RELATIONSHIP BETWEEN EMOTIONAL COMPETENCY AND ACADEMIC ACHIEVEMENT OF B.ED STUDENTS

ABSTRACT

This research paper is an attempt to find out the relationship between Emotional Competency and Academic Achievement of B.Ed students considering the variables namely major subject, educational qualification and U.G. III part marks. The sample consists of 100 male and female students from the colleges of Education in Virudhunagar district. Emotional Competency scale was used to find out the emotional competency of student teachers. Mean, Standard Deviation, t test, ANOVA and Correlation are the statistical techniques used for data analysis.

INTRODUCTION

Teaching is the profession that shapes education. It is responsible for creating all other professions. Well-qualified, caring and committed teachers will execute curricula satisfactorily. They will also mould the children to face the challenges of the present world. Teaching is the job that demands in depth knowledge of subject, as well as specific pedagogical skills. It also requires many life skills such as leadership, creativity, administration, counseling etc. The totality of behaviour includes intelligence and emotional intelligence (E.Q) The phrase emotional intelligence was coined by Mayor and Salovey (1989) and popularized by Goleman. (1995) Goleman (1996) defines emotional intelligence as knowing what feels good, what feels bad and how to go from bad to good. According to Mayer, et al (2000) emotional intelligence is the ability to recognize the emotions and their relationship and to reason out and solve problems. In the area of emotional intelligence, Goleman discusses the effect of emotional competence in optimum performance. The emotional competence of a person indicates how much of his potential is tapped in the job. Tyagi(2004) discussed the emotional intelligence of secondary teachers in relation to their gender and age. The findings of the study revealed that the level of emotional intelligence of the secondary teachers was low. Pati (2006) studied the emotional intelligence among student teachers in relation to sex, faculty and academic achievement. The findings were : no difference between gender, arts and science faculty. But emotional intelligence influenced the academic achievement of the student teachers.

From the review of related literature, the investigators found that the student teachers must have proper emotional competency for better social as well as personal life. Hence the investigator has undertaken this investigation along with the variable academic achievements.

SIGNIFICANCE OF THE STUDY

Emotional competency is an important factor in the academic achievement of the student. Emotional competency consists of the psychological aspects of individuals which indicate how the individual expresses his emotions, how he has expressed emotions and how he reacts to others' emotions. A man with high emotional competency is a well adjusted personality.

Academic achievement is the result of the effort taken by an individual in learning academic subjects. This is expressed in number of grades. Our education system mainly aims at academic achievement. The studies showed that there is a significant relationship between academic achievement and emotional competency. Hence the teacher educator can improve the academic achievement of his students by improving the emotional competency by giving training.

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The investigator being a teacher educator in a college of Education wants to focus on the study for B.Ed students for the benefit of teacher educators and student teachers.

OBJECTIVES

1. To find out the emotional competency of B.Ed students.

2. To find out the relationship between emotional competency and academic achievement of B.Ed students

3. To find out the significant differences in the emotional competency of B.Ed students with reference to selected socio demographic variables

HYPOTHESES

1. There is no significant difference in the mean values of emotional competency of B.Ed students with reference to the selected variables namely Gender, Type of Institution, Place of residence, Nature of Family, No. of family members, Educational Qualification, Technical knowledge, Teaching Experience.

2. There is no significant difference in the mean values of dimensions of emotional competency of B.Ed students namely Emotional Literacy, Self Esteem, Self Management, Self Motivation, with reference to the selected variables namely Gender, Type of Institution, Place of residence, Nature of Family, No. of family members, Educational Qualification, Technical knowledge, Teaching Experience.

3. There is no significant relationship between emotional competency and academic achievement of B.Ed students studying in colleges of education situated in Virudhunagar.

METHODOLOGY

Method used for the study

In the present study the investigator adopted the survey method.

Population for the study

The population for the present study consisted of male and female student teachers studying in the colleges of Education in Virudhunagar district.

Sample and sampling technique

Random sampling technique was adopted. 100 male and female student teachers studying in the colleges of Education in Virudhunagar district were selected randomly as the sample for this study. The sample consisted of different sub-samples based on optional subjects

Tool used

Emotional Competency (E.Q) inventory by Dr. I.S. Wolmarans and A. Greeff (2004) includes 7 Variables, namely Emotional Literacy, Self Esteem, Self Management, Self Motivation, Change Resilience, Interpersonal Reactions, Integration of Head and Heart.

Variable studied

In the present study the socio demographic variables considered were gender, type of institution, place of residence, type of family, no. of family members, educational qualification, technical knowledge, teaching experience and major subjects and UG III part marks (academic achievement score).

Statistical techniques used

't' test, ANOVA and Pearson's product moment correlation technique were used in this study.

TESTING OF HYPOTHESES

Hypothesis : 1 There is no significant difference in the mean values of Emotional Competency and the socio demographic variables namely Gender, Type of institution, Native place, Nature of family, Number of family members, Educational qualification, Technical knowledge and Experience.

This hypothesis is tested by adopting ' t ' test.

Table 1

EMOTIONAL COMPETENCY AND SOCIO DEMOGRAPHIC VARIABLES

S. No	Variables	N	Mean	Standard Deviation	"t"	Remark
1	Male	17	261.882	21.435	0.421	NS
	Female	83	264.481	23.509		
2	Government	4	256.5	10.723	0.665	NS
	Private	96	264.354	23.437		
3	Rural	58	262.137	26.855	0.968	NS
	Urban	42	266.666	16.497		
4	Joint	32	264.281	23.553	0.071	NS
	Nuclear	68	263.926	23.04		
5	Below 3	8	259.75	28.514	0.546	NS
	Above 3	92	264.413	22.706		
6	UG	69	264.188	25.02	0.095	NS
	PG	31	263.709	18.432		
7	Computer Yes	74	259.729	23.521	1.571	NS
	Computer No	26	271.8	15.915		
8	Experience – 1 3 Years	3	283	16.37	0.728	NS
	Experience – 3 - 5 Years	8	274.125	18.442		

The above table shows that all the obtained "t" values are less than the table value of 1.96 at 0.05 level. Hence the above stated null hypothesis is accepted. So there is no significant difference in the mean values of emotional competency and the socio demographic variables namely Gender, Type of institution, Native place, Nature of family, Number of family members, Educational qualification, Technical knowledge, Experience.

Hypothesis : 2 There is no significant difference in the mean values of dimensions of emotional competency of B.Ed students namely Emotional Literacy, Self Esteem, Self Management, Self Motivation, with reference to the selected variables namely Gender, Type of institution, Place of residence, Nature of family, No. of family members, Educational qualification, Technical knowledge and Teaching experience

This hypothesis is tested by adopting ' t ' test.

Table 2

EMOTIONAL LITERACY AND SOCIO DEMOGRAPHIC VARIABLES

S. No	Variables	N	Mean	Standard Deviation	"t"	Remark
1	Male	17	34.647	6.402	0.068	NS
	Female	83	34.554	4.869		
2	Government	4	33.25	6.946	0.524	NS
	Private	96	34.625	5.076		
3	Rural	58	33.827	5.852	1.719	NS
	Urban	42	35.595	3.735		
4	Joint	32	34.125	4.969	0.594	NS
	Nuclear	68	34.779	5.22		
5	Below 3	8	33	7.071	0.902	NS
	Above 3	92	34.706	4.949		
6	UG	69	34.623	4.863	0.154	NS
	PG	31	34.451	5.749		
7	Computer – Yes	74	33.9595	5.636	1.235	NS
	Computer – No	26	36.2	2.573		
8	Experience – 1- 3 Years	3	37.666	2.309	0.87	NS
	Experience – 3-5 Years	8	35	4.985		

The above table shows that all the obtained "t" values are less than the table value of 1.96 at 0.05 level. Hence the above stated null hypothesis is accepted. So there is no significant difference in the mean values of emotional literacy and the socio demographic variables namely Gender, Type of institution, Native place, Nature of family, Number of family members, Educational qualification, Technical knowledge and Experience.

Table 3
SELF ESTEEM AND SOCIO DEMOGRAPHIC VARIABLES

S. No	Variables	N	Mean	Standard Deviation	"t"	Remark
1	Male	17	34.47	5.124	0.405	NS
	Female	83	33.891	5.423		
2	Government	4	35.25	3.862	0.479	NS
	Private	96	33.937	5.415		
3	Rural	58	33.051	4.875	2.095	NS
	Urban	42	35.285	5.76		
4	Joint	32	33.781	4.982	0.266	NS
	Nuclear	68	34.088	5.552		
5	Below 3	8	34.625	4.373	0.348	NS
	Above 3	92	33.934	5.446		
6	UG	69	34	5.873	0.028	NS
	PG	31	33.967	4.045		
7	Computer – Yes	74	33.31	5.851	1.216	NS
	Computer – No	26	35.6	2.59		
8	Experience 1- 3 Years	3	36.666	2.081	0.687	NS
	Experience – 3-5 Years	8	34.875	4.223		

The above table shows that all the obtained 't' values are less than the table value of 1.96 at 0.05 level. Hence the above stated null hypothesis is accepted. So there is no significant difference in the mean values of self esteem and the socio demographic variables namely Gender, Type of institution, Native place, Nature of family, Number of family members, Educational qualification, Technical knowledge and Experience.

Table 4
SELF MANAGEMENT AND SOCIO DEMOGRAPHIC VARIABLES

S. No	Variables	N	Mean	Standard Deviation	"t"	Remark
1	Male	17	31.705	4.673	1.569	NS
	Female	83	33.747	4.925		
2	Government	4	31.25	3.774	0.891	NS
	Private	96	33.489	4.958		
3	Rural	58	33.637	5.31	0.566	NS
	Urban	42	33.071	4.369		
4	Joint	32	33.562	5.741	0.225	NS
	Nuclear	68	33.323	4.529		
5	Below 3	8	33.75	5.284	0.209	NS
	Above 3	92	33.369	4.918		
6	UG	69	33.666	5.304	0.807	NS
	PG	31	32.806	3.953		
7	Computer – Yes	74	32.445	4.41	2.297	NS
	Computer – No	26	35.8	3.645		
8	Experience 1-3 years	3	34.333	3.511	0.174	NS
	Experience 3-5 Years	8	34.75	3.535		

The above table shows that all the obtained 't' values are less than the table value of 1.96 at 0.05 level. Hence the above stated null hypothesis is accepted. So there is no significant difference in the mean values of self management and the socio demographic variables namely Gender, Type of institution, Native place, Nature of family, Number of family members, Educational qualification, Technical knowledge and Experience.

Table 5
SELF MOTIVATION AND SOCIO DEMOGRAPHIC VARIABLES

S. No	Variables	N	Mean	Standard Deviation	"t"	Remark
1	Male	17	35.294	4.844	0.189	NS
	Female	83	35.072	4.307		
2	Government	4	34.75	1.707	0.167	NS
	Private	96	35.125	4.458		
3	Rural	58	34.482	5.02	1.699	NS
	Urban	42	35.976	3.15		
4	Joint	32	34.156	4.772	1.504	NS
	Nuclear	68	35.558	4.14		
5	Below 3	8	34.875	4.549	0.157	NS
	Above 3	92	35.13	4.388		
6	UG	69	35.405	4.336	1.008	NS
	PG	31	34.451	4.47		
7	Computer – Yes	74	34.918	4.415	1.099	NS
	Computer – No	26	36.5	2.838		
8	Experience 1- 3 Years	3	37.666	0.577	0.075	NS
	Experience 3- 5 Years	8	37.5	3.703		

The above table shows that all variables obtained are less than the table value of 1.96 at 0.05 level. Hence the above stated null hypothesis is accepted. So there is no significant difference in the mean values of Self Motivation and the socio demographic variables namely Gender, Type of institution, Native place, Nature of family, Number of family members, Educational qualification, Technical knowledge and Experience.

Table 11
RESULT OF CORRELATION CO-EFFICIENT - EMOTIONAL COMPETENCY AND ACADEMIC ACHIEVEMENT

	UG 3 Mark	Emotional Literacy	Self Esteem	Self Management	Self Motivation	Change Resilience	Inter personal Reactions	Integration of Head and Heart	Emotional Competency
UG 3 Mark	1.000	.123	-.029	.140	.067	.078	.231*	.135	.168
Emotional Literacy	.123	1.000	.290**	.450**	.407**	.320**	.550**	.483**	.765**
Self Esteem	-.029	.290**	1.000	0.195	.350**	.234*	.168	.201*	.531**
Self Management	.140	.450**	.195	1.000	.315**	.165	.304**	.384**	.604**
Self Motivation	.067	.407**	.350**	.315**	1.000	.381**	.385**	.306**	.663**
Change Resilience	.078	.320**	.234**	0.165	.381**	1.000	.401**	.493**	.617**
Inter personal Reactions	.231*	.550**	.168	.304**	.385**	.401**	1.000	.495**	.746**
Integration of Head and Heart	.135	.483**	.201*	.384**	.306**	.493**	.495**	1.000	.706**
Emotional Competency	.168	.765**	.531**	.604**	.663**	.617**	.746**	.706**	1.000

It is observed from the above table that there is a correlation between academic achievement and interpersonal reactions as the ' r ' value 0.231 is higher than the table value of 0.196 at 5% level. There is positive relationship between academic achievement and total emotional competency and also with all variables except Self Esteem showing that academic achievement is related to Emotional Competency.

FINDINGS OF THE STUDY

1. There is no significant difference between total and each one of the dimensions of emotional competency namely Emotional Literacy, Self Esteem, Self Management, Self Motivation, and the selected socio demographic variables namely gender, type of institution, place of residence, type of family, educational qualification, technical knowledge, teaching experience.

2. The correlation exists between academic achievement and interpersonal reactions.

3. There is negative relationship between academic achievement and self esteem.

4. There is positive relationship between academic achievement and total emotional competency and also with all the variables except self esteem.

CONCLUSION

It is concluded from the study that the socio demographic variables namely major subjects, and UG III part marks do not have any influence on emotional competency. Emotional competency and academic achievement of B.Ed., students have positive relationship. Probably further researches can be conducted with different dimensions and tool. It may be possible to extend the study by interviewing the samples and studying samples of different types. We may also conclude that the samples, being individuals of the same profession, they could have got uniform emotional competency. This may be proved by taking different samples and comparing.

REFERENCE

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