

A STUDY OF ACADEMIC ACHIEVEMENT OF B.ED STUDENTS IN RELATION TO THEIR INTELLIGENCE AND ANXIETY

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ABSTRACT

The Researcher study on “Academic Achievement in relation to their Intelligence, Anxiety towards B.Ed students” The sample for the study was 400 B.Ed students equally distributed between two Genders and four types of Methodologies. Population of this study was all B.Ed student-teachers who are studying in Government and Private colleges (from Urban and Rural background) in Chittoor district in Andhra Pradesh(A.P)was prepared. Investigator have been used for Analyzing and Interpreting the data and it's found that The level of Achievement among the B.Ed Student-Teachers is lower than the Rating Scale. In the Anxiety view, this reveals that there is a Negative relationship between Anxiety of the B.Ed student – teachers and their Achievement. In the case of Intelligence, The trend of the Mean Scores indicates that the B.Ed student-teachers with low intelligence had the least Achievement and the B.Ed student-teachers with average Intelligence had the high level of Achievement.

Key Words: Academic Achievement, Intelligence, Anxiety and B.Ed students.

INTRODUCTION

Today the examinations are more faced by the parents than their children. In most cases, for better or worse, it is the parent who influences the destiny of his children. Too much pressure causes behavioural problems. Examination also causes stress. The fear of examination is a common feature with children. This over attention and undue anxiety often results in excessive pressure on the children to study hard and in cutting down their time for play and recreation. Tension and Stress have become a part and parcel of today's life. The 20th century has been branded as the age of 'stress and anxiety'. Stressful circumstances are encountered everyday and at every stage of human development. From the very trauma of birth itself, right through adolescence, the young meet unavoidable sources of stress.

Achievement: Achievement is considered as a key factor for personal progress. The whole system of education revolves around academic achievement. Academic achievement depends on a number of variables. Certain researchers found gender, literacy level of the family and family income as contributors significantly to academic achievement. A great deal of research

work has been done to assess the relationship of academic achievement with Intelligence, Anxiety and other variables. As Argyle (1967) pointed out that during adolescent and student life, there is no need to decide on a particular identity. The young are allowed to experiment with and play at various identities before they finally commit themselves.

Intelligence: No two individuals are alike. Some may be bright, others are averages and some others are dull. Since man is a product of his heredity and environment, the answer lies with either of these factors or with both. Many attempts have been made to these questions from the very beginning of the knowledge. Teacher has to face such differences in the class room and has to adjust his teaching accordingly. Therefore, it is necessary for him to know about the world of intelligence and its management. So long as controversy existed as to what was meant by intelligence, no test could truly and refined the term intelligence in different ways. General intelligence can be described as the ability of an individual to acquire and apply knowledge. Since our environments are abstracted a greater importance has been placed on cognitive ability and intelligence to allow us to function in modern society.

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Anxiety: Anxiety is a feeling of dread about something unpleasant or threatening that might happen, even when there is no apparent reason to worry. Anxiety is a normal human feeling that is part of life and often serves as a form of adrenaline. Anxiety is often described as having cognitive, somatic, and behavioural components (Seligman, Walker & Rosenhan, 2001). These behaviours are frequent and often maladaptive, being most extreme in anxiety disorders. However, anxiety is not always pathological or maladaptive: it is a common emotion along with fear, anger, sadness, and happiness, and it has a very important function in relation to survival.

Anxiety is a common symptom found in different populations and it is especially, so in many students. The relationship of anxiety and academic achievement on complex tasks is there. High anxiety has usually been found to be detrimental to performance on complex activities. Therefore, it can be said that there exists a small part significant inverse relationship between anxiety as measured by academic achievement.

NEED AND SIGNIFICANCE OF THE PRESENT STUDY

The achievement and its arising problems may lead the student to an efficient / inefficient model in the society. They can change the total behaviour of the student. A majority of the achievement problems arises from poor standards, level of anxiety and low intelligence levels. As the societies come under the impact of science and technology, there are many means and many sources for achievement problems. Therefore, the main thrust of this investigation is to compare achievement levels of the B.Ed students studying in different colleges. The influence or impact of Intelligence and Anxiety of the students was elucidated.

Scope of the study: The main intension of the study is to make a survey on the Academic Achievement of B.Ed student-teachers and present an analysis of it.

The study is attempted to identify the differences between the dependent variable is Academic Achievement and independent variables viz., Intelligence, Anxiety etc.

Purpose of the Study: The present study aims at investigating how the Academic Achievement of the B.Ed students is related to certain factors. The purpose of the study is an attempt to answer the following aspects.

- i. Whether there is any relationship between the Academic Achievement of the B.Ed students and the demographical variables?
- ii. Whether there is any relationship between Intelligence of the B.Ed students and their Academic Achievement?
- iii. Whether there is any relationship between Anxiety of the B.Ed students and their Academic Achievement?

REVIEW OF THE RELATED LITERATURE

In his study Patted (1975) find out that student perception and teacher professional perception turned out to be significant correlates for success in the B.Ed examinations as a whole. Pathak (1979) observed that the quality of the out put (the results of the examinations) of the B.Ed student-teachers was poor, as compared to the knowledge foundation of educational theory and practice was concerned.

Subrate Saha (2007) found in a study that gender shows significant difference in the academic achievement. Boys scores significantly higher than the girls on the academic achievement. Sarala Devi and Devaraj (2001) found that girls were having more anxiety levels than boys. In case of class XII, M.Sc and Vocational students, where as in the case of X class girls, they were having less anxiety than boys and this might to be true for the interaction of other psychological variables in class X girls. In case of girls stress-anxiety relationship was more than boys. Nagaraju (2002) conducted a study on 224 X class students and reported that (i) the correlation between anxiety and achievement is negative and significant, (ii) the correlation between anxiety and intelligence is negative and significant and (iii) the correlation between achievement and intelligence is positive and significant. Philips (1962) tested utilizing a sample of 759 adolescents classified into 8 sub samples involving two levels of anxiety and social

class on both sexes. The results support two major findings of previous research i.e., female had higher anxiety scores than males and highly anxious subjects had lower achievement and intelligence scores. Anita Gupta (1989) conducted a study on 150 secondary school girls and found that regardless of intelligence and stressor conditions; high and low anxiety school girls do not differ significantly in their performance. Irrespective of trait anxiety and stressed conditions, high intelligent school girls perform significantly better than their low intelligent counterparts. Under reassuring instructions, school girls perform better than those under ego-stress instructions. However, this is irrespective of their anxiety levels and stress conditions under which they learn.

OBJECTIVES OF THE STUDY

The major objectives of the present study are:

- (i) To find out the levels of Achievement among B.Ed students.
- (ii) To reveal that the correlation between Anxiety and Achievement of B.Ed students.
- (iii) To identify the correlation between Intelligence and Achievement of B.Ed students.
- (iv) To understand the relationship between Anxiety and Intelligence of B.Ed students

HYPOTHESES

Based on the above objectives, the following hypotheses were set up for the investigation

- 1. In general B.Ed students have low level of achievement.
- 2. There is no relationship between Intelligence and the Achievement of B.Ed student-teachers.
- 3. There is no relationship between Anxiety and the Achievement of B.Ed student-teachers.
- 4. There is no relationship between Anxiety and Intelligence of B.Ed student- teachers.

VARIABLES USED IN THE STUDY

The Dependent variable included in this study is Achievement. The two measured Independent variables are Intelligence and Anxiety of the students.

POPULATION AND SAMPLE

The sample for the present study was 400 B.Ed students equally distributed between two Genders and four types of Methodologies in chittoor(Dt), From the list of 7 B.Ed colleges was selected by a Multistage Stratified Random sampling procedure .These 400 student-teacher sample design has given in the following table.

Table1: Sample design of the study

Methodology \ Gender	Mathematics	Physical Science	Biological Science	Social Studies	Total
Men	50	50	50	50	200
Women	50	50	50	50	200
Total	100	100	100	100	400

TOOLS USED

The following tools are used in the present investigation.

- i. Achievement Test developed by the investigator
- ii. Test Anxiety Scale developed by Durganand Sinha (1968), Self analysis Form (Anxiety Scale) has adopted
- iii. For measuring the Intelligence Raven's Progressive Matrices was adopted.

RESULTS & DISCUSSION

Description of distribution of Achievement Scores: The dependent variable in the present study is Achievement scores of B.Ed student-teachers. The composite index of Achievement of all individuals was calculated and presented in the form of a frequency distribution. All the descriptive statistics were employed and necessary discussions were made to see whether the distribution followed normality.

Table -2 Frequency distribution of achievement scores

Class Interval	Frequency	Mid-value	Cumulative frequency
21 – 30	5	24.5	5
31 – 40	73	34.5	78
41 – 50	199	44.5	277
51 – 60	112	54.5	389
61 – 70	11	64.5	400
N = 400			

Mean = 46.04 Q.D.= 5.474
 Median = 47.00 S.D.= 6.980
 Mode = 47.00 Sk = -0.079
 Range = 35.00 Ku = -0.202

Therefore, the level of Achievement among the B.Ed Student-Teachers is lower than the mid-point (50.00) on the rating scale and hence it can be concluded that the existing level of achievement among the student-teachers is 'below' average. An observation into the above frequency distribution reveals that as many as 277 B.Ed student-teachers fall in the lower class intervals than the middle, where as only 123 student- teachers fall in the higher class intervals than the midpoint. In other words there is more concentration of teachers in the lower half of the distribution than in the higher half. Therefore, the hypothesis that 'in general B.Ed student-teachers have low level of achievement' is accepted.

Relationship of Intelligence and Anxiety with Achievement

In order to investigate relationships of the Independent Variables viz., Intelligence and Anxiety with Achievement, t-Test were computed for significance. The analysis of the data relating to the above variables is given below:

Table: 3: Correlations of Independent variables with dependent variable- Achievement

S.No.	Variable	Correlation Coefficient	't' value
1.	Intelligence	0.221	4.521 ***
2.	Anxiety	- 0.150	3.027 ***

*** Significant at 0.001 level

INTERPRETATION OF T- VALUE

Intelligence Verses Achievement:- the obtained 't' value 4.521 is greater than the table 't' value 1.96 for two-tailed test and significant at 0.001 level. The hypothesis that r pop is zero, is rejected. It thus implies that the obtained correlation is significant. This reveals that there is

a relationship between intelligence of the B.Ed student-teachers and their Achievement. Therefore, the hypothesis 'There is no relationship between Intelligence and the Achievement of B.Ed student-teachers' was rejected. It is also concluded that there exists positive relationship between Intelligence and Achievement, which is in expected direction.

Anxiety verses Achievement:- The obtained 't' value 3.027 is also greater than the tabled 't' value 1.96 for two-tailed test and significant at 0.001 level. The hypothesis that r pop is zero, is rejected. It thus implies that the obtained correlation is also significant. This reveals that there is a Negative relationship between anxiety of the B.Ed student-teachers and their Achievement. Hence, the hypothesis 'There is no relationship between Anxiety and the Achievement of B.Ed student-teachers' was rejected. It is also concluded that there exists a negative relationship between Anxiety and Achievement, which is also an expected one.

CONCLUSIONS

Major findings of the study: The statistical treatment of the data reveals the following major findings of the study

- i. The mean Academic Achievement score of the B.Ed students -teachers is poor or below average.
- ii. Intelligence of the B.Ed student-teachers has significant positive correlation with the total Academic Achievement. But, the level of Anxiety is negatively correlated and significant with the total Academic Achievement Scores. The results are in the expected direction.
- iii. Students with low level of Intelligence showed poor Academic Achievement compared to the students with Average and High level of Intelligence.
- iv. Similarly, Less anxiety students got higher Academic Achievement And High Anxiety students got Low Achievement.

CONCLUSIONS ARE DRAWN

- i. The frequency distribution of Academic Achievement scores of the B.Ed student-

- teachers are very nearer to the Normal Distribution.
- ii. B.Ed students are far below the average level in their Academic Achievement. This tendency of low achievement was proved in the university examinations of 2008.
 - iii. Intelligence and Anxiety levels of the B.Ed students are significantly correlated with their Academic Achievement.

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