



MOTIVATIONAL CORRELATES OF EMOTIONAL INTELLIGENCE OF SECONDARY TEACHER TRAINEES

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Abstract

The purpose was to study the motivational correlates of emotional intelligence of secondary teacher trainees. Emotional Intelligence Scale and Motivation Analysis Test were used to collect data. 300 teacher trainees undergoing B.Ed. course in six Colleges of Education during 2007-08 constituted the sample for the study. In selecting the colleges as well as students, the random sampling technique was used. The Pearson's Product-moment Correlation technique and the Multiple Regression Analysis (linear) were used to analyze the data. The study revealed that : (i) Each of the motivational factors like Career Sentiment, Home-Parental Sentiment, Fear Erg, Narcism-Comfort Erg, Superego Sentiment, Self Sentiment, Mating Erg, and Assertiveness Erg have positive and significant relationship with Emotional Intelligence factor – Self-Awareness ; (ii) Motivational

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factor like Home-Parental Sentiment makes the maximum contribution and Narcism-Comfort makes the next considerable contribution for prediction of Emotional Intelligence factor – Self-Awareness ; (iii) Selected motivational factors like Career Sentiment, Home-Parental Sentiment, Fear Erg, Narcism-Comfort Erg, Superego Sentiment, Pugnacity-Sadism Erg, Assertiveness Erg and Sweetheart-Spouse Sentiment as a whole are having positive and significant relationship with total Emotional Intelligence of teacher trainees ; (iv) Motivational factors like Home-Parental Sentiment makes the maximum contribution and Fear makes the considerable contribution for prediction of total Emotional Intelligence.

1. Introduction

Motivation as a psychological construct refers to the internal state of the individual, which under certain circumstances, appears to move the person toward a particular action or behaviour. Emotion and motivation are bound together in human interaction. In a social context, the strength of the motivating force depends on how the individual views the self and his or her needs in a given situation. Although perception may initiate the emoting process, the emotions that follow may, in turn, affect the perceptual process. With emotion there is usually an impulse to act. Feelings, essential to all human conduct and predominant factors in emotion, serve as underpinnings that not only bring about motivation to act but also influence the form that action will take. Emotional warmth, feelings of love and caring from others, and the appropriate expressions of both positive and negative feelings help people to establish affectional relationships with others that reflect fulfillment and social skills.

“Emotional Intelligence (EI) refers to the abilities to recognize and regulate emotions in ourselves and in others”. This definition suggests four major emotional intelligence domains : *Self-Awareness, Self-Management, Social Awareness and Relationship Management*. EI constitutes three psychological dimensions – emotional competence, emotional maturity and emotional sensitivity which motivates an individual to recognize truthfully, interpret honesty, and handle tactfully the dynamics of human behaviour.

Goleman explains that EI includes Self-Control, Zeal, Persistence, and the ability to motivate oneself – all attributes that make a student successful. EI once developed, can create the avenue for a productive, rewarding and fulfilling

life. Emotional Intelligence includes qualities such as self-awareness, ability to manage moods, motivation empathy and social skills like cooperation and leadership.

EI refers to the capacity for recognizing our own feeling and those of other, for motivating ourselves, and for managing emotions well in ourselves and in our relationships (Goleman, 1995). EI constitutes three psychological dimensions – emotional competence, emotional maturity and emotional sensitivity that motivate an individual to recognize truthfully, interpret honestly and handle tactfully the dynamics of human behaviour.

2. Rationale

Rao & Vijayasree (1976) studies the motivational patterns and psychosocial maturity of management students. **Dhillon (1979)** made a comparative study of the personality characteristics, adjustment and motivational level of non-participant and participant children of secondary schools in physical activities. **Patel (1979)** investigated the motivational factors of achievement, affiliation and power as reflected in Gujarati novels. **Singhaulakh (1979)** explored student motivation to work. **Ushadevi (1981)** examined the motivational pattern of evening students. **Agarwal (1988)** identified relationship between motivation and personality needs of adult learners. **Mittal (1992)** conducted an explorative study of teacher motivation to work. **Verma & Bhat (1992)** attempted to find motivational differences among high and low creative students. **Jha (2002)** studied the functions of self-confidence and emotional maturity in the process of decision-making. **Gakhar (2003)** analyzed the relationship between emotional maturity and intelligence, self-concept, academic achievement. **Mittal & Bajaj (2003)** studied pre-schoolers' intelligence as affected by motor's emotional maturity. **Arati & Rathna (2004)** investigated influence of family environment on emotional competence of adolescents. **Talukdar (2004)** studied the motional maturity of undergraduate nursing students. **Gupta & Kaur (2006)** compared emotional intelligence among prospective teachers. An overview of related studies indicates that both motivation and emotional intelligence are studied as sometimes independent and sometime dependent variable. However, in the present study motivation is considered as an independent and EI as a dependent variable. **Arunmozi & Rajendran (2008)** made an attempt to assess the influence of age, marital status, type of family, community and family status on the emotional intelligence of self-help group members.

Although the research in the area of Emotional Intelligence (EI) and its correlates is increasing, the findings are far from conclusive. A clear picture of potential

correlates of EI has not emerged from the studies conducted so far. Study of correlates of EI is such a vast and multi-dimensional field that it admits further fresh work as well as classification of previous studies. It is hoped that research on the correlates of EI may reveal a definite set of correlates, which may be significant for aiming at achieving EI to its maximum. If some small number of parameter can be isolated, and defined in behavioural terms, it might help teacher educators to mobilize emotional intelligence of teacher trainees at the secondary level to a maximum.

Unfortunately, the systematic study of relationship between motivation and EI has not kept pace with the vigorous studies of other aspects of human development. The present study, therefore, attempts to investigate the motivational factors affecting EI of secondary teacher trainees and to examine the relative contributions of the selected factors to it.

3. Objectives

1. To investigate the relationship of each of motivational factors like Career Sentiment, Home-Parental Sentiment, Fear Erg, Narcism-Comfort Erg, Superego-Sentiment, Self-Sentiment, Mating Erg, Pugnacity-Sadism Erg, Assertiveness Erg, Sweetheart-Spouse Sentiment with Emotional Intelligence of secondary teacher trainees.
2. To determine the relative efficiency of each of these motivational factors in predicting changes in each of the emotional intelligence factors like Self-Awareness, Empathy, Self-Motivation, Emotional Stability, Managing Relations, Integrity, Self-Development, Value-Oriented, Commitment and Altruistic Behaviour.

4. Method

Sample

Three hundred teacher trainees undergoing the B.Ed. course in six Colleges of Education affiliated to Karnatak University during 2007-08 constituted the sample for the study. In selecting the colleges as well as students, the random sampling technique was used.

Tools Used

The data for the present study were collected using the following tools:

- (i) The investigator developed emotional Intelligence Scale. It consists of 34 items. The coefficient of consistency 0.82 was found out by the split-half method. The coefficient of stability 0.76 was determined by the test-retest method. The range of intrinsic validity coefficients was found to be between 0.87 and 0.93. The content validity was established by rating the tool by experts.
- (ii) Motivation Analysis Test (MAT) developed by R.B. Cattell (1975) was used to study motivational factors. It consists of 187 items having three alternative answers of multiple choice type. Test-retest reliability for the scale was 0.75 and the average of the internal construct validities was 0.81.

Procedure

In the present investigation Kannada version of Motivation Analysis Test and Emotional Intelligence Scale were administered to 300 teacher trainees in Colleges of Education personally by the investigator in the fore-noon and after-noon sessions.

Statistical Techniques

The Pearson's Product-moment Correlation technique was used to findout the relationship between various motivational factors and emotional intelligence factors. 't' test was used to test the significance of obtained 'r' values. The Multiple Regression Analysis (linear) was used to predict the changes in criterion variable. Percentage of contribution was calculated by multiplying 'β' value with 'r' value.

5. Results

The findings of the relationship between each of the Motivational factors and each of the Emotional Intelligence factors and relative efficiency of the motivational factors in predicting emotional intelligence factors are given below :

Table – 1. Correlation Coefficients of Motivational Factors and Emotional Intelligence Factors

Motivational Factors	Emotional Intelligence Factors									
	Self-awareness	Empathy	Self-motivation	Emotional Stability	Managing Relations	Integrity	Self-development	Value Orientation	Commitment	Altruistic Behaviour
Career Sentiment	0.2728	0.3122	0.1858	0.3290	0.2173	0.2132	0.0708	0.2836	0.2799	0.2561
Home -Parental Sentiment	0.5611	0.6500	0.3305	0.5621	0.4170	0.4663	0.0830	0.5023	0.5562	0.4687
Fear Erg	0.5494	0.6508	0.3321	0.5677	0.4258	0.4556	0.0739	0.4902	0.5546	0.4674
Narcism-Comfort Erg	0.5535	0.5955	0.3430	0.4881	0.4333	0.4295	0.0455	0.4704	0.5437	0.4289
Superego Sentiment	0.2769	0.3737	0.0627	0.3760	0.1818	0.2331	0.0715	0.2877	0.3308	0.1883
Self-Sentiment	0.3465	0.4075	0.1653	0.3522	0.3248	0.2355	0.0575	0.3415	0.4001	0.3324
Mating Erg	0.1591	0.1328	0.0124	0.1742	0.0242	0.0875	0.1144	0.0117	0.1305	0.1056
Pugnacity-Sadism Erg	0.1084	0.1781	0.1108	0.1459	0.0439	0.1226	0.1577	0.0623	0.1549	0.2386
Assertiveness Erg	0.2752	0.2227	0.1949	0.2378	0.2286	0.2661	0.0172	0.2075	0.2610	0.2134
Sweetheart-Spouse Sentiment	0.0813	0.1835	0.1735	0.1281	0.1165	0.1297	0.0836	0.2242	0.1212	0.1413

Note: The significance of 'r' values is tested by using 't' test. (< 1.96 at 0.01 level & < 2.58 at 0.05 level)

Table – 2. Percentage of Contribution of Motivational Factors to Emotional Intelligence Factors

Motivational Factors	Emotional Intelligence Factors									
	Self-awareness	Empathy	Self-motivation	Emotional Stability	Managing Relations	Integrity	Self-development	Value Orientation	Commitment	Altruistic Behaviour
Career Sentiment	-1.3466	1.9408	1.3015	0.5047	0.1629	0.4938	0.4227	1.5572	-1.0379	0.9476
Home -Parental Sentiment	36.5415	21.3910	-3.4082	19.1952	9.1254	26.7079	4.0750	26.5179	14.7117	17.0122
Fear Erg	-20.6130	25.7522	12.7255	23.7122	16.2153	1.1198	2.9139	-11.0533	-5.2345	13.4925
Narcism-Comfort Erg	17.5452	1.9604	2.9904	11.7165	10.7320	2.3131	0.7640	4.9405	17.1745	10.5651
Superego Sentiment	1.5520	1.8765	1.1147	2.3559	0.2285	0.1598	0.1683	2.0993	4.0602	2.5228
Self-Sentiment	0.0394	0.3469	0.9737	0.0965	2.5862	1.5621	0.3114	1.8511	3.2734	3.5534
Mating Erg	1.3535	0.2508	0.1276	1.0249	0.1766	0.0242	1.1545	-0.0646	0.4429	0.3433
Pugnacity-Sadism Erg	-0.6443	0.0321	0.4017	0.2216	0.2080	0.1863	2.0207	-0.3784	0.1898	3.3047
Assertiveness Erg	0.6506	1.9601	1.2355	0.1753	1.2497	2.2449	-0.0630	-0.1329	0.0897	0.4601
Sweetheart-Spouse Sentiment	-0.7864	-0.1235	1.0406	0.3275	-0.1959	0.3932	0.6792	2.2197	-0.5011	-0.2457
Total	34.2920	55.3875	18.5030	59.3302	40.4886	35.2050	12.4467	27.5565	33.1687	51.9560

Note: Percentage of contribution to variance is calculated by multiplying coefficient with r coefficient and converting it into percentage

Each of the motivational factors like Career Sentiment, Home-Parental Sentiment, Fear Erg, Narcism-Comfort Erg, Superego Sentiment, Self Sentiment, Mating Erg, and Assertiveness Erg have positive and significant relationship with Emotional Intelligence factor – Self-Awareness. Motivational factor – Home-Parental Sentiment makes the maximum contribution and Narcism-Comfort makes next considerable contribution in the order of prediction of EI factor – Self-Awareness.

All the motivational factors involved in the study are having positive and significant relationship with Emotional Intelligence factor – Empathy.

Motivational factor – Fear Erg makes the maximum contribution and Home-Parental Sentiment makes considerable contribution for prediction of Emotional Intelligence factor – Empathy.

Motivational factors like Career Sentiment, Home-Parental Sentiment, Fear Erg, Narcism-Comfort Erg, Self Sentiment, Assertiveness Erg and Sweetheart-Spouse Sentiment are having positive and significant relationship with the Emotional Intelligence factor – Self-Motivation. Motivational factor – Fear Erg makes the maximum contribution and Narcism-comfort Erg makes the considerable contribution for prediction of Emotional intelligence factor-self-motivation.

All the motivational factors are having positive and significant relationship with the Emotional Intelligence factor – Emotional Stability. Motivational factor – Fear Erg makes the maximum contribution and Home-Parental Sentiment and Narcism-Comfort Erg makes considerable contribution for prediction of Emotional Intelligence factor – Emotional Stability. Motivational factors like Career Sentiment, Home-Parental Sentiment, Fear Erg, Narcism-Comfort Erg, Superego Sentiment, Self Sentiment, Assertiveness Erg, and Sweetheart-Spouse are having positive and significant relationship with the Emotional Intelligence factor – Managing Relations. Motivational Factor – Fear Erg makes the maximum contribution and Narcism-Comfort Erg and Home-Parental Sentiment makes considerable contribution for prediction of Emotional Intelligence factor – Managing Relations.

Motivational factors, such as, Career Sentiment, Home-Parental Sentiment, Fear Erg, Narcism-Comfort Erg, Superego Sentiment, Self-Sentiment, Pugnacity-Sadism Erg, Assertiveness Erg, Sweetheart-Spouse Sentiment are having positive and significant relationship with Emotional Intelligence factor-Integrity of teacher trainees. Motivational factor – Home-Parental Sentiment makes the maximum contribution, and Narcism-Comfort Erg & Assertiveness Erg makes considerable contributions for prediction of Emotional Intelligence factor – Integrity.

Motivational factor – Pugnacity-Sadism Erg is having positive and significant relationship with Emotional Intelligence factor – Self-development of teacher trainees. Motivational factor like Home-Parental Sentiment makes the maximum contribution, and Fear Erg & Pugnacity-Sadism Erg makes considerable contribution for prediction of Emotional Intelligence factor – Self-development.

Motivational factors, such as, Career Sentiment, Home-Parental Sentiment, Fear Erg, Narcism – Comfort Erg, Superego Sentiment, Self-Sentiment, Assertiveness Erg, Sweetheart-Spouse Sentiment are having positive and significant relationship with the Emotional Intelligence factor – Value Orientation of teacher trainees. Motivational factors like Home-Parental Sentiment makes the maximum contribution

and Narcism-Comfort Erg and Sweetheart-Spouse Sentiment makes considerable contribution for prediction of Emotional Intelligence factor – Value Orientation.

All motivational factors are having positive and significant relationship with Emotional Intelligence factor like Commitment of teacher trainees. Motivational factor like Narcism-Comfort Erg makes the maximum contribution and Home-Parental Sentiment makes considerable contribution for prediction of Emotional Intelligence factor – Commitment. Motivational factors, such as, Career Sentiment, Home-Parental Sentiment, Fear Erg, Narcism-Comfort Erg, Superego Sentiment, Self-Sentiment, Pugnacity-Sadism Erg, Assertiveness Erg and Sweetheart-Spouse Sentiment are having positive and significant relationship with Emotional Intelligence factor – Altruistic Behaviour of teacher trainees. Motivational factor like Home-Parental Sentiment makes the maximum contribution, and Fear & Narcism-Comfort Erg makes considerable contribution for prediction of Emotional Intelligence factor – Altruistic Behaviour.

Emotional Intelligence as a Whole

Table-3. Correlations between each of the Motivational Factors and total Emotional Intelligence and their Significance

Motivational Factors	Correlation Coefficients of Emotional Intelligence			
	'r' value	't' value	P-value	Significance
Career Sentiment	0.5221	10.5676	<0.01	Yes
Home-Parental Sentiment	0.9914	131.1557	<0.01	Yes
Fear Erg	0.9864	103.7755	<0.01	Yes
Narcism-Comfort Erg	0.9333	44.8476	<0.01	Yes
Superego Sentiment	0.5091	10.2119	<0.01	Yes
Self-Sentiment	0.6310	14.0403	<0.01	Yes
Mating Erg	0.2073	3.6583	>0.05	Not Significant
Pugnacity-Sadism Erg	0.2850	5.1335	<0.01	Yes
Assertiveness Erg	0.4563	8.8524	<0.01	Yes
Sweetheart-Spouse Sentiment	0.2992	5.4139	<0.01	Yes

Table-4. Regression Coefficients between each of the Motivational Factors and total Emotional Intelligence

Motivational Factors	β Coefficient	SE of β Coefficient	Reg. Coefficient	SE of Reg. Coefficient	t-value	P-value	Signi.
Career Sentiment	0.0120	0.0076	0.0332	0.0209	1.5873	>0.05	NS
Home -Parental Sentiment	0.6556	0.0371	1.8634	0.1055	7.6635	<0.01	S
Fear Erg	0.2397	0.0390	0.8026	0.1304	6.1533	<0.01	S
Narcism-Comfort Erg	0.0489	0.0203	0.1715	0.0711	2.4115	<0.05	S
Superego Sentiment	0.0117	0.0085	0.0170	0.0123	1.3815	<0.01	NS
Self-Sentiment	0.0410	0.0081	0.0681	0.0134	5.0954	<0.01	S
Mating Erg	0.0087	0.0069	0.0277	0.0219	1.2682	<0.01	NS
Pugnacity-Sadism Erg	0.0239	0.0067	0.0654	0.0182	3.5957	<0.01	S
Assertiveness Erg	0.0219	0.0071	0.0551	0.0179	3.0782	<0.01	S
Sweetheart-Spouse Sentiment	0.0011	0.0067	0.0052	0.0302	0.1709	<0.01	NS
R=0.9945, R ² =0.9891, Adjusted R ² =0.9887, F=26.288 p<0.01, S, SEest : 0.93234							

Table-5. Relative Contributions of each of the Motivational Factors to total Emotional Intelligence

Predictors	β - value	r - Values	$\beta \times r$	% of Contribution
Career Sentiment	0.0120	0.5221	0.0063	0.6281
Home-Parental Sentiment	0.6556	0.9914	0.6500	65.0006
Fear Erg	0.2397	0.9864	0.2364	23.6428
Narcism-Comfort Erg	0.0489	0.9333	0.0456	4.5610
Superego Sentiment	0.0117	0.5091	0.0060	0.5969
Self-Sentiment	0.0410	0.6310	0.0259	2.5884
Mating Erg	0.0087	0.2073	0.0018	0.1802
Pugnacity-Sadism Erg	0.0239	0.2850	0.0068	0.6816
Assertiveness Erg	0.0219	0.4563	0.0100	0.9988
Sweetheart-Spouse Sentiment	0.0011	0.2992	0.0003	0.0343
Assertiveness Erg	0.0219	0.4563	0.0100	0.9988

Selected motivational factors like Career Sentiment, Home-Parental Sentiment, Fear Erg, Narcism-Comfort Erg, Superego Sentiment, Pugnacity-Sadism Erg, Assertiveness Erg and Sweetheart-Spouse Sentiment as whole are having positive and significant relationship with total Emotional Intelligence of teacher trainees. Motivational factor like Home-Parental Sentiment makes the maximum contribution and Fear Erg makes the considerable contribution for prediction of total Emotional Intelligence.

However, motivational factor like Pugnacity-Sadism Erg and Sweetheart-Spouse Sentiment have no significant relationship with Emotional Intelligence factor – Self-Awareness of teacher trainees. Further, motivational factors like – Superego Sentiment, Mating Erg and Pugnacity-Sadism Erg are having no relationship with Emotional Intelligence factor – Self-Motivation. Motivational factors like Mating Erg and Pugnacity-Sadism Erg are having no relationship with Emotional Intelligence factor like Managing Relations. Motivational factor like Mating Erg is not having relationship with Emotional Intelligence factor like Integrity of teacher trainees.

However, motivational factors like Career Sentiment, Home-Parental Sentiment, Fear Erg, Narcism-Comfort Erg, Superego Sentiment, Self-Sentiment, Mating Erg, Assertiveness Erg and Sweetheart-Spouse Sentiment are not having relationship with Emotional Intelligence factor like Self-development of teacher trainees. Motivational factors like Mating Erg and Pugnacity-Sadism Erg are not having relationship with Emotional Intelligence factor like Value Orientation of teacher trainees. Motivational factor like Mating Erg is not having significant relationship with Emotional Intelligence factor – Altruistic Behaviour as well as total Emotional Intelligence.

6. Educational Implications

Maslow cited parental quarreling, physical assault, separation, divorce and death within the family render child's environment unstable, unpredictable and hence unsafe. These are harmful to a child's sense of well-being. A person will feel keenly the pangs of loneliness, social ostracism, isolation, and rejection, especially when induced by the absence of friends, relatives, a spouse, or children. Students who attend college far from home will fall prey to the deprivation of belongingness needs. Maslow concluded that there is mounting evidence to prove a substantial correlation between affectionate childhood experiences and a healthy adulthood. This leads to a generalization that love is a basic pre-requisite of healthy development of the human being. "We can say that the organism is so designed that it needs . . . love, in the same way that automobiles are so designed that they need gas and oil (Maslow, 1970).

Some of the negative emotions, which require emotional management and regulations are anger, fear of failure, disappointment, frustration, obligation, guilt, resentment, emptiness, bitterness, dependence, depression, loneliness and lethargy. Similarly, positive emotions such as motivation, appreciation, friendship, self-control, satisfaction, freedom, fulfillment, autonomy, desire for peace, awareness, contentment, elation and happiness can be used effectively as and when the situation.

The first step of integrating the process of EI with the academic skills begins with the creation of positive classroom environment that feels open, honest, and caring. Our past experiences and experiments indicate that even the persons with high intellect cannot be always successful. A vacuum is realized over the years. Many people have been trying to fill the gap between success and failure caused by mind and heart. EI is the ability of an individual to appropriately and successfully respond to vast variety of emotional stimuli being elicited from the inner self and immediate environment.

A close and loving personal relationship fulfils a fundamental need of each individual – that of expression. It adds to the sense of security and the sense of acceptance. EI enhances personal effectiveness leading to healthier and stronger relationships. EI people are able to express their emotions positively without actually threatening the other person. Also, the current trends in classroom practices makes EI more crucial than ever.

Recent findings have identified EI as the single most factor predicting success and happiness in life. It is the capacity to create positive outcomes in your relationship with others and with yourself. Positive outcomes include joy, optimism, and success in work, school and life.

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