, on the ‘Overall Emotional Intelligence’ of prospective teachers.

**FINDINGS:**

The results indicated that prospective teachers do not differ and interact significantly in the Emotional intelligence with respect to their gender, stream and social category.



**.B.Raiza (2016) conducted a study on” Emotional Intelligence of Pupil Teachers in Relation to their Well Being”.**

**OBJECTIVES:**

The present study has following objectives:

- i. To examine the level of Emotional intelligence and Well being of pupil teachers.
- ii. To compare Emotional intelligence of male and female pupil teachers.
- iii. To study the difference in well-being of pupil teachers with respect to gender.
- iv. To compare Emotional intelligence of male and female pupil Teachers at different levels of well-being.
- v. To understand the extent and nature of relationship between Emotional intelligence and well-being of pupil teachers.

**FINDINGS:**

The present study was aimed to examine the relation of Emotional intelligence with Well-being of pupil teachers. The result indicates that, Emotional Intelligence is intimately related with Well-being of Pupil teachers. Pupil teachers with high levels of emotional intelligence (EI) allow them to cope effectively with the challenges they face and promote wellbeing.

**Kusum Khatkar, Suman Sangwan, Kiran Bedi (2016) conducted a study on “A Study of Teaching Competency of Prospective Teachers in Relation to their Emotional Intelligence”.**

**OBJECTIVES:**

1. To study the emotional intelligence of the prospective teachers.
2. To study the teaching competency of the prospective teachers.

3. To study the correlation between emotional intelligence and teaching competency of the prospective teachers.
4. To study the correlation between emotional intelligence and teaching competency of female prospective teachers.
5. To study the correlation between emotional intelligence and teaching competency of male prospective teachers.
6. To compare emotional intelligence of male and female prospective teachers.
7. To compare teaching competency of male and female prospective teachers.

#### **FINDINGS:**

1. Prospective teacher's emotional intelligence level is average.
2. Prospective teachers have moderate attitude towards teaching.
3. There is a significant relationship between teaching competency and emotional intelligence of prospective teachers.
4. There is a significant relationship between teaching competency and emotional intelligence of female prospective teachers.
5. There is a significant relationship between teaching competency and emotional intelligence of male prospective teachers.
6. There is no significant difference in emotional intelligence of male and female prospective teachers.
7. There is no significant difference in teaching competency of male and female prospective teachers.

**REVIEW OF RELATED INDIAN STUDIES RELATED TO ATTITUDE  
TOWARDS TEACHING**

**Dr.N. Esther and Dr.S.D.V.Ramana** , (2015) conducted a study on “**Attitude of Teacher Trainees Towards Teaching Profession**”.

**OBJECTIVES:**

1. To study the attitude of teacher trainees towards the importance of teaching profession.
2. To offer suggestions for the improvement of teaching profession.

**FINDINGS:**

1. Some of the teachers do have human values.
2. Some teachers destroy the feature of the nation.
3. Teacher develops knowledge from time to-time.
4. Some teachers are very lazy to teach.
5. Most of the teachers do not maintain good relation with the other colleagues.
6. Most of the teachers are service minded.
7. Some of the teachers are not showing sympathy towards pupils.

**M.S.Shefali cheema and Dr.Ragawinder Kaur** (2015) conducted a study on **“Interactional Effects of Emotional, social and spiritual Intelligence on Attitude towards Teaching among pupil teachers.”**

**OBJECTIVES:**

1. To find out the interactional effect of emotional intelligence and social Intelligence on Attitude towards teaching among pupil teachers.
2. To find out interactional effect of social and spiritual intelligence on attitude towards teaching among pupil teachers.
3. To find out the interactional effect of emotional and spiritual intelligence on attitude towards teaching among pupil teachers.

**FINDINGS:**

1. There is no significant interactive effect of different levels of Emotional Intelligence and social intelligence on attitude towards teaching among pupil teachers.
2. There is no significant interactive effect of different levels of social intelligence and spiritual intelligence on attitude towards teaching among pupil teachers.
3. There is no significant interactive effect of different levels of Emotional Intelligence and spiritual intelligence on attitude towards teaching among pupil teachers.

**R.Velmani** (2014), conducted a study on” **Attitude of High school teachers towards teaching profession”**.

**OBJECTIVES:**

1. To find out whether there is any significant difference between male and female high school teachers in their attitude towards teaching profession.
2. To find out whether there is any significant difference between married and unmarried high school teachers in their attitude towards teaching profession.
3. To find out whether there is any significant difference between urban and rural high school teachers in their attitude towards teaching profession.
4. To find out whether there is any significant difference between permanent and temporary high school teachers in their attitude towards teaching profession.
5. To find out whether there is any significant difference between Tamil and English medium high school teachers in their attitude towards teaching profession.

**FINDINGS:**

1. The 't' test reveals that there is no significant difference between male and female high school teachers in their academic attitude towards teaching profession. Female high school teachers are better than male high school teachers. This may be due to the fact that female teachers are more sensitive , they work with responsibility, they are more patient and they work for their job satisfaction .

2. The 't' test reveals that there is significant difference between married and unmarried high school teachers in their academic attitude towards teaching profession. Unmarried high school teachers are better than married high school teachers. This may be due to the fact that the unmarried teachers don't have any

family responsibilities .They are able to spent more time for the academic improvement.

3. The 't' test reveals that there is significant difference between urban and rural high school teachers in their academic attitude towards teaching profession. Rural high school teachers are better than urban high school teachers .This may be due the fact that rural teachers may be having the conscious to educate the rural students or they may be undertaken the in-service training and the teachers may realize their responsibility.

4. The 't' test reveals that there is significant difference between temporary and permanent high school teachers in their academic attitude towards teaching profession. Temporary high school teachers are better than permanent high school teachers .This may be due the fact that the temporary teachers may be in a position to work for their survival. They may try to win the superior .

5. The 't' test reveals that there is significant difference between Tamil and English medium high school teachers in their academic attitude towards teaching profession. English medium high school teachers are better than Tamil medium high school teachers .This may be due the fact that the English medium teachers may be skilled enough ,they may be very active they may have the support, co-operation from the student side.

**Dr.Rajwinder Kaur** (2015) conducted a study on **“The Attitude of school Teachers in Relation to their Mental Health”**

#### **OBJECTIVES:**

To develop positive mental health and favorable attitude among school teachers.

**FINDINGS:**

1. Type of school do not effect on the different dimension like academic, administrative social and psychological, co-curricular and economic aspect of attitude towards teaching of government and private secondary school teachers.
2. The type of school do not affect the attitude towards teaching of secondary school teachers.
3. Mental health of government secondary school teachers is more than the private secondary school teachers.
4. The type of school do not affect the mental health of secondary school teachers.
5. There is very low degree of correlation between attitude and mental health of secondary school teachers.
6. The type of school does not affect the relationship between the attitude and mental health of secondary school teachers.

**Dr.Karti Verma and Smat. Ruchi Dubey (2015) a study on “Study Habit and Attitude Towards Teaching Profession of B.E.d Trinees from Self-Financing and Aided Teacher Training Institutes”.**

**OBJECTIVES:**

1. To determine the difference in study habits of male and female B.E.d Trainees Self-financing Teacher Training Institutes.

2. To determine the difference in study habits of male and female B.E.d Trainees Aided Teacher Training Institutes.
3. To determine the difference in Attitude Towards Teaching Profession of male and female B.E.d Trainees Self-financing Teacher Training Institutes.
4. To determine the difference in Attitude Towards Teaching Profession of male and female B.E.d Trainees Aided Training Institutes.
5. To determine the difference in Study Habits of B.E.d Trainees Self-financing and Aided Teacher Training Institutes.
6. To determine the difference in Attitude Towards Teaching Profession of B.E.d Trainees Self-financing and Aided Teacher Training Institutes.

#### **FINDINGS:**

1. There found significance difference between Study Habits of male and female B.E.d Trainees Self-financing Teacher Training Institutes.
2. There found significance difference between Study Habits of male and female B.E.d Trainees Aided Teacher Training Institutes.
3. There found no significance difference between Attitude Towards Teaching Profession of male and female B.E.d Trainees Self-financing Teacher Training Institutes.
4. There found no significance difference between Attitude Towards Teaching Profession of male and female B.E.d Trainees Aided Teacher Training Institutes.
5. There found significance difference between Study Habits of B.E.d Trainees Self-financing and Aided Teacher Training Institutes.



6. There found no significance difference between Attitude Towards Teaching Profession of B.E.d Trainees self-financing and Aided Teacher Training Institutes.

**Emine Ferda** (2008) conducted a study on, “**Interactions among Attitudes towards teaching and personality Constructs**”.

**OBJECTIVES:**

1. To examine early childhood education teachers attitudes towards teaching.
2. To find their relationship to internal-external locus of control and sociotrophy and autonomy orientations.

**FINDINGS:**

1. Female students scored higher on other sociotrophy dimension and its two sub-scales (concern over separation and pleasing others) than males.
2. The participants had fairly high positive attitudes toward teaching. Attitude toward teaching was negatively related to overall external locus of control and it was not related to internal locus of control at a significant level. In relation to sub-factors, beliefs in chance and meaninglessness of effort also showed a negative relationship with attitude toward teaching. Attitude toward teaching was not significantly related to either of social trophy or autonomy orientations. However, when computing correlations with the sub-scales of the social trophy and autonomy scale, only attitude toward teaching was found negatively correlated with concern about disapproval sub-scale.

**Ahmet (2009) conducted a study on “Evaluation of Turkish prospective teachers attitudes towards teaching profession (Near East University case)”**

**OBJECTIVES:**

1. To determine the mother tongue (Turkish) prospective teachers attitudes towards the teaching profession with respect to background variable namely Genders, Classes, Social-economic levels and their reasons for choosing this profession.

**FINDINGS:**

- 1.A significant difference occurred in favor of female prospective teachers in relation to the gender factor, majority of prospective teachers in relation to the gender factor, majority of prospective teachers like 61.8% have adopted a positive attitude towards their profession and female students have a more positive attitude when compared to male students.
- 2.No significant difference between attitude scores was observed in relation to the effects of class and socio-economic level.
- 3.The majorities of prospective teachers choose Turkish language teaching because they love the profession and their most important concern about their most important concern about their future is not being appointed and also think that there are some deficiencies in the education they receive.

**Akkus (2010), conducted a study on ”Teachers burnout levels and their attitudes towards teaching profession”.**

**OBJECTIVES:**

1. To find the attitude towards teaching profession and to identify their burnout level .
2. To find the relationship between the burnout level of the teachers and their attitude towards teaching profession.

**FINDINGS:**

1. The teachers in this study group have low level of burnout and their attitude towards teaching profession.
2. A significant correlation was found between the burnout level and attitude towards teaching profession.

Zakariya, (2010), conducted a study on ,”The relationship between the student’s attitudes towards teaching profession and the level of teaching competency with reference to various variables”.

**OBJECTIVES:**

1. To determine students teaching competency related to their attitudes towards teaching profession on the basis of Gender, Age, Type of schools, and part time study.

**FINDINGS:**

1. Positive attitudes towards teaching profession with regards to the total and not vary in terms of the variables gender and age due to the face that the statistics significance were higher than 0.05.

2. Female teachers show higher than the mean score of the male teachers. The main scores are equal for both male and female teachers.

**Devi,(2005) conducted a study on,” Assessment of attitude towards teaching”.**

**OBJECTIVES:**

1. To assess the attitude of B.E.d trainees towards teaching profession.
2. To find out the relationship between the attitude towards teaching and performance in the entrance examinations of the B.E.d trainees.

**FINDINGS:**

1. There exist a positive and significant relationship between the attitude towards teaching and performance in the B.E.d entrance examinations.
2. There is no significant difference in the attitude of the student teachers with under-graduate and post-graduate qualifications towards teaching.
3. After measuring the attitude score of the total sample it was divided into high (above Mtlo), average(Mtlo) and low(Mtlo) attitude group.

**Viswanathappa.G .(2005), conducted a study on “Attitude towards teaching and teaching competence”.**

**OBJECTIVES:**

1. To measure the Attitude towards teaching and teaching competence of student teachers at secondary level.
2. To obtain the Ed CET ranks, age, father’s occupation and father’s education of the student teachers.

3. To fit the regression equation of student teacher's competence on Attitude Ed CET ranks, age, father's occupation and father's education.
4. To predict the degree of contribution of predictors variables (attitude, father's occupation, Ed CET ranks, age and father's education) on criteria variable (teaching competence).

### **FINDINGS:**

1. Attitude of student teachers towards teaching as a predictor variable predicts their teaching competence in the lesson plan, presentation, closure of the lessons and evaluation with various degree of contribution and is significant at 0.01 levels.
2. Admission test, ranks, age, father's occupation and father's education of the student teachers as a predictor variables do not predicts their teaching competence in the lesson planning, presentation, closure of the lesson and evaluation.

**Sunitha.K.(2008)** conducted a study on “**Attitudes of student teachers towards teacher training at secondary level**”.

### **OBJECTIVES:**

1. To measure the attitude of student teachers at secondary level.
2. To find out whether there is any difference in the Attitudes of student teachers towards teacher training with respect to background variables namely, sex, management of the institution, Bachelor of degree qualification, and year of passing.

**FINDINGS:**

1. There is no significant difference between male and female respondents, B.Sc and B.A qualified respondents, P.G. qualified and non P.G. qualified respondents, with or without previous teaching experience, married and unmarried respondents.
2. There is no significant difference in attitude of student teachers who are categorized based on their year of passing towards teacher training.
3. The study revealed that 50% of the student teachers have 70.17% of attitude towards teacher training programmed. It means 50% of the student teachers have higher positive attitude. The accepted level of attitude towards teacher training programmers is at least 80%. The parent study thus indicates that the present teacher education programme is unable to achieve the expected level of results.

**Sumangala et.al(2009)** conducted a study a **“Role conflict, attitude towards teaching profession and job satisfaction as predictor of success in teaching”**.

**OBJECTIVES :**

To find out the efficiency of role conflict, attitude towards teaching profession and job satisfaction as predictor of success in teaching among the secondary school woken teachers of Kerala state.

**FINDINGS:**

Role conflict and attitude towards teaching profession are capable of predicting success in teaching whereas job satisfaction is not capable of predicting success in teaching.

Role conflict has greater predictive efficiency, i.e., 26.44 percent when compared to attitude towards teaching profession which has the predictive efficiency of 13.550 percent. Thus 40.010 percent of the variance in success in teaching among the secondary school women teachers is accounted for by the variation due to Role conflict and attitude towards teaching profession.

**Sylvester (2010) conducted a study on, “Attitude towards teaching profession and job satisfaction of teacher educator**

**OBJECTIVES:**

1. To study the level of attitude of teacher educator and job satisfaction in their teaching profession separately.
2. To study the level of attitude and job satisfaction of male and female teacher educators towards their teaching profession separately.
3. To find out the significant difference in attitude towards teaching profession of teacher educators with regards to gender, location of institution and education qualification.
4. To find out the significant difference in attitude towards teaching profession of teacher educators with regards to gender, location of institution and education qualification.
4. To find out the significant difference in attitude towards teaching profession of teacher educators with regards to gender, location of institution and education qualification.

5. To find out the significant difference in attitude towards teaching profession of teacher educators with regards to gender, location of institution and education qualification.
6. To compare the significant effectiveness on the level of attitude towards teaching profession of teacher educators with regard to years of total experience.
7. To find out the relationship between the attitude of the teacher educators towards their profession and their job satisfaction.

### **FINDINGS:**

1. 52% of the student educators have high level attitude towards their teaching profession.
2. 51 % of the male and 43 % of female teacher educator have high level of attitude towards their teaching profession.
3. There is no significant difference between gender and locality wise teacher educator with regard to attitude towards teaching profession.
4. There is no significant difference between the teacher educators having M.Ed and M.phil , qualification with regards to attitude towards teaching profession.
5. Gender differentiation does not have influence on the attitude towards teaching profession.
6. Attitude of the teacher educators towards their teachers and their job satisfaction do not have relationship.

**Thersal et.al (2011), conducted a study on “Attitude towards teaching profession and self-esteem among student-teachers”.**



**OBJECTIVES:**

1. To find out the Attitude towards teaching profession of student-teachers.
2. To compare the Attitude towards teaching profession of male and female student-teachers.
3. To find out the relationship between Attitude towards teaching profession and self-esteem among student-teachers.

**FINDINGS:**

1. The result revealed that male and female student-teachers have no significant difference in their Attitude towards teaching profession as well as self-esteem.
2. The relationship between Attitude towards teaching profession and self-esteem was found positive and significant for student teachers.
3. There exists positive and significant relationship between Attitude towards teaching profession and self-esteem among male student teachers and female teachers separately.

**Gowri (2011)** , conducted a study on “**College teachers, attitudes towards teaching and job satisfaction**”.

**OBJECTIVES:**

1. To find out the attitudes of teachers towards teaching.
2. To examine the relationship between the college teachers towards teaching and job satisfaction.

3. To analyses the attitudes of teachers towards teaching and the factors determining job satisfaction.

#### **FINDINGS:**

1. The college teachers have a favorable attitude towards teaching.
2. The level of attitude towards teaching differs significantly with regard to the overall job satisfaction of teachers of aided colleges and self-financing colleges.

#### **REVIEW OF FOREIGN STUDIES RELATED TO ATTITUDE TOWARDS TEACHING**

**Gupta et.al** (2011), conducted a study on, “**The effects of the attitudes of higher level education teachers towards teaching in India**”.

#### **OBJECTIVES:**

To find out the effects of the attitudes of higher level education teachers towards teaching in India, on the basis of several variable such as Gender, Courses, Institution and Locality.

#### **FINDINGS:**

1. The female teachers have more positive attitude towards the profession as compared to the male teachers.
2. Professional courses provide the added knowledge and skills required for the job market to boost the economy. Teachers have low attitude compared to those teaching non professional courses indicates that there are more factors other than self-beliefs of these teachers that is causing the effect.

3. The score of teachers working in private sector was less than the teachers working in the public sector.
4. The majority of teachers working in the rural areas was less committed and satisfied as compared to the teachers working in the urban areas.

**Belagali (2011), conducted a study on ,”A study of teacher’s attitude towards teaching of secondary schools in relation to gender and locality”.**

**OBJECTIVES:**

1. To study the attitude towards teaching profession and its dimension of gender (male and female) secondary school teachers.
2. To study the attitude towards teaching profession and its dimension of locality (rural and urban) secondary school teachers.

**FINDINGS:**

1. The female teachers have higher attitude towards teaching profession as compared to the male teachers of secondary schools.
2. The urban secondary school teachers have higher attitude towards teaching profession as compared to the rural secondary schools teachers.

**Mumthas (2012), conducted a study on, “Attitude towards teaching before and after B.E.d program”.**

**OBJECTIVES:**

To find out and compare the attitude towards teaching of student teachers before and after undergoing the secondary level teacher’s education programs

**FINDINGS:**

1. There is no difference based on gender and marital status in attitude towards teaching of student teachers when they enroll for B.Ed. course.
2. Those having average and high achievement have significantly better attitude towards teaching than students with graduation and those have comparatively low academic achievement.
3. After undergoing the teacher education program student teachers have significantly better attitude towards teaching.

**Aniruddha Chakraborty , Bhim Chandra Mondal (2014) conducted a study on “Attitude of prospective teachers towards teaching profession”.**

**OBJECTIVES:**

1. To develop and standardized Attitude scale towards teaching profession.
2. To compare attitude towards teaching among male and female prospective teachers.
3. To compare attitude towards general and reserved category prospective teachers.
4. To compare attitude towards teaching among minority and non-minority prospective teachers.
5. To compare attitude towards teaching among rural and Urban prospective teachers.
6. To compare attitude towards teaching among Science and Humanities prospective teachers.
7. To compare attitude towards teaching of prospective teachers in respect to their academic background

## **FINDINGS**

A very significant area explored in the present study was professional attitude of prospective teachers, where it was found that majority of prospective teachers displayed lack of higher attitude towards their teaching profession. Only 8.5% prospective teachers' score confined higher attitude towards teaching profession. 66.5% prospective teachers' score were put down between the average attitude towards teaching profession and shockingly 25% prospective teachers' score displayed lower attitude towards teaching profession.

**Mohammad Parvez and Mohd Shakir (2013)**, conducted a study on “ **Attitudes of Prospective Teachers towards Teaching Profession**”.

### **OBJECTIVES:**

1. To compare the attitudes of prospective teachers studying in private and public B. Ed institutions towards teaching profession.
2. To compare the attitudes of female and male prospective teachers towards teaching profession.
3. To compare the attitudes of Muslim and Non-Muslim prospective teachers towards teaching profession.
4. To compare the attitudes of science and social science prospective teachers towards teaching profession.

### **FINDINGS:**

1. There is a significant difference in the attitudes of prospective teachers studying in private and public B.Ed institutions towards teaching profession. It means that types of institution i.e., private and public influences the attitudes of prospective teachers towards teaching profession.

2. There is no significant difference in the attitudes of female and male prospective teachers towards teaching profession. It means that attitudes of female and male prospective teachers is not affected or determined by their gender.
3. There is no significant difference in the attitudes of Muslim and Non-Muslim prospective teachers towards teaching profession. It means that attitudes of Muslim and Non-Muslim prospective teachers is not affected or determined by their religion.
4. There is no significant difference in the attitudes of science and social science prospective teachers towards teaching profession. It means that attitudes of science and social science prospective teachers is not affected or determined by their choice of streams.

**Rohini P.Trivedi (2012), conducted a study on “A Study of Attitude of Teachers towards Teaching Profession Teaching at Different Level”.**

**OBJECTIVES:**

1. To know attitude of teachers towards teaching profession teaching at different level.
2. To compare attitude of teachers towards teaching profession teaching at different level.
3. To check the effect of teachers teaching at different level on attitude towards teaching profession.

**FINDINGS:**

1. Primary, secondary, higher – secondary and college teacher– all these teachers are having high attitude towards teaching profession.
2. Attitude of secondary school teachers are more stable and reliable compare to teachers of other level.
3. There is significant effect of primary and secondary school teachers on attitude towards teaching profession.
4. Primary school teachers are having high attitude then the secondary school teachers.
5. There is not any effect of primary and higher secondary school teachers on attitude.
6. Teachers of primary school and college are not the variable effect on attitude towards teaching profession.
7. There is not any effect of secondary and higher secondary teachers on attitude towards teaching profession.

**Ms. Rekha Rani(2016)** conducted a study on “**ATTITUDE TOWARDS TEACHING PROFESSION OF PROSPECTIVE TEACHERS IN RELATION TO CERTAIN DEMOGRAPHIC VARIABLES**”

**OBJECTIVES:**

1. To study the difference in mean scores of Attitude towards Teaching Profession of Prospective Teachers with respect to their certain demographic variables.

## **FINDINGS:**

No significant difference was found between mean scores of Attitude towards Teaching Profession of Prospective Teachers with respect to their marital status. Married Prospective Teachers have more positive attitude towards their profession than that of the unmarried Prospective Teachers. This finding supports the finding by A.R.Anandha Krishnaveni and S.Francisca(2012) who found that married Teacher Educators have more positive attitude than that of unmarried teacher educators.

- No significant difference was found between mean scores of Attitude towards Teaching Profession of Prospective Teachers with respect to their residential background. This finding supports the finding by Ajay Kumar (2015) who found that male and female teacher educators do not differ in their Attitude toward Teaching Profession.
- Significant difference was found between mean scores of Attitude towards Teaching Profession of Prospective Teachers with respect to their type of institution.

## **Conclusion**

A teacher is central and formal to the whole education system. Therefore, positive attitude teaching profession of prospective teachers with respect to their gender. This finding supports the findings by Satish Kumar Kalhotra(2014) & Ajay Kumar (2015)who found that male and female teacher educators do not differ in their Attitude toward Teaching Profession. This finding contradicts the finding by Sumanbala and Usha Devi (2008) who found that secondary school female teachers differ in their attitude towards teaching profession. This finding also contradicts the



report by Jaleel Sanjna(2007) who found that female teachers are superior to male teachers in their profession.

**Ajay Kumar(2013) conducted a study on “ Attitude Towards Teaching Profession in Relation to Adjustment among Senior Secondary School Teachers”**

**OBJECTIVES:**

- 1) To find out the relationship between attitude toward teaching profession and adjustment of senior secondary school teachers of Ferozepur District.
- 2) To find out and compare attitude towards teaching profession of male and female senior secondary school teachers of Ferozepur District.
- 3) To find out and compare attitude toward teaching profession of urban and rural senior secondary school teachers of Ferozepur District.
- 4) To find out and compare the adjustment of male and female senior secondary school teachers of Ferozepur District.
- 5) To find out and compare the adjustment of urban and rural senior secondary school teachers of Ferozepur District.

**FINDINGS:**

A teacher is central and formal to the whole education system. Therefore, positive attitude towards teaching profession plays an important role. No doubt, attitude of a person cannot be changed but by providing in-service programme, attitude may be changed or boosted for better adjustment of teacher because the attitude and adjustment of teacher are significantly related to each other and are a crucial factor in the success of the educational system. Maximum problems related to teaching-learning can be handled safely without giving too much financial input, if teachers

possess a healthy professional attitude. In India, teaching is the third largest workforce; thus a large number of people enter into this profession.

**Dr.S.Vijayavardhini and .M.Sivakumar (2014)**, conducted a study on “**Attitude of prospective teachers towards teaching profession**”

**OBJECTIVES :**

1. To find out the attitude of prospective teacher towards teaching profession.
2. To find out significant difference if any in the attitude of prospective teachers towards the teaching profession due to variation in their Gender, Course(B.Ed, M.Ed), Community.

**FINDINGS:**

1. Majority of the prospective teachers expressed positive attitude towards teaching profession.
2. Compared to M.Ed. prospective teachers, B.Ed. prospective teachers exhibited favourable attitude towards teaching profession.
3. Irrespective of Gender both Male and Female prospective teachers expressed favourable attitude towards teaching profession.
4. It is very much interesting that compare to OC category prospective teachers the BC, SC & ST category prospective teachers exhibited favourable attitude towards teaching profession

**Ms. Aparna Pancholi (2015)**, conducted a study on” **Student-Teachers’ Attitude towards Teaching Profession**”.

**OBJECTIVES:**

1. To compare attitude towards teaching among male and female teachers towards teaching profession.
2. To compare attitude of rural and urban area's teachers towards teaching profession.
3. To compare attitude of science and general streams' teachers towards teaching profession

**FINDINGS:**

1. In case of hypothesis H01 the result shown that there is a significant difference exists between teachers in relation to their gender. Female teachers have higher attitude than that of male teachers. Hence first null hypothesis is rejected.
2. In case of hypothesis H0 2 the result shown that there is a significant difference exists between teachers in relation to their area. Rural area's teachers have higher attitude than that of urban area's teachers. Hence second null hypothesis is rejected.
3. In case of hypothesis H0 3 the result shown that there is no significant difference exists between teachers in relation to their stream. It means General Streams teachers and Science stream's teachers have similar attitude towards teaching profession.

**Man Mohan Gupta(2015),**conducted a study on “**Attitude of Prospective Teachers towards the Use of Information and Communication Technology (ICT) in Teacher Education**”

### **OBJECTIVES**

The present study is based on the following objectives:

1. To study the attitude of prospective teachers towards the use of ICT in teacher education.
2. To assess the attitude of male and female prospective teachers towards the use of ICT in teacher education.
3. To compare the attitude of rural and urban prospective teachers towards the use of ICT in teacher education.
4. To study the attitude of science and arts background prospective teachers towards the use of ICT in teacher education.

### **FINDINGS:**

The present inquiry has assessed the attitude of prospective teachers towards the use of ICT in teacher education. ICT in teacher education is very important from the view of modernizing the teacher student communication technique in the educational system. Most of the Governments of various countries have adopted useful measures for the use of ICT in the educational and training programmes.

**Aliyu Musa, Ph.D & Ado Abdu Bichi(2015),** conducted a study on “**Assessment of Prospective Teachers Attitudes towards Teaching Profession: The Case of Northwest University, Kano-Nigeria**”

**OBJECTIVES:**

This study intends to determine the attitudes of student teachers attending teacher training programs in the Faculty of Education at Northwest University, Kano towards teaching profession. Furthermore, this study also intends to determine whether the attitudes of the prospective teachers towards the profession of teaching differ according to some variables including gender, Program of study, and level of study.

**FINDINGS:**

The main purpose of this study was to assess the prospective teachers' attitude towards the teaching profession. Similarly influence of their attitude with respect to some variable like gender, field and level of study were also examined. The result of the descriptive analysis as presented in table 2 and 3 revealed an overall mean attitude score of 3.41 (68.2%). Based on the descriptive analysis the Prospective teachers' attitude towards the profession can be considered as positive.

**Dr. Jagminder Kaur(2015)**, conducted a study on “ **ATTITUDE OF PROSPECTIVE TEACHERS TOWARDS TEACHING**”.

**OBJECTIVES:**

1. To study the difference in the mean scores of Attitude of Prospective Teachers towards Teaching in relation to their faculty.
2. To study the difference in Attitude of Prospective Teachers towards Teaching in relation to their gender.

**FINDINGS:**

1. There is no significant difference in the mean scores of attitude of prospective teachers towards classroom teaching, child centered practices, educational process, pupils and teachers in relation to their faculty.
2. There is a significant difference in the mean scores of prospective teachers of science and arts faculty towards teaching profession. Prospective teachers from science faculty have more favourable attitude towards teaching profession.
3. A significant difference exists in the mean scores of attitude of prospective teachers towards teaching profession in relation to their gender.
4. There is a significant difference in the mean scores of attitude of male prospective teachers and female prospective teachers towards child centered practices. Male prospective teachers have favourable attitude towards child centered practices as compared to female prospective teachers.
5. A significant difference exists in the mean scores of attitude of male prospective teachers and female prospective teachers toward educational process and teachers. Male prospective teachers have favourable attitude towards educational process and teachers as compared to female prospective teachers.
6. There is no significant difference in the mean scores of attitude of prospective teachers towards classroom teaching and pupils in relation to their gender.

**Anupama Bhargava(2014)**, conducted a study on “ **Attitude of student teachers towards teaching profession**”.

**OBJECTIVES:**

1. To determine the attitude of male and female (non tribal) science stream student teachers towards teaching profession.
2. To find out the attitude of male and female (nontribal) social science stream student teachers towards teaching profession.
3. To determine the attitude of male and female (Tribal) science stream student teachers towards teaching profession.
4. To determine the attitude of male and female (Tribal) social science stream student teachers towards teaching profession.
5. To bring in light the difference in attitude of non tribal and tribal students with respect to their stream of education.

**FINDINGS:**

Attitude being a dynamic entity gets influenced by variables like age, previous experience, beliefs, gender and stream of education. New teachers enter the teacher training program with already established beliefs but Pre-service teacher training programmes help in shaping the attitude of teacher trainees by providing a series of experiences incorporated in their curriculum.

## **CHAPTER-III**

### **METHODOLOGY**

#### **Section-A**

Test development

#### **Section-B**

Plan and procedure



## INTRODUCTION

Research is an academic activity and as such term should be used in a technical sense. According to Clifford woody, “research comprises defining and redefining problems, formulating hypotheses or suggested solutions, collecting, organizing and evaluating data, making deductions and reacting conclusion to determine whether they fit the formulated hypotheses

Research methodology is a way to systematically solve the research problem. It may be understood as a science of Studying how research is done scientifically. in it. The investigator studies the various steps that are generally adopted by a researches in studying his research problem along with the logic behind them. It is necessary for the researcher to know not only the research methods/techniques but also the methodology.

The term ‘**Research**’ consists of two words

**Research = Re + search**

‘Re’ means again and again and ‘search’ means to find out something. The following is the process.

Observes collecting of data person → Phenomena → Conclusion again and again analyzing of data

Therefore, the research is a process of which a person observes the phenomena again and again and collects the data and on the basis of data he draws some conclusions.

Different methods are used for research. George .J. Mouly has classified research methods into three basic types.

They are

- 1. Historical method**
- 2. Experimental method**
- 3. Normative survey method**

In the present study, the investigator has selected normative survey method.

### **NORMATIVE SURVEY METHOD**

In a normative survey the investigator is concerned with conditions of relationship that exist, practices that prevail, benefits, points of view or attitudes that are held, processes that are going on, influences that are being felt and trends that are developing.

#### **PURPOSE AND USES OF SURVEY METHOD:**

1. Normative surveys are often carried out as a preliminary step to be followed by researches employing more vigorous control and more objective methods.
2. Normative surveys also serve as direct sources of valuable knowledge concerning human behavior.
3. Normative surveys are helpful for investigator in planning various educational programmers, school census, in perhaps, the most universal application of the descriptive method to educational planning, school surveys are collected to help, solve the problems of various aspects of school etc.

## **INFORMATION WHICH THE SURVEY METHOD COLLECT:**

The survey method collects the following three types of information the information's are

- 1. Of what exists**
- 2. Of what investigator wants, and**
- 3. Of how to go there**

The information of what exists is gathered by studying and analyzing important aspects of present situation.

The information of what investigator want, is obtained by classifying goods, goals and objectives possibly through a study of the conditions existing elsewhere or what experts consider to be desirable.

The information of how to get these are collected through discovering the possible means of achieving the goals on the basis of the experiences of others or opinions of experts.

## **CHARACTERISTICS OF SURVEY METHOD**

1. The survey method gathers data from a relatively large number of cases
2. It is essentially cross sectional
3. It is not concerned with the Characteristics of individuals
4. It involves clearly defined problem
5. It requires experts imaginative planning
6. It involves definite objectives
7. It requires careful analysis and interpretation of the data gathered.
8. It requires logical and skilful reporting of the findings.

9. Surveys vary greatly in complexity
10. It does not seek to develop an organized body of scientific principles.
11. It provides information useful to the solution of local problems.
12. It contributes to the advancement of knowledge because efforts penetrating insight into the nature of what one is dealing with
13. It suggests the course of future developments.
14. It determines the present trends and solves current problems.
15. It helps in fashioning many tools with which researcher do the research

### **TOOLS USED FOR THE STUDY**

For all type of research the investigator uses certain instruments to collect data for the study. These instruments are called tools. The tools used for the present study are,

1. General data sheet
2. Emotional intelligence scale
3. Scale on attitude towards teaching developed by M. Chandra Vathana and Mrs. Bindu Gouri V.P.

### **GENERAL DATA SHEET**

General data sheet serves to collect general information such as Sex, Age, Religion, Marital status, Type of institution, Educational Qualification, locality of the institution, optional subjects, and Monthly family income.

## **EMOTIONAL INTELLIGENCE SCALE**

Emotional intelligence scale consists of 75 items under five dimensions namely self awareness, self regulation, motivation, empathy and social skills. Each dimension has five items. Each item has three options namely 3 for 'strongly agree', 2 for 'agree' and 1 for 'disagree'. All the items in this scale were positive in nature. Maximum score of the scale was 225 and a minimum of 1.

## **SCALE ON ATTITUDE TOWARDS TEACHING**

To measure the attitude towards teaching of the prospective teachers, investigator prepared and validated the scale.

Scale on attitude towards teaching consists of 30 items under 5 dimensions namely Teacher personality, teacher effectiveness, teacher expectations, inter personal relationship and professional ethics. Each item has five options namely 5 for strongly agree, 4 for agree, 3 for undecided, 2 for disagree, and 1 for strongly disagree. All the items in this scale were positive and negative statements. The scoring reversed for negative items. Maximum score of the scale was 150 and a minimum of 1.

## **TEST DEVELOPMENT**

Certain important considerations and procedures are followed for the scientific preparation of the tool. The major steps followed in the construction of the tool are as follows.

1. Planning of the test
2. Item writing
3. Item editing
4. Arrangement of items

5. Preliminary try out (try out 1)
6. Draft scale
7. Final try out (try out 2)
8. Scoring
9. Item analysis
10. Item selection
11. Reliability
12. Validity

## **1. PLANNING OF THE TEST**

Attitude towards Teaching by M. Chandra Vathana and Mrs. Bindu Gouri V.P. (2015-2017) aims at ensuring the Attitude towards teaching of prospective teachers. Due considerations were given to the variables tested and to the different aspects involved.

## **2. ITEM WRITING OR ITEM PREPARATION**

Writing of suitable items is one of the important steps in the constitution of any research tools. After a thorough and careful study of the literature available on 2017 and Attitude towards teaching of prospective teachers. The investigator collected materials on different aspects of Attitude towards teaching and prepared a large number of statements describing attitude towards teaching.

The Scale covers the decisive features of the needed data. The method used in item writing was the fixed response method. The respondents must select one response out of the given response S.A. 'strongly Agree' 'A' Agree, U-Undecided, D-Disagree, S.D.- Strongly Disagree.

The prepared items are given for item editing.

### **3. ITEM EDITING**

Editing the items needs much care and it is the process of checking and scrutinizing items. The items were referred to the experts for modification. As per the suggestion, ambitious items were rewritten in simple and meaningful language.

### **4. ITEM ARRANGEMENT**

All the items were then arranged in a random manner including positive and negative items for the scale on attitude towards teaching.

### **5. PRELIMINARY TRY OUT**

The preliminary try out of the test was arranged to find out the weakness and workability of the items. The difficulties in responding the items and a rough estimate of the time limit for responding the items were noted. This step helped the investigator to modify certain items which were vague and questionable. For this purpose the scale was given to 200 prospective teachers. Some ambiguous items were modified and the draft scale was prepared.

### **6. DRAFT SCALE**

The first draft was prepared by printing the items with the provision to mark responses. It was printed in English. The draft scale consists of 60 items under five dimensions namely attitude towards Teacher personality, attitude towards Teachers effectiveness, attitude towards Teacher expectations, attitude towards interpersonal relationship, and attitude towards professional Ethics. Each dimension has 12 statements, and it consists of positive and negative statements. Each statement has 5 options. The draft scale consists of 60 statements. Necessary instructions for the respondent were also printed. A copy of the draft scale is attached in appendix A.

## **7. FINAL TRY OUT**

The tool was administered to a sample of 400 prospective teachers of various B.Ed colleges in Kanniyakumari district.

## **8. SCORING**

The collected response sheets were scored with the help of a scoring key. Prepared by the investigator. The response sheet scored for the positive statement is 5 for Strongly Agree, 4 for Agree, 3 undecided, 2 Disagree, 1 strongly Disagree. The scoring was reversed for the negative items.

## **9. ITEM ANALYSIS**

Item analysis is an important step in a test construction. Item can be analyzed qualitatively in terms of their content and quantitatively in terms of their statistical properties.

Qualitative analysis includes the consideration of the content validity and the evaluation of items in terms of effective item writing procedures.

Quantitative analysis on the other hand includes the measurement of item difficulty and item discrimination power. Both the validity and reliability of any test depend ultimately on the characteristics of the items. High reliability and validity can be built into a test in advance through item analysis.

The method of item analysis in the case of the present investigation is the one developed by Mathew (1982) called the Mathew item analysis table. This table gives item criterion correlation (Phi – coefficient) and percentages of tests marking the key answer (p-value). One of the advantages of phi-coefficient is that any convenient tail



proportion can be made use of in order to use the same table. It is recommended regardless of the sample size.

The response sheets were arranged in the order of the criterion score. The criterion score is the total score of the trial form of the test itself. Hundred response sheet having the highest criterion taken, constituting the upper tail. Similarly hundred having the lowest score were taken forming the lower tail.

The final percentage needed for reading the item indices from the table are the following.

P.L - percentage of individual in the lower tail marking the key answer.

PU - Percentage of individual in the upper tail marking the key answer.

In the "Mathew item analysis table" all indices for the same value of PL have been Grouped together, so in order to read the indices of an item, the PL values of the given item was located first, then in that section the PU value of the item along the left margin was located and the corresponding Phi and P value were read. Whenever the PL value was larger than the PU value PL and PU values are interchanged while reading the indices and then a negative sign was attached to the 'phi' co-efficient. When PL and PU are equal 'phi' is Zero.

**10. ITEM SELECTION:**

Details of the items selected and rejected are given in the following tables. The statement consists of positive and negative items. For each item five choices are given. Thus the final inventory consisted of 60 items.

**Table 3.1**

**DETAILS OF SELECTED ITEM FOR THE ATTITUDE TOWARDS  
TEACHING SCALE**

<b>ITEM NO.</b>	<b>PL</b>	<b>PU</b>	<b>PHI</b>	<b>P</b>	<b>SELECTED</b>
1	50	55	05	53	R
2	9	10	02	10	R
3	37	58	21	48	S
4	34	52	18	34	R
5	29	58	29	44	S
6	14	45	34	30	S
7	44	65	21	55	R
8	43	53	10	48	R
9	27	52	26	40	S
10	45	81	37	63	R
11	38	62	24	50	S
12	31	21	-		R
13	41	66	25	54	S
14	27	57	30	42	S
15	46	70	24	42	R
16	23	48	25	35	S

<b>ITEM NO.</b>	<b>PL</b>	<b>PU</b>	<b>PHI</b>	<b>P</b>	<b>SELECTED</b>
17	37	60	23	49	R
18	60	78	20	69	R
19	29	50	22	40	S
20	27	61	34	44	S
21	22	62	41	42	S
22	11	18	10	15	R
23	34	71	37	53	S
24	15	21	08	18	R
25	47	63	16	55	R
26	28	42	15	35	R
27	51	75	25	63	R
28	30	46	17	38	R
29	39	80	42	60	R
30	25	55	31	40	S
31	47	17	31	62	R
32	38	77	39	58	R
33	27	49	23	38	R
34	23	46	24	35	S
35	40	70	30	55	S
36	28	49	22	39	R
37	60	83	26	72	R
38	14	24	13	19	R
39	21	43	24	32	S
40	36	60	24	48	S
41	27	49	23	38	S

ITEM NO.	PL	PU	PHI	P	SELECTED
42	14	28	17	21	R
43	19	43	26	31	S
44	40	70	30	55	S
45	22	67	45	45	S
46	36	62	26	49	S
47	41	65	24	53	S
48	40	84	45	62	R
49	41	68	27	55	S
50	32	40	08	36	R
51	28	72	44	50	S
52	30	38	08	34	R
53	29	43	15	36	R
54	40	70	30	55	R
55	35	14	-	-	R
56	39	63	24	51	S
57	34	66	32	50	S
58	34	64	30	49	S
59	26	68	42	47	S
60	17	47	32	32	S

**Note:** 'S' denotes selected items and 'R' denotes rejected.

## **FORMAT OF THE FINAL SCALE**

The final scale consists of 30 items with positive and negative items arranged in simple and meaningful way. A copy of the final scale is attached in appendix-B.

Reliability and validity of the scale

## **VALIDITY**

A test is valid when it meets the purpose for which it was designed. The two main types of validity established for this tool were face validity and content validity.

### **Face validity**

Face validity means that the given tool appears or seems to measure what it is to measure. The tool was submitted to a panel of experts and in their opinion it appeared to measure the relevant objectives of the tool. Its close link on the items of the scale reveals that each and every item is capable of reflecting the subjects attitude towards teaching. This provided face validity for the tool.

### **Content validity**

Content validity of the test was also established by verifying the comprehensiveness and coverage of the content of the test using authentic literature and opinion of experts. Thus it is ascertained that the tool has moderate content validity.

## **RELIABILITY OF THE TEST:**

According to best (1976), "A test is reliable to the extent that it measures accurately and consistently from one another".

Reliability is the consistency of scores obtained by the same individual on different occasions or with different set of equivalent items.

In the present investigation, the reliability was found by split-half method. It measures the degree of homogeneity of the items. The scores on odd items and even items are obtained separately and the correlation coefficient was calculated. Using Spearman Brown Prophecy formula, for correction of attenuation, the reliability coefficient of the inventory was estimated.

### **The reliability is found to be 0.7169**

Each item has five options strongly agree, agree, undecided , disagree, strongly disagree. All the items in this scale are positive and negative.

**Table 3.2**

**RELIABILITY ANALYSIS OF SCALE ON ATTITUDE TOWARDS  
TEACHING**

Correlation between odd half and even half	0.5587
Reliability coefficient	0.7169

### **SAMPLE SELECTED FOR THE STUDY**

The sample for the present study consisted of 400 B.Ed. students studying in different colleges of education in Kanniyakumari district during the academic year 2015-2017.

The investigator selected 400 B.Ed. students from eight colleges of education through random sampling technique. The name of the colleges and the number of students selected from each college are furnished in the following table.

**Table 3.3**

**DETAILS OF SAMPLE SELECTED FOR THE STUDY**

<b>SL. No.</b>	<b>Name of B.Ed. College</b>	<b>Number of prospective teachers</b>
1	N.V.K.S.D College of Education, Attoor.	100
2	White Memorial College Of Education Attoor.	53
3	Sun College Of Education Nagercoil.	40
4	R.P.A. College of Education, Mamooddukkadai.	52
5	Bethlahem College Of Education Karungal.	42
6	Grace College of Education, Padanthalumoodu.	42
7	Christian College Of Education Marthandam.	38
8	Bethesda College Of Education Bethelpuram.	33
<b>Total</b>		<b>400</b>

**Table 3.4****DETAILS ABOUT THE SAMPLE SELECTED FOR THE STUDY**

<b>Background characteristics</b>		<b>Count</b>	<b>Percent</b>
Sex	Male	32	8.00
	Female	368	92.00
Age	Below 25	358	89.50
	Above 25	42	10.50
Religion	Hindu	138	34.50
	Christian	230	57.50
	Muslim	32	8.00
Marital status	Married	52	13.00
	Unmarried	348	87.00
Type of institution	Private	300	75.00
	Aided	100	25.00
Educational qualification	UG	338	84.50
	PG	62	15.50
Locality of the institution	Rural	344	86.00
	Urban	56	14.00
Optional subject	Arts	192	48.00
	Science	208	52.00
Monthly family income	Below 10000	303	75.75
	Above 20000	97	24.25



### **ADMINISTRATION OF THE TOOL:**

The investigator personally visited eight colleges of Education and administered the tools. The permission for administering the tool was obtained on the principal of the selected colleges of Education.

Clear instructions were given to the respondents. The doubts raised by the respondents at the time of administration of the tools were cleared. After administration of the tools all the tools were collected from the responses.

### **SCORING**

The statement of emotional intelligence scale consists of three choices such as Strongly Agree, Agree, and Disagree. The scoring is done in a such a manner that agree as 3, Agree as 2, Disagree as 1. The scoring of attitude towards teaching is done in such a manner that for Strongly Agree, Agree, Undecided, Disagree, Strongly disagree.

For the positive statement 5,4,3,2 and 1 was given and for negative statement 1,2,3,4 and 5 was given. After the completion of scoring the data was organized and tabulated for analysis and statistical techniques adopted.

### **STATISTICAL TECHNIQUES ADOPTED**

For the analysis of collected data the following statistical techniques were adopted

#### **ARITHMETIC MEAN**

$$\text{Arithmetic mean} = \bar{A} + \frac{\sum fd}{N} \times C$$

Where

**A** – Assumed mean of scores obtained

**f** – Frequency of each class interval

**d** – Deviation of the scores from the assumed mean

**N** – Total frequency

**c** – Class interval

### STANDARD DEVIATION

$$\text{Standard deviation} = \sigma = CX \sqrt{\frac{\sum fd^2}{N} - \frac{(\sum fd)^2}{N^2}}$$

Where

**c** – Class interval

**d** – Deviation of the scores from the assumed mean

**f** – Frequency

**N** – Total frequency

**t test**

$$t - \text{ratio} = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{\sigma_1^2}{N_1} + \frac{\sigma_2^2}{N_2}}}$$

where

$\bar{X}_1$  - arithmetic mean of the first group

$\bar{X}_2$  - arithmetic mean of the second group

$\sigma_1$  - standard deviation of the first group

$\sigma_2$  - standard deviation of the second group

$N_1$  - total number in the first group

$N_2$  - total number in the second group

### **ANOVA (F-Test)**

The composite procedure for testing simultaneously the difference between several sample mean is known as analysis of variance or ANOVA.

$$F = \frac{V_b}{V_w}$$

Here,  $V_b = V_t - V_w$

Where ,

$V_b$  – means square variance between groups

$V_w$  – means square variance within groups

$V_t$  – means square variance of total groups

**CO-EFFICIENT OF CORRELATION:**

$$\text{Product movement correlation, } r = \frac{N\sum x^1 y^1 - \sum f x^1 \cdot \sum y^1}{\sqrt{Nfx^2 - (\sum f x^1)^2 \cdot [\sum f y^2 - (\sum f y^1)^2]}}$$

Where,  $r$  – the person's product movement correlation coefficient

$N$  – total number of pairs of  $X$  and  $Y$

$X$  – raw score on the  $X$ - variable

$Y$  –raw score on the  $Y$ - variable

Garrett (1969) presents the following classification for interpreting the various values of 'r'.

$r$	=	Zero denotes no relationship
$r$	=	0.00 to $\pm 0.20$ denotes negligible correlation
$r$	=	$\pm 0.20$ to $\pm 0.40$ denotes low correlation
$r$	=	$\pm 0.40$ to $\pm 0.70$ denotes substantial correlation
$r$	=	$\pm 0.70$ to $\pm 0.99$ denotes high correlation
$r$	=	One denotes perfect correlation

The above classification has been accepted for the present investigation. The details of analysis are presented in the next chapter.

## **CHAPTER IV**

### **ANALYSIS AND INTERPRETATION OF DATA**

- **Preliminary analysis**
- **Final analysis**
- **Tenability of hypothesis**

## INTRODUCTION

After the research design has been implemented and the data have been collected the next step in the research process is analysis of data.

Analysis of data means studying the organized data in order to discover inherent facts. These data are studied from as many angles as possible either to explore the new facts or to reinterpret already known existing facts. The analysis of data requires a number of closely related operations such as establishment of categories, the application of these categories to raw data through coding and inferences. The data should necessarily be grouped and tabulated for further analysis. For tabulation purpose, mechanical device can be used.

According to Kothari “This is essential for a scientific study and for ensuring that we have all relevant data for making contemplated comparisons and analysis. The form analysis refers to the computation of certain measures along with searching for patterns of relationship that exist among data groups”.

The prime responsibility of the educational researcher is that he should be able to make either a probability or original inference covering the tenability of his testable hypotheses. The acceptance or rejection of these hypotheses will determine what contribution the study makes to the scientific development of a particular area. This is tried in the analysis for interpretation of data.

Analysis is the search for explanation and understanding in the course of concepts and themes that will probably be advanced, considered and developed.

Interpretation is the process by which an investigator puts his/her own meaning on the data collected and analyzed and compares that meaning with those advanced by others – Welford (1998).

Analysis leads to interpretation of data and interpretation implies the technique of drawing conclusions from analytical and critical study of data.

**The null hypotheses formulated for this study are the following:**

1. There exists no significant difference in the mean scores of emotional intelligence among prospective teachers.
2. There exists no significant difference in the mean scores of emotional intelligence among male and female prospective teachers.
3. There exists no significant difference in the mean scores of emotional intelligence of prospective teachers based on their age.
4. There exists no significant difference in the mean scores of emotional intelligence of prospective teachers based on their religion.
5. There exists no significant difference in the mean scores of emotional intelligence of married and unmarried prospective teachers.
6. There exists no significant difference in the mean scores of emotional intelligence of prospective Teachers based on types of institution.
7. There exists no significant difference in the mean scores of emotional intelligence of prospective Teachers based on their educational qualification.

8. There exists no significant difference in the mean scores of emotional intelligence of Rural and Urban of prospective Teachers based on locality of the institution.
9. There exists no significant difference in the mean scores of emotional intelligence of prospective teachers based on their subject of specialization. Art/Science.
10. There exists no significant difference in the mean scores of emotional intelligence of prospective teachers on monthly family income.
11. There exists no significant difference in the mean scores of attitude towards teaching among prospective teachers.
12. There exists no significant difference in the mean scores of attitude towards teaching of male and female prospective teachers.
13. There exists no significant difference in the mean scores of attitude towards teaching of prospective teachers based on their age.
14. There is no significant difference mean scores of attitude towards teaching of prospective teachers based on their religion.
15. There is no significant difference in the mean scores of attitude towards teaching of married and unmarried prospective teachers.
16. There exists no significant difference in the mean scores of attitude towards teaching of prospective teachers based on types of the institution
17. There exists no significant difference in the mean scores of attitude towards teaching of prospective teachers based on their educational qualification.



18. There exists no significant difference mean scores of attitude towards teaching of Rural and Urban of prospective teachers based on locality of the institution.
19. There exists no significant difference in the mean scores of attitude towards teaching of prospective teachers based on their subject of specialization. Arts/Science.
20. There exists no significant difference in the mean scores of attitude towards teaching of prospective teachers on monthly family income.

## **PRELIMINARY ANALYSIS**

### **EMOTIONAL INTELLIGENCE OF PROSPECTIVE TEACHERS**

The mean and standard deviation of Emotional intelligence of 400 prospective teachers are given in table (4.1).

**Table 4.1**

#### **Emotional Intelligence of Prospective Teachers**

Mean	163.38
Std Deviation	17.4
Count	400

The arithmetic mean score obtained for the total sample is 163.38 out of 225 and standard deviation obtained for the total sample is 17.4. The value shows there is high scattering of scores from the mean score. The mean value shows that prospective teachers have moderate emotional intelligence.

**Table 4.2****Percentage distribution of different levels of Emotional Intelligence**

<b>Emotional Intelligence</b>	<b>Count</b>	<b>Percent</b>
Low	54	13.50
Medium	287	71.75
High	59	14.75
Total	400	100.00

From the above table it is evident that about 13.50 % of students have low levels of Emotional intelligence, 71.75%of students have medium level of Emotional intelligence and 14.75 %students have high level of Emotional intelligence. Hence the majority of the prospective teachers have moderate level of Emotional intelligence.

**HYPOTHESES TESTING:****Null Hypothesis:1**

There exists no significant difference in the mean scores of emotional intelligence among male and female prospective teachers.

**Table 4.3****Comparison of Emotional Intelligence based on Sex**

<b>Sex</b>	<b>Mean</b>	<b>SD</b>	<b>N</b>	<b>t</b>	<b>P</b>	<b>Remark</b>
Male	175.13	26.04	32	2.731	0.007	<i>Sig. at 0.01 level</i>
Female	162.35	16.08	368			

The calculated value ( $t=2.731$ ;  $p<0.01$ ) is significant at 1% level. Therefore the null hypothesis is rejected. Hence, there exists significant difference in the mean score of emotional intelligence among male and female prospective teachers. ie male prospective teachers have more emotional intelligence when compared to that of the female prospective teachers.

### **Null Hypothesis: 2**

There exists no significant difference in the mean scores of emotional intelligence of prospective teachers based on their age.

**Table 4.4**

### **Comparison of Emotional Intelligence based on age**

<b>Age</b>	<b>Mean</b>	<b>SD</b>	<b>N</b>	<b>t</b>	<b>P</b>	<b>Remark</b>
Below 25	162.95	17.61	358	1.603	0.110	NS
Above 25	166.98	15.13	42			

The calculated value ( $t=1.603$ ;  $p>0.01$ ) is not significant. Therefore the null hypothesis is accepted. Hence there exists no significant difference in the mean scores of emotional intelligence of prospective teachers based on their age.

### **Null hypothesis-3**

There exists no significant difference in the mean scores of emotional intelligence of prospective teachers based on their religion.

**Table 4.5****Comparison of Emotional Intelligence based on Religion**

<b>Religion</b>	<b>Mean</b>	<b>SD</b>	<b>Source</b>	<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>p</b>	<b>Remark</b>
Hindu	163.38	16.48	Between Gp	7080.01	2	3540.00	12.362	0.000	<i>Sig. at 0.01 level</i>
Christian	165.31	16.66	Within Gp	113683.74	397	286.36			
Muslim	149.44	20.42	Total	120763.75	399				

The calculated F value is 12.362, ( $p < 0.01$ ) which is significant at 1% level. Hence the null hypothesis is rejected. Hence there exists significant difference in the mean scores of emotional intelligence of prospective teachers based on their religion.

The results does not help to identify exactly the pairs of groups which differ significantly Hence scheffe's multiple comparison is used for further analysis

**Table 4-6**

**Result of scheffe's procedure for the emotional intelligence based on religion**

<b>Religion</b>	<b>N</b>	<b>Pair</b>	<b>p (Scheffe)</b>	<b>Remark</b>
Hindu (A)	138	A Vs B	0.571	<i>NS</i>
Christian (B)	230	B Vs C	0.000	<i>Sig. at 0.01 level</i>
Muslim (C)	32	A Vs C	0.000	<i>Sig. at 0.01 level</i>

From the above table 4-6 it is clear that there is no significant difference in the mean scores of emotional intelligence of prospective teachers based on religion Hindu and Christian.

From the above table 4-6 it is clear that there is significant difference in the mean scores of emotional intelligence of prospective teachers based on religion Christian and Muslim and Hindu and Muslim.

The mean value shows that the prospective teachers based on religion, Hindu have high emotional intelligence than the prospective teachers based on religion, Christian and Muslim, Hindu and Muslim.

**Null Hypothesis: 4**

There exists no significant difference in the mean scores of emotional intelligence of married and unmarried prospective teachers.

**Table 4-7****Comparison of emotional intelligence based on Marital status**

<b>Marital status</b>	<b>Mean</b>	<b>SD</b>	<b>N</b>	<b>t</b>	<b>P</b>	<b>Remark</b>
Married	170.29	23.70	52	2.340	0.020	<i>Sig. at 0.05 level</i>
Unmarried	162.34	16.04	348			

The calculated t-value ( $t=2.340$ ;  $p<0.05$ ) is significant at 5% level. Therefore the null hypothesis is rejected. Hence there exists significant difference in the mean scores of emotional intelligence of married and unmarried prospective teachers.

**Null Hypothesis: 5**

There exists no significant difference in the mean scores of emotional intelligence of prospective Teachers based on types of institution.

**Table 4.8****Comparison of emotional Intelligence based on Type of institution**

<b>Type of institution</b>	<b>Mean</b>	<b>SD</b>	<b>N</b>	<b>t</b>	<b>p</b>	<b>Remark</b>
Private	164.83	16.38	300	2.679	0.008	<i>Sig. at 0.01 level</i>
Aided	159.00	19.60	100			

The calculated t-value ( $t=2.679$ ;  $p<0.01$ ) is significant at 1% level. Therefore the null hypothesis is rejected. Hence, there exists significant difference in the mean scores of emotional intelligence of prospective Teachers based on types of institution.

#### **Null Hypothesis: 6**

There exists no significant difference in the mean scores of emotional intelligence of prospective Teachers based on their educational qualification.

**Table 4.9**

#### **Comparison of emotional intelligence based on Educational qualification**

<b>Educational qualification</b>	<b>Mean</b>	<b>SD</b>	<b>N</b>	<b>T</b>	<b><i>p</i></b>	<b><i>Remark</i></b>
UG	163.66	17.27	338	0.743	0.458	NS
PG	161.81	18.16	62			

The calculated t-value ( $t=0.743$ ;  $p>0.05$ ) is not significant. Therefore the null hypothesis is accepted. Hence, there exists no significant difference in the mean score of emotional intelligence of UG and PG of prospective Teachers.

#### **Null Hypothesis 7**

There exists no significant difference in the mean scores of emotional intelligence of Rural and Urban of prospective Teachers based on locality of the institution.

**Table 4.10****Comparison of Emotional Intelligence based on Locality of the institution**

<b>Locality of the institution</b>	<b>Mean</b>	<b>SD</b>	<b>N</b>	<b>T</b>	<b>p</b>	<b>Remark</b>
Rural	162.51	17.42	344	2.598	0.01	<i>Sig. at 0.01 level</i>
Urban	168.71	16.42	56			

The calculated t-value ( $t=0.743$ ;  $p<0.01$ ) is significant at 1% level. Therefore the null hypothesis is rejected. Hence there exists significant difference in the mean scores of emotional intelligence of rural and urban prospective Teachers based on locality of the institution.

**.Null Hypothesis: 8**

There exists no significant difference in the mean scores of emotional intelligence of prospective teachers based on their subject of specialization. Art/Science.



**Table 4.11****Comparison of Emotional Intelligence based on Optional subject**

<b>Optional subject</b>	<b>Mean</b>	<b>SD</b>	<b>N</b>	<b>t</b>	<b>P</b>	<b>Remark</b>
Arts	163.89	17.04	192	0.569	0.57	NS
Science	162.9	17.75	208			

The calculated t-value ( $t=0.569$ ;  $p>0.05$ ) is not significant. Therefore the null hypothesis is accepted. Hence there exists no significant difference in the mean scores of emotional intelligence of prospective teachers based on their subject of specialization. Art/ Science.

**Null Hypothesis 9**

There exists no significant difference in the mean scores of emotional intelligence of prospective teachers on monthly family income.

**Table 4.12****Comparison of Emotional Intelligence based on Monthly family income**

<b>Monthly family income</b>	<b>Mean</b>	<b>SD</b>	<b>N</b>	<b>t</b>	<b>P</b>	<b>Remark</b>
Below 10000	163.55	17.65	303	0.360	0.72	NS
Above 20000	162.84	16.65	97			

The calculated t-value ( $t=0.360$ ;  $p>0.05$ ) is not significant. Therefore the null hypothesis is accepted. Hence there exists no significant difference in the mean scores of emotional intelligence of prospective teachers on monthly family income.

### **Attitude of Prospective Teachers**

**Table-4-13**

#### **Descriptive statistics for Attitude**

Mean	115.86
Std Deviation	17.03
Count	400

The arithmetic mean was found to be 115.86 out of 150 .The value obtained from standard deviation is 17.03. The value shows there is high scattering of scores from the mean score. The mean value shows that prospective teachers have moderate attitude towards teaching.

**Table 4-14**

#### **Percentage distribution of different levels of attitude**

<b>Attitude</b>	<b>Count</b>	<b>Percent</b>
Low	64	16.00
Medium	254	63.50
High	82	20.50
Total	400	100.0

From the above table it is evident that about 16.00 % of students have low levels of Attitude towards teaching, 63.50% of students have medium level of Attitude towards teaching and 20.50% students have high level of Attitude towards teaching. Hence the majority of the prospective teachers have moderate level of Attitude towards teaching.

### **HYPOTHESIS TESTING:**

#### **Null Hypothesis: 10**

There exists no significant difference in the mean scores of attitude towards teaching of male and female prospective teachers.

**Table-4.15**

#### **Comparison of Attitude based on Sex**

<b>Sex</b>	<b>Mean</b>	<b>SD</b>	<b>N</b>	<b>t</b>	<b>P</b>	<b>Remark</b>
Male	127.66	24.20	32	2.944	0.003	<i>Sig. at 0.01 level</i>
Female	114.83	15.90	368			

The calculated t-value ( $t=2.944; p<0.01$ ) is significant at 1% level. Therefore the null hypothesis is rejected. Hence there exists significant difference in the mean scores of attitude towards teaching of male and female prospective teachers.

#### **Null Hypothesis: 11**

There exists no significant difference in the mean scores of attitude towards teaching of prospective teachers based on their age.

**Table -4-16****Comparison of Attitude based on Age**

<b>Age</b>	<b>Mean</b>	<b>SD</b>	<b>N</b>	<b>t</b>	<b>P</b>	<b>Remark</b>
Below 25	115.38	16.80	358	1.49	0.136	NS
Above 25	119.88	18.65	42	4		

The calculated value ( $t=1.494$ ;  $p>0.05$ ) is not significant. Therefore the null hypothesis is accepted. Hence there exists no significant difference in the mean scores of attitude towards teaching of male and female prospective teachers.

**Null Hypothesis: 12**

There is no significant difference in the mean scores of attitude towards teaching of prospective teachers based on their religion.

**Table 4.17****Comparison of Attitude based on Religion**

<b>Religion</b>	<b>Mean</b>	<b>SD</b>	<b>Source</b>	<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>p</b>	<b>Remark</b>
Hindu	115.14	16.44	Between Gp	4550.29	2	2275.15	8.124	0.000	Sig. at 0.01 level
Christian	117.77	17.06	Within Gp	111175.30	397	280.04			
Muslim	105.19	15.58	Total	115725.59	399				

The calculated F value is 8.124, ( $p < 0.01$ ) which is significant at 1% level. Hence the null hypothesis is rejected. Hence there is significant difference in the mean scores of Attitude towards Teaching of prospective teachers based on their religion.

The results does not help to identify exactly the pairs of groups which differ significantly Hence scheffe's multiple comparison is used for further analysis.

**Table-4-18**

**Result of scheffe's procedure for the attitude based on religion**

<b>Religion</b>	<b>N</b>	<b>Pair</b>	<b>p (Scheffe)</b>	<b>Remark</b>
Hindu (A)	138	A Vs B	0.346	<i>NS</i>
Christian (B)	230	B Vs C	0.000	<i>Sig. at 0.01 level</i>
Muslim (C)	32	A Vs C	0.011	<i>Sig. at 0.05 level</i>

From the above table 4-18 it is clear that there is no significant difference in the mean scores of attitude towards teaching of prospective teachers based on religion Hindu and Christian.

From the above table4-18 it is clear that that there is significant difference in the mean scores of attitude towards teaching of prospective teachers based on religion Christian and Muslim and Hindu and Muslim.

The mean value shows that the prospective teachers based on religion, Hindu have high attitude towards teaching than the prospective teachers based on religion, Christian and Muslim, Hindu and Muslim.

**Null Hypothesis: 13**

There is no significant difference in the mean scores of attitude towards teaching of married and unmarried prospective teachers.

**Table-4.19****Comparison of Attitude based on Marital status**

<b>Marital status</b>	<b>Mean</b>	<b>SD</b>	<b>N</b>	<b>t</b>	<b>P</b>	<b>Remark</b>
Married	118.94	18.12	52	1.330	0.184	NS
Unmarried	115.39	16.84	348			

The calculated t-value ( $t=1.330$ ;  $p>0.05$ ) is not significant at any level. Therefore the null hypothesis is accepted. Hence there is no significant difference in the mean score of attitude towards teaching of married and unmarried prospective teachers.

**Null Hypothesis: 14**

There exists no significant difference in the mean scores of attitude towards teaching of prospective teachers based on types of the institution.

**Table-4.20****Comparison of Attitude based on Type of institution**

<b>Type of institution</b>	<b>Mean</b>	<b>SD</b>	<b>N</b>	<b>t</b>	<b>P</b>	<b>Remark</b>
Private	116.38	18.74	300	1.416	0.157	NS
Aided	114.27	10.24	100			

The calculated t-value ( $t=1.416$ ;  $p>0.05$ ) is not significant at any level. Therefore the null hypothesis is accepted. Hence, there exists no significant difference in the mean score of attitude towards teaching of prospective teachers based on types of institution.

**Null Hypothesis 15**

There exists no significant difference in the mean scores of attitude towards teaching of prospective teachers based on their educational qualification.

**Table 4-21****Comparison of Attitude based on Educational qualification**

<b>Educational qualification</b>	<b>Mean</b>	<b>SD</b>	<b>N</b>	<b>t</b>	<b>P</b>	<b>Remark</b>
UG	115.83	17.37	338	0.089	0.929	NS
PG	116.02	15.16	62			

The calculated F-value ( $t=0.089$ ;  $p>0.05$ ) is not significant at any level. Therefore the null hypothesis is accepted. Hence, there exists no significant difference in the mean scores of attitude towards teaching of prospective teachers based on their educational qualification.

### **Null Hypothesis-16**

There exists no significant difference mean scores of attitude towards teaching of Rural and Urban of prospective teachers based on locality of the institution.

**Table-4.22**

#### **Comparison of Attitude based on Locality of the institution**

<b>Locality of the institution</b>	<b>Mean</b>	<b>SD</b>	<b>N</b>	<b>t</b>	<b>P</b>	<b>Remark</b>
Rural	115.42	16.86	344	1.209	0.227	NS
Urban	118.52	17.94	56			

The calculated t-value ( $t=0.743$ ;  $p>0.05$ ) is not significant at any level. Therefore the null hypothesis is accepted. Hence there exists no significant difference mean scores of attitude towards teaching of Rural and Urban of prospective teachers based on locality of the institution.

### **Null Hypothesis 17**

There exists no significant difference in the mean scores of attitude towards teaching of prospective teachers based on their subject of specialization. Arts/Science.



**Table-4.23****Comparison of Attitude based on Optional subject**

<b>Optional subject</b>	<b>Mean</b>	<b>SD</b>	<b>N</b>	<b>t</b>	<b>P</b>	<b>Remark</b>
Arts	116.08	17.27	192	0.258	0.80	NS
Science	115.64	16.84	208			

The calculated t-value ( $t=0.258$ ;  $p>0.05$ ) is not significant at any level. Therefore the null hypothesis is accepted. Hence there exists no significant difference in the mean scores of attitude towards teaching of prospective teachers based on their subject of specialization. Arts/ Science.

**Null Hypothesis: 18**

There exists no significant difference in the mean scores of attitude towards teaching of prospective teachers on monthly family income.

**Table-4.24****Comparison of Attitude based on Monthly family income**

<b>Monthly family income</b>	<b>Mean</b>	<b>SD</b>	<b>N</b>	<b>t</b>	<b>P</b>	<b>Remark</b>
Below 10000	115.81	17.4	303	0.100	0.92	NS
Above 20000	116.00	15.90	97			

The calculated t-value ( $t=0.100$ ;  $p>0.05$ ) is not significant at any level. Therefore the null hypothesis is accepted. Hence there exists no significant difference

in the mean scores of attitude towards teaching of prospective teachers on monthly family income.

**Table-4.25**

**The relationship between Emotional Intelligence and Attitude of Prospective Teachers**

**Pearson correlation between Emotional Intelligence and Attitude of Prospective Teachers based on background characteristics**

Background characteristics		Pearson Correlation	<i>P</i>	Remark
Total		0.122	0.015	<i>Sig. at 0.05 level</i>
Sex	Male	-0.098	0.594	NS
	Female	0.122	0.019	<i>Sig. at 0.05 level</i>
Age	Below 25	0.111	0.036	<i>Sig. at 0.05 level</i>
	Above 25	0.170	0.282	NS
Religion	Hindu	0.075	0.382	NS
	Christian	0.054	0.415	NS
	Muslim	0.252	0.164	NS
Marital status	Married	0.084	0.554	NS
	Unmarried	0.12	0.025	<i>Sig. at 0.05 level</i>
Type of institution	Private	0.099	0.087	NS
	Aided	0.219	0.029	<i>Sig. at 0.05 level</i>
Educational qualification	UG	0.101	0.064	NS
	PG	0.249	0.051	NS
Locality of the institution	Rural	0.143	0.008	<i>Sig. at 0.01 level</i>
	Urban	-0.061	0.655	NS
Optional subject	Arts	0.18	0.012	<i>Sig. at 0.05 level</i>
	Science	0.068	0.329	NS
Monthly family income	Below 10000	0.162	0.005	<i>Sig. at 0.01 level</i>
	Above 20000	-0.024	0.815	NS

From the above value the calculated r value for the total sample is significant at 5% level. Hence there is significant at positive relationship between emotional intelligence and attitude towards teaching of prospective teachers.

### **Tenability of hypothesis;**

The correlation between emotional intelligence and attitude towards teaching of prospective teachers are negligible correlated and significant at 0.05 levels. The relationship between the variables may be described as negligible correlation.

The correlation between emotional intelligence and attitude towards teaching of female prospective teachers is positively correlated and significant at 0.05 level. The relationship between the variables may be described as negligible for female ( $r=0.122$ ) prospective teachers.

The correlation between emotional intelligence and attitude towards teaching of prospective teachers are positively correlated and significant at 0.05 levels for age below-25. The relationship between the variables may be described as negligible for age between below-25 ( $r=0.111$ ).

The correlation between emotional intelligence and attitude towards teaching of prospective teachers are positively correlated and significant at 0.05 level for and unmarried ( $r=0.12$ ) prospective teachers. The relationship between the variables may be described as negligible.

The correlation between emotional intelligence and attitude towards teaching of prospective teachers are positively correlated and significant at 0.05 level for Aided school ( $r=0.219$ ) prospective teachers. The relationship between the variables may be described as low correlation for Aided prospective teachers.

The correlation between emotional intelligence and attitude towards teaching of prospective teachers are positive for U.G ( $r=0.101$ ) and P.G ( $r=0.249$ ) prospective teachers. The relationship between the variables may be described as negligible for U.G and low for P.G prospective teachers.

The correlation between emotional intelligence and attitude towards teaching of prospective teachers is positive and significant at 0.01 level for rural ( $r=0.143$ ) prospective teachers. The relationship between the variables may be described as negligible.

The correlation between emotional intelligence and attitude towards teaching of prospective teachers are positively correlated and significant at 0.05 level prospective teachers. The relationship among the variables may be described as negligible.

The correlation between emotional intelligence and attitude towards teaching of prospective teachers are positively correlated and significant at 0.01 level for below-10000 monthly income of family prospective teachers. The relationship between the variables may be described as negligible.

# **CHAPTER V**

## **FINDINGS, SUGGESTIONS AND CONCLUSIONS**

- Findings
- Educational implications
- Conclusion
- suggestions

The study under investigation is entitled as “ **EMOTIONAL INTELLIGENCE AND ATTITUDE TOWARDS TEACHING OF PROSPECTIVE TEACHERS IN KANNIYA KUMARI DISTRICT**”.

In this chapter the investigator deals with the findings and conclusions drawn from the present study. The suggestions for further research are also given.

### **Objectives of the Study**

1. To find out the level of emotional intelligence among prospective teachers.
2. To find out the significant difference if any in the emotional intelligence of male and female prospective teachers.
3. To find out the significant difference if any in the emotional intelligence of prospective teachers based on their age.
4. To find out the significant difference in the emotional intelligence of prospective teachers based on their religion.
5. To find out the significant difference if any in the emotional intelligence of married and unmarried prospective teachers.
6. To find out the significant difference if any in the emotional intelligence of prospective Teachers based on the type of institution.
7. To find out the significant difference if any in the emotional intelligence of prospective Teachers based on their educational qualification.
8. To find out the significant difference if any in the emotional intelligence of rural and urban prospective Teachers based on locality of the institution.

9. To find out the significant difference if any in the emotional intelligence of arts and science prospective teachers based on their subject of specialization. (Arts/Science).
10. To find out the significant difference if any in the emotional intelligence of prospective teachers based on their monthly family income.
11. To find out the level of attitude towards teaching among prospective teachers.
12. To find out the significant difference if any in the attitude towards teaching of male and female prospective teachers.
13. To find out the significant difference if any in the attitude towards teaching of prospective teachers based on their age.
14. To find out the significant difference if any in the attitude towards teaching of prospective teachers based on their religion.
15. To find out the significant difference if any in the attitude towards teaching of married and unmarried prospective teachers.
16. To find out the significant difference if any in the attitude towards teaching of prospective teachers based on types of the institution.
17. To find out the significant difference if any in the attitude towards teaching of prospective teachers based on their educational qualification.
18. To find out the significant difference if any in the attitude towards teaching of Rural and Urban prospective teachers based on locality of the institution.
19. To find out the significant difference if any in the attitude towards teaching of arts and science prospective teachers based on their subject of specialization. (Art/Science).
20. To find out the significant difference if any in the attitude towards teaching of prospective teachers based on their monthly family income.

**Hypotheses Formulated:**

1. There exists no significant difference in the mean scores of emotional intelligence among prospective teachers.
2. There exists no significant difference in the mean scores of emotional intelligence among male and female prospective teachers.
3. There exists no significant difference in the mean scores of emotional intelligence of prospective teachers based on their age.
4. There exists no significant difference in the mean scores of emotional intelligence of prospective teachers based on their religion.
5. There exists no significant difference in the mean scores of emotional intelligence of married and unmarried prospective teachers.
6. There exists no significant difference in the mean scores of emotional intelligence of prospective Teachers based on types of institution.
7. There exists no significant difference in the mean scores of emotional intelligence of prospective Teachers based on their educational qualification.
8. There exists no significant difference in the mean scores of emotional intelligence of Rural and Urban of prospective Teachers based on locality of the institution.
9. There exists no significant difference in the mean scores of emotional intelligence of prospective teachers based on their subject of specialization. Art/Science.
10. There exists no significant difference in the mean scores of emotional intelligence of prospective teachers on monthly family income.



11. There exists no significant difference in the mean scores of attitude towards teaching among prospective teachers.
12. There exists no significant difference if any in the mean scores of attitude towards teaching of male and female prospective teachers.
13. There exists no significant difference if any in the mean scores of attitude towards teaching of prospective teachers based on their age.
14. There is no significant difference if any mean scores of attitude towards teaching of prospective teachers based on their religion.
15. There is no significant difference if any in the mean scores of attitude towards teaching of married and unmarried prospective teachers.
16. There exists no significant difference if any in the mean scores of attitude towards teaching of prospective teachers based on types of the institution
17. There exists no significant difference if any in the mean scores of attitude towards teaching of prospective teachers based on their educational qualification.
18. There exists no significant difference if any mean scores of attitude towards teaching of Rural and Urban of prospective teachers based on locality of the institution.
19. There exists no significant difference if any in the mean scores of attitude towards teaching of prospective teachers based on their subject of specialization. Arts/Science.
20. There exists no significant difference if any in the mean scores of attitude towards teaching of prospective teachers on monthly family income.

**Methodology in brief:**

The present study was undertaken to assess the Emotional Intelligence and Attitude towards teaching of prospective teachers. The sample comprised of 400 B.E.d students from Kanniyakumari District. Normative survey method was adopted in the present study. Tool used in the present study were Emotional Intelligence Scale, Scale on attitude towards teaching and personal data sheet. After the collection of the data the sample were subjected to different types of statistical treatments like arithmetic mean, standard deviation, t-test, ANOVA, Seheffe's procedure and Pearson's Product Moment Correlation.

**Major findings of the study:**

The following are the important findings of the present investigation.

1. There exists significant difference in the mean scores of emotional intelligence of male and female prospective teachers. This finding is supported by the following result  $P=0.007$ , significant at 0.01 level.
2. There exists no significant difference in the mean scores of emotional intelligence of prospective teachers based on their age. This finding is supported by the following result  $P=0.110$  not significant at any level.
3. There exists significant difference in the mean scores of emotional intelligence of prospective teachers based on their religion. This finding is supported by the following result  $P=0.000$  significant at 0.01 level.

4. There exists significant difference in the mean scores of emotional intelligence of married and unmarried prospective teachers. This finding is supported by the following result  $P=0.020$  significant at 0.05 level.
5. There exists significant difference in the mean score of emotional intelligence of prospective teachers based on types of institution. This finding is supported by the following result  $P=0.008$  significant at 0.01 level.
6. There exists no significant difference in the mean score of emotional intelligence of UG and PG of prospective Teachers. This finding is supported by the following result  $P=0.458$  not significant at any level.
7. There exists significant difference in the mean score of emotional intelligence of rural and urban prospective Teachers. This finding is supported by the following result  $P=0.01$  significant at 0.01 level.
8. There exists no significant difference in the mean score of emotional intelligence of arts and science prospective teachers. This finding is supported by the following result  $P=0.57$  not significant at any level.
9. There exists no significant difference in the mean score of emotional intelligence of prospective teachers based on monthly family income. This finding is supported by the following result  $P=0.72$  not significant at any level.
10. Significant difference was found for the back ground variables sex, religion, type of institution and locality of the institution for the variable emotional intelligence.

- 11 Significant difference was not found for the back ground variables age, educational qualification, optional subjects and monthly family income for the variable emotional intelligence.
12. There exists significant difference in the mean score of attitude towards teaching of male and female prospective teachers. This finding is supported by the following result P-0.003 significant at 0.01 level.
13. There exists no significant difference in the mean score of attitude towards teaching of prospective teachers based on their age. This finding is supported by the following result P-0.136 not significant at any level.
14. There is no significant difference mean score of attitude towards teaching of prospective teachers based on their religion. This finding is supported by the following result P-0.000 significant at 0.01 level.
15. There is no significant difference in the mean score of attitude towards teaching of married and unmarried prospective teachers. This finding is supported by the following result P- 0.184 not significant at any level.
16. There exists no significant difference in the mean score of attitude towards teaching of prospective teachers based on types of the institution. This finding is supported by the following result P-0.157 not significant at any level.
17. There exists no significant difference in the mean score of attitude towards teaching of UG and PG prospective teachers. This finding is supported by the following result P-0.929 not significant at any level.

18. There is no significant difference mean score of attitude towards teaching of Rural and Urban prospective teachers. This finding is supported by the following result  $P=0.227$  not significant any level.
19. Significant difference was found for the back ground variables sex and religion for the variable attitude towards teaching.
20. Significant difference was not found for the back ground variables age, marital status, type of institution, educational qualification, locality of the institution, optional subjects and monthly family income for the variable attitude towards teaching.
21. There exists no significant difference in the mean score of attitude towards teaching of arts and science prospective teachers. This finding is supported by the following result  $P=0.80$  not significant at any level.
22. There exists no significant difference in the mean score of attitude towards teaching of prospective teachers based on monthly family income. This finding is supported by the following result  $P=0.92$  not significant at any level.
23. There exists significant correlation between emotional intelligence and attitude towards teaching. The finding is supported by the following result ( $r=0.122$  at 0.05 level).

#### **EDUCATIONAL IMPLICATIONS:**

1. This research helps to measure the emotional intelligence and attitude towards teaching of the prospective teachers.

2. The study highlights the need of better environment in B.Ed colleges for the development of emotional intelligence among prospective teachers.
3. The present investigation resulted in showing that emotional intelligence and attitude towards teaching are positively correlated. The findings highlight that the need for enhancing Attitude towards teaching and developing emotional intelligence among prospective teachers.
4. The emotional intelligence is a learned capability that may lead to outstanding performance in the teaching profession, through a favorable attitude towards the profession.
5. The present research work reveals that the prospective teachers having low attitude towards teaching leads, to the decrease in the level of emotional intelligence, i.e., when emotional intelligence increases attitude towards teaching increases and when emotional intelligence decreases attitude towards teaching also decreases. The findings of the study help to create a positive attitude among the teachers towards teaching profession.
6. The study also reveals the influence of gender, locality, religion, marital status, age ,type of institution, educational qualification ,optional subjects and monthly family income in their attitude towards teaching profession.
7. The over emphasis on academic achievements given by teacher educators and home environment should not makes the prospective teacher eliminate the emotional components which will result in failure in their life ultimately. The individuals should be trained better to behave with Emotional Intelligence and develop more favorable attitude towards teaching.
8. The study makes aware of the B.Ed. students that a stimulating attitude is to be created teaching profession.

9. Teacher educators should help the prospective teacher to express their emotions freely and develop self – confidence in them.
10. This study mentioned the responsibility of the B.Ed. college students in providing good teaching in the present situation.
11. Teacher educators play an important role in developing Emotional Intelligence. Therefore they should be good role models to cope with life.
12. The emotional intelligence is learned capability that leads to outstanding performance in the teaching profession.
13. Curriculum of B. Ed should be modified so that attitude towards teaching is given importance in the classroom activities
14. The present investigation has developed an instrument for measuring the varied forms of attitude towards teaching of prospective teachers.

#### **CONCLUSION:**

1. The majority of the prospective teachers have medium level of emotional intelligence.
2. Male prospective teachers had better emotional intelligence than female prospective teachers.
3. Muslim and Christian prospective teachers had better emotional intelligence than Hindu prospective teachers.
4. Married prospective teachers had better emotional intelligence than unmarried prospective teachers.

5. Prospective teachers of private institutions had better emotional intelligence than aided institutions of prospective teachers.
6. Prospective teachers from urban institutions had better emotional intelligence than prospective teachers from rural institutions.
7. The majority of the prospective teachers have medium level of attitude towards teaching.
8. Male prospective teachers had better attitude towards teaching than female prospective teachers.
9. Christian prospective teachers had better attitude towards teaching than Hindu and Muslim prospective teachers.

### **SUGGESTIONS FOR FURTHER RESEARCH**

In order to make the present study more meaningful and effective similar studies in this field could be carried out. The desirable areas for further research are the following.

1. The present study was confined only to prospective teachers. Similar studies can be conducted for M.Ed. students, Teacher Educators and teachers.
2. The present study has been done only in Kanniyakumari district of Tamil Nadu. A similar study can be extended to other districts in Tamil Nadu.
3. The present study can be repeated for a large sample representing the whole state.
4. An investigation may be undertaken to find out all the factors that influence the emotional intelligence of prospective teachers.



5. An investigation may undertake to find out all the factors that influence the attitude towards teaching of prospective teachers.
6. The same study may be undertaken with larger sample and wide area.
7. The study can be replicated at all levels of education.
8. A study on relationship between emotional intelligence and adjustment can be made.
9. An investigation may be undertaken to find out all the factors that influence the emotional intelligence of prospective teachers.
10. An investigation may be undertaken to find out all the factors that influence the attitude towards teaching of prospective teachers.
11. This study was limited by only two variables. It can be conducted by taking more variables and by applying different statistical techniques.

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# **APPENDICES**

**N.V.K.S.D. COLLEGE OF EDUCATION**

**ATTOOR**

**APPENDIX-A**

**KANNIYAKUMARI DISTRICT**

**SCALE ON ATTITUDE TOWARDS TEACHING**

Prepared by Mrs. M.Chandra Vathana and Mrs.Bindu Gouri V.P

**2017**

**Instructions**

Dear student teacher,

Given below are some statements about your attitude towards teaching. You are requested to read carefully and put a (✓) mark against any of them that seem to be true (SA - Strongly Agree, A - Agree, UD – Undecided, D - Disagree, SD - Strongly Disagree). The response recorded by you will be used only for research purpose.

Please fill up the following information

Name :  
Name of the College :  
Sex : Male / Female  
Age : Below 25 / Above 25  
Religion : Hindu / Christian / Muslim  
Marital Status : Married / Unmarried  
Type of Institution : Private  Aided   
Educational Qualification : UG / PG  
Locality of the Institution : Rural  Urban   
Optional Subjects : Arts / Science  
Monthly family income : below 10,000 / above 20,000

## DRAFT SCALE

### Section-A

S. No.	Statement	SA	A	UD	D	SD
1.	A good teacher should be able to discuss things with other teachers.					
2.	Most teachers get impatient when students ask many questions					
3.	Teaching creates a sense of co-operation among students.					
4.	Teacher needs to be dominant and sarcastic in the class					
5.	Teacher should give freedom to the students to learn according to their own pace.					
6.	Classroom teaching does not make the teacher more creative					
7.	Creating a good impression among students is necessary for a teacher.					
8.	There are chances to develop positive thoughts about one's students .					
9.	Teaching job puts a lot of stress on teachers					
10.	Teaching develops personality and character.					
11.	Teachers need to be very strict in classroom					
12.	Often many teachers do not try to understand their students					

### Section-B

S.No.	Statement	SA	A	UD	D	SD
1.	Good teaching helps in fulfilling instructional objectives.					
2.	Teachers should be authoritative in the classroom to teach effectively.					
3.	Classroom teaching needs giving suitable examples to students when needed.					
4.	Student achievement is not a concern of teachers.					
5.	Teaching should be mixed up with humour to make learning more interesting					
6.	Teaching needs self-confidence.					
7.	Teacher need not accept the feelings of students.					
8.	A teacher should look into the learning differences among students.					
9.	Use of blackboard is not an essential component of good teaching.					

S.No.	Statement	SA	A	UD	D	SD
10.	Class controlling is difficult for many teachers					
11.	A teacher has to be well prepared to teach satisfactorily.					
12.	Many teachers blame students for their poor study skills					

### Section-C

S.No.	Statement	SA	A	UD	D	SD
1.	Teaching profession makes one to be a lifelong learner.					
2.	Most of the teachers have biased expectations.					
3.	Teachers must understand student's interests.					
4.	Teaching makes a teacher tired and frustrated					
5.	Teacher must be more concerned in motivating the students.					
6.	Teaching will not develop noble sentiments					
7.	A teacher should understand the goals of students.					
8.	Teaching needs a favorable attitude towards students and subject.					
9.	A teacher has to adopt various strategies for teaching					
10.	Teachers need not strive for their continuous professional development					
11.	Trained teachers are more confident than undertrained ones in solving students problem					
12.	Teachers must keep a distance from their pupils.					

### Section-D

S.No.	Statement	SA	A	UD	D	SD
1.	Good relationships between teacher and a student is essential for teaching					
2.	Teaching profession does not demand adjustment with school personnel.					
3.	Teacher must not have friendly staff relationship					
4.	Teacher should be aware of the requirements of the society to develop social skills.					
5.	A teacher cannot behave equally to all students					
6.	It is not advisable to disappoint colleagues and superiors.					
7.	Teachers need not to be involved in teacher associations.					
8.	The leadership role of teachers helps in directing the students					
9.	A teacher need not always appreciate student opinions and demands.					
10.	Good teaching demands effective communication abilities.					
11.	Teachers must accept their mistakes pointed out by students.					
12.	Students should be allowed to ask questions in the class.					

**Section-E**

<b>S.No.</b>	<b>Statement</b>	<b>SA</b>	<b>A</b>	<b>UD</b>	<b>D</b>	<b>SD</b>
1.	A person can serve humanity better through teaching					
2.	Teaching as a career is not respected in society					
3.	Teaching does not determine the moral standard of a nation					
4.	A teacher should stay away from social evils.					
5.	Teacher should encourage the gifted students only.					
6.	A teacher should deal with complaints and guide the students properly.					
7.	Teacher should not refrain from physical punishments					
8.	A teacher should maintain confidentiality of children.					
9.	Teaching is a good vehicle to serve the humanity.					
10.	Treating others with respect and dignity is expected of a teacher.					
11.	One should have favourable attitude towards other subject teachers also.					
12.	Other professions are not actually more vital to society.					

## Appendix –B

### Scale on Attitude towards teaching

Prepared by Mrs. M.Chandra Vathana and Mrs.Bindu Gouri V.P

SL. No.	Statement	SA	A	UD	D	SD
1.	Teaching creates a sense of co-operation among students.					
2.	Teacher should give freedom to the students to learn according to their own pace.					
3.	Classroom teaching does not make the teacher more creative.					
4.	Teaching job puts a lot of stress on teachers.					
5..	Teachers need to be very strict in classroom					
6.	Good teaching helps in fulfilling instructional objectives.					
7.	Teachers should be authoritative in the classroom to teach effectively.					
8.	Student achievement is not a concern of teachers.					
9.	Teacher need not accept the feelings of students.					
10.	A teacher should look into the learning differences among students.					
11.	Use of blackboard is not an essential component of good teaching.					
12.	A teacher has to be well prepared to teach satisfactorily.					
13.	Teaching will not develop noble sentiments					
14.	Teachers need not strive for their continuous professional development					
15.	Trained teachers are more confident than undertrained ones in solving students problem					
16.	Teacher must not have friendly staff relationship					
17.	Teacher should be aware of the requirements of the society to develop social skills.					
18.	A teacher cannot behave equally to all students					
19.	Teachers need not to be involved in teacher associations.					



<b>SL. No.</b>	<b>Statement</b>	<b>SA</b>	<b>A</b>	<b>UD</b>	<b>D</b>	<b>SD</b>
20.	The leadership role of teachers helps in directing the students.					
21.	A teacher need not always appreciate student opinions and demands.					
22.	Good teaching demands effective communication abilities.					
23.	Teachers must accept their mistakes pointed out by students.					
24.	A person can serve humanity better through teaching					
25.	Teaching does not determine the moral standard of a nation					
26.	A teacher should maintain confidentiality of children.					
27.	Teaching is a good vehicle to serve the humanity.					
28.	Treating others with respect and dignity is expected of a teacher.					
29.	One should have favorable attitude towards other subject teachers also.					
30.	Other professions are not actually more vital to society.					

## Appendix -C

### EMOTIONAL INTELLIGENCE SCALE

Prepared by *Mrs. S. Erin Prabha and Dr.S. Arokiasamy*

#### Instructions

Given below are some statements about your Emotional Intelligence Read carefully and put a (✓) mark against any of them that seem to be true (SA - Strongly Agree, A - Agree, D - Disagree)

S.No.	Statement	SA	A	D
1.	I am able to give meanings to my emotions.			
2.	I see a link between my feelings and behavior.			
3.	I know that my feelings affect my performance.			
4.	I feel I have a value system.			
5.	I am aware of my goals.			
6.	I know my strength and weakness			
7.	I feel I could learn better from reflections			
8.	I have ample scope for self-development			
9.	I am able to practice a sense of humour.			
10.	I asses my abilities			
11.	I stand for 'what is right'			
12.	I welcome new ideas and changes			
13.	I express faith in continuous learning.			
14.	I am capable to take sound decisions.			
15.	I like myself.			
16.	I manage my distressing emotion well			
17.	I stand balanced even in difficult moment.			
18.	I do not yield to unreasonable pressure.			
19.	I do not hesitate to admit my mistakes			
20.	I stand for a set of principles			
21.	I always keep promises			
22.	I am accountable for my actions			

<b>S.No.</b>	<b>Statement</b>	<b>SA</b>	<b>A</b>	<b>D</b>
23.	I am well organized in my work			
24.	I handle even multiple demands			
25.	I am flexible to the needs of the hours			
26.	I always go for original solutions to problems			
27.	I take pleasure in generating new ideals			
28.	I have faith in self-discipline			
29.	I do not accept things blindly			
30.	I hope everything is under my control			
31.	I set higher expectations for my self			
32.	I take interest in setting challenging goals			
33.	I do not wait for opportunities			
34.	I am ready to make scarifies to reach my goals			
35.	I set my own rules to get the task done			
36.	I do not sit back seeing obstacles			
37.	I have faith in hope of success			
38.	I do not become upset meeting failures			
39.	I have higher aspirations for my life			
40.	I have unusual efforts to get things done			
41.	I am always goal oriented in my acts.			
42.	I dislike people expressing faith in fortune			
43.	I hope hard work is always rewarded			
44.	I do not mind odds in my life			
45.	I feel happy when my goal is reached			
46.	I have concern for other people.			
47.	I take pleasure in listening to others			
48.	I understand other's problems			
49.	I enjoy happiness while helping others			
50.	I render assistance to the need of others			
51.	I know differences are man made			
52.	I take pity on the suffering people			
53.	I understand others in their diverse situations			
54.	I act as a counselor to the students			
55.	I am able to digest differences among individuals			
56.	I read others through their faces			
57.	I am very much touched by poverty			
58.	I have sympathy for disturbed people			
59.	I do not hate those who are sensitive			
60.	I know why people are sometimes sad			
61.	I win other people through my varied approach.			
62.	I maintain cordial relationship with others			

<b>S.No.</b>	<b>Statement</b>	<b>SA</b>	<b>A</b>	<b>D</b>
63.	I am very honest in my dealings			
64.	I handle even difficult people with ease			
65.	I involve myself in open discussion			
66.	I show enthusiasm in sharing with others			
67.	I win others by examples			
68.	I do what others expect of me			
69.	I have a lot of well wishers			
70.	I hope my behavior enhances my image			
71.	I guide others regarding their position			
72.	I respect others as others respect me			
73.	I am loyal to the group to which I belong			
74.	I speak freely even with strangers			
75.	I think well before / react.			

**N.V.K.S.D. COLLEGE OF EDUCATION**

**ATTOOR**

**APPENDIX-D**

**KANNIYAKUMARI DISTRICT**

**SCALE ON ATTITUDE TOWARDS TEACHING**

Prepared by Mrs. M.Chandra Vathana and Mrs.Bindu Gouri V.P

**2017**

**RESPONSE SHEET**

Please tick up the following information

Name :

Name of the College :

Q.NO.	Answer					Q.NO.	Answer				
	SA	A	UD	D	SD		SA	A	UD	D	SD
1						16					
2						17					
3						18					
4						19					
5						20					
6						21					
7						22					
8						23					
9						24					
10						25					
11						26					
12						27					
13						28					
14						29					
15						30					

**N.V.K.S.D. COLLEGE OF EDUCATION**

**ATTOOR**

**EMOTIONAL INTELLIGENCE SCALE**

**Prepared by Mrs. S. Erin Prabha and Dr.S. Arokiasamy**

**RESPONSE SHEET**

Please tick up the following information

Name :

Name of the College :

Q.NO.	Answer			Q.NO.	Answer		
	SA	A	D		SA	A	D
1				38			
2				39			
3				40			
4				41			
5				42			
6				43			
7				44			
8				45			
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36				74			
37				75			