

Vol 1 Issue 10 April 2012

ISSN No :2231-5063

International Multidisciplinary
Research Journal

Golden Research
Thoughts

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RNI MAHMUL/2011/38595

ISSN No.2231-5063

Golden Research Thoughts 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.

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Research Paper

Intelligence and Emotional Intelligence of teacher trainees

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ABSTRACT

In this study, conducted in the region of North Maharashtra University, Jalgaon, Maharashtra State, the investigator tried to find out the relationship between Intelligence and Emotional Intelligence. He found significant relationship between Intelligence and Emotional Intelligence of teacher trainees. Further, he concluded that there is significant relationship between Intelligence and Emotional Intelligence of male trainees, trainees belonging to arts faculty, science faculty, backward class category, and non aided colleges, while no significant relationship is found between Intelligence and Emotional Intelligence in female trainees, trainees belonging to open class category and non-aided colleges.

KEY WORDS: Intelligence and Emotional Intelligence , teacher trainees.

INTRODUCTION:

In our day-to-day conversation we often comment that a particular child or individual is very intelligent or is not intelligent. All such comments are based on our observations of the performance or behaviour of the individual concerned in comparison of others of his group. What makes an individual behave or perform well or not well in his group? Interest, attitude, the desire for knowledge, communicative skill and similar other attributes contribute towards his performance or behaviour. However, there is something else which is also responsible to a large degree. In psychology this is termed intelligence.

Intelligence as a concept has been understood in different ways by different psychologists and has, therefore, a wide variety of definitions.

Experts from the American Psychological Association defined intelligence as an individual's "ability to understand complex ideas, to adapt effectively to the environment, to learn from experience, to engage in various forms of reasoning, and to overcoming obstacles by taking thoughts".

Spearman (1927) an English psychologist came to believe that intelligence is composed of a general intelligence, or g factor, and some specific abilities, s factors.

Louis L. Thurstone, (1938), another early researcher in testing, rejected Spearman's notion of general intelligence, and identified seven primary mental abilities; verbal comprehension, numerical ability, spatial relations, perceptual speed, word fluency, memory, and reasoning.

Harvard psychologist Howard Gardner (1983) denies the existence of a g factor. Instead he proposes seven independent and equally important forms of intelligence: linguistic, logical, musical, spatial, bodily kinesthetic, interpersonal and intrapersonal.

For long, it has been believed that success at the workplace depends on person's level of intelligence or intelligence quotient (IQ) as reflected in academic achievements, exams passed, marks obtained, etc. In other words, intellectual credentials: doing well in school, holding an engineering degree or even an advanced computer degree, obtaining high scores on an IQ test. All these are instances of intelligence of the academic variety. But how bright is a person outside the classroom, faced with life's difficult moments? Here, he needs a different kind of resourcefulness, termed as emotional intelligence (EQ), which is a different way of being smart.

We have wondered many a time how seemingly ordinary people build their way to success. Or, how a college drop-out like Bill Gates, of Microsoft, managed to build such a vast empire for which he is envied by the entire world. Mother Teresa, Mahatma Gandhi, T. N. Seshan, Kiran Bedi, Kapil Dev, M. S. Oberoi, and Dhirubhai Ambani are the other examples, who went on to be extremely successful in different fields and in life also.

Here, we need a different kind of resourcefulness, termed as emotional intelligence (EQ), term popularized by Daniel Goleman, which is a different way of being smart. Goleman(1995), extended the work of Peter Salovey and John Mayer. Emotional intelligence is a type of intelligence that included an awareness of and an ability to manage one's own emotions, the ability to motivate oneself, empathy, and the ability to handle relationship successfully.

The main function of the teacher is to create learning environment in the class. An effective teacher of high Intelligence can create the environment that motivates the students to learn effectively in the class-room. The trainee teacher

with high Intelligence is likely to have more professional efficiency than that with low Intelligence. Teaching is social job. Teacher has to deal with students, his colleagues, parents and with society. For better interactions with these entire members, he should possess the high level of emotional intelligence.

Therefore the researcher wants to study the relationship between intelligence and emotional intelligence of trainee teachers.

OBJECTIVES:

- 1) To find the relationship between Intelligence and Emotional Intelligence of teacher trainees.
- 2) To find the relationship between Intelligence and Emotional Intelligence of male teacher trainees.
- 3) To find the relationship between Intelligence and Emotional Intelligence of female teacher trainees.
- 4) To find the relationship between Intelligence and Emotional Intelligence of teacher trainees belonging to Arts faculty.
- 5) To find the relationship between Intelligence and Emotional Intelligence of teacher trainees belonging to Science faculty.
- 6) To find the relationship between Intelligence and Emotional Intelligence of teacher trainees belonging to open class category.
- 7) To find the relationship between Intelligence and Emotional Intelligence of teacher trainees belonging to backward class category.
- 8) To find the relationship between Intelligence and Emotional Intelligence of teacher trainees belonging to aided college.
- 9) To find the relationship between Intelligence and Emotional Intelligence of teacher trainees belonging to non-aided college.

HYPOTHESES:

The following hypotheses stated in the null form were tested.

1. There is no significant relationship between Intelligence of teacher trainees and their Emotional Intelligence.
2. There is no significant relationship between Intelligence of male teacher trainees and their Emotional Intelligence.
3. There is no significant relationship between Intelligence of female teacher trainees and their Emotional Intelligence.
4. There is no significant relationship between Intelligence of teacher trainees belonging to Arts faculty and their Emotional Intelligence.
5. There is no significant relationship between Intelligence of teacher trainees belonging to Science faculty and their Emotional Intelligence.
6. There is no significant relationship between Intelligence of teacher trainees belonging to open class category and their Emotional Intelligence.
7. There is no significant relationship between Intelligence of teacher trainees belonging to backward class category and their Emotional Intelligence.
8. There is no significant relationship between Intelligence of teacher trainees of aided colleges and their Emotional Intelligence.
9. There is no significant relationship between Intelligence of teacher trainees of non-aided colleges and their Emotional Intelligence.

Sample:

The sample was collected from six education colleges. From four aided colleges, three colleges, one college from each district, i.e. Jalgaon, Dhule and Nandurbar were selected by purposive method. And from non-aided colleges, one non-aided college from above district was selected, by lottery method. The size of sample was 678.

Tools:

1] Intelligence: The Raven's Standard Progressive Matrices (SPM) was used to measure of intelligence. The SPM of sixty problems is divided into five sets A, B, C, D and E with twelve items problems in each set. The problems are arranged in order of graded difficulty, which progressively increase from set A to E. The number of choices provided with each problem is six to eight. Each figure is boldly presented in geometrical design meant to sustain interest and is accurately drawn. The test has retest reliability varying from 0.83 to 0.93. Its correlation with the Terman Merrill Scale is 0.86.

2] Emotional Intelligence: For the present study the researcher used Emotional Intelligence Developed by Dr. N. K. Chadha. The salient feature of this test is that, it is situational test. In the test, there are 15 situations given, with five alternatives for each situation. The test is reported reliable and valid.

Procedure:

To measure intelligence, Raven's standard progressive matrix was administered. And to measure Emotional Intelligence, standard test, developed by Dr. Dalip Singh was administered to the selected sample by the investigator. All the necessary instructions were given to trainees before the administration of the scale. The responses were scored with the help of manual.

The trainee teachers were then classified into the different groups. Different tables were then prepared.

Statistical Technique:

Pearson's product moment correlation technique was used to find out relationship between Intelligence and Academic Achievement.

RESULTS AND DISCUSSION:

Table -1
Correlation between Intelligence and Emotional Intelligence.

Sr.No	Group	N	r	Result
1	Total Group	678	+0.120	Significant
2	Male	457	+0.170	Significant
3	Female	221	-0.012	Non Significant
4	Arts faculty	448	+0.097	Significant
5	Science	230	+0.180	Significant
6	Open category	178	-0.030	Non Significant
7	Backward class category	500	+0.174	Significant
8	Aided College	233	-0.053	Non Significant
9	Non-aided College	445	+0.165	Significant

*Level of Significance=0.05

From table-1, It is found that-

- 1) The coefficient of correlation between Intelligence and Emotional Intelligence of teacher trainees is +0.120, which is significant at 0.05 level. Hence hypothesis (1) is rejected. Thus Intelligence and Emotional Intelligence of trainees is found correlated.
- 2) The coefficient of correlation between Intelligence and Emotional Intelligence of male teacher trainees is +0.170, which is significant at 0.05 level. Hence hypothesis (2) is rejected. Thus Intelligence and Emotional Intelligence of male trainees is found correlated.
- 3) The coefficient of correlation between Intelligence and Emotional Intelligence of female teacher trainees is -0.012, which is non significant at 0.05 level. Hence hypothesis (3) is accepted. Thus Intelligence and Emotional Intelligence of female trainees is found not correlated.
- 4) The coefficient of correlation between Intelligence and Emotional Intelligence of teacher trainees belonging to arts faculty is +0.097, which is significant at 0.05 level. Hence hypothesis (4) is rejected. Thus Intelligence and Emotional Intelligence of trainees belonging to arts faculty is found correlated.
- 5) The coefficient of correlation between Intelligence and Emotional Intelligence of teacher trainees belonging to science faculty is +0.180, which is significant at 0.05 level. Hence hypothesis (5) is rejected. Thus Intelligence and Emotional Intelligence of trainees belonging to science faculty is found correlated.
- 6) The coefficient of correlation between Intelligence and Emotional Intelligence of teacher trainees belonging to open class category is -0.030, which is non significant at 0.05 level. Hence hypothesis (6) is accepted. Thus Intelligence and Emotional Intelligence of trainees belonging to open class category is found not correlated.
- 7) The coefficient of correlation between Intelligence and Emotional Intelligence of teacher trainees belonging to backward class category is +0.174, which is significant at 0.05 level. Hence hypothesis (7) is rejected. Thus Intelligence and Emotional Intelligence of trainees belonging to backward class category is found correlated.
- 8) The coefficient of correlation between Intelligence and Emotional Intelligence of teacher trainees of aided college is -0.053, which is non significant at 0.05 level. Hence hypothesis (8) is accepted. Thus Intelligence and Emotional Intelligence of trainees of aided college is found not correlated.
- 9) The coefficient of correlation between Intelligence and Emotional Intelligence of teacher trainees of non aided college is +0.165, which is significant at 0.05 level. Hence hypothesis (9) is rejected. Thus Intelligence and Emotional Intelligence of trainees of non aided college is correlated.

CONCLUSIONS:

Significant relationship is found between Intelligence and Emotional Intelligence of teacher trainees. Also there is significant relationship between Intelligence and Emotional Intelligence of male trainees, trainees belonging to arts faculty,

science faculty, backward class category, and non aided colleges. While no significant relationship is found between Intelligence and Emotional Intelligence in female trainees, trainees belonging to open class category and non-aided colleges.

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