



THE ACADEMIC PERFORMANCES OF B.ED. TRAINEES OF TEACHER TRAINING INSTITUTES OF MANIPUR

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Abstract

This paper is an attempt by the investigator to explore the academic performance of the B. Ed. trainees of the teacher training institutions affiliated to Manipur University. The trainees of the all five B.Ed. colleges affiliated to Manipur University served as the sampling frame of the study. One of such colleges which have 100 trainees was selected for the study purposively. Then 30 trainees consisting of 20 females and 10 males were selected by applying stratified random sampling technique. After the declaration of result of B.Ed. final examination, March 2014 conducted by Manipur University, the investigator collected the theory paper marks obtained by the trainees from each college's records for his study. All the 7 theory papers carry 75 marks each i.e. $75 \times 7 = 525$. After collecting the information, the analysis and interpretation of the pertinent data was done in the following manner. Firstly, descriptive statistics like percentages, means and standard deviations were computed. Secondly, inferential statistics like difference between two means of small samples were computed to know the differences in the academic performance between two different types of B.Ed. trainees, such as: male and Female trainees; Arts and Science stream trainees; Graduate degree holders and post-graduate degree holders etc. It was inferred that: a) There is significant difference in the academic performance among male and female B.Ed. trainees; b) There is no significant difference in academic performance among arts and science stream B.Ed. trainees; c) There is a significant difference in the academic performance of graduate and post graduate degree holder B.Ed. trainees. The study revealed that educational stream (arts and science) had no significant impact on academic performance but gender and level of educational qualification of the B.Ed. trainees exhibited significant impact on academic performance.

Keywords: Academic Performance, B.Ed. Trainee, Teacher Training Institutes of Manipur, Manipur University.

In common sense parlance, the term "Academic Performance" can be referred as the extent to which a trainee has achieved his/her educational goals. It is the output/outcome of education. It is commonly measured by examinations. Hence, quality of product or output of a training institute can be determined by its trainees' academic performance in the public examination or how well a trainee meets standards set out by the affiliating university and the institution itself. In the 21st century, as career opportunity in the teaching world grows, the importance of prospective teacher trainees doing well in their academic performance has caught everybody's attention including those of administrators, legislators and government education department alike.

According to NCTE – 2009, "Teacher education and school education have a symbiotic relationship and developments in both these sectors mutually reinforce the concerns necessary for qualitative improvements of the entire spectrum of education including teacher education as well". Hence, in teacher training institutes, along with practice teaching, trainees are given knowledge of different theoretical subjects to form sound educational base. Secondary Teacher Education programmes (B. Ed. Courses) in Manipur are provided by 5 colleges of teacher education affiliated to Manipur University, Canchipur (Manipur) India viz., 1) DM College of Teacher Education; 2) RKSD College of Education; 3) KDM College of Education; 4) Thokchom Ibotombi Institute of Teacher Education; and 5) Trinity Teacher Training College.

In these teacher training institutes four compulsory papers, two optional theory papers and one special paper are included in syllabus. The course design is as follows - Part A has four compulsory papers namely Paper I Teacher in Emerging Indian Society; Paper II Development of Learner Teaching-

Learning Process; Paper III Development of Education in India; and IV Educational Technology and Management. Part B has two Optional Papers V / VI, any two methodology subjects out of - Methodology of Teaching English, Methodology of Teaching Social Sciences, Methodology of Teaching Mathematics, and Methodology of Teaching Physical and Biological Sciences. Part C is Additional Specialization, Paper VIII: Any one special paper out of - Educational and Mental Measurement; and Educational Management and Administration. Part D consists of Field Based Experience (internship) - Classroom Teaching and Practical Work.

Background of Teacher Education in Manipur

The teacher education in Manipur was initiated when the state education department organised a 4 months training course for improving method of teaching facilitating 20 primary school teachers in the year 1906. However, the actual beginning of imparting teacher education to secondary school teacher began when one of the teachers of Johnstone High School, Imphal was deputed to undergo B.T. Training outside the state in the year 1928. The state government took keen interest in providing teacher training programmes to the prospective teachers within the state only after 1947. With the starts of Normal Institute at Imphal in 1952 – 53, a new era of training the primary and middle school teachers in Manipur was made. Basic Training Institute (BTI) substituted the Normal Training School in 1956. Ever since, the Basic Training Institute (BTI) had been giving training to elementary school teachers in the state. There had been one Junior Basic Training Institute and one Hindi Training Institute in the State with 80 enrolments in Basic Training and 10 in Hindi Training Institute by the year 1958-59.



The training of secondary School teachers in the state starts when the BT Section was opened in the D.M College in 1959. The B.T course was intended for graduate teacher and Certificate in Teaching (CT) course for the undergraduate teachers. The B.T section at D.M College was converted into a full-fledged secondary teacher training (B.Ed.) college and renamed as P.G.T. (Post Graduate Training College) which was affiliated to Guwahati University on 15th September 1972. Subsequently, the P.G.T. College is converted to D.M.College of Teacher Education as a constituent College of Dhanamanjuri Group of Colleges which is affiliated to Manipur University w.e.f 17th January 1997. During 2005 – 2007 District Institutes of Educational Training (DIETs) under SCERT has also been established in every district of Manipur for providing Elementary Teacher Education (ETE) to teachers.

Significance of the Study

If glanced upon the present trends and concerns of teacher education as well as on teachers in India, there would be high expectation from the future teachers. Whether it is the question of pedagogy, management and administration or assessment and evaluation sound theoretical knowledge will be the central concern of teaching and schooling. The teachers of 21st century will, therefore, be appreciated for their knowledge and pure technical skills. It is enough if the prospective teachers are empowered with knowledge and skills of their course which in turn influences their teaching competency.

In other words, for effective teaching, teacher should acquire the sound theoretical knowledge of the whole syllabus/course. He/she should know the philosophical, social and psychological background of education, evaluation procedures, use of statistics in assessment and evaluation, educational technology, ICT, methodologies of teaching various school subjects and school management and administration etc. Generally these are the major topics, included in the syllabus of B. Ed. course in all the universities. Moreover, teacher should have sound academic background, as academic achievement/performance is related with the kind of training/process factor the institute provided. So the institutes concerning with teacher training should make their training environment conducive for making the prospective teacher aware of his/her main function i.e. to create a pupil friendly learning environment in the class. In this context, a teacher of sound academic background can create the environment that motivates the students to learn effectively in the classroom. So, investigator has decided to study the academic performances (marks obtained in annual examination of all the seven theory papers) of B.Ed. trainees of the teacher training institutes/colleges affiliated to Manipur university, Canchipur, Manipur.

Statement of the problem

The present problem can be stated as “A Study on Academic Performances of B.Ed. Trainees of teacher Training Institutes Affiliated to Manipur University, Canchipur, Manipur.”

Definitions of Key Terms

Academic performance – It is the extent to which a trainee has achieved their educational goals. For the present study it is considered in terms of marks obtained in final B.Ed. examination conducted by Manipur University for academic year 2013 – 14.

B.Ed. – It is the Secondary Teacher Education Programme in India. It is the mandatory requirement for a graduate or post graduate to complete this course in order to be a secondary teacher/graduate teacher.

Manipur University – A teaching cum-affiliating university (central university) located at Imphal with territorial jurisdiction over the whole of the state of Manipur. All the teacher training colleges under present study are affiliated to the same.

Manipur - A state in north-eastern India, with the city of Imphal as its capital. Its alternative names are Kangleipak and Meitrapak. The state has a geographical extent of 22,327 sq. kilometres (8,621 sq. m).

Objectives

The investigator has framed the following objectives for the study to find out the difference in Academic performances among: 1. Male and Female B.Ed. trainees. 2. Arts and Science group B.Ed. trainees. 3. Graduate and post-graduate degree holders B.Ed. trainees.

Hypotheses

Based on the objectives the investigator has formulated the following hypotheses:

1. There is no significant difference between Male and Female B.Ed. trainees in respect of their Academic performances.
2. There is no significant difference between Arts and Science group B.Ed. trainees in respect of their Academic performances.
3. There is no significant difference between graduates and post graduates B.Ed. trainees in respect of their Academic performances.

Delimitation of the Study

The delimitations of the present study are: a) The study was limited to only *Kanan Devi Memorial College of Education, Pangei*; b) The investigator took into account the academic performances (marks obtained in the seven theory papers) of the B.Ed. trainees only; c) Only Independent variables were taken into consideration; d) The number of samples was restricted to 30 only.

Review of Related Literature

In the study conducted at Aurangabad (M.S.) on the sample of 143 trainee teachers entitled “*Teaching Aptitude and Academic Achievement of B.ED. Trainee Teacher*”, Fatima, Kaneez; Humera, Syeda (2011) used teaching aptitude test battery of Dr. R.P. Singh and Dr. S.N. Sharma to study teaching



aptitude and academic achievement was obtained from the college records. On the basis of their findings they concluded that B.Ed. trainees have above average level teaching aptitude & high academic achievement. The co-efficient of correlation between teaching aptitude and academic achievement is positive and low. There is no significant difference between male and female B.Ed. trainees for both the variables.

In a study conducted in the region of North Maharashtra University, Jalgaon, Maharashtra State entitled “Comparative Study of Academic Achievement of trainee teachers”, Prof. Dr. A. P. Joshi found that there is significant difference in the Academic Achievement with respect to sex, faculty, category and type of institute.

In his paper entitled as “A Study of the Relationship between Emotional Intelligence and Academic Achievement among Student-Teachers” Pratik Upadhyaya used the Test of Emotional Intelligence of K.S. Misra to assess the emotional intelligence of student-teachers and the marks obtained by the student-teachers in theory and practical examination served as an index of academic achievement. The study revealed that emotional intelligence is positively related to academic achievement (theory & practice) and student-teachers with high emotional intelligence scored better in theory and practical examination than the student-teachers with low emotional intelligence.

In a study entitled as “Self-Regulative Learning and Academic Achievement among B.Ed. Students” Dr. Suganthi conducted the survey on the sample consisting of 250 students from Nellai district by using Zimmermann B.J., Self-regulative learning questionnaire (SRLQ) as tool with Relational and differential analyses. The finding showed that there is significant difference in the mean scores of self-regulated learning and academic achievement among B.ED students. There is no significant relationship between Self-regulated learning and academic achievement of B.ED students.

Methodology

Case study method under descriptive research was employed for the present study. All the five B.Ed. colleges affiliated to Manipur University served as the sampling frame of the present study. After the declaration of result of B.Ed. final examination, March 2014 conducted by Manipur University, the investigator collected the theory paper marks obtained by the trainees from each college's records for the study. All the 7 papers carry 75 marks each i.e. $75 \times 7 = 525$. As a sample, 1 B.Ed. College (Kanan Devi Memorial College Teacher Education, Pangei) was selected purposively which has 100 trainees. Among these, 30 B.Ed. trainees including 20 females and 10 males were selected by stratified random sampling method. The detailed category wise breakup of the samples is as follows: 10 male and 20 female B.Ed. trainees = 30; 14 Arts and 16 Science stream B.Ed. trainees (irrespective of gender) = 30; 12 Graduate and 18 post-graduate degree holders B.Ed. trainees (irrespective of gender) = 30.

Variable

Dependent Variable in the present study: Academic performance in the present study is one dependent variable dependent upon independent variables such as gender, subject stream and educational qualification, etc.

Independent Variables in the present study: Gender (male and female B.Ed. trainees); Educational qualification (graduates and post graduate degree holders B.Ed. trainees); Science and arts stream B.Ed. trainees.

Statistical Techniques Used

The following statistical techniques have been used in the present study for the analysis of collected data: firstly, basic statistics like percentage mean scores, standard deviations etc, were computed. Secondly, implication of difference between means was computed to know the difference in academic performance among two different types of B.Ed. trainees, namely, Male and Female; Arts stream and Science stream; Graduate degree holders and post-graduate degree holders etc.

Analysis and Interpretation

The analysis and interpretation of data are presented in the following ways: Section-A: To find out to find out the difference in Academic performance among Male and Female B.Ed. trainees.

Table 1 - Descriptive Statistics related to academic performances of female and male B.Ed. trainees and significance of difference.

Variable		N	M	S.D.	S.E.	T value	Level of significance	
Gender	Female B.Ed. trainees	20	46.8	5.97	0.77	2.86	0.05	S
	Male B.Ed. trainees	10	44.6	4.71				

The null hypothesis developed for finding out the objective number 1 is that “is the mean score difference of 2.2 in favour of female B.Ed. trainees significant at 0.05 level?”

The critical value of T for 28 degrees of freedom at 0.05 level of significant is 2.05. The computed value of T, i.e. 2.86 is greater than the ideal T value; hence, it is significant. Therefore, null hypothesis is accepted and the original hypothesis is rejected. It was inferred that there is significant difference in the academic performance of the male and female B.Ed. trainees and in general females do better than their male counterpart.

Section-D: To find out to find out the difference in Academic performance among arts and science streams B.Ed. trainees.

Table 2 - Descriptive Statistics related to academic performance of arts stream and science stream B.Ed. trainees and significance of difference.

Variable		N	M	S.D.	S.E.	T value	Level of significance	
Subject stream	Arts stream	14	46.14	6.30	0.78	0.18	0.05	NS
	Science stream	16	46.00	5.02				

NS=Not significant

The null hypothesis formulated for finding the objective number 3 is that “is the mean score difference of 1.27 in favour of arts stream B.Ed. trainees significant at 0.05 level?”



The computed value of T i.e. 0.55 is less than the critical value of T i.e. 2.05 with degree of freedom at 28 at 0.05 levels of significance, hence it is not significant and null hypothesis is rejected. Therefore the hypothesis number 2 is accepted and retained and it was inferred that there is no significant difference in academic performance among arts and science stream B.Ed. trainees.

Section-C: To find out to find out the difference in Attitude towards the new syllabus among graduate and post graduate degree holders B.Ed. trainees.

Table 3 - Descriptive Statistics related to academic performance of graduate and post graduate B.Ed. trainees and significance of difference.

Variable		N	M	S.D.	S.E.	T value	Level of significance	
Educational qualification	Post-Graduates	12	52.00	3.03	1.12	8.79	0.05	S
	Graduates	18	42.11	2.85				

S=Significant

For testing hypothesis number 3 the null hypothesis developed is “*is mean difference of 0.18 in favour of post-graduate B.Ed. trainees significant at 0.05 levels?*”

The computed value of T i.e. 8.79 is greater than the critical value of T i.e. 2.05 with degree of freedom at 28, hence it is significant and the null hypothesis is retained. So it can be inferred that post graduate degree holder B.Ed. trainees outperformed their counterparts in academic performance.

Results

The study has resulted in the following conclusions:

There is an important difference in academic performance of male and female B.Ed. trainees. Female B.Ed. trainees performed much better than their male counterpart.

There is no important difference in academic performance among B.Ed. trainees belonging to science and arts streams.

There is an important difference in the academic performance of post graduate degree holder B.Ed. trainees and graduate degree holder B.Ed. trainees. Post graduate degree holder B.Ed. trainees performed much better than their graduate degree holder counterparts.

Discussions And Conclusions:

The present study was undertaken by the investigator to measure the level of difference in academic performance among various categories of B.Ed. trainees. After the survey work the obtained data was systematically categorized under various heads. To know the difference in academic performance between two mutually contrary groups of B.Ed. trainees, college records of trainees’ academic performance was used. The difference in academic performance was then measured by administering inferential statistics on the raw scores obtained by B.Ed. trainees. The level of significance of difference in academic performance was judged on the basis of significance of difference between M’s in small independent samples. The original hypotheses anticipated that there would not be significant difference in academic

performance among the following categories of B.Ed. trainees – a) Female and male B.Ed. trainees; b) Arts and science stream B.Ed. trainees; c) Graduate and post graduate degree holder B.Ed. trainees.

However, after determining the level of significance it was found that significant difference in academic performance exists in cases of - a) Female and male B.Ed. trainees; and b) Graduate and post graduate degree holder B.Ed. trainees. Accordingly hypothesis 2 was accepted and retained. In case of Hypotheses 1 and 3, which assumed that there would not be significant difference in academic performance among the various categories of B.Ed. trainees as mentioned in respective hypotheses, were rejected and the null hypotheses were accepted.

The following conclusions have been drawn in the light of the present investigation that educational stream (arts and science) had no significant impact on academic performance but gender and level of educational qualification exhibited significant impact in academic performance of B.Ed. trainees.

Suggestion

The work can also be done on M.Ed. and D.Ed. teacher trainees.

The study can also be conducted by increasing the sample sizes and including more institutes in Manipur.

The work can also be extended by including other independent variables like religion, locality etc.

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