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## NUMERICAL ABILITY AND ACHIEVEMENT IN PSYCHOLOGY OF DISTANCE MODE B.ED. TRAINEES

**Dr. A. Tholappan**

Assistant Professor, Department of Education, CDE, Bharathidasan University,  
Trichirappalli, Tamil Nadu.

### ABSTRACT

**T**his study is aimed to find out the significant difference in numerical ability and achievement in psychology among distance mode B.Ed. trainees. Survey method has been selected for this study. A sample of 200 B.Ed. trainees is selected from 5 PCP centers of CDE, Bharathidasan University, Tiruchirappalli. Findings revealed that the numerical ability and achievement in psychology of distance mode B.Ed. trainees is average. Results also showed that there is no significant difference in numerical ability of distance mode B.Ed. trainees in terms of gender and locality; there is significant difference in numerical ability of distance mode B.Ed. trainees with respect to gender and locality; and there is no significant difference in achievement in psychology of distance mode B.Ed. trainees with regard to gender, locality and discipline.



**KEYWORDS:** Numerical Ability, Achievement in Psychology, B.Ed. Trainees.

### INTRODUCTION

Learning is a process by which an individual acquires various habits, knowledge, attitude and experiences. Education is an instrument which serves as the tool for any kind of learning. Learning psychology needs a deeper creative and critical thinking skill. Learning acquires new, existing knowledge, behaviors, skills, values, performance and may involve synthesizing deferent types of information. Mathematics is an important and necessary science for every individual in any society and society itself, because there is a need to mathematical knowledge to solve problems that faced the individual in a lot of life situations, as that of mathematics play an important role in the progress of societies, which seeks to be a sophisticated societies scientifically and technically; so it is a key material for each grade in the different educational stages. Numerical ability is one element of all round ability to master academic work.

### NUMERICAL ABILITY

Numerical ability is one of the most basic skills that exists even small children well before they are taught mathematics in schools. Numerical tests are also known as data interpretation or numerical critical reasoning tests, involving evaluating situations and drawing conclusions from the data provided to assess one or several of

the following: critical thinking ability, basic arithmetic operations, ability to perform estimates, ability to analyze graphs and other data, level of speed in making analyses of assessments, and level of concentration in solving problems. This is considered to be distinct of the most basic skills needed in today data-driven market place, and without strong numerical ability, it would be difficult to succeed in many jobs today.

### ACHIEVEMENT IN PSYCHOLOGY

Learning is a process by which an individual acquires various habits, knowledge, attitude and experiences. Education is an instrument which serves as the tool for any kind of learning. Academic achievement is the accomplishment or acquired proficiency in the performance of an individual in a given skill or body of knowledge. The term achievement in psychology refers to the degree or level of success attained in some specific training tasks, especially scholastic performance. Thus, achievement in psychology and general mental ability can be defined as the product resulting from knowledge, comprehension, application, analysis, synthesis and evaluation of all information.

### NEED FOR THE STUDY

Numerical ability is a problem solving technique that requires a large amount of reasoning. The goal of using numerical ability is to move the student's mind away from thinking which is pragmatic and orthodox. Since numerical ability of teachers influence their potentialities, specifically in the area of achievement in psychology. The investigator has decided to study in the area of distance mode B.Ed., trainee's Numerical ability and their relationship with achievement in psychology.

### OBJECTIVES

- To study the level of numerical ability of distance mode B.Ed. trainees.
- To study the level of achievement in psychology of distance mode B.Ed. trainees.
- To find out the significant difference in numerical ability and achievement in psychology of distance mode B.Ed. trainees based on gender, locality, and discipline.

### HYPOTHESES

1. There is no significant difference in numerical ability of distance mode B.Ed. trainees in terms of gender, locality and discipline.
2. There is no significant difference in achievement in psychology of distance mode B.Ed. trainees in terms of gender, locality and discipline.

### METHODOLOGY

Normative survey method is selected for the research. 200 B.Ed. trainees are selected as a sample by using simple random sampling technique from 5 PCP centers of Centre for Distance Education (CDE), Bharathidasan University, Tiruchirappalli.

### TOOLS

- Numerical Ability Test is developed by the investigator.
- For Achievement in Psychology, Marks are taken from the college record.

**TESTING HYPOTHESES**

**Table 1: Level of Numerical Ability and Achievement in Psychology of Distance Mode B.Ed. Trainees**

Variable	Low		Average		High	
	N	%	N	%	N	%
Numerical Ability	32	16.00	127	63.50	41	20.50
Achievement in Psychology	N	%	N	%	N	%
	35	17.50	93	46.50	72	36.00

From Table-1, the level of numerical ability of distance mode B.Ed. trainees is found to be average, since a huge percentage of the sample (63.50%) falls under average category.

Table-1 shows that the level of achievement in psychology among distance mode B.Ed. trainee is found to be average, since a huge percentage of the sample (46.50%) falls under average category.

**Table 2: Numerical Ability and Achievement in Psychology of Distance Mode B.Ed. Trainees based on Gender, Locality, and Discipline**

Variable	Sub Variable	Category	N	Mean	SD	t-value	Remark
Numerical Ability	Gender	Male	83	53.62	11.64	0.51	Not Significant
		Female	117	55.55	7.45		
	Locality	Rural	103	55.69	6.63	0.69	Not Significant
		Urban	97	55.04	9.06		
	Discipline	Arts	122	59.53	9.32	2.41	Significant
		Science	78	64.45	10.86		
Achievement in Psychology	Gender	Male	83	62.05	11.56	0.09	Not Significant
		Female	117	61.85	9.72		
	Locality	Rural	103	60.72	10.62	1.59	Not Significant
		Urban	97	64.07	9.73		
	Discipline	Arts	122	61.05	9.35	1.17	Not Significant
		Science	78	63.49	10.89		

$H_{1i}$ : From Table-2, the t-values are 0.51 and 0.69 are not significant at 0.05 level. Table-2 also depicts that the t-value 2.41 is significant 0.05 level. Hence the hypothesis-1 is accepted except for sub sample of ‘discipline’.

$H_{2i}$ : Table-2 reveals that the t-values 0.09, 1.59 and 1.17 are not significant at 0.05 level. Hence the hypothesis-2 is accepted.

**MAJOR FINDINGS**

- The level of numerical ability of distance mode B.Ed. trainees is average.
- The level of achievement in psychology of distance mode B.Ed. trainees is average.
- Male and Female distance mode B.Ed. trainees do not differ significantly in their numerical ability and achievement in psychology.
- Rural and Urban distance mode B.Ed. trainees do not differ significantly in their numerical ability and achievement in psychology.
- Arts and Science discipline B.Ed. trainees differ significantly in their numerical ability.
- Arts and Science discipline B.Ed. trainees do not differ significantly in their achievement in psychology.

**CONCLUSION**

The above results revealed that the science students are better in their Numerical ability than the arts students. Therefore, the investigator desires that educational institutions should provide training programmes

and give importance to students' creative skills. Some of the enrichment programmes like mind calculation, Sudoku's, puzzles may be given by using psychology experiments to improve the Numerical ability of the students.

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