Study Of Awareness About Academic Achievement of Student Teachers

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Abstract:
Academic success is important because it is strongly linked to the positive outcomes of every human being throughout the life. From the high school to the highest academic degree Ph. D. it matter a lot. It prepares also the base to get selection and finalize the merit during the selection of human being. Student teacher means a college student who is teaching without compensation under the direct supervision of a certified teacher in order to qualify for a degree in education. Since the role of student teachers are important to teach the students and make the gentle society. In today scenario, Academic achievement is important for the successful development of young people in society. This research tries to analyze the awareness about academic achievement of the student teachers.

Keywords: Academic Achievement, Student Teacher.

1. Introduction

Academic Achievement is the progress made towards the goal of acquiring educational skills, materials, and knowledge, usually spanning a variety of disciplines. It refers to achievement in academic settings rather than general acquisition of knowledge in non-academic settings. Academic achievement is one of the most critical factors in determining educational outcomes. It can impact a student's high school, college, and beyond success. By investing in academic achievement, students can develop the skills necessary to succeed inside and outside the classroom. Student teacher means a college student who is teaching without compensation under the direct supervision of a certified teacher in order to qualify for a degree in education. In today scenario, Academic achievement is important for the successful development of young people in society. Students who do well in school are better able to make the transition into adulthood and to achieve occupational and economic success. This research tries to analyze the awareness about academic achievement of the student teachers.

2. Review of Literature

Filgona Jacob and Sakiyo John, (2020), in their study on teachers' Academic Qualification as a Predictor of Attitude and Academic Achievement in Geography of Senior Secondary School Students in Adamawa State, Nigeria and found that teachers' academic qualification was a valid and potent tool in predicting students' academic achievement in Geography, however, students' attitude to Geography was not predicted by teachers' academic qualification. The lack of prediction between teachers' academic qualification and students' attitudes to Geography could be explained by the focus of the instruments, which was designed to collect information on students' attitude to Geography.

Gbollie Charles and Keamu H P, (2017) reported in their research articles that the nature of motivation and learning strategy use was vital to improving student learning outcomes. This study was intended to explore the motivational beliefs and learning strategy use by Liberian junior and senior high school students in connection with their academic performance. Motivated Strategies for Learning Questionnaire (MSLQ) was adapted and 12 potential learning hindrances were identified and used as instruments. Data analyses were conducted using SPSS 17.0. The results showed the motivational belief component of extrinsic goal orientation as the most preferred belief and test anxiety was the least possessed belief.

Kapur Radhika, (2018), in her study on factors influencing the student's academic performance in secondary schools in India and found that education is imperative for leading to overall progress of the individuals, communities and nation. There are number of factors within school as well as outside school that affects the academic performance of the students. Within school, the factors mainly include professionalism, skills and abilities on the part of the teachers, provision of library facilities, laboratory, appropriate teaching-learning processes and instructional strategies, effective communication between the individuals, formation of good terms and conditions, usage of technology and evaluation methods.

Steinmayr Ricarda et al, (2019) concluded their study that how different aspects of students' motivation uniquely contribute to differences in students' achievement. They demonstrated the relative importance of students' ability self-concepts, their task values, learning goals, and achievement motives for students' grades in different academic subjects above and beyond intelligence and prior achievement. Therefore, there was evidence that believing in own competences is advantageous with respect to academic achievement.

Upadhayay S K, (2017) examined the academic achievement of male and female in senior secondary school students and found that there was no significant difference. He also found the no significant difference between study habits of male and female. He found the direct relationship between academic achievement and study habits of senior secondary school students.

3. Objectives
To complete this research paper of awareness about academic achievement of student teachers, following objectives have been framed-
1. To analyze the high school, intermediate, graduation score for the academic achievement.
2. To analyze the association of it across the age and gender of the student teachers.

4. Hypothesis
In this study, in order to complete the above said objectives the hypothesis may be as-
1. There is no significant difference in academic achievement across age of the student teachers.
2. There is no significant difference in academic achievement across the gender of the student teachers.

5. Research Methodology
The data collocation for this research paper was based on 90 respondents of student teachers of Institute of Education, Bundelkhand University Jhansi. Out of the 90 respondent, science, commerce and arts

subjects have been taken for the responses. The purposive sampling method has been used to collect the primary data and all the questions have been analyzed through percentage and appropriate non parametric test Chi-Square Test. This research was descriptive type and limited to first year and second year student teachers of Bundelkhand University Jhansi only.

6. Analysis and Interpretations

From the collected data, keeping the objective and hypothesis in mind, following analysis may be summarized in the tabulation form-

In the academic achievement, the academic score of high school of the student teachers were observed.

Table No. 6.1: Academic Score of High School			
S. No.	Academic Score (%)	**Responses**	**Percentage**
1.	45-60	23	26%
2.	60-70	31	34%
3.	70-80	23	26%
4.	More than 80	13	14%
-----	**Total**	**90**	**100%**

Source: Primary Data

Inference: From the above table, it may be seen that maximum 34% of the student teachers have high school percentage between 60-70, 26% of the student teachers have the percentage 45-60, 26% the student teachers have the percentage 70-80 and only 14% of the student teachers have the percentage more than 80%. Hence, we may conclude that majority of the student teachers have the high school percentage up to 70%. This is a sign of a good academic score.

In the academic achievement, the academic score of Intermediate of the student teachers were observed.

Table No. 6.2: Academic Score of Intermediate			
S. No.	Academic Score (%)	**Responses**	**Percentage**
1.	45-60	16	18%
2.	60-70	38	42%
3.	70-80	27	30%
4.	More than 80	09	10%
-----	**Total**	**90**	**100%**

Source: Primary Data

Inference: From the above table, it may be seen that maximum 42% of the student teachers have intermediate percentage between 60-70%, 18% of the student teachers have the percentage 45-60%; 30% the student teachers have the percentage 70-80% and only 10% of the student teachers have the percentage more than 80%. Hence, we may conclude that majority of the student teachers have the intermediate percentage up to 70%. This is a sign of a good academic score.

In the academic achievement, the academic score of Graduation of the student teachers were observed.

Table No. 6.3: Academic Score of Graduation			
S. No.	Academic Score (%)	**Responses**	**Percentage**
1.	45-60	21	23%

2.	60-70	39	43%
3.	70-80	25	28%
4.	More than 80	05	06%
-----	**Total**	**90**	**100%**

Source: Primary Data

Inference: From the above table, it may be seen that maximum 42% of the student teachers have graduation percentage between 60-70%, 23% of the student teachers have the percentage 45-60%; 29% the student teachers have the percentage 70-80% and only 5% of the student teachers have the percentage more than 80%. Hence, we may conclude that majority of the student teachers have the graduation percentage up to 70%. This is a sign of a good academic score.

Under the analysis of academic achievement, the association between academic achievement and demographic profile of the student teachers were observed.

S. No.	Table No. 6.4: Academic Achievement and Demographic Profile		
S. No.	**Options**	**Responses**	**Percentage**
1.	Strongly Agree	28	31%
2.	Agree	38	42%
3.	Neutral	11	12%
4.	Disagree	10	11%
5.	Strongly Disagree	03	4%
-----	**Total**	**90**	**100%**

Source: Primary Data

Inference: From the above table, it may be seen that 73% of the student teachers were agreed, 12% of the student teachers were neutral and only 15% of the student teachers were disagreed about the association between academic achievement and demographic profile of the student teachers and on the basis of observed data we may say that there is a association between academic achievement and demographic profile.

Under the analysis of academic achievement, the observations of good academic achievement can lead to better job opportunity were recorded.

S. No.	Table No. 6.5: Academic Achievement and Job Opportunity		
S. No.	**Options**	**Responses**	**Percentage**
1.	Strongly Agree	37	41%
2.	Agree	41	45%
3.	Neutral	08	09%
4.	Disagree	03	03%
5.	Strongly Disagree	02	02%
-----	**Total**	**90**	**100%**

Source: Primary Data

Inference: Out of the 530 student teachers 45% of the student teachers were agreed, 41% of the student teachers were strongly agreed, 9% of the student teachers was neutral, and 5% of the student teachers disagreed about good academic achievement can lead to better job opportunity. Hence, we may conclude

that good academic achievement can sure lead to better job opportunity for the student teachers.

Under the analysis of academic achievement, the observations of good academic achievement helps in developing a passion for learning and research were recorded.

Table No. 6.6: Academic Achievement and Passion for Learning and Research

S. No.	Options	Responses	Percentage
1.	Strongly Agree	42	47%
2.	Agree	40	45%
3.	Neutral	06	06%
4.	Disagree	02	02%
5.	Strongly Disagree	00	00%
-----	**Total**	**90**	**100%**

Source: Primary Data

Inference: From the above table, out of the 530 student teachers 45% of the student teachers were agreed, 47% of the student teachers were strongly agreed, 6% of the student teachers was neutral, and 2% of the student teachers disagreed about good academic achievement helps in developing a passion for learning and research. Hence, we may conclude that good academic achievement definitely helps in developing a passion for learning and research.

Under the analysis of academic achievement, the observations of good academic achievement helps in the attainment of satisfaction and accomplishment in research activities were recorded.

Table No. 6.7: Academic Achievement and Satisfaction and Accomplishment in Research

S. No.	Options	Responses	Percentage
1.	Strongly Agree	34	38%
2.	Agree	41	46%
3.	Neutral	08	09%
4.	Disagree	07	07%
5.	Strongly Disagree	00	00%
-----	**Total**	**90**	**100%**

Source: Primary Data

Inference: From the above table, it may be seen that more than 80% of the student teachers agreed about good academic achievement helps in the attainment of satisfaction and accomplishment in research activities, 9% of the student teachers were neutral while around 7% of the student teachers were disagree about it. Hence, we may conclude that good academic achievement helps in the attainment of satisfaction and accomplishment in research activities.

Hypothesis No. 1

H_0:	There is no significant difference in academic achievement across age of the student teachers.
H_a:	There is significant difference in academic achievement across age of the student teachers.

Table No. 8: Academic Achievement and Age of the student teachers

S. No.	Academic Achievement (Graduation %)	Age of the student teachers (Years)			
		23-28 Years	28-33 Years	> 33 Years	Total

1.	45-60	05	05	05	15
2.	60-70	12	08	13	33
3.	70-80	09	14	05	28
4.	More than 80	05	05	04	14
-----	Total	31	32	27	90

Source: Primary Data

$$Chi-Square\ Value\ (\chi^2) = \sum \frac{(f_o - f_e)^2}{f_e};\ f_o = Observed\ frequency;\ f_e = Expected\ frequency$$

Particulars	Level of Significance	Degree of freedom	Chi-Square Value
Calculated Value	5%	6	6.13
Table Value	5%	6	12.592

Analysis and Inference: Since the nature of the variables are qualitative in nature, hence in order to prove the hypothesis, Chi-Square Test (χ^2) has been applied and calculated value of Chi-Square at 5% level of significance, 6 degree of freedom was 6.13. The Table Value of Chi-Square at 5% level of significance, 6 degree of freedom is 12.592. Since Calculated value of Chi-Square is less than the Table Value of Chi-Square, hence null hypothesis may be accepted and alternative hypothesis may be rejected. We may conclude that there is no significant difference in academic achievement across age of the student teachers.

Hypothesis No. 2	
H0:	There is no significant difference in academic achievement across the gender of the student teachers.
Ha:	There is a significant difference in academic achievement across the gender of the student teachers.

Table No. 9: Academic Achievement and Gender of the student teachers

S. No.	Academic Achievement (Graduation %)	Gender of the student teachers		
		Male	**Female**	**Total**
1.	45-60	08	05	13
2.	60-70	19	16	35
3.	70-80	16	16	32
4.	More than 80	05	05	10
-----	Total	48	42	90

Source: Primary Data

$$Chi-Square\ Value\ (\chi^2) = \sum \frac{(f_o - f_e)^2}{f_e};\ f_o = Observed\ frequency;\ f_e = Expected\ frequency$$

Particulars	Level of Significance	Degree of freedom	Chi-Square Value
Calculated Value	5%	3	0.432
Table Value	5%	3	7.81

Analysis and Inference: Since the nature of the variables are qualitative in nature, hence in order to prove the hypothesis, Chi-Square Test (χ^2) has been applied and calculated value of Chi-Square at 5%

level of significance, 3 degree of freedom was 0.432. The Table Value of Chi-Square at 5% level of significance, 3 degree of freedom is 7.81. Since Calculated value of Chi-Square is less than the Table Value of Chi-Square, hence null hypothesis may be accepted and alternative hypothesis may be rejected. We may conclude that there is no significant difference in academic achievement across the gender of the student teachers.

7. Conclusion and Suggestions

1. Majority of the student teachers have the high school percentage up to 70%.
2. Majority of the student teachers have the intermediate percentage up to 70%.
3. Majority of the student teachers have the graduation percentage up to 70%.
4. There is an association between academic achievement and demographic profile.
5. Good academic achievement can sure lead to better job opportunity for the student teachers.
6. Good academic achievement definitely helps in developing a passion for learning and research.
7. Good academic achievement helps in the attainment of satisfaction and accomplishment in research activities.
8. There is no significant difference in academic achievement across age of the student teachers.
9. There is no significant difference in academic achievement across the gender of the student teachers.

Parents who were involved in their child's education and family activities saw positive results in the area of behavior, academics and social interactions. Children who master basic reading, writing and mathematics skills are less likely to fail in school and more likely to develop the thinking skills they need to graduate from high school and post-secondary school. Being confident in these basic academic skills is also necessary for finding and keeping jobs that provide a steady income, benefits and opportunities for advancement. That is why study of awareness about academic achievement of student teachers is important.

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