

Vol 7 Issue 2 Nov 2017

ISSN No : 2249-894X

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*Monthly Multidisciplinary  
Research Journal*

*Review Of  
Research Journal*

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## “A STUDY OF ACADEMIC ACHIEVEMENT OF STUDENT TEACHERS IN RELATION TO THEIR SELF CONCEPT”



### ABSTRACT:-

**T**eacher Education means, all the formal and non – formal activities and experiences that help to qualify a person to assume responsibilities of member of the educational profession or to discharge his responsibilities more effectively.

This study is concerned with the Academic Achievement and Self Concept of 100 student teachers of Vijayapur District. The investigator has identified the high and low academic performance of the student teachers, based on second semester annual examination with respect to various colleges of education in Vijayapur District. The collect data regarding their Self Concept it is a standardize scale developed by Dr. (Mrs.) Pratibha (1998) Rtd, Professor and Head Department of Education Bombay University. Result reflects that there is negligible positive relationship between Academic Achievement and Self Concept of Students Teachers.

**KEYWORDS:** Academic Achievement, Self Concept, Teacher Education.

### INTRODUCTION :

Elementary and secondary education is the backbone of a progressing nation and the teachers are pivot in any system of education as he has a key role to

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perform in this whole process. Therefore each nation devotes considerable attention and effort for the education of its teacher education. The supreme function of these institutions is to make pupil teachers aware of their high mission and impart a new vision of the responsibility of teachers in the education of children and youth, the most precious wealth of the nation. The teacher training institutes arose as a way of meeting pressing social needs. These did not arise as to pursue theory and research in education. The emphasis was on technical or practical matters, but from the last fifty years the concept of teacher education has undergone radical changes due to the growing recognition among institutions that primary schools are becoming different and consequently the traditional qualification would not provide teachers adequately appeared for the service in these schools. Hence it is very important to plan for the preparation of teachers in such a way according to such standards that they are properly equipped to plough this important role. Therefore the teacher education program should be planned to develop a well integrated harmoniously built and effective teaching personality.

According to Goods Dictionary of Education, Teacher education means, —all the formal and non-formal activities and experiences that help to qualify a person to assume responsibilities of a member of the educational profession or to discharge his responsibilities more effectively.

### ASPECTS OF TEACHER EDUCATION:

Teacher education is concerned with the

aspects such as, who (Teacher Educator), whom (Student teacher), what (Content) and how (Teaching Strategy). Teacher education is dependent upon the quality of teacher educators. The quality of pedagogical inputs in teacher education programmes and their effective utilization for the purpose of preparing prospective teachers depend largely on the professional competence of teacher educators and the ways in which it is utilized for strengthening the teacher education programme. Teacher education, thus, first deals with the preparation of effective teacher educators. Teacher education reaches out to the student teachers by providing the relevant knowledge, attitude and skills to function effectively in their teaching profession. It serves to equip the student teachers with the conceptual and theoretical framework within which they can understand the intricacies of the profession. It aims at creating the necessary attitude in student teachers towards the stakeholders of the profession, so that they approach the challenges posed by the environment in a very positive manner. It empowers the student teachers with the skills (teaching and soft skills) that would enable them to carry on the functions in the most efficient.

### **VISION FOR TEACHER EDUCATION:**

UNICEF's overarching goal for Teacher Education (TE) is to strengthen government systems that enhance the capacity of teachers to deliver quality education - with equity. Specifically, the following changes are planned: Professionalization of the teaching profession by establishing stronger linkages with the higher education sector and promoting longer duration (four- or five-year) pre-service courses for teachers, along with continuous in-service professional development opportunities that nurture teachers through a process of personal transformation and growth. A strong cadre of teacher educators who have a clear vision and understanding of NCF 05 and RTE, practical experience in applying these in classrooms, and strong facilitation and mentoring skills Training programmes that use constructivist methodologies that enable teachers to reflect on their beliefs, attitudes and classroom experience, and to discuss together to plan the innovations they want to bring into their own classrooms. A culture of continuous collaboration with Teacher Resource Centre's having a variety of reading materials and resources regularly used by Trainers and Teachers, and Teacher Mentors who offer regular on-site support to teachers. Teachers that are empowered to become reflective practitioners, equipped with the vision, attitudes, knowledge and skills required to design effective classroom strategies to meet diverse learners' needs, along with the freedom and support needed to implement these.

### **OPERATIONAL DEFINITIONS OF THE STUDY**

#### **1. Academic Achievement**

Academic Achievement means the performance of the students based on the annual examination marks assigned by the subject teacher as per the departmental rules for promotion to the next standard.

#### **2. Student's Teachers**

Student teaching is a college-supervised instructional experience; usually the culminating course in a university or college undergraduate education or graduate school program leading to teacher education and certification.

#### **3. Self-Concept**

The term self-concept is a general term used to refer to how someone thinks about, evaluates or perceives themselves. To be aware of oneself is to have a concept of oneself.

Baumeister (1999) provides the following self concept definition: "The individual's belief about himself or herself, including the person's attributes and who and what the self is".

**Statement of the Problem:** "A Study of Academic Achievement of Student Teachers In Relation To Their Self Concept"

**NEED AND IMPORTANCE OF THE STUDY:**

Studies have shown that the academic performance of the student-teachers is adversely affected by low aspiration, negative attitude, lack of creativity, lack of interest in teaching. Therefore it becomes very necessary to explore empirically and find out the self concept of the student-teachers affect or have anything to do with their achievement.

Research in this area helps the teacher educators to understand the problems of the candidates who take up the course. This implies that 'Prevention is better than Cure'. Teacher educators may help the entrants in the beginning itself to realize to what extent they are capable of accepting role in the profession. The earlier identification of such needs will certainly help the trainees to adjust themselves or develop positive attitude and personality by the end of the course.

**OBJECTIVES OF THE STUDY:**

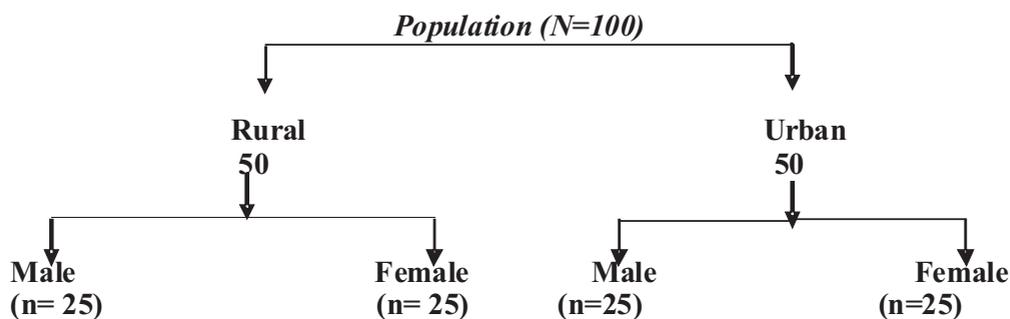
1. To study the academic achievement of student-teachers.
2. To study the relationship between academic achievement and self concept of student-teachers.
3. To study the relationship between academic achievement and self concept of male and female student-teachers.
4. To study the relationship between academic achievement and self concept of rural and urban student-teachers.

**RESEARCH HYPOTHESES:**

1. There is relationship between academic achievement and self concept of male and female student-teachers.
2. There is relationship between academic achievement and self concept of rural and urban student-teachers.
3. There is relationship between academic achievement and self concept of rural male and female student-teachers.
4. There is relationship between academic achievement and self concept of urban male and female student-teachers.

**POPULATION AND SAMPLE OF THE STUDY:**

In the present study the researcher has employed the method of stratified random sampling technique. A total 100 student-teachers of B.Ed were selected for the study, from various colleges of Vijayapur District, which comprising 50 sample which includes both male and female student-teachers. Accordingly in all, a sample of 100 students -teachers of B.Ed class was drawn for the present study.



**METHODOLOGY:**

**Tools of the Research:**

**For the present study the following tools were used**

1. Self Concept Scale - developed by Dr. (Mrs.) Pratibha (1998)
2. Academic Achievement Score - For measuring academic achievement the aggregate marks of the annual

second semester examination of the student-teachers of B.Ed class were collected.

**STATISTICAL TECHNIQUES EMPLOYED:**

**For the present study following statistical techniques were employed**

- + Mean, Standard Deviation, T-test and Correlation were used
- + For determining the correlation, Pearson’s product moment correlation formula was used.

**Null Hypotheses:**

For the purpose of analysing the data and to draw conclusion, the following null hypotheses were formulated.

1. There is no significant relationship between academic achievement and self concept of male and female student-teachers.
2. There is no significant relationship between academic achievement and self concept of rural and urban student-teachers.
3. There is no significant relationship between academic achievement and self concept of rural male and female student-teachers.
4. There is no significant relationship between academic achievement and self concept of urban male and female student-teachers.

**RESULTS AND DISCUSSION:**

**Null Hypotheses 1:** There is no significant relationship between academic achievement and self concept of male and female student-teachers.

**Table No: 1**

**Table indicating the relationship between academic achievement and self concept of the male and female student teachers.**

Gender	N	Mean	SD	t-value	r- value	Academic Achievement	Level of significance
Male	50	186.86	43.47	-3.575	.261	74.80	Nil
Female	50	213.60	30.12			80.48	

The above table indicate that the female student teachers have higher self concept (213.60) than the male student teachers (186.86) accordingly the higher self concept of female student teachers has helped them to have high academic achievement.

Therefore, it is concluded that the female student teachers have high self concept and high academic achievement thus the self concept is directly related to academic achievement. The degree of relationship was found to be (0.261). However, the table also indicates that there is difference in self concept among male and female student teachers (-3.575).

**Null Hypotheses 2:** There is no significant relationship between academic achievement and self concept of rural and urban student-teachers.

**Table No: 2**

**Table indicating the relationship between academic achievement and self concept of the male and female student teachers.**

Place	N	Mean	SD	t-value	r- value	Academic Achievement	Level of significance
Rural	50	206.32	25.69	6.586	.700	77.71	0.01
Urban	50	194.14	49.26			77.57	

The above table indicate that the rural student teachers have higher self concept (206.32) than the urban student teachers (194.14) accordingly the higher self concept of rural student teachers has helped them to have high academic achievement.

Therefore, it is concluded that the rural student teachers have high self concept and high academic achievement thus the self concept is directly related to academic achievement. The degree of relationship was found to be (0.700). However, the table also indicates that there is difference in self concept among rural and urban student teachers (6.586).

**Null Hypotheses 3:** There is no significant relationship between academic achievement and self concept of rural male and female student-teachers.

**Table No: 3**

**Table indicating the relationship between academic achievement and self concept of the rural male and female student teachers.**

Rural	N	Mean	SD	t-value	r- value	Academic Achievement	Level of significance
Male	25	212.72	36.319	2.347	.856	75.33	0.01
Female	25	214.48	23.05			80.10	

The above table indicate that the rural female student teachers have higher self concept (214.48) than the rural male student teachers (212.72) accordingly the higher self concept of rural female student teachers has helped them to have high academic achievement.

Therefore, it is concluded that the rural female student teachers have high self concept and high academic achievement thus the self concept is directly related to academic achievement. The degree of relationship was found to be (0.856). However, the table also indicates that there is difference in self concept among rural male and female student teachers (2.347).

**Null Hypotheses 4:** There is no significant relationship between academic achievement and self concept of urban male and female student-teachers.

**Table No: 4**

**Table indicating the relationship between academic achievement and self concept of the urban male and female student teachers.**

Urban	N	Mean	SD	t-value	r- value	Academic Achievement	Level of significance
Male	25	175.56	54.00	-2.855	.248	74.28	Nil
Female	25	198.16	26.02			80.87	

The above table indicate that the urban female student teachers have higher self concept (198.16) than the urban male student teachers (175.56) accordingly the higher self concept of urban female student teachers has helped them to have high academic achievement.

Therefore, it is concluded that the urban female student teachers have high self concept and high academic achievement thus the self concept is directly related to academic achievement. The degree of relationship was found to be (0.248). However, the table also indicates that there is difference in self concept among urban male and female student teachers (2.855).

#### **FINDING OF THE RESEARCH:**

1. As per the findings indicated table No 1 it is found that female student teachers are more better than the male student teachers in respect of their self concept and academic achievement. This suggests that the female student teachers are to be encouraged to take up further higher education so, that they play a significant role in constructing their might for the constructive development and progress of the society in general and trend education in particular.
2. As per the findings indicated table No 2 it is found that rural student teachers are more better than the urban student teachers in respect of their self concept and academic achievement. This suggests that the rural student teachers are to be encouraged to take up further higher education.
3. As per the findings indicated table No it is found that rural female student teachers are more better than the rural male student teachers in respect of their self concept and academic achievement. This suggests that the rural female student teachers are to be encouraged to take up further higher education.
4. As per the findings indicated table No 2 it is found that urban female student teachers are more better than the urban male student teachers in respect of their self concept and academic achievement. This suggests that the urban female student teachers are to be encouraged to take up further higher education.

#### **LIMITATIONS OF THE STUDY**

1. A study of Academic achievement of student-teachers in relation to their self concept is restricted to B.Ed students of Vijayapur District.
2. The present study is confined to only 100 student-teachers of B.Ed.
3. The present study is limited only to the 4 colleges of Vijayapur District.
4. The study is limited only to the sample collected by the research investigator.
5. The present study is limited only to the B.Ed Student-Teachers of Vijayapur District.

#### **CONCLUSION:**

The study has established that the self-concept of students teachers academic performance in indirectly through students teachers effort in learning. By implication, counselors are expected to put much premium on these constructs in any attempt to counsel student teachers to overcome their academic challenges. In view of this, teachers, parents, and indeed all stakeholders have it as a duty to consider this self-concept constructs of student teachers since they influence the development of positive self-concept among student teachers when dealing or interacting with them. Also, they must help, monitor and supervise students to have private time table for learning and to guide them in their day-to-day learning since such effort boost students' academic performance significantly, that they play a significant role in constructing their might for the constructive development and progress of the society in general and trend education in particular.

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