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November 2014 Vol - 2 Issue- 11

## A STUDY OF ACADEMIC ACHIEVEMENT OF B.ED STUDENT TRAINEES IN RELATION TO THEIR SELF CONCEPT

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### ABSTRACT

*The aim of the study is to find out academic achievement of B. Ed student trainees relation to their self- concept. For this purpose the sample was selected from different B. Ed colleges of Hassan district. The sample consisted of 100 student trainees, out of 100 student trainees 50 male and 50 female student trainees were taken. A standardized test was administered as a tool for data collection. Mean, SD, Standard error of mean and t-ratio were used to analyze the data. The study revealed significant relationship between academic achievement and self- concept.*

**KEYWORDS:** *Scholarly Achievement, Human Execution, Academic Achievement.*

### INTRODUCTION

The present training framework means to change the conduct of understudies as per their needs and desire of society. Every individual have a right to get instruction. So training is crucial for the development and advancement of individual and also society. Education has a huge effect on society. Training has been respected in all social orders and

through mankind's history both as an end in itself and as a mean for the vitality of instruction protection and upgrade of the intrinsic poise of the human. Instruction is the methodology of creating the limits and possibilities of the individual in order to set up that single person to be effective in a particular society or society. From this point of view, training is serving

essential as an individual advancement capacity. Instruction starts during childbirth and continues throughout life.

In our general public scholarly accomplishment is considered as a key rule to judge one's aggregate possibilities and limits. Hence scholastic accomplishment involves an essential place in training and additionally in the learning procedure. Scholarly accomplishment is characterized by Crow and Crow (1969) as the degree to which a learner is benefitting from guideline in a given zone of learning i.e. accomplishment is reflected by the degree to which aptitude and information has been granted to him. Scholarly accomplishment additionally means the learning achieved and ability created in the school subject, typically planned by test scores. Accomplishment is affected by identity, inspiration, opportunities, training and preparing. There are a few different elements likewise which impact the scholarly accomplishment of understudy like study-propensity, thought toward oneself, financial status, sagacity and so on. The mental build, the thought toward oneself is basically private despite the fact that it is to a limited extent deciphered vigorously by the convictions was expressed. Sidhu (1987) characterized thought toward oneself as those recognitions, convictions, and emotions disposition and qualities which the individual view on portraying himself. Continuously human execution is impacted by numerous components out of insights and thought toward oneself can be helpful regarding knowing themselves and judgment of every individual makes of himself.

Investigations of the relationship between thought toward oneself and accomplishment in instructive settings have been a real center of exploration and hypothesis for some a long time (Hamachek, 1995; House,

1996; Hattie, 1992; Marsh et al., 1988; Burns, 1979). Research has upheld the conviction that there is a persevering and noteworthy connection between the thought toward oneself and scholastic accomplishment. It has additionally been noted that this relationship has been accounted for youngsters all evaluation levels, from the essential evaluation levels through school (Mc Candless and Evans, 1973; Adeniran, 1985; Salawn, 1991). Scholarly achievement and positive thought toward oneself hlikewise been demonstrated to be absolutely associated in Black and Hispanic kids (Vasquez, 1974; Borovetz, 1975). Ram Kumar (1972) discovered positive and critical relationship between thought toward oneself and scholarly accomplishment. Sharma (1979) reported that thought toward oneself influences scholarly accomplishment So the present paper endeavors to concentrate on the relationship of scholarly accomplishment of the understudy trainees to their thought toward oneself.

### **STATEMENT OF THE PROBLEM**

A study of " Academic achievement of B. Ed student trainee's in relation to their self concept."

### **OBJECTIVES**

1. To study the self-concept of student trainees.
2. To study the academic achievement of student trainees
3. To find the differences between the self-concept of male and female student trainees.
4. To study the effectiveness of self concept and academic achievement.

### **HYPOTHESIS**

1. There is no difference between the male and female student trainees self concept.

2. There is no difference between the male and female student trainees academic achievement.
3. There is no significant relationship between self-concept and academic achievement

**TOOLS**

- ▲ Self concept inventory for adult by Dr. Beena shah
- ▲ Percentage of graduation marks of B.Ed student trainees were taken as academic achievement.

**METHOD**

Descriptive survey method was used in the present study.

**SAMPLE**

For the present study, the sample was selected from the different B. Ed college of Hassan district .The sample consisted of 100 student trainees ,out of 100 student trainees 50 male and 50 female.

**STATISTICAL TECHNIQUES**

- Measures of central tendency
- Arithmetic's mean
- SD
- T-test

**Table -1 Mean, SD,SEm and t-value to locate difference in self-concept of male and female student trainees.**

sample	N	mean	S.D	T-value	significant
male	50	2.54	1.47	.62	NS
female	50	2.45	1.51		

Table-1 :deals the that homely environment makes no difference to the sexes as the same congenial environment makes no difference the sexes as the same congenial environment for both male and female is

provided in college . Both are taught by same teacher and same method of teaching having same facilities. In present society teacher and teachers and parents provided equal opportunities

**Table -2 Mean, SD,SEm and t-value to locate difference in academic achievement of male and female student trainees.**

sample	N	mean	S.D	T-value	significant
male	50	19.90	3.79	.00(two-tailed)	S
female	50	18.21	5.80		

Table-2: deals that academic achievement difference in male and female trainees.

**Table -3: t value of the variable of self concept and academic achievement of the whole sample**

SL.no	Variables	N	Mean	S.D	t-value	Level of signifnace
1	Self-concept	100	14.15	6.55	.481	NS
2	Academic achievement	100	13.84	7.80		

Table-3 the variable of self concept plays a significant role in achievement of student trainees reason for above result may

be that self concept makes to solve the academic problems student by knowing them self.



## CONCLUSION

There is no significant difference in the self concept of male and female student trainees. The computed t-value 0.62 not significant at 0.05 and 0.01 level significance. It reveals that hypothesis -1 is accepted. There is significant difference between male and female academic achievement. So hypothesis is rejected. There is no significant relationship between self concept and academic achievement of student trainees. The t-value 0.048 is not significant at 0.05 and 0.01 level

## EDUCATIONAL IMPLICATION

The knowledge of psychological variable like self concept and academic achievement among teacher trainees is of great importance in designing the educational program to suit their needs with socio-economic background.

The findings of present study may help teacher trainees to solve the problems concerning to their teaching and capabilities. It also helpful to understand concept self concept and its varied domains. The present study may be discussed in seminars, workshops organized for the teacher trainees, educationist, teacher etc

## SUGGESTION FOR FURTHER RESEARCH

- ✓ Different studies can be conducted in different states.
- ✓ It may be conducted in different fields like engineering technology and at educational institutions.
- ✓ Large sample may be taken for more reliable results.
- ✓ The study of self concept and academic achievement with other variable like teaching, attitude, mental health etc

## REFERENCES

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