

**RELATIONSHIP OF B.ED. ENTRANCE TEST WITH SCHOLASTIC AND  
ATTITUDINAL VARIABLES****Charanjit Kaur Dhillon, Ph. D.**Assoc. Professor , Dev Samaj College of Education For Women  
Ferozepur City***Abstract***

*The main objective of the study was to study the relationships and interrelationships among entrance test scores, graduation marks, intelligence, teaching attitude and B.Ed. marks of the student-teachers. The sample of the study consisted of 525 B.Ed. students of 9 education colleges of Panjab and U.T. Chandigarh affiliated to Panjab, Punjabi and Guru Nanak Dev universities. Test of General Intelligence by Pal and Misra, Teaching Attitude Inventory by Ahluwalia and official records of the colleges were used to collect the data. Major findings of the study were : Entrance test scores and graduation marks were significantly related to all the variables of the study. Teaching attitude, intelligence and B.Ed. marks were not significantly related to all other variables.*

**Key words:** *Entrance test, Intelligence, Teaching attitude, Academic achievement, Student-teacher*

**Introduction**

The whole edifice of education rests on the shoulders of teachers and hence on quality teachers. There are so many factors which influence the quality of teachers. First and the most important is the selection of the candidates for the entry to B.Ed. course. Teachers training colleges are the primary door to enter teaching profession. Generally, these colleges are held responsible for producing good or poor quality of teachers as they select prospective teachers. Selection procedure for the admission to B.Ed. course are changing from time to time. Earlier, the candidates were selected on the basis of their graduation marks and then some weightage also was given to extra curricular achievements, interview etc.

In 1995 the Govt. of India passed an act for the establishment of National Council of Teacher Education. It was the N.C.T.E. which recommended that admission to training institutes in the State should be made on the basis of an entrance test given by the state level agencies. Then many of the states like Rajasthan, A.P., U.P., Maharashtra, Uttrakhand, Karnataka, Sikkim, M.P., Chattisgarh, etc. started admitting candidates in education colleges through entrance test. In the state of Punjab in 1989 the G.N.D.U. and then in 1990 the Panjab University started admitting candidates through entrance test. After this the three universities namely Panjab, Punjabi and Guru Nanak Dev universities in the state of Punjab and UT Chandigarh started conducting B.Ed. entrance test turn by turn and the admission to the education colleges affiliated to these universities were done through a centralised counselling. In the early years it was considered as a successful procedure and only those who could get the minimum required marks in the entrance test were eligible to get admission. In 2003 the eligibility marks were 40% in the entrance tests which meant 100 out of 250 marks (General Category). But gradually the limit of minimum required marks was relaxed and lowered down year by year and ultimately it was for the session 2009-10 that all those who simply appeared in the entrance test were made eligible for the admission. The present study is significant as it deals with the B.Ed. admission criterion which is an important issue in the field of teacher education.

### **Objectives of the Study**

1. To study the relationship between the scores obtained by the selected candidates in B.Ed. entrance test and obtained by them in their graduation (B.A. /B.Sc. /B.Com.) examinations.
2. To find out the relationship between teaching attitude of the candidates and their performance in the entrance test.
3. To study the relationship of scores of the B.Ed. students on the entrance test and intelligence test.
4. To find out whether or not there is any relationship between the scores of the candidates obtained in the entrance test and the scores obtained in the B.Ed. final examination.
5. To investigate whether the qualifying examination (B.A./B.Sc./ B.Com.) scores of candidates and their teaching attitude have any relationship with each other.
6. To find out the relationship between B.A./B.Sc./B.Com. and intelligence

scores of the candidates.

7. To study the relationship between B.A./B.Sc./B.Com. scores of the trainees and their scores in B.Ed. final examinations.
8. To investigate how far the intelligence and teaching attitude of the B.Ed. students are related to each other.
9. To study the relationship between teaching attitude of the candidates and their performance in B.Ed. examination.
10. To know the relationship between B.Ed. examination scores and intelligence scores of the teacher trainees.

### **Hypotheses of the Study**

Synchronizing with these objectives following hypotheses were formulated:

1. The scores on entrance test and scores in B.A./B.Sc./B.Com. examinations have no positive correlation.
2. Entrance test scores and teaching attitude scores are positively and significantly related to each other.
3. The scores on entrance test and scores on intelligence test of the candidates have a positive and significant correlation.
4. The scores on entrance test and scores in B.Ed. examination have a positive and significant correlation.
5. Teaching attitude scores and scores in B.A./B.Sc./B.Com. examinations bear a poor may be a negative correlation.
6. Scores in the B.A./B.Sc./B.Com. examinations and scores on intelligence test are positively and significantly correlated.
7. B.A./B.Sc./B.Com. examination scores and B.Ed. examination scores are positively correlated and the index of correlation is high.
8. Teaching attitude and intelligence of the candidates do not show any significant correlation with each other.
9. Teaching attitude scores and B.Ed. examination scores have a significant positive correlation.
10. Scores on intelligence test and scores in B.Ed. examination have a significant positive correlation.

### **Sample of the study**

Proportionate-stratified sampling technique was adopted to select the sample colleges. There were 36 education colleges in the state of Punjab and U.T. Chandigarh for the

academic session 2003-04. There were 16 colleges were affiliated to Panjab University, 13 to G.N.D.U. and 7 to Punjabi University. About one fourth of colleges from each university i.e. 4,3 and 2 from P.U., G.N.D.U. and Pbi. University respectively were taken and hence, 9 colleges were selected as sample colleges. The sample of the study included 525 student-teachers taken from these colleges and a mixed- type of sampling was adopted depending upon the schedule and circumstances in the colleges.

#### **Tools and techniques employed for data collection**

1. Test of General Intelligence (TGI) by Pal and Misra was used to measure intelligence.
2. Teaching Attitude Inventory by Ahluwalia was used to assess teaching attitude.
3. Official records of the colleges were used to collect data relating to entrance tests and graduation marks.
4. B.Ed. result gazettes of the Panjab, G.N.D., and Punjabi universities were used to get B.Ed. marks of the candidates.

#### **Data Collection**

One of the tools, Test of General Intelligence, used for the data collection required special arrangements ,instructions and administration like black board, sitting arrangements, stop watch, instructor, invigilators, time-keeper, etc. Some sample examples of each of the 6 sub tests were to be solved to make the students clear about what to do. Again students were given neither less nor more than 4 minutes to complete, think or check each sub test. So, the investigator personally visited each of the 9 colleges for data collection. The administration of Teaching Attitude Inventory was simple, so it was done after conduct of TGI. The data relating to graduation and entrance test scores were collected from the offices of the colleges and this process of data collection continued throughout the session 2003-04. After this when the universities declared their B.Ed. results the data relating to B.Ed. marks were collected from the B.Ed. result gazettes of the three universities.

#### **Findings and Conclusions**

The relationships among entrance test, B.A./B.Sc./ B.Com., teaching attitude, intelligence and B.Ed. scores of the total sample students were computed by Karl Pearson's Product-Moment Correlation method. Garrett (1981) was followed to determine the significance of the co-efficient of correlations between different

variables. Co-efficients of correlation between different variables of the study were computed and the correlation matrix was prepared which is shown in Table-1.

**Table-1: Co-efficients of Correlation between the Variables**

<b>Variables (Scores)</b>	<b>B.A./B.Sc./ B.Com.</b>	<b>Teaching Attitude</b>	<b>Intelligence</b>	<b>B.Ed.</b>
<b>Entrance Test</b>	0.264**	0.150**	0.178**	0.210**
<b>B.A./B.Sc./ B.Com.</b>	-	0.124**	0.190**	0.399**
<b>Teaching Attitude</b>	-	-	0.059	0.035
<b>Intelligence</b>	-	-	-	0.188**

\*\* Significant at .01 level of significance

Major findings of the study were:

- a. Entrance test scores of the student-teachers were significantly related to their graduation marks, intelligence, teaching attitude and B.Ed. marks.
- b. Graduation marks of the student- teachers were significantly related to their entrance test scores, intelligence, teaching attitude and B.Ed. marks.
- c. Intelligence of the students was significantly related to entrance test scores, graduation marks and B.Ed. marks but not to their teaching attitude.
- d. B.Ed. marks of the student-teachers were significantly related to their entrance test scores, graduation marks and intelligence but not to their teaching attitude.
- e. Teaching attitude was significantly related to entrance test scores and graduation marks but had a negligible relationship with intelligence and B.Ed. marks.

### **Conclusions of the study**

The candidates who have higher marks in the entrance test also have higher marks in graduation courses and vice versa. The mean score of graduation marks of the candidates is 60% and 83% of the candidates lie in the score-range from 50% to 70%. It conveys that if the relationship of the entrance test with graduation marks is significant, the achievement of the candidates at graduation level is also quite satisfactory even when the Merit List for selection was prepared on the basis of performance of the candidates in the entrance test. So, it is concluded that the entrance test was an efficacious tool to select the candidates having good marks in graduation courses.

The entrance test scores and the B.Ed. marks of the candidates are positively and significantly related to each other. On the other hand the performance of the candidates in B.Ed. course is also very satisfactory as 97% of the candidates are the first divisoners. They have achieved 60% and above marks in the B.Ed. course and even 43% among them have obtained more than 70% marks. So, it is concluded that the entrance test was a good tool to predict the success of the candidates in B.Ed. course and hence, had a good predictive validity.

As the entrance test scores and the intelligence of the candidates are significantly related to each other so those who have obtained higher marks in the entrance test also have higher level of intelligence and vice versa. But the entrance test could not put a check on the entry of below average intelligent candidates as 23% of the candidates are found dull or border-line candidates. Hence, so far as the intelligence of the candidates is concerned, the entrance test was not a valid test to assess the required level of intelligence.

Teaching attitude is significantly related only with entrance test and graduation marks but not with intelligence and B.Ed. marks of the candidates. The average, below and above average groups based on intelligence and B.Ed. marks have only neutral teaching attitude. The teaching attitude has been found as a weak predictor and also a weaker variable of the study. The graduation marks are significantly related to all the variables and their predictive validity is higher as compared to the other variables of the study.

From the above findings of the study it could be concluded that teaching attitude is not much reliable variable to be used as a critarion for the selection of candidates to B.Ed. course. Intelligence, on the other hand, is an important variable for this purpose. The Entrance test and the graduation marks have appeared as credible tools to predict the success of student-teachers in teacher education programme. But graduation marks have shown a better predictive validity as compared to the entrance test. Entrance Test has failed to put a check on below-average intelligent candidates. On the other side host of the studies say that high achievers tend to differ significantly in relation to intelligence. So, it is concluded that entrance test could be an efficacious tool to select the candidates for B.Ed. course. But as the predictive validity of any entrance test is always unknown and doubtful, it will be appropriate to give due weightage to the graduation marks in the criteria for the selection of candidates to B.Ed. course. So, both the entrance test scores and the

B.A./B.Sc./B.Com. marks of the candidates, if are made the part of admission procedure, will give a better criteria for selection of candidates to the B.Ed. course.

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