A STUDY OF ACADEMIC ACHIEVEMENT OF DIFFERENT STREAMS OF B. ED. STUDENTS

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Abstract

This study compares the academic achievement of different streams of B.Ed. students of Bhiwani and Palwal district of Haryana. Result of first year of 400 B.Ed. students from two government colleges and two private colleges were taken randomly for analysis of data. The result of analyzed data indicates that a significant difference exists i) Between male and female B.Ed. students of different streams. ii) Between rural and urban B.Ed. students. iii) Between English medium and Hindi medium B.Ed. students. iv) There is no significant difference between government and private B.Ed. students. v) Academic achievement was not normally distributed. vi) B.Ed. students possess high academic achievement. Based on the findings, the following recommendations were made i) That parents should devote more time and attention to their children ii) Government should provide better facilities in the colleges iii) Teachers should be motivated to use new techniques, instructional strategies and professional values in government colleges iv) Urban students participate effectively in co-curricular and extra-curricular activities so more hostel facilities should be provided to rural students so that they have less impact of their family v) Bilingual medium should be used by the teacher to explain the subject.

Keywords: *Academic achievement, B.Ed., Streams*

Students are assets for the educational institution. Academic achievement of the student plays a vital role in transforming economical and social structure of the nation. Academic achievement of each student depends upon learning environment, social, economical, personal and psychological factors. Most of researchers used the GPA (Grade point average) to evaluate the performance of the students in exams **(Stephan and Schaban, 2002).** Others used the percentage of their marks in previous exams. **(Tahir and Naqvi,2006).** Some used achievement test in a particular subject to evaluate the performance of the students. Education is growing as a profitable industry. Its needs is realized now-a-days as each corporate sector wants well educated good mannered, skilled and dynamic young students who can cope with the requirement of growing market. All the students have different abilities, these abilities help them to complete in the modern world. This is the reason that some students opt for

science, some for commerce and other for arts because of the individual differences among them.

Academic achievement or performance is the extent to which a student, teacher or institution has achieved their short or long term educational goals. Academic achievement represents performance outcomes that indicate the extent to which a person has accomplished specific goals that were the focus of activities in instructional environment, specifically in school, college and university.

Hansen, Joe B. (2000) has found that there are other factors like race, gender, sex that can affect student performance. Students achievement is also related with economical condition **(Goldman, N. 1988).** Those who are residing near the institution show better results. **Winston et al. (2002)** focused on student impatience that influences his own academic performance. **Kola Soyibo (1988)** elaborated that student performance is very much dependent on SEB (socio-economic back ground). The results of **Zimmerman (1999, 2001)** proved that student performance is reduced in the company of weak peers.

NEED OF THE STUDY:

It is found that the teaching method of science and maths students was slightly better than arts and commerce students. Results of science students were generally better than commerce and arts students. In order to see the difference of academic performance of different streams of B.Ed. students, this study was taken to compare the academic achievement in gender, rural and urban, govt. and private B.Ed. students.

OBJECTIVES OF THE STUDY:

1. To compare the academic achievement of male and female B.Ed. students of different streams.

2. To compare the academic achievement of rural and urban B.Ed. students of different streams.

3. To compare the academic achievement of government and private college B.Ed. students of different streams.

4. To compare the academic achievement of English and Hindi medium B.Ed. students of different streams.

HYPOTHESES:

i) B.Ed. students do not possess high academic achievement.

ii) There is no significant difference in academic achievement of male and female B.Ed. students of different streams.

iii) There is no significant difference in academic achievement of rural and urban B.Ed. students of different streams. iv) There is no significant difference in academic achievement of government and private college B.Ed. students of different streams.

v) There is no significant difference in academic achievement of English and Hindi medium B.Ed. students of different streams.

METHODOLOGY: The present study was carried out using the survey method of research. It was conducted on one variable (academic achievement) and on demographic variable.

POPULATION: The population of the study consists of two private/ government colleges of education of Bhiwani and Palwal district of Haryana.

SAMPLE: For the present study four colleges of education of Bhiwani & Palwal districts were taken from the population as sample. Total 400 B.Ed. students were taken as sample from the population by random sampling method; out of which 67 were male and 333 were female. 321 were rural and 79 urban students; and 81 were government and 319 were private college students; 145 were English medium and 255 were Hindi medium college students.

TOOL USED: B.Ed. first year marks were collected to assess the academic achievement of B.Ed. College students of different streams. Marks were collected from the university results of these students.

STATISTICAL TECHNIQUES USED:

The marks of the first year of B.Ed. students so obtained were analyzed. Mean, S.D. and critical ratio and chi-square test were used to find results.

RESULTS AND DISCUSSION:

Table-1: Academic achievement of B.Ed. college students.

Group	N	Mean	S.D.
Whole	400	461.69	10.12

Table-1 reveals that mean score of B.Ed. students of all streams is 461.69 which shows that all the students of different streams fall under the category of high academic achievement. Standard deviation is 10.12 which indicate that academic achievement widely dispersed.

Table-2: Distribution of academic achievement of B.Ed. students.

N	Low	Average	High	Ch-square value
400	Fo 35	Fo 284	Fo 81	18.17*
	Fe 64	Fe 272	Fe 64	

*Significant at .05 level (5.99) and at .01 level (9.2)

Table-2 reveals that academic achievement of B.Ed. students was not normally distributed. Hence, the hypothesis, "the B.Ed. students do not possess high academic achievement" is rejected as the academic achievement of these students was high.

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Table-3: Comparison of academic achievement of male and female B.Ed. students.

Group	N	Mean	S.D.	CR value
Male	67	455.0	9.89	
Female	333	463.05	8.78	6.192*

Significant at .05 level (1.96) and .01 level (2.60).

Table-3 reveals that mean score of female students (463.05) was slightly higher than male students (455.0). CR value is 6.192 which was found to be significant at .05. It indicates that there exists significant difference in academic achievement of male and female B.Ed. students of different stream. Hence, the hypothesis, "there is no significant difference between the academic achievement of male and female B.Ed. students of different streams" is rejected.

Table-4: Distribution of academic achievement of male and female B.Ed. students.

Group	N	Low	Average	High	Chi-square value
Male	67	Fo 3	Fo 22	Fo 20	
		Fo 11	Fe 45	Fe 11	23.56*
Female	333	Fo 35	Fo 233	Fo 65	
		Fo 53	Fe 227	Fe 53	8.97**

**Significant at .05 level (5.99) but not significant at .01 level (9.2).

Table-4 reveals that chi-square values are higher than table value at .05 level hence, the distribution of academic achievement of male and female B.Ed. college students were not normal. Academic achievement is widely dispersed among both male and female students.

Table-5: Comparison of academic achievement of rural and urban B.Ed. college students.

Group	N	Mean	S.D.	CR value
Rural	321	460.18	9.67	
Urban	79	467.8	8.23	7.14*

Significant at .05 level (1.96) and .01 level (2.60)

Table-5 reveals that mean score of urban students (467.8) was slightly higher than rural students (460.18). CR value is 7.14 which express significant difference in academic achievement of rural and urban B.Ed. students of different stream. Hence, the hypothesis, "there is no significant difference exists between the academic achievement of rural and urban B.Ed. students of different streams" is rejected.

Table-6: Distribution of academic achievement of rural and urban B.Ed. students.

Group	N	Low	Average	High	Chi-square value
Rural	321	Fo 36	Fo 188	Fo 97	
		Fo 51	Fe 219	Fe 51	50.20*
Urban	79	Fo 2	Fo 50	Fo 27	
		Fo 12	Fe 55	Fe 12	27.53*

* Significant at both .05 level (5.99) and .01 level (9.210)

The obtained chi-square values with df 2 is greater than the table value even at .01 level of significance. The null hypothesis is rejected. The difference is highly significant. It may be stated that distribution of academic achievement is not normally distributed among rural and urban B.Ed. students.

Table-7: Academic achievement of government and private B.Ed. students.

Group	N	Mean	S.D.	C.R. value
Govt.	81	465.24	9.78	
Private	319	460.788	9.29	1.20*

* Not significant at .05 level (1.96).

Table-7 reveals that CR value is 1.20 which is smaller than table value even at .05 level (1.96). It is non-significant. The null hypothesis is accepted at.05 level of significance. It may be interpreted that there is no significance difference between B.Ed. students of government and private college. Hence, the hypothesis, "there is no significant difference between the academic achievement of government and private college B.Ed. students" is accepted.

Table-8: Distribution of academic achievement of government and private B.Ed.

College students.

Group	N	Low	Average	High	Chi-square value
Govt. college students	81	Fo 2 Fe 13	Fo 50 Fe 55	Fo 29 Fe 13	29.44*
Private College	319	Fo 18 Fe 51	Fo 230 Fe 217	Fo 71 Fe 51	34.20*

*Significant at both .05 level (5.99) and .01 level (9.21)

Table-8 reveals that obtained chi-square values are higher than the table value both at .05 and .01 level of significance. This shows that distribution of academic achievement of government and private B.Ed. college students was not normally distributed.

Table-9: Distribution of academic achievement of English and Hindi medium B.Ed. students.

Group	N	Mean	S.D.	C.R. Value
English medium	145	469.38	8.35	
Hindi medium	255	457.31	9.84	13.034*

*Significant at .05 level (1.96) and .01 level (2.60).

Table-9 reveals that CR value is 13.034 which is higher than the table value both at .05 and at .01 level of significance. The null hypothesis, "there is no significant difference in academic achievement of English and Hindi medium B.Ed. students" is rejected. It shows that difference between English and Hindi medium students is highly significant. It indicates that English medium students performance is significantly higher than Hindi medium students.

Table-10 :- Distribution of academic achievement of English and Hindi medium B.Ed. students.

Group	N	Low	Average	High	Chi-square value
English medium	145	Fo 6 Fe-23	Fo 69 Fe 99	Fo 75 Fe 46	48.41*
Hindi medium	255	Fo 51 Fe 41	Fo 225 Fe 173	Fo 25 Fe 41	89.84*

*Significant at both .05 level (5.99) and .01 level (9.21).

Table-10 reveals that chi-square values are higher than the table value both at .05 and .01 level of significance. It shows that distribution of academic achievement of English and Hindi medium students was not normally distributed.

EDUCATIONAL IMPLICATIONS: Following points should be considered to accelerate the academic achievement in the students:

(i) Students who achieve better in the first year should be motivated to clear various competitive exams for better future in teaching as well as non-teaching field.

ii) Enhance learning facilities and better communication skills can improve academic achievement.

iii) Proper guidance from parents and teacher can improve academic achievement of the students.

iv) Motivate female and rural students to participate actively in co-curricular and extra-curricular activities.

v) Government should provide better facilities in the institution for effective teacher learning process.

vi) Motivate the teachers to use new techniques, instructional strategies and adopt professional values.

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