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### ABSTRACT

The present study investigated Psychological Hardiness, Emotional Competence and Adjustment of Pre-service Teacher Trainees of Kashmir Valley. The main objectives of the present study were: (I) To study the psychological hardiness of pre-service teacher trainees from rural and urban areas of Kashmir valley; (ii) To compare the psychological hardiness of rural and urban pre-service teacher trainees of Kashmir valley; (iii) To study the emotional competence of pre-service teacher trainees from rural and urban areas of Kashmir valley; (iv) To compare the emotional competence of rural and urban pre-service teacher trainees of Kashmir valley; (v) To study the adjustment of pre-service teacher trainees from rural and urban areas of Kashmir valley; (vi) To compare the adjustment of rural and urban pre-service teacher trainees of Kashmir valley; (vii) To study the relationship between psychological hardiness and adjustment of pre-service teacher trainees from rural and urban areas of Kashmir valley; (viii) To study the relationship between emotional competence and adjustment of pre-service teacher trainees from rural and urban areas of Kashmir valley; (ix) To study the relationship between psychological hardiness and emotional competence of pre-service teacher trainees from rural and urban areas of Kashmir valley; (x) To study the relationship among the psychological hardiness, emotional competence and adjustment of pre-service teacher trainees of Kashmir valley. The study was conducted on 300 pre-service teacher trainees selected randomly from University of Kashmir (100 students), Government College of Education Srinagar, IASE (100 students), Central University of Kashmir (50 students), Maulana Azad National Urdu University, Kashmir Campus (50 students). Psychological Hardiness Scale developed by investigator himself, Emotional Competence Scale by Sharma and Bhardwaj (2013) and Adjustment Inventory by A.K.P Sinha and R.P Singh (2012) were used for data collection. For analysis, mean, SD, Frequency, percentage, t- test and correlation were used. For the purpose of comparison mean scores of each of the variables were calculated separately for the two groups. T-test was calculated for testing the difference between the two groups on each variable. Between the variables the relationship was examined by calculating correlation. The results were presented in various tables given in the chapter four (Results and Interpretation). The findings of the study were presented below:

- Significant difference was found on psychological hardiness between rural and urban pre-service teacher trainees. The urban pre-service teacher trainees were having higher level of psychological hardiness as compare to rural pre-service teacher trainees.
- Significant differences existed on all the dimensions of psychological hardiness between rural and urban pre-service teacher trainees.
- No significant difference was found in emotional competence between rural and urban pre-service teacher trainees. Both rural and urban pre-service teacher trainees have same level of emotional competence.
- No significant differences were found between rural and urban pre-service teacher trainees in most of the dimensions of emotional competence except the dimension of “Ability to Function with Emotions (AFE)” on which two groups differ significantly.
- No significant difference was found in adjustment between rural and urban pre-service teacher trainees. Both rural and urban pre-service teacher trainees have same level of adjustment.
- No significant differences were found between rural and urban pre-service teacher trainees in most of the dimensions of adjustment except the dimension of “Social” on which two groups differ significantly.
- Slight and significant correlation was found between psychological hardiness and adjustment of pre-service teacher trainees. The correlation between rural pre-service teacher trainees was also significant. However the correlation between urban pre-service teacher trainees was not found significant statistically. As psychological hardiness of pre-service teacher trainees increases there adjustment also increases.
- Positively significant correlation was found between emotional competence and adjustment of pre-service teacher trainees. In case of rural and urban pre-service teacher trainees also the correlation was significant. Higher would be the emotional competence better would be the adjustment.
- Moderate and significant correlation was found between psychological hardiness and emotional competence of pre-service teacher trainees. The correlation between rural and urban pre-service teacher trainees was also significant. Both psychological hardiness and emotional competence go in same direction. Higher would be the psychological hardiness better would be the emotional competence.
- Combined effect of psychological hardiness and emotional competence was found on adjustment. It means that more would be the psychological hardiness and emotional competence better would be the adjustment among rural and urban pre-service teacher trainees.

Thus the variables namely psychological hardiness and emotional competence can be considered as effective in the better adjustment of pre-service teacher trainees of Kashmir Valley.