

Effect of Gender and Age on the Academic Achievement of B.Ed. Teacher Trainees

Dr.G. P. Bahubali¹, Dr. M. Shailaja²

Research Scholar, Department of Education, Dravidian University, Kuppam (A.P)^{1,2}

Abstract: The term Academic Achievement means academic abilities of a person shown in his work place and performance itself. It refers to scholastic aspects of the teacher educator and teacher at the end of educational program. The research study was undertaken to study the Academic Achievement of B.Ed. teacher trainees. The investigator has collected the data from 690 student teachers by stratified random sampling method. Academic Achievement i.e. marks of I and II semester was collected from the college administration and concerned teachers. The data collected was analysed by using mean, SD, mean \pm 1 SD, percentage analysis and t-test. The study shows that, out of 690 B.Ed. teacher trainees, 81.16% (560) teacher trainees are with moderate level of academic achievement followed by 10.29% (71) teacher trainees with low level of academic achievement and the remaining 8.55% (59) teacher trainee's exhibit high level of academic achievement; the variable '**gender**' has not significantly influenced the academic achievement of B.Ed. teacher trainees; and the variable **age group** has significantly influenced the academic achievement. Further, it is observed that lower the age group, higher will be the academic achievement of B.Ed. teacher trainees.

Keywords: Academic Achievement, Gender, Age Group and B.Ed. Teacher trainees.

I. INTRODUCTION

Academic Achievement is of paramount importance, particularly in the present socio economic and cultural context. Obviously in the school great emphasis is placed on the academic achievement right from the beginning of formal education. Academic Achievement is the knowledge attained or skill developed in the school subjects usually designated by test scores or assigned by teachers or by both. In other words, it is a specified level of attainment or academic work as evaluated by standardized test scores or assignments by teachers or by both. It is the teacher who play a pivotal role in the educational system and catalytic agent of change in the society. Teacher training programme helps a teacher to feel how a teacher thinks, feels about the ways in which a teacher tends to act as a teacher. The present research study was undertaken to know the academic achievement of B.Ed. teacher trainees in general and the effect of gender and age on their academic achievement, in specific.

II. NEED AND SIGNIFICANCE OF THE STUDY

This study will be useful to the teacher educators and teacher trainees as well as the education department, it will be useful for framing curriculum and construction methods that will promote the development of academic achievement of B.Ed. teacher trainees. Achievement means, an accomplishment or proficiency of performance in a given skills or body or knowledge. According to Dictionary of Education, academic achievement means the knowledge attained or skills developed. Academic achievements of teacher trainees are influenced by a number of factors which are classified by Gupta (1973) in three categories.

- Abilities (intelligence, scholastic, attitude).
- Effort (drive, achievement, motivation, aspiration)
- Environment (social, economic condition in home and school).

Academic achievement is more important for learning and personality development of teacher trainees. Assessing trainees progress by means of identifying what he has achieved in acquiring skills in academic matters is important as a means of attaining complete realization and it is unique responsibility of institution. Academic achievement also helps to shape the minds of students. Academic achievement is important because it prepares students for future careers. It also allows students to enter competitive fields. Academic achievement is often a sign of a refined intellect, which can help students in all areas of their lives.

Objectives of the Study

1. To find out the number and percentage of B.Ed. teacher trainees with low, moderate and high levels of academic achievement.

2. To find out significant difference, if any, in the academic achievement of the B.Ed. teacher trainees due to variation in their gender.
3. To find out significant difference, if any, in the academic achievement of the B.Ed. teacher trainees due to variation in their age group.

Hypotheses of the Study

1. There exists significant difference in the academic achievement of B.Ed. teacher trainees due to variation in their gender.
2. There exists significant difference in the academic achievement of B.Ed. teacher trainees due to variation in their age group.

Operational Definitions of Key Terms Used

Academic Achievement: According to Webster’s Third Micro International Dictionary (1961), achievement refers to ‘the capacity to achieve the desired results’. Oxford English Dictionary (2005), defines academic achievement as ‘the accomplishment, execution, carrying out, working out of anything ordered or undertaken, the doing of any action or work, something performed or done, an action in emphatic sense, a notable deed, achievement’. Academic achievement can be understood as one’s learning attainments, accomplishments or proficiencies in performing a given task in education.

In the present study, academic achievement refers to the marks obtained by the B.Ed. teacher trainees in I and II semester examination of the B.Ed. course.

Teacher Trainees: The term ‘Teacher Trainees’ refers to the students enrolled in the B.Ed. programme for the academic year 2014-2015 in Bangalore University area.

Methodology used in the Study

The present study was taken up to investigate to know the Academic Achievement of B Ed. Teacher Trainees of Bangalore University and to find out whether there exists significant difference in the academic achievement of the B.Ed. teacher trainees due to variation in their gender and age group. This study is a descriptive one adopting survey method. The study was conducted on a sample of 690 teacher trainees of B.Ed colleges affiliated to Bangalore University. The selection of B Ed student teachers was done on the basis of stratified random sampling technique. Academic Achievement - marks obtained by the B.Ed. teacher trainees in I and II Semester Examination of the academic year 2014-15. (Collected from the college administration and concerned teachers).

Data for the study on academic achievement of selected sample in the form of marks obtained by the B.Ed. teacher trainees in I and II Semester Examination of the academic year 2014-15 was collected by the investigator from the college administration and concerned teachers. The collected data were analysed by using mean, SD, mean ± 1 SD, percentages and t –test.

III. RESULTS AND DISCUSSION

The collected data were analysed by using mean, SD, mean ± 1 SD and percentages and the same presented in table – 1.

Table –1: Number and Percentage of B.Ed. Teacher Trainees Studying in B.Ed. Colleges with Low, Moderate and High Levels of Academic Achievement

Sl. No.	Academic Achievement	Low		Moderate		High	
		Mean - 1SD		In Between		Mean + 1SD	
		No.	%	No.	%	No.	%
1	Academic Achievement	71	10.29	560	81.16	59	8.55

Note: The Number and percentage of B.Ed. teacher trainees studying in B.Ed. colleges about the Academic Achievement has been arrived based on mean ± 1 SD.

With regard to the **Academic Achievement**, 81.16% (560) of teacher trainees are with moderate level of academic achievement followed by 10.29% (71) teacher trainees with low level of academic achievement and the remaining 8.55% (59) teacher trainees exhibit high level of academic achievement. It implies that, 91.45% (631) of the teacher trainees have moderate and low level of academic achievement. The reason for this may be that the B.Ed. programme is altogether different from the general basic degree course and more of practical work than theoretical one. This shows

that B.Ed. teacher trainees need more guidance and supportive systems from teachers regarding the academic aspects of the B.Ed. course.

Bar diagram with number and percentage of B.Ed. teacher trainee’s academic achievement as low, moderate and high levels is shown in Figure -1.

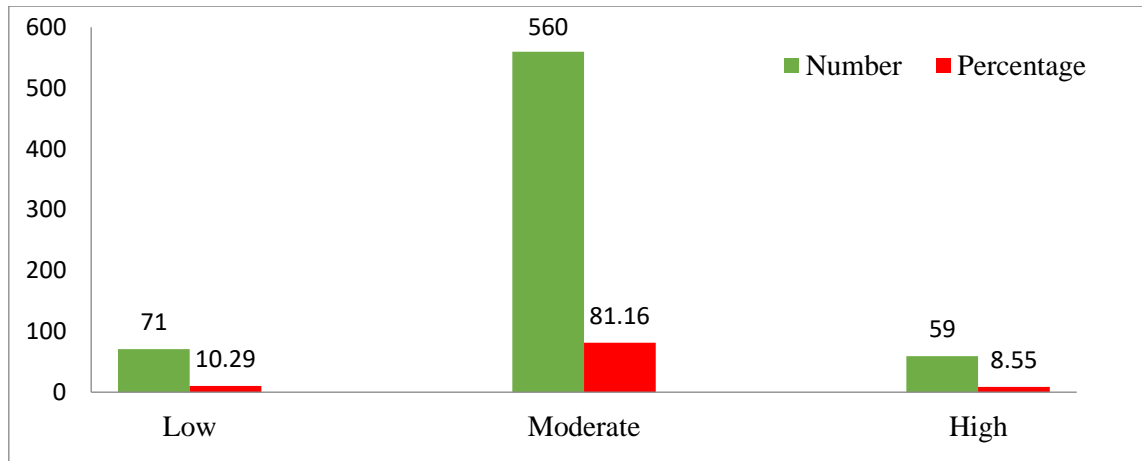


Fig 1: Number and Percentage of B.Ed. Teacher Trainees Academic Achievement as low, moderate & high.

Table 2: Mean and SD of the Academic Achievement Scores of B.Ed. Teacher Trainees based on their Gender and the calculated t-values

Dimension	Gender				Cal. t-values
	Men (N=337)		Women (N=353)		
	Mean	SD	Mean	SD	
Academic Achievement	1311.33	100.33	1319.54	97.73	1.09 @

Note: @- Not significant at 0.05 (<1.96).

With respect to academic achievement, the teacher trainees mean value variation in men and women B.Ed. teacher trainees do not differ significantly (mean values: 1311.33 and 1319.54), as the calculated t-value (1.09) is not significant at 0.05 level in table-2. It means, gender difference in the B.Ed. teacher trainees has not significantly influenced their academic achievement. Hence, the formulated hypothesis, ‘there exists significant difference in the academic achievement of B.Ed. teacher trainees due variation in their gender’ is rejected. The above findings are in agreement with the findings of Kaur (2015), Umadevi (2009) and Farooq (2003), and the same is not supported by the findings of Anuradha(2015), Monica(2011), Gurubasappa(2009), Usha(2007) & Shusma (2014)

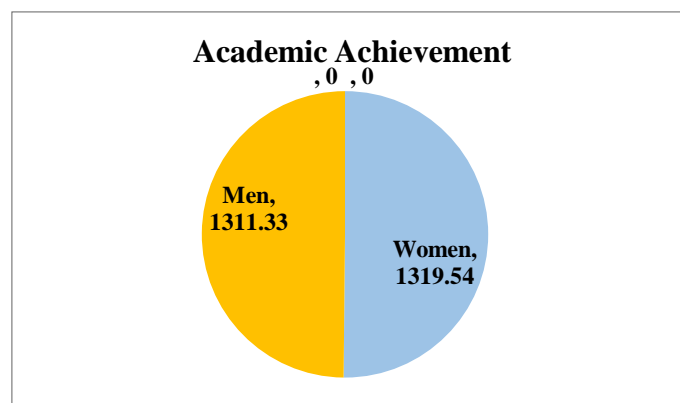


Figure - 5: Mean Scores of the Academic Achievement of B.Ed. Teacher Trainees with respect to their Gender.

The mean scores of academic achievement with respect to gender of B.Ed. teacher trainees are presented in the figure - 5 of the pie diagram.

From the above discussion, it can be concluded that, the variable **gender** has not significantly influenced the academic achievement of B.Ed. teacher trainees.

Table-3: Mean and SD of the Academic Achievement Scores of B.Ed. Teacher Trainees based on their Age Group and the calculated t-values

Dimension	Age Group				Calculated t-value
	21-25 (382)		26 & above (308)		
	Mean	SD	Mean	SD	
<i>Academic Achievement</i>					
Academic Achievement	1327.36	86.60	1300.85	110.94	3.53 *

Note: * Significance at 0.01 level (>2.58)

The t-value with respect to the academic achievement (t-value; 3.53) of B.Ed. teacher trainees is significant at 0.01 level indicating that the 21-25 age group and 26 & above age group teacher trainees are significantly differ in their academic achievement. Hence, the formulated hypothesis, ‘there exists significant difference in the academic achievement of B.Ed. teacher trainees due to variation in their age group’ is accepted. Further, it is observed that, the age groups of 21-25 teacher trainees have higher mean academic achievement score (1327.36) than their counterparts with 26 & above age group teacher trainees (1300.85). These findings are in contradiction with the results of the study by Kaur (2015). The mean scores of the academic achievement with respect to age group of B.Ed. teacher trainees are presented in the figure -3 of the pie diagram.

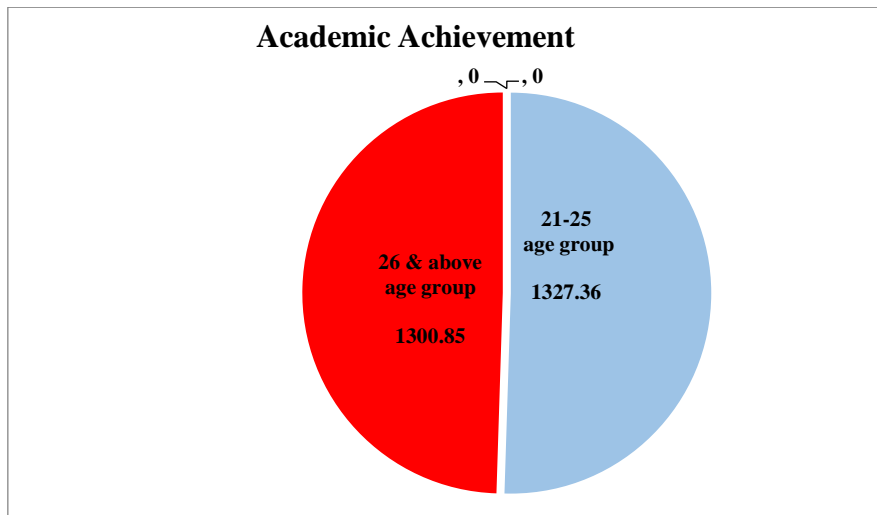


Fig.-7: Mean Scores of Academic Achievement of B.Ed. Teacher Trainees with respect to their Age Group.

To sum up, the variable **age group** has significantly influenced the academic achievement of B.Ed. teacher trainees. Further, it is observed that lower the age group, higher will be the academic achievement of B.Ed. teacher trainees.

Educational Implications

The study reveals that around 91 per cent of teacher trainees are showing moderate and low level of academic achievement. This indicates that, compared to their basic degree course, the B.Ed. course is more of practical oriented one. It is necessary to increase and upkeep the academic performance level of teacher trainees. For this, first and foremost, the teacher trainees need to be aware of their abilities, strengths and emotions accurately to understand themselves. To be effective in their teaching and training, the teacher trainees need to be self-confident, self-reliant and emotionally balanced in performing realistic and effective achievement as and when the situation demands. This facilitate them to work hard even under pressure and maintain positive approach. Also the teacher trainees should possess empathy, stress tolerance, high level of emotional intelligence.

The study also reveals that, the academic achievement of teacher trainees with age group 21-25 is better than their counterparts with 26 & above age group; Therefore, there is a need for proper assistance and support to improve the academic achievement of higher age group B.Ed. teacher trainees. This can be done by arranging special classes, individual attention, proper guidance and support academically, frequent tests and giving importance of bilingual way of teaching etc.

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