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Emotional Intelligence and Social Intelligence among B.Ed. Teacher Trainees in Relation to their Social Economic Status

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ABSTRACT

The main aim of the study was to find out the Emotional Intelligence and Social Intelligence of B.Ed., teacher trainees with relation to their Socio-economic status. The present study adopts normative survey method. The total sample of the study consists of 300 B.Ed., teacher trainees in and around Chennai district. Purposive cluster sampling technique was adopted to collect data from the samples. Emotional Intelligence and Social Intelligence tool (constructed) was administered to the teacher trainee. Data was collected from the selected area. Data was analyzed through SPSS. Descriptive and inferential analyses were carried out in relation to demographic variables. The findings of the 't' test revealed that locality wise significant difference was found, 'F' test results shows that significant difference was found among type of management between locality, type of institution with Socio-economic status.

Keywords: Emotional Intelligence, Social Intelligence, Teacher Trainees

INTRODUCTION

Education is a process of development from birth to death. It is widely accepted that the process of education begins at birth and continues throughout life. Some believe that education begins even earlier than this, as evidenced by some parents playing music or reading to the baby in the womb in the hope it will influence the child's development.

The word education is often used to refer solely to formal education. However, it covers a range of experiences, from formal learning to the building of understanding through day to day experiences. Ultimately, all that we experience serves as a form of education.

Man becomes a complete man through education and he alone can be educated, whereas the lesser beings can only be trained. When basic needs get satisfied, man craves for the satisfaction of higher needs. Education should train the mind so that it is able to gather data and turn it into information, organize it into a body of knowledge and refine it into learning that possibly, though rarely mature in wisdom.

STATEMENT OF THE PROBLEM

The problem for the study is titled as follows "Emotional Intelligence and Social Intelligence among B.Ed., teacher trainees in relation to their Socio-economic status.

OBJECTIVES OF THE STUDY

The following objectives have been set in the present study,

1. To find out the significant difference between male and female B.Ed., teacher trainees in their Emotional Intelligence.
2. To find out the significant difference between type of institution B.Ed., teacher trainees in their Emotional Intelligence.
3. To find out the significant difference between type of management B.Ed., teacher trainees in their Emotional Intelligence.

4. To find out the significant difference between rural and urban B.Ed., teacher trainees in their Emotional Intelligence.
5. To find out the significant difference between nuclear and joint B.Ed., teacher trainees in their Emotional Intelligence.

HYPOTHESES OF THE STUDY

The following objectives have been set in the present study,

1. There is no significant difference between male and female B.Ed., teacher trainees in their Emotional Intelligence.
2. There is no significant difference between type of institution B.Ed., teacher trainees in their Emotional Intelligence.
3. There is no significant difference between type of management B.Ed., teacher trainees in their Emotional Intelligence.
4. There is no significant difference between rural and urban B.Ed., teacher trainees in their Emotional Intelligence.
5. There is no significant difference between nuclear and joint B.Ed., teacher trainees in their Emotional Intelligence.
- 6.

METHOD OF THE STUDY

The investigator has adopted the normative survey method of research to find out the Emotional Intelligence of trainee studying at the college level.

DESCRIPTION OF TOOLS

To test the hypotheses framed, the following tools have been used,

- Emotional Intelligence scale by Anukool Hyde and Sanjyot Pethe's.
- Social Intelligence scale by Dr. N.K. Chadha and M.S. Usha Ganesan.
- Socio-economic status scale by Rajeev Lochan Bharadwaj.

PILOT STUDY

A pilot study was carried out to know suitability of the time required to administer the test of Emotional Intelligence and Social Intelligence and to establish the reliability and validity of the tools. So students were selected for the pilot study. The tools were given based on data reliability and validity of the Emotional Intelligence questionnaire and Social Intelligence questionnaire were calculated for the present study.

ESTABLISHING RELIABILITY AND VALIDITY OF THE TOOLS

Reliability of Emotional Intelligence Scale

In order to establish the reliability of the Emotional Intelligence scale, the split half method was used. The reliability of Emotional intelligence scale was found to be 0.760. Hence Emotional Intelligence scale is considered as a reliable tool.

Validity of Emotional Intelligence Scale

The index of validity which is the square root of reliability was found to be 0.87. Hence Emotional intelligence scale selection for the study was considered to have high validity.

Reliability of Social Intelligence Scale

In order to establish the reliability of the social intelligence scale, the split half method was used. The reliability of social intelligence scale was found to be 0.817. Hence social intelligence scale is considered as a reliable tool.

Validity of Social Intelligence Scale

The index of validity which is the square root of reliability was found to be 0.9. Hence social intelligence scale selection for the study was considered to have high validity.

SAMPLE

The sample of the study was selected in the following manner. A representative sample of B.Ed., teacher trainees is collected from six colleges. 300 teacher trainee were taken for the study, 100 teacher trainee were drawn from Government College, 100 from Government Aided and the remaining 100 from Private College. The teacher trainee studying in B.Ed. teacher trainee s in the Chennai district in Tamil Nadu were chosen as the sample.

STATISTICAL TECHNIQUES

Suitable descriptive and inferential statistical techniques were used in the interpretation of the data to draw out a more meaningful picture of results from the collected data. In the present study the following statistical measures were used:

Mean

Standard Deviation

Critical Ratio
ANOVA
Chi-square distribution.

MAJOR FINDINGS

Analysis of the data reveal the following findings.

- Gender shows significant difference on Emotional Intelligence of the B.Ed., teacher trainees.
- Type of institution shows significant difference on the Emotional Intelligence of the B.Ed., teacher trainees.
- Types of management has no significant difference on Emotional Intelligence of the B.Ed., teacher trainees.
- Locality of the trainee has no significant difference on Emotional Intelligence among B.Ed., teacher trainees.

EDUCATIONAL IMPLICATIONS

The findings of the present investigation are important for the improvement in the quality of education, Emotional Intelligence being an important aspect of human behavior. Social Intelligence is also an ability which plays a major role in life. The following are some of the major recommendations to improve the Emotional Intelligence and Social Intelligence of the trainees.

Educators and Administrators should bring about an awareness among college students to give more importance to Emotional Intelligence and develop Social Intelligence.

SUGGESTIONS FOR FURTHER STUDY

- 1) The study confines only to B.Ed., teacher trainees. This can also be extended to TTI trainees and secondary school teachers.
- 2) The sample size is restricted to 450 B.Ed., teacher trainees in the present study. Further study can be done by including more number of teacher trainees.
- 3) The study can be conducted among Arts, Science and engineering college students also.
- 4) The present study covers only Chennai, similar study may also be extended to other areas.

CONCLUSION

The purpose of the present investigation was to study Emotional Intelligence, Social Intelligence and Socio-Economic status. The study is sure to find some usefulness in the field of education and findings of the study can serve as a database for further research.

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