



Relationship between Academic Achievement Self-Directed Learning of B.Ed. Students

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Abstract

In the present study the investigator has adopted the relationship between academic achievement self-directed learning of B.Ed. students. The Academic Achievement obtained B.Ed. I years semester marks and Self-Directed Learning constructed and validated by the investigator, were used to collect the data from a sample of 490 B.Ed. students studying in Cuddalore District of Tamilnadu State, India. The survey method had been followed and simple random sampling technique was used in administration of the research tools. The result of the analysis reveals that the academic achievement and self-directed learning are average level of higher secondary students, there is significant difference in the academic achievement and self-directed learning of B.Ed. students with respect to their gender, there is significant and positive relationship between academic achievement and self-directed learning of B.Ed. students..

Key Words: Academic Achievement, Self-Directed Learning, Gender and B.Ed. Students

1. Introduction

Academic achievement is the accomplishment or acquired proficiency in the performance of an individual in a given skill body of knowledge. Academic achievement means 'knowledge attained and skill developed in the school subjects usually designated by test scores or by marks assigned by teachers or by both. Academic achievement is the criterion for selection, promotion or recognition in various walks of life, the importance of Academic achievement can't be ignored.

2. Need and Importance of the Study

Academic Achievement is the foremost weapon for social change. Newly formed branches of knowledge and the techniques of education facilitate the physical, mental, emotional development of learners. Schools have a role in acquainting the students with the nature of changing field of education and in making necessary changes in the instructional techniques. In the modern world of technological innovations, all educational institutions are trying to improve their quality in terms of facilities and academic outputs.

3. Review of Literature

Yamini Salian (2023) conducted a study on correlation between study habits on academic achievement of B. Ed. distance learners. The present study was comprised of 300 B.Ed distance learners from YCMOU and IGNOU. There was found to be a significant relationship between the study habits of more than 40 years of age of B.Ed distance learners and academic achievement. Also, there is a relationship between the study habits of male B.Ed distance learners and academic achievement. It was also found that there was no effect of study

habits on Academic Achievement of B.Ed distance learners with regards to the type of school which they are teaching.

Rashid and Asghar (2016) conducted a research “Technology use, Self-directed Learning, Student engagement and academic performance: Examining the interrelations”. Researchers aimed to investigate the interrelations between technology use, self-directed learning, student engagement and academic performance among undergraduate students. They collected data from online survey from the sample of 761 students by using three scales: Media and Technology Usage and Attitude Scale (MTUAS), Self-Rating Scale of Self-Directed Learning (SRSSDL), and student version of Utrecht’s Work Engagement Scale (UWES-S). To analyse the data, path analysis (model) was used and the results of the study showed that there is a direct positive relationship between use of technology, student engagement and self-directed learning. Further, they found that there is no significant direct effect between technology use and academic achievement.

4. Operational Definitions of the Study

Academic Achievement

Academic achievement refers to the level of proficiency attained in academic work or acquired knowledge in the B.Ed. programme which is generally assessed through scores obtained in the B.Ed. Ist year semesters examination percentage marks.

Self-Directed Learning

Self-directed learning defined as “a process in which developing abilities of individuals to take the initiative with or without help of other, self-managing, self-monitoring and self-evaluate about their own learning progress”. In the present self-directed learning means the scores obtained by the B.Ed. College Students on Self-Directed Learning Scale (SDLS) constructed and validated by the Investigator.

5. Objectives of the Study

1. To find out the level of academic achievement of B.Ed. college students.
2. To find out the level of self-directed learning of B.Ed. college students.
3. To find out whether there is any significant difference in the academic achievement of B.Ed. college students with respect to their gender.
4. To find out whether there is any significant difference in the self-directed learning of B.Ed. college students with respect to their gender.
5. To find out whether there is any significant relationship between academic achievement and self-directed learning of B.Ed. college students.

6. Hypotheses of the Study

1. The level of academic achievement of B.Ed. college students is low.
2. The level of self-directed learning of B.Ed. college students is low.
3. There is no significant difference in the academic achievement of B.Ed. college students with respect to their gender.
4. There is no significant difference in the self-directed learning of B.Ed. college students with respect to their gender.

5. There is no significant relationship between academic achievement and self-directed learning of B.Ed. college students.

7 Method of the Study and Sample Used

The normative survey method was adopted in the present study.

The present investigation, 490 B.Ed. college students studying in Cuddalore District, Tamilnadu State in India have been selected as the sample using simple random sampling technique.

8. Analysis of Data and Interpretation

The data collected were descriptively analyzed by employing the following statistical techniques:

1. Descriptive Analyses
 - i. Measures of central tendency (Mean)
 - ii. Measures of variability (Standard Deviation)
2. Differential Analyses ('t' test and 'F' test)
3. Co-relational Analyses (Karl Pearson Product Moment Correlation) and

Descriptive Analysis

Result of Hypothesis 1

The level of academic achievement of B.Ed. college students is low.

Table-1

Mean and Standard Deviation for the Academic Achievement Scores of B.Ed. College Students

Variable	N	Mean	SD
Academic Achievement	490	55.63	12.85

From table 4.1, the calculated mean and standard deviation for academic achievement scores of the entire sample is found to be 55.63 and 12.85 respectively, the mean score lay in between (44-67). Hence, the framed hypothesis (1) is accepted and it is concluded that level of academic achievement of B.Ed. college students is average.

Result of Hypothesis 2

The level of self-directed learning of B.Ed. college students is low.

Table-2

Mean and Standard Deviation for the Self-Directed Learning Scores of B.Ed. College Students

Variable	N	Mean	SD
Self-Directed Learning`	490	122.51	21.80

From table 4.2, the calculated mean and standard deviation for self-directed learning scores of the entire sample is found to be 122.51 and 21.80 respectively, the average score between 102 to 142. Hence, the framed hypothesis (2) is rejected and it is concluded that the level of self-directed learning of B.Ed. college students is average.

Differential Analysis

Result of Hypothesis 3

There is no significant difference in the academic achievement of B.Ed. college students with respect to their gender.

Table-3

Comparison of Mean Academic Achievement Scores of B.Ed. College Students in respect of their Gender

Variable	Gender	N	Mean	SD	't' Value	Level of Significance at 0.05 Level
Academic Achievement	Male	199	52.85	13.63	3.06	Significant
	Female	291	60.93	11.91		

It is seen from the above table that the calculated t- value is 3.06, which is greater than the table value 1.96 at 0.05 level of significance. Hence, the hypothesis 4(a) is rejected and it is concluded that there is significant difference between the male and female B.Ed. college students in respect of their academic achievement. It is also inferred that female students are having better academic achievement than the male students.

Result of Hypothesis 4

There is no significant difference in the self-directed learning of B.Ed. college students with respect to their gender.

Table-4

Comparison of Mean Self-Directed Learning Scores of B.Ed. College Students in respect of their Gender

Variable	Gender	N	Mean	SD	't' Value	Level of Significance at 0.05 Level
Self-Directed Learning	Male	199	122.09	22.45	4.30	Significant
	Female	291	130.72	19.40		

It is seen from the above table that the calculated t- value is 4.30, which is greater than the table value 1.96 at 0.05 level of significance. Hence, the hypothesis 5(a) is rejected and it is concluded that there is significant difference between the male and female B.Ed. college students in respect of their self-directed learning. It is also inferred that female students are having better self-directed learning than the male students.

Correlation Analysis

Result of Hypothesis 5

There is no significant relationship between academic achievement and self-directed learning of B.Ed. college students.

Table-5

Co-Efficient of Correlation between Academic Achievement and Self-Directed Learning of B.Ed. College Students

Variables	N	'r' Value	Level of Significance
Academic Achievement and Self-Directed Learning	490	.553**	Significant

**. Correlation at 0.01 level (2-tailed)

Table-5 shows, the co-efficient of correlation between academic achievement and self-directed learning of B.Ed. college students is found to be $N=490$, $r=.553$ at 0.01 level which indicates that there is positive correlation between academic achievement and self-directed learning of B.Ed. college students scores. Therefore the hypothesis (7) is rejected and it is concluded that there is significant and positive relationship between academic achievement and self-directed learning of B.Ed. college students.

Result of Hypothesis 5

9. Findings of the Study

1. The academic achievement of B.Ed. college students is at average level.
2. The self-directed learning of B.Ed. college students is at average level.
3. There is significant difference between the male and female B.Ed. college students in respect of their academic achievement
4. There is significant difference between the male and female B.Ed. college students in respect of their self-directed learning.
5. There is significant and positive relationship between academic achievement and self-directed learning of B.Ed. college students.

10. Conclusion

In the present study of the relationship between academic achievement self-directed learning of B.Ed. students, findings revealed that the average level of academic achievement and self-directed learning of B.Ed. student. It is also find out There is significant and positive relationship between academic achievement and self-directed learning of B.Ed. college students..

11. References

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