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CONTENTS

Sr. No.	Author	Title of the Paper	Download
1	Dr. Sherin Shervani	Analyses of the Identity of Muslim Women in Modern Non-native English Fiction	2401.PDF
2	Dr. B.V. Rama Prasad	Realization of the Distance between the Writer and the Focal Character in Vasudendra's Short Story "First Time at the Pinnacle"	2402.PDF
3	Jaisingh K.	Innovative Techniques in Language Teaching: An Analysis of the Computer Assisted English Language Learning Software used in most of the Engineering Colleges in India	2403.PDF
4	Mohammed Najmuddin Khan	Superheavy Elements: Its Annals	2404.PDF
5	B. Moses	Problems of equivalents and morphology in translating the Tamil novel "Helicoptergal Keezhe Iragi Vittana" into English	2405.PDF
6	Shram Mustafa Hama-Salih & Dr. Muktaja Mathkari	Women in Chinua Achebe's <i>Things Fall Apart</i> (1958)	2406.PDF
7	Shivani Jha	<i>The Hungry Tide</i> : A Discourse of Dispossessions	2407.PDF
8	Prin. Dr. D.M. Muley	Political Impact of Reservation Policy on Scheduled Castes	2408.PDF
9	Dr. Smriti Singh	Identity and Ethnicity in Kiran Desai's 'The Inheritance of Loss'	2409.PDF
10	Dr. Muktaja Mathkari & Shram Mustafa Hama-Salih	Women in Ngugi Wa Thiong'o's <i>The River Between</i> (1965)	2410.PDF
11	Nisha. K. P.	Reflections on Research Studies in Stress and School Environment	2411.PDF
12	Dr. K. A. Attar	Displacement and Search for Home in Jean Rhys's <i>Wide Sargasso Sea</i>	2412.PDF
13	Dr. Ashok Wagh & Dr. S.T. Gadade	Activity and Periodicity in Financial Planning and Performance in Colleges	2413.PDF
14	Dr. Muktaja Vikas	Pronouncing and Denouncing Motherhood: Rama Mehta's	2414.PDF

	Mathkari	<i>Inside the Haveli</i> and Margaret Laurence's <i>A Jest of God</i>	
15	Dr. Archana Durgesh, Md. Osama, Md. Ashraf, Md. Faiz, Md. Md. Kashif, Md. Ammaar	Revolution 2020 - Battle for a Perfect Life	2415.PDF
16	Mrs. Mishra Santwana Gopalchandra & Dr. K. L. Chincholikar	A Study of Correlation of Academic Achievement with Aptitude, Attitude and Anxiety	2416.PDF
17	Dr. Manju Lalwani Pathak	Economic Thoughts of Rabindranath Tagore	2417.PDF
18	Solanki Milind Kantilal	The Effect of History and Post-Modernism in Today's Indian English Literature	2418.PDF
19	Dr. Archana Durgesh & Dr. Pooja Singh	Communicating Across With a Touch & a Glance	2419.PDF
20	Anil Kumar Singh	Motifs of History in the Novels of Amitav Ghosh	2420.PDF
21	Dr. Franz Josef Gellert & Professor Dr. Hugo Velthuijsen	Gradual Retirement Schemes and Older Workers Social Inclusion and Employability in The Netherlands	2421.PDF
22	Dr. Raji Ramesh	Negotiating the Patriarchal Authority: The Magic Toyshop	2422.PDF
23	Jayasimha P.	Transmutation of Confession as Devotion: Cognitive Modeling of Saint Augustine's <i>Confessions of a Sinner - Book One</i>	2423.PDF
24	Bijayata Pradhan	Voices from the Margins: A Study on the Texts Based on the Life of The Tea Workers in the Tea Estates of Darjeeling	2424.PDF
25	Nivedita Ghosh	The Emerging Marital Trends in Indian Scenario	2425.PDF
26	S.N. Sithi Shamila	Redefining 'Quality' through Student Participation: A Holistic Perspective	2426.PDF
27	Isha Dhar & Zia Afroz	Bitcoin-A Historical Perspective of the Effects of the New Currency on the Global Economy with the Future Speculated	2427.PDF
28	Dr. Santosh J. Mishra	Painful Journey of Self Discovery through Different Cultural Spaces in <i>Desirable Daughters</i> by Bharati Mukherjee	2428.PDF
29	J. Kirubakaran & Dr. M. Dharmalingam	A Study on Impact of Financial Sector Reforms in India with Reference to Indian Capital Market	2429.PDF
30	Mr. Kailas B. Aute	Contesting and Voicing non-normative sexual Identity: A Critical Study of Shyam Selvadurai's <i>Funny Boy</i>	2430.PDF
31	Zia Afroz & Sumbul Fatima	Need of Entrepreneurship Development in Rural Sector in India	2431.PDF

A Study of Correlation of Academic Achievement with Aptitude, Attitude and Anxiety**Mrs. Santwana Gopalchandra Mishra***Dr. Babasaheb Ambedkar Marathwada University, Aurangabad***Dr. K. L. Chincholikar***Government College of Education, Aurangabad***Abstract**

The present research is designed to study the correlation of academic achievement with teaching aptitude, attitude and anxiety in M.Ed. students. A sample of 296 M.Ed. students from the department and colleges of Education affiliated to Dr. Babasaheb Ambedkar Marathwada University, Aurangabad was selected randomly for the study. Standardized test were used for assessment of teaching aptitude, attitude and anxiety in M.Ed. students. Study shows that teaching aptitude and attitude is positively correlated to academic achievement while anxiety is correlated negatively. Anxiety had a significant moderate negative correlation with academic achievement. It is recommended that more study should be done for role of anxiety in teacher education.

Key Words: Teaching Aptitude, Teaching Attitude, Anxiety, Academic Achievement

Introduction and Literature Review

Teaching may be called the organization of learning and the successful teaching is to organize learning effectively. For this, the teacher had to master certain secrets of his trade. It has to be realized that good teaching involves skills in learning. Such guidance is done by suggestions and persuasions rather than by command and enforcement. The teacher should create such situation, which can lead to desired type of activity. Teaching is an activity, a unique, creative, rational and human activity. It is called not merely an art, but the most difficult of all arts and profound of all sciences. Teaching is therefore an intricate, complex and conscious activity. The teacher's personality plays a very important role in the teaching learning process. Generally the academic scores of the teachers are considered to

judge their efficiency and effectiveness. But, the personality variables are not considered in academics thereby questioning the importance given to academic scores.

Teaching aptitude and teaching attitude being an important parameter, several studies have been conducted in this area of research to understand its importance in academic achievement. Studies have indicated that teaching aptitude has a positive correlation with academic achievement (Dushyant Kaur, 2007 and Arya Saurabh, 2013) and has a significant relationship with academic achievement (M.B. Ushakumari, 2008). The relationship between Teaching Attitude and academic achievement was not found to be significant (GCPI, 1981 and Mamta Garg & Sudesh Gakhar, 2009).

Anxiety and its relationship to academic achievement are not widely studied especially in the area of teacher education. The relationship between test anxiety and scholastic achievement is negative and significant i.e., the more anxious the student is, the less achievement is his/her performance in the examination for statistics, mathematics and medical students (Ilangovan K.N & Rangaraj K.R, 2001; Yeh YC and others, 2007 and El-Anzi & Freih Owayed, 2005). Another study concluded that there is a significant difference in the anxiety of intermediate arts and science students and the anxiety is negatively correlated to academic achievement (Talwar Vibha, 2013). Academic achievement could be enhanced by manipulating the levels of anxiety, emotional maturity and social maturity and anxiety showed negative relationship with academic achievement (Singh Surjit, 2013). The successful (passed) science male students had significantly high anxiety than the successful female science students but there was no significant difference between the anxiety of male and female failed students (Vandana Gupta, 2014). A negative relationship exists between statistics anxiety and attitudes about statistics (Fadia Nasser, 1999).

The present study deals with the study of correlation of teaching aptitude, attitude and anxiety in M.Ed. students with their academic achievement. This research is a part of the comprehensive relationship analysis of the teaching aptitude, attitude and anxiety with academic achievement of the M.Ed. students.

Objectives

1. To study the correlation of aptitude score of M.Ed. students with their academic score
2. To study the correlation of attitude score of M.Ed. students with their academic score
3. To study the correlation of anxiety score of M.Ed. students with their academic score

Hypothesis

1. There is positive correlation between aptitude score and academic achievement score.
2. There is positive correlation between attitude score and academic achievement score.
3. There is negative correlation between anxiety score and academic achievement score.

Procedure

The research methodology used for this study is Survey Method. The researcher collected the data regarding the aptitude, attitude and anxiety of the M.Ed. students using the following standardized tools:

- Teacher Aptitude test developed by Jai Prakash and R.P. Shrivastava – A highly valid and reliable test of teaching aptitude consisting of 150 items with 10 sub-tests consisting of 15 items each.
- Teacher Attitude Inventory developed by S.P. Ahluwalia – A very popular valid and reliable inventory for assessment of

Teaching Attitude. It is a 90 item Likert instrument consisting of six sub-scales.

- Comprehensive Anxiety Test developed by Sharma, R. L. Bharadwaj and M. Bhargava – This highly reliable and valid test has 90 items relating to the symptoms of the anxiety and possess the capacity to evoke the responses correctly.
- The academic achievement score is the final percentage of marks obtained in B.Ed. course. It was collected using a self-made form.

A random sample of 296 M.Ed. students was selected from the students enrolled for the M.Ed. (pre-service) course in Education in the university department and various colleges of education affiliated to Dr. Babasaheb Ambedkar Marathwada University, Aurangabad. There were 169 female and 127 male M.Ed. students in the selected sample. The researcher personally administered the tool to the sample and collected the data. The tests were scored; tabulated and descriptive statistics were calculated using MS Excel. The data was analyzed and Pearson product moment correlation was calculated. The individual p-values for significance of correlation coefficient were also calculated.

Findings

1. The correlation between achievement score and aptitude score is 0.321 (p-value=0.0187)
2. The correlation between achievement score and attitude score is 0.2969 (p-value=0.0173)

3. The correlation between achievement score and anxiety score is -0.4863 (p-value=0.0283)

Hypothesis Testing

1. **There is positive correlation between aptitude score and academic achievement score.**

To test this hypothesis, the researcher calculated the coefficient of correlation between aptitude score and achievement score. The calculated value for coefficient of correlation was 0.321. Also, the calculated r has a p-value (0.0187) less than 0.05, so it is significant at 0.05 level of significance. Thus there is positive low correlation between aptitude score and achievement score.

Hence the hypothesis is accepted.

2. **There is positive correlation between attitude score and academic achievement score.**

To test this hypothesis, the researcher calculated the coefficient of correlation between attitude score and achievement score. The calculated value for coefficient of correlation was 0.2969. Also, the calculated r has a p-value (0.0173) less than 0.05, so it is significant at 0.05 level of significance. Thus there is positive low correlation between attitude score and achievement score.

Hence the hypothesis is accepted.

3. **There is negative correlation between anxiety score and academic achievement score.**

To test this hypothesis, the researcher calculated the coefficient of correlation

between anxiety score and achievement score. The calculated value for coefficient of correlation was -0.4863. Also, the calculated r has a p-value (0.0283) less than 0.05, so it is significant at 0.05 level of significance. Thus there is negative moderate correlation between anxiety score and achievement score.

Hence the hypothesis is accepted.

Conclusion

In the present study it is found that the teaching aptitude and attitude both are positively correlated to academic

achievement. The value of coefficient of correlation calculated is low but significant. Anxiety has a significant negative correlation with academic achievement but of moderate level. Hence it is concluded that M.Ed. students having high anxiety had low academic achievement. It is recommended that more study should be done in this area for the role of anxiety in academic achievement. Also, anxiety should be considered as an important variable in the future researches in the field of teacher education.

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