



A Study of Emotional Competency in Relation to Academic Attainment of Prospective Teachers (B.Ed. Student)

DR. AMIT KUMAR AGRAWAL
Lecturer
DIET, Pitampura, Delhi 110034

1. Introduction

Human being learns with every activity, help to improve the competency, in physical and mental emotion. Culture has a significant impact on cognition and cognitive development, which in turn shapes the behaviour of an individual. But it is more important and valuable to know about the effects of emotional behaviour and feeling on achievement or attainment of learners. Scientific investigation starts with practical questions. Suppose one is afraid of any things, what effect will be on his learning? If one is happy with his/her work after that what effect will be on achievement/attainment?

Most of studies selected for the field guide focus exclusively on the intellectual or cognitive processes involved in learning. For a broader term to use learning, we need to see it with the relation of emotion. Learners may feel intrigued or repelled, confident or bewildered, challenged or overwhelmed and more upon entering learning processes.

Is there any relation between emotion and achievement at the level of higher education especially during teacher education? This is the question with which we shall be concerned.

2. The Nature of the Emotions

Emotions are presumed to constitute a class of behaviors selected by their survival value to the species in general. Love, hate, anger, joy, shame, guilt, happy, sadness etc. are the some of listed among the emotions. Few psychologists suggested that 'Behaviour, feeling and sensation are the results of specific physiological events with in the human being; and these events are themselves the result of a complex interaction between hereditary factors (working through genetically controlled biochemical systems) and environmental factors, past and present. Emotion is the affective component to guides a student's attention and is the primary determinant of achievement in school-Olson & Torrance (1996). 'Emotions are seen as constituting something that stands fundamentally apart from cognition' -Goleman (1995).

Searching, thinking, fearing, imagining, remembering, evaluating, planning all of these psychological processes and others may be evoked by learning environment. These responses may be as varied as the visitors themselves.

From an essentialist view, emotion is a "non-cognitive, involuntary phenomenon which, though capable of influencing intelligence, language and culture, not itself essentially dependent upon these complex and historically conditioned factors" (Harre, 1986, pp. 23). Ideas about how minds come to learn thus emerge from a background of cultural beliefs regarding the nature of mind.

"All knowing first registers as feeling" Sandelands (1995).

To teach children how to become fluent in feeling, recognizing, and expressing their emotions in school and to do this with as much vigor as we attempt to teach them how to learn.

As a result, when we perceive that an individual is unable to cope or adapt, we tend to conclude that there is some type of "disorder" in the person's emotional system. In using phrases like "emotionally impaired" in educational settings, for example, we are led to locate the problem's origins within the student, presumably as some kind of deficit or flaw. We are advised by experts that in order for such a student to learn effectively, he or she "must first receive successful therapy to eliminate his or her emotional disturbance" **Wong (1996)**.

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3. Variables

Emotional Competency: Emotional competency is the ability to keep emotions stable and under control in all the situations (favorable & non-favorable). So emotional competency is considered as one of the important aspects of human life, emotional competency overcomes the fear generated by past experiences, also modify the behavior. According to **Smitson (1974)** 'emotional competency is the process in which the personality is continuously striving for greater sense of emotional health, both intra-physically and intra-personally.'

Academic Achievement: Academic achievement is the outcome of education-the extent to which a student, teacher or institution has achieved their educational goals. Academic achievement refers to the attainment level in their previous passed examination (i.e. Bachelor degree programme).

4. Objectives of the Study

- 1.To study the relationship between emotional competency and academic achievement of male perspective teachers.
- 2.To study the relationship between emotional competency and academic achievement of female perspective teachers.
- 3.To study the relationship between emotional competency and academic achievement.

5. Hypotheses of the Study

- Ho₁:** There is no significant relationship between emotional competency and academic achievement of male perspective teachers.
- Ho₂:** There is no significant relationship between emotional competency and academic achievement of female perspective teachers.
- Ho₃:** There is no significant relationship between emotional competency and academic achievement.

6. Method & Procedure

6.1 Sample

The sample comprised 100 pupil-teachers (50 male and 50 female) from two self-financed colleges of education situated in Bahadurgarh, Haryana.

6.2 Sampling Technique

Random sampling method was used to select the sample.

6.3 Tools

1. Emotional Competence Scale developed by R. Bhardwaj and H. Sharma was used for conduction the study.
2. Academic Achievement: Percentage of bachelor degree programme attained by the pupil-teachers was taken as academic achievement score.

6.4 Procedure of Data Collection

The researcher visited to colleges and described the aim of the visit. After getting permission from the principal/head of the college, the tool was administered.

6.5 Statistical technique used

The obtained data was analyzed by Mean, SD, Karl-person' correlation.

7. Delimitations of the Study

The present study has the following delimitations:

1. The present study is delimited to 100 pupil teachers (B.Ed students).
2. All the pupil teachers are belonged to privately managed B.Ed colleges.
3. Colleges are taken from Jhajjar district of Haryana state only.
4. The study is limited to two variables i.e. Emotional competency and academic achievement.

8. Analysis

The collected data were analyzed using Mean, Standard deviation and product movement correlation. The table shows mean value, standard deviation and 'r' value along with significance level.

Table 1: Relationship between Emotional competence & Academic Achievement of male prospective teachers

Sr.	Variables	N	Mean	SD	'r' Value	Significant/ Not Significant
1.	Emotional Competence	50	107.04	17.91	-0.091*	Not Significant
2.	Academic Achievement	50	58.004	5.57		

*Negligible negative relationship

Table 1 reveals that value of mean & SD on emotion competence scale of 50 male prospective teachers was 107.04 & 17.91, mean & SD value of academic achievement of 50 male prospective teachers was 58.004 & 5.57 and 'r' value between emotional competence & academic achievement of 50 male prospective teachers was -0.091 (negligible negative relationship) was not found significant at any level of significance. Hence, the null hypothesis (H_0) that there is no significant relationship between emotional competence and academic achievement of male perspective teachers is accepted.

It can, therefore, be said that there is no relationship between emotional competency and academic achievement among male prospective teachers.

Table 2: Relationship between Emotional competence & Academic Achievement of female prospective teachers

Sr.	Variables	N	Mean	SD	'r' Value	Significant/ Not Significant
1.	Emotional Competence	50	105.36	21.88	-0.114*	Not Significant
2.	Academic Achievement	50	58.86	3.84		

*Negligible negative relationship

Table 2 reveals that value of mean & SD on emotion competence scale of 50 female prospective teachers was 105.36 & 21.88, mean & SD value of academic achievement of 50 female prospective teachers was 58.86 & 3.84 and 'r' value between emotional competence & academic achievement of 50 female prospective teachers was -0.114 (negligible negative relationship) was not found significant at any level of significance. Hence, the null hypothesis (H₂) that there is no significant relationship between emotional competence and academic achievement of female perspective teachers is accepted.

It can, therefore, be said that there is no relationship between emotional competency and academic achievement among female prospective teachers.

Table 3: Relationship between Emotional competence & Academic Achievement of prospective teachers

Sr.	Variables	N	Mean	SD	'r' Value	Significant/ Not Significant
1.	Emotional Competence	100	106.2	19.91	-0.101*	Not Significant
2.	Academic Achievement	100	58.433	4.78		

*Negligible negative relationship

Table 3 reveals that value of mean & SD on emotion competence scale of 100 prospective teachers was 106.2 & 19.91, mean & SD value of academic achievement of 100 prospective teachers was 58.433 & 4.78 and 'r' value between emotional competence & academic achievement of 100 prospective teachers was -0.101 (negligible negative relationship) was not found significant at any level of significance. Hence, the null hypothesis (H₃) that there is no significant relationship between emotional competence and academic achievement of perspective teachers is accepted.

It can, therefore, be said that there is no relationship between emotional competency and academic achievement among prospective teachers.

9. Conclusion

1. There is no relationship between emotional competency and academic achievement among male prospective teachers.
2. There is no relationship between emotional competency and academic achievement among female prospective teachers.
3. There is no relationship between emotional competency and academic achievement among prospective teachers.

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