

# **“A STUDY OF GENERAL TEACHING COMPETENCY OF WOMEN**

## **STUDENT TEACHERS IN RELATION TO THEIR INTEREST IN TEACHING, EMOTIONAL INTELLIGENCE, ADJUSTMENT AND PERSONALITY”**

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### **INTRODUCTION**

The professional education associations began working in 1987 to develop standards for teacher competence in student assessment out of concern that the potential educational benefits of student assessments be fully realized. The Committee[1] appointed to this project completed its work in 1990 following reviews of earlier drafts by members of the measurement, teaching, and teacher preparation and certification communities. Parallel committees of affected associations are encouraged to develop similar statements of qualifications for school administrators, counselors, testing directors, supervisors, and other educators in the near future. These statements are intended to guide the preservice and inservice preparation of educators, the accreditation of preparation programs, and the future certification of all educators.

A standard is defined here as a principle generally accepted by the professional associations responsible for this document. Assessment is defined as the process of obtaining information that is used to make educational decisions about students, to give feedback to the student about his or her progress, strengths, and weaknesses, to judge instructional effectiveness and curricular adequacy, and to inform policy. The various assessment techniques include, but are not limited to, formal and informal observation, qualitative analysis of pupil performance and products, paper-and-pencil tests, oral questioning, and analysis of student records. The assessment competencies included here are the knowledge and skills critical to a teacher's role as educator. It is understood that there are many competencies beyond assessment competencies which teachers must possess.

By establishing standards for teacher competence in student assessment, the associations subscribe to the view that student assessment is an essential part of teaching and that good teaching cannot exist without good student assessment. Training to develop the competencies covered in the standards should be an integral part of preservice preparation. Further, such assessment training should be widely available to practicing teachers through staff development programs at the district and building levels.

The standards are intended for use as:

- a guide for teacher educators as they design and approve programs for teacher preparation
- a self-assessment guide for teachers in identifying their needs for professional development in student assessment
- a guide for workshop instructors as they design professional development experiences for in-service teachers
- an impetus for educational measurement specialists and teacher trainers to conceptualize student assessment and teacher training in student assessment more broadly than has been the case in the past.

The standards should be incorporated into future teacher training and certification programs. Teachers who have not had the preparation these standards imply should have the opportunity and support to develop these competencies before the standards enter into the evaluation of these teachers.

### **The Approach Used To Develop The Standards**

The members of the associations that supported this work are professional educators involved in teaching, teacher education, and student assessment. Members of these associations are concerned about the inadequacy with which teachers are prepared for assessing the educational progress of their students, and thus sought to address this concern effectively. A committee named by the associations first met in September 1987 and affirmed its commitment to defining standards for teacher preparation in student assessment. The committee then undertook a review of the research literature to identify needs in student assessment, current levels of teacher training in student assessment, areas of teacher activities requiring competence in using assessments, and current levels of teacher competence in student assessment.

The members of the committee used their collective experience and expertise to formulate and then revise statements of important assessment competencies. Drafts of these competencies went through several revisions by the Committee before the standards were released for public review. Comments by reviewers from each of the associations were then used to prepare a final statement.

### **The Scope of a Teacher's Professional Role and Responsibilities for Student Assessment**

There are seven standards in this document. In recognizing the critical need to revitalize classroom assessment, some standards focus on classroom-based competencies. Because of teachers' growing roles in education and policy decisions beyond the classroom, other standards address assessment competencies underlying teacher participation in decisions related to assessment at the school, district, state, and national levels.

The scope of a teacher's professional role and responsibilities for student assessment may be described in terms of the following activities. These activities imply that teachers need

competence in student assessment and sufficient time and resources to complete them in a professional manner.

- Activities Occurring Prior to Instruction
  - (a) Understanding students' cultural backgrounds, interests, skills, and abilities as they apply across a range of learning domains and/or subject areas;
  - (b) understanding students' motivations and their interests in specific class content;
  - (c) clarifying and articulating the performance outcomes expected of pupils; and
  - (d) planning instruction for individuals or groups of students.
- Activities Occurring During Instruction
  - (a) Monitoring pupil progress toward instructional goals;
  - (b) identifying gains and difficulties pupils are experiencing in learning and performing;
  - (c) adjusting instruction;
  - (d) giving contingent, specific, and credible praise and feedback;
  - (e) motivating students to learn; and
  - (f) judging the extent of pupil attainment of instructional outcomes.
- Activities Occurring After The Appropriate Instructional Segment (e.g. lesson, class, semester, grade)
  - (a) Describing the extent to which each pupil has attained both short- and long-term instructional goals;
  - (b) communicating strengths and weaknesses based on assessment results to students, and parents or guardians;
  - (c) recording and reporting assessment results for school-level analysis, evaluation, and decision-making;
  - (d) analyzing assessment information gathered before and during instruction to understand each students' progress to date and to inform future instructional planning;
  - (e) evaluating the effectiveness of instruction; and
  - (f) evaluating the effectiveness of the curriculum and materials in use.
- Activities Associated With a Teacher's Involvement in School Building and School District Decision-Making
  - (a) Serving on a school or district committee examining the school's and district's strengths and weaknesses in the development of its students;
  - (b) working on the development or selection of assessment methods for school building or school district use;
  - (c) evaluating school district curriculum; and
  - (d) other related activities.
- Activities Associated With a Teacher's Involvement in a Wider Community of Educators
  - (a) Serving on a state committee asked to develop learning goals and associated assessment methods;
  - (b) participating in reviews of the appropriateness of district, state, or national student goals and associated assessment methods; and
  - (c) interpreting the results of state and national student assessment programs.

Each standard that follows is an expectation for assessment knowledge or skill that a teacher should possess in order to perform well in the five areas just described. As a set, the standards call on teachers to demonstrate skill at selecting, developing, applying, using, communicating, and evaluating student assessment information and student assessment practices. A brief

rationale and illustrative behaviors follow each standard.

The standards represent a conceptual framework or scaffolding from which specific skills can be derived. Work to make these standards operational will be needed even after they have been published. It is also expected that experience in the application of these standards should lead to their improvement and further development.

### 3.2 Research Methodology

### 3.3 Sample of the study

Method and sample used for the study Lokesh Koul has defined sampling as “The process by which a relatively small number of individuals or measure of individuals, objects, or events is selected and analyzed in order to find out something about the entire population from which it was selected”.

Stratified random sampling technique was decided as the most suitable method for the present study. The data was collected from the colleges of education affiliated to Karnataka State Women’s University Bijapur. The sample design of the present in the following table

Sl. No.	Variables	Group	Numbers
1	Age	Below 22 years	276
		Above 22 years	276
2	Marital status	Married	211
		Unmarried	341
3	Caste	GM	199
		OBC	280
		SC/ST	73
4	Educational Qualification	Under Graduate	256
		Post Graduate	296
5	Type of Management	Government	161
		Aided	187
		Unaided	204
6	Location	Urban	272
		Rural	280
7	Medium	Kannada	176
		English	376

The total number of student in colleges of education affiliated under Karnataka State Women’s University Bijapur. Formed the population while the sample for this.

The total of B.Ed trainees were selected for the study from 23 colleges. Out of them 552 samples are selected for this study.

### 3.4 Variables of the study

A variable is symbol to which values are assigned many scientists loosely call variables as construct on properties under their study. Some of the important variables that are chosen in the different fields of knowledge, are, sex, income, Education, Social classes, Occupational mobility, competency, adjustment, creativity, variable aptitude, anxiety, intelligence, task orientation etc., Variables is said to be something that varies. These are three types of variables used in the present study viz. the Independent, Dependent and moderator variables.

**The Dependent variables** of the present study is general teaching competency.

**The Independent variables :**

- \* Interest in teaching
- \* Emotional Intelligence
- \* Adjustment
- \* Personality

**Moderator Variables** of the present study is

- \* Age
- \* Martial status
- \*Caste
- \* Educational Qualification
- \* Management
- \* Location
- \* Medium

### **3.5 Research hypotheses of the study:**

The following hypotheses were formulated in the present study.

**Hypothesis: 1** There is a significant difference between below 22 years and above 22 years in their General teaching competency, Interest in teaching, Emotional intelligence, Adjustment and personality.

**Hypothesis: 2** There is a significant difference between married and unmarried women in their General teaching competency, Interest in teaching, Emotional intelligence, Adjustment and personality.

**Hypothesis: 3** There is a significant difference between GM, OBC & SC/ST women in their General teaching competency, Interest in teaching, Emotional intelligence, Adjustment and personality.

**Hypothesis: 4** There is a significant difference between undergraduates and post graduates in their General teaching competency, Interest in teaching, Emotional intelligence, Adjustment and personality.

**Hypothesis: 5** There is a significant difference between Government aided and unaided colleges in their General teaching competency, Interest in teaching, Emotional intelligence, Adjustment and personality.

**Hypothesis: 6** There is a significant difference between Urban and Rural colleges in their General teaching competency, Interest in teaching, Emotional intelligence, Adjustment and personality.

**Hypothesis: 7** There is a significant difference between Kannada medium and English medium in their General teaching competency, Interest in teaching, Emotional intelligence, Adjustment and personality.

### **3.6 Tools of the study:**

#### **3.6.1 General Teaching Competency:**

This scale used for measuring the General teaching competency among B.Ed student teachers. It is standardized scale developed by B.K.Parasi Professor and Head Centre of Excellence, School of Education Devi Ahilya Vishwavidyalay, Indore and Mrs M.S. Lalitha Lecturer, Post-Graduate Department of Education University of Mysore, Mysore. It has 21 items divided in to 5 teaching skills.

The distribution of the various items related to the different classification of teaching skills is given in Table.

#### **Distribution of items in different classification of teaching skills**

Classification of Teaching skills	No. of items	Serial No. of items
Planning	4	1 to 4
Presentation	11	5 to 15
Closing	2	16 and 17
Evaluation	2	18 and 19
Managerial	2	20 and 21
Total	21	

The various teaching skills included are related to objectives of the lesson, content selection, content organization, selection of audio-visual materials (Planning skills) introducing the lesson, fluency of questions, use of probing questions, explaining, illustrating with examples, stimulus variation, use of silence and non-verbal cues, increasing pupil participation (items 12 and 14), pacing use of blackboard (presentation skills); achieving closure, giving assignment (closing skills), classroom evaluation, diagnosis of pupil difficulties (evaluation skills), recognizing attending behavior and maintaining classroom discipline (managerial skills).

### **1 Procedure for use:**

The GTC scale is generally used for measuring teaching competency of a teacher individually by a reliable observer or a group of reliable observers making direct observations of his classroom behavior for the entire teaching period.

As the teacher teaches, the observer sits at the black for observation. At the end of the teaching period, he gives his ratings on the GTC scale against all the items. To facilitate this process he may either mark frequencies or write verbal descriptions against each item which would help him in giving ratings more objectively.

### **2 Scoring Procedure:**

The sum of the ratings against all the 21 items constitutes the score on General Teaching Competency (GTC score) of the teacher being observed. The maximum score possible is 147 and the minimum is 21.

### **3.6.2 Interest in Teaching:**

This scale is used for measuring the interest in teaching among the B.Ed. student teachers. It is standardized scale developed by Dr. S.B. Kakkar Government College of Education Patiala. It has 27 items the maximum score would be 27 it is 5 point rating scale

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

### **Scoring**

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

### **3.6.3 Emotional Intelligence:**

This scale is used for measuring the emotional intelligence among the B.Ed. student teachers. It is standardized scale developed by Anukool Hyde Asst.Professor Sri Vaishnav Institute of Management scheme 71 Gumasta nagar Indore and others it has 34 items

### **Measures of Emotional Intelligence:**

The authors came across two measures of emotional intelligence. EQ in business and life can be understood by a four-cornerstone model explained by Cooper (1997). This model assumes emotional intelligence as out of the realm of psychological analysis and philosophical theories and moves into the realm of direct knowing, exploration and application. The first cornerstone is emotional literacy, which builds a locus of self confidence through emotional honesty energy, emotional feedback, institution, responsibility and connection. The secondary cornerstones, emotional fitness strengthens authenticity, believability and resilience, expanding circle of trust and capacity for listening, managing conflict and making most of constructive discontent. The third corner stone is emotional depth that explores ways to align one's life and work with his or her unique potential and purpose, and accountability, which in turn, increases influence without authority. The fourth cornerstone is emotional alchemy', through which one can extend creative instincts and capacity to flow with problems and pressure and to complete for the future by building one's capacity to sense more readily. EQ comprises various related components that strengthen emotional intelligence and give desired outcomes. There are 21 scales which best explain EQ. The scales are further grouped under five categories, namely current environment, literacy, competencies, values and beliefs, and outcomes. Cooper and Sawaf (1997) have reported EQ map in which total score on each scale is graded in one of the four levels optimal, proficient, vulnerable, and cautionary. Goleman (1995) developed another scale. The scale has various situations and scores are computed on the basis of responses to these situations. The authors did not come across any scales developed for Indian conditions. The present work was undertaken to develop a suitable self report measure for Indian milieu.

#### **3.6.4 Adjustment:**

The adjustment questionnaire was constructed by the investigator to collect data by using the questionnaire method. The questionnaire method has been advocated as one of the best techniques for gathering data. Especially under research study like present one.

The adjustment inventory has been designed for use with English knowing college students of Karnataka. The test seeks to segregate normal from poorly adjusted college students of all grades in respect of five areas of adjustment (Home, Health, Social, Emotional and Educational). The test is helpful in screening the poorly adjusted students who may need further psycho diagnostic study and counseling

**[a] Home Adjustment-** Low Scores indicate satisfactory adjustment. Individuals scoring high tend to be unsatisfactorily adjusted towards their home surrounding

**[b] Health Adjustment-** Low Scores indicate satisfactory health adjustment and high scores unsatisfactory adjustment.

**[c] Social Adjustment-** Individuals scoring low are submissive and retiring high scores indicate aggressive behavior.



[d] **Emotional Adjustment-** High scores indicate unstable emotion. Individuals with low scores tend to be emotionally stable.

[e] **Educational Adjustment-** Individuals scoring high are poorly adjusted toward curricular and co-curricular programmes. Persons with low scores are interested in the educational activities.

### **3.6.5 Personality:**

This personality inventory is used for measuring the personality among the B.Ed. Student teachers it is standardized inventory developed by Eysenck it is known as Eysenck personality inventory it has 57 items. Scores are divided in to 3 parts they are extroversion

**Problem:** To assess the personality dimensions of the subject using Eysenck's personality inventory.

**Plan:** The Eysenck's Personality inventory is administered and the responses are scored and interpreted.

**Materials:**

1. Eysenck's Personality Inventory
2. Manual, Key and Norms
3. Writing materials

### **3.7 Collection of Data:**

For obtaining teaching competence of the student teachers selected for the study the teacher educator of the sample colleges of education were requested to act as raters. The research investigator visited all the colleges of education affiliated to the Karnataka State Women's University Bijapur and good report was developed with the teacher educators and student teachers. The teaching competence scale ment for the raters was given with a request to rate the teaching competency. The procedure of the rating was explained to make her understand clearly what they should to do. Thus the data about the teaching competence of the total sample of student teachers was collected through method teacher educators.

Major objectives of the present study was related to the study of social problem among teaching competence of female student teachers in relation to interest in teaching, Emotional Intelligence, Adjustment and personality. For this investigator conducted a survey method and questionnaire includes.

- 1) General Teaching competency which includes 21 items
- 2) Interest in Teaching which includes 27 items
- 3) Emotional Intelligence which includes 34 items
- 4) Adjustment which includes 102 items
- 5) Personality which includes 57 items

For this purpose of collecting data all the tools were personally administered by the researcher to the respondents for the 5 tools specified above. First the investigator got multiple copies of all the mentioned five tools and circulated to the student teachers and method teacher educators of the colleges of education affiliated to the Karnataka State Women's University, Bijapur. Ultimately the researcher was able to get response from the student teachers. The response received were subjected to the further statistical analysis.

In this way the investigator collected the data from the colleges of education affiliated by Karnataka State Women;s University, Bijapur.

### **3.8 Statistical Techniques of the study:**

Statistical technique plays an important role in any research because they are the means to analysis interpret and then drawn inferences.

The following statistical techniques were used for analyzing the data and were computed by using standard formulas

- i) Percentage
- ii) Means and standard deviation
- iii) Regression analysis
- iv) Co-efficient of co-relation

## **RESULT AND DISCUSSION**

In this section, the mean and standard values of general teaching competency with interest in teaching, emotional intelligence, adjustment and personality scores were calculated according to independent variables namely Age groups (Below 22 years, Above 22 years), marital status (Married, Unmarried), castes (GM, OBC, SC/ST), educational qualifications (Undergraduates, Postgraduates), types of management (Government, Aided, Unaided), location

(Urban, Rural) and medium of learning (Kannada medium, English medium) of women student teachers and presented in the following section.

Table: Mean and SD of general teaching competency, interest in teaching, emotional intelligence, adjustment and personality scores of women student teachers by age groups

Variables	Below 22 years		Above 22 years		Total	
	Mean	SD	Mean	SD	Mean	SD
n	276		276		552	
General teaching competency	158.89	24.30	168.07	19.21	163.48	22.36
Interest in teaching	108.13	12.29	112.09	11.11	110.11	11.87
Emotional intelligence	120.51	16.32	124.27	16.58	122.39	16.55
Adjustment	83.40	10.81	84.07	10.69	83.73	10.74
Personality	43.87	6.84	45.88	6.22	44.87	6.61

The results of the above table represents the Mean and SD of general teaching competency, interest in teaching, emotional intelligence, adjustment and personality scores of women student teachers by age groups. Further,

1. The mean of total general teaching competency scores of women student teachers is  $163.48 \pm 22.36$ , in which, the women student teachers belongs to above 22 years of age group have higher general teaching competency ( $168.07 \pm 19.21$ ) as compared to women student teachers belongs to below 22 years of age group ( $158.89 \pm 24.30$ ).
2. The mean of total interest in teaching scores of women student teachers is  $110.11 \pm 11.87$ , in which, the women student teachers belongs to above 22 years of age group have higher

interest in teaching ( $112.09 \pm 11.11$ ) as compared to women student teachers belongs to below 22 years of age group ( $108.13 \pm 12.29$ ).

3. The mean of total emotional intelligence scores of women student teachers is  $122.39 \pm 16.55$ , in which, the women student teachers belongs to above 22 years of age group have higher emotional intelligence ( $124.27 \pm 16.58$ ) as compared to women student teachers belongs to below 22 years of age group ( $120.51 \pm 16.32$ ).
4. The mean of total adjustment scores of women student teachers is  $83.73 \pm 10.74$ , in which, the women student teachers belongs to above 22 years of age group have higher adjustment ( $84.07 \pm 10.69$ ) as compared to women student teachers belongs to below 22 years of age group ( $83.40 \pm 10.81$ ).
5. The mean of total personality scores of women student teachers is  $44.87 \pm 6.61$ , in which, the women student teachers belongs to above 22 years of age group have higher personality ( $45.88 \pm 6.22$ ) as compared to women student teachers belongs to below 22 years of age group ( $43.87 \pm 6.84$ ).

Table: Mean and SD of general teaching competency, interest in teaching, emotional intelligence, adjustment and personality scores of women student teachers by marital status

Variables	Married		Unmarried		Total	
	Mean	SD	Mean	SD	Mean	SD
n	211		341		552	
General teaching competency	160.37	23.26	165.40	21.60	163.48	22.36
Interest in teaching	109.43	9.63	110.53	13.06	110.11	11.87
Emotional intelligence	119.75	15.56	124.02	16.94	122.39	16.55
Adjustment	83.72	9.66	83.74	11.38	83.73	10.74

Personality	43.68	6.51	45.61	6.57	44.87	6.61
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The results of the above table represents the Mean and SD of general teaching competency, interest in teaching, emotional intelligence, adjustment and personality scores of women student teachers by marital status. Further,

1. The mean of total general teaching competency scores of women student teachers is  $163.48 \pm 22.36$ , in which, the unmarried women student teachers have higher general teaching competency ( $165.40 \pm 21.60$ ) as compared to married women student teachers ( $160.37 \pm 23.26$ ).
2. The mean of total interest in teaching scores of women student teachers is  $110.11 \pm 11.87$ , in which, the unmarried women student teachers have higher interest in teaching ( $110.53 \pm 13.06$ ) as compared to married women student teachers ( $109.43 \pm 9.63$ ).
3. The mean of total emotional intelligence scores of women student teachers is  $122.39 \pm 16.55$ , in which, the unmarried women student teachers have higher emotional intelligence ( $124.02 \pm 16.94$ ) as compared to married women student teachers ( $119.75 \pm 15.56$ ).
4. The mean of total adjustment scores of women student teachers is  $83.73 \pm 10.74$ , in which, the unmarried women student teachers have higher adjustment ( $83.74 \pm 11.38$ ) as compared to married women student teachers ( $83.72 \pm 9.66$ ).
5. The mean of total personality scores of women student teachers is  $44.87 \pm 6.61$ , in which, the unmarried women student teachers have higher personality ( $45.61 \pm 6.57$ ) as compared to married women student teachers ( $43.68 \pm 6.51$ ).

Table: Mean and SD of general teaching competency, interest in teaching, emotional intelligence, adjustment and personality scores of women student teachers by castes

Variables	GM	OBC	SC/ST	Total
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	Mean	SD	Mean	SD	Mean	SD	Mean	SD
n	199		280		73		552	
General teaching competency	167.21	19.34	164.07	23.03	151.03	23.37	163.48	22.36
Interest in teaching	110.96	12.88	110.62	11.98	105.84	6.65	110.11	11.87
Emotional intelligence	123.01	16.71	123.66	16.96	115.82	12.73	122.39	16.55
Adjustment	83.55	10.60	84.23	10.97	82.32	10.23	83.73	10.74
Personality	45.64	6.43	45.44	6.49	40.60	5.98	44.87	6.61

The results of the above table represents the Mean and SD of general teaching competency, interest in teaching, emotional intelligence, adjustment and personality scores of women student teachers by castes. Further,

1. The mean of total general teaching competency scores of women student teachers is  $163.48 \pm 22.36$ , in which, the women student teachers belongs to GM caste have higher general teaching competency ( $167.21 \pm 19.34$ ) as compared to married women student teachers belongs to OBC caste ( $164.07 \pm 23.03$ ) followed by married women student teachers belongs to SC/ST caste ( $151.03 \pm 23.37$ ).
2. The mean of total interest in teaching scores of women student teachers is  $110.11 \pm 11.87$ , in which, the women student teachers belongs to GM caste have higher interest in teaching ( $110.96 \pm 12.88$ ) as compared to married women student teachers belongs to OBC caste ( $110.62 \pm 11.98$ ) followed by married women student teachers belongs to SC/ST caste ( $105.84 \pm 6.65$ ).

3. The mean of total emotional intelligence scores of women student teachers is  $122.39 \pm 16.55$ , in which, the women student teachers belongs to OBC caste have higher emotional intelligence ( $123.01 \pm 16.71$ ) as compared to married women student teachers belongs to GM caste ( $123.66 \pm 16.96$ ) followed by married women student teachers belongs to SC/ST caste ( $115.82 \pm 12.73$ ).
4. The mean of total adjustment scores of women student teachers is  $83.73 \pm 10.74$ , in which, the women student teachers belongs to OBC caste have higher adjustment ( $84.23 \pm 10.97$ ) as compared to married women student teachers belongs to GM caste ( $83.55 \pm 10.60$ ) followed by married women student teachers belongs to SC/ST caste ( $82.32 \pm 10.23$ ).
5. The mean of total personality scores of women student teachers is  $44.87 \pm 6.61$ , in which, the women student teachers belongs to GM caste have higher personality ( $45.64 \pm 6.43$ ) as compared to married women student teachers belongs to OBC caste ( $45.44 \pm 6.49$ ) followed by married women student teachers belongs to SC/ST caste ( $40.60 \pm 5.98$ ).

Table: Mean and SD of general teaching competency, interest in teaching, emotional intelligence, adjustment and personality scores of women student teachers by educational qualifications

Variables	Undergraduates		Postgraduates		Total	
	Mean	SD	Mean	SD	Mean	SD
n	256		296		552	
General teaching competency	160.09	22.36	166.41	21.98	163.48	22.36
Interest in teaching	109.72	10.01	110.45	13.28	110.11	11.87
Emotional intelligence	119.88	14.30	124.56	18.01	122.39	16.55
Adjustment	80.66	9.91	86.39	10.74	83.73	10.74

Personality	43.84	5.66	45.76	7.22	44.87	6.61
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The results of the above table represents the Mean and SD of general teaching competency, interest in teaching, emotional intelligence, adjustment and personality scores of women student teachers by educational qualifications. Further,

1. The mean of total general teaching competency scores of women student teachers is  $163.48 \pm 22.36$ , in which, the postgraduated women student teachers have higher general teaching competency ( $166.41 \pm 21.98$ ) as compared to under graduated women student teachers ( $160.09 \pm 22.36$ ).
2. The mean of total interest in teaching scores of women student teachers is  $110.11 \pm 11.87$ , in which, the postgraduated women student teachers have higher interest in teaching ( $110.45 \pm 13.28$ ) as compared to under graduated women student teachers ( $109.72 \pm 10.01$ ).
3. The mean of total emotional intelligence scores of women student teachers is  $122.39 \pm 16.55$ , in which, the postgraduated women student teachers have higher emotional intelligence ( $124.56 \pm 18.01$ ) as compared to under graduated women student teachers ( $119.88 \pm 14.30$ ).
4. The mean of total adjustment scores of women student teachers is  $83.73 \pm 10.74$ , in which, the postgraduated women student teachers have higher adjustment ( $86.39 \pm 10.74$ ) as compared to under graduated women student teachers ( $80.66 \pm 9.91$ ).
5. The mean of total personality scores of women student teachers is  $44.87 \pm 6.61$ , in which, the postgraduated women student teachers have higher personality ( $45.76 \pm 7.22$ ) as compared to under graduated women student teachers ( $43.84 \pm 5.66$ ).



Table: Mean and SD of general teaching competency, interest in teaching, emotional intelligence, adjustment and personality scores of women student teachers by types of managements

Variables	Government		Aided		Unaided		Total	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
n	161		187		204		552	
General teaching competency	144.95	22.82	170.29	17.50	171.85	16.75	163.48	22.36
Interest in teaching	100.84	10.93	113.66	10.27	114.17	9.75	110.11	11.87
Emotional intelligence	113.59	11.29	126.47	16.15	125.59	17.79	122.39	16.55
Adjustment	78.21	10.58	86.10	9.73	85.92	10.21	83.73	10.74
Personality	40.14	5.42	46.78	5.89	46.87	6.21	44.87	6.61

The results of the above table represents the Mean and SD of general teaching competency, interest in teaching, emotional intelligence, adjustment and personality scores of women student teachers by types of managements. Further,

1. The mean of total general teaching competency scores of women student teachers is  $163.48 \pm 22.36$ , in which, the women student teachers of unaided colleges have higher general teaching competency ( $171.85 \pm 16.75$ ) as compared to women student teachers of aided colleges ( $170.29 \pm 17.50$ ) followed by women student teachers of government colleges ( $144.95 \pm 22.82$ ).
2. The mean of total interest in teaching scores of women student teachers is  $110.11 \pm 11.87$ , in which, the women student teachers of unaided colleges have higher interest in teaching

(114.17±16.75) as compared to women student teachers of aided colleges (113.66±10.27) followed by women student teachers of government colleges (100.84±10.93).

3. The mean of total emotional intelligence scores of women student teachers is 122.39±16.55, in which, the women student teachers of unaided colleges have higher emotional intelligence (125.59±17.79) as compared to women student teachers of aided colleges (126.47±16.15) followed by women student teachers of government colleges (113.59±11.29).
4. The mean of total adjustment scores of women student teachers is 83.73±10.74, in which, the women student teachers of unaided colleges have higher adjustment (86.10±9.73) as compared to women student teachers of unaided colleges (85.92±10.21) followed by women student teachers of government colleges (78.21±10.58).
5. The mean of total personality scores of women student teachers is 44.87±6.61, in which, the women student teachers of unaided colleges have higher personality (46.87±6.21) as compared to women student teachers of aided colleges (46.78±5.89) followed by women student teachers of government colleges (40.14±5.42).

Table: Mean and SD of general teaching competency, interest in teaching, emotional intelligence, adjustment and personality scores of women student teachers by locations

Variables	Urban		Rural		Total	
	Mean	SD	Mean	SD	Mean	SD
n	272		280		552	
General teaching competency	168.74	24.86	158.36	18.27	163.48	22.36
Interest in teaching	113.03	14.34	107.28	7.87	110.11	11.87
Emotional intelligence	127.97	17.85	116.97	13.09	122.39	16.55
Adjustment	83.71	11.87	83.75	9.54	83.73	10.74

Personality	47.06	7.34	42.75	4.98	44.87	6.61
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The results of the above table represents the Mean and SD of general teaching competency, interest in teaching, emotional intelligence, adjustment and personality scores of women student teachers by types of managements. Further,

1. The mean of total general teaching competency scores of women student teachers is  $163.48 \pm 22.36$ , in which, the women student teachers of urban colleges have higher general teaching competency ( $168.74 \pm 24.86$ ) as compared to women student teachers of rural colleges ( $158.36 \pm 18.27$ ).
2. The mean of total interest in teaching scores of women student teachers is  $110.11 \pm 11.87$ , in which, the women student teachers of urban colleges have higher interest in teaching ( $113.03 \pm 14.34$ ) as compared to women student teachers of rural colleges ( $107.28 \pm 7.87$ ).
3. The mean of total emotional intelligence scores of women student teachers is  $122.39 \pm 16.55$ , in which, the women student teachers of urban colleges have higher emotional intelligence ( $127.97 \pm 17.85$ ) as compared to women student teachers of rural colleges ( $116.97 \pm 13.09$ ).
4. The mean of total adjustment scores of women student teachers is  $83.73 \pm 10.74$ , in which, the women student teachers of urban colleges have higher adjustment ( $83.71 \pm 11.87$ ) as compared to women student teachers of rural colleges ( $83.75 \pm 9.54$ ).
5. The mean of total adjustment scores of women student teachers is  $44.87 \pm 6.61$ , in which, the women student teachers of urban colleges have higher adjustment ( $47.06 \pm 7.34$ ) as compared to women student teachers of rural colleges ( $42.75 \pm 4.98$ ).

Table: Mean and SD of general teaching competency, interest in teaching, emotional intelligence, adjustment and personality scores of women student teachers by medium of study

Variables	Kannada medium	English medium	Total
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	Mean	SD	Mean	SD	Mean	SD
n	176		376		552	
General teaching competency	169.37	23.05	160.72	21.51	163.48	22.36
Interest in teaching	113.30	12.41	108.62	11.32	110.11	11.87
Emotional intelligence	123.59	21.31	121.83	13.76	122.39	16.55
Adjustment	85.00	12.13	83.14	9.99	83.73	10.74
Personality	47.07	6.36	43.84	6.48	44.87	6.61

The results of the above table represents the Mean and SD of general teaching competency, interest in teaching, emotional intelligence, adjustment and personality scores of women student teachers by medium of study. Further,

1. The mean of total general teaching competency scores of women student teachers is  $163.48 \pm 22.36$ , in which, the Kannada medium women student teachers have higher general teaching competency ( $169.37 \pm 23.05$ ) as compared to English medium women student teachers ( $160.72 \pm 21.51$ ).
2. The mean of total interest in teaching scores of women student teachers is  $110.11 \pm 11.87$ , in which, the Kannada medium women student teachers have higher interest in teaching ( $113.30 \pm 12.41$ ) as compared to English medium women student teachers ( $108.62 \pm 11.32$ ).
3. The mean of total emotional intelligence scores of women student teachers is  $122.39 \pm 16.55$ , in which, the Kannada medium women student teachers have higher emotional intelligence ( $123.59 \pm 21.31$ ) as compared to English medium women student teachers ( $121.83 \pm 13.76$ ).

4. The mean of total adjustment scores of women student teachers is  $83.73 \pm 10.74$ , in which, the Kannada medium women student teachers have higher adjustment ( $85.00 \pm 12.13$ ) as compared to English medium women student teachers ( $83.14 \pm 9.99$ ).
5. The mean of total personality scores of women student teachers is  $44.87 \pm 6.61$ , in which, the Kannada medium women student teachers have higher personality ( $47.07 \pm 6.36$ ) as compared to English medium women student teachers ( $43.84 \pm 6.48$ ).