



Emotional Intelligence – A Factor Influencing the Nature of Locus of Control of Student Teachers – an Analytical Study

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KEYWORDS

1.0 INTRODUCTION

Teaching is a complex job and it requires more specific knowledge, attitude and skills and behaviour patterns, which can be acquired only through training.

During the training period, many pleasant experiences are provided to the student teachers. With the help of these experiences, they can develop favourable attitude towards themselves, their job and their students. Teaching comprises many major and minor skills. These skills are to be identified and developed in the student teachers through systematic programming of teacher training.

2.0 EMOTIONAL INTELLIGENCE

DEFINITION:

Robert A. Baron (2003) defines emotional intelligence as, "a cluster of traits or abilities relating to the emotional side of life – abilities such as recognizing and managing one's own emotions, being able to motivate oneself and restrain one's impulses, recognizing and managing other's emotions, and handling interpersonal relationship in an effective manner".

Hence emotional intelligence may be stated as the capacity to reason with emotion in four areas: to perceive emotion, to integrate it in thought, to understand it and to manage it. According to this statement, every one of us may be found to have varying capacities and abilities with regard to one's dealings with emotions.

CHARACTERISTICS:

A person will be termed emotionally intelligent in proportion if he is able to

- Identify and perceive various types of emotions in others (through face reading, body language and voice tone)
- Sense his own feelings and emotions.
- Incorporate the perceived emotions in his thought (such as using his emotions, and feelings in analyzing and problems solving, and decision making).
- Have proper understanding of the nature, intensity and outcomes of his emotion
- Exercise proper control and regulation over the expression and use of emotions in dealing with his self and others so as to promote harmony, prosperity and peace.

Goleman (1995) suggests that emotional intelligence consists of five major parts:

- Knowing our own emotions (Self – awareness)
- Managing our emotions (Self – regulation)
- Motivating ourselves (Motivation)
- Recognising the emotions of others (Empathy) and
- Handling relationships (Social skills).

In working situation, emotional intelligence helps more than one's intellectual potential or even professional skills and competencies. A professionally competent person having poor emotional intelligence may suffer on account of his inability to deal with his self or getting along properly with others. For handling mental relationships, emotional intelligence is very

much needed.

3.0 LOCUS OF CONTROL

Locus of control, according to Rotter's approach, can be divided into two separate sources of control: Internal and External. People with an **Internal** locus of control believe that they control their own destiny. They also believe that their own experiences are controlled by their own skill or efforts. An example would be "The more I study, the better grades I get" (Gershaw, 1989). On the other hand, people who tend to have an **External** locus of control tend to attribute their experiences to fate, chance, or luck. Examples for external locus of control: if a student attributes either their successes or failures to having a bad day, unfair grading procedures on their teacher's part, or even God's will they can be said to have an external locus of control.

Locus of control refers to the extent to which individuals believe that they can control events that affect them. Individuals with a high internal locus of control believe that events result primarily from their own behaviour and actions. Those with a high external locus of control believe that powerful others, fate, or chance primarily determine events. Those with a high internal locus of control have better control of their behaviour and tend to exhibit more political behaviours than externals and are more likely to attempt to influence other people; they are most likely to assume that their efforts will be successful. They are more active in seeking information and knowledge concerning their situations than do externals.

4.0 NEED FOR THE STUDY

The intention of offering B.Ed. degree course is to instill good teacher behaviour in student teachers. The manifestation of ideal teacher behaviour largely depends on one's ability to make right decisions at the right moment. The value system formed by the individuals, the mental ability and the socio – emotional maturity may be playing a significant role in manifesting a desired social behaviour. The student teachers who are to be role models to the younger generation need to be persons of good mental health with essential values and virtues for demonstrating good emotional and social skills. All these characteristics are imbedded in the criterion emotional intelligence. Moreover the ability to control ones' behaviour is attributed to his / her locus of control.

Therefore an inherent relationship is obvious between emotional intelligence and locus of control. As these two psychological characteristics are required for these student teachers to be resourceful in the teaching profession, an intensive study of these two characteristics is of very importance. Moreover the impact of emotional intelligence on locus of control will yield information needed for preparing useful programs of teaching to inculcate in them the essential psycho – socio characteristics. Hence the present study is stated as given below.

5.0 STATEMENT OF THE PROBLEM

EMOTIONAL INTELLIGENCE – A FACTOR INFLUENCING THE NATURE OF

LOCUS OF CONTROL OF STUDENT TEACHERS – AN ANALYTICAL STUDY”.

6.0 OPERATIONAL DEFINITIONS

Locus of Control:

By this the investigator means the scores obtained on the Locus of Control inventory developed by Julian Rotter (1996).

Emotional Intelligence:

By this the investigator means the scores obtained on the Emotional Intelligence scale developed by Anukool Kyde, Sanjyot Pethe and Upinder Dhar (2001).

Students of Colleges of Education:

By this the investigator means students doing B.Ed., course in Colleges of Education in Chennai.

Analytical Study:

By this the investigator means the task of investigating the nature of Dependent and Independent variables in terms of the total sample as well as in respect of the sub – samples formed of the background variables.

7.0 OBJECTIVES

1. To identify the type of Locus of Control possessed by Student Teachers in Colleges of Education in Chennai.
2. To find the level of Emotional Intelligence of Student Teachers in Colleges of Education in Chennai.
3. To find the level of Emotional Intelligence of Student Teachers having **Internal** and **External** Locus of Control.
4. To find the significance of differences in the Emotional Intelligence of Student Teachers having **Internal** and **External** Locus of Control.
5. To find the level of Emotional Intelligence of Student Teachers having **Internal** and **External** Locus of Control in terms of Birth Order and Optional Subjects.
6. To find the significance of difference in Emotional Intelligence of Student Teachers having **Internal** and **External** Locus of Control in terms of Birth Order and Optional Subjects.

8.0 POPULATION AND SAMPLE

All the students doing B.Ed. degree course in Colleges of Education in Chennai form the population of the present study.

From the population, the investigator has taken 821 student teachers through random sampling technique.

9.0 RESEARCH TOOLS

1. Locus of Control Scale developed by Julian Rotter (1966).
2. Emotional Intelligence Inventory developed by Anukool Hyde et al., (2001).

10.0 DATA COLLECTION

The investigator personally visited the Colleges of Education in and around Chennai and approached the heads of the institutions regarding the data collection. After getting the permission, the researcher explained the tools to the student teachers personally. They were requested to respond to all the statements in each and every tool and return them promptly to the investigator. The filled – in tools were scored and the data were tabulated for analysis.

11.0 ANALYSIS OF DATA

H_A^{*}: Emotional intelligence of student teachers studying in Colleges of Education in Chennai is **high**.

Table - 1
Level of Emotional Intelligence of Student Teachers

Variable	Low		Average		High	
	N	%	N	%	N	%
Emotional Intelligence	74	9.01	65	7.92	682	83.07*

*indicates the level Emotional Intelligence

H_A^{*}: The Student teachers studying in Colleges of Education in Chennai are having **internal locus of control**.

Table 2
Locus of Control of Student Teachers Studying in colleges of Education in Chennai

Variable	Internal		External	
	N	%	N	%
Locus of Control	174	21.19	647	78.81*

*indicates the level of locus of control

H_A^{*}: The level of emotional intelligence of student teachers of internal and external locus of control is **high**.

Table - 3
Level of Emotional Intelligence of Student Teachers of Internal and External Locus of Control

Emotional Intelligence	Low		Average		High	
	N	%	N	%	N	%
Internal	43	24.71	32	18.39	99	56.90*
External	31	4.79	33	5.10	583	90.11*

*indicates the level Emotional Intelligence

H₀^{*}: There is no significant difference in emotional intelligence between the student teachers of internal and external locus of control.

Table - 4
Difference between Student and Teachers of Internal and External Locus of Control in Emotional Intelligence

Locus of Control	N	Mean	SD	Calculated 't' value	Table Value	Remark
Internal	174	86.6	33.17	15.20	1.96	S
External	647	128.6	29.11			

S= Significant at 5% level : Ho is ejected

NS= Not Significant at 5% level : Ho is accepted

H_A^{*}: The level of emotional intelligence of student teachers of internal and external locus of control in terms of birth order and optional subjects is **high**.

Table - 5
Level of Emotional Intelligence of Student Teachers of Internal and External Locus of Control in terms of Birth Order and Optional Subjects

	Category	Locus of Control	Emotional Intelligence						
			Low		Average		High		
			N	%	N	%	N	%	
Birth Order	First	I	15	21.74	15	21.74	39	56.52*	
		E	7	3.10	12	5.31	207	91.59*	
	Middle	I	13	24.53	10	18.87	30	56.60*	
		E	9	4.27	11	5.21	191	90.52*	
	Last	I	15	28.85	7	13.46	30	57.69*	
		E	5	7.14	10	4.76	185	88.10*	
	Optional Subjects	Language	I	6	18.75	7	21.88	19	59.43*
			E	4	2.72	7	4.76	136	92.52*
		Arts	I	8	23.53	8	23.56	18	52.94*
			E	2	2.27	2	2.27	84	95.45*
		Science	I	20	28.17	11	15.49	40	56.34*
			E	17	7.17	17	7.17	203	85.65*
Mathematics		I	10	27.03	6	16.22	21	56.76*	
		E	7	4.00	7	4.00	161	92.00*	

*indicates the level of emotional intelligence.

H₀: There is no significant difference in emotional intelligence between the student teachers of internal and external locus of control in terms of birth order and optional subjects.

Table - 6
Difference between Student and Teachers of Internal and External Locus of Control in Emotional Intelligence in terms of Birth Order and Optional Subjects

	Category	Locus of Control	N	Mean	SD	Calculated 't' Value	Table Value	Remark	
Birth Order	First	I	69	87.32	32.79	10.15	1.96	S	
		E	226	131.45	27.32				
	Middle	I	53	86.72	31.48	8.79	1.96	S	
		E	211	128.55	28.90				
	Last	I	52	85.52	35.86	7.40	1.96	S	
		E	210	125.59	30.95				
	Optional Subjects	Language	I	32	90.41	31.95	6.57	1.96	S
			E	147	130.05	25.77			
		Arts	In-ternal	34	83.26	33.79	8.26	1.96	S
			Ex-ternal	88	134.58	21.00			
		Science	In-ternal	71	84.97	34.12	8.86	1.96	S
			Ex-ternal	237	125.68	33.40			
Mathematics		In-ternal	37	87.38	33.05	7.10	1.96	S	
		Ex-ternal	175	128.78	27.92				

S= Significant at 5% level : H₀ is rejected, NS= Not Significant at 5% level : H₀ is accepted.

FINDINGS AND DISCUSSION

1. The Locus of Control of Student Teachers in Colleges of Education in Chennai is found to be predominantly **Ex-**

ternal (78.81%). Only 21.19% is found to be **Internal**. It is contrary to the assumption that it would be **Internal** (**Table - 1**).

The Student Teachers being Graduates and Post Graduates are expected to be objective and scientific oriented in their thinking and dealings. As blooming teachers they would be setting realistic goals for future achievements. Therefore in all possibilities they should have developed **Internal** Locus of Control for achieving better performance in all activities. But contrary to this their Locus of Control is noted to be **External**. The only possible explanation is the impact of social culture forcing them to attribute all personal achievements to the blessings and guidance of gods and goddesses. Or the fullest state of their maturity in social and emotional domains may make them humble enough to attribute all their achievement to others.

2. The level of Emotional Intelligence of Student Teachers in Colleges of Education in

Chennai is found to be high as assumed (**Table 2**).

The Social and Emotional characteristics constitute the Socio – Emotional factor Emotional Intelligence. Quite a number of studies have shown that Emotional Intelligence is a dominant factor to cause higher level performance in individuals of different pursuits. As it is playing a crucial role in inter personal relationship, its importance can never be undermined for strengthening social coherence among the members of a society. The Student Teachers are undergoing training for the modification of behaviour in all the three important domains – Cognitive, Affective, and Psycho – motor. Hence the Student Teachers are supposed to have developed Emotional Intelligence at a higher level because of the Environment available in colleges of Education.

3. The level of Emotional Intelligence of Student Teachers having **Internal, External** Locus of Control is found to be **High** (**Table - 3**).

However the table 3 shows that 56.90% of Student Teachers having **Internal** Locus of Control falls under high Emotional Intelligence; where as 90.11% of the sample having external control falls under the **high** category. Such a large difference in percentages of the sample of **Internal and External** Locus of Control under high category of Emotional Intelligence is confirmed by the differential analysis presented in **Table - 4**. That is the Percentage difference is proved to be correct by the statistical difference in the means of **Internals and Externals** in Emotional Intelligence.

From this it may be inferred that Emotional Intelligence is capable of influencing both **Internals and Externals**, though its dominance is felt among the **Externals** greater than those of **Internals**. In other words it may be stated that Emotional Intelligence is acting as a strong causative factor for an individual being **External** in his / her Locus of Control.

4. Table 5 shows that irrespective of Birth Order and Optional Subjects the Student Teachers of **Internal and External** Locus of Control are found to be high in Emotional Intelligence.

It is almost the same as in the case of Emotional Intelligence of the total sample. That is the sub samples formed of birth order and optional subjects do not seem to vary in the level of Emotional Intelligence of both **Internals and Externals**. In

short it may be stated that the Birth Order and the Optional Subjects are not having any impact over the **Internals and Externals** in manifesting their Emotional Intelligence. Furthermore it is confirmed by the differential analysis. **Table - 6** reveals that the **Externals** irrespective of the Order of Birth and the Optional Subjects are more dominant in Emotional Intelligence than those of Internal Locus of Control. As in the case of total sample, the sub samples behave in the case of their Emotional Intelligence with **Externals** scoring more than the **Internals**.

CONCLUSION

The Researcher concludes that the Student Teachers with **External** Locus of Control are superior to **Internals** in their Emotional Intelligence. It is found to be the same in the case of all the sub samples. That is the status of Birth Order and the type of Optional Subjects is quite insignificant in altering the level of Emotional Intelligence in Externals and Internals. Therefore a series of in depth studies may be undertaken to verify the factors responsible for the Student Teachers to exhibit External Locus of Control more than that of the Internal.

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