



International Research Journal of Interdisciplinary & Multidisciplinary Studies (IRJIMS)

A Peer-Reviewed Monthly Research Journal

ISSN: 2394-7969 (Online), ISSN: 2394-7950 (Print)

ISJN: A4372-3144 (Online) ISJN: A4372-3145 (Print)

Volume-III, Issue-VIII, September 2017, Page No. 20-26

Published by: Scholar Publications, Karimganj, Assam, India, 788711

Website: <http://www.irjims.com>

Achievement of B.Ed Students in Relation to their Intelligence, Gender, Management and Methodology

Dr. K. C. Shankaraiah

Assistant Professor, Dept. of Education, Rayalaseema University, Kurnool

Abstract

The study has been designed by the investigator who studies the achievement of the B.Ed students in relation to their Intelligence and Gender, Management and Methodology variables. The relationship between the Achievement and Intelligence levels with Gender, Management and Methodology. The sample can be taken 400 B.Ed students equally distributed between two Genders and four types of Methodologies. All the B.Ed student-teachers irrespective of their level of intelligence achieved low. There was a significant difference between the levels of achievement of the three groups of student-teachers. Management and Gender implies that the correlation is not significant. But Methodology reveals that the correlation is a significant. It denotes there exists a positive relationship between Methodology and Achievement.

Key words: Achievement, Intelligence, Management and Methodology.

The Achievement and it's 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. Students spend a sizeable portion of their rime in the educational institutions, which influence their total personality, especially in the adolescent stage which is a big problem. So understanding the causes for the problems of adolescent students is needed to help them to solve their different problems aroused through the level of achievement. So understanding the problems of low achievement among the students is needed to help them to solve their problems. It is under this background an attempt has been made to study the level of achievement of B.Ed students in relation to their Intelligence and Anxiety.

Intelligence also plays a pivotal role in developing achievement of the students. It is general observation that intelligent students stand in top positions in their achievement. After home, the student spends more time in the educational institution i.e. school / college. Hence, the environment of the institution should be good and attractive both academically and administratively. The teachers and the peer group will also play an important role in the

achievement level. Parents should keep an eye on the friends of their children because with good friends he/she can gain better achievement levels.

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. The human race provides some clues as to how this might happen. It seems that human intelligence is heavily dependent upon society for its development.

Achievement at Teacher Education referred to the quality of a Nation depends upon the quality of its citizens, the quality of citizens depends upon the quality of their Education, the quality of Education depends upon the quality of Teachers and the quality of Teachers upon the quality of Teacher Education.

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 (Academic Achievement) and independent variables viz., intelligence 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?

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 output (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. **Vyas** (1982) showed that age, attitude towards teaching and verbal intelligence are the significant predictors of the total achievement. But, the variable, self-perception had shown no significant contribution towards the prediction of achievement. **Goyal** (1984) found that the total marks obtained by the student-teachers did not show any significant relationship with teaching experience course. **Patil** (1984) also found a positive and significant correlation between attitude towards teaching profession and the academic achievement among the B.Ed student-teachers. **Quraishi** and **Bhat** (1986) showed that SES had a significant effect on academic achievement. The study by **Viswanatham** (2000) found that girls do better than the boys, but there is no significant difference between rural and urban students in their achievement. **Govinda Reddy** (2002) found that the variables—marks in theory examinations, marks in practical examinations, total marks, attitude towards teaching profession, study habits, parental education qualification, family .**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.. **Laxmindhar Behera** and **Sushant Roul** (2004) found in a study on the B.Ed students that (i) there is a significant difference in the academic performance between the IASE and CTE B.Ed students, (ii) there is no significant difference in the performance of women B.Ed students studying in women’s colleges and women students studying in co-educational institutions. Similarly **Ramaswamy** (1990) observed that there is a significant difference between boys and girls of high and low Achievers. **Panda** (2002) observed that V class boys and girls studying in urban, rural and tribal areas did not differ in their performance in all the school subjects. **Mahammad Khayyer** and **Philip** (2005) investigated that girls’ academic achievement was higher than boys’ academic achievement. **Manchala** (2007) found in her study on the academic achievement of B.Ed students that Sex has significant influence in the scholastic achievement. It is in favour of female students.

Objectives of the study: The major objectives of the present study are:

- To find out the levels of achievement among B.Ed students
- To find out the correlation between intelligence and achievement of B.Ed students.
- To find out the correlation between Gender, Management, Methodology and the Achievement of the B.Ed students.

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

- i) In general B.Ed students have low level of achievement
- ii) There is no relationship between intelligence and the achievement of B.Ed student-teachers
- iii) There is no relationship between management and the achievement of the B.Ed student-teachers
- iv) There is no relationship between gender and achievement of the B.Ed student-teachers
- v) There is no relationship between methodology selected by the B.Ed student-teachers and their achievement

Sample of the Study: Population for the purpose of this study was conducted on all B.Ed student-teachers (both government and private). Separate lists of B.Ed student-teachers who are studying in government and private colleges (from urban and rural background) in Chittoor district (A.P) were prepared. From the list 7 colleges of education randomly selected. Total the sample of the present study is 400 student-teachers. Thus, the sample of student-teachers was selected by a multistage stratified random sampling procedure. The Sample Design was given in the following table.

Sample design of the study

Methodology	Mathematics	Physical Science	Biological Science	Social Studies	Total
Gender					

Men	50	50	50	50	200
Women	50	50	50	50	200
Total	100	100	100	100	400

Tools used for the study: The Researcher has been used from the following tools

- i. Achievement Test developed by the investigator
- ii. For measuring the Intelligence Raven’s Progressive Matrices is adopted

Interpretation of the Data: All these statistical analyses were carried out using SPSS statistical software.

Intelligence Vs Achievement: To examine the relationship, the Achievement scores of the three groups were analyzed.

Table-1: Means and SDs of the Achievement scores of the B.Ed student- teachers with varied Intelligence levels.

Group	N	Mean	SD
Low Intelligence	82	41.10	5.78
Average Intelligence	235	47.44	5.95
High Intelligence	83	46.94	8.49

It could be seen from the table –1, that all the means of the three groups were below the neutral point (69). This indicates that all the B.Ed student-teachers irrespective of their level of intelligence achieved low. Further, the mean scores of the three groups slightly differ from each other. 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.

Table-2: Results of ANOVA of achievement scores of the B.Ed student-teachers with varied intelligence levels.

Source	SS	df	MS	‘F’ \$
Between Groups	2532.545	2	1266.272	29.736***
Within Groups	16905.893	397	42.584	
Total	19438.438	399		

Note: *** Significant at 0.001 level

The obtained ‘F’ ratio (29.736) was significant at 0.001 levels for 2 and 397 df, from table-2 showing that there was a significant difference between the level of achievement of the three groups of student-teachers. That means the difference in the level of intelligence seemed to have a bearing on the achievement of the student-teachers.

Table-3. Correlations and ‘t’ value of Gender, Management and Methodologies with dependent variable-Achievement.

Sl. No.	Variable	Correlation Coefficient	't' value
1.	Management	0.093	1.863 [@]
2.	Gender	- 0.022	0.439 [@]
3.	Methodology	0.461	10.364 ^{***}

*** Significant at 0.001 level

@ Not Significant

1. Management and Achievement: Table -3 refer to The obtained 't' value 1.863 is lesser than the table 't' value 1.96 for two-tailed test and not significant at 0.05 level. The hypothesis that r_{pop} is zero is accepted. It thus implies that the obtained correlation is not significant. Therefore, the hypothesis '*There is no relationship between management and the achievement of the B.Ed student-teachers*' was accepted

2. Gender and Achievement: From Table-3, The obtained' value 0.439 is also less than the tabled 't' value 1.96 for two-tailed test and not significant at 0.05 level. The Hypothesis that r_{pop} is zero is accepted. It thus implies that the obtained correlation is also not significant Hence, the hypothesis '*There is no relationship between gender and the achievement of B.Ed student-teachers*' was accepted

3. Methodology and Achievement:- As table-3,denoted that the obtained 't' value 10.364 is 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. Hence, the hypothesis '*There is no relationship between methodology selected by the B.Ed student-teachers and their achievement*' was rejected. It is also concluded that there exists a positive relationship between methodology and achievement.

Conclusions: In the light of the findings, the following conclusions are drawn:

- i. 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.
- ii. Students with low level of intelligence showed poor academic achievement compared to the students with average and high level of intelligence. Intelligence of the B.Ed student-teachers has significant positive correlation with the total academic achievement
- iii. Academic achievement of the B.Ed students has a significant correlation with the demographic variables of Methodology.
- iv. Academic achievements of the B.Ed students were not a significant correlation with the variables of Gender and Management.

Educational Implications:. Kothari Education Commission (1964-66) observed that 'a sound programme of professional education for teachers is essential for the qualitative improvement of education. Investment in teacher education can yield very rich dividends because the financial resources required are small compared with the resulting improvement in the education of millions'. The teacher serves the humanities and helps to shape the destiny of the society. The teacher has a powerful and abiding influence in the formation

of the character of the future citizens. The teacher acts as a pivot for the transmission of intellectual and technical skills and cultural traditions from one generation to another. Hence, Effective training has to be provided to the student-teachers at B.Ed level. The following recommendations are made for the benefits of the teacher education

- i. Special care should be taken and extra facilities should be provided to the teacher trainees to improve their academic achievement.
- ii. Personality development programmes may be conducted.
- iii. Objective achievement tests may be conducted frequently.
- iv. Computer and Educational technology labs should be established with full equipment. Because these are essential for the present day system of education.
- v. Qualified and dedicated teacher-educators should be recruited into the colleges of education. And
- vi. Attitude towards teaching tests may be conducted before admitting the students to the B.Ed course. Those who have more positive attitude towards teaching profession and training may only be given opportunity for admission into these training courses.

All these statistical analyses were carried out using SPSS statistical software

Bibliography:

1. Agarwal, K.L. 1999: A study of intelligence, family relation, socio-economic status and adjustment of failed students. *Experiments in education*, 27 (6), 106-108
2. Best, J.W. 1959: *Research in Education, A Text Book*, Printice Hall of India, New Delhi
3. Govinda Reddy, V. 2002: Influence of Certain Psycho-Sociological Factors On scholastic Achievement of DIET Students, *Ph. D Thesis*, S.V.University, Tirupathi.
4. Goyal, J.C. 1984: Developing tools for Admission to Secondary Teacher Training Institutions in India, NCERT, *Fourth Survey of Research in Education*, Abstract No. 1071, p. 941.
5. Laxmindhar Behera and Sushant Roul, 2004: Performance of B.Ed Trainees in Relation to Their Gender, Academic Background and Type of Institution, *The Educational Review*, Vol. 47, No. 11, pp. 206-211.
6. Mohammad Khayyar and Philip, R. 2005: Prediction of Academic Achievement from some Demographic, Family background and Locus of Control Variables, *A Study from Australia*.
7. Manchala, C. 2007: *Achievement of B.Ed Students*, Discovery Publishing House, New Delhi
8. Pathak, V.B. 1979: Teacher Education in Eastern Uttar Pradesh: A Quantitative and Qualitative Analysis, Ph.D in Education, BH University, *Third Survey of Research in Education*, Abstract No. 1198, pp. 830-831
9. Patted, G.M. 1975: Perceptual Factors and Success in Teacher Education Course, *Ph.D in Education*, MS University, Baroda

10. Patil, G.G. 1984: A Differential Study of Intelligence, Interest and Attitude of the B.Ed college Students as Contributory Factors Towards Their Achievement in the Compulsory Subjects, Ph.D in Education, Nagpur University, *Fourth Survey of Research in Education*, Abstract No. 1120, pp. 971-972.
11. Panda, B.N. 2002: A Study of Factors Affecting Pupils Achievement in Primary Schools of Orissa, *Research Project*, RIE, Bhubaneswar
12. Qurashi, Z.M. and Bhat, V.D. 1986: Academic Achievement in Relation to Socio-economic Status, Age and Sex, *Indian Journal of Psychometry and Education*, Vol. 17, No. 1, pp. 57-66.
13. Ramaswamy, R. 1990: Study Habits and Academic Achievement, *Experiments in Education*, Vol. 18, No. 10, pp. 255-259
14. Subrate Saha, 2007. Gender, Attitude to mathematics, cognitive style and Achievement in mathematics, *Experiments in Education*, Vol.35, 6, 17-20.
15. Viswanahan, G. 2004: A Study of Sex and Locality Difference in Academic Achievement in History of XI standard Students in Tamil Nadu, *The Educational Review*, Vol. 47, No. 2, pp. 33-36
16. Vyas, R.P. 1982: Relationship of Selected Factors with the Teaching Success of Prospective Teachers in Rajasthan, *Ph.D in Education*, Rajasthan University.