

AN IMPACT ON RELATIONSHIP OF ACADEMIC ACHIEVEMENT TO APTITUDE, ATTITUDE AND ANXIETY OF M.ED

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Abstract

The act of educating others is morally commendable. When it comes to the effectiveness of the instructor in the classroom, the factors that make up the instructor's personality are just as important. The level of academic achievement attained by educators receives a lot of attention, to the exclusion of their personality parameters. The purpose of this research is to investigate whether or not there is a correlation between academic success and teaching aptitude, attitude, and anxiety in Master of Education students. For the purpose of the study, a random sample of 296 Master of Education students was chosen from departments and colleges of Education that are affiliated with Dr. Babasaheb Ambedkar Marathwada University in Aurangabad. Students pursuing a Master of Education were evaluated on their teaching aptitude, attitude, and anxiety levels using standardized tests. Inferential analysis on the data that was collected was performed with the help of the statistical tool known as linear regression. It was shown that students' levels of teaching ability and anxiety are important predictors of their academic accomplishment score when it comes to M.Ed. students. It was shown that anxiety has a detrimental effect on one's ability to do well academically. It has been suggested that additional research into the role that anxiety plays in the field of educator preparation be carried out.

Keywords: *Relationship, Academic, Anxiety*

INTRODUCTION

Teaching is an action; more specifically, it is a task that is unique, creative, rational, and human. Teaching is an activity. Not only is it regarded an art, but it is also believed to be the most difficult of all arts and the most in-depth of all sciences. So, the act of teaching is not a simple one; rather, it is one that is subtle, difficult, and calls for active engagement. When it comes to the efficiency of the teaching and learning process as a whole, the personality of the instructor is an extremely important component to consider. While establishing an instructor's level of efficacy and success, the majority of the time, the academic results of the individual being evaluated are taken into consideration. But, the features of one's personality are not taken into consideration in academics, which puts into question the value that is assigned to academic achievements. There is a positive link between teaching ability and academic attainment, according to research (Dushyant Kaur, 2007 and Arya Saurabh, 2013) as well as anecdotal evidence (Dushyant Kaur, 2007 and Arya Saurabh, 2013). (M.B. Ushakumari, 2008). There was not found to be a statistically significant connection between a teacher's demeanor in the classroom and the performance of students in the classroom,

according to the findings of the study (GCPI, 1981 and Mamta Garg & Sudesh Gakhar, 2009). It has been said by S.M. According to Ganoje (2011), there are significant disparities between the teaching aptitudes of male and female teachers. According to Ganoje (2011), female trainees have a higher teaching aptitude than male trainees (Anita Devi, 2013 and Arya Saurabh, 2013). It was found that females have a more positive attitude toward teaching than boys do, and students who attended public universities had a more positive attitude toward the teaching profession than those who attended private universities. In general, a good attitude was observed toward the teaching profession; however, the attitude of females was found to be more positive than that of boys (Pradeep V Patil, 2000). Also, it was shown that instructors working in primary schools have a greater aptitude for teaching than teachers working in secondary schools (Jan Tasleema and Malik Muddasir Hamid, 2012). In addition, it was shown that there is a substantial difference in the teaching aptitudes of male and female secondary school scientific teachers, with male secondary school science teachers having a greater teaching aptitude than female secondary school science teachers (Rao D B, 2013). On the other hand, there was not a discernible difference in the level of teaching ability displayed by educators working in schools that received funding either from the government or from private sources (Anita Devi, 2013). There was no difference in the attitude of teachers working in aided schools compared to those working in unsupported schools in terms of gender, experience, academic qualification, income rate, or degree of education (Thilakan Sindhu, 2013 and Mishra SG, 2007). It was discovered that there was a strong positive association between the score on the entrance exam and teaching attitude, but that there was a large negative correlation between that score with academic accomplishment (Mishra SG, 2007). There hasn't been a lot of research done on anxiety and how it affects a person's ability to do well in school, especially in the field of education for teachers. There is a reverse relationship between academic achievement and test anxiety, and this relationship is statistically significant. This implies that the degree of academic accomplishment a student achieves on an exam will be reduced in proportion to the level of anxiety that the student is experiencing. This is particularly relevant for those students who are majoring in statistics, mathematics, or medicine (Ilangovan K.N & Rangaraj K.R, 2001; Yeh YC and others, 2007 and El-Anzi & Freih Owayed, 2005). Another study came to the conclusion that there is a significant difference between the levels of anxiety experienced by students at the intermediate level who are studying the arts and those who are studying the sciences, and that this anxiety has a negative correlation with levels of academic achievement (Talwar Vibha, 2013). It is possible to increase academic achievement by manipulating levels of anxiety, emotional maturity, and social maturity; nonetheless, anxiety showed a negative connection with academic accomplishment (Singh Surjit, 2013). The levels of anxiety experienced by male scientific students who were successful (passed) were significantly higher than those experienced by female scientific students who were successful; however, there was no significant difference between the levels of anxiety experienced by male and female students who were not successful (Vandana Gupta, 2014). Males and females, as well as students from rural and urban regions, exhibited quite different degrees of anxiety compared to one another. There was also a big gap between the two groups (Singh Surjit, 2013). It has also been demonstrated that there is not a significant distinction in the degrees of academic anxiety that are experienced by male and female students of the tenth grade in schools that are either privately run or publicly run (Dhull Jitendra, 2013). On the academic anxiety scale, the mean scores that boys and girls obtained did not significantly differ from one another; however, the mean score that girls obtained was significantly higher than the mean score that boys obtained, indicating that girls, in comparison to boys, suffer from a higher level of academic anxiety (Kanchan Bala, 2014). During the process of education and training, a significant amount of focus has been placed on the ways in which a student's mindset, natural abilities, and degree of anxiety affect the amount of success they achieve academically. Over the course of many years, several instructional methods and

techniques have been developed with the goal of lowering the levels of anxiety that are experienced by students and, as a result, improving their capacity for learning. In the subject of education for teachers, there have only been a relatively small number of quantitative research conducted on the relationship between anxiety and accomplishment. In spite of the fact that a large number of research have suggested that having a constructive aptitude and attitude tends to make the process of learning simpler, there have only been a relatively small number of quantitative studies. This study's objective is to evaluate how teaching skill, attitude, and anxiety among M.Ed. candidates are related to one another. Students know one other and are connected to one another. youngsters in terms of their academic performance and the achievements they have achieved. This study is a part of a much bigger examination that is looking into the ways in which academic achievement in the Master of Education degree is connected to factors such as teaching skill, attitude, and anxiety. students.

OBJECTIVES

1. To study the relationship between academic achievement score of M.Ed. students with their Attitude, Aptitude and Anxiety Score

HYPOTHESIS

1. Aptitude score, attitude scores and anxiety scores are significant predictors of academic achievement score.

PROCEDURE

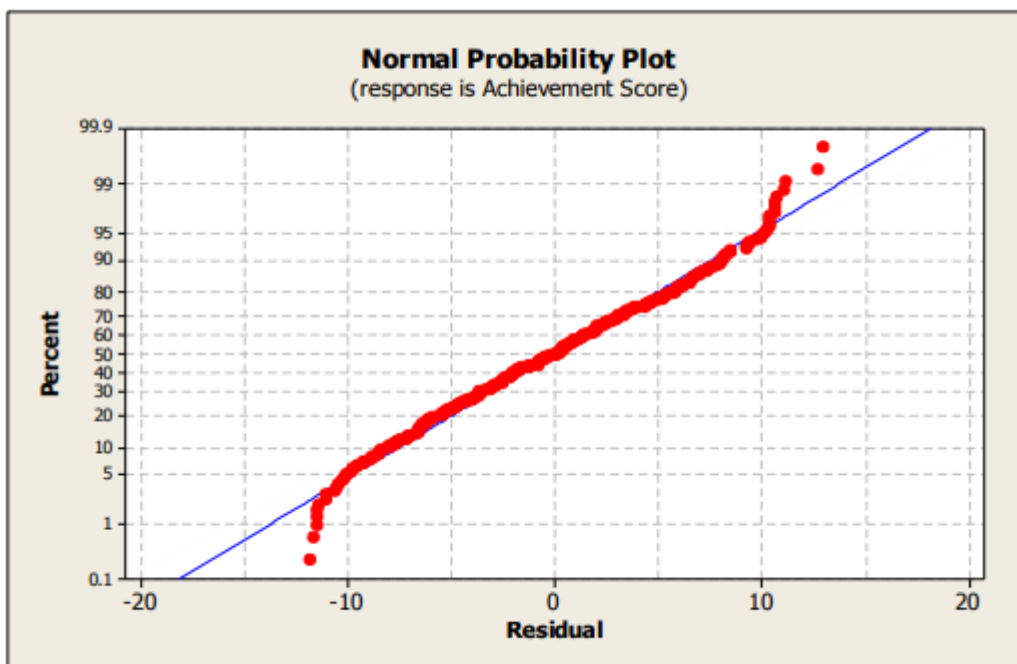
For the sake of this particular inquiry, the Survey Method was selected as the research technique to use. In order for the researcher to collect data on the M.Ed. students' intrinsic talents, attitudes, and levels of anxiety, the following standardized instruments were applied by the researcher:

- The Teacher Aptitude exam, which was devised by Jai Prakash and R.P. Shrivastava - A test of teaching ability that is extremely valid and reliable, comprising a total of 150 items, with 10 separate subtests, each of which consists of 15 items.
- The Teacher Attitude Inventory, which was created by S.P. Ahluwalia – An very well-known, well-validated, and dependable inventory for determining a teacher's attitude. It is a 90-item Likert instrument with six different sub-scales to choose from.
- Sharma, R. L. Bharadwaj, and M. Bhargava's Comprehensive Anxiety Test - This test was devised by the three of them. This extremely reliable and valid test consists of 90 questions that are related to the symptoms of anxiety and have the ability to stimulate the answers in the proper manner.
- The final percentage of marks gained in the B.Ed. course is the student's academic achievement score. A form of our own creation was used to gather the information.

RESULTS

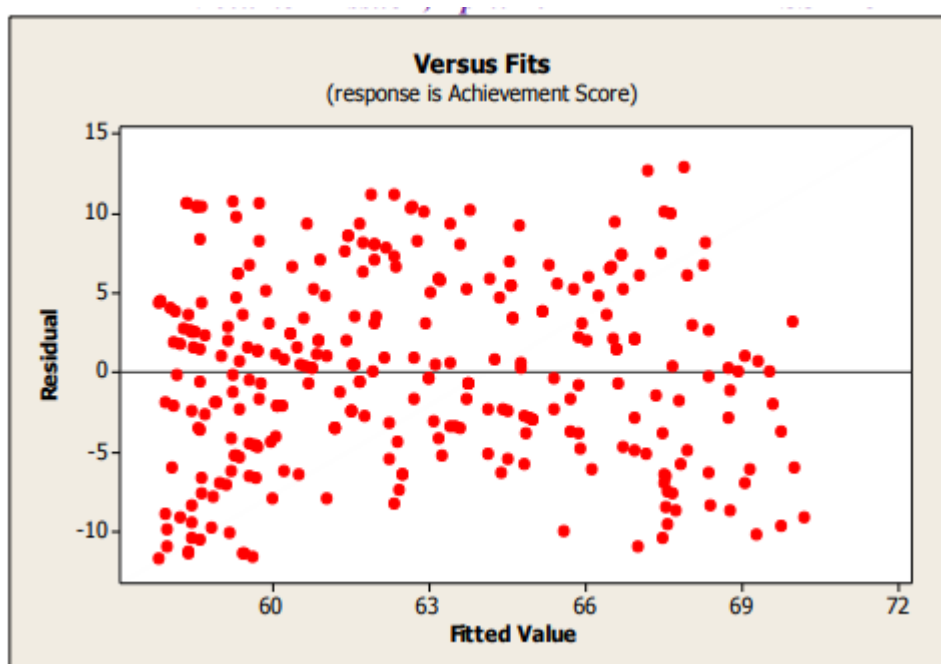
The researcher performed a straightforward regression analysis to determine the nature of the connection that exists between the level of academic accomplishment and the individual's aptitude, attitude, and anxiety scores. The normal probability graph and the homoscedasticity graph were displayed so that the normality of the data could be evaluated.

1. Normal probability Plot – If everything goes according to plan, the normal probability plot for the residuals should look like a straight line. From this, we may draw the conclusion that residuals follow a normal distribution.



Graph 1: Normal Probability Plot of Residuals [Regression Achievement score and Aptitude, Attitude and Anxiety Score]

2. Homoscedasticity requires that the residuals vs the variable(s) in question have no discernible pattern. If there is a pattern, then either a transformation or an additional polynomial has to be added. If there isn't a pattern, then nothing needs to be done. As the errors do not follow any patterns with the variable data, the regression equation that was created over is suitable.



Graph 2: Homoscedasticity of Residuals [Regression Achievement score and Aptitude, Attitude and Anxiety Score]

Academic success score (Y), aptitude score (X1), attitude score (X2), and anxiety score have all been subjected to a basic regression analysis by the researcher in order to determine the nature of the connection between the two sets of variables, independent variables and dependent factors (X3).

The result of the regression analysis is as follows:

Table 1: Regression Analysis through MS Excel [Achievement score with Aptitude score, Attitude score & Anxiety score]

Predictor	Coef	SE Coef	t-stat	P
Constant	64.035	2.665	24.02	0.000
Aptitude Score	0.124	0.044	2.81	0.005
Attitude Score	0.002	0.010	0.201	0.840
Anxiety Score	-0.095	0.013	-7.23	0.000

S = 5.911 R-Sq = 26.14% R-Sq(adj) = 25.38% S= Standard error of Estimate, R-sq=Coefficient of determination, R-adj=Adjusted R-square

Table 2: Analysis of Variance (ANOVA) Achievement score with Attitude score, Aptitude score & Anxiety score] using MS Excel

Source	DF	SS	MS	F	P
Regression	3	3612.761	1204.254	34.45	0.000
Residual (error)	292	10205.46	34.950		
Total	295	13818.23			

The findings of the analysis were as follows:

1. The equation that was generated for the regression analysis was as follows: Achievement Score = $64.035 + 0.124 \text{ Aptitude} + 0.002 \text{ Attitude} - 0.095 \text{ Anxiety}$
2. The slope of the linear equation used in the regression analysis had a standard error of 5,911 which was the same as the standard error of the slope of the standard error of the estimate (S).
3. The R² value is around 25.38 percent, which indicates that at least 25.38 percent of the variation in accomplishment score can be explained with aptitude score, attitude score, and anxiety score.

CONCLUSION

It has been determined that both the aptitude score and the anxiety score are effective indicators of academic score in master of education students. The academic score was not shown to be significantly predicted by the attitude score, despite the fact that there was a positive association between the two. In addition to the academic scores of the teacher educators, it is advised that the personality criteria also be regarded relevant. Because of the negative correlation between anxiety and achievement scores, the profession of teacher education should focus on developing strategies to alleviate anxiety. It is important to do additional in-depth research on the function that anxiety plays in other personality dimensions as well as in other facets of the teacher education process.

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