



Impact of Intelligence and Self-confidence on Academic Achievement of B.Ed. College Students

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In the present dynamic society mere infusing knowledge and information into the pupils will not help them in always either in their present student career or later in their life as citizens of the country or in any other aspects. Most of the crammed up knowledge will be soon forgotten after the examination. This is because something more than acquiring knowledge is needed for the life. It is in this context that education should concentrate its attention in assisting the pupil to become self-reliant and carry on his adult life smoothly and profitably. It is only by becoming self-reliant and developing confidence in one's own life, one can hope to become a successful individual who can function effectively in a given environment.

The teacher in the class-room comes across with varying abilities and attitude. Individuals differ very much in their physical, mental and temperamental qualities. Psychologically there is a self that shows individual differences. In an academic setting, the individual responds in terms of his characteristics most of the perceptions, i.e., he will attempt to maintain, protect and extend his self-concept. With the recognition of intelligence as an inherent, unified and stable characteristic distributed unequally among individuals it was supposed that the difference in self-confidence of pupils could be easily accounted for, it came to be argued that a more intelligent pupil is inherently capable of becoming more self-reliant by deriving more benefit from the educational

programme to which he is exposed he could learn more quickly, could reason more efficiently and become more self-confident

Need and Significance of the Study

There are a number of variables that effect the academic achievement of students of an individual in this regard environment, intelligence, self-confidence, parental socio-economic status are said to be countable. A well-adjusted pupil can perhaps be able to develop a high sense of worth in him and thus infuses confidence. The confidence so gained gives him a greater scope for the knowledge of what he is capable and what he is not capable. This personal assessment of him in concerts life situations can show beckon light to his future student career as well as his future life situation. Thus intelligence and other non-academic factors on the one hand and the development of self-confidence on the other hand, are the fundamental aspects, which shape the personality of individual an

In the colleges of education for B.Ed. in Mysore there is a mad rush for admissions. The students have a quite diversified background as measured in terms of their marks. When these students join these colleges are confusing on their part not only for they are new to Mysore, but also because the course is different for them. The investigator who hails from Mysore city, had observed this trend not only when she was a teacher. During the current academic same trend is observed during the beginning of 2017-18. This generated interest in the investigator to take up the present study.

it is necessary to make the B.Ed. Student teachers in Mysore to feel self-confident not only to adjust effectively to their environment, but also to achieve better in their examinations. Unless it is known what the pattern of their sell-confidence is and what factors are affecting it, it will be difficult to tackle their self-confidence. Hence, this study was undertaken with the purpose of making suggestions and arriving at important educational implications.

Objectives

1. To find out the level of self- confidence of the B.Ed. students teachers studying at the B.Ed. colleges of Mysore City.
2. To find out whether the intelligence of the B.Ed. student teachers account for significant difference in their achievement level.
3. To study whether there is any correlation between the self-confidence of the B.Ed. students teachers and their intelligence.
4. To study the effect of self-confidence and intelligence on the academic achievement level of the B.Ed. trainees.

Sample

Four B.Ed. colleges of Mysore city were selected randomly. Total Four Hundred students were selected randomly selecting 50 students from each B.Ed. college including boys and girls. The B.Ed. student teachers of the colleges of Education at Mysore city formed the population for the present study. The study included a sample of 200 B.Ed. student teachers selected through a two stage random sampling technique. At the time of conducting this study there were 11 B.Ed. colleges in the city of Mysore. Out of these 4 colleges of education were selected at random at the first stage. At the second stage from each college a sample of 50 students were selected at random comprising totally 200 students. The following table gives details about number of trainees selected from each college. The sample was considered to be fairly representative, it includes trainees coming from different areas of Mysore City.

Number of B.Ed. student teachers selected from each of the B.Ed. colleges.

Total No. of Colleges	Number of trainees selected
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4	200
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Tools

Investigator used Basavanna's (1975) Self-Confidence Inventory. Jalota and Tandon's (1971) Group Test of General Mental Ability. The T test is used to study the significant level between self-confidence and Intelligence and it is also used to study the significant level between academic achievement and self-confidence and intelligence.

Analysis of Data

Table-1

	Intelligence (x)	Self-confidence (y)
N = 200	N = 200	XY = 375839
X = 9459	Y = 7605	r = 0.4
$x^2 = 483157$	$Y^2 = 333071$	p = 0.01
	d.f. = 198	

Table-2

	N	M	σ
High	53	35.77	13.54
Middle	96	38.09	16.64
Low	51	41.29	11.782.31

From the Table-1 is the evident that the obtained correlation of co-efficient between the intelligence of the B.Ed. student teachers and their self-confidence scores 0.4. This means that there was relationship between the intelligence of the students and their self-confidence. This might be because of the intelligence the students had much of the variation and also the self-confidence scores have much variation and further there was correspondence in the variability of the two scores.

The 't' value between the students of the high intelligence group and low intelligence group is found to be significant at the 0.05 level of probability.

Findings

The main purpose of the present Investigation was to examine the effect of intelligence, and self-confidence of the B.Ed. students Teacher Trainees on their academic achievement. The obtained co-efficient of correlation between the intelligence and the self-confidence ($r=0.4$) was found to be significant beyond the 0.01 level of probability. This means that there was a positive significant relationship between the two variables. The group with high intelligence has a higher level of self-confidence ($x = 35.77$) as compared to the group with low level of intelligence ($x = 41.29$). Also there were no significant differences in the self-confidence level of the remaining two pairs of groups which are the high, average and the low average levels of intelligence.

Educational Implications

It was found out that the group with high intelligence were more self-confident than the group with low intelligence. As suggested it is possible to arrange for a low sessions of groups or panel discussions on the familiar themes at the beginning of the academic year in B.Ed. colleges to increase self-confidence of the low intelligent students. This step will go a long way in making the low intelligent students to have

better adjustment throughout their course of study and improve their self-confidence level. This in term helps the individual to achieve well in their academics.

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