

International Multidisciplinary  
Research Journal

*Indian Streams  
Research Journal*

Executive Editor  
Ashok Yakkaldevi

Editor-in-Chief  
H.N.Jagtap

---

Indian Streams Research Journal is a multidisciplinary research journal, published monthly in English, Hindi & Marathi Language. All research papers submitted to the journal will be double - blind peer reviewed referred by members of the editorial board. Readers will include investigator in universities, research institutes government and industry with research interest in the general subjects.

### **Regional Editor**

Dr. T. Manichander

Mr. Dikonda Govardhan Krushanahari  
Professor and Researcher ,  
Rayat shikshan sanstha's, Rajarshi Chhatrapati Shahu College, Kolhapur.

### **International Advisory Board**

Kamani Perera Regional Center For Strategic Studies, Sri Lanka	Mohammad Hailat Dept. of Mathematical Sciences, University of South Carolina Aiken	Hasan Baktir English Language and Literature Department, Kayseri
Janaki Sinnasamy Librarian, University of Malaya	Abdullah Sabbagh Engineering Studies, Sydney	Ghayoor Abbas Chotana Dept of Chemistry, Lahore University of Management Sciences[PK]
Romona Mihaila Spiru Haret University, Romania	Ecaterina Patrascu Spiru Haret University, Bucharest	Anna Maria Constantinovici AL. I. Cuza University, Romania
Delia Serbescu Spiru Haret University, Bucharest, Romania	Loredana Bosca Spiru Haret University, Romania	Ilie Pinteau, Spiru Haret University, Romania
Anurag Misra DBS College, Kanpur	Fabricio Moraes de Almeida Federal University of Rondonia, Brazil	Xiaohua Yang PhD, USA
Titus PopPhD, Partium Christian University, Oradea,Romania	George - Calin SERITAN Faculty of Philosophy and Socio-Political Sciences Al. I. Cuza University, Iasi	.....More

### **Editorial Board**

Pratap Vyamktrao Naikwade ASP College Devrukh,Ratnagiri,MS India	Iresh Swami Ex - VC. Solapur University, Solapur	Rajendra Shendge Director, B.C.U.D. Solapur University, Solapur
R. R. Patil Head Geology Department Solapur University,Solapur	N.S. Dhaygude Ex. Prin. Dayanand College, Solapur	R. R. Yalikal Director Managment Institute, Solapur
Rama Bhosale Prin. and Jt. Director Higher Education, Panvel	Narendra Kadu Jt. Director Higher Education, Pune	Umesh Rajderkar Head Humanities & Social Science YCMOU,Nashik
Salve R. N. Department of Sociology, Shivaji University,Kolhapur	K. M. Bhandarkar Praful Patel College of Education, Gondia	S. R. Pandya Head Education Dept. Mumbai University, Mumbai
Govind P. Shinde Bharati Vidyapeeth School of Distance Education Center, Navi Mumbai	Sonal Singh Vikram University, Ujjain	Alka Darshan Shrivastava Shaskiya Snatkottar Mahavidyalaya, Dhar
Chakane Sanjay Dnyaneshwar Arts, Science & Commerce College, Indapur, Pune	G. P. Patankar S. D. M. Degree College, Honavar, Karnataka	Rahul Shriram Sudke Devi Ahilya Vishwavidyalaya, Indore
Awadhesh Kumar Shirotiya Secretary,Play India Play,Meerut(U.P.)	Maj. S. Bakhtiar Choudhary Director,Hyderabad AP India.	S.KANNAN Annamalai University,TN
	S.Parvathi Devi Ph.D.-University of Allahabad	Satish Kumar Kalhotra Maulana Azad National Urdu University
	Sonal Singh, Vikram University, Ujjain	

**Address:-Ashok Yakkaldevi 258/34, Raviwar Peth, Solapur - 413 005 Maharashtra, India**  
**Cell : 9595 359 435, Ph No: 02172372010 Email: ayisrj@yahoo.in Website: www.isrj.org**



## “AN EFFECT OF ATTITUDE SCORE TOWARDS TRAINING PROGRAMMES ON THE EMOTIONAL INTELLIGENCE OF TEACHER TRAINEES OF B.ED.

Smt. Renuka .D.Amalazari<sup>1</sup> and Dr.Raju. G<sup>2</sup>

<sup>1</sup>Dharwad.

<sup>2</sup>M.A, M.Ed., M.Phil., Ph.D., Assistant Professor and Head, Department of Education ,Kittel Arts College,Dharwad.

### ABSTRACT

**T**his paper presents empirical evidence on the links between Attitude score towards Training Programmes and Emotional Intelligence of the Teacher Trainees of B.Ed. It describes how Attitude score towards Training Programmes may directly or indirectly impact on Emotional Intelligence of the Teacher Trainees of B.Ed. The sample included 400 Teacher Trainees of B.Ed. were selected for the study by the purposive random sampling technique, Tools: 1) Emotional Intelligence Scale by Anukool Hyde and SanjyotPethe 2) An Attitude Scale on training programmes of B.Ed. constructed by Researcher keeping in view of different components of Training programmes were used for data collection. The Karl-Pearson's correlation coefficient technique was adopted for data analysis. There is a positive significant relationship between. Attitude score towards Training Programmes and Emotional Intelligence of the Teacher Trainees of B.Ed.in Karnataka.

**KEYWORDS :** Training Programmes, Emotional Intelligence and Attitude.

### INTRODUCTION

Teaching is a profession-indeed a noble one, conceptually and ideally. It is also different from other professions because of its multitude of dimensions. Teachers are the largest professional group engaged in human development activities. It is only in the case of teaching there is much more that is required to be accomplished than in the case of other professions. Training of the practitioners is considered to be one of the important characteristics of a profession. Therefore, in



order to befit the teachers to their roles, a sound professional training and positive attitude towards training programmes is needed.

### 1. Meaning of Teacher Training:

Simply and briefly the program of teacher preparation was called teacher training. It prepared teachers as mechanics or technicians. Teacher training would include providing teaching skills and practice in the different techniques, approaches and strategies that would help the teachers to plan and impart instruction, provide appropriate reinforcement and conduct effective assessment. It includes effective classroom management skills, preparation and use of instructional materials and communication skills. Teacher training encompasses teaching skills, sound pedagogical theory and

professional skills.

## 2. Emotional Intelligence:

Emotional intelligence is not being nice; it does not mean giving free reign to feelings; nor is it fixed genetically; nor allowing one's emotional and prejudices to get the better of one's judgment. Instead emotional intelligence is the new yardstick, which is increasingly applied to judge a person, to find out how far one excels in one's life. Therefore it calls for harmonization of head and heart". "Emotional intelligence as the capacity for recognizing our own feeling and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships." Emotional intelligence involves areas such as i) Identifying emotions ii) Using emotions iii) Understanding emotions iv) Managing of emotions.

## 3. Attitude:

Attitude is the underlying way we think, feel and act - how we react to the world around us. It determines the quality and effectiveness of all of our thinking, emotions and behavior and, thereby, the positive or negative consequences of that behavior.

## 5. Need and Importance the Study

The present study aims to investigate the Effect of Attitude towards training programmes on the Emotional Intelligence of Teacher trainees of B.Ed. It attempts to show the effect of attitude towards training programmes on the emotional Intelligence of the teacher trainees. Emotional Intelligence is defined in the terms of self-awareness, self-regulation, motivation, empathy and social skills and training programmes is defined in terms of micro-teaching, demonstration lessons, lesson observations, cultural programmes and sports activities. The findings reveal that positive attitude towards training programmes greatly influences emotional intelligence of the teacher trainees of B.Ed. Keeping all the above mentioned points in mind, the researcher decided to take up the above study to assess training programmes and emotional intelligence of teacher trainees of B.Ed. Also review of related literature revealed that there is not much research work has been done on Training programmes and Emotional Intelligence. Sensing the gap the researcher has conducted this study to contribute something to this field.

## 6. Review of Related Literature

1. Studies Related to the Training Programmes
2. Studies Related to the Emotional Intelligence
3. Studies Related to the Attitude
7. Statement of Problem

"An Effect of attitude score towards Training programmes on the Emotional Intelligence of the Teacher Trainees of B.Ed.

## 8. Objectives of Study

The following objectives were framed for the present study;

1. To investigate the relationship between emotional intelligence and attitude scores towards training programmes and its dimensions of male and female teacher trainees
2. To investigate the relationship between emotional intelligence and attitude scores towards training programmes and its dimensions of rural and urban teacher trainees
3. To investigate the relationship between emotional intelligence and attitude scores towards training programmes and its dimensions of arts and science subject teacher trainees
4. To investigate the relationship between emotional intelligence and attitude scores towards training programmes and its dimensions of Low SES and high SES teacher trainees
5. To investigate the relationship between emotional intelligence and attitude scores towards training

programmes and its dimensions of SC/ST caste and GM caste teacher trainees

## 9. Hypothesis

In pursuance of objectives 1 to 5 the null hypotheses were set up for the present study.

1. There is no significant relationship between emotional intelligence and attitude scores towards training programmes and its dimensions of male and female teacher trainees
2. There is no significant relationship between emotional intelligence and attitude scores towards training programmes and its dimensions of rural and urban teacher trainees
3. There is no significant relationship between emotional intelligence and attitude scores towards training programmes and its dimensions of arts and science subject teacher trainees
4. There is no significant relationship between emotional intelligence and attitude scores towards training programmes and its dimensions of Low SES and high SES teacher trainees
5. There is no significant relationship between emotional intelligence and attitude scores towards training programmes and its dimensions of SC/ST caste and GM caste teacher trainees

## 10. Design of the Study

### • Method

The present study intends to investigate the relationship between emotional intelligence and attitude scores towards training programmes and its dimensions of teacher trainees of B.Ed. The nature of present study is Descriptive survey.

### • Sample

For the present study random sampling technique was used. Total 400 B.Ed. trainees were selected randomly for the present study.

### • Data gathering tools

The tools used in the present study are as follows

1. The Emotional Intelligence Scale by Anukool Hyde and Sanjyot Pethe
2. Attitude Scale on training programmes of B.Ed. constructed by Researcher keeping in view of different components of Training programmes.

### Data collection procedure

Printed copies of Emotional Intelligence Scale developed by Anukool Hyde and Sanjyot Pethe (2001), and Attitude scale on training programmes for B.Ed. teacher trainees developed and standardized by the investigator were administered to the teacher trainees studying different B.Ed. colleges in Karnataka. The filled in data from teacher trainees of B.Ed. have been collected by the investigator. The responses were given by the teacher trainees of B.Ed. were relevant to the subject.

Prior to the administration of the different tools the permission from the Principals of all the selected B.Ed. colleges were taken for the collection of data. Along with the different tools the personal information of the teacher trainees of B.Ed. was obtained.

### • Statistical technique

1. Simple Correlation analysis

## 11. Analysis and Interpretation of Data

### Simple Correlation

In order to find out the relationship between dependent variable with independent variables, the correlation coefficients were obtained. The correlation coefficient is calculated by using the Karl-Pearson's correlation coefficient method.

**1. Hypothesis:** There is no significant relationship between emotional intelligence and attitude scores towards training programmes and its dimensions (i.e. micro teaching, demonstration of lessons, lesson observation and sports and cultural activities) of male and female teacher trainees

Table: 1 and 2. Results of correlation coefficient between emotional intelligence and attitude scores towards training programmes and its dimensions (i.e. micro teaching, demonstration of lessons, lesson observation and sports and cultural activities) of male and female teacher trainees

Variables	Correlation between emotional intelligence of male teacher trainees with		
	r-value	t-value	p-value
Attitude	0.7219	14.6810	0.0001*
Micro teaching	0.4159	6.4353	0.0001*
Demonstration of lessons	0.4732	7.5577	0.0001*
Lesson observation	0.3668	5.5484	0.0001*
Sports and cultural activities	0.4343	6.7834	0.0001*

\*p<0.05 indicates significant at 5% level of significance

Variables	Correlation between emotional intelligence of female teacher trainees with		
	r-value	t-value	p-value
Attitude	0.7100	14.1867	0.0001*
Micro teaching	0.6331	11.5102	0.0001*
Demonstration of lessons	0.1833	2.6236	0.0001*
Lesson observation	0.0541	0.7617	0.4474
Sports and cultural activities	0.4598	7.2864	0.0001*

\*p<0.05 indicates significant at 5% level of significance

From the results of the above tables, it can be seen that,

- ✦ There is positive significant relationship between emotional intelligence and attitude scores towards training programmes and its dimensions of male teacher trainees (i.e. micro teaching scores towards training programmes of male teacher trainees ( $r=0.4159$ ,  $p<0.05$ ) at 5%, demonstration of lessons scores towards training programmes ( $r=0.4732$ ,  $p<0.05$ ) at 5%, lesson observation scores towards training programmes ( $r=0.3668$ ,  $p<0.05$ ) at 5% and sports and cultural activities scores towards training programmes ( $r=0.4343$ ,  $p<0.05$ ) at 5% level of significance.)
- ✦ There is positive significant relationship between emotional intelligence and attitude scores towards training programmes and its dimensions (micro teaching, demonstration of lessons and sports and cultural activities) of female teacher trainees (i.e. micro teaching scores towards training programmes of female teacher trainees ( $r=0.6331$ ,  $p<0.05$ ) at 5%, demonstration of lessons scores towards training programmes ( $r=0.1833$ ,  $p<0.05$ ) at 5% and sports and cultural activities scores towards training programmes ( $r=0.4598$ ,  $p<0.05$ ) at 5% level of significance). But a non-significant and positive correlation was observed between emotional intelligence and dimension of attitude i.e. lesson observation scores towards training programmes of female teacher trainees ( $r=0.0541$ ,  $p>0.05$ ) at 5% level of significance.

**2. Hypothesis:** There is no significant relationship between emotional intelligence and attitude scores towards training programmes and its dimensions (i.e. micro teaching, demonstration of lessons, lesson observation and sports and cultural activities) of rural and urban teacher trainees

**Table: 3 and 4.** Results of correlation coefficient between emotional intelligence and attitude scores towards training programmes and its dimensions (i.e. micro teaching, demonstration of lessons, lesson

observation and sports and cultural activities) of rural and urban teacher trainees

Variables	Correlation between emotional intelligence of rural teacher trainees with		
	r-value	t-value	p-value
Attitude	0.7458	15.7517	0.0001*
Micro teaching	0.4716	7.5255	0.0001*
Demonstration of lessons	0.4824	7.7486	0.0001*
Lesson observation	0.2620	3.8207	0.0002*
Sports and cultural activities	0.5208	8.5836	0.0001*

\*p<0.05 indicates significant at 5% level of significance

Variables	Correlation between emotional intelligence of urban teacher trainees with		
	r-value	t-value	p-value
Attitude	0.6840	13.1951	0.0001*
Micro teaching	0.5870	10.2015	0.0001*
Demonstration of lessons	0.1488	2.1167	0.0355*
Lesson observation	0.2309	3.3385	0.0010*
Sports and cultural activities	0.3859	5.8861	0.0001*

\*p<0.05 indicates significant at 5% level of significance

From the results of the above tables, it can be seen that,

- ★ There is positive significant relationship between emotional intelligence and attitude scores towards training programmes and its dimensions of rural teacher trainees (i.e. micro teaching scores towards training programmes of rural teacher trainees ( $r=0.4716$ ,  $p<0.05$ ) at 5%, demonstration of lessons scores towards training programmes ( $r=0.4824$ ,  $p<0.05$ ) at 5%, lesson observation scores towards training programmes ( $r=0.2620$ ,  $p<0.05$ ) at 5% and sports and cultural activities scores towards training programmes ( $r=0.5208$ ,  $p<0.05$ ) at 5% level of significance.)
- ★ There is positive significant relationship between emotional intelligence and attitude scores towards training programmes and its dimensions of urban teacher trainees (i.e. micro teaching scores towards training programmes of urban teacher trainees ( $r=0.5870$ ,  $p<0.05$ ) at 5%, demonstration of lessons scores towards training programmes ( $r=0.1488$ ,  $p<0.05$ ) at 5%, lesson observation scores towards training programmes ( $r=0.2309$ ,  $p<0.05$ ) at 5% and sports and cultural activities scores towards training programmes ( $r=0.3859$ ,  $p<0.05$ ) at 5% level of significance).

**3. Hypothesis:** There is no significant relationship between emotional intelligence and attitude scores towards training programmes and its dimensions (i.e. micro teaching, demonstration of lessons, lesson observation and sports and cultural activities) of arts and science subject teacher trainees

**Table: 5 and 6.** Results of correlation coefficient between emotional intelligence and attitude scores towards training programmes and its dimensions (i.e. micro teaching, demonstration of lessons, lesson observation and sports and cultural activities) of arts and science subject teacher trainees

Variables	Correlation between emotional intelligence of arts subject teacher trainees with		
	r-value	t-value	p-value
Attitude	0.7136	14.3351	0.0001*
Micro teaching	0.5601	9.5130	0.0001*
Demonstration of lessons	0.2425	3.5166	0.0005*
Lesson observation	0.2947	4.3395	0.0001*
Sports and cultural activities	0.4332	6.7637	0.0001*

\*p<0.05 indicates significant at 5% level of significance

Variables	Correlation between emotional intelligence of science subject teacher trainees with		
	r-value	t-value	p-value
Attitude	0.7233	14.7376	0.0001*
Micro teaching	0.4866	7.8384	0.0001*
Demonstration of lessons	0.4420	6.9331	0.0001*
Lesson observation	0.2164	3.1190	0.0021*
Sports and cultural activities	0.4703	7.4987	0.0001*

\*p<0.05 indicates significant at 5% level of significance

From the results of the above tables, it can be seen that,

- ★ There is positive significant relationship between emotional intelligence and attitude scores towards training programmes and its dimensions of arts subject teacher trainees (i.e. micro teaching scores towards training programmes of arts teacher trainees( $r=0.5601$ ,  $p<0.05$ ) at 5%, demonstration of lessons scores towards training programmes( $r=0.2425$ ,  $p<0.05$ ) at 5%, lesson observation scores towards training programmes( $r=0.2947$ ,  $p<0.05$ ) at 5% and sports and cultural activities scores towards training programmes( $r=0.4332$ ,  $p<0.05$  at 5% level of significance).
- ★ There is positive significant relationship between emotional intelligence and attitude scores towards training programmes and its dimensions of science subject teacher trainees (i.e. micro teaching scores towards training programmes of arts teacher trainees( $r=0.4866$ ,  $p<0.05$ ) at 5%, demonstration of lessons scores towards training programmes( $r=0.4420$ ,  $p<0.05$ ) at 5%, lesson observation scores towards training programmes( $r=0.2164$ ,  $p<0.05$ ) at 5% and sports and cultural activities scores towards training programmes( $r=0.4703$ ,  $p<0.05$ ) at 5% level of significance).

**4. Hypothesis:** There is no significant relationship between emotional intelligence and attitude scores towards training programmes and its dimensions (i.e. micro teaching, demonstration of lessons, lesson observation and sports and cultural activities) of Low SES and high SES teacher trainees

**Table:7 and 8.** Results of correlation coefficient between emotional intelligence and attitude scores towards training programmes and its dimensions (i.e. micro teaching, demonstration of lessons, lesson observation and sports and cultural activities) of Low SES and high SES teacher trainees

Variables	Correlation between emotional intelligence of Low SES teacher trainees with		
	r-value	t-value	p-value
Attitude	0.7125	7.9312	0.0001*
Micro teaching	0.4740	4.2045	0.0001*
Demonstration of lessons	0.3108	2.5543	0.0132*
Lesson observation	0.3996	3.4043	0.0012*
Sports and cultural activities	0.4125	3.5365	0.0008*

\*p<0.05 indicates significant at 5% level of significance

Variables	Correlation between emotional intelligence of high SES teacher trainees with		
	r-value	t-value	p-value
Attitude	0.7190	18.9322	0.0001*
Micro teaching	0.5401	11.7462	0.0001*
Demonstration of lessons	0.3731	7.3604	0.0001*
Lesson observation	0.2277	4.2799	0.0001*
Sports and cultural activities	0.4691	9.7219	0.0001*

\*p<0.05 indicates significant at 5% level of significance

From the results of the above tables, it can be seen that,

- ✦ There is positive significant relationship between emotional intelligence and attitude scores towards training programmes and its dimensions of Low SES teacher trainees (i.e. micro teaching scores towards training programmes of low socio-economic status teacher trainees ( $r=0.4740$ ,  $p<0.05$ ) at 5%, demonstration of lessons scores towards training programmes ( $r=0.3108$ ,  $p<0.05$ ) at 5%, lesson observation scores towards training programmes ( $r=0.3996$ ,  $p<0.05$ ) at 5% and sports and cultural activities scores towards training programmes ( $r=0.4125$ ,  $p<0.05$ ) at 5% level of significance).
- ✦ There is positive significant relationship between emotional intelligence and attitude scores towards training programmes and its dimensions of high SES teacher trainees (i.e. micro teaching scores towards training programmes of high socio-economic status teacher trainees ( $r=0.5401$ ,  $p<0.05$ ) at 5%, demonstration of lessons scores towards training programmes ( $r=0.3731$ ,  $p<0.05$ ) at 5%, lesson observation scores towards training programmes ( $r=0.2277$ ,  $p<0.05$ ) at 5% and sports and cultural activities scores towards training programmes ( $r=0.4691$ ,  $p<0.05$ ) at 5% level of significance).

**5. Hypothesis:** There is no significant relationship between emotional intelligence and attitude scores towards training programmes and its dimensions (i.e. micro teaching, demonstration of lessons, lesson

observation and sports and cultural activities) of SC/ST caste and GM caste teacher trainees

**Table:9 and 10.** Results of correlation coefficient between emotional intelligence and attitude scores towards training programmes and its dimensions (i.e. micro teaching, demonstration of lessons, lesson observation and sports and cultural activities) of SC/ST caste and GM caste teacher trainees

Variables	Correlation between emotional intelligence of SC/ST caste teacher trainees with		
	r-value	t-value	p-value
Attitude	0.7207	12.2128	0.0001*
Micro teaching	0.4778	6.3900	0.0001*
Demonstration of lessons	0.4390	5.7397	0.0001*
Lesson observation	0.2474	2.9993	0.0032*
Sports and cultural activities	0.4945	6.6832	0.0001*

\*p<0.05 indicates significant at 5% level of significance

Variables	Correlation between emotional intelligence of GM caste teacher trainees with		
	r-value	t-value	p-value
Attitude	0.7129	16.3297	0.0001*
Micro teaching	0.5534	10.6719	0.0001*
Demonstration of lessons	0.2982	5.0177	0.0001*
Lesson observation	0.2494	4.1364	0.0001*
Sports and cultural activities	0.4360	7.7822	0.0001*

\*p<0.05 indicates significant at 5% level of significance

From the results of the above tables, it can be seen that,

- ✦ There is positive significant relationship between emotional intelligence and attitude scores towards training programmes and its dimensions of SC/ST caste teacher trainees (i.e. micro teaching scores towards training programmes of SC/ST caste teacher trainees( $r=0.4778$ ,  $p<0.05$ ) at 5%, demonstration of lessons scores towards training programmes( $r=0.4390$ ,  $p<0.05$ ) at 5%, lesson observation scores towards training programmes( $r=0.2474$ ,  $p<0.05$ ) at 5% and sports and cultural activities scores towards training programmes( $r=0.4945$ ,  $p<0.05$ ) at 5% level of significance).
- ✦ There is positive significant relationship between emotional intelligence and attitude scores towards training programmes and its dimensions of GM caste teacher trainees (i.e. micro teaching scores towards training programmes of GM caste teacher trainees( $r=0.5534$ ,  $p<0.05$ ) at 5%, demonstration of lessons scores towards training programmes( $r=0.2982$ ,  $p<0.05$ ) at 5%, lesson observation scores towards training programmes( $r=0.2494$ ,  $p<0.05$ ) at 5% and sports and cultural activities scores towards training programmes( $r=0.4360$ ,  $p<0.05$ ) at 5% level of significance).

## MAJOR FINDINGS:

1. Male and Female, Rural and Urban, Arts and Science, Low and High SES and SC/ST and GM caste teacher trainees differ significantly in respect of the emotional intelligence scores
2. Male and Female, Rural and Urban, Arts and Science, Low and High SES and SC/ST and GM caste teacher trainees differ significantly in respect of the attitude scores towards training programmes and its dimensions

## 12. EDUCATIONAL IMPLICATIONS

1. The teacher training Institutes should give more importance to Training programmes
2. The training Institutes should provide effective training programmes to teachers' trainees.
3. Length and duration of teaching practice should be increased from 1 month to 2 months.
4. Most of the B.Ed. Colleges do not run a 'model school' to provide demonstration lessons within the campus, the reason being that they are away even from a village. Apart from this the B.Ed. centers have been planned to provide hostels to student teachers to create a residential campus life.. Both the faculty and the student teachers have interaction for five hours during the working days and desert the campus as it has been done in any Secondary school.

## CONCLUSION:

From the results obtained in the present study it is found that there is a positive and significant relationship between emotional intelligence and attitude scores towards training programmes and its dimensions of teacher trainees of B.Ed..

## REFERENCES

1. Adeyemo, David Akinlolu (2005). The Buffering Effect of Emotional Intelligence on the Adjustment of Secondary School Students in Transition, *Electronic Journal of Research in Educational Psychology*, v3 n2 p79-90 Sep 2005.
2. Aminuddin Hassan, Tajularipin Sulaiman and Rohaizan Ishak (2009). Philosophy Underlying Emotional Intelligence in Relation to Level of Curiosity and Academic Achievement of Rural Area Students, *Journal of Social Sciences* 5(2): 95-103, ISSN 1549-3652
3. Bar-On, R. (2000) Emotional and Social Intelligence: Insights from the Emotional Quotient Inventory. In R. Bar-On and J.D.A. Parker
4. Devendra Thakur, et al., (1989). New Scheme of Primary Teacher Training Brighter Prospective. New Delhi, Chand and Co. Pub. Ltd.
5. Dove, L. A. (1986). Teachers and Teacher Education in Developing Countries. London: Croom Helm.
6. Esturgo-Deu, M. Estrella; Sala-Roca, Josefina (2010). Disruptive Behaviour of students in Primary Education and Emotional Intelligence, *Teaching and Teacher Education: An International Journal of Research and Studies*, v26 n4 p830-837
7. Goleman, D. (1995a). Emotional Intelligence. New York: Bantam Books,.
8. Mouli, R.C. and Baskar Reddy, S.V. (1990) "Attitude of Teachers towards teaching profession". *Journal of Experiments in Education* XVIII (12), pp. SOS-SIS.
9. Russell, L.L. (1965) "Development of Attitudes Interests and Values in Educational Psychology". New Delhi: Prentice Hall.
10. Zeidner, M., Matthews, G., Roberts, R. D., & MacCann, C. (2003). Development of emotional intelligence: Towards a multilevel investment model. *Human Development*, 46, 69-96.

# Publish Research Article

## International Level Multidisciplinary Research Journal

### For All Subjects

Dear Sir/Mam,

We invite unpublished Research Paper, Summary of Research Project, Theses, Books and Book Review for publication, you will be pleased to know that our journals are

## Associated and Indexed, India

- ★ International Scientific Journal Consortium
- ★ OPEN J-GATE

## Associated and Indexed, USA

- Google Scholar
- EBSCO
- DOAJ
- Index Copernicus
- Publication Index
- Academic Journal Database
- Contemporary Research Index
- Academic Paper Database
- Digital Journals Database
- Current Index to Scholarly Journals
- Elite Scientific Journal Archive
- Directory Of Academic Resources
- Scholar Journal Index
- Recent Science Index
- Scientific Resources Database
- Directory Of Research Journal Indexing

Indian Streams Research Journal  
258/34 Raviwar Peth Solapur-413005, Maharashtra  
Contact-9595359435  
E-Mail-[ayisrj@yahoo.in](mailto:ayisrj@yahoo.in)/[ayisrj2011@gmail.com](mailto:ayisrj2011@gmail.com)  
Website : [www.isrj.org](http://www.isrj.org)