



INTELLECTIVE AND NON-INTELLECTIVE VARIABLES AS CORRELATES OF ART COMPETENCIES OF B.ED. PUPIL TEACHERS

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Abstract

The present study is an effort to correlate Intellectual and Non-Intellectual variables with competencies in art. The sample population was pupil a teacher of B.Ed. Data was analyzed on PPM correlation. A significant difference is found in Art competencies of B.Ed. Pupil teachers due to low and high level of emotional intelligence, poor and rich home environment and urban and rural differences. Insignificant difference in the Art Competencies of B.Ed. pupil teachers due to low and high level of intelligence, low and high level of creativity, low and high level of achievement motivation, poor and rich classroom environment, low and high socio-economic status and sex difference was found. Findings will help Art teachers in planning strategies for students.

Keywords: *Art Competency, Intelligence Achievement Motivation, Socio-Economic Status, Creativity, Emotional Intelligence, Home Environment, Classroom Environment.*

Introduction

One of the responsibilities of the teachers has always been to measure the results of their teaching efforts so far as they are reflected by the progress, skill, proficiency and mastery of the subject matter by their students. This accomplishment in the academic work is called competency. The issue of measuring competencies and achievement of students especially in recent times has acquired much significance particularly when the world is becoming too much competitive. Quality of performance has become the important and major factor for personal progress. This desire for attaining high level of competencies puts a lot of pressure on teachers, school, parents, including the educational system. The emphasis on the competencies of the students has raised many questions. What are the factors which can accelerate learning and promote competencies and achievement on the part of the learners? It is but obvious, therefore, that head of the institutions, curriculum planners. Teacher educators, teachers and others involved in the task of helping students to achieve better would like to have a thorough understanding of the extent of influence of those variables which exert on the achievement and competencies of learners. For the qualitative improvement of education and for helping the students to perform better- in their scholastic achievement, there is need of efficient and competent teachers who can utilize the instructional devices in better way and student can get appropriate skill and knowledge from such teachers as there is great link between the students ability, competencies and achievement with the teacher's own competencies.

However, out of large number of factors, investigator has selected few intellectual factors such as intelligence, emotional intelligence, creativity, achievement, motivation and certain non-intellectual factors such as home environment, classroom environment and socio-economic status of the would-be-teachers and would like to identify the factors which can enhance the B.Ed. pupil teacher's competencies in the subject of art.

Review of Related Research Studies

Intelligence and Academic Achievement

Kaur (2004) in her study on the relationship of emotional intelligence, intelligence quotient and academic achievement of IXth class students found that there is significant relationship among these variables.

Emotional Intelligence and Academic Achievement

Manhas (2004) in her study found a positive significant relationship between emotional intelligence and academic achievement.

Neelam (2008) in her study on 630 adolescents of XIth class studying in Jammu region found significant positive correlation with emotional competencies and academic achievement.

Creativity and Academic Achievement

Prasad (2002) in his study stated significant positive correlation between the variable of mathematical creativity and mathematical achievement.

Narula (2007) in her study on 700 students of IX Class concluded significant correlation between creativity and academic achievement.



Home Environment and Academic Achievement

Jayaswal (2003) in his study concluded that parents of high achievers exerted significant more support in their children's study than parents of low achievers.

Gaur (2005) in her study found significant positive correlation between home environment and academic achievement.

Classroom Environment and Academic Achievement

Rani (2003) in her study found the class environment plays an important role in the motivation and achievement of learners.

Pande and Nanda (2005) in their study revealed that good classroom environment improves the level of school readiness of children.

Socio-Economic Status and Academic Achievement

Rajput (1984) in his study conclude that the economic status of the children affects their achievement in mathematics. High SFS and low SES groups differ significantly in their achievement. **Rani** (2003) also obtained similar results.

Bali (2007) in her study on 1000 students revealed insignificant difference in their behaviour patterns due to high and low social-economic status.

Rationale of the Study

As reported in the first, second, third, fourth, fifth and sixth Survey of Research In Education; the relationship of certain intellectual and non-intellectual variables taken in the present study with the competencies of pupil teachers in Art have not been explored by any previous researcher. Thus the need for the present study arises.

Objectives

Present study is conducted on the basis of following objectives.

1. To study the relationship of competencies in Art with the intellectual variables i.e., intelligence, emotional intelligence, creativity, achievement motivation and non-intellectual variables i.e. home and class room environment and socio-economic status.
2. To know the difference in Art competencies of B.Ed. pupil teachers due to high and low level of general intelligence, emotional intelligence, creativity, achievement motivation, SES, and due to rich and poor home and classroom environment and also due to sex difference and urban rural differences.

Hypotheses

Following hypotheses are formulated in order to conduct the present study.

I.

- a) There exists positive significant relationship between Art competencies of B.Ed. pupil teachers and the variables of intelligence.
- b) There exists positive significant relationship between Art competencies of B.Ed. pupil teachers and the variables of emotional intelligence.
- c) There exists positive significant relationship between Art competencies of B.Ed. pupil teachers and the variable of creativity.
- d) There exists positive significant relationship between Art competencies of B.Ed. pupil teachers and the variable of achievement motivation.
- e) There exists positive significant relationship between Art competencies of B.Ed. pupil teachers and the variable of home environment.
- f) There exists positive significant relationship between Art competencies of B.Ed. pupil teachers and the variables of classroom environment.
- g) There exists positive significant relationship between Art competencies of B.Ed. pupil teachers and the variable of socio-economic status.

II.

- a) There will be significant difference in the Art competencies of B.Ed. pupil teachers due to high and low level of general intelligence.
- b) There will be significant difference in the Art competencies of B.Ed. pupil teachers due to high and low level of emotional intelligence.
- c) There will be significant difference in the Art competencies of B.Ed. pupil teachers due to high and low level of creativity.



- d) There will be significant difference in the Art competencies of B.Ed. pupil teachers due to high and low level of achievement motivation.
- e) There will be significant difference in the Art competencies of B.Ed. pupil teachers due to rich and poor home environment.
- f) There will be significant difference in the Art competencies of B. Ed. pupil teachers due to rich and poor classroom environment.
- g) There will be significant difference in the Art competencies of B.Ed. pupil teachers due to high and low socio-economic status.
- h) There will be significant difference in the Art competencies of B.Ed. pupil teachers due to sex-difference.
- i) There will be significant difference in the Art competencies of B Ed pupil teachers due to urban rural differences.

Sample

In the present study purposive cluster sample is used. One B.Ed classroom was taken as a cluster. Present study was conducted on a sample of 805 B.Ed. pupil teachers studying in the Govt. and Private recognised Colleges of Education affiliated to Guru Nanak Dev University, Amritsar; Panjab University, Chandigarh and Punjabi University, Patiala.

Tools Used

1. Group Test of General Mental Ability (Tandon, 1971).
2. Emotional Intelligence Scale (Hyde, Pethe and Dhar, 2001).
3. Verbal Creative Thinking Test (Baquer Mehdi, 1985).
4. Achievement Motivation Test (Deo and Mohan,1985).
5. Home Environment Inventory (Misra, 1993).
6. Classroom Environment Scale (Rani, 2003).
7. Socio-Economic Status Scale (Kohli, 1998).

Statistical Techniques Used

- Descriptive statistics like mean, and standard deviation were worked out.
- Pearson's Product Moment Method of correlation.
- To find the effect of groups high and low on intellective and non-Intellective variables, t-ratios are worked out.

Table 1: Values of coefficient of correlation between intellective variables and dependent variable of Art Competencies

S. No	Independent Variables	'r' between independent variables and dependent variable of Art Competencies
1.	Intelligence	.010
2.	Emotional Intelligence	.109*
3.	Fluency	.052
4.	Flexibility	.072*
5.	Originality	.039
6.	Creativity	.013
7.	Achievement Motivation	.061*

*Significant at .05 level

Table 2: Values of coefficient of correlation between non-intellective variables and dependent variable of Art Competencies

S. No	Independent Variables	'r' between independent variables and dependent variable of Art Competencies
1	Classroom Environment	.012
2	Home Environment	.039
3	Socio-Economic Status	.011



Table 3: Values of mean, SD and t-ratio to locate difference in the Art competencies of B.Ed. pupil teachers due to difference in the general intelligence, emotional intelligence, creativity, achievement motivation, home & classroom environment, SES gender-differences and urban-rural differences

S. No	Variable	Group	N	Mean	SD	df	t-ratio	Level of significance
1	Intelligence	Low	119	10.12	4.22	248	1.38	Not sig.
		High	131	10.87	4.35			
2	Emotional Intelligence	Low	100	9.5	4.34	153	2.01*	.05
		High	55	11.17	4.12			
3	Creativity	Low	17	10.70	3.17	96	0.564	Not sig.
		High	81	10.20	3.32			
4	Achievement motivation	Low	169	11.00	4.98	330	1.04	Not sig.
		High	163	10.51	3.39			
5	Home Environment	Poor	57	11.01	3.51	84	2.21*	.05
		Rich	29	9.24	3.49			
6	Classroom Environment	Poor	75	9.22	4.13	1.65	0.343	Not sig.
		Rich	92	9.93	3.93			
7	Socio-economic status	Low	65	9.64	4.80	137	0.653	Not sig.
		High	74	10.03	4.02			
8	Sex-differences	Male	136	10.99	4.35	96	1.45	Not sig.
		Female	669	10.43	3.99			
9	Urban rural	Urban	547	9.80	3.89	803	7.58	.05

From the results of table 3, it was found that there is insignificant difference in the Art Competencies of B.Ed. pupil teachers due to low and high level of intelligence as t-ratio is found to be insignificant at .05 level ($t = 1.38$). Moreover there was not much difference on the Art Competencies of two group. Reasons for the above results may be that in attaining Art competencies only intellectual ability is not sufficient. Therefore hypothesis 2(a) is not accepted.

Results of table 3 depicts significant difference in Art Competencies between low and high emotionally intelligent B.Ed. pupil teachers due to significant mean difference at .05 level ($t = 2.01$). When their mean scores are compared it is found that emotionally high pupil teachers scored higher in Art Competencies (mean = 11.17) as compared to their counterparts (mean = 9.51). Reasons for the above results may be that measures of emotional intelligence i.e., self awareness, empathy, self motivation, managing relations, and integrity may help the pupil teachers to achieve more in the subject of Art. Thus hypothesis 2(b) is accepted.

Above results are in line with the results of Miglani (2001) and Manhas (2004).

From the results of table 3 insignificant difference is obtained in the Art Competencies of B.Ed. pupil teachers due to low and high level of creativity, as t-ratio is insignificant at .05 level ($t = 0.564$). Also not much difference was found in the Art Competencies of both the groups formed on the basis of level of creativity. Thus hypothesis 2(c) is not accepted.

Insignificant difference is obtained in the Art Competencie of B.Ed. pupil teachers who were low and high on achievement motivation due to insignificant t-value at .05 level ($t = 1.04$). Although the variable of achievement motivation is supposed to make difference in the competency level of B.Ed. pupil teachers in the subject of Art yet in the present study no difference is found in the B.Ed. pupil teachers due to low and high achievement motivation. Therefore hypothesis 2(d) is not accepted.

As per the results of present study significant difference is found in the Art Competencies of B.Ed. pupil teachers due to poor and rich home environment as t-value is significant at .05 level ($t = 2.21$). B.Ed. pupil teachers living in rich home environment are lower in Art Competencies (mean = 9.24) as compared to their counterparts living in poor home environment. Although results are contradictory to the expectation yet motivation factor may have played a role in favour of B.Ed. pupil teachers living in poor home-environment. Therefore, hypothesis 2(e) is accepted.



In case of variable of classroom environment, insignificant difference is obtained in the Art Competency of B.Ed. pupil teachers due to poor and rich classroom environment due to insignificant t-value at .05 level. Thus hypothesis 2(f) is not accepted.

B.ED. pupil teachers who are low and high on the variable of socio-economic status are not found to be significantly different in Art Competencies due to insignificant t-value at .05 level ($t = 0.653$). In other words variable of socio-economic status is not found to be affective in enhancing the competencies of B.Ed. pupil teachers in the subject of Art, although high SES group scored higher than the low SES group. Therefore, hypothesis 2(g) is not accepted.

Results of the present study showed insignificant difference in the Art competencies of B.Ed. male and female pupil teachers due to insignificant t-value ($t = 1.45$) at .05 level. More over when their score of Art Competencies were compared, there was not much differences between the male and female. Thus, hypothesis 2 (h) is not accepted.

Results of table 3 reveals that there is significant difference in the Art Competencies of B.Ed. pupil teachers due to urban-rural differences as t-ratio is found to be significant at .01 level ($t = 7.58$). It is evident from their mean scores that B.Ed. pupil teachers belonging to rural areas are higher in Art Competencies as compared to their counterparts. Therefore, hypothesis 2(i) is retained.

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