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# AWARENESS OF JOB INTERVIEW AMONG TEACHER TRAINEES IN RELATION TO THEIR INTELLIGENCE

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## Abstract

An interview is a direct conversation where questions are asked and answers are given. However, the purpose of interview is not to collect superficial details about the interviewee but to probe into the inner life of the interviewee. A job interview is an interview consisting of a conversation between job applicant and interviewer. There should be rapport between job interviewer and job applicant. Method of interview is used very extensively in every field of life. Therefore, method of interview is direct as well as in-depth study. The job interview is considered most important tool for evaluating the knowledge of particular subject, attitudes, aspirations, outlook, skills, interest, behavior and intelligence of job applicant. In job interview, certain facts concerning the individual's training experience are usually sought, although these could be very well gathered on application forms. The principal purpose of face-to-face contact is to afford the employer an opportunity to observe the reaction of the candidates, to judge the quality of his behavior. In job interviews, an interviewer can acquire information through candidate's bodily and face expressions, gestures, attitudes and feelings. The interviewers can judge candidate's sincerity and truthfulness through cross questioning.

**Key Words:** *Job Interview, Intelligence*

Interviews usually take place face-to-face and in person, although modern communication technologies such as the Internet has enabled conversations to happen in which parties are separated geographically, such as with videoconferencing software and telephone interview can happen without visual contact. Interviews almost always involve spoken conversation between two or more parties, although in some instances a "conversation" can happen between two persons who type questions and answers back and forth.

Goode W. J. & Hatt P.K. (2006) said, "Interviewing is fundamentally a process of social interaction."

According to Kavale (1996), "Job Interview is an interchange of views between two or more people on a topic of mutual interest sees the centrality of human interaction, for knowledge production."

## **AWARENESS OF JOB INTERVIEW AMONG TEACHER-TRAINEES**

Job awareness is simply an understanding of the various possibilities for long-term employment and the knowledge necessary to begin work in a career field and progress in that job. While you may be able to name a dozen or more possible career paths for yourself or a friend, there are thousands of jobs available to a willing workforce.

The term **interview** is not new for teacher trainees. Interview can be used by the teacher in connection with their daily experience with a teacher or educational administrator. It is indispensable in diagnosing causes and reasons for various difficulties and problems. Interview is one of the tools of assessment and evaluation. The interview is much more important for each and every student. It is used to evaluate student's skills and abilities. The teacher trainees should have knowledge about the concept of job interview. The interview technique is used in the practical and oral examinations for checking the knowledge of students. With these techniques teacher trainees aware about the concept of job interview. The oral test is conducted to check the student's ability of speaking and presentation in the subject of languages. So the teacher trainees should have the knowledge of the concept of job interview at assessment level.

### **INTELLIGENCE**

Intelligence has been defined in many ways, including: the capacity for logic, understanding, self-awareness, learning, emotional knowledge, reasoning, planning, creativity, critical thinking, and problem solving. More generally, it can be described as the ability to perceive or infer information, and to retain it as knowledge to be applied towards adaptive behaviours within an environment or context. Human intelligence is the intellectual power of humans, which is marked by complex cognitive feats and high levels of motivation and self-awareness. Intelligence enables humans to remember descriptions of things and use those descriptions in future behaviours. It is a cognitive process.

“The ability to learn facts and skills and apply them, especially when this ability is highly developed” Encarta World English Dictionary, (2006)

“The ability to learn, understand and make judgements or have opinions that are based on reason” Cambridge Advance Learner's Dictionary, (2006)

“The capacity to acquire and apply knowledge” The American Heritage Dictionary, fourth edition, (2000)

### **INTELLIGENCE OF TEACHER TRAINEES IN THEIR AWARENESS TOWARDS JOB INTERVIEW**

With growing awareness of intelligence and its role in the workplace, hiring managers are increasingly on the lookout for individuals with high intelligence and high emotional intelligence. Individuals having high intelligence are able to influence others, develop relationships and to handle disagreements and conflicts effectively. During the interview, one should use examples of where he or she has demonstrated an ability to not only work effectively in a group but to change the group dynamic for the better and even inspire others. Emotional intelligence is strongly linked to resilience, and questions relating to past challenges and obstacles provide a platform to demonstrate your agility and ability to respond to new situations. Interviewee can provide examples of meeting new challenges and how he or she has been able to learn and develop through these experiences.

## NEED AND SIGNIFICANCE OF THE STUDY

The present study has been understood because the investigator thinks that awareness of job interview among teacher trainees is deeply related to their intelligence. For getting any type of job; the candidate has to face interview for his selection. Interview is also one of the tools of assessment and evaluation. The interview technique is used for checking the knowledge of the students. The investigator thinks that intelligence plays a significant role in the awareness of job interview among teacher trainees. Interview techniques do not only provide knowledge to teacher trainees, but also increase their mental ability. Considering the possible correlation between awareness of job interview and intelligence, it is important to understand the factors that affect awareness of job interview. So, the investigator took this topic for research because she felt that there is a need to provide guidance about job interview among teacher trainees.

## OBJECTIVES

- To study the awareness of job interview of teacher trainees.
- To compare the awareness of male and female teacher trainees towards job interview.
- To compare the awareness of regular and correspondence teacher trainees towards job interview.
- To compare the awareness of arts and science teacher trainees towards job interview.
- To study the Intelligence of male and female teacher trainees.
- To study the Intelligence of regular and correspondence teacher trainees.
- To study the Intelligence of arts and science teacher trainees.

## HYPOTHESES

- There exists no significant difference in the awareness of male and female teacher trainees towards job interview.
- There exists no significant difference in the awareness of regular and correspondence teacher trainees towards job interview.
- There exists no significant difference in the awareness of arts and science stream teacher trainees towards job interview.
- There exists no significant difference in the intelligence of male and female teacher trainees.
- There exists no significant difference in the intelligence of teacher trainees of regular and correspondence course.
- There exists no significant difference in the intelligence of teacher trainees of arts and science streams.

## DESIGN

The present study was employed to describe survey method to study the awareness of job interview among teacher trainees in relation to their intelligence.

## SAMPLE

The present study was conducted on a randomly selected sample of 200 students of ferozepur district.

## TOOLS

To collect the desired data for present study, the following tools were used.

- a. Self-constructed job interview awareness scale
- b. Intelligence test by Dr. S. Jalota (1972)

## STATISTICAL TECHNIQUES

Appropriate statistical techniques mean, standard deviation, t-ratio and Pearson's coefficient of correlation were utilized for present study.

## REVIEW OF RELATED LITERATURE

Bharambe & Songare(2018) conducted a study on job interview awareness among teacher trainees in regular and distance B.Ed program. The main objective of this study is to compare te job interview awareness among teacher trainees in regular and distance B.Ed program. The findings revealed that teacher-trainees in distance B.Ed program are more aware about job interview than teacher-trainees in regular B.Ed program.

Mondal & Majumder(2018) conducted a comparative study of vocational interests of secondary school students in relation to their gender. The study suggested that there exists a significant difference in the vocational interest pattern of secondary school students in different vocational interest areas. The mean of the girls was a little more than the mean of the boys in some fields.

Khan (2011) found that nearly everyone is influenced by the needs for job security, promotion and approval of peers.

Singh (1982) in his study found higher mean intelligence score of urban students as compared to those of rural students. The mean intelligence score of science students was significantly higher than that of arts students.

Sinha's (1967) study showed arts and science groups significantly discriminated (beyond 0.01 level) on the variable of intelligence, science students scored significantly higher on the intelligence test than the arts students.

## ANALYSIS AND INTERPRETATION OF DATA

**Table 1**

There exists no significant difference in the awareness of male and female teacher trainees' towards job interview.

### **Difference in the mean scores of male and female teacher trainees' awareness towards job interview.**

Sex	N	Mean	S.D.	't' value	Inference
Male	100	115.74	14.27	0.78	Insignificant at both 0.05 and 0.01 Level
Female	100	117.32	14.48		

The mean score of awareness of job interview among male teacher trainees is 115.74, S.D is 14.27 and the mean score of awareness of job interview among female teacher trainees is 117.32, S.D is 14.48 and the value of 't' between male and female teacher trainees is .78. The obtained value of 't' is less than the table value i.e. 1.96 at 0.05 level and 2.58 at 0.01 level which is insignificant at both levels. It indicates that there exists no significant difference in the awareness of male and female teacher trainees towards job interview.

**Table 2**

There exists no significant difference in the awareness of job interview among teacher trainees of regular and correspondence teacher trainees.

**Difference in the mean score of regular and correspondence teacher trainees' awareness of job interview.**

Students	N	Mean	S.D	t- value	Inference
Regular	100	114.25	16.48	2.21	Significant at 0.05 but not significant at 0.01 Level
Correspondence	100	118.77	12.10		

The mean score of awareness of regular teacher trainees towards job interview is 114.25, S.D. is 16.48. The mean score of awareness of correspondence teacher trainees towards job interview is 118.77, S.D. is 12.10. The value of 't' between two variable is 2.21. The obtained value of 't' is more than the table value of 't' at 0.05 level of significance and obtained value of 't' is less than table value of 't; at 0.01 level of significance. It indicates that there is a significant difference in the awareness of job interview of regular and correspondence teacher trainees at 0.05 level but not significant at 0.01 level o significance.

**Table 3**

There exists no significant difference in awareness of job interview among teacher trainees of arts and science streams.

**Difference in the mean score of awareness of job interview among art and science teacher trainees.**

Stream	N	Mean	S.D.	't' value	Inference
Arts	100	114.29	15.49	2.15	Significant at 0.05 but not significant at 0.01 level of significance
Science	100	118.73	13.73		

The mean score of awareness of arts stream teacher trainees towards job interview is 114.29, S.D. is 15.49. The mean score of awareness among science stream teacher trainees towards job interview is 118.73, S.D. is 13.73. The value of 't' between two variable is 2.15. . The obtained value of 't' is more than the table value of 't' at 0.05 level of significance and obtained value of 't' is less than table value of 't; at 0.01 level of significance. It indicates that there is a significant difference in the awareness of job interview of arts and science stream teacher trainees at 0.05 level but not significant at 0.01 level of significance.

**Table 4**

There exists no significant difference in the intelligence of male and female teacher trainees.

**Difference in the mean score of intelligence of male and female teacher trainees**

Sex	N	Mean	S.D.	't' value	Inference
Male	100	46.7	15.87	0.83	Insignificant at both 0.05 and 0'01 level
Female	100	45.6	14.11		

The mean score of intelligence of male teacher trainees is 46.7, S.D. is 15.87. The mean score of intelligence of female teacher trainees is 45.6, S.D. is 14.11. The value of 't' is 0.83. The obtained value of 't' is less than the table value of i.e. 1.96 at 0.05 level and 2.58 at 0.01 level which is insignificant at both levels. This indicates that there is no significant difference in the mean score of intelligence of male and female teacher trainees.

Hence hypothesis 4 which states that "There exists no significant difference in the intelligence of male and female teacher trainees" is accepted.

**Table 5**

There exists no significant difference in the intelligence of teacher trainees of regular and correspondence course.

**Difference in the mean score of intelligence of regular and correspondence teacher trainees.**

Course	N	Means	S.D.	't' value	Inference
Regular	100	47.28	14.79	1.07	Insignificant at both 0.05 and 0.01 level
Correspondence	100	45.02	15.17		

The mean score of intelligence of regular teacher trainees is 47.28, S.D. is 14.79. The mean score of intelligence of correspondence teacher trainees is 45.02, S.D. is 15.17. The value of 't' is 1.07. The obtained value of 't' is less than the table value of 1.96 at 0.05 level and 2.58 at 0.01 level which is insignificant at both levels. This indicates that there is no significant difference in the mean score of intelligence of regular and correspondence teacher trainees.

**Table 6**

There exists no significant difference in the intelligence of teacher trainees of arts and science stream

**Difference in the mean score of intelligence of art and science stream teacher trainees**

Stream	N	Mean	S.D.	't' value	Inference
Arts	100	46.58	15.59	0.39	Insignificant at both 0.05 and 0.01 level
Science	100	45.75	14.38		

The mean score of intelligence of art stream teacher trainees is 46.58, S.D. is 15.59. The mean score of intelligence of science stream teacher trainees is 45.75, S.D. is 14.38. The value of 't' is 0.39. The obtained value of 't' is less than the table value of i.e. 1.96 at 0.05 level and 2.58 at 0.01 level which is insignificant at both levels. This indicates that there is no significant difference in the mean score of intelligence of art and science stream teacher trainees.

## COEFFICIENT OF CORRELATION

### **The co-efficient of correlation between awareness of job interview and intelligence of teacher trainees**

This hypothesis is framed to test the correlation between the awareness of job interview and intelligence of teacher trainees.

To test, Pearson's Product Moment Method of correlation was applied to determine the correlation between awareness of job interview and intelligence.

### **The co-efficient of correlation between awareness of job interview and intelligence**

Variables	N	Co-efficient of correlation
Awareness of job interview	200	0.072
Intelligence	200	

From the calculation, it is concluded that co-efficient of correlation ( $r$ ) is 0.072

By statistical computation we come to know that awareness of job interview is positively correlated to intelligence of teacher trainees.

### **Conclusions**

1. There exists no significant difference in the awareness of male and female teacher trainees towards job interview.
2. There is a significant difference in the awareness of job interview of regular and correspondence teacher trainees at 0.05 level but not significant at 0.01 level of significance.
3. There is a significant difference in the awareness of job interview of arts and science stream teacher trainees at 0.05 level but not significant at 0.01 level of significance.
4. There exists no significant difference in the intelligence of male and female teacher trainees.
5. There exists no significant in difference the intelligence of teacher trainees of regular and correspondence course.
6. There exists no significant in difference the intelligence of teacher trainees of arts and science streams.
7. There is positive correlation between awareness of job interview and intelligence of teacher trainees.

### **Implications of the study**

1. The present study will help to find the difference of awareness between male and female teacher trainees towards job interview in relation to their intelligence.
2. Seminars can be organized frequently at colleges where teacher trainees can be provided with required information regarding the job interviews.
3. Discussions can be organized in class to satisfy inquiries of teacher trainees.
4. Interviews can be conducted in class for teacher trainees.
5. Teacher trainees can be made aware of different jobs and interviews to bring change in their interests.

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