A STUDY OF ACADEMIC ACHIEVEMENT AMONG B.ED. TRAINEES IN RELATION TO THEIR LOCALITY OF HOME

BORUGADDA VARA PRASAD

Research Scholar Education

Dravidian University, Kuppam

Andhra Pradesh

Abstract: Academic achievement is the performance of students in the field of education and the types of environment found at locality of home plays, perhaps, a very important role in determining academic achievement in children.. The child rearing issue is of major concern in contemporary society. To find out the difference in levels academic achievement among the B.Ed. trainees due to variation in respect of their religion. Survey method has been used for the conduct of the present study. A sample of 470 B.Ed. trainees have been selected by using simple random sampling method from the above said population of B.Ed. trainees of Guntur district

Key Words: Academic achievement, locality of home

Introduction:

Achievement may be defined as a change in the behaviour of student and direction. It is an important and essential constituent in the process of evaluation. Achievement in the context of teaching-learning refers to learning attainments, proficiencies, accomplishments, etc.

An achievement test helps assessment of the attainment or accomplishments of an individual after a period of learning or training. It is designed to measure a student's knowledge, skills, understanding etc., in a particular subject.

Objectives:

1.   To find out the difference in levels academic achievement among the B.Ed. trainees due to variation in respect of their locality of home.

Hypothesis:

1.   There may not be any significant difference in the academic achievement of the B.Ed. trainees due to variation in the locality of home.

Assumptions:

The assumptions for the current study are furnished hereunder:

It is possible to adopt the tools to know existing Academic achievement

Delimitations:

Following are the boundaries of the present research.

1. The investigation is limited to the B.Ed. trainees only.

2. Levels of achievement among B.Ed. trainee have been assessed confining to their gender,

3. The study was limited only to Guntur district of Andhra Pradesh State.

Limitations of the study:

1. The researchers did not make attempt to study other dimensions of achievement life achievement factors etc.

Survey Method:

       b)   Survey method has been used for the conduct of the present study.

Locale of the Study and Population:

       c)   The population of the study comprises B.Ed. trainees from 4 talukas of Guntur district, namely Guntur, Tenali, Narasaraopet, Gurazala. These trainees have been undergoing B.Ed. training in Government-Aided and Private Colleges of Education that are affiliated to Acharya Nagarjuna University, Guntur. There have been 3000 trainees studying in these colleges.

Sample:

A sample of 470 B.Ed. trainees have been selected by using simple random sampling method from the above said population of B.Ed. trainees of Guntur district.

3.13 Table showing the sample distribution details based on Locality of home

Locality of home	Number	Percentage
Rural	318	67.65
Urban	152	32.34
Total	470	100%

The table shows the sample distribution details based on Locality of home. It reveals that, out of 470 B.Ed. trainees 318 (67.65 Rural, 152 (32.34%) of B.Ed. trainees were selected as sample for the study.

Graph -3.11: Showing the sample distribution details based on Locality of home
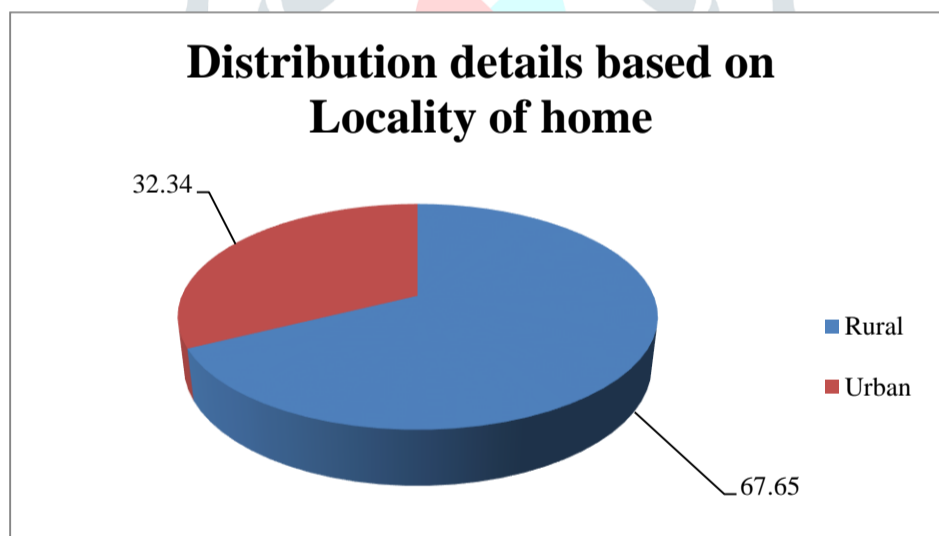
5.11 Tools:

The following tools are used in the present study: Acharya Nagarjuna University B.Ed. Final Examinations

5.11.4 Data collection:

The above tools have been put together in the form of a booklet along with preliminary data sheet. The researcher met all the B.Ed. Principals personally in connection with data collection. Student's final examination marks were taken finally researcher was able to collect 470 students' data of 25 Colleges of 4 talukas. The sample of the study constituted the whole pool of 470 B.Ed. trainees of college of educations in Guntur District. The entries made by the B.Ed. trainees were transferred on the scoring sheet of each item and it was analysed.

5.12 Statistical techniques used in the study

The following statistical approaches were used for the analysis of the data

      1.   Mean,

2. Standard deviation,

3. Chi square test

Analysis of the data and interpretation:

Table No: 4.65 showing the cross tabulation based on Locality of home and Academic achievement of B.Ed. trainees

Academic Achievement * locality Cross tabulation					
			Locality		Total
			Rural	Urban	
Academic Achievement	40-49 marks	Count	3	0	3
		% within academic	100.0%	.0%	100.0%
		% within locality	.9%	.0%	.6%
		% of Total	.6%	.0%	.6%
	50-59 marks	Count	9	5	14
		% within academic	64.3%	35.7%	100.0%
		% within locality	2.8%	3.3%	3.0%
		% of Total	1.9%	1.1%	3.0%
	60-69 marks	Count	147	85	232
		% within academic	63.4%	36.6%	100.0%
		% within locality	46.2%	55.9%	49.4%
		% of Total	31.3%	18.1%	49.4%
	70-79 marks	Count	154	59	213
		% within academic	72.3%	27.7%	100.0%
		% within locality	48.4%	38.8%	45.3%
		% of Total	32.8%	12.6%	45.3%
	Above 80 marks	Count	5	3	8
		% within academic	62.5%	37.5%	100.0%
		% within locality	1.6%	2.0%	1.7%
		% of Total	1.1%	.6%	1.7%
Total		Count	318	152	470
		% within academic	67.7%	32.3%	100.0%
		% within locality	100.0%	100.0%	100.0%
		% of Total	67.7%	32.3%	100.0%

(**Note:** Chi-square Test cannot be performed as there is an assumption that for performing Chi-square Test, no cell frequency should be less than 5. Therefore, when cell frequencies are less than 5, the 'Fisher Exact Test' contingency table is performed).

From the above table represents the Academic achievement and locality of respondents and cross tabulation. 40-49 marks respondents with Nuclear family are (100%), joint family are (0%), 50-59 marks respondents with Nuclear family are (64.3%), joint family are (35.7%), 60-69 marks respondents with Nuclear family are (63.4%), joint family are (36.6%), 70-79 marks respondents with Nuclear family are (72.3%), joint family are (27.7%), above 80 marks Nuclear family are (62.5%), joint family are (37.5%).

Table No: 4.66 showing the Chi-square test value based on Locality of home and Academic achievement of B.Ed. trainees

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	5.659[a]	4	.226

Likelihood Ratio	6.582	4	.160
Linear-by-Linear Association	1.476	1	.224
N of Valid Cases	470		

a. 4 cells (40.0%) have expected count less than 5. The minimum expected count is .97.

The chi-square values test represents the Aggression and locality of respondents and cross tabulation. The calculated value is (5.569) and significant value is (0.226) the hypothesis is accepted so there is no significant difference in the Aggression scores of B.Ed. trainees due to locality.

Findings and Conclusion:

The chi-square values test represents the Aggression and locality of respondents and cross tabulation. The calculated value is (5.659) and significant value is (0.226) the hypothesis is accepted so there is no significant difference in the Aggression scores of B.Ed. trainees due to locality.

The hypothesis that there may not be any significant difference in the level of academic achievement among the B.Ed. trainees due to variation in their locality has been verified with chi-square test. The calculated value is (5.659) and significant value is (0.226) the hypothesis is accepted so there is no significant difference in the academic achievement of B.Ed. trainees due to locality.

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