Experimental

Study on Relationship Between Attitude Towards Education and Academic Performance in B.P.Ed. Students

1Amiya Giri, 2Sananda Bera, 3Dr.Mrityunjay Biswas

1M.P.E.d Student, Department of Physical Education, Mugberia Gangadhar Mahavidyalaya
2M.P.E.d Student, Department of Physical Education, Mugberia Gangadhar Mahavidyalaya
3Assistant professor, Department of Physical Education, Mugberia Gangadhar Mahavidyalaya

A R T I C L E  I N F O

Article history:
Submission: 15-02-2024
Review: 20 to 30-03-2024
Accepted: 01-04-2024
Available Online: 21-07-2024

A B S T R A C T

An individual’s attitude refers to their beliefs regarding other people and their environment. The researchers also point out that there are from the current study a few key elements that could be obstacles to academic success include anxiousness and socioeconomic position. In this current study, the researchers tried to determine whether there are any differences in the attitudes toward education and academic success between male and female students from different community B.P.Ed students. The researchers also looked for a relationship between academic success and attitude toward education. A random sample of 120 (n=120) Physical Education student were selected from department of Physical Education, Mugberia Gangadhar Mahavidyalaya. Among the entire subject sixty (n=60) were boys students and rest of sixty (n=60) were girls students. The age ranged 21-25 year. To measure the Attitude towards Education was measured by Attitude Scale Towards Education which was developed by S.L.Chopra, & to measure the Academic Achievement was measured by academic performance questionnaire which was developed by C. McGregor was administrated on a selected sample. The results of the data analysis show that male and female students differ significantly in their attitudes toward education and in their scores on academic achievement of B.P.Ed students.

Introduction

Attitude can be defined as a thought, feeling or behavior towards something or someone. The word “attitude” comes from the French and later Latin “aptus” meaning “aptitude” - suitable. Attitude can also be defined as a positive or negative measurement of something in the environment or environment. Attitudes arise from our beliefs, thoughts, and actions (Fishbein and Ajzen, 1975) and are a mental attitude expressed by some positive or negative evaluation at some point (Eagly and Chaiken, 1998). Silverman and Subramaniam argued that students who hold positive or negative beliefs will develop positive or negative emotions. Attitudes can also be expressed explicitly and implicitly, that is, unconscious and unconscious aspects of our beliefs and behavior (Jung, 1971). Researchers have suggested many factors that shape student behavior, such as thinking, knowledge, and behavior. Attitudes are the result of personal experiences, observations and cultural influences. Students who have a positive attitude in every situation will easily achieve their goals. Therefore, developing or creating good habits in life will help solve all difficulties. Character development is important in the learning environment, otherwise the teaching process will encounter problems (Sozer, 1991).

Academic achievement is a student’s learning or

Email : 1amiyagiri602@gmail.com, 1mbiswasphy.edu@gmail.com

DOI: https://doi.org/10.58914/ijyesspe.2024-9.Spl.4
achievement in learning expressed as grades or percentage in our education system. In our society, the quality of a student’s education is measured by their academic success. According to Reynolds (2002), mathematics skills and reading and writing skills are the most important elements of academic success. At the secondary level, academic achievement is critical to future academic success. Academic success is the level of academic success in school programs that students complete in exams (Kohli, 1975). Behavior is one of the factors affecting learning. Successful completion of the tests defines the person’s knowledge on the subject (Megergee, 2000). Therefore, a person needs to have knowledge about education in order to receive a better education.

Objectives of the Study
i. To find out the difference between attitude towards education of male and female B.P.Ed. students.
ii. To investigate the difference between academic achievement of male and female B.P.Ed. students.
iii. To explore the relation between the attitude towards education and academic achievement B.P.Ed. students.

Methodology
Selection of the Subjects
In the present study the researcher randomly selected one hundred twenty (N= 120) both boys and girls B.P.Ed. students from department of physical education Mugheria Gangadhar Mahavidyalaya, Bhupatinagar, Purba Medinipur. Among all the subject 60 were male student and rest of 60 were female students, the age ranges from 21-25 year. All data were collected during the academic session 2022-2025.

Tools Used in the Study
To collect the data from sample groups the researchers used two psychological tests as follows:-
1. Attitudes scale towards education – conducted and standardized by S.L. Chopra. This scale consists of 22 scales.
2. Academic performance which measures by academic performance questionnaire which was developed by McGregor was administrated on a selected sample.

Statistical Procedure
Descriptive statistical measure like mean and standard deviation were used into order to describe the nature of the sample taken. To determine the difference in any between boys and girls the independent ‘t’-test was calculated statistical significance was tested as 0.05 levels of confidence. The person correlation was applied for find out the relationship between academic performance and attitude towards education. All the statistical analysis was done with the help of SPSS version 23 windows.

Results and discussion
Through descriptive and inferential statistics, researchers analyzed the collected data for the study. Descriptive analyses are as follows:

Table 1
Descriptive statistics of the collected data on Attitude towards education and Academic Achievement

<table>
<thead>
<tr>
<th>Variables</th>
<th>Gender</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>S. E. Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attitude Towards Education</td>
<td>Boys</td>
<td>60</td>
<td>85.46</td>
<td>±9.69</td>
<td>1.25</td>
</tr>
<tr>
<td></td>
<td>Girls</td>
<td>60</td>
<td>88.96</td>
<td>±7.41</td>
<td>0.95</td>
</tr>
<tr>
<td>Academic Performance</td>
<td>Boys</td>
<td>60</td>
<td>16.51</td>
<td>±4.47</td>
<td>0.57</td>
</tr>
<tr>
<td></td>
<td>Girls</td>
<td>60</td>
<td>18.65</td>
<td>±5.16</td>
<td>0.66</td>
</tr>
</tbody>
</table>
It appears from Table no. 1 that the mean and SD value of attitude towards education of the boys group was 85.46±9.69 and that of girls group was 88.96±7.41. Similarly academic performance of boys group was 16.51±4.47 and girls group was 18.65±5.16 respectively.

From the above Table-1 also indicates the mean values of attitude towards education and academic performance between both the boys and girls were not equal, it was necessary to conduct a t-test to find out the significant difference if any between the means.

<table>
<thead>
<tr>
<th>Groups</th>
<th>Mean</th>
<th>SD</th>
<th>Mean Difference</th>
<th>T-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>85.46</td>
<td>±9.69</td>
<td>3.50</td>
<td></td>
</tr>
<tr>
<td>Girls</td>
<td>88.96</td>
<td>±7.41</td>
<td></td>
<td>2.22*</td>
</tr>
</tbody>
</table>

*Significant at 0.05 Level (table value was 1.96, df-118)

From the above Table-2, that the mean difference of Attitude Towards Education between boys and girls was 3.50 and obtained t-value 2.22 which was statistically significant at 0.05 level since the table value 1.96 which was lower than obtained value.

The results as it appears from table no. 2 and the graphs (fig.1) reveal that girls groups had a significantly better score in attitude towards education than the boys group. The mean values of attitude towards education between boys and girls groups were also graphically represented in Figure 1.

Figure- 1: Bar diagram showing the mean value attitude towards education between boys and girls groups
Table 3
Mean difference and t – test for Academic Achievement between boys and girls students

<table>
<thead>
<tr>
<th>Groups</th>
<th>Mean</th>
<th>SD</th>
<th>Mean Difference</th>
<th>T- value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>16.51</td>
<td>±4.47</td>
<td>2.14</td>
<td>2.42*</td>
</tr>
<tr>
<td>Girls</td>
<td>18.65</td>
<td>±5.16</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Significant at 0.05 Level (table value was 1.96, df-118)

From the above Table-3, that the mean difference of Academic achievement between boys and girls was 2.14 and obtained t- value 2.42 which was statistically significant at 0.05 level since the table value 1.96 which was lower than obtained value.

The results as it appears from table no. 3 and the graphs (fig.2) reveal that girls groups had a significantly better score in academic achievement than the boys groups. The mean values of academic achievement between boys and girls groups were also graphically represented in Figure 1.

Figure- 2: Bar diagram showing the mean value academic achievement between boys and girls groups

Table 4
Correlation between Attitude towards Education and Academic Achievement Correlations

<table>
<thead>
<tr>
<th>Attitude towards Education</th>
<th>Academic Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Correlation 1</td>
<td>.431**</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.000</td>
</tr>
<tr>
<td>N</td>
<td>120</td>
</tr>
</tbody>
</table>

**Correlation is significant at the 0.05 level (2-tailed).
The statistical significance of the Pearson correlation can be observed in Table 4. Academic achievement and attitude towards education among B.P.Ed. students have a correlation of 0.431, indicating a favourable relationship. Therefore, it may be concluded that there was a statistically significant relationship between B.P.Ed. students' academic achievement and their attitude toward education.

Certain statistical conclusions regarding the attitudes of boys and girls toward education and academic achievement are evident from the table above. The research indicates that boys and girls have similar opinions about education, while mean scores may indicate that girls have a somewhat more positive attitude. Girls also seem to score slightly higher than boys on academic accomplishment, however the gap is not very great.

It is important to contextualize these results and perhaps investigate the factors influencing these attitudes and accomplishments in more detail. Cultural norms, financial status, and educational resources are just a few of the variables that may have an impact on these findings.

Conclusion
On the basis of analysis of data and interpretation of result the following conclusion were drawn.
1. The girls students had significantly better in attitude towards education than the boys students.
2. The girls students had significantly better in academic achievement than the boys students.
3. The correlation between attitude towards education and academic achievement was statistically significant relationship of B.P.Ed. students.

References