

**A STUDY OF ACADEMIC EMOTIONS IN RELATION TO ACADEMIC ACHIEVEMENT
OF B.Ed STUDENTS**

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Abstract

This study investigated the relationship between academic emotions academic achievement of B.Ed students, and also with certain demographic variables. Education has to prepare students to face the unknown, unpredictable and uncertain tomorrow. The main aim of education is to modify the behavior and emotions of students community according to their needs and expectations of the parents, industries and society. Student's performance is influenced by many psychological, social and cultural factors. Students are educated with one main objective in mind their success. Emotions are accepted as a critical importance for both students and teachers in their various aspects of educational development, such emotions which are related to academics, considered by the investigator for the detailed study. Academic emotions are defined as experience of the students in academic setting. Higher achievement in education of students facilities better adjustment and emotions. Hence the investigator highly interested to analyse the academic emotions and academic achievement of B.Ed students. Descriptive survey method was taken to assess the academic emotions and academic achievement of B.Ed students. 155 B.Ed students were selected from Kanchipuram District through stratified random sampling technique. Academic Emotions scale was constructed by investigator with scientific validation. For academic achievement score the investigator collected the undergraduate percentage of B.Ed students. Gender, age and area of specialisation are not influence the academic emotions and academic achievement of B.Ed students. Academic emotions and Academic achievement of B.Ed students are highly positive and significantly correlated.

Key words:

Academic Emotions and Academic Achievement

Introduction

Academic Emotions

Emotions are one of the important and basic instincts of organism. Emotions are individual feelings which are required to survive depending on individual experiences caused by environment. Every human being experiences a wide range of emotions. positive emotions may provides a feeling of happiness. Sometimes negative emotions may not provide smooth feelings. Everybody react to a particular situation depends on their emotions.

Academic emotions not only for the results of achievement activities, but emotions are also essential for subsequent learning. (Pekrun et al., 2017; Pan et al., 2022). Evidence suggested that achievement emotions may have a significant effect on students' ability of problem-solving (Lee and Chei, 2020). The emotion is playing a crucial role in before, during and after learning of the B.Ed students. In this research the investigator attempted to find how far the B.Ed student's academic emotions are related with academic achievement and other demographic variables.

Definition:

According to Pekrun Reinhard (2002) — Academic emotions are all kinds of academic emotional experiences that students felt in learning or teaching situations.

Zeng (2012) — High intensity academic emotional load not related to learning tasks can impair learning performance. Passive positive emotions may have negative effects on consciousness and memory.

Academic emotions are the experience of students in academic settings such as class-related, learning-related, and test-related situations and are characterized with the subjective control and value perceived by students .

Academic Achievement

Spinath (2012) —Academic achievement refers to performance outcomes in intellectual domains taught at school, college and University.

Wikipedia: (The Free Encyclopedia (2011)) —Defines educational or academic achievement as specified level of attainment proficiency in an academic work as evaluated by the teacher, by standardized tests or by combination of both.

Dictionary of Education (2003) defines —Academic achievement means the knowledge attained or skills developed in school subject, usually determined by test scores or marks assigned by the teacher or both.

The term “Academic achievement” is the output/outcome of Education. It is normally measured by examinations. “Teacher education and school Education have a mutual relationship and developments. Hence, in teacher training institutes, along with practice teaching, trainees are given knowledge of maximum theoretical subjects and training to form sound educational base.

Achievement usually denotes activity and mastery, making an impact on the environment (Dreeben, 1968). Psychologists define educational or academic achievement as a specified level of attainment or proficiency in academic work as evaluated by teachers, by standardized tests or by combination of both (Chaplin, 1975). Thus academic achievement is the accomplishment of proficiency of performance in skills or body of knowledge in school/college situations.

Literature Review related to Academic Emotions

Goetz, T., et al. (2006) : This research focuses on how emotions, including anxiety and pride, are experienced by teachers and how these affect their teaching performance and classroom dynamics. Teachers' emotions influence student engagement and motivation in classroom settings.

Hargreaves, A. (2000) Explores how teachers experience a mix of emotions such as anger, frustration, and pride in their classrooms. The paper investigates the role these emotions play in shaping teacher-student interactions and the learning environment.

Jiang & Xu, (2017); Sun & Cheng, (2010), found that academic emotions are one of the important factors that affect students’ academic achievement.

Huang and Xie (2016) concluded in their study that students’ resilience mediates the relationship between academic emotions and subjective well- being. This showed that resilience and academic emotions are closely related. There is a positive correlation between resilience and academic emotions.

Zeng (2012) carried out a study and found that high intensity academic emotional load not related to learning tasks can impair learning performance. Passive positive emotions create negative effects on memory and consciousness.

Pekrun Reinhard (2002) found that academic emotions are all kinds of academic emotional experiences that students feel in learning or teaching situations.

Literature Review related to Academic Achievement

Parveen, A., Syed, N., & Syed, K, Nazir. (2013) studied on comparative study of the academic achievement of 10th class boys and girls studying in different high schools of District Pulwama of (J&K). The study concludes that the boys and girls have not shown any significant difference in academic achievement in General Science. Boys and girls have not shown any significant difference in academic achievement in Math.

Sarwat, M., Safia, S., & Manzoor, H, A. (2013) studied on attitude towards mathematics and academic achievement in mathematics among secondary level boys and girls. The result shows that boys differed in their mathematical achievement from girls. Girls achieved better results as compared to boys.

Petter, W, H. (2014) undertook a study on academic achievement of a student is greatly influenced by several psychological and sociological correlates. The results show that the Co-education students are better than boys and girls in their academic achievement of state board schools.

Borugadda Vara Prasad (2018) carried out a study of academic achievement among b.ed. Trainees in relation to their gender and found that there is no significant difference in the Academic achievement of B.Ed trainees due to variation in the Gender.

Need and Importance of this study

Positive academic emotions often benefit students' perception of knowledge and their learning behavior. Academic mood can influence the B.Ed students' motivational engagement. **Pekrun** (2002) had proposed cognitive / motivation model of emotional effects that motivational effects. These motivational effects react in activating and inactivating emotions.

"Academic emotion is the cornerstone of learning," (Zull,2006), the neglect of Academic emotions is very concerning. Emotions temper the curiosity of students and encourage them to begin studying. Academic emotions has impact on memory power of the B.Ed students.

Students in classroom settings and outside of the classroom settings create a variety of academic emotions related to learning and assessments, which may be positive or unpleasant,

Achievement means, success or proficiency of performance in a given skills. Academic achievement is more important for learning and skill development of B.Ed students. Assessing B.Ed student's progress by means of identifying what he has achieved in acquiring skills in academic matters is very important responsibility of institution. Academic achievement helps to shape the minds of B.Ed students and prepare for future careers in the competitive field. This study is very significant as which will measures and find out the levels as well as the interrelation of academic emotions, academic achievement and certain demographic variables of the selected of B.Ed. college students in Kanchipuram District.

Objectives: The present study are formulated with the following objectives,

1. To study the level of Academic Emotions and Academic achievement of B.Ed students
2. To study the significant difference in academic emotions among B.Ed students in terms of gender, age and area of specialisation.
3. To study the significant difference in academic achievement among B.Ed students in terms of gender, age and area of specialisation.
4. To study the significant co-relation between academic emotions and academic achievement of B.Ed students.

Hypotheses:

1. There is no significant difference in academic emotions among B.Ed students in terms of gender, age and area of specialisation.
2. There is no significant difference in academic achievement among B.Ed students in terms of gender, age and area of specialisation.
3. There is no significant co-relation between academic emotions and academic achievement of B.Ed students.

Design and Research Method: To carry out this study the investigator adapted Descriptive survey method to assess the academic emotions and academic achievement of B.Ed students. 155 B.Ed students were selected from Kanchipuram District through stratified random sampling technique.

Tool: Academic Emotions scale was constructed by investigators with statistical validation. Academic Emotions scale constructed with 28 items. This is a five point scale. The reliability of the tool is 0.84. After developing report with the B.Ed students the questionnaire was distributed and informed that that their identity will be kept confidential. Then a questionnaire was given and asked them to answer each items. For academic achievement score the investigator collected the undergraduate percentage of B.Ed students which is more reliable and more valid. The scoring was done after the data collection. The data were analyzed with mean, percentage, SD, t-test, and co-relation.

Analysis: Minimum score of the Academic emotions of B.Ed students is 52 and maximum is 131. The mean score is 89.79 and standard deviation is 18.87. This shows that the Academic emotions is normally distributed. The Mean Score indicate that the present B.Ed students have average level of Academic emotions. Minimum score of the Academic achievement of B.Ed students is 57 and maximum is 79. The mean score is 70.66 and standard deviation is 6.4. This shows that the Academic

A STUDY OF ACADEMIC EMOTIONS IN RELATION TO ACADEMIC ACHIEVEMENT OF B.Ed STUDENTS achievement is normally distributed. The Mean Score indicate that the present B.Ed students have above average level of Academic achievement.

Hypothesis: 1

There is no significant difference in academic Emotions among B.Ed students in relation to gender, age and area of specialisation.

Table: 1
N, M, SD, df and t-values of Academic Emotions with respect Gender, Age and Area of Specialisation

Variables		N	Mean	SD	df	t-value
Gender	Male	85	90.11	17.85	153	0.239
	Female	70	89.38	20.17		
Age	Upto 25	91	89.94	16.82	153	0.124
	Above 25	64	89.56	21.06		
Area of Specialisation	Arts	99	89.90	19.45	153	0.107
	Science	56	89.57	17.97		

*Not Significant at 0.05 level.

From the above table 1, it is evident that the t-value 0.239 is not significant at 0.05 level. It reflects that the mean academic Emotions scores of male and female B.Ed students are not differing significantly. The analysis of t-test reveals that gender is not influences academic Emotions. **Hence the null hypothesis is accepted in respect to gender.**

From the above table 1, it is evident that the t-value 0.124 is not significant at 0.05 level. It reflects that the mean academic Emotions scores of upto 25 and above 25 age group B.Ed students are not differing significantly. The analysis of t-test reveals that age is not influences academic Emotions. **Hence the null hypothesis is accepted in respect to age.**

From the above table 1, it is evident that the t-value 0.107 is not significant at 0.05 level. It reflects that the academic Emotions mean scores of arts and science B.Ed students are not differing significantly. The analysis of t-test reveals that area of specialisation is not influences academic Emotions. **Hence the null hypothesis is accepted in respect to area of specialisation.**

Hypothesis: 2

There is no significant difference in academic achievement among B.Ed students in relation to gender, age and area of specialisation.

Table: 2
N, M, SD, df and t-values of Academic Achievement with respect Gender, Age and Area of Specialisation

Variables		N	Mean	SD	df	t-value
Gender	Male	85	71.53	6.14	153	1.868
	Female	70	69.61	6.59		
Age	Upto 25	91	71.31	6.09	153	1.523
	Above 25	64	69.73	6.75		
Area of Specialisation	Arts	99	70.80	6.64	153	0.370
	Science	56	70.41	5.99		

• Not Significant at 0.05 level.

From the above table 2, it is evident that the t-value 1.868 is not significant at 0.05 level. It reflects that the mean academic achievement scores of male and female B.Ed students are not differing significantly. The analysis of t-test reveals that gender is not influences academic achievement. **Hence the null hypothesis is accepted in respect to gender.**

From the above table 2, it is evident that the t-value 1.523 is not significant at 0.05 level. It reflects that the mean academic achievement scores of upto 25 and above 25 age group B.Ed students are not differing significantly. The analysis of t-test reveals that age is not influences academic achievement. **Hence the null hypothesis is accepted in respect to age.**

From the above table 2, it is evident that the t-value 0.370 is not significant at 0.05 level. It reflects that the mean academic achievement scores of arts and science B.Ed students are not differing

significantly. The analysis of t-test reveals that area of specialisation not influences academic achievement. **Hence the null hypothesis is accepted in respect to area of specialisation.**

Hypothesis: 3

There is no significant co-relation between academic emotions and academic achievement of B.Ed students.

Table: 3
Inter correction matrix between Academic Emotions and Academic Achievement of B.Ed., Students

Variable	Academic Emotions	Academic Achievement
Academic Emotions	-	0.447**
Academic Achievement	0.447**	-

**significant at 0.01 level

From the above table 3, it is evident that all the correlation coefficient 0.447 is significant at 0.01 level. From the above table academic emotions and academic achievement are positively and highly correlated. In this context the null hypothesis, “There is no significant co-relation between academic emotions and academic achievement of B.Ed students” is rejected. Therefore it is concluded that academic emotions and academic achievement are high positively and significantly correlated.

Findings: The present study explored that the present B.Ed students have average level of academic emotions and academic achievement. Gender, age and area of specialisation are not influence the academic emotions and academic achievement of B.Ed students. Academic emotions and academic achievement of B.Ed students are highly positive and significantly correlated.

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