



**STUDY OF CO-RELATION OF EMOTIONAL COMPETENCE AND
NEUROTIC TENDENCY OF M. ED. STUDENT**

Surekha Bhagyawant, Ph.D, P.G. Dept. of Education S.N.D.T. University, Pune

Abstract

We all expect teacher for our kids should be competent and cool. It is teacher educator who helps teacher to develop himself/herself like that. So it is obvious that the teacher educator herself should be enough competent and having normal and well developed personality. Our M.Ed. students who are would be teacher educator and we expect them to be a good teacher educator in future. But just expectations are not enough; we should test them and help them wherever there is need. For that purpose the researcher who is a teacher educator thought of testing own students for emotional competence and neurotic tendency, as both of these characteristics matters a lot specially in teacher education as their students will be working with future teachers. And we all know that students imitate & behave like what they observe rather than what they hear about. The researcher worked on the sample of 30 students. Gave them 'Emotional Competence Scale' and "KNPI" (Kundu's Neurotic Personality Inventory) to solve and found out correlation between these two attributes. More than 50 % students were 'average' in Emotional Competence; 37 % were 'competent' and 10% students were 'incompetent'. And only 20 % students were 'normal'; 60 % students were 'slightly neurotic' and 20 % were 'moderately neurotic' There was no significant correlation between 'Emotional Competence' and 'Neurotic Tendency' of M. Ed. students. So the conclusion which is limited to the sample group is neurotic tendency and emotional competence are two separate and independent factor not having relation between them.

Key words: 'Emotional Competence', 'Neurotic Tendency' and 'M. Ed.S tudents'

Introduction: This is the period where education is considered as an important part of human's life. Every parent tries to admit his/her ward in best possible school, so they get better education. Teachers working in schools are the important factor for student as they have great impact on students. No doubt the person with such responsibility should be emotionally competent enough and with sound personality so he/she could deal with students effectively. Off course these teachers are trained in teacher education institutes for this role under the guidance of teacher educator. The question is how those teacher educators treated them or behaved with them, as there is human tendency to copy the behavior than the theory learnt. That is why the behavior of teacher educator is equally important.

The researcher being the teacher educator and sees that present students at P.G. Dept. of education who are would be teacher educators suffers from many problems due to their thinking and behavior. So to find out problem behind that the researcher gave some tests to them; and tried to see if there is some relation among those tests.

One of those tests was an Emotional Competence Scale and another was Neurotic Personality Inventory. So the researcher thought of working on the title 'Study of co-relation of Emotional Competence and Neurotic Tendency of M. Ed. student'

Here **Emotional Competence** is the score that student got on the Scale of Emotional Competence by H.C. Sharma & R. Bharadwaj And **Neurotic Tendency** is the score student scored on KNPI; that is Kundu's Neurotic Personality Inventory. **M.Ed. students** are students from S.N.D.T.'s P.G. Dept. of Education from Pune campus in the year 2012-13.

1. Study of related literature and researches:

Emotional Competence is the ability to recognize and appropriately respond to the experience of your emotions.

Dr. Saarni defined emotional competence as the functional capacity wherein a human can reach their goals after an emotion-eliciting encounter. She defined emotion as a building block of self-efficacy. She described the use of emotions as a set of skills achieved which then lead to the development of emotional competence. Attainment of the skills of emotional competence is crucial to self-efficacy.

In the view of new study, emotional competence is the ability to understand, manage, express and use emotions, is a skill that can be learned. According to Delphine Nelis "At a psychological

level, higher trait EC is associated with greater well-being and higher self-esteem as well as a lower risk to develop psychological disorders,”

While studying for related literature and related researches much of the material found about how to develop, how to increase emotional competence, strategies and ways to enhance emotional competence.

Perez-Escoda, N.; Filella, G.; Alegre, A and Bisquerra, R. in their study found a significant improvement in the emotional competence of participants at the end of the intervention, together with a better relational climate in schools.

Humphries, Marisha L.; Keenan, Kate; Wakschlag, Lauren S. found in their study- Children's social and emotional competence abilities have been linked to successful social interactions and academic performance. This study also examined the association among children's competence abilities and their overall functioning at school. Children who were observed to be socially and emotionally competent were rated by their teachers as functioning well in school.

A study conducted by Holeyannavar, P. G.; Itagi, S.K. (2009) showed that increase in the emotional competence reduced the stressors of the primary school teachers significantly.

No researches found in education about neurotic tendency; few researches found in ProQuest medical library which are having connection with neuroticism.

According to Schmitz, n., Kugler, J., & Rollnik, J. (2003) Neuroticism and self-esteem were strongly associated with depression disorder.

Krabbendam, L., Janssen, I., Bak, M., Bijl, R. V., de Graaf, R., & Jim, v. O. (2002) studied on risk factors of psychosis and found that neuroticism increases the risk for development of psychotic symptoms.

In present study the researcher didn't try to develop or improve emotional competence of the student in the sample, only found out their emotional competence and neurotic tendency and studied co-relation between them.

2. Objectives:

- i. To find out emotional competence of M.Ed. students
- ii. To find out neurotic tendency of M.Ed. students
- iii. To find out correlation between emotional competence and neurotic tendency

3. Methodology:

In present research survey testing method of survey was used as emotional competence and neurotic tendency of M. Ed. students were tested.

Sample: It was incidental sampling where M. Ed. students of 2012-13 year from S.N.D.T. Pune were included in the sample.

Tools for data collection: Two tools were used for data collection.

a) The first tool was '**Emotional Competence Scale**', the scale has 30 items to measure five emotional competencies, (Adequate depth of feeling, Adequate expression and control of emotions, Ability to function with emotions, Ability to cope with problem emotions, Encouragement of positive emotions) where each competency could be measured by six items selected for the purpose. This scale was given to 200 students and competency scores were determined. Co-efficient of correlations was computed to have a check on competency scores and total score of the scale. All the five correlations were found to be also high and standard deviation 10. The raw scores of different competencies were converted into Z-scores with mean 5. While administering and establishing a good rapport with the subjects in the sample instructions were given like- some incomplete statements are given here, you have to complete it by selecting and marking tick mark on any one of five alternatives given. Information given by you will be kept secret.

The **reliability** coefficients of the scale by using test-retest and split half methods are 0.74 and 0.76 respectively.

The **validity** of this scale has been determined with factor A and C of 16 personality factor questionnaire and found to be 0.64 and 0.69 respectively.

b) The second tool used was '**KNPI**' by Kundu. The test was developed according to Indian socio-cultural pattern. To minimize faking effect nonaggressive types of items were included. In order to check the subjects who have a tendency to respond to the middle most category from a pattern of systematic presentation, the arrangement of the response pattern from 1 to 5 was not made according to the decreasing degree of symptom. To avoid suspicion as to the real purpose of the inventory the abbreviated name K.N.P.I.(Kundu's Neurotic Personality Inventory) was used.

The inventory is self administering in nature. The result depends on the truthfulness of answers and through co-operation of the subject.

Scope & limitations:

Scope: Outcomes of this research were useful only for the sample used in the research and cannot be generalized as it was incidental sampling.

Limitations: two psychological tests were used in the research; if students have not performed those sincerely then that is the limitation of this research.

Analysis:

According to the objective number 1 & 2 the researcher checked both Emotional Competence Scale and neurotic tendency filled by M.Ed. students and found out scores obtained and its interpretation.

Table Number 1: Scores and Interpretation of scores on EC scale & KNPI

Serial Number	Emotional Competence (EC) Scale		Neurotic Tendency (KNPI)	
	Score	Interpretation	Score	Interpretation
1	60	Competent	189	Slightly Neurotic
2	57	Average	194	Slightly Neurotic
3	50	Average	225	Moderately Neurotic
4	64	Competent	166	Normal
5	64	Competent	197	Slightly Neurotic
6	67	Competent	167	Normal
7	53	Average	190	Slightly Neurotic
8	64	Competent	217	Moderately Neurotic
9	39	Incompetent	190	Slightly Neurotic
10	49	Average	202	Slightly Neurotic
11	39	Incompetent	209	Slightly Neurotic
12	53	Average	179	Normal
13	63	Competent	110	Normal
14	56	Average	197	Slightly Neurotic
15	63	Competent	181	Normal
16	54	Average	209	Slightly Neurotic
17	55	Average	224	Moderately Neurotic
18	50	Average	226	Moderately Neurotic
19	51	Average	207	Slightly Neurotic

20	65	Competent	198	Slightly Neurotic
21	61	Competent	199	Slightly Neurotic
22	57	Average	119	Normal
23	62	Competent	213	Slightly Neurotic
24	57	Average	200	Slightly Neurotic
25	56	Average	222	Moderately Neurotic
26	37	Incompetent	195	Slightly Neurotic
27	50	Average	219	Moderately Neurotic
28	55	Average	213	Slightly Neurotic
29	61	Competent	185	Slightly Neurotic
30	44	Average	210	Slightly Neurotic

Table Number 1 shows that M. Ed. students are distributed on different levels of Emotional Competence & neurotic tendency.

From table number 1, the number of students on different levels of neurotic tendency was found out and presented here.

Table Number 2: Number of students on different levels of neurotic tendency

Serial Number	Neurotic Tendency		
	Category	Number of students	% of students
1	Normal	6	20
2	Slightly Neurotic	18	60
3	Moderately Neurotic	6	20
4	Highly Neurotic	00	00
Total		30	100

60 % of the M. Ed. students were at slightly neurotic level and 20 % students are on Moderately neurotic level. Only 20 % students were in Normal category.

From table number 1 the number of students on different levels of emotional competence was found out and presented here.

Table Number 3: Number of students on different levels of Emotional Competence

Serial Number	Emotional Competence		
	Category	Number of students	% of students

1	Highly Competent	00	00
2	Competent	11	37
3	Average	16	53
4	Incompetent	03	10
5	Highly Incompetent	00	00
Total		30	100

More than 50% of the M. Ed. students are having Average Emotional Competence, less than 50% are Emotionally Competent and very few emotionally Incompetent

According to the objective number three, a hypothesis was set as follows-

Hypothesis: There is no significant correlation between emotional competence and neurotic tendency of M. Ed. students.

As the hypothesis itself is a null hypothesis, there is no need to frame null hypothesis for testing

The researcher got following result after testing the hypothesis

Table No. 4: co-relation between Emotional competence and Neurotic tendency

Correlation between	Co-relation	Value To be significant at 0.05	Significance	Interpretation
Emotional Competence & Neurotic tendency	-0.316	0.361	Not significant at 0.05	The null hypothesis gets accepted.

In present work the number of respondents was 30 so the degrees of freedom is $30-2 = 28$ and for 28 the value of correlation to be significant at 0.05 is 0.361

There is negative correlation between Emotional Competence (greater the score better is the competence) & Neurotic Tendency (greater the score more is the neurotic tendency). The correlation is not significant so the research hypothesis which is null hypothesis itself get accepted that is 'there is no significant correlation between emotional competence and neurotic tendency of M. Ed. students'.

4. Results:

60 % of the M. Ed. students were at slightly neurotic level and 20 % students are on Moderately neurotic level. Only 20 % students were in Normal category.

More than 50% of the M. Ed. students are having Average Emotional Competence, less than 50% are Emotionally Competent and very few emotionally Incompetent.

There is no significant correlation between emotional competence and neurotic tendency of M. Ed. students

Discussions: Here in this study no significant correlation found in emotional Competence and neurotic tendency. In previous studies also researcher did not found any direct relation between emotional competence and neurotic tendency.

5. Conclusions: There is no direct relation between emotional competence, and neurotic tendency means whether emotional competence is high or low it will not affect neurotic tendency and vise-a-versa.

6. Recommendations:

Though it is found here that emotional competence does not affect neurotic tendency in either way, but it is not true forever, as some previous studies showed that it emotional competence reduces stressors. And finally keep away from neurotic tendency.

To have emotional competence is very important in almost all areas of life. To improve it we can tell our students to reflect on their own emotional behavior and ask following question to their own self-

1. Do I understand what is exactly am feeling at any moment?
2. Am I able to understand why it is happening to me?
3. Do I get engulfed in negative thoughts?
4. How do I express my feeling?
5. Am I able to manage its outburst?
6. Is there any different and proper way for me through which I can express it
7. Is it possible to turn and use my emotion positively?
8. Am I able to understand others feelings?
9. Am I able to help the person to manage their feelings by some way?
10. Am I able to help the person to express emotions in softer way by narrating his/her feeling again?

References:

Carolyn Saarni . (1999) The Development of Emotional Competence. Can Child Adolesc Psychiatr Rev. 2004 November; 13(4): 121. Retrieved from <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2538713/>

- Nelis, Delphine, Ilios Kotsou, Jordi Quoidbach, Michel Hansenne, Fanny Weytens, Pauline Dupuis, and Moira Mikolajczak. "Increasing Emotional Competence Improves Psychological and Physical Well-being, Social Relationships, and Employability." *Emotion* 11.2 (2011): 354-66. Print.
- Perez-EscoPerez-Escoda, N., Filella, A., & Bisquerra, R. (2012). Developing the Emotional Competence of Teachers and Pupols in Social Contexts. *Electronic Journal Of Research in Educational Psychology*, 10(3), 1183-1208.
- Humphries, M.L., Keenan, K. & Wakschlag, L.S. (2012). Teacher and Observer Rating of Young African American Children's Social and Emotional Competence. *Psychology in The Schools*, 49(4). 311-327.
- Holeyannavar, P.G., & Itagi, S. K. (2011). Emotional Competence and Stressors of Female Teachers. *Educational Research And Reviews*, 6(20). 1005-1010.
- Schmitz, N., Kugler, J., & Rollnik, J. (2003). On the relation between neuroticism, self-esteem, and depression: Results from the national comorbidity survey. *Comprehensive Psychiatry*, 44(3), 169-76. doi:[http://dx.doi.org/10.1016/S0010-440X\(03\)00008-7](http://dx.doi.org/10.1016/S0010-440X(03)00008-7)
- Krabbendam, L., Janssen, I., Bak, M., Bijl, R. V., de Graaf, R., & Jim, v. O. (2002). Neuroticism and low self-esteem as risk factors for psychosis. *Social Psychiatry and Psychiatric Epidemiology*, 37(1), 1-6. Retrieved from <http://search.proquest.com/docview/236079439?accountid=2868>