

**A STUDY OF RELATIONSHIP AMONG
ATTITUDE, STUDY HABITS AND
ADJUSTMENT TOWARDS TEACHING
PROFESSION OF SELF-FINANCED
COLLEGE AND GOVERNMENT-AIDED
COLLEGE PUPIL TEACHERS**

**A Thesis Submitted to
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**Degree of Doctor of Philosophy
in
Education**

**by
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CERTIFICATE OF THE SUPERVISOR

This is to certify that the thesis, entitled **A study of relationship among attitude, study habits and adjustment towards the teaching profession of self-financed college and government-aided college pupil teachers** submitted by **Rashmi Singh** for the award of Degree of Doctor Philosophy by Babu Banarasi Das University, Lucknow is a record of authentic work carried out by her under my supervision. To the best of my/our knowledge, the matter embodied in this thesis is the original work of the candidate and has not been submitted elsewhere for the award of any other degree or diploma.

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I, hereby, declare that the work presented in this thesis, entitled **A study of relationship among attitude, study habits and adjustment towards the teaching profession of self-financed college and government-aided college pupil teachers** in fulfilment of the requirements for the award of Degree of Doctor of Philosophy of Babu Banarasi Das University, Lucknow is an authentic record of my own research work carried out under the supervision of **Dr. Ritu Sharma**. I also declare that the work embodied in the present thesis is my original work and has not been submitted by me for any other Degree or Diploma of any University or institution.

Date:

Name & Signature of the candidate

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PREFACE

Teacher education has attracted considerable attention. The centrality of teacher education to broader educational reform is well expressed in an Irish White Paper on Education “The capacity of the education system to cope with and lead change is critically dependent on developing the necessary attitudinal and professional competencies of the teaching profession”. New conception of where, how, by whom and for what, teachers should be trained have brought about a dramatic transformation of initial teacher education. For all those concerned with teacher education, these changes represent valuable opportunities. The new commitment to professional development that they imply, the demands for higher standards that they entail and the engagement of schools on a much wider scale than ever before, question the traditional assumptions and practices. For this prospect to be realized, however, it is essential that the present practices are subjected to serious critical scrutiny.

Thus the current research study was conducted to analyze the study of relationship among Attitude, Study Habits and Adjustment towards Teaching Profession of self financed college and government aided college pupil Teachers, the objective of any B.Ed. programme is to train and guide pupil teachers towards effective teaching. The aim is to facilitate learning experiences that may help our learner in developing proficiency in his area of interest and experiences. Teacher educator’s personality traits have a direct impact on the thought pattern, thinking and teaching capabilities and achievement of prospective teachers as teacher educators are like role models for pupil teachers, students seeking training and guidance them. After that they can become a good teacher in future.

Population of the present study includes the B.Ed. colleges of Chinhath, Indira Nagar, Chawh and Hazratganj locality in Lucknow city. A sample unit of 336 students (200 students from four Self financed college and 136 students from three government-aided B.Ed. colleges) was selected to carry out the present research study. To obtain an exact representative sample of B.Ed. students from the population, from both self financed college and Government-aided pupil teachers, random sampling technique was used. The research data was collected with the help of standardized tools like S.P Ahluwalia for Teachers Attitude, Palsane and Sharma for Study Habits and R.K Ojha for Adjustment for calculation of Self financed college and government aided college pupil teachers. The collected data was analyzed using mean, standard deviation, t-test and correlation and the hypotheses were tested at 0.05 level of significance.

On analyzing the data, significant difference is found in the attitude of self financed college and government aided college pupil teachers towards overall teaching profession belonging to different adjustment level. Significant difference is found in the study habits of self financed college and government aided college pupil teachers belonging to different adjustment level. Significant difference is found in the study habits of self financed college and government aided college pupil teachers having different attitude towards overall teaching profession. Significant correlation is found between self financed college and government aided college pupil teacher's attitude towards teaching profession and their adjustment. Significant correlation is found between study habit of self-financed and government-aided college pupil teachers and their adjustment. Significant correlation is found between attitude towards teaching profession and study habit among pupil teachers of self-financed and government-

aided colleges. No significant relationship was observed between any of the other variable.

Thus, from the analysis and interpretation of result we can draw the conclusion that Majority of the students seeking admission in the teacher training institutions do not hold a favourable attitude towards overall Teaching Profession. Maximum number of self financed college and government aided college pupil teachers possess average Study Habits. Self financed college and government aided college pupil teachers have a more favourable attitude towards Overall Teaching Profession and are more motivated towards learning besides being better note takers and better adjustable comparison to male self financed college and government aided college pupil teachers. Close relationship is found between attitude towards Overall Teaching Profession and Adjustment; between Study Habits and Adjustment and between attitude towards Overall Teaching Profession and Study Habits.

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CHAPTER-1

INTRODUCTION

The world of education exists in a universe of potentialities. In a society that demands that students know things, it is difficult for teachers to struggle beyond transmission to transformation. The term 'profession' is used in a variety of contexts and with a diversity of meanings. The connotations differ widely and some of the meanings are inconsistent with one another. Sometimes it is used to denote any calling or regular method of livelihood while some times the various callings are classified and the word 'profession' is used to refer to a particular category of calling or vocation. Therefore before considering teaching as a profession, it is necessary to clear what profession means.

According to Hoyle (1980: p 12) a profession is identified by certain criteria it entails, these criteria's may be enumerated as :

1. A profession is an occupation which performs a crucial social function.
2. The exercise of this function requires a considerable degree of skill.
3. This skill is exercised in situations which are not wholly routine, but in which new problems have to be handled.
4. The professional practitioner has to draw on a body of systematic knowledge.
5. The acquisition of this body of knowledge and the development of specific skills requires a lengthy period of higher education.
6. This period also involves the process of socialization into professional values.
7. The values are made explicit in a code of ethics.
8. The professional need to have the freedom to make their own judgement with regard to appropriate practice.
9. The organised profession should have a strong voice in shaping of relevant public policy, a large degree of control over the exercise of professional responsibilities and a high degree of autonomy in relation to the state.
10. Lengthy training, responsibility and client centeredness are necessarily rewarded by high prestige and a high level of remuneration.

THE TEACHING PROFESSION

In the words of Henry Von Dyke (p 147): "And what is teaching? Ah, there you have the worst paid and the best rewarded of all vocations. Dare not to enter it unless you

love it. For the vast majority of men and women it has no promise of wealth and fame, but they to whom it is dear for its own sake are among the nobility of mankind. I sing the praise of the unknown teacher, king of himself and leader of the mankind.

Standards of education in India, as in any other countries depend, above all, upon the quality and competence of teachers. Whatever means are adopted for improving education such as the reform of the examination system, the selection process, curricula and syllabuses, nothing can be achieved if the teachers concerned do not possess the necessary intellectual and professional ability.

UNESCO's Recommendation concerning the status of Teachers adopted by the special Inter-Governmental conference held in Paris on October, 5 1966, (p 48) declared- it should be recognized that the proper status of teachers and due public regards for the profession of teaching are of major importance for the full realization of educational objectives. Teaching should be regarded as a profession; it is a form of public service, which requires of teachers expert knowledge and specialized skills, acquired and maintained through rigorous and continuing study.

The foundation of the present is laid down on the past and the past, present and future constitute a continuum. The past possesses an enormous power of influencing the present and directing the course of events in future. This statement holds true for the teaching profession also.

Acquisition and dissemination of knowledge has been an integral part of human life and culture in India for centuries. In the ancient times, teaching was considered neither a vocation nor a profession. It was the natural duty or 'Swadharm' for a certain category of people. Teaching in ancient India was a special privilege and prerogative of the Brahmanical order, performed not for money but as a social obligation. The formal qualification and training of teachers being of recent origin have no trace in India or anywhere in the world. This however does not mean that there was no prerequisite or arrangement for training them. Very strict and stringent conditions were laid down for becoming a teacher. They were both moral as well as academic and both were equally emphasized.

Among academic and intellectual virtues, the most important was knowledge; sacred and secular. The skill of communication, art of correct pronunciation, method of

recitation, delivering lectures, putting questions, giving answers, clarity of thought and expression, ability to argue and reason, ready wit, presence of mind, mastery over anecdotes, examples and stories, power of discussion and debate to substantiate one's point of view and forming correct judgment were essential. They were also expected to be embodiment of morality and culture so that they might inspire their pupils by the qualities of their character.

With little or no change the system continued during the Buddhist period. Certain changes were introduced during the medieval period and the state support was withdrawn from Hindu educational institutions. The main characteristics of the profession, however, remain undisturbed.

The modern teaching profession in India is the creation of the raj to achieve its own end. A system of education alien to India was transplanted.

A new type of teacher emerged on the Indian scene. He was a state servant, appointed by the same and received prescribed salary. In course of time arrangement for the training of the teacher was made. In the training of the teachers, a little of educational psychology, principles of teaching, school organization and health education were included. Teachers were also given training how to teach school subjects. Trained teacher enjoyed higher salary, perks and prestige. The moral qualities so much valued by Indian tradition were altogether neglected.

The British government transplanted an alien system of education in India, which quite naturally transformed the quality and character of Indian education, culture and society. It was expected that the new government will put the house in order but nothing material except appointing few commissions whose recommendations were half- heartedly implemented, was done. The political interference in education increased. The bureaucracy became weak. The teaching community was prematurely over politicalised and unionised. Casteism and communalism which had an anti professional impact on education, increased.

The qualification for the recruitment of teacher has been enhanced. Up to a certain level degree and diploma in education have also become compulsory. The salary and other benefits have been increased since 1973. The promotional avenues have also been enlarged. One can think but there has been no change in the quality of teacher.

The same rejected and frustrated people have opted for the profession who do not because they were interested in it, but because they had no alternative. One can think of the plight of a profession in which the vast majority, in addition to being mentally or morally below the standard takes no interest in their work, exception being only a few.

Teaching community in India or elsewhere in the world whether it realizes or not is likely to face a great challenge in future. The revolution in computers, cybernetics and information technology has implications for teachers, Researches in genetics, molecular biology, biochemistry, physics, neurology and neuron-medicine, psychiatry and psychosomatic medicine are posing another kind of challenge for teachers. The use of memory and learning capsules can solve the problem of learning. Discoveries in these fields are taking place more quickly than in teacher education.

Teaching community has to accept the reality of a new situation- the explosion of student population, which transforms it from a homogenous group to a heterogeneous one, the explosion of knowledge and its accelerated speed along with super – specializations, which can make even the most up to date teacher outdated, explosion in the desire to acquire more knowledge qualitatively and quantitatively which demand more and more thorough preparation on the part of the teacher and the explosion in the means of acquiring knowledge which demand that if teachers has to justify his existence he has to prove himself more efficient in comparison to them. Students in future may not go to a teacher or a school for learning but for tracing to source of knowledge and learning. The prescriptive, immobile and static programme of teacher education should visualize the future trends and prepare itself for its new role.

Creating a dynamic learning environment wherein students are simulated, challenged and motivated to learn is an enviable task, which the modern teacher has to accomplish in the spirit of ‘know thyself’. Through radical reappraisal of aims and values a new synthesis in education has to emerge which can harmonize the ancient aim of the knowledge with the contemporary aim of global knowledge. Serious effort are required on the part of the teacher to shift from directed learning to initiated learning. The teacher in the changed social context instead of being an authority in the classroom has to empower student to assume the central stage by encouraging and

enabling them to be willing and active partners in the learning process. The technological tools today have greatly facilitated the work of the teacher. While the best of these tools can never replace the caring, inspiring and innovative teachers, the electronic media can however, dramatically raise the comprehension level of students, as well as make them aware of the implicational skills and problem solving techniques, provided the users can competently handle the modern gadgets, manage effectively the available information and master the higher order analytical and critical thinking skills. But the crux of the problem is that a teacher cannot transform someone else unless he/she himself/ herself undergoes transformation in favour of change and innovation.

There is therefore, urgent need to closely scrutinize both structure and content of teacher education to make it relevant to the changing needs as well as bringing in professionalism in the whole endeavour. Teacher education being an integral part of school system cannot remain conventional and static while education itself is dynamic in character. Therefore, it has to transform itself into a progressive, dynamic and responsive system.

Teaching is considered as the noblest profession in India and also outside India. The nation has a long tradition of imparting knowledge and wisdom in its own indigenous approach. Teaching profession is a body of erudite knowledge, a set of attitudes and a technique which is applied to the service of mankind through an educated group, it is an organized body of intellectual theory constantly expanding by research, it is an intellectual technique which has practical applications; it needs a long period of training and certification.

IN REFERENCE TO PUPIL TEACHERS

The contention that teachers are born, not made, can be true only in few rare cases. It is also not contended that training, by itself, is sure to make a good teacher. Teacher education is needed to kindle the imagination of the teacher and to remove the evils of the “hit and miss” process, to accord a professional status to the teaching profession and above all to make the optimum use of the time and energy of teacher and the taught.

The development of a nation along with a conscious and productive citizenry depends upon the standards of education. To a large extent, this depends on the standard of teachers, which in turn depends on the quality of teacher education programme. In India, the teacher training programs have passed through many stages to reach the present practice of the concept of 'teacher education'. The functions have been increased and diversified; the areas of research and development have been multiplied. There has been quantitative expansion and qualitative improvement of the institutes and programmes. Right from the setting up of first primary teacher training institutes in 1802 in Serampur, and the first women teacher training institute in 1828 in Calcutta, to the present diversification of roles by different agencies – both national and regional – the task has become more complicated, difficult and challenging.

Education has been defined as a process directed to the all round development of personality of the learner. It is indeed a lifelong process of equipping him/her with capabilities to continue to learn as well as to unlearn. True education, therefore is not to furnish a lot of information but to facilitate learning as well as unlearning and ultimately culminate into wisdom.

Within the specialized field of teaching and learning itself the growth of knowledge has assumed almost unmanageable proportions. Worldwide and instantaneous communication not only create awareness about the importance of teaching and learning but also expect far more from teachers. In India, teacher education is assuming greater importance in present times. This may be due to two factors: Firstly, teacher educators will be called upon to educate large number of teachers than ever before for meeting increased demand for various categories of teachers emanating from the policy of the government to provide universal, free and compulsory elementary education as well as highly subsidized secondary and senior secondary education to Indian citizens, Secondly, the teacher education sector will be under considerable pressure to provide teachers who are capable of imparting quality education. Thus, in turn calls for improvement in structure and organization of teacher education, building up of infrastructural facilities in teacher education institutions and reorientation of their education and training programmes.

IMPORTANCE OF EDUCATION FOR PUPIL TEACHERS

Teacher education is a professional preparation, in pedagogy. Of those who want to enter the profession of teaching.

Dictionary of Education – C.V. Good (1973: p 414), defines teacher education as “all formal and informal activities and experiences in the teaching that help to qualify a person to assume the responsibility as a member of the educational profession or to discharge his responsibility most effectively”.

Functions and Objectives of Teacher Education

The following are the main functions and objectives of teacher education.

- Teacher Training
- Better understanding of the students
- Building Confidence
- Methodology of teaching
- Developing proper study strategies
- Building a favourable attitude
- Familiarising with the latest in education
- Familiarising with school organization
- Creating social insight
- Improving standards
- Training for democracy

Present Scenario of Teacher Education

Globally, there is an overwhelming concern over the quality and relevance of education. Undoubtedly, quality of school education is its direct consequence and outcome of the quality of teachers and teacher education system. In this context, importance of quality of teachers in improving the quality of education is beyond question. Education Commission (1964-66: p 46) emphatically held the view, that, the quality, competence and character of teachers to be most significant factors, influencing the quality of education and its involvement to nationwide development. Yet, even in this century, the statement has remained a statement, with no well planned initiatives to develop a system of teacher preparation. Reforms suggested by

various commissions, committees, researches and educationists are on one side and the reality of teacher education, on the other.

Teacher education curriculum at present reflects the traditional concept of education, both in terms of its content organization, and instructional procedures used in the classroom conditions. The contemporary model of teacher education is static and unresponsive to the emerging challenges of the present time. A stagnant and static system of education cannot tolerate a dynamic teacher. An irrelevant system cannot permit a teacher to make teaching relevant to the needs of the present learners. Besides, the subject-oriented system of examination cannot create good opportunities for teachers who want to build integral personality of the learners. The syllabi places maximum premium on bookish knowledge, rather than help the teacher educators to develop the different skills of learning.

Making teachers professionally competent and committed to the cause is the responsibility of the teacher education system. In the preparation of secondary school teachers, the colleges of education are required to develop among the self financed college and government aided college pupil teachers, sound knowledge of the subject, effective classroom communication patterns, effective classroom management, effective and practical study strategies, attitudes, motivation and competence to apply knowledge and skills in a variety of school contexts.

ATTITUDE

CONCEPT AND MEANING

Attitude and beliefs predict behavioural intentions. Belief about an object leads to an attitude towards it that in turn leads to behavioural intentions regarding the object. These intentions are responsible for actual behaviour towards an object.

According to The Penguin Dictionary of Psychology (2000: p63) “Originally the term attitude was derived from the Latin ‘aptitude’ meaning fitness. Hence an attitude rendered one fit to engage in the performance of some task.”

In ethnology and comparative psychology it means intended action. In traditional personality and social psychology the term took on, for the first time, an explanatory role rather than merely a descriptive one. It is viewed as some internal effective

orientation that would explain the action of person. But contemporary usage generally entails several components namely cognitive (consciously held belief or opinion), affective (emotional tone or feeling), evaluative (positive or negative), and cognitive (disposition for action).

Attitude in Social Psychology is a predisposition to classify objects and events and to react to them with some degree of evaluative consistency, According to **The New Encyclopaedia Britannica** (p 678-688) “Attitudes are hypothetical constructs (i.e. they are inferred but not objectively observable) they are manifested in conscious experience, verbal reports, gross behaviour, and psychological symptoms. “

Encyclopaedia of Psychology and Education (2002 p 70) describes attitude as a term, which has been used to describe in a general way the reaction of subject upon any impression received from his environment. Used in this fashion it is sufficiently comprehensive to include feeling attention and other similar general phases of mental experiences. It refers also to bodily activities when these are directed towards given objects and thus serves the useful purpose of associating in discussion mental states with the bodily reactions, which they condition or by which they are themselves conditioned.

According to **Secord and Backman** (1969: p 136) attitude refers to “Certain regularities of an individual’s feelings thoughts and predispositions to act towards some aspects of his environment”. Feelings represent the affective, thoughts the cognitive, and predisposition to act the behavioural component of an attitude. Attitudes are evaluative i.e. they reflect a person’s tendency to feel think or behave in a positive or negative manner towards the object of the attitude. Attitudes can be held about the physical world around us , about hypothetical constructs and about other people.

The affective component of an attitude is reflected in a person’s physiological responses

(eg. blood pressure) in/or in what the person says about how they feel about the object of an attitude. The cognitive component refers to person’s perception of the object of the attitude and/or what the person says he/she believes about that object. The behavioural component is reflected by a person’s observable behaviour towards the object of the attitude and/or what they say about their behaviour towards it. In practice

the term “attitude” is usually taken to mean the cognitive and/or affective components. Behaviour is most often constructed as an outcome of attitude.

The concept of attitude arises from attempts to account for observed regularities in the behaviour of an individual person. The quality of one’s attitude is judged from the observable, evaluate responses he tends to make. While one might consult his inner experiences as evidence of his own attitudes, only his public behaviour can receive objective study. Thus investigation heavily depends on behavioural indexes of attitude. For example, on what people say or how they respond to questionnaire or any such psychological signs as change in heart rate

According to Hunter, Danes and Cohen (1984: p 1) “Attitude is an affective, evaluative and emotional response to some object”. Messages play the central role in simulating change and there are two major types of messages: external and internal. External messages are those transmitted from a source (speaker, medium, and advertiser) to a receiver (listeners or consumer). For external messages, there are two subtypes: explicit and probe. For the explicit message, the source attempts to define (or redefine) the affective responses to the object. For those probe messages, the source may not attempt to define (or redefine) the attitudinal objects. Internal messages are those transmitted within the mind of an individual receiver, they occur when a person merely “thinks” about an attitudinal object or sets of attitudinal objects. In all cases, the attitudinal message is viewed in terms of its affective evaluative or emotional meaning

Development of Attitude

According to **G.W. Allport**, attitudes are developed in four ways

Is the development of an attitude through accumulation of a large number of experiences over a long period of time, all of which influence the individual in a given direction?

Maybe describes as the splitting of a specific attitude for a more general one, as when an individual has an unfavourable attitude to the arithmetic as a result of his unfavourable attitude towards all school subjects.

It is due to an unusual, violent and painful experience, a child's attitude towards dentists may thus be quickly and forcefully moulded by the experience of having a tooth pulled.

The individuals merely follow the examples of friends, teachers, parents, newspaper and other opinion moulding agencies.

The development of attitude involves learning that their formation and maintenance are subject to the same principle and laws as those, which govern any other form of learning. Attitudes are learned when they satisfy a need. It is, therefore, understandable that differences in attitudes can be expected with differences in sex, age, socio-economic status and cultural and experiential background. Once developed and incorporated into the self-image, attitude forces the individuals to react in a way consistent with his present self-image.

Attitudes tend to develop incidentally, gradually and generally unconsciously. They arise as by-products of the experiences an individual undergoes.

Attitude towards Teaching Profession

Teaching is not simply a profession or a vocation; it is a rich source of enjoyment, especially for those who enter it, not by compulsion of circumstances but by considered and thoughtful choice. They who enjoy classroom teaching do not remain absent, they do not look for non-academic assignments and also, do not accept or expect pleasure poises /positions within or outside their institution. But what is the proposition of such teachers in our systems. An answer to this is partially given in the following remarks of the UGC annual report 1959-60 (p-2).” Many of the able graduates coming out of the universities are tuned away from the teaching profession by the more attractive salaries offered by the commercial houses and also by the relatively salaries and opportunities in the superior services of the government. In consequence, the teaching profession attracts only two types of university men, One of those consists of young graduates who have genuine love for teaching and research and who are, from the spirit of idealism, decide to adapt teaching as their profession. The second consists of a large number of students of average merit who fail to get into more lucrative positions and enter the teaching profession not so much by choice and

by the force of circumstances. The first type is rare and the ranks of the teaching profession tend to be largely filled by the second type.”

Changing Attitude

Attitude development is an integral part of school education. The objective can only be fulfilled when the teacher themselves have the right attitude. Given the present scenario of B. Ed institution, attitude development/change is required for self financed college and government aided college pupil teachers themselves, before they can foster right attitude in their students. Love for educational process, students, fellow teacher's schools and society needs to be developed in the self financed college and government aided college pupil teachers. Attitude change is aimed at changing behaviour and/or the behavioural component of attitudes.

Factors Determining Attitude Change

A) Communicator credibility:

The credibility of a communicator rests on his/her expertness and trustworthiness as perceived by the person on the receiving end of the communication. Expertness concern how much the communicator knows about the subject of the communication. Trustworthiness usually depends mainly on whether the communicator has a record of honesty, and on whether he/she appears to be as arguing against his/her own interests

B) Communicator attractiveness:

The power of attractiveness may well rest on the desire of the receiver of the message to be like the communicator.

C) Extremity of message:

The larger the change advocated, greater the option or attitude changes.

D) One-Sided vs Two-Sided arguments:

Better-educated men are influenced less by the one sided than by the two-sided presentation. Persons, who value their own independence of judgement and their own intellectual competence, view the acceptance of the one-sided communication as incompatible with maintaining self-esteem. But one-sided

arguments allow the individual more time to contemplate the arguments they receive. The need to decide the relative merits of two sides of an unfamiliar issue, leads people to concentrate on receiving the message at the expenses of thinking about its implications in details

E) Use Of Fear:

Change in attitude and behaviour is inversely related to the intensity of fear arousal. Some psychologists argue that what matters are giving people an effective method of avoiding the fate they are afraid of. Without this fear arousal makes people “switch off”.

Situations in which attitude change takes place

- Group vs. Individual
- Commitment in public, or private
- The effect of the group

STUDY HABITS

Concept and Meaning

According to **Smith and Associates** (1990: p 345) “To teach is to be automatically involved in leaning to learn”. The tools accumulated over a period of time that are used in order to learn anything constitute the study habits or individuals. The word study habit is made up of two words: study and habit. As it is well said study can be changed but habit cannot.

According to **Oxford Advanced Learner’s Dictionary of Current English** (2002: p 1292) “Study is the activity of learning or gaining knowledge, either from books or by examining then in the world”. The study not only involves formal observation or reading but any informal way of proceeding knowledge and content that enhance learning.

According to **Funk and Wagnalls Standard Desk Dictionary** (1984: p 288) “Habit is moral or mental disposition. It is an act or practice so frequently repeated as to become almost automatic”. Doing anything for later period of time in repetition becomes habit.

Thus study activities are those activities that are unconsciously performed by a learner during the learning process.

According to R.E. Mayer (1995: p 434) “Study habits and strategies refer to activities carried out by a learner during the learning process for the purpose of improving learning. “This definition has three components concerning the what, when and why of study habits and strategies, respectively. First study habits and strategies are behaviour that the learner produces. Second they occur at the time of learning. Third, they are intended as aids to learning.

For students including children in elementary school, youngsters in secondary school and adults in college or training programmes learning from teacher and book became a dominant activity in their lives .They are expected to become professional learners, but they are rarely giving any training in how to learn. In spite of the importance, study habits and strategies often remain part of the curriculum material that is not heavily taught but the students are expected to learn. Successful student somehow acquire study strategies even though strategy instruction has not been incorporated into the curriculum on a large scale.

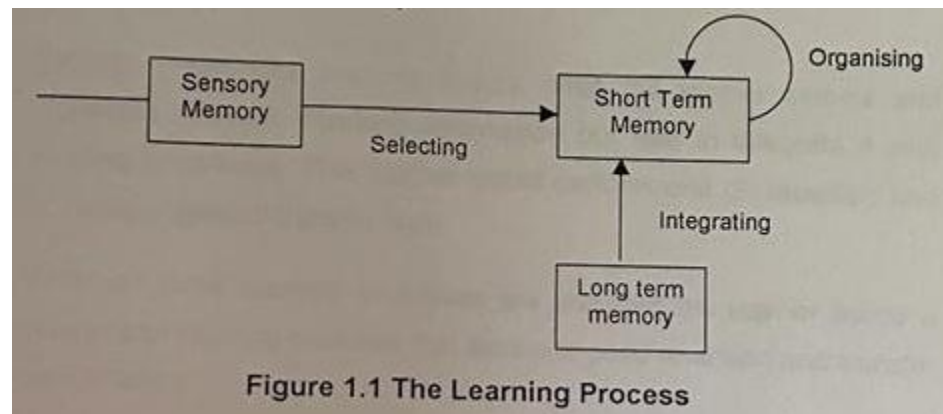
Each student brings learning experience and strategies accumulated over a lifetime called their “toolbox”. Some have more tools than others, some have faulty or rusty tools, while other have tools that no longer work. Underlying most research on how children choose strategies is the plausible belief that they consider task demands and available strategies and then randomly chooses which strategy to use. The simulation learns a great deal though its experience with strategies and problems. As it gains experience, it produces faster and more accurate performance, more frequent use of retrieval, less frequent use of counting from one and closer fitting of when strategies are used to their advantages and disadvantages on each problem. Backup strategies shape acquisition of problem specific knowledge and problem specific knowledge influence which strategies are chosen.

Acquisition processing and utilization of information depend on the availability of certain skills (learned or innate)and on an appropriate vocabulary and conceptual framework – in the mind of the information gatherer-within which the newly accessed information can find its natural and proper place. As the collage teacher moves towards gaining the goals of effective teaching, he become aware of the fact that

students adopt several ways of learning the subject matters taught. Individual differences among college students are also reflected in this respect. There are students who have regular study habits are used to note taking lectures and while doing reference work and similar activities, exhibit a systematic approach to the learning process. In contrast, there are other students who study occasionally but manage to complete their courses regardless of the depth of knowledge gained reflected upon and utilized.

The Learning Process for knowledge Enhancement

Study habits are a form of habit motives which because of their self-sustaining nature are the major importance in determining the effectiveness of learners' effort,



In the learning process, a stimulus received through sensory memory(SM) moves to short term memory (STM) and this is the process of selecting relevant information such as paying attention to the important principles stated in textbook lessons. This process is describes as focusing attention or selective encoding. From short-term memory (STM), the selected material goes back into the short term memory and this refers to the process of organising the incoming information, such as noting down that one event is the cause of another event. The cognitive activity is known as building internal connections or sensitive combinations. Finally the learnt material moves from short term memory to long term memory (LTM), and this refers to the process of integrating incoming information with existing relevant knowledge in long term memory such as relating a lesson or radar to one's existing knowledge about a bail bouncing off a wall. This is referred to as building external connections or selective comparisons.

There are four possible learning outcomes.

- i. If the learner fails to select relevant information, no learning will occur. Consequently, the students will perform poorly both on retention tests, which cover the presented material and transfer tests, which require applying the material in new situations.
- ii. If the learner pays attention to the material but does not work on organising it then non-meaningful learning will occur. In this case, the student would be expected to perform well on retention tests but poorly on transfer tests.
- iii. Partially meaningful learning occurs when the learners selects and organizes relevant incoming information but fails to integrate it with existing knowledge. This learner would perform well on retention and on certain types of transfer tests.
- iv. When all three learners processes are engaged the learners builds a meaningful learning outcome that supports good retention and transfer performance.

Study habits and strategies are intended to check and guide one's cognitive processes during learning. A self-directed learner possesses appropriate study strategies and uses them at the appropriate times and phases during learning. Knowing when to use or modify use of a study strategy is a kind of met cognitive skill.

Strategies to Enhance Learning Habits

There are various “tools of the trade” which a learner should know and learn to use as early as possible.

1. Previous knowledge as a Tool for Present

Whatever they have gained in the past work as learning to references they make college information, preserve and retrieve the information and material as and when required. Following skills constitute the reference skill.

1. Use of Dictionary – A dictionary is a compendium of words that are part of a language. A dictionary can be put to use for. Word reference, Connotations and extensions of words, Levels of meanings and lexical homonymy, Word – etymology, Exact usage, Cross-reference between synonymous and homophonous words, Vocabulary enrichment

2. Use of Encyclopaedias and Year Book – An encyclopaedia is a compendium of information of a well-defined kind. Encyclopaedia contains classified information, which can be used to obtain.

Component analysis of all conceivable systems that scholars have been able to classify for the purpose of research and study

Facts about places of historical, cultural and political importance

Facts about historical events those are otherwise not accessible easily

General information about all discipline

The yearbook is a compendium of facts, figures and classified information relevant to the current year as well as general facts, figures and information of a general type.

Year Book can be used to obtain information on

Political events, political leaders, Current and past sports events, National life, Geographical and astronomical facts and Nobel Prize winners and winners of all international awards.

2. Development of Habit of Writing

Writing habit is considered the best of assimilation of content, Reorganizing are listen to lectures, Schematisation of the material to do meaningful recording.

Simultaneous listening and recording (writing) ability, the ability to shift from the talk the central points and leave out details, to keep in mind the overall content of the talk, The ability to work out further details later establishing a link between the content listened to and the material recorded on paper.

Written expression is the ability to construct a discourse in writing. Writing is a basic language skill. It is important not only to know how to do ordinary writing in good language but also how to do original and creative writing of at least elementary kind.

3. Development of Habits of Studying Tables and Graphs

Tables and graphs depict even that which 100 words in the text message may not convey. Thus tables and graphs wherever provided should be thoroughly studied. A summary graph or table is often worth several pages of explanatory material.

Learner become: Active, Confident, Reflective, Self-aware learner, Flexible, In control, Employs broad repertoire of study habits and strategies, Learns holistically, Open to new experiences / unfamiliar ideas, Identifies and evaluates rules governing

attitudes / behaviour, Knows rights as consumer of education, Negotiates educational bureaucracies smoothly, Sometimes advocates institutional reform

Adjustment

Concept and Meaning

It is the process where, people try to beat stability between his/her requirements (need, desires, and urges) and changing life situations. Adjustment is the degree of health between the anxiety from environment and a personality's capability to meet those anxiety successfully. The level of adjustment achieved by a person and the level of mental health attained by a people go hand in hand. Adjustment is found to be a multiple determined phenomenon. Studies show that several factors contribute to the degree of adjustment among individuals. Education researchers have shown keen interest in this area. The life conditions also influence the degree of adjustment. Researchers have found the relationship between hosts of psychological variables with adjustment. In the teaching profession, there is an ardent requirement that a teacher should possess teaching aptitudes which enable him or her to work towards achieving the highest satisfaction levels. It is also necessary for a teacher to have the ability to adjust to the teaching profession and to be able to deal with various circumstances. Teacher Adjustment can be said to be a continuous process by which a teacher varies his or her behaviour to generate a harmonious relationship between oneself and the work environment which comprises of the students, colleagues and the school administration. Teacher Adjustment greatly depends on the prowess possessed by a teacher and also to a great extent relies on a proper and conducive teaching environment. A well-adjusted teacher is an asset to any institution, particularly when it comes to dealing with students at secondary levels. It enables a teacher to discharge the teaching procedures effectively and contribute towards a joyful teaching learning set up.

Though teaching is not a preferred option for young graduates and postgraduates throughout the world, the situation is still worse in India where many young people take up teaching job to use it as a "stepping stone" for a "better job". But getting an alternative job is also not an easy task in view of a grave shortage of employment opportunities and the current socio-economic conditions. Therefore, disinterested people stay on the job for longer periods and continue harming the system. However,

such teachers are easily identifiable in any educational institution as they normally exhibit the following behaviour pattern.

- 1) Always trying to take up the smallest possible teaching work in terms of number of periods per weeks.
- 2) Not making adequate preparation before entering their class for delivering lectures, not to talk of devising or trying innovative methods of teaching.
- 3) Usually entering the classroom for teaching at least 10 to 15 minutes late.
- 4) Discouraging students questioning in the classroom in the name of strict discipline.
- 5) Always showing jealousy towards the popular/good teachers.
- 6) Tending to avail all kinds of long leave facilities and keeping a detailed account of all public holidays during the academic session.
- 7) Attaching more importance to extra academic remunerative work than to formal classroom teaching and research.
- 8) Avoiding direct or indirect involvement in research activities and criticize the research work conducted/supervised by others.
- 9) Involving themselves deeply in the teacher-politics, contesting election of unions/associations or university bodies frequently and trying to use such political platform to their personal advantage.
- 10) Associating themselves with one or more of the pressure groups in the university using it for promotions and other academic benefits.
- 11) Always looking for opportunities to impress the administration by their apparently showy but deceptive behaviour.

Affecting Factors of Adjustment

Many factors or reasons work together to determine academic adjustment success/failure of an individual. These factors play a crucial role in determining the adjustment level of an individual. They may be summarised as follows: Academic Adjustment, Cultural, Emotional well-being, Health and Social.

NEED OF THE STUDY

It has been aptly remarked, if you educate a boy, you educate one individual; but if you educate a girl, you educate the whole family and if you educate a teacher, you educate the whole community.

One of the basic truths in education is that the quality of education depends largely upon the quality of the teacher. Whether the teacher be seated at one end of the proverbial log with the student perched at the other end uncomfortable position for both of them – or whether the teacher is in the best equipped room of a most up-to-date school; whether the teacher is a person or whether the ‘teacher’ is a programmed textbook, it is unlikely that the students will get a superior education unless the teacher is superior. With good leadership and appropriate teaching learning aids, the teacher’s effectiveness can be enhanced; but the most ingenious plans of inspired administrators and the best array of instructional devices are of little avail if the teachers ignorant, unskilled or indifferent.

No scheme of education can get higher above the level of teachers. The success of all our efforts depends largely on the type of professional education we provide to the teachers. In this connection it has been rightly observed by the Education Commission “Investment in teacher education can yield rich dividends because the financial resources required are small when measured against the resulting improvements in the education of millions”. Looking back nostalgically, at the past, is seen as the days in which all the students were ambitious and all teachers were great. There is no gain saying the fact, however that though many teachers in the past were capable and a few were even great, on the average they were as not well prepared for teaching as are the average teachers today.

Since teacher education by definition, is concerned to bring about learning by pupil teacher, research to give us an insight of pupil teachers learning must be among the most important kinds of teacher education research.

It is assumed that the teachers are well versed in the academic area in which they are teaching. Of course they must understand the psychological, and the philosophical foundation of education, that they most effective ways of helping their students to learn. But the reality is entirely different.

No concrete steps are taken to fulfil these assumptions. In recent years, national, state and local policymaker and educators have launched efforts to improve education by creating a fundamental shift in what children learn and how they them do so. Teachers are necessarily at the centre of reform, for they must carry out the demands of high standards in the classroom. Thus, the success of ambitious education reform initiatives hinges, in large part on the learning skills and proper attitude of teachers. As a result, teacher professional development is a major focus of systematic reform initiatives.

On talking to average parents it is seen that they say, that there is practically no teaching in the school and so the child should be provided with private tuitions. Probably the same reply will be expected from the head of the educational institution. Even if some teachers teach that is more or less mechanical. Ask the students; a good number of them will tell that they do not like school. All these situations reveal that a good number of teachers are not interested to teach; they do not love the students. On asking them, they will further add that they have joined this profession as there was no other alternative. If this is the state of affairs with teachers, what type of learning can be expected from the children?

First- rate teachers emerge from the teacher education institution but when they go back to schools they do not teach well. They throw all their teaching skill to the dustbin immediately after acquiring the training certificate. It so seems that all efforts to produce effective teachers are in vain if note of the attitude of pupil teachers towards teaching profession is not taken into account.

Characteristics are conducive to adoption of a particular profession and teaching is no exception. The present research attempts to find out the characteristics in an individual that play their role in shaping him / her for the teaching job? It is needed to plan research so as to find out “how can students be helped to develop proper attitude towards teaching profession and correct study habits and skills conducive to lifelong learning.

Therefore the proposed study describe to the attitude of pupil teachers towards teaching profession, their study habits and adjustment in self financed college and government aided college pupil teachers examination.

Statement of the Problem

The present study has been purposely permitted as,

“A study of relationship among Attitude, Study Habit and Adjustment towards Teaching Profession of Self-financed College and Government- Aided College Pupil Teachers”.

OPERATIONAL DEFINITIONS

1. Attitude towards Teaching Profession

Refers to the patterns of behaviour, which predisposes an individual to act in a specific way towards teaching profession in totally and in context to certain specific areas as Teaching Profession, Classroom Teaching, Child Centred Practices, Educational Process, Pupils and Teachers

It refers to a state of mental and neural readiness planned through experience exerting an ordinance and self motivated efficacy upon the individual's response to all objects and situations related to the teaching profession.

2. Study Habits

Learning is a complex task and there is no one learning method, which is best for all combination of learners and learning material. There are however certain general rules which tend to make for effective learning. Each student brings these learning experiences and strategies accumulated over a lifetime. These strategies form the study habits of an individual. The study habits of an individual are studied under following heads: Budgeting Time, Physical Conditions for Study, Reading Ability, Note Taking, Learning Motivation, Memory, Taking Examination, under the taking examination Preparation for Examination or Use of Examination Results will come and Health. The study habits determine the effectiveness of a learner's effort.

3. Adjustment

Teacher Adjustment can be said to be a continuous process by which a teacher varies his or her behaviour to generate a harmonious relationship between oneself and the work environment which comprises of the students, colleagues and the school administration.

Research Questions

This study aims to determine A study of relationship among attitude, study habits and adjustment towards teaching profession of self financed college and government aided college pupil teachers.

Specifically, this study will seek to answer the following questions:

1. What are the teachers' attitudes towards Teaching Profession at college Level?
2. Is there any significant difference in the Study Habits of self-financed college and government aided college pupil teachers towards teaching profession?
3. What is the level of adjustment of the students in self financed college and government aided colleges?

OBJECTIVES

On the basis of study the following objectives is formulated–

1. To study the attitude of self-financed college and government aided college pupil teachers towards Teaching Profession.
2. To study the study habits of self-financed college and government aided college pupil teachers.
3. To study the Adjustment of self-financed college and government aided college pupil teachers.
4. To study the relationship between Attitude of self-financed college and government aided college pupil teachers towards Teaching Profession and their Adjustment.
5. To study the relationship between Study Habits of self-financed college and government aided college pupil teachers and their Adjustment.
6. To study the relationship between Attitude of self-financed college and government aided college pupil teachers towards Teaching Profession and their Study Habits.

HYPOTHESIS

On the basis of the objectives of the study following hypothesis is formulated:

1. There will be no significant difference in the attitude of self-financed college and government aided college pupil teachers towards overall teaching profession belonging to different Adjustment level.
2. There will be no significant difference in the Study Habits of self-financed college and government aided college pupil teachers belonging to different Adjustment level.
3. There will be no significant difference in the Study Habits of self-financed college and government aided college pupil teachers having different attitude towards overall Teaching Profession.
4. There will be no significant relationship between attitude of self-financed college and government aided college pupil teachers towards overall teaching profession and their adjustment.
5. There will be no significant relationship between Study Habits of self-financed college and government aided college pupil teachers and their Adjustment.
6. There will be no significant relationship between attitude of self-financed college and government aided college pupil teachers towards overall teaching profession and their study habits.

DELIMITATIONS

Through sincere efforts were made to remove all shortcomings in the research work, certain delimitations inherent in the study are

- The sample of Self financed college and Government Aided college pupil teachers was confined to the seven teacher training institutions associated with Lucknow University.
- This study has been delimited to B.Ed students only.
- This study has been delimited to 336 students.
- This study has been delimited to only three variables of i.e, Attitude, Study Habits and Adjustment.
- For this study researcher had used three dependent variables i.e, Attitude, Study Habits and Adjustment.
- For these variables I has been used three tools i.e, S.P Ahluwalia for Attitude, M.N Palsane and Sharma for Study Habits and Dr. R.K Ojha for Adjustment.
- This study has been delimited to Lucknow area only.

This chapter deals with the introduction of the variables along with statement of the problem, operational definitions of the terms used, objectives and hypotheses. Review of related literature is discussed in second chapter. Method and procedure adopted for the research is discussed in the third chapter. Fourth chapter deals with the details of the standardization of the tool for the present research and analysis and interpretation of the data and the results have been presented consecutively in this chapter. Fifth chapter, being the last chapter, comprises of the summary and conclusions. References and appendices give support at the end of the study.



CHAPTER-2

REVIEW OF RELATED LITERATURE

The phase Review and literature consists of two words: Review and literature. The term ‘Review’ means to organize the knowledge of specific area of research to evolve an edifice of knowledge to show that the proposed study would be an addition of this field and the term ‘Literature’ refers to the knowledge to show that the proposed study would be an addition to this field and the term literature refers to the knowledge of a particular area of investigation of any discipline that includes theoretical, practical and its research studies. The task of review of literature is highly creative and tedious because the researcher has to synthesize the available knowledge of field in unique way to provide the rational for his study.

Purpose of Review of Related Literature

For any investigator, the study of literature related to his/her field of current investigation is essential in order to bring clarity and focus to the research problem and broaden the knowledge base in the research area. Such a review serves the following purposes.

- i. To show whether the evidence already available solves the problem adequately without further investigation and thus avoid the risk of duplication,
- ii. To provide ideas, theories, explanations of hypotheses valuable in formulating the problem.
- iii. To suggest methods of research appropriate to the problem.
- iv. To locate comparative data useful in the interpretation of result and 45
- v. To contribute to the general scholarship of the investigator. Therefore, the investigator went through the surveys of educational researches and educational journals available and prepared an abstract of review as presented in the succeeding paragraphs.

STUDIES RELATED TO ATTITUDE

Yildiz, M., & Kizltas, Y. (2019) undertook an investigation, “On the attitudes of students of secondary schools toward school and reading: A comparison in terms of mother tongue, gender and class level”. The purpose of this study was an to know the

connection in between the attitudes of class 5th, class 6th, class 7th and class 8th students towards the school and reading and also to know the impact of class, mother tongue and gender on attitude towards school and reading. The data were collected from the total sample of 513 students and the sample was bifurcated as 235 female and 278 male students who were attending the secondary level schools of Van provenance of Turkey. However, the findings of the results shown that a considerable relation between the “attitude towards school and attitude towards readings” the findings further shows the difference on the bases of gender. The female students were having more positive attitude towards school as compared to the male students.

Lutfi UREDI (2018) performed a research on Investigating the Relationship between Job Satisfaction Levels of the Teachers in Educational Institutions and Their Attitudes towards Teaching Profession. The main objective of the study was to investigate the relationship between job satisfaction levels of the teachers in educational institutions and their attitudes towards teaching profession. Relational screening model as one of the quantitative method was adopted for this study. 108 elementary teachers were selected for the study. The major findings of the study reveal that A negative weak relationship was found between job satisfaction levels and attitudes of the teachers in educational institutions towards teaching profession.

Audu, A., Ali, D. G., & Pur, H. J. (2017) designed a study in order to determine “effect of group counselling on attitude of senior students of secondary schools’ towards schooling in federal government college Maiduguri, Borno state Nigeria”. 356 college students constitute the sample. However, results of the investigation showed that group counselling is having definite effects up on the attitude towards schooling of students of secondary schools while as the results also revealed that gender does not affects the attitude towards schooling of secondary level students.

Elina Soibamcha (2016) carried out a research on Attitude of Teachers towards Teaching Profession. The objectives of the study were 1. Teacher’s educational qualifications and attitudes towards teaching profession are independent. 2. Age has nothing to do with attitudes towards teaching profession. The survey method was adopted for the study. the sample consists of 150 teachers in Imphal west district. The results of the study indicated that those teachers’ educational unfavourable attitudes towards teaching profession, as the p-value were 0.678 and 0.971 respectively.

However, more qualified teachers (59%) seemed to be having more positive attitudes than the less qualified teachers (41%). Similarly, younger teachers appear to possess more positive attitudes (59%) than that of the older teachers (41%).

Debdas Sarkar and Santosh Kumar Behera (2016) carried out a research on Attitude of College Teachers towards Teaching Profession. The objectives of the study to ascertain the attitude of college teachers towards teaching profession in Cooch Behar District of West Bengal.. Normative survey method was adopted for the study. The sample consists of 180 teachers. The major findings of the study reveals that attitude of College teachers of Cooch Behar district of West Bengal is neither more favourable nor unfavourable towards Teaching Profession i.e., satisfactory or average in attitude towards Teaching Profession.

Thilakan,Sindhu.(2015),found that there was no difference in the attitude of teachers in aided and unaided schools with reference to gender, experience, academic qualification, pay-scale and level of education.

Gunjal (2014) studied the influence of practice teaching on self-concept, emotional adjustment and attitude towards teaching profession of secondary school teacher trainees of Kerala state. The objectives of the study were to find out whether practice teaching has any influence upon the self-concept, emotional adjustment and attitude towards teaching profession of secondary school teacher trainees. The study is experimental with single group pre-test – post-test design. The sample was drawn from the population of secondary school teacher trainees from different teacher education colleges of three universities of Kerala. Stratified random sampling technique was adopted for the selection of 501 samples. Tools used were: Self-Concept Scale, Emotional Adjustment Scale, Teacher Attitude Scale and Socio-Economic Status Scale. The t-test and ANOVA were employed to know the significant difference between mean scores. It was found that practice teaching was not promoting the self-concept of secondary school teacher trainees. Practice teaching had significant, positive influence on emotional adjustment and attitude towards teaching profession of Secondary school teacher trainees.

Mohammad Iqbal Mattoo & Tariq Abdullah Bicho.(2013), examined the attitude of secondary school teachers towards teaching with special reference to rural and urban background.” . The concept of attitude has been at length discussed by various

social psychologists. Attitude determines and guides man's social behaviour. An attitude may be defined as the degree of positive and negative effect associated with some psychological object (Thurstone, 1936). An individual who has positive effect or feeling associated with some psychological object is said to have a favourable attitude and who has associated negative effect or feeling would be said to have an unfavourable attitude. Teachers are said to possess different attitudes towards teaching. No doubt, attitudes depend upon: school, colleagues, children, value systems, views of life. Attitudes are always tied up with insights and interpretations; and opinions as well as actions. An attitudinal change can be produced in the learner through teaching. This is accordingly interwoven with positive or negative attitude of teacher towards the pupils, the profession, classroom activities and the administration. The modern concept emphasizes the expected behavioural outcomes. Since attitude is a psychological process, it combines beliefs, concepts, motives, values, opinions habits and traits, so it has tremendous impact on pupils. Teachers with favourable attitude can successfully develop positive attitude among children.

Rose ongoloAkusa, Patricia Wambugu, ZephaniaAnditi (2013) studied effects of computer based cooperative learning methods on student's achievement in English grammar in secondary school in Njoro district Nakuru country Kenya, Solomon four group design under quasi experimental research method was used in this study with pre test-post test design. A total 176 students were selected in this study. Purposive sampling technique was used. Data was analyzed using one-way ANOVA and ANCOVA. The result showed that there was no significant difference in the Pre-test score on EAT between E1 and C1. The post test scores showed that there was significant difference after the treatment.

Zambare, M, Shobhana (2012) carried out the research on "A comparative study of Emotional competency and Teacher Attitude of B.Ed trainees towards teaching profession". The main objective of the study was 1. to find out if there is any correlation between emotional competency scores and attitude towards teaching profession of teacher trainees. 2. To find out the significant differences, if any, in the attitude towards teaching profession of B.Ed trainees in terms of their sex, subject and locality. Normative survey was adopted for the study. The findings of the study were here exists a significant relationship between emotional competency and attitude towards teaching profession of B.Ed trainees. 2. There exists a significant difference

in the mean scores of emotional competence between male 60 and female. 3. There exists a significant difference in the mean scores of emotional competency between urban and rural. 4. There exists a non significance difference in the mean scores in attitude towards teaching profession between male and female, arts and science and urban and rural B.Ed trainees.

Dr. N.S.Mumthas (2012) performed a research on “Attitude towards teaching before and after B.Ed programme” aimed at finding out and comparing the attitude towards teaching of student teachers before and after undergoing teacher training. The objectives of the study were 1. There is no significant difference in the Mean pretest scores of Attitude towards teaching of student- teachers between the relevant sub-samples based on a. gender, (b) marital status,(c) educational qualification, and (d) level of achievement 2. There is significant difference between the Mean pretest and posttest scores of Attitude towards Teaching of student-teachers in the total sample and the relevant sub-samples. 3. There is significant difference in the Mean posttest scores of Attitude towards Teaching of studentteachers between the relevant sub-samples. The sample consists of 191 B.Ed student teachers studying under Calicut university, Kerala. The major findings of the study reveals that the teacher education programs fail to eradicate gender-based, qualification-based and achievement-based differences in attitude towards teaching.

Shaukat Hussain, Riasat Ali, Saeed Khan.M, Muhammad Ramzan and Zagham.M (2011) examined the Attitude of secondary school teachers towards teaching profession. Major Objective: The main aim of study was to measure the attitude of secondary school teachers towards their teaching profession (ASTTP). Method Adopted: This study was descriptive in nature and conducted to measure the attitude of secondary school teachers towards teaching profession. All the secondary school teachers, teaching at secondary level in district Multan constituted the population of the study. It was not possible for the researcher to visit all the respondents individually. Therefore the sample was drawn from the population Major Findings: (i) It was revealed that the scores of females on ASTTP ($M = 201$, $SD = 12.9$) was significantly higher than male teachers ($M = 187$, $SD = 16.3$). (ii) It was found that the scores of public sector teachers on ASTTP ($M=213$, $SD= 41.8$) was significantly higher than private sector teachers ($M=175$, $SD=13.6$). (iii) It was found

that the scores of rural teachers on ASTTP ($M = 227$, $SD = 45.8$) was significantly higher than urban secondary teachers ($M = 161$, $SD = 23.4$).

Anil Ambasana (2011) conducted a study on University Teachers' Attitude towards Professionalism. The Objectives of the study: (i) To know the attitude of teachers working in four/five star universities towards professionalism. (ii) To find out whether there is any significant difference in attitude of teachers towards professionalism with respect to the gender and discipline. (iii) To find out the effect of teaching experience of teachers on their attitude towards professionalism. (iv) To check whether there is any significant difference in attitudes towards professionalism of teachers so far as professional and non-professional courses are concerned. Survey method was adopted for this study. The purpose was to study the entire population of the teachers. But at the time of data collection, 86 teachers were 62 available. Thus the sample size was of 86 teachers among whom 70 were male teachers and 16 were female teachers. The results reveals that: (i) There was no difference between attitudes towards professionalism so far as gender of the teachers was concerned. (ii) There was no significant difference in mean professional attitude indexes of teachers working in social science faculty, science faculty and in the faculty of linguistics. (iii) There was no significant difference in mean professional attitude indexes of teachers having different levels of teaching experiences. The teachers working for 16 to 20 years had higher attitude towards professionalism than the teachers working for the five years or less than five years. (iv) There was no significant difference in mean professional attitude indexes of teachers of professional courses.

Nwanekezi. A.U, Okoli. N.J and Sam A. Mezieobi. (2011) conducted a research on Attitude of student teachers towards teaching practice in the University of Port Harcourt, Rivers State, Nigeria. Major Objectives: (i) To determine the attitude of the student teachers towards teaching practice. (ii) To identify the problems facing practical teaching and its related activities in Nigerian universities. (iii) To identify strategies for improvement in the attitude of the student teachers. Methodology: The design of the study was a descriptive survey which attempted to collect data from members of a population in order to determine the current status of the population. Important Findings: (i) It revealed that the mean ratings of the student show that the respondents scored up to 2.50 and above, showing that all the respondents agreed that all the listed items were the problems faced during teaching practice. (ii) It revealed

that the mean responses of the 300 and 200 level students reached to the acceptable mean of 2.50 and above. This was an indication that all the designated strategies should be adopted for improvement in the attitude of the students on teaching. (iii) There was no significant difference in the mean ratings of the two groups.

Jasmine Maria Sylvester (2010) conducted a study on Attitude towards Teaching Profession and Job Satisfaction of Teacher Educators. The objectives of the study were to study the level of attitude of Teacher educators and Job Satisfaction in their teaching profession, to find out the significant difference in Attitude towards Teaching Profession and Job Satisfaction of Teacher Educators with regards to Gender, Location of the institution and Educational Qualifications, to compare the significant effectiveness on the level of Attitude towards Teaching Profession and Job Satisfaction of Teacher Educators with regard to years of Total Teaching Experience, to find out relationship between the attitude of the Teacher Educators towards their profession and their Job Satisfaction. A random sample of 100 Teacher Educators of 15 private colleges of education in Madurai district was taken for the study. Attitude towards Teaching Profession Scale constructed by Unbrock and Job satisfaction Scale developed by Bubey, Uppal, and Verma, (1989) were employed in this study to find out the attitude of teacher educators towards teaching profession and their job satisfaction. The findings revealed that there is no significant difference between male and female teacher educators with regard to job satisfaction in their teaching profession. There is no significant difference between the teacher educators belonging to urban and rural areas with regard to job satisfaction in their teaching profession. There is no significant difference between teacher educators having M.Ed and M.Phil qualifications with regard to job satisfaction in their teaching profession. Number of years of total teaching experience does not have influence on the job satisfaction in the teaching profession. Attitude of teacher educators towards their profession and their job satisfaction do not have relationship.

V.Sumangala and V.K.Ushadevi (2010) conducted a study on Women teachers' attitude towards teaching profession and success in teaching. The Objectives of the study were (i) To estimate the percentage of secondary school women teachers with high, average and low attitude towards teaching profession. (ii) To test whether attitude towards teaching profession are significantly different between successful and less successful secondary school women teachers. (iii) To test whether there is any

significant relationship between attitude towards teaching profession and success in teaching among secondary school women teachers. The Method adopted for the study: Data for the study were collected by means of a sample consisting of three hundred secondary school women teachers belonging to ten districts of Kerala drawn by proportionate stratified sampling technique. The major Findings of the study: (i) Attitude towards teaching profession was a variable that affected success in teaching. (ii) Successful and less successful women teachers differed significantly in the mean scores of attitude towards teaching profession. Attitude towards teaching profession was significantly related with success in teaching.

Singh (2010) studied the Academic records, Adjustment and Attitude or correlates of job satisfaction among the central school teachers. The results of study indicate that the central school teachers are satisfied with their job. Female central school teachers are less satisfied. Female teachers are found to be better in academic records than males, but male teachers are having more favorable attitude towards teaching than others via, TGT, PRTs and miscellaneous teachers. However, positive and significant correlation has been found between job satisfaction and academic records, job satisfaction and adjustment as well as between job satisfaction and attitude towards teaching.

Annamala (2010) : Conducted his study on attitude of teachers towards teaching experiments in education, conducted a research work on attitude of teachers towards teaching. The study revealed that high school and higher secondary school teachers do not differ in their attitude towards teaching.

Ibtesam Halawah (2008): Conducted a study on factors influencing perspective teachers' attitudes towards teaching" in his studies concluded that six factors contribute mainly to influence the attitude of teachers towards teaching profession. The first and most important factor consisted of seven items related to salaries and promotion. The second factor had six items about the relationship between teachers and society and parents. Enjoyment in teaching was the third factor affecting perspective teachers' attitudes. The last three factors were teaching load, curricula and students.

Osunde, A.U, Izevbogie, T.I (2006): Conducted an assessment on teachers' attitude towards teaching profession in Mid western Nigeria". The study attempted to obtain

empirical evidence on teachers' attitude towards teaching profession in Midwestern Nigeria. To execute this study, 400 post primary school teachers were randomly drawn from 40 post primary schools in the area under study. The Teacher's Attitude Questionnaire was the main instrument used for data collection. Results of the study indicated among others, that teachers are not well financially remunerated and that they are looked down upon because of delay in payment of salaries and allowances, thereby having a lost of sense of belonging. This situation has resulted in the low esteem and status of the teachers and the teaching profession in the society. Findings have also revealed that poor conditions of service, wider negative influence and teacher's negative personal and professional behavior are critical factors responsible for teachers' low status.

Ramachandran, G. (2001), conducted a study on attitude of teachers towards teaching and concluded that, regular college teacher trainees had a more favourable attitude towards teaching than the correspondence course teacher-trainee. Female teacher had a more favourable attitude towards teaching than male teacher-trainees. The sons and daughter of teachers had a highly favourable attitude toward teaching. The Postgraduate teacher had a favourable attitude towards teaching than under graduate teacher. The nature of the course did not influence the attitude of teachers.

Tapodhan(2001), conducted a study on professional attitudes of secondary school-teachers of gujarat state. He found that Gender, area & caste had a main effect on profession attitudes, while qualification had no effect.

STUDIES RELATED TO STUDY HABITS

Shazli Hasan Khan (2019) studied on “A Study of Academic Achievement among Secondary School Students in Relation to Their Study Habits in Sambhal District of Uttar Pradesh”. The development of a nation rests mainly on the level of education among there people. Without education human race would have remained but as another animal ride. Education is a process towards development. The term study habit can be as the students' way of study whether systematic, efficient or inefficient. Academic achievement refers to what and how an individual has learnt qualitatively and quantitatively after a period of instruction is given. A habit is something that is done on a scheduled, regular, planned basis and that is not relegated to a second place

or optional place in one's life. It is simply done, no reservations, no excuses, and no expectations. Study habits keep the learner perfect in getting knowledge and developing attitude towards things necessary for achievement in different field of human endeavour. Students whom develop good study habits at school increase the potential to complete their assignments successfully and to learn the material they are studying. They also reduce the possibility of not knowing what is expected and of having to spend time studying at home. The present study is carried out to see the relationship of academic achievement to study habits among secondary school students of Sambhal district. Through purposive sampling technique a sample of 300 secondary school students are taken. Normative survey method has been followed to find out the study habit of secondary school students.

Bitrus Glawala Amuda and Domiya G. Ali (2018) studied on “Relationship among Study Habits, Gender, Marital Status, Age, Parents’ Level of Education and Academic Performance of NCE Students in Kashim Ibrahim College of Education Maiduguri, Borno State, Nigeria”. The study examined the relationship among study habits, gender, age, and parents’ level of education and academic performance of NCE Students in Kashim Ibrahim College of Education Maiduguri, Borno State, Nigeria. Five objectives were raised which include, to determining the relationship between study habits and academic performance of NCE students of Kashim Ibrahim College of education Maiduguri and relationship between gender, age, marital status and academic performance of NCE students. In line with the objectives, five hypotheses were tested. The researchers adopted survey and correlational design for the study. A sample of 142 NCE 2 and 3 students was selected through simple random and stratified sampling techniques. That is, 20 NCE II and NCE III students’ (males 71 and females 71) were involved. The research instrument that was adopted for this study is “Study Habits and Examination Techniques Inventory (SHETI)” Form P, developed by Carew and HammanTukur (1996). Data was analysed using descriptive statistics and Pearson product moment correlation. Results indicate that, there is significant relationship between gender and academic performance However, the result revealed no statistically significant relationship between study habits and academic performance. From these findings, it is recommended that Since there was significant relationship between gender and academic performance, equal opportunity should be given to both males and females in schools and Colleges, particularly in

terms of placing students into various courses; they should not be discriminated based on their sex. Married students should not be denied admission in all the schools and Colleges, because marital status is never a barrier to students' academic performance. Though the result indicated that no significant relationship between study habits and academic performance, study habit patterns should be taught to students because it cannot be divorced from study.

Nateinyin Joy Akporehwe and Moses John Billy (2018) studied on "Study Habits and Students' Achievement in Science amongst Secondary School in Bayelsa State, South-South Nigeria". Study habits are learning tendencies that influence performance either positively or negatively. The study investigated the study habits of secondary school students in relation to their achievement in science subjects (chemistry, physics, and biology). Two designs survey and ex-post-facto were adopted for the study. The population comprised of one hundred and eighty (180) science students in senior secondary two (Ss2) schools drawn from six schools in Bayelsa state, three unity schools and three state owned schools. The population also constituted the sample. Two instruments were used for data collection- a study habit inventory and the second was the test scores of students in the respective science subjects from their second term examination results. Mean and standard deviation were used for analysis. The results revealed that students have good study habits but without a corresponding good achievement in the sciences. It was recommended amongst others that teachers should adopt teaching strategies that will promote meaningful learning of science by students.

George (2017) examined the effect of high school students' study habits on achievement in high school and during the first semester of college by drawing a sample of 159 female and 93 male freshmen. From the results of the research, it was found that the same study habits that contributed to success in high school were not related to academic achievement during the first semester in college. On the basis of this finding it was suggested that college freshmen need to acquire new study habits to be academically successful. For measuring academic achievement, examination results were used as a reliable measure.

Ghosh (2017) examined the study habits of school students of working and non working mothers. The sample of the study composed of 200 school students (100

school students of working mothers & 100 school students of non- working mothers) studying in class 10th of Ranchi town. The collected data were then analyzed statistically by applying mean, SD, and t-test. The research indicated that there were significant differences between the adolescent students of working and non-working mothers. It was inferred that school students of working mothers had significantly better study habits in comparison to school students of non-working mothers. Further, it was also concluded that female students had significantly better study habits than their counterparts.

Parveen Sharma (2017) reviewed on “Effect of Anxiety and Study Habit on the Academic Achievement of Senior Secondary School Students”. Education is as old as the human races. Education is the deliberate and systematic influence exerted by the mature person upon the immature through instruction, discipline and harmonious development of physical, intellectual, aesthetic, social and spiritual power of the human being. The main aim of education is the all round development of the child’s power and natural tendencies. Education by all means is an attempt to mould and shape the behavior of the pupils. Education helps the individual to adjust in the new environment. No two individuals are alike. They differ in their ability to learn, to adjust to novel situations and to manage things, people and ideas. Education of man does not begin at school, it begins at birth. It ends not when he becomes graduate from the University but at his death. Hence, education is a life-long process. So it should be updated according to the needs of the society as well as the individual. In the scientific age of today, the explicit progress and prosperity of man both in terms of material and intellect has put forward a challenge to the educational institutions. Schools as the most vital agency educating the human beings have always been the symbol of progress and the center of values in the past and even today. So apart from quantity, the quality of education provided by schools has been and continues to be a major concern in our society. The effectiveness of any school system is gauged through the extent the pupils involved in the school system achieve, whether it may be in cognitive, connective or psychomotor domain. The academic achievement of the students depends upon a number of factors. A number of studies have been carried out to establish the various factors which directly or indirectly influence the academic achievement of the students. The present study was too undertaken to find out the possible influence of anxiety and study habit of senior secondary school students on

their academic achievement. Here in the present investigation the investigator put forward a step to analyse the relationship between the anxiety and study habit of the senior secondary school students and their possible impact over their academic achievement.

Muniza Malik and Nagina Parveen (2016) studied on “Study Habits and Academic Achievement: A Comparative Analysis of the High and Low Academic Achievers”. The present study was conducted to analyze the differences in the study habits and attitudes of high and low academic achievers. Sample of the study was comprised of high and low academic achievers. Both the genders were given equal representation in the sample. Age range of the sample was 17-19 years. Data was collected through stratified random sampling technique, from different male and female colleges of Hyderabad city. Study Habits and Attitude Inventory was administered on the participants. Analysis of results revealed significant differences in the study habits and attitudes of high and low academic achievers. High achievers showed better time management skills, better study habits and punctuality as well as good concentration than the low academic achievers. Low academic achievers significantly spent much time in social activities rather on their studies, had more problems in the classroom, and problems with teachers. The implications of the study are important for teachers and parents to understand the problems of low academic achievers, and to guide them accordingly.

Onuoha & Subair (2015) conducted a study on Study Habits of Undergraduate Students in Selected Federal Universities in South-West Nigeria. This study examined the study habits of third year undergraduate students in three federal universities in Nigeria with the objectives of ascertaining their study habits in relation to time management, methods of knowledge assimilation and preferred study environment. Descriptive survey research design was used for the study. The population consisted of two thousand and eighty six (2086) respondents from eight (8) different departments. Findings from the study revealed that 326 (51.5%) of the respondents spend their free period studying and normally organise their studies. Note-taking during lectures was also found to be the most used method for knowledge assimilation followed by memorisation as affirmed by 350 (55.3%) and 324 (51.2%) respondents respectively. Respondents totaling 420 (69.4%) were found to study in quiet places, followed closely by 352 (55.6%) who study in the hostel rooms.

Suresh Chand (2014) Conducted a Study on Study Habits of Secondary School Students in Relation to Type of School and Type of Family. The present study was conducted on 200 secondary school students to find out the study habits of the students studying in government and private schools as well as students belonging from nuclear and joint family. Study habit inventory (Hindi version) constructed by Dr. B.V.Patel (1975) was used to collect the relevant data. Mean, S.D. and t-test was used to analyse the data. The finding revealed that there exists no significant difference between secondary school students belonging to nuclear and joint family on different components of study habits and total study habits. Secondary school students studying in Govt. schools are significantly better on home environment and planning of work and planning of subjects than students studying in private schools but private school students are significantly better than Govt. school students on preparation for exam component of study habit. However, no significant difference exists between Govt. and private secondary school students on reading and note taking, concentration, habit and interest, school environment component of study habit and total study habit.

Rajakumar & Soundararajan (2013) conducted a study on Higher secondary students' study habits in Tirunelveli district. The aim of this study was to find out the study habit of higher secondary students in Tirunelveli District. 1060 Higher secondary students were taken as sample. The tool used to find out the study habit was Study Habit Inventory, by Patel (1975). The mean value of Study habit scores 142.12 (63.16%) indicates that the higher secondary students 69 are having good study habit. There is no significant difference between male and female, rural and urban higher secondary students with respect to their Study habit. There is significant difference between day scholar and hostel staying, government and aided higher secondary school students with respect to their study habit.

Naeemullah et.al (2011), done a comparative study of the study habits of the students from formal and non-formal systems of education in Pakistan. The study was conducted in order to determine the difference between the study habits of students from Formal and Non-Formal systems of education in Pakistan. Five hundred students from The Islamia University of Bahawalpur and 500 students from the Bahawalpur region of the Allama Iqbal Open University were taken as sample. A forty item questionnaire on five stages scale was administered to the students and questionnaire was divided

into seven clusters i.e. (Time management, Class attendance & participation, General study strategies, Exam preparation, Goal setting & motivation, Textbook reading and Note taking). Data was analyzed by using SPSS XII the reliability of the questionnaire was 0.869 (Cronbach's alpha). Students of formal system are significantly better on time management. Students of non-formal system are significantly better on class attendance and participation. Students of non-formal system are significantly better on general studying strategies. Students of formal system are significantly better on exam preparation. Students of non-formal system are significantly better on goal setting and motivation. Students of non-formal system are significantly better on textbook reading. Students of formal system are significantly better on note taking. Overall students from 71 non-formal system of education are significantly better than the students of formal system.

Bhaskara and Prakasa (2004) conducted a study on Study habits of secondary school students. The main objective of the study was to study the study habits of secondary school students. The sample consisting of 200 secondary school students was selected by stratified sampling. The finding of the study revealed that secondary school students are possessing high study habits. It is the duty of the teacher to make the students excel in academic achievement, as the secondary school students possess high study habits. The students of government and private secondary schools possess high study habits without any significant difference. The students of residential and non-residential secondary schools possess high study habits without any significant difference between them.

Digumati Bhaskara Rao and Sema Surya Prakas Rao (2004) conducted a study on "Study habits of secondary school students". The main objective of the study was to study the study habits of secondary school students. To compare the study habits of boys and girls, private and government school students and students of residence and non-residence schools. The sample consisting of 200 secondary school students was selected by stratified sampling. The finding of the study revealed that secondary school students are possessing high study habits. It is the duty of the teacher to make the students excel in academic achievement, as the secondary school students possess high study habits. The students of government and private secondary schools possess high study habits without any significant difference. The students of residential and non-residential secondary schools possess high study habits without any significant

difference between them. The teachers should guide the students in developing good study habits. The parents should provide the necessary facilities to the students to complement their plan of action in their studies. The students should also develop right study habits to achieve academic achievement.

Sirohi (2004) conducted a study on “A study of under-achievement in relation to study habits and attitude”. Main objective of this study was to study underachievement in students in relation to their study habits and attitudes. The study was carried out on a sample of 1,000 students of elementary grade of 10 composite schools of south district of Delhi. The tools used were (a) General mental ability test by Jalota, (b) Teachers made achievement test and (c) Test of Study Habits and Attitude by Mathur. The General Mental Ability test was administered on 1,000 students followed by achievement test in Hindi, Mathematics, Social studies and Environmental Science. On the basis of raw scores, strainer of both intelligence and achievement for each student were compared to identify underachiever. A student with a stain difference of 3 was identified as an under-achiever. Thus, out of 1,000 students, 81 were identified as under-achievers. Thereafter, the study Habits Test was administered on these underachievers to look in to the contribution of nine areas related to study habits and various attitudes in under-achievement. The findings of the study were all under-achiever indicated deficiency in study habits. 98.7% of the under-achievers tend to possess unfavourable attitude towards teachers and needed guidance. 97.5% had poor concentration. 92.5% of them indicated deficiency in school and hence environment. 51 96.2% lacked proper attitude towards examination. 72.8% faced mental conflicts. 72.8% were low in self-confidence. 70.3% had problems related to home assignments. 24.6% indicated deficiency in attitude towards education.

Thakkar (2003) conducted A Study of Academic Achievement, Adjustment and Study Habits of Rural and Urban Students. The study was experimental type. The sample comprised of 200 students from rural and urban locality of standard IX were selected by using simple random sampling. To all members of the group of study, 16 sessions of one hour were given as therapeutic training consisted of imparting the knowledge of good study habit. Tools used were Adjustment Inventory by M.N. Palsana, Study Habits Inventory by M.N. Palsana and 80 Academic Achievement scores on the basis of their two unit tests, semester/terminals and final examinations.

Correlation and t-test techniques were used for data analysis. The findings of study reveal the following: (1) With regard to adjustment, in the areas of home and family, personal and emotional and total adjustment, there is positive significant difference between rural and urban students. However, in the areas of social and educational adjustment this difference is not significant. (2) There is no significant correlation between academic achievement and study habit among rural and urban locality. (3) There is no significant correlation between academic achievement and adjustment habit among rural and urban locality. (4) There is no significant correlation between study habits and adjustment among rural and urban locality. (5) Positive significant difference between the study habits of low and high achieving students among the rural students.

STUDIES RELATED TO ADJUSTMENT

Malik (2020), The researcher examined the emotional competence & adjustment of Kashmir Valley SS students who had been affected by militancy. The results suggested that indirect militancy-affected students have considerably better adjustment as compared to direct militancy-affected students also; the findings also discovered a significant association between the linked variables.

Kaur & Gupta (2019), They looked to determine the influence of the home environment on the adjustment of SS students. They witnessed that many home environment dimensions were found to be strongly associated correlated with various levels of adjustments of SS students.

Alam (2018), They looked to examine the effect of the adjustment on the SSS students. The findings of the study discovered that there is a strong distinction in the adjustment of SSS students among male & female and government-private schools. Parmar (2018). They looked to examine the adjustment and academic achievement among students in higher secondary school. The findings show that there is a strong distinction in the adjustment of male & female HSS Students.

Gilberte, B. (2018) conducted a study on “striving for success: academic adjustment of international students in the U.S”. The researcher decided to investigate this area by knowing about the factors which effects the academic adjustment of international students of U.S. the data have been collected from the 122 students in southern U.S.

from among 53 were male 69 female. The data were analysed by using different statistical tools and the researcher stated that a high degree of difference between academic and psychological adjustment which is highly correlated with success of the students at secondary as well as at higher level of education.

Sarkar & Banik (2017), They investigated the adjustment of adolescent students. They could not ascertain differences in adjustment & academic performance of males & females during the adolescence stage. Students should be allowed to share their opinions and discuss their concerns with school officials. It helps students gain self assurance and mental happiness. Hobbies, outings, debates, and other activities provide good chances for children to explore and express their emotions. These should be arranged in order to promote students' mental health and healthy adjustment.

Arulsekhar, J. (2016) In their research paper entitled “emotional, social and educational adjustment of students of secondary schools in relation to academic achievement”. The main purpose of the research was to know the relation among the adjustment and academic achievement and also to know the connection of emotional and social adjustment of secondary level students. The total sample was 350 students and the data have been collected from various secondary schools of district Thanjavur Tamil Nadu. He stated that academic achievement and adjustment of students of secondary schools is highly correlated with each other. It was also found that gender does not affect the adjustment and educational achievement pupils.

Bhagat (2016) looked to compare the adjustment of secondary school boys and girls. The researcher discovered that girls' overall adjustment is greater than boys'.

Hall (2015) conducted a study on College Student Adjustment and Health Behaviours. This study explored the relationship between student adjustment theory and college student's health behaviours. Specifically, this research examined first-year freshmen college students' physical activity and nutrition behaviours and impact on adjustment to college. The result revealed a significant, positive correlation found between students who engage in physical activity and healthy eating behaviours and level of student adjustment. In addition, students who reported meeting national recommendations for physical activity and fruit and vegetable consumption exhibited significantly greater academic, personal-emotional, and social adjustment. The results

of this study indicated a need for further research on the effects of physical activity and nutrition on college student adjustment.

Hoglund et.al., (2015) conducted a study on The Evocative Influence of Child Academic and Social-Emotional Adjustment on Parent Involvement in Inner-City Schools. The study examined three alternative conceptual models of the directional associations between parent involvement in schooling (homework assistance, home school conferencing, school-based support) and child adjustment (academic and social competence, aggressive behaviours). The parent socialization model tested the hypothesis that parent involvement contributes to prospective child adjustment. The child adjustment model examined the proposition that children's adjustment affects prospective parent involvement in schooling. The transactional model tested the hypothesis that parent involvement and child adjustment were reciprocally related over time. The results revealed that a consistent support for the child adjustment hypothesis was found. When children were struggling academically, socially, and behaviourally, their parents showed higher prospective levels of homework assistance and home-school conferencing but lower levels of school-based support. Economic hardship also contributed to variation in levels of parent involvement and child adjustment, with child adjustment mediating the effects of economic hardship on parent involvement.

Konkina et.al., (2015) conducted a study on Socio-Psycho-Pedagogical Support of Migrant Children Adjustment in Educational Institutions. The study deal with the problem of migration, the formation of cultural identity and the establishment of intercultural dialogue at various levels of adjustive interaction from the perspective of the need to implement the socio-psycho-pedagogical support to migrant children when adjusting in educational institutions. The result of the project implementation has bilateral perspective: it allows solving not only the problem of adjustment of migrant children, but also helps student volunteers in getting hands-on experience of working with children, as well as expanding the ethnic and cultural horizons of future teachers.

Perera Mcilveen and Mark (2015) conducted a study on The Mediating Roles of Coping and Adjustment in the Relationship between Personality and Academic Achievement. This study aimed to examine a model of the roles of conscientiousness

and neuroticism in achievement during the typically stressful university transition, with a focus on coping strategies and academic adjustment to university as mediators in the putative chain of events linking the dispositional traits with achievement. The results revealed that, in structural equations analyses, conscientiousness was associated with greater primary control engagement coping and lesser narrow disengagement coping, whereas the opposite was found for neuroticism. Furthermore, conscientiousness and neuroticism were indirectly associated with academic adjustment via the coping strategies, and the personality factors were also indirectly associated with achievement via the coping strategies and academic adjustment linked serially in three-path mediated sequences.

Yau and Cheng (2014) conducted an Empirical Study into Gender Differences in the Relationships among Academic, Social and Psychological Adjustments of University Support. The purpose of this study was to examine the perceived gender differences in perception of the relationships among these adjustments during the first year undergraduate transition period. The findings showed that (1) female students perceived social adjustment to have more influence on academic adjustment than male students, (2) female students perceived psychological adjustment to have more influence on academic adjustment than male students, and (3) there is no significant difference in the relationship between social and academic adjustments for female and male students.

Ganai and Mir (2013) were found no significant difference between male and female college students in terms of total scores obtained on the adjustment scale. The two groups also do not differ in terms of scores obtained separately on any dimension of the adjustment scale. Furthermore the two groups showed no significant difference in terms of their academic achievement.

Gulay and Onder (2013) conducted a study on Social-Emotional Adjustment Levels of Preschool Children in relation to Peer Relationships. The aim of this research was to study social--emotional adaptation levels of 5-to 6-year old preschool children in relation to peer relationships. According to the results of the research analysing the relationship between the social-emotional adjustments of 5-to 6-year old children continuing preschool education and the peer relationship variables; the social-emotional adjustment level can meaningfully predict the pro social behaviour of

children towards their peers, aggression levels and exclusion by peers, fear-anxiety towards peers, hyperactivity-distractibility and peer victimisation.

Devi (2011) conducted a study to find adjustment of students in relation to personality and achievement motivation. It was found that achievement motivation has no effect on the adjustment, Extraversion has positive effect on social, educational and general adjustment and Neuroticism has negative effect on the emotional, social, educational and general adjustments. It was also found that rural students proved better than the urban students on social, Educational and General/Total adjustment in terms of sex and school location.

Shankland et al. (2010) studied student adjustment to higher education: the role of alternative educational pathways in coping with the demands of students life. The quality of adjustment was assessed through academic results, and physical and psychological well-being. Results show that students from alternative schools adjust better to higher education; they report less anxiety and depression symptoms, and show greater life satisfaction and academic achievement.

Thukral and Kaur (2010) conducted a study to find out the relationship between adjustment and job satisfaction of teacher's. The study found no significant difference in the level of among both male and female teachers as well as science and arts teachers, the same was held with respect to job satisfaction.

Goodfellow and Nowicki (2009) studied social adjustment, academic adjustment, and the ability to identify emotion in facial expressions of 7-year-old children". The study found that children who had more difficulty identifying emotion in faces also were more likely to have more problems overall and, more specifically, with peer relationships among boys and with learning difficulties among girls. Findings suggest that non-verbal receptive skill plays a significant role in children's social and academic adjustment.

According to the above-mentioned studies, research scholar should be assured of applicable and adequate research experience that will assist research scholars in attitude towards teaching profession, study habits and adjustment of self financed college and government aided college pupil teachers. With this idea the researcher

wanted to explore the attitude towards teaching profession, study habits and adjustment.

Review of related literature done by the researcher revealed that not much research work has been done on attitude towards teaching profession, study habits and adjustment of self financed college and government aided college pupil teachers. Most of the studies conducted on attitude and academic achievement, study habits and gender differences and academic achievement are conducted in countries other than India.



CHAPTER-3

RESEARCH METHODOLOGY

All Human desire to know about their world has leaded them from ancient superstition to current systematic knowledge. From mysticism, dogma and the limitations of disorganized observation based on personal experience, they have examined the process of thinking itself. The way of science to do conduct research scientifically i.e Research Methodology.

To solve the scientific method of any problem is that of a research, research may be defined as the logical and purpose analysis and possibly vital control of events. Here are the some of the points of research that may more explain the meaning of research,

- Research purpose should be clearly defined.
- Research is performed systematically and orderly.
- Research seeks to solve the practical problem.
- Research procedure should be explained in detail.
- In research common concepts should be used that can be understand by all.
- The researchers have the good command over the research methodology and should be experienced.

Keeping in view, the above characteristics of a good scientific research, the present chapter of research methodology describes the present study under following heads.

- Research Design
- Population
- Sampling Procedure
- Sample
- Description of the tools
- Method of Data Collection
- Scoring
- Data Organization
- Statistical techniques Employed.

Research Design

The research Design is the detailed plan of the investigation. It is the blueprint of the detailed procedures of testing the hypothesis and analysing the obtained data. The research design may be defined as the sequence of those steps taken a head of time to ensure that the relevant data will be collected in a way that permits objective analysis of the difference hypothesis formulated with respect to research problem.

Design of the Study

The present study has been carried out by implementing the Descriptive Survey Study. The main purpose of the study is to see that how the independent variables influence the Attitude, study habits and adjustment of self financed college and government aided college pupil teachers. Descriptive Research is related with survey and fact-finding enquiries.

In short, descriptive research accurately and systematically describes the population, situation and phenomena. Descriptive research observes and measures the various variables of the research or study without manipulating. In this research, investigator used descriptive research for data collection.

Research Methodology

The method adopted in the present study was Survey method. For data collection survey method was used. So, with the help of survey method researcher can gather information or data by asking questions to the population. A formal number of questions or Performa was prepared to data collection purpose. To plan a survey type of research to include self financed colleges and government aided colleges pupil teachers.

Population

The population of the present study comprised of the students B.Ed of self financed college and government aided colleges of Lucknow district. The population for the present study was consisting only of the students of Lucknow district of self financed college and government aided college pupil teachers.

Sample

The process of selection of sample from population is called sampling. Sampling is an indispensable technique of the behavioural research.

Data collection for self financed college researcher had chosen four self financed colleges, which are affiliated to Lucknow University and three government aided colleges in Lucknow district. From four self financed college researcher had selected 200 students and from three government aided colleges researcher had selected 136 students. As that researcher had selected total 336 populations for this study.

Sampling Technique

For the selection of the sample, Random Sampling Technique was utilized. Random Sampling means selection of individuals from population in such a way that the every individual has an equal chance to be taken in to the sample.

Sample of the Study

The sample of the present study comprises of 336 self financed colleges and government aided college pupil teachers drawn from all the seven B.Ed training institutions of self financed and government aided college. Distribution of sample is given in table 3.1:

Table: 3.1

Sample Distribution

S. No.	B.Ed INSTITUTIONS (SELF-FINANCED COLLEGES)	No. of B.Ed Students
1.	Rajat Girls Degree College, Lucknow	57
2.	Eram Degree College, Lucknow	40
3.	Vasudev Degree College, Lucknow	63
4.	City College, Lucknow	40

	B.Ed INSTITUTION (GOVERNMENT-AIDED COLLEGES)	
1.	Jai Narain P.G College, Lucknow	43
2.	Khun Khun Ji College, Lucknow	45
3.	Mahila Vidyalaya Degree College, Lucknow	48
	Total	336

Tools Used

To carry out any of the research investigation, data must be gathered with which to test hypothesis. Many different methods and procedures have been used to aid in the acquisition of data. These tools employ distinctive ways of describing and qualifying the data.

For the present study, a careful selection of tools was done on the basis of variables of the study and the appropriateness of the tools. Three tools were used.

- I. Teacher Attitude Inventory by S.P Ahluwalia
- II. Palsane and Sharma Study Habits Inventory by M.N Palsane and S Sharma (Adopted Version)
- III. Adjustment Inventory by Dr. R.K Ojha

1. TEACHER ATTITUDE INVENTORY

Teacher attitude inventory developed by S.P Ahluwalia is a 90 items Likert instrument consisting of six sub- scales. These sub-scales were developed by the Likert summated ratings procedure. Each scale has 15 statements that pertain to a particular aspect of prospective and practising teacher's professional attitudes. The six aspects dealt within the inventory are, attitude towards:

i. Teaching Profession:

This aspect of attitude deals with opinion or beliefs held towards the teaching profession what an individual considers to be the strengths and weakness of the teaching profession what regards he holds for the teaching profession what regards he holds for the teaching profession. Whether for him, the teaching profession epitomizes the Zenith of virtuous service or whether for him it is an option for failures in all other vocations.

ii. Class-room Teaching:

This aspect deals with class-room habits of the teacher, his methods and techniques of teaching. What he considers to be the correct method of teaching learning process. How he tackles classroom procedures.

iii. Child Centred Practices:

Attitude towards child centred practices measure the importance which a teacher places on the pupils in the teaching learning process. Whether his teaching is moulded according to the ability and interest of the student. How much students' behaviour alters teacher's style of teaching learning.

iv. Educational Process:

Educational Process dimension measures, an individual's attitude towards teacher's role in the learning process, his belief towards individual differences, reward and punishment, motivation, freedom to be given to the student in a classroom, role of feedback in helping/ accelerating the learning process.

v. Pupils:

Attitude towards pupils denotes teacher's belief about the nature of pupils. How he perceives his students, their behaviour, characteristics, how he thinks, a pupil will react in a certain situation, students' rights and responsibilities in a teaching- learning situation.

vi. Teachers:

This aspect of attitude measurement deals with an individual's belief regarding the role and responsibility of a teacher. What he/she considered to be the status of a teacher in a society, the amount of respect he commands, what characteristics are required in order to be a good teacher.

Scoring

Each item alternative is assigned a weight ranging from 4 (strongly) to 0 (strongly disagree) for favourable items. In the case of unfavourable items range of weights is reversed i.e from 0 (strongly agree) to 4 (strongly disagree). The attitude score of a subject is the sum total of item scores of all the six sub-scales. The theoretical range of scores is from 0 to 360 with the higher score indicating the more favourable attitude towards teaching and allied aspects.

Reliability

Reliability was estimated by the split half (odd- even) method and found to be 0.79 (corrected to .88) for a sample of 239 prospective teachers. The test- retest reliability coefficient after the interval of 3 months and 9 months were found to be 0.59 (N=102) and 0.64 (N=290). The details of reliability coefficients, indices of reliability. Corrected reliability coefficients, and standard errors of measurements are given in table 3.2

Table 3.2

Reliability Coefficients, indices of reliability, corrected coefficients and standard errors of measurement

S No.	Method	Reliability Obtained	Coefficients Corrected	Index of Reliability	Standard Error of Measurement
1.	Split half (odd-Even)	0.79	0.88	0.89	11.37
2.	Test Retest (3 moths)	0.58	0.75	0.76	16.17
3.	Test-retest(9 months)	0.64	0.78	0.80	15.16
4.	Rational Equivalence KR21	0.54	0.70	0.73	20.10

Validity

The inventory appears to have content validity and the method of selecting items supports this supposition. In addition, differences in means scores were found among some selected 'known' groups. The mean scores for B.A part I and II students offering and not offering education as an elective subject, B.Ed trainees and practising teachers were computed and compared. The observed differences were found to be in the expected direction. The validity was also determined through stimulus group technique. Table 3.3 presents at glance a summary of the obtained results.

Table 3.3

Mean, Standard Deviation and other measures of some selected groups

Sr. No.	Group	N	M	SE _M	SD	SE _{SD}
1.	B.A Part I (Not offering education elective)	56	230.53	2.94	21.98	2.09
2.	B.A Part II (Not offering education elective)	53	230.73	3.44	28.74	2.44
3.	B.A Part I (Offering education elective)	70	237.98	3.41	23.36	2.41
4.	B.A Part II (Offering education elective)	47	251.91	4.65	33.91	3.30
5.	Practising Teacher	122	251.41	2.78	30.70	1.97
6.	Prospective teachers (At the time of B.Ed admission)	85	251.45	3.36	31.12	2.39
7.	Prospective teachers (After 9 months of B.Ed training)	86	256.29	3.60	33.38	2.56

Administration:

The researcher has been distributed the text-booklet and answer sheet to each subject. After all subjects has received the proper test materials researcher gives the instructions, there is no time limit but work as rapidly as you can. Please respond to every item. After giving the instructions the researcher told them to turn over the page

and said, TAI is a multi dimensional attitude inventory. Likert continuum strongly agree, Agree, Undecided, Disagree and strongly disagree has been provided for each item. The subject is required to respond to each item by putting a tick mark in the square of the chosen alternative against the serial number of the attitude statement in the answer sheet. The subjects are not permitted to make any mark on the test booklets, as they are reusable. After completing it researcher has been collected all the answer sheet from the pupil teachers of self financed college and government aided college pupil teacher

2. PALSANE AND SHARMA STUDY HABITS INVENTORY

The original version of the study habits inventory prepared by Palsane and Sharma consisted of 45 Likert type statements. All the 45 statements pertained to one of the eight study habits areas namely:

1. Budgeting Time:

Time, like other things, must be budgeted or it will be wasted. The student needs to make a habit of scheduling his study periods and of getting to work promptly. The habit of 'studying later' or putting off assignments until tomorrow can be fatal from an academic point of view. A schedule acts as a challenge as well as a guide and monitor. The best way of budgeting the time is to keep the record of all the activities throughout the day for one week. The analysis of this diary will help in budgeting the time. By budgeting time, students can optimise their success in study as well as their extra curricular activities. Some provision can be made for flexibility, but the changes in the schedule should be kept to a minimum.

2. Physical Conditions for Study

Physical conditions play an important part in study habits. The place for study should be clean and quiet. It should be clean and there should be proper illumination and ventilation. Furniture should be comfortable. There should be sufficient light. Study table should be clean and contain only reading/learning material such as papers, pen, pencil, books, dictionary etc. A desirable mental set or attitude toward study is likely to accompany good physical conditions.

3. Reading Ability

Much learning that takes place originates from the printed page. Thus reading is basic to any kind of study. Reading ability includes various factors as good vocabulary, speed of reading comprehension, independent selection of appropriate material for reading and locating information. If ideas are to be gained from printed material, the reader not only must be able to read the words but also must be able to read with understanding and a purpose. One should be able to read at least 300 words per minute in his mother tongue, 75-100 words in any time always faster than loud reading it is necessary to adjust the speed of reading according to the importance of matter. Technical material requires more time than usual one. The learner should try to remember the ideas he has grasped while reading and should be able to summarise the main ideas, i.e. reading with comprehension.

4. Note- Taking

Taking notes is an effective aid to learning. There are different ways of taking notes. One may copy everything (i.e. verbatim account) from a text book. One may take down only important paragraphs or one may take down headings and sub-headings and important key paras to make an outline. Paraphrasing in one's own words and summarising is supposed to be the best way of making one's notes. It is a good practice to combine class notes and notes from reference books to make a final note. Class notes should be brief, accurate and readable. Learner can improve his/her note-taking by exchanging class notes, by criticizing each other's account and by experimenting in taking fewer and shorter notes. Outlines that are made or notes that are taken during a first reading of an assignment can be supplemented at the next reading. As the reader concentrates on study material, the ideas become fixed and he develops a mental readiness for recall through the practice of associating one idea with another. Good notes in outline form also are most helpful during review. With regular practice note taking can become a habit and an enriching educational experience.

5. Factors in Learning Motivation

Apart from ability to learn, desire to learn is an important consideration. If one is genuinely interested in learning, he may learn quickly and retain it for a

longer time. There are individual differences in capacity to learn. Everybody can improve with extra efforts. Healthy competition and co-operation helps in learning. Learner's study experience should be pleasant so that he/she is motivated to continue with his/her effort.

6. Memory

Memorization implies that the learner is able to recall or recognize what he/she learns in virtually the same manner as he/she learned it. Teaching memorization involves the use of rehearsal, elaboration, imagery, mnemonics and retrieval strategies. Distributing learning periods is preferable to continuous or massed learning. Overearnings help in remembering for a longer period.

7. Taking Examination

Testing is an integral part of learning. Most of our examinations are of essay type where a few questions are given and students are required to write long answers. It is good to prepare an outline and arrange the ideas properly, following a logical pattern of presentation. Use of simple language is advisable. Separate ideas should be discussed in paragraphs. Headings and subheading should be properly placed.

i. Preparation for Examination

More time should be devoted to the weaker areas. Time-schedule should be strictly adhered to. Calm, cool and relaxed attitude towards the examination is necessary and can be achieved only after a good preparation.

ii. Use of Examination Results

The result creates awareness about academic standing stronger and weaker areas. Knowledge of result can motivate an individual and can further direct efforts in positive direction.

8. Health

Regular and healthy habits of eating, exercising, recreation and sleep help in maintaining good health and sound mental state which is necessary to achieve success in the examination.

Scoring

The procedure of scoring is quite simple for always or mostly response score of 2 is awarded, whereas 1 and 0 scores are to be given for ‘Sometimes’ and ‘Never’ response respectively.

Sr. No.	Response	Score
1.	Always or Mostly	2
2.	Sometimes	1
3.	Never	0

In case of statement Nos. 6, 9, 13, 15, 24, 26, 34, 36, 37, 41 & 42 the weightage of scoring is reversed and it is as 0, 1 and 2 for always, sometimes and never responses respectively. The maximum obtainable score is 90. Higher score indicates good study habits.

Reliability

The reliability of the inventory was determined by three methods.

- The reliability coefficient was found to be 0.88 by test-retest method (with an interval of 4 weeks) on a sample of 200 male students of undergraduate classes.
- The reliability coefficient was found to be 0.67 with an interval of 3 months on a sample of 60 girls studying in intermediate classes.
- Using split half technique on 150 boys of intermediate and undergraduate classes, the coefficient of correlation was found to 0.56 between odd and even items.

Inventory’s reliability is given in the table 3.4.

Table 3.4

Reliability coefficients of PSSHI

S.No.	Method	N	Reliability Coefficient
1	Test retest (4 weeks)	200	0.88
2	Test retest (3 month)	60	0.67

Validity

The inventory besides having a high face validity. The inventory has sufficient high validity with other similar inventories and has significant relationship with other variables, which influence the study habits and academic performances. For research purposes, the inventory can be recommended for use with the sample for which it has been prepared.

Administration of the Tool

Inventory can be administered to individuals as well as in groups of 25 to 50. The researcher has given the instructions that all the subjects have been seated comfortably. The test booklets are reusable, having separate answer sheets. The study habit inventory had three point rating scale ranging from always or mostly, sometimes to never. The respondents are instructed to read each item and give their response in the answer sheet. The respondent chooses his alternative by putting a tick mark in the space provided against the serial number of the statement in the answer sheet.

3. ADJUSTMENT INVENTORY

Adjustment is the main component part of human life. Living is a process of adjustment and it is a process of unique importance in human life. It is a satisfactory and harmonious relationship of an organism to its environment. Thus the term adjustment may be defined as, “the process of finding and adopting modes of behaviour suitable to the environment or to the changes in the environment”.

The present Adjustment Inventory has been prepared on the basis of Bell's Adjustment Inventory. With an aim to measure adjustment of students. He pointed out

specifically, “the inventory has been successfully when used with the students of High School and Colleges. It is suitable for the use with both sexes”. He calculated the reliability by “odd-even” technique and test-retest method. It was validated against Bernreuter’s Personality Inventory. This inventory includes four parts- Home, Health, Social and Emotional. Each part has 35 statements, which are answered in ‘Yes’ and ‘No’. The Inventory has been developed in three stages.

Home Adjustment: Home promotes satisfaction and security. The degree of adjustment of an individual exhibits in her behaviour with others. So is the ease with home adjustment, if one is well adjusted in home, most probably she must have been well adjusted socially because the adjustment in different fields of life are related and effective to each other. So the home adjustment of students should be healthy one. The reaction of well and poor adjusted students here is clearly seen in their behaviour with their class fellows. A well adjusted child will be more cherished and happy in comparison to the poor-adjusted.

Health Adjustment: Health also plays prime role in the development of one's personality. Sound health is the source of satisfaction and adjustment. The person should be physically as well as mentally healthy. Physically and mentally healthy person always feels herself well-adjusted in society then the unhealthy one. An unhealthy person always cries for her weakness and could not participate fully with others. Physically and mentally healthy person will be less guided by emotions. This is known as the roof of personality. Such physically and mentally healthy person feels themselves secure and content in their life.

Social Adjustment: It is generally said that man is a social animal. In reference to this we may say that a person develops his personality in her social environment, she tries to mold herself according to her society's social values and ideals and to achieve these values and ideals her activities and behaviours will be same as other members of her society, in which she lives and where her social needs and desires are satisfied. And then she feels herself socially adjusted. Area of social adjustment is invented by social maturity of the person. Maturity in social relationship means to establish good relations with family neighbours, playmates, class fellows, teachers and other members of the society.

Emotional Adjustment: A person is emotionally adjusted if she expresses emotion in a proper situation in a proper form. An emotionally stable person may be well adjusted and emotionally unstable conditions causes mental disorders and maladjustment. Emotional adjustment is essential for creating a sound personality. It is the roof of personality adjustment and physical, intellectual mental and esthetical adjustments are possible when emotional adjustment is made.

Reliability

The Adjustment Inventory possesses high reliability. The reliability coefficients were determined by Test-retest method, the inventory was administered on a sample of 200 students and again after a period of two month. The reliability coefficients are shown in Table 3.6.

Table 3.6
Reliability Coefficients of the Inventory

Method	Home	Health	Social	Emotional
Test-Retest	0.91	0.90	0.89	0.92

Validity

The Adjustment Inventory was validated against K. Kumar's Adjustment Inventory. The two inventory scores yielded positive correlations. This study was conducted on a sample of 400 cases of two educational groups. Pearson's correlation results are given in Table 3.7.

Table 3.7
Validity Coefficients of the Inventory

S. No.	Areas	Home	Health	Social	Emotional
1.	Home	0.72			
2.	Health		0.79		
3.	Social			0.82	
4.	Emotional				0.81

Scoring

Scoring of the inventory is very easy. I have count the number of responses where the individual has 'Yes' only. For each 'Yes' responses 1 Score is to be given. The total number of 'Yes' scores thus make total score of the individual in the part. Not concerned to the 'No' response.

The inventory is totally negative inventory. When an individual answer in 'Yes'. It indicates his difficulties. If he answers in 'No', it indicates that the individual has no such difficulty. His answer is neither affirmative nor negative towards difficulties. Therefore, only 'Yes' responses are scored to measurement Adjustment difficulty.

Administration of the tool

The researcher at first stage got acquaintance with the tool, their purpose, administration, answer sheets to be used and procedure of scoring. Then the researcher approached the heads of the institutions were taken into confidence and talked about the purpose of the study. They were kind enough to accommodate.

After getting the permission from the heads of the school departments, investigator went to the respective colleges to collect data on the allotted dates. Rapport was established with the students and instructions were given to them. Adjustment by Dr. R.K Ojha was administered. Pupil Teachers were asked to complete it and hand over to the investigator. All the quarries and doubts were removed as and when raised by the subjects.

Statistical Techniques Used in the Present Study

Before the data collected can yield any meaning, it has to be tabulated and certain statistical techniques have to be employed to analyse the data and arrive at conclusions. The scores of Attitude towards Teaching Profession, Study Habits and Adjustment were demarcated into various groups using mean, standard deviation and correlation.

The following techniques were used in the present study: -

1. Mean and Standard deviation.
2. t-test will be used to test the significance of difference between various groups.

3. Correlation Method will be used to test the significance of relationship between various groups.

Mean and standard deviation were calculated by using the following formulae.

Mean,

$$M = Am + \frac{\sum fX i}{N}$$

Where,

AM = Assumed mean

f = Frequency of the class interval

X = Deviation from assumed mean

$\sum fX$ = Sum of product of frequency and deviation from mean

N = total number of cases

i = size of class interval

Standard Deviation

$$s.d = \sqrt{\sum (X_1 - M_1)^2 + \sum (X_2 - M_2)^2 / (N_1 - 1) + (N_2 - 1)}$$

Where, $\sum (X_1 - M_1)^2 = x_1^2$ is the sum of squared deviation around mean of Self financed colleges

$\sum (X_2 - M_2)^2 = x_2^2$ is the sum of the squared deviation around mean of Government aided colleges

N₁- number of Self financed colleges

N₂-number of Government aided colleges

$$SE_D = S.D. \sqrt{(N_1 + N_2) / N_1 N_2}$$

SE_D is standard error of difference between two small independent samples.

Between two mean and S.D. values of self financed college and government aided college pupil teachers significance of difference was calculated and was tested at 0.05 level of significance.

$$t = M_1 - M_2 / SE_D$$

t is the critical ratio between two mean values and standard error of difference.

Correlation

$$r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{[n\sum x^2 - (\sum x)^2][n\sum y^2 - (\sum y)^2]}}$$

n = Number of values or elements

x = Sum of 1st values list

y = Sum of 2nd values list

xy = Sum of the product of 1st and 2nd values

x^2 = Sum of squares of 1st values

y^2 = Sum of squares of 2nd values

C.R Values were calculated using the following formula.

$$C.R. = \frac{M_1 - M_2}{d}$$

d

Where,

M1 = mean of first group

M2 = mean of second group

Degree of Freedom

Degree of freedom was calculated by the following formula:

$$df = (N_1 - 1) + (N_2 - 1)$$

Level of Significance

The level of significance for hypothesis testing was selected as 0.05 level of significance. However, the significance of the t- value has been reported in this study in the respective tables at two levels, 0.05 and 0.01.



CHAPTER-4

DATA ANALYSIS, RESULT AND INTERPRETATION

The present chapter deals with results and interpretation of the data. The collected data by itself has no meaning, some statistical techniques have to be employed so that the data can be interpreted and described to yield its educational level.

In order to apply F ratio, homogeneity of variance was calculated and found that observed value for the groups was not significant. This shows that in each group, two extreme variations do not differ significantly and hence the groups are homogenous.

As already mentioned the fundamental objective underlying this study was to investigate whether there was any significant difference in the attitude, study habits and adjustment of self financed college and government aided college pupil teachers. In all, six hypothesis were formulated by the investigator in this study for the empirical verification. These hypothesis have already been mentioned in chapter I.

In order to present the result and interpretation of the data in an organized manner, the present chapter has been divided into six parts.

Part – I Deals with testing of significance of the attitude of self-financed college and government aided college pupil teachers towards Teaching Profession.

Part – II Deals with testing of significance of the study habits of self-financed college and government aided college pupil teachers.

Part III – Deals with testing of significance of the Adjustment of self-financed college and government aided college pupil teachers.

Part IV – Deal with testing of significance of the relationship between Attitude of self-financed college and government aided college pupil teachers towards Teaching Profession and their Adjustment.

Part V – Deals with testing of significance of the relationship between Study Habits of self-financed college and government aided college pupil teachers and their Adjustment.

Part VI – Deals with testing of significance of the relationship between Attitude of self-financed college and government aided college pupil teachers towards Teaching Profession and their Study Habits.

Objective 1: Study the attitude of self financed college and government aided college pupil teachers towards teaching profession

Hypothesis 1: There will be no significant difference in the attitude of self-financed college and government aided college pupil teachers towards overall teaching profession belonging to different Adjustment level.

Table 4.1

Mean, S.D. and t values for Attitude scores of Self financed college and Government aided college pupil teachers

Type of College	Mean
Self financed college	124.85
Government aided college	118.47

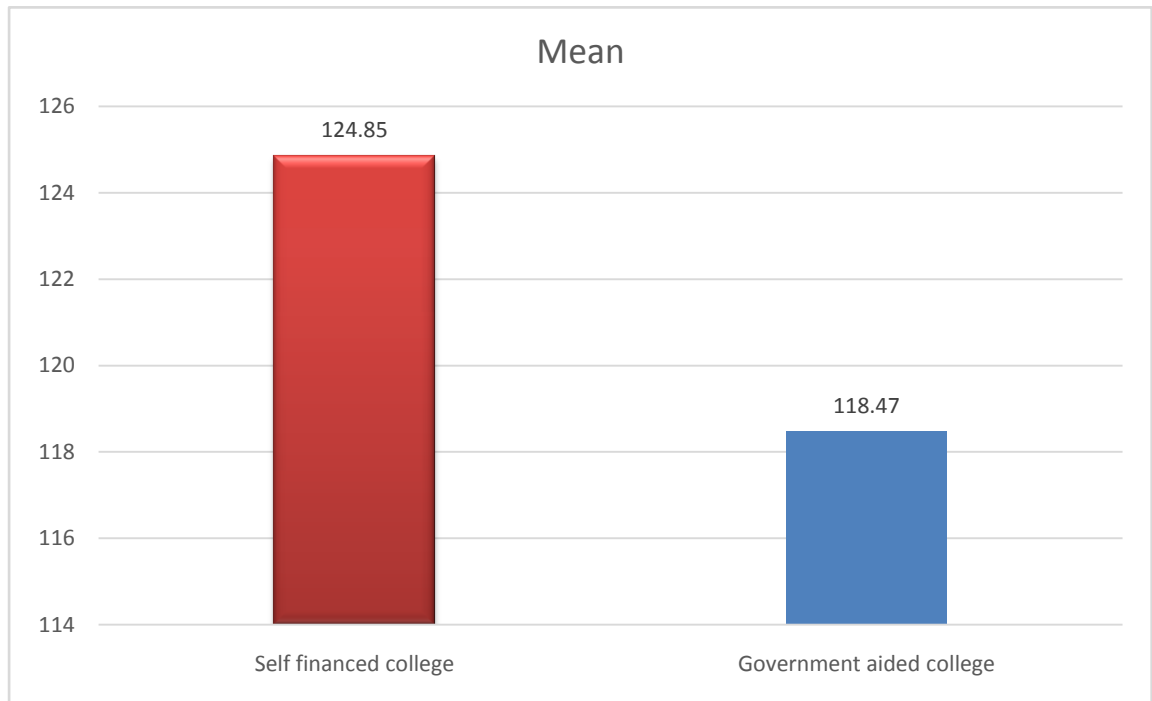
S.D	SE_D	T
12.08	10.52	8.22

*Significant at .05 level

As the table 4.1, indicates the mean scores of attitude of the self financed college is 124.85 while for government aided college it is 118.47. The standard deviation comes out to be 12.08. This difference in the mean score of two type of institution is statistically significant at 0.05 levels.

As regard the magnitude of the mean value it is clear from the table 4.1, that the mean score is greater for government aided colleges than self financed colleges. It means the pupil teachers in the government aided colleges feel significantly different from those in the self financed colleges. What may be the positive explanation for this finding? As far as the researcher is able to see the reason for this may be that the government aided institution pupil teachers attitude towards teaching profession more better in classroom teaching and offer suggestion regarding the attitude of as compared to the self financed colleges. The government -aided colleges included in this study is known for their strict control and supervision, where the pupil teachers are hardly allowed freedom to oppose the college management and in the light of this fact the above findings seems to be quiet convincing.

Fig 4.1. Is a graphical representation of mean score of attitude of the self-financed Colleges and government aided colleges pupil teachers?



Objective 2: Study the study habits of self financed college and government aided college pupil teachers.

Hypothesis 2: No Significant difference in the study habits of self financed college and government aided college pupil teachers belonging to different adjustment level.

Table 4.2

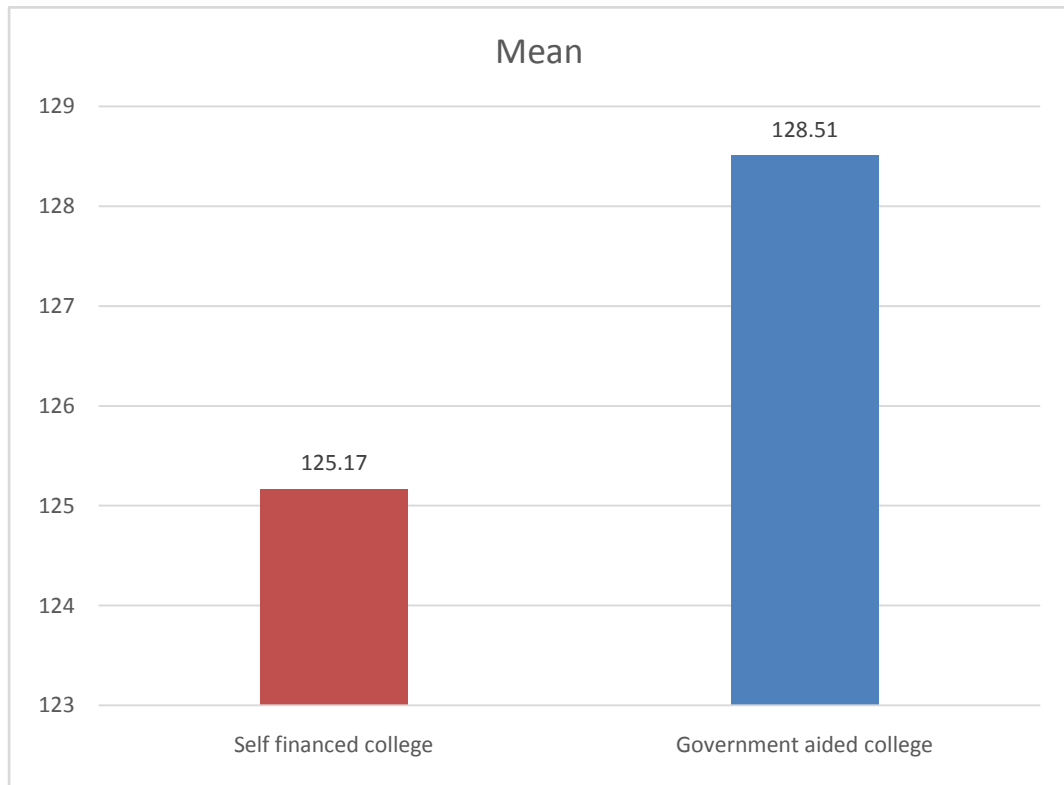
Mean, S.D. and t values for Study Habits scores of Self financed college and Government aided college pupil teachers

Groups	No. of Students	Mean	S.D	SED	t Value
Self financed college	200	125.17	23.17	20.52	6.22
Government aided college	136	128.51			

*Significant at .05 level

It is observed from Table No. 4.2 that the observation of mean scores of self financed college and government aided college pupil teachers had different study habits. The perusal of 't' scores on the dimension of study habits showed that both groups differed significantly. 't' value is 6.22 with 8 degree of freedom and S.D value is 23.17, Which is lower than to 0.05 level of significance. So null hypothesis is rejected that is "There will be no significant difference in the study habit of self financed college and government aided college pupil teachers towards overall teaching profession belonging to different adjustment level". It is observed from the table that government aided college pupil teachers have better study habits towards teaching profession of different adjustment level than self financed college pupil teachers. So, it is concluded that there exists a significant difference in the study habit of self financed college and government aided college pupil teachers.

Figure-4.2 Graphical representation of Mean and Standard Deviation of self financed college and government aided college pupil teachers



Objective 3: Study the adjustment of self financed college and government aided college pupil teachers.

Hypothesis 3: There will be no significant difference in the Study Habits of self-financed college and government aided college pupil teachers having different attitude towards overall Teaching Profession.

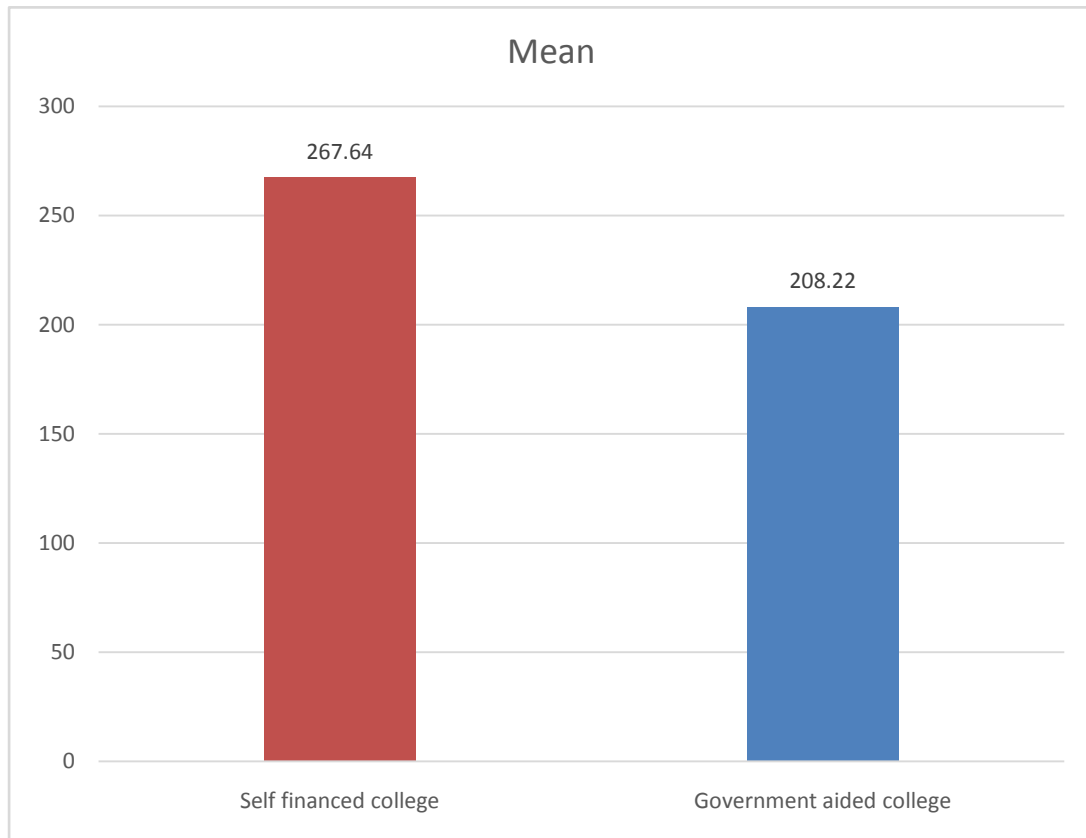
Table 4.3

Groups	No. of Students	Mean	S.D	SED	t-Value
Self Financed College	200	267.64	23.16	10.10	7.65
Government Aided College	136	208.22			

*Significant at 0.05 level

It is observed from Table No. 4.3 that the observation of mean scores of self financed college and government aided college pupil teachers had different study habit. The perusal of 't' scores on dimension of attitude towards teaching profession showed that both groups differed significantly. 't' value is 7.65, Which is lower than to 0.05 level of significance. So null hypothesis is rejected that is "there will be no significant difference in the study habits of self financed college and government aided college pupil teachers belonging to different adjustment level". It is observed from table self financed college pupil teachers have better study habits attitude towards teaching profession than government aided college pupil teachers. So, it is concluded that there exists significant difference in study habits attitude of self financed college and government aided college pupil teachers.

Figure-4.3 Graphical representation of Mean and Standard Deviation of self financed college and government aided college pupil teachers



Objective 4: Study the relationship between Attitude of self financed college and government aided college pupil teachers towards teaching profession and their adjustment.

Hypothesis 4: There will be no significant relationship between attitude of self-financed college and government aided college pupil teachers towards overall teaching profession and their Adjustment.

Table 4.4

Correlation		
Variables	R Value	Level of Significant
Attitude towards Teaching Profession	0.267**	P<0.05
Adjustment		

**Correlation is significant at the 0.05 level.

It is observed from the above table it is clear that the null hypothesis is rejected. The coefficient of correlation between self financed college and government aided college pupil teacher's attitude towards teaching profession and their adjustment. The result of the table infers that there is positive and significant correlation between pupil teacher's attitude and adjustment of self financed college and government aided college at 0.05 levels. So that null hypothesis is rejected that is "There will be no significant relationship between attitude of self-financed college and government aided college pupil teachers towards overall teaching profession and their Adjustment". Therefore pupil teacher's attitude towards teaching profession is highly dependent with their adjustment. Thus we can conclude from the table, there is a positive relationship between pupil teacher's attitude towards profession and adjustment of self financed college and government aided colleges.

Objective 5: study the relationship between study habits of self financed college and government aided college pupil teachers and their adjustment.

Hypothesis 5: There will be no significant relationship between Study Habits of self-financed college and government aided college pupil teachers and their Adjustment.

Table 4.5

Correlation		
Variables	R Value	Significance Level
Study Habit	0.341	P<0.05
Adjustment		

****Correlation is significant at 0.05 level**

With reference to the Table No.4.5, it is evident that coefficient of correlation between study habit of self-financed and govt.-aided college pupil teachers and their adjustment is 0.341, which shows that the correlation is positive, low but highly significant at 0.05 level of significance. We can conclude from the obtained result that there exists a positive, low but significant relationship between study habit and adjustment among pupil teachers. Hence, the hypothesis that there will be no significant relationship between study habit and adjustment among pupil teachers of self-financed and government-aided colleges cannot be accepted.

Objective 6: Study the relationship between attitude of self financed college and government aided college pupil teachers towards teaching profession and their study habits.

Hypothesis 6: There will be no significant relationship between attitude of self-financed college and government aided college pupil teachers towards overall teaching profession and their study habits.

Table 4.6

Correlation		
Variables	R Value	Level of Significant
Attitude towards Teaching Profession	0.357**	P<0.05
Study Habits		

**Correlation is significant at 0.05 level

From Table No.4.6, it is clear that the coefficient of correlation between attitude towards teaching profession and study habit among pupil teachers of self-financed and government-aided colleges is 0.357. It is evident from the table that the obtained p value is less than the significance value, the correlation is statistically significant, In other words, we can say this correlation is positive, low but highly significant at 0.05 level of significance. Thus, we can conclude that there exists a positive, low but significant relationship between pupil teacher's attitude towards teaching profession and their study habit. Hence, the hypothesis that there will be no significant relationship attitude towards teaching profession and adjustment among pupil teachers of self-financed and government-aided colleges is rejected.



CHAPTER-5

FINDINGS, EDUCATIONAL IMPLICATIONS, CONCLUSIONS AND SUGGESTIONS

The twenty first century has witnessed phenomenal explosion of knowledge and application of communication-cum-information technologies, accelerating the access to knowledge, enhancing obsolesces of the existing body of knowledge and skills thereby effecting occupations. The expending quantum of technology in each profession has further redefined competencies, generating opportunities for lifelong learning, demanding purpose oriented actions and commitment driven society. Teaching has given way to learning and self-learning. What is important in educational institutions is the development of self-learning skills and self employable skills. Pedagogy has to be altered to the demands of today's students and today's priorities.

The present investigation studied the skills employed by self financed college and government aided college pupil teachers in the learning process and the attitude held by them towards teaching profession to ascertain the level of their adjustment skill required for lifelong learning and the underlying causes which made them choose teaching as a career and how their academic success influences these attributes.

In the present chapter attempt has been made to suggest those factors or reasons, which might have worked to produce the result as presented in the last chapter. In order to present a clear and a comprehensive picture, the results have been discussed under various sections as ordained by the objectives of the study. The sections have been categorised as follows:

Section A: Attitude towards teaching profession

Section B: Study Habits

Section C: Adjustment

Section D: Attitude towards teaching Profession and Adjustment

Section E: Study Habits and Adjustment

Section F: Attitude towards Teaching Profession and Study Habits

Major Findings of the Study

Hypothesis 1: There will be no significant difference in the attitude of self-financed college and government aided college pupil teachers towards overall teaching profession belonging to different Adjustment level.

Finding 1: significant difference is found in the attitude of self financed college and government aided college pupil teachers towards overall teaching profession belonging to different adjustment level.

The result of this section shows that self financed college pupil teachers had significantly better attitude compared to that of government aided college pupil teachers and better adjustment. The other dimensions like class room teaching, teaching profession, child centred practices were found to be better in self financed college pupil teachers.

Hypothesis 2: No Significant difference in the study habits of self financed college and government aided college pupil teachers belonging to different adjustment level.

Finding 2: Significant difference is found in the study habits of self financed college and government aided college pupil teachers belonging to different adjustment level.

This section shows that Government aided college pupil teachers had significantly better reading and note making habits compared to that of self financed college pupil teachers and better home adjustment & planning of work. The other dimensions like reading habits, note taking, habits of concentration and home environment were found to be better in self financed college pupil teachers.

Hypothesis 3: There will be no significant difference in the Study Habits of self-financed college and government aided college pupil teachers having different attitude towards overall Teaching Profession.

Finding 3: Significant difference is found in the Study Habits of self-financed college and government aided college pupil teachers having different attitude towards overall Teaching Profession.

The result of this section shows that Self financed college pupil teachers had significantly better study habits, positive attitude towards overall teaching profession and better work methods. The other dimensions like reading ability, good attitude

towards the teacher, and good interpersonal relationship with peers were found to be better in self financed college pupil teachers.

Hypothesis 4: There will be no significant relationship between attitude of self-financed college and government aided college pupil teachers towards overall teaching profession and their Adjustment.

Finding 4: significant relationship is found between attitude of self-financed college and government aided college pupil teachers towards overall teaching profession and their Adjustment.

The result of this section shows that the coefficient of correlation between self financed college and government aided college pupil teacher's attitude towards teaching profession and their adjustment. The result of the table infers that there is positive and significant correlation between pupil teacher's attitude and adjustment of self financed college and government aided college at 0.05 levels.

Hypothesis 5: There will be no significant relationship between Study Habits of self-financed college and government aided college pupil teachers and their Adjustment.

Finding 5: Significant relationship is found between Study Habits of self-financed college and government aided college pupil teachers and their Adjustment.

The result shows that the coefficient of correlation between study habit of self-financed and government-aided college pupil teachers and their adjustment is 0.341, which shows that the correlation is positive, low but highly significant at 0.05 level of significance. We can conclude from the obtained result that there exists a positive, low but significant relationship between study habit and adjustment among pupil teachers.

Hypothesis 6: There will be no significant relationship between attitude of self-financed college and government aided college pupil teachers towards overall teaching profession and their study habits.

Finding 6: Significant relationship is found between attitude of self-financed college and government aided college pupil teachers towards overall teaching profession and their study habits.

The result of this section shows that the coefficient of correlation between attitude towards teaching profession and study habit among pupil teachers of self-financed and government-aided colleges is positive. Thus, there exists a positive, low but significant relationship between pupil teacher's attitude towards teaching profession and their study habit.

To summarize, it can be said that self financed college and government aided college pupil teachers having favourable attitude towards teaching profession, use better study habits as a result their adjustment is excellent. The present study found that the systematic use of study habits can have a positive effect on student's attitude towards Teaching Profession and their Adjustment. Furthermore, it reflects that teaching students "how to learn" can be a vital part of the effectiveness of any curriculum.

STATEMENT OF THE PROBLEM

A study of relationship among Attitude, Study Habit and Adjustment towards Teaching Profession of Self-financed College and Government-Aided College Pupil Teachers.

OBJECTIVES

1. To study the attitude of self-financed college and government aided college pupil teachers towards Teaching Profession.
2. To study the study habits of self-financed college and government aided college pupil teachers.
3. To study the Adjustment of self-financed college and government aided college pupil teachers.
4. To study the relationship between Attitude of self-financed college and government aided college pupil teachers towards Teaching Profession and their Adjustment.
5. To study the relationship between Study Habits of self-financed college and government aided college pupil teachers and their Adjustment.
6. To study the relationship between Attitude of self-financed college and government aided college pupil teachers towards Teaching Profession and their Study Habits.

HYPOTHESIS

1. There will be no significant relationship between attitude of self-financed college and government aided college pupil teachers towards overall teaching profession and their Adjustment.
2. There will be no significant difference in the attitude of self-financed college and government aided college pupil teachers towards overall teaching profession belonging to different Adjustment level.
3. There will be no significant relationship between Study Habits of self-financed college and government aided college pupil teachers and their Adjustment.
4. There will be no significant difference in the Study Habits of self-financed college and government aided college pupil teachers belonging to different Adjustment level.
5. There will be no significant relationship between attitude of self-financed college and government aided college pupil teachers towards overall teaching profession and their study habits.
6. There will be no significant difference in the Study Habits of self-financed college and government aided college pupil teachers having different attitude towards overall Teaching Profession.

METHODOLOGY

Sample

The sample of the study comprises of three hundred and thirty-six self financed college and government aided college pupil teachers selected randomly from all the seven teachers training institutions associated with Lucknow University.

Tools

Following tools were used for the collection of the data.

1. Teacher Attitude Inventory (1978) by S.P. Ahluwalia.
2. Palsane and Sharma Study Habits Inventory (1989) (Adopted Version) by Palsane and Sharma
3. Adjustment Inventory (1934) by R.K. Ojha.

Method of Data Collection

The collection of the entire data was done in two phases. In the first phase, at the start of academic session, Teacher Attitude Inventory and Adjustment Inventory were administered. In the second phase, during the midsession, Palsane and Sharma Study Habits Inventory was administered.

Statistical Procedure

For the analysis of data following statistical techniques were employed:

1. Mean and Standard deviation.
2. t-test will be used to test the significance of difference between various groups.
3. Coefficient of Correlation Method will be used to test the significance of relationship between various groups.

CONCLUSIONS

The statistical analysis of the data and its interpretation lead to get many conclusions which are, Majority (83.9%) of the students seeking admission in the teacher training institutions do not hold a favourable attitude towards overall Teaching Profession. Maximum number (71.0%) of self financed college and government aided college pupil teachers possess average Study Habits. Self financed college and government aided college pupil teachers have a more favourable attitude towards Overall Teaching Profession and are more motivated towards learning besides being better note takers and better adjustable comparison to male self financed college and government aided college pupil teachers. Close relationship is found between attitude towards Overall Teaching Profession and Adjustment; between Study Habits and Adjustment and between attitude towards Overall Teaching Profession and Study Habits.

The factors differentiating excellent, average and unsatisfactory adjustment were a favourable attitude towards Overall Teaching Profession, Teaching Profession (as a dimension), Classroom Teaching, Child Centred Practices and Teachers. The study strategies employed by excellent adjustment were Budgeting of Time, better Reading

process, Note-Taking ability and excellent Learning Motivation. Favourable attitude towards Overall Teaching Profession enhances learning of self financed college and government aided college pupil teachers, as they were found to employ better study habits in terms of better Budgeting of Time, Reading Ability, Note Taking ability and excellent Motivation level. Attitude towards Overall Teaching Profession does not contribute towards enhancing Memorization techniques; though the favourable group was found to study under better Physical Conditions, handle and prepare for Examination properly and possess better Health habits.

EDUCATIONAL IMPLICATIONS

Nowadays it is common to speak of deep and shallow modes in learning. This includes the idea of transforming knowledge, assuming ownership of knowledge with the intention to understand. Shallow learning, regarded as learning by rote, with little understanding, for passing an examination, as subsequent to the examination, the knowledge and information is rapidly lost needs to be curtailed. The knowledge and the information is never properly digested and owned by the learner; only being used as a currency to secure a pass in the examination. If education is about changing behaviours, it is unlikely to happen if teachers themselves regurgitate facts to students. Therefore, students joining pre-service teacher programme need to be aware of their own skills, attitudes for then only will they be able to enhance not only their own learning but the learning of their would be students also. Thus, the present study has tremendous implicational value.

1. Education involves more than increasing content knowledge and skills. Students also must learn how to manage their learning. Delivering content without instruction in how to learn the material is like giving someone a state-of-the-art personal computing system without any instructions on how to assemble and use it. Effective instruction includes assuming responsibility for helping students learn how to learn the course material. Teacher educator need to provide many opportunities for students to develop and assume this role. When the instruction of learning strategies is integrated with the regular curriculum of a course, then strategy instruction becomes the met curriculum.
2. The benefits of providing study strategy course to the students while they are learning course material are manifold. It makes teacher educator become more

aware of how students learn and of the effectiveness of specific study habits for their particular course.

3. Pupil teachers are taught the importance of adopting teaching methods to pupil's individual needs and abilities, but their own individual differences are often ignored during the process of teacher training. Most curricula of teacher education do not employ individualized strategies of training to suit the personal abilities. It thus turns out that the way of pupil teachers are taught is not consistent with what they are taught. In order to maintain some unity between content and process of teacher training, curriculum planners need to investigate what methods best suit the learning abilities of which students.
4. In the 'Instruction paradigm', the mission of a teacher is to teach, to lecture, and to deliver courses. In contrast, in the 'learning paradigm' the mission is to produce learning. It is a question of responsibility and it represents a shift from taking the responsibility for providing quality instruction to become responsible for student learning. Since the students are co-producers of learning, they also need to inculcate awareness about owning responsibility for their own learning. When two agents assume responsibility, the result is synergistic. Both the teacher educator as well as self financed college and government aided college pupil teachers need to equip themselves with the tools of lifelong learning.
5. Every profession has to strive itself to upgrade its professional status and also to retain its place in the hierarchy. Those constituting the profession must have before them a "self-image" of their profession and a sense of pride in being a part of the same. But the majority of the pupil teachers are not here because of their preference, choice or willingness. It thus becomes imperative that the B.Ed curriculum should be so formulated that it instils a sense of pride and brings about a paradigm shift in the attitude of self financed college and government aided college pupil teachers towards the profession, which they or the fate has chosen for them.
6. Change in the attitude of self financed college and government aided college pupil teachers can be brought about under certain conditions, such as, when the initial attitude is not firmly entrenched, when the communication reflects attitude that are consistent to the needs of the receiver, and when the communication is accepted to important reference groups of the receiver. The

teacher supervisor can play a vital role in such a scenario, as he/she is the source of information for the self financed college and government aided college pupil teachers. The students may acquire the attitudes of teacher supervisor through the process of identification as for the self financed college and government aided college pupil teachers, their supervisor serves as a role model.

7. The positive influence of study habits on educational outcomes and creating effective learning environment is well documented. The information on study habits can be incorporated into the classroom, providing educational opportunities related to study habits, utilizing strengths and overcoming weakness, enhancing students learning and accomplishment.
8. The adjustment of self financed college and government aided college pupil teachers can be enhanced by improving their effort and involvement in term of specific study habits implemented and proper attitudes developed, increased interaction among peers and faculty members.
9. The academic adjustment should be so organized as to develop confidence not fear, increase self worth and self confidence, not a sense of failure and worthlessness among students.

SUGGESTIONS

Suggestion for Learners

The students in higher education use a variety of approaches to learning. Not only do the same students vary their approaches in response to different perceived requirements, but different students differ in their individual preferences. There are students who have regular study habits, are used to note taking during the lectures and while doing reference work and similar activities, exhibit a systematic approach to the learning process. In contrast, there are other students who study occasionally but manage to complete their courses, regardless of the depth of knowledge gained, reflected upon and utilized. The need is to help students become more aware of their characteristic style and approach, to show how they may most effectively capitalize on their intellectual strengths and at the same time transcend the limitations of a particular habit. Many students need a good deal of help in recognizing the very different strategies required to response appropriately to the wide variety of tasks.

Students take time to develop if they develop at all a repertoire of study habits enabling them to deal effectively with adjusted demands. Following suggestions may be implemented by the students to improve their study habits, in order to become strategic learners, who then become confident enough to cope with different adjustment tasks.

1. Budgeting Time

Exact observation of the method of time utilization is one of the basic means of perfecting all work. Time is a most precious factor, because once lost, it is not to be recovered and it is important that it is used properly. To achieve this in a rational way, the whole material to be mastered is to be divided into separate tasks and the sequence of their performance should be established. In other word a plan of action is required. Study plan combines not only the sequence of activities to be performed but also various means that may be used.

2. Physical Conditions for Study

After prolonged studying, fatigue sets in partly due to muscular effort and not only due to eyestrain. For right posture, the height of the chair seat should be strictly adapted to the leg from knee downwards. In sitting, this part of the leg should form a right angle with the thigh, the feet should rest on the floor; and the thigh should easily cover a large surface of the chair.

Book learning puts a heavy strain on the eyes due mainly to long periods of reading and writing. For bookwork it is best to illuminate the whole room by diffuse light, reflected from the ceiling and the walls. This gives least reflection and the greatest evenness of light. The distance between the eyes and the book should be 30-40 cm.

3. Reading

The increasing profusion of publications tends to make an ever widening gap between what is worth reading for one's own profession, what should be read, and what is actually read one of the features of the art of reading is the ability to scan through a new book or article quickly to discover if it offers us anything of value.

For enhancing speed of reading following points may be observed

- a. The contents should be grasped actively with an effort to understand them more quickly.
- b. Take in several words at one glance, reading whole phrases and not single words.
- c. Do not move lips or tongue and avoid inner articulation.
- d. Avoid backward eye movements along the line read.
- e. Look at the upper parts of the words and not at the lower.

4. Making Notes

Notes made during reading are of great help in assimilating information. Competently made, they pick out the basic points of reading matter and arrange the information in order of importance. They are thus an important stage in a gradual, logical memorizing of extensive, logically connected pieces of information.

5. Learning from Multiple Sources

Course information can be delivered through a variety of formats:

- a. Lecture
- b. Textbook
- c. Original source material – as diaries, government documents, proceedings, minutes.
- d. Interview and biography, eyewitness accounts or commentaries.
- e. Fictional story or novel
- f. Electronic Media – videos, radio programs
- g. Internet – website pages, discussion groups

6. Preparation for a class

Before entering your classroom review your notes, communicate immediately with professors about any study problems. Arrive on time for class, evaluate as you listen, avoid distractions, review your class objectives.

7. Concentration when Studying

Concentration is the ability to direct our thinking. To increase the concentration power, following recommendations may be utilized.

- a. Leave time in your work plan for pause recreation, but in the periods intended for work give it full concentration.
- b. Avoid external disturbances. Be focused.
- c. Create an incentive for successfully completing a task.

- d. Change topic
- e. Vary study activities

8. Motivation

Following exercise helps in increasing motivation.

- a. Recognize the sense of discovery
- b. Take responsibility for your learning.
- c. Accept the risks inherent in learning with confidence, competence and autonomy.
- d. Recognize that 'failure' is success: learning what doesn't work is same as learning what does work

9. Using Memory Effectively

One factor influencing quick registration and permanent retention in the memory is the mental attitude to memorizing i.e. intentional memorizing. Besides intentional memorizing. Following techniques may be employed for enhanced retention.

- a. Use acronyms and acrostic
- b. Rhyme keys
- c. Chaining
- d. Continual perception and passive repetition Memorization by heart
- e. Appropriate mental processing of the material-Logical Memorization.

10. Health

To avoid stress and anxiety during the examination, following points may be remembered

- a. Set realistic goals for yourself
- b. Take one step at a time; Focus on dealing with what you have to do
- c. Stay relevant
- d. Some anxiety is helpful, as it motivates you to work harder
- e. Revise thoroughly before the examination
- f. Rest for some hours before appearing for any test
- g. Stay cool, everything is possible if approached from right perspective

Habit information is quicker and smoother in proportion to one's conscious practice and regular self-checking. It is paradoxical phenomenon, that although new effective

methods are known, people tend to continue with their old faulty habits. There is need to consciously break our old habits in favour of new, effective and economical methods of study.

Suggestions for Teacher Education/Policy Makers

The discipline of education is often accused by outsiders of having only a stunted and limited growth. The most critical issue that must be attended to by teacher education institutions is the dichotomy of what they practice and what they preach.

1. In the emerging scenario, every profession is trying to ensure renewal of learning by all its members, teacher-educators too, need to be aware of new and effective study habits for then only they will be able to recognize faulty habits and develop sound habits among their students.
2. Teacher educators should set clearer cognitive goals; develop model strategies for learning and encourage met cognitive discussion.
3. Develop sound pedagogical knowledge base consisting of following processes.
 - a. Knowledge how to motivate students with different study habits.
 - b. Knowing when to use various teaching materials.
 - c. Being able to give an interesting lecture
 - d. Knowing how to facilitate collaboration among students.
 - e. Being able to help students overcome learning difficulties.
 - f. Being able to encourage students to think critically.
 - g. Being aware of specific techniques for fostering learning
 - h. Knowing when and how to provide meaningful feedback.
4. Most teacher educators teach as they were taught. Developing pedagogy requires a process of activity, reflection and dialogue for authentic change to occur. This requires establishment of an environment that is voluntary, non-evaluative and collaborative. The policy makers need to ensure setting up of an open trusting environment and should provide incentive for the same.
5. Research has shown that change in attitude can be brought about through favourable experiences during teacher-training program. The role of teacher supervisor is very important in such a scenario as he/she can provide those experience and act as a role model for his/her students.

6. To enhance the image of teaching profession, policy makers need to market teacher education in a new way. In the present time of ad marketing, rights and responsibilities may be highlighted; important posts may be given to deserving teachers to enhance their prestige and power. Teacher emoluments may be increased and they should be supported in their innovative measures.
7. Students Self-Assessment practices may be started in the teacher education programme to make students responsible for their own learning and assessment and develop a favourable attitude in them towards assessment practices and make them co-producers of evaluative practices.
8. To enhance interest in reading, teacher educators may employ variety of activities such as discussion, dramatization, constructive listening session etc.
9. Teacher educator may remain available during breaks to discuss informally with students. Building a relationship with students sends a clear message that they are concerned and approachable.
10. Peer coaching may be included into teacher preparation program in order to provide a valuable means to supplement teacher supervisors feed back to pupil teachers on the development of teaching skill. discussion with peers result in reflective and critical thinking on teaching skills.

Suggestions for Research Workers

As a result o data collected and analysed, the following suggestions for further research are offered.

1. In the present study, the conclusions are based on the measurement of scores obtained from self financed college and government aided college pupil teachers of Lucknow University only. There is therefore need for cross validation of the reported results with samples drawn from similar population elsewhere.
2. The present study is limited to pre service teachers only, an extensive investigation could be planned for the comparison of attitude of pre service and in service teachers towards teaching profession.
3. An intervention programme may be developed, to include study habit teaching as a part of B.Ed curriculum.

4. Further research may be undertaken to study the attitude and study habits of self financed college and government aided college pupil teachers at the time of entering training programme and again at the end of training as a pre-test post-test design.



SUMMARY

SUMMARY

The researcher had to know that a positive favourable attitude makes the work not only easier but also more satisfying and professionally rewarding. Moreover effective and productive learning on the part of the pupils can be achieved by employing teachers with desirable attitude or by shaping their attitude in the desired direction. Thus, it becomes imperative to study the attitude of self financed college and government aided college pupil teachers are analysed in order to find but how they learn, so that any incorrect habit any be checked here and now and right habits developed so that when they go on to become fully fledged teachers they can instil in their students, the right kind of study habits, in order to tap their full potential for adjustment. The present study was thus undertaken to study the attitude held by self financed college and government aided college pupil teachers towards their profession and the study habits employed by them to achieve success in the examination. That is why the study was concentrated mainly in three parameters attitude, study habits and adjustment.

Need of the Study

The present research attempts to find out the characteristics in an individual that play their role in shaping him / her for the teaching job? It is needed to plan research so as to find out “how can students be helped to develop proper attitude towards teaching profession and correct study habits and adjustment skills conducive to lifelong learning.

Therefore the proposed study describe to the attitude of pupil teachers towards teaching profession, their study habits and adjustment in self financed college and government aided college pupil teachers examination.

Statement of the Problem

The present study has been purposely permitted as,

“A study of relationship among Attitude, Study Habit and Adjustment towards Teaching Profession of Self-financed College and Government- Aided College Pupil Teachers”.

Operational Definitions

1. Attitude towards Teaching Profession

Refers to the patterns of behaviour, which predisposes an individual to act in a specific way towards teaching profession in totally and in context to certain specific areas as Teaching Profession, Classroom Teaching, Child Centred Practices, Educational Process, Pupils and Teachers

It refers to a state of mental and neural readiness planned through experience exerting a ordinance and self motivated efficacy upon the individual's response to all objects and situations related to the teaching profession.

2. Study Habits

Learning is a complex task and there is no one learning method, which is best for all combination of learners and learning material. There are however certain general rules which tend to make for effective learning. Each student brings these learning experiences and strategies accumulated over a lifetime. These strategies form the study habits of an individual. The study habits of an individual are studied under following heads: Budgeting Time, Physical Conditions for Study, Reading Ability, Note Taking, Learning Motivation, Memory, Taking Examination, under the taking examination Preparation for Examination or Use of Examination Results will come and Health. The study habits determine the effectiveness of a learner's effort.

3. Adjustment

Teacher Adjustment can be said to be a continuous process by which a teacher varies his or her behaviour to generate a harmonious relationship between oneself and the work environment which comprises of the students, colleagues and the school administration.

Objectives

1. To study the attitude of self-financed college and government aided college pupil teachers towards Teaching Profession.
2. To study the study habits of self-financed college and government aided college pupil teachers.
3. To study the Adjustment of self-financed college and government aided college pupil teachers.

4. To study the relationship between Attitude of self-financed college and government aided college pupil teachers towards Teaching Profession and their Adjustment.
5. To study the relationship between Study Habits of self-financed college and government aided college pupil teachers and their Adjustment.
6. To study the relationship between Attitude of self-financed college and government aided college pupil teachers towards Teaching Profession and their Study Habits.

Hypothesis

1. There will be no significant difference in the attitude of self-financed college and government aided college pupil teachers towards overall teaching profession belonging to different Adjustment level.
2. There will be no significant difference in the Study Habits of self-financed college and government aided college pupil teachers belonging to different Adjustment level.
3. There will be no significant difference in the Study Habits of self-financed college and government aided college pupil teachers having different attitude towards overall Teaching Profession.
4. There will be no significant relationship between attitude of self-financed college and government aided college pupil teachers towards overall teaching profession and their adjustment.
5. There will be no significant relationship between Study Habits of self-financed college and government aided college pupil teachers and their Adjustment.
6. There will be no significant relationship between attitude of self-financed college and government aided college pupil teachers towards overall teaching profession and their study habits.

Delimitations

Through sincere efforts were made to remove all shortcomings in the research work, certain delimitations inherent in the study are

- The sample of Self financed college and Government Aided college pupil teachers was confined to the seven teacher training institutions associated with Lucknow University.
- This study has been delimited to B.Ed students only.
- This study has been delimited to 336 students.
- This study has been delimited to only three variables of i.e, Attitude, Study Habits and Adjustment.
- For this study researcher had used three dependent variables i.e, Attitude, Study Habits and Adjustment.
- For these variables I has been used three tools i.e, S.P Ahluwalia for Attitude, M.N Palsane and Sharma for Study Habits and Dr. R.K Ojha for Adjustment.
- This study has been delimited to Lucknow area only.

Review of Literature

The review of related studies on attitude, study habits and adjustment has been done by researcher.

Elina Soibamcha (2016) carried out a research on Attitude of Teachers towards Teaching Profession. The objectives of the study were 1. Teacher's educational qualifications and attitudes towards teaching profession are independent. 2. Age has nothing to do with attitudes towards teaching profession. The survey method was adopted for the study. the sample consists of 150 teachers in Imphal west district. The results of the study indicated that those teachers' educational unfavourable attitudes towards teaching profession, as the p-value were 0.678 and 0.971 respectively. However, more qualified teachers (59%) seemed to be having more positive attitudes than the less qualified teachers (41%). Similarly, younger teachers appear to possess more positive attitudes (59%) than that of the older teachers (41%).

Shazli Hasan Khan (2019) studied on "A Study of Academic Achievement among Secondary School Students in Relation to Their Study Habits in Sambhal District of Uttar Pradesh". The development of a nation rests mainly on the level of education among there people. Without education human race would have remained but as another animal ride. Education is a process towards development. The term study habit can be as the students' way of study whether systematic, efficient or inefficient.

Academic achievement refers to what and how an individual has learnt qualitatively and quantitatively after a period of instruction is given. A habit is something that is done on a scheduled, regular, planned basis and that is not relegated to a second place or optional place in one's life. It is simply done, no reservations, no excuses, and no expectations. Study habits keep the learner perfect in getting knowledge and developing attitude towards things necessary for achievement in different field of human endeavour. Students whom develop good study habits at school increase the potential to complete their assignments successfully and to learn the material they are studying. They also reduce the possibility of not knowing what is expected and of having to spend time studying at home. The present study is carried out to see the relationship of academic achievement to study habits among secondary school students of Sambhal district. Through purposive sampling technique a sample of 300 secondary school students are taken. Normative survey method has been followed to find out the study habit of secondary school students.

Malik (2020), The researcher examined the emotional competence & adjustment of Kashmir Valley SS students who had been affected by militancy. The results suggested that indirect militancy-affected students have considerably better adjustment as compared to direct militancy-affected students also; the findings also discovered a significant association between the linked variables.

Research Methodology

The purpose of the study was to see the difference and relationship between attitude towards the teaching profession, study habits and adjustment of self financed college and government aided college pupil teachers. The method adopted in the present study was Survey method. For data collection survey method was used. So, with the help of survey method researcher can gather information or data by asking questions to the population. A formal number of questions or Performa was prepared to data collection purpose. To plan a survey type of research to include self financed colleges and government aided colleges pupil teachers.

Sample

Data collection for self financed college researcher had chosen four self financed colleges, which are affiliated to Lucknow University and three government aided

colleges in Lucknow district. From four self financed college researcher had selected 200 students and from three government aided colleges researcher had selected 136 students. As that researcher had selected total 336 populations for this study. The sample of the present study comprises of 336 self financed colleges and government aided college pupil teachers drawn from all the seven B.Ed training institutions of self financed and government aided college. Distribution of sample is given in table:

Sample Distribution

S. No.	B.Ed INSTITUTIONS (SELF-FINANCED COLLEGES)	No. of B.Ed Students
1.	Rajat Girls Degree College, Lucknow	57
2.	Eram Degree College, Lucknow	40
3.	Vasudev Degree College, Lucknow	63
4.	City College, Lucknow	40
	B.Ed INSTITUTION (GOVERNMENT-AIDED COLLEGES)	
1.	Jai Narain P.G College, Lucknow	43
2.	Khun Khun Ji College, Lucknow	45
3.	Mahila Vidyalaya Degree College, Lucknow	48
	Total	336

Tools Used in the Study

For the present study, a careful selection of tools was done on the basis of variables of the study and the appropriateness of the tools. Three tools were used.

- Teacher Attitude Inventory by S.P Ahluwalia
- Palsane and Sharma Study Habits Inventory by M.N Palsane and S Sharma
- Adjustment Inventory by Dr. R.K Ojha

Statistical Analysis

This statistical technique used for the study was Mean, S.D and t-test.

Data Collection

The researcher had collected data for attitude, study habits and adjustment of the self financed college and government aided college pupil teachers with the help of prescribed tools.

Analysis of Data

Based on the hypothesis data was analysed using the mean, standard deviation, t-test and correlation. The interpretation of the result was done based on the findings of the study.

Conclusion

The statistical analysis of the data and its interpretation lead to get many conclusions which are, Majority (83.9%) of the students seeking admission in the teacher training institutions do not hold a favourable attitude towards overall Teaching Profession. Maximum number (71.0%) of self financed college and government aided college pupil teachers possess average Study Habits. Self financed college and government aided college pupil teachers have a more favourable attitude towards Overall Teaching Profession and are more motivated towards learning besides being better note takers and better adjustable comparison to male self financed college and government aided college pupil teachers. Close relationship is found between attitude towards Overall Teaching Profession and Adjustment; between Study Habits and Adjustment and between attitude towards Overall Teaching Profession and Study Habits.

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2. The benefits of providing study strategy course to the students while they are learning course material are manifold. It makes teacher educator become more aware of how students learn and of the effectiveness of specific study habits for their particular course.
3. Pupil teachers are taught the importance of adopting teaching methods to pupil's individual needs and abilities, but their own individual differences are often ignored during the process of teacher training. Most curricula of teacher education do not employ individualized strategies of training to suit the personal abilities. It thus turns out that the way of pupil teachers are taught is

not consistent with what they are taught. In order to maintain some unity between content and process of teacher training, curriculum planners need to investigate what methods best suit the learning abilities of which students.

4. In the 'Instruction paradigm', the mission of a teacher is to teach, to lecture, to deliver courses. In contrast, in the 'learning paradigm' the mission is to produce learning. It is a question of responsibility and it represents a shift from taking the responsibility for providing quality instruction to become responsible for student learning. Since the students are co-producers of learning, they also need to inculcate awareness about owning responsibility for their own learning. When two agents assume responsibility, the result is synergistic. Both the teacher educator as well as self financed college and government aided college pupil teachers need to equip themselves with the tools of lifelong learning.
5. Every profession has to strive itself to upgrade its professional status and also to retain its place in the hierarchy. Those constituting the profession must have before them a "self-image" of their profession and a sense of pride in being a part of the same. But the majority of the pupil teachers are not here because of their preference, choice or willingness. It thus becomes imperative that the B.Ed curriculum should be so formulated that it instils a sense of pride and brings about a paradigm shift in the attitude of self financed college and government aided college pupil teachers towards the profession, which they or the fate has chosen for them.
6. Change in the attitude of self financed college and government aided college pupil teachers can be brought about under certain conditions, such as, when the initial attitude is not firmly entrenched, when the communication reflects attitude that are consistent to the needs of the receiver, and when the communication is accepted to important reference groups of the receiver. The teacher supervisor can play a vital role in such a scenario, as he/she is the source of information for the self financed college and government aided college pupil teachers. The students may acquire the attitudes of teacher supervisor through the process of identification as for the self financed college and government aided college pupil teachers, their supervisor serves as a role model.

7. The positive influence of study habits on educational outcomes and creating effective learning environment is well documented. The information on study habits can be incorporated into the classroom, providing educational opportunities related to study habits, utilizing strengths and overcoming weakness, enhancing students learning and accomplishment.
8. The adjustment of self financed college and government aided college pupil teachers can be enhanced by improving their effort and involvement in term of specific study habits implemented and proper attitudes developed, increased interaction among peers and faculty members.
9. The academic adjustment should be so organized as to develop confidence not fear, increase self worth and self confidence, not a sense of failure and worthlessness among students.

SUGGESTIONS

Suggestions for Teacher Education/Policy Makers

The discipline of education is often accused by outsiders of having only a stunted and limited growth. The most critical issue that must be attended to by teacher education institutions is the dichotomy of what they practice and what they preach.

1. In the emerging scenario, every profession is trying to ensure renewal of learning by all its members, teacher-educators too, need to be aware of new and effective study habits for then only they will be able to recognize faulty habits and develop sound habits among their students.
2. Teacher educators should set clearer cognitive goals; develop model strategies for learning and encourage met cognitive discussion.
3. Develop sound pedagogical knowledge base consisting of following processes.
 - i. Knowledge how to motivate students with different study habits.
 - j. Knowing when to use various teaching materials.
 - k. Being able to give an interesting lecture
 - l. Knowing how to facilitate collaboration among students.
 - m. Being able to help students overcome learning difficulties.
 - n. Being able to encourage students to think critically.

- o. Being aware of specific techniques for fostering learning
 - p. Knowing when and how to provide meaningful feedback.
4. Most teacher educators teach as they were taught. Developing pedagogy requires a process of activity, reflection and dialogue for authentic change to occur. This requires establishment of an environment that is voluntary, non-evaluative and collaborative. The policy makers need to ensure setting up of an open trusting environment and should provide incentive for the same.
 5. Research has shown that change in attitude can be brought about through favourable experiences during teacher-training program. The role of teacher supervisor is very important in such a scenario as he/she can provide those experience and act as a role model for his/her students.
 6. To enhance the image of teaching profession, policy makers need to market teacher education in a new way. In the present time of ad marketing, rights and responsibilities may be highlighted; important posts may be given to deserving teachers to enhance their prestige and power. Teacher emoluments may be increased and they should be supported in their innovative measures.
 7. Students Self-Assessment practices may be started in the teacher education programme to make students responsible for their own learning and assessment and develop a favourable attitude in them towards assessment practices and make them co-producers of evaluative practices.
 8. To enhance interest in reading, teacher educators may employ variety of activities such as discussion, dramatization, constructive listening session etc.
 9. Teacher educator may remain available during breaks to discuss informally with students. Building a relationship with students sends a clear message that they are concerned and approachable.
 10. Peer coaching may be included into teacher preparation program in order to provide a valuable means to supplement teacher supervisors feed back to pupil teachers on the development of teaching skill. discussion with peers result in reflective and critical thinking on teaching skills.

Suggestions for Research Workers

As a result o data collected and analysed, the following suggestions for further research are offered.

1. In the present study, the conclusions are based on the measurement of scores obtained from self financed college and government aided college pupil teachers of Lucknow University only. There is therefore need for cross validation of the reported results with samples drawn from similar population elsewhere.
2. The present study is limited to pre service teachers only, an extensive investigation could be planned for the comparison of attitude of pre service and in service teachers towards teaching profession.
3. An intervention programme may be developed, to include study habit teaching as a part of B.Ed curriculum.
4. Further research may be undertaken to study the attitude and study habits of self financed college and government aided college pupil teachers at the time of entering training programme and again at the end of training as a pre-test post-test design.

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APPENDIX



T. & Regd. No. 20000
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**Reusable Booklet
of**

TAI-AS

(English Version)

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Prof. S. P. Ahluwalia (Sagar)

INSTRUCTIONS

The present inventory consists of 90 statements aimed to identify the professional attitudes of the teachers. There is considerable disagreement as to what these attitudes should be, therefore there are no right or wrong answers. What is required is your own individual feeling or opinion about the statements. Read each statement and decide how you feel about it. To do this, you have to put a tick mark ☒ on any one of the five boxes ☒ given in the Answer Sheet. If you **Strongly agree (SA)** with the statement; put a tick mark in the first, if you **Agree (A)**, put a tick mark ☒ on the second, if you are **Undecided or Uncertain (U)**, put a tick mark in the third, if you **Disagree (D)**, put a tick mark ☒ in the fourth and if you **Strongly disagree (SD)** put a tick mark ☒ in the fifth against the serial no. of the statement.

Think in terms of the general situations rather than specific ones. There is no time limit but you have to respond as quickly as possible.

Please respond to each statement.

Remember that you have not to make any mark on the Reusable Booklet. Now read each statement carefully and record your response on the Answer Sheet.

DO NOT OPEN UNTIL TOLD TO DO SO

Estd. 1971

☎ 0562-2601080

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1. If I had a son entering college, I would have encouraged him to become a teacher.
2. A class-room should not be as quiet as graveyard.
3. Students' behaviour should be taken into consideration by the teacher.
4. Students work hard if they are not given freedom to ask questions in the class.
5. Students are generally sincere.
6. A teacher respects everybody.
7. Individual differences among the students should not be paid much attention to.
8. Teaching develops personality and character.
9. Class-room teaching makes the students disciplined.
10. Freedom should not be given to the students to learn according to their own desire.
11. Pupils should be given freedom to express their views in the class.
12. Teachers are not free to express their views.
13. Those who fail in other fields of work usually become teachers.
14. Teaching work becomes easy in the classroom.
15. Students learn more by love than by punishment.
16. Pupils should not be let down before the classroom.
17. Class-room teaching begets social atmosphere.
18. Students do not live together in harmony with one another.
19. When one sees a teacher he feels like laughing at him.
20. No occupation is better than the teacher profession.
21. Students learn best by doing.
22. Now-a-days students do not obey their teachers.
23. Everybody pays attention to what a teacher says.
24. Teachers are boastful.
25. There should be no students' union in school.
26. Teachers do not determine the moral standards of a nation.
27. Students' health is an important responsibility of the school.
28. Just one method of teaching is not suitable for all the students.
29. Students observe disciplining only in the school.
30. Most of the teachers are greedy.
31. Students are generally dis-Interested in national problems.
32. Group activities do not create a sense of co-operation among the students.

33. Teaching professions has a bright future.
34. Teaching profession appears to be interesting only in the beginning.
35. Bright and talented students often suffer in class-room teaching.
36. The surrounding of the school have an impact on the learning process.
37. Students should not be given freedom to think.
38. Class-room teaching does not inculcate a feeling of self-confidence in the students.
39. Pupils remain unsatisfied if their doubts are not clarified.
40. People do not look down upon teachers.
41. I take pride in telling that I belong to the teaching profession.
42. Class-room teaching makes students respect each other.
43. The talents of students remain hidden if due attention is not paid to their special abilities.
44. Students should enter the class only after obtaining permission from the teacher.
45. Teacher do not have a sense of humour.
46. There are more disadvantages than advantages in the teaching profession.
47. Class-room teaching strengthens the desire to learn.
48. I want to take up the teaching profession only because my parent which so.
49. Books are not all in all for students.
50. Students can become good citizens only when teachers are good teachers.
51. I get pleased when mischievous students get a beating.
52. One, who does according to what he says, has the qualities of a teacher.
53. Class-room teaching needs a change.
54. Different activities performed by the students should not have a place in their final evaluation.
55. Good relationship between the teacher and the taught is essential for learning.
56. Students should not be allowed to ask questions in the class.
57. Teachers cannot satisfy intellectually superior students.
58. Students can do anything in order to get through the examination.
59. There is a distance between teacher and students in class-room teaching.
60. It is curse to remain in the teaching profession.
61. Back-benchers do not get proper attention in class-room teaching.
62. It is good that now-a-day aptitude of students is given importance.
63. Teaching methods of the past were better than those of to-day.
64. While assigning home-task pupil's ability should be taken into consideration.

65. The place of the student should not be supreme in classroom teaching.
66. Teaching is a very stimulating profession.
67. Weak students gain a lot through the revision of the lesson by the teacher in the classroom.
68. One, who does not inflict corporal punishment on students, is a poor teacher.
69. One should not even dream of becoming a teacher in his life.
70. Students often talk non-sense in the class.
71. Good learning condition is created when the relations between the teacher and the pupil are warm and friendly.
72. Teaching profession makes people lazy.
73. Class-room teaching is book-centred rather than pupil-centred.
74. Keeping students informed of their progress has little effect on learning.
75. The teacher should not make the lesson interesting for children.
76. A good teacher has little need for charts, maps diagrams and the like.
77. Most students do not respect the teachers.
78. Teaching makes a teacher tired.
79. Teaching profession is not a good medium of serving humanity.
80. We should fit the curriculum to the student and not the student to the curriculum.
81. Students take pride in the neat and attractive environment of the school.
82. Students should have right to express-disagreement with what the teacher says.
83. One of the difficulties with modern school is that discipline is often sacrificed to the interest of students.
84. In class-room teaching the principle of "learning by doing" cannot be implemented.
85. I will not take up any other job except teaching.
86. If I do not get any other job, I will join the teaching profession.
87. Teacher should not be strict in their dealings with students.
88. Teachers are the leaders of the nation.
89. If a students does not understand an assignment, it is usually the fault of the teacher.
90. A teacher's job is primarily one of the teaching and explaining the subject matter.



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Prof. M. N. Palsane (Pune)
Anuradha Sharma (Agra)

Consumable Booklet
of

SHI- PS
(English Version)

Please fill in the following informations :-

Date

--	--	--	--	--	--	--	--	--	--

Name _____

Age _____ Class _____ Sex _____

Subject _____ Monthly Income _____

College/School _____

INSTRUCTIONS

Much of your success in the examinations depends upon the way you study your School/College subjects. Following are the statements describing your habits of study. We wish to know your study habits so that we may help you in getting better marks in your examination. Your active cooperation, therefore, is absolutely needed.

Please read the following statements. Three alternatives are given for your answers. **Always or Mostly, Sometimes, Rarely or Never.** The example will help you in understanding the mode of answers. Example-

• I take notes when I study.

☐☐☐

If you take notes always, then select alternative and cross mark it, if you take note sometimes, then select alternative and cross mark it, and if you rarely or never take notes, then select alternative and cross mark it.

There is no time limit, but give answer to all statements as honestly and carefully as you can within 20 minutes.

SCORING TABLE

Page	2	3	4	Level of Study Habit
Score				
Total				

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Sr. No.	STATEMENTS	ALTERNATIVE			Score
		Always or Mostly	Sometimes	Rarely or Never	
1.	I study everyday.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
2.	I study at a particular time of the day.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
3.	I do my home work daily.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
4.	If I have to study for a longer time, I take rest in between.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
5.	I have all the required books and other relevant materials of study with me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
6.	For the time of study, I get disturbed by the surroundings at the time of the study.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
7.	I develop automatic interest in the subject as soon as I start studying it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
8.	I realise the importance of the subjects for my future career.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
9.	Other stray thoughts gradually flow in, as soon as I settle down for the study.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
10.	I read the main points before I read the chapter.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
11.	I take down notes while reading.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
12.	I try to recall the matter after reading it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
13.	I continue my reading despite the difficulties in understanding meaning of some of the words.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
14.	I read very carefully in order to understand every point.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
15.	I never read silently.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
16.	According to the importance and difficulty of the subject matter, I change and adjust speed of my reading.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
Score					<input type="text"/>

Sr. No.	STATEMENTS	ALTERNATIVE			Score
		Always or Mostly	Sometimes	Rarely or Never	
17.	I study figures and graphs very carefully while reading.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	00
18.	During the classroom teaching, I take down notes very sincerely.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	00
19.	At home, I compare my class notes with the notes from the text books.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0
20.	I take help of anybody if I do not follow anything.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0
21.	I study the subject matter at home thoroughly before it is taught in the classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0
22.	I read books whenever I get free time whether at home or in the school/college.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	00
23.	I attend my classes regularly in time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	000
24.	I frequently remain absent from class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	000
25.	If a matter is to be learnt by heart, I read and memorize it part by part.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	000
26.	I cram certain things without understanding.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0000
27.	I revise the subject matter from time to time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0000
28.	I study in the library regularly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0000
29.	During examination days also, I sleep as usual in the night.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0
30.	Before writing the answers to the questions in the examination, I read very carefully the entire question paper.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0
31.	In the examination, I answer the question in their serial order.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0
32.	I divide the time according to the matter to be answered in respect of the number of questions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	00
					Score

Sr. No.	STATEMENTS	ALTERNATIVE			Score
		Always or Mostly	Sometimes	Rarely or Never	
33.	Before examination, I read my own notes carefully.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
34.	I prepare for the examinations from the guides/notes available in the market.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
35.	I draw an outline of answers of each question, before writing answers to the questions in the examination.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
36.	I feel tense at the beginning of the examination.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
37.	After the examination, I realise that I have made some mistakes in the answers I have written or I have forgotten some important points.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
38.	I carefully record my examination results.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
39.	I single out my weak subjects on the strength of my examination results.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
40.	I try to make up my deficiency in the weak subjects to my best.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
41.	I get disappointed, if the examination result is not favourable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
42.	I have a tendency to compare my marks with others after the results are declared.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
43.	I think that I can improve fairly my study habits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
44.	I get guidance about proper study habit from my teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
45.	I will take advantage if a guidance programme in study habits is arranged.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
					Score <input type="text"/>



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R. K. Ojha (Moradabad)

Consumable Booklet
of
BAl-o

(English Version)

Please fill up the following informations :

Date

--	--	--	--	--	--	--	--

Name _____ Father's Name _____

Date of Birth

--	--	--	--	--	--	--	--

 Gender : Male ☐ Female ☐

Class _____ Faculty : Arts ☐ Science ☐ Commerce ☐ Tech. ☐

Institution _____ Place _____

Type of Family : Joint ☐ Single ☐ Area : Metro ☐ Urban ☐ Rural ☐

INSTRUCTIONS

On the following pages 140 statements, distributed 35 each in Four adjustment, viz., **Family, Health, Social** and **Emotional** have been given. Read each statement carefully and decide your response in Two alternative, viz., **YES & NO**. If your situation is same as given in statement, then put a ☒ tick in the box of Yes, otherwise in the box of No.

Please do answer to all the statements.

Be rest assured, your responses will be kept confidential

Scoring Table

Sr. No.	Area	Score	Level of Adjustment
1.	Family		
2.	Health		
3.	Social		
4.	Emotional		

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Sr. No.	STATEMENTS	YES	NO	Score
---------	------------	-----	----	-------

PART - I

1. Have you ever had a firm idea of runaway from the home ? ☐ ☐
2. Do you ever feel that your parents are not satisfied with you ? ☐ ☐
3. Are you sad with the works done by your father to run your family ? ☐ ☐
4. Do your mother have supremacy in your family. ☐ ☐
5. Has anyone among your mother-father ever condemn you in vain ? ☐ ☐
6. Do you think that there is no true affection in the family ? ☐ ☐
7. Do you always have good relations with your father ? ☐ ☐
8. Do your parents force you to obey them instead of paying attention to your matters. ☐ ☐
9. Being your family life sorrowful, has any close relatives in your family been ill or has died ? ☐ ☐
10. Does your home appear to you sorrowful because of shortage of money ? ☐ ☐
11. Have your parents ever suspected upon your character ? ☐ ☐
12. Do your parents forbid you to be with friends you remain with ? ☐ ☐
13. Does your mother or father irritates soon ? ☐ ☐
14. Do you mostly remain disagree with your parents regarding the process of work at home ? ☐ ☐
15. Do family quarrels usually occur between your relations ? ☐ ☐
16. Do you mostly keep on quarrelling with your brothers and sisters ? ☐ ☐
17. Do your parents continue to take you to be a child and do not think that you have grown up ? ☐ ☐
18. Do you feel that your parents are unnecessarily strict with you ? ☐ ☐

Sr. No.	STATEMENTS	YES	NO	Score
19.	Does any of your parents have any peculiar habit which you hate ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
20.	Do you love your mother more than your father ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
21.	Have you to leave your house or keep quiet for maintaining peace in the family ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
22.	Have your parents created great fear in your mind for any specific work ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
23.	Do you sometime feel angry and sometime happy upon your family members according to the time ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
24.	Does your mother love you very much ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
25.	Does your mother or father soon gets angry ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
26.	Do all the essential things are available in your house ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
27.	Do the ideals of life of your father match with your ideals ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
28.	Have your parents ever commented your figure or colour ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
29.	Do the ideas of your mother-father not match with each other ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
30.	Did your parents often beat you between the age of 10 and 15 years ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
31.	Are you not in agreement with the ideas of your parents regarding your aims of life ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
32.	Is any of your mother/father have irritating habit ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
33.	Does your mother or father keep you under strict control ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
34.	Do you ever think that your parents are unable to understand you ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
35.	Do you feel that the family life of your friends is more pleasant than yours ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
Total Score Part I				<input type="text"/>

Sr. No.	STATEMENTS	YES	NO	Score
---------	------------	-----	----	-------

PART – II

- | | | | | |
|-----|---|--------------------------|--------------------------|----------------------|
| 1. | Do you soon get afraid with others ? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 2. | Do your eyes feel difficulty in facing very bright light ? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 3. | Are you a patient of asthma or malaria etc. ? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 4. | Did you ever had Diphtheria or high fever in childhood ? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 5. | Do you always have migrane ? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 6. | Do you feel difficulty in sleeping when there is any kind of noise in house ? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 7. | Do you usually feel more tired at the end of the day ? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 8. | Have you reduced some of your body weight these days ? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 9. | Have you ever had serious injury in any accident ? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 10. | Have you ever had any surgical operation ? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 11. | Do you feel much cold ? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 12. | Do you usually suffer from influenza ? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 13. | Did you ever become seriously ill during last ten years ? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 14. | Are you suffering from the problems of gas ? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 15. | Do you feel giddiness ? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 16. | Do your eyes pains usually ? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 17. | Do you feel tiredness when you wake-up in the morning ? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 18. | Do you useually take medicines ? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 19. | Do you usually feel tired ? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 20. | Do you usually get indigestion problem ? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 21. | Do you usually get sour throat ? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 22. | Do you usually have disease of vomiting or diarrhorea ? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 23. | Do you have much problem of constipation ? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 24. | Have you been too much ill during your childhood ? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 25. | Do you feel difficulty in breathing with nose ? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 26. | Do you ever have sharp headache ? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 27. | Is your body weight less than an average ? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |

Sr. No.	STATEMENTS	YES	NO	Score
28.	Do you usually take your food before feeling hungry ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
29.	Do you use spectacles ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
30.	Do you think unnecessary to take care of your health ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
31.	Are you usually absent because of illness ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
32.	Are your teeth such that you feel necessary for medication ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
33.	Do you have any trouble in heart, lungs or kidney ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
34.	Have you ever had skin disease ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
35.	Do you have trouble in getting rid of cold ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
Total Score Part II				<input type="text"/>

PART - III

1.	Do you enjoy social gatherings just to meet the persons ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
2.	Do you like to meet the chief guest while attending any reception function ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
3.	Do you take responsibility of introducing persons while attending such functions ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
4.	Do you feel difficulty in giving proper answer while taking part in group discussion ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
5.	Have you been leader of any party ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
6.	Do you hesitate in entering any meeting when all the persons have seated ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
7.	Can you deliver speech in the presence of all in the class ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
8.	Do you keep on talking with your fellow travellers while travelling by rail or bus ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
9.	Do you feel at ease in asking help from others ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
10.	Do you get harrassed with your shyness ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
11.	Do you enjoy starting conversation in public ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
12.	Do you have experience of planning and directing the works of public ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>

Sr. No.	STATEMENTS	YES	NO	Score
13.	Do you feel difficulty in talking with any newly known persons ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
14.	Do you find yourself unable in answering in the class even when you know the answer ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
15.	Do you feel at ease in having friendship with opposite sex persons ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
16.	Would you like to do work for others instead of asking others to do work for you in a dinner party ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
17.	Do you have experience in delivering speech in any meeting ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
18.	Do you have difficulty in delivering speech in presence of persons ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
19.	Do you enjoy social dances ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
20.	Will you prefer to go personally and take something you want from an unknown person instead of writing a letter or asking any other person to bring it ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
21.	Do you feel self-respect in living with the persons you admire most and not known fully ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
22.	Have you ever been a leader of any social programme ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
23.	Do you move sideways on road to hide from the sight of any specific person ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
24.	Will you prefer to stand or come back on reaching late in any meeting instead of sitting on front seats ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
25.	Do you make friends with easily ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
26.	Are you leader in any party ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
27.	Do you prefer to have close friendship with some particular persons instead of having acquaintance with more persons ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
28.	Do you feel in seeking permission for leaving any specific party of persons if you wish to leave it ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
29.	Do you lag behind in social functions ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>

Sr. No.	STATEMENTS	YES	NO	Score
30.	Do you get perplex all together, if any teacher calls you all of a sudden ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
31.	Do you feel difficult to talk with a stranger ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
32.	Are you delighted in taking part in fairs and gatherings ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
33.	Do you feel honoured in speaking on any topic in the class ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
34.	Do you hesitate in speaking in the class ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
35.	Do you hesitate in entering the room if some persons are talking with each other there ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
Total Score Part III				<input type="text"/>

PART - IV

1.	Do you mostly day-dream ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
2.	Does testing by doctor for any disease frightens you ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
3.	Do you sometimes get sad for unknown reasons ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
4.	Have you ever felt that someone may hypnotise you and make you work against your will ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
5.	Do you feel lonely while staying in a crowd ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
6.	Do you feel tired at the end of the day ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
7.	Do you get frighten with the idea of earthquake or fire ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
8.	Do tears in you eyes come soon ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
9.	Do you get frighten on seeing a snake ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
10.	Are you held guilty even if you are not guilty ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
11.	Do lightening frightens you ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
12.	Do you get discouraged repetedly on securing less marks in examinations ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
13.	Do you feel jealous of others happiness ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
14.	Do you get desperate very easily ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
15.	Do you usually feel sad upon your acts ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>

Sr. No.	STATEMENTS	YES	NO	Score
16.	Have you ever got frighten of falling down after climbing a high mountain ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
17.	Do you get angry very soon ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
18.	Do you usually remain sad ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
19.	Do you get perplexed with the feelings of inferiority ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
20.	Do you think yourself strong ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
21.	Do you easily get shy ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
22.	Do you emotionally hurt by any hearsay ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
23.	Do your feelings get hurt with any hearsay ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
24.	Do you become troubled with probable problems ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
25.	Do you ever get worried that other persons may not read your thoughts ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
26.	Do you ever have an idea that persons are spying you on the road ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
27.	Do you get much troubled on hearing your complaints ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
28.	Do you usually get excited ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
29.	Do you sometimes have useless ideas in your brain and feel distressed with them ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
30.	Do you easily get agitated ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
31.	Do you get too much distressed with your experiences of poverty ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
32.	Do you get too much frightened with a person even knowing that will not cannot harm you ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
33.	Do you get happy and sad on and of without any specific reason ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
34.	Do you ever have such ideas that you are unable to sleep ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
35.	Do you fear living alone in dark ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
Total Score Part IV				<input type="text"/>