



"ACADEMIC ACHIEVEMENT OF FEMALE TEACHER TRAINEES IN RELATION TO THEIR ADJUSTMENT: A STUDY ON BANGALORE URBAN"

KEYWORDS

Academic Achievement and Adjustment.

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ABSTRACT

Teaching is a profession, which lays foundation for preparing the individuals for all other profession. Effective study skills through teaching create an effective interaction between teachers and learners. It also creates the sets of values and beliefs which in turn enrich the views of reality. Learners can have multi-dimensional personalities. Teaching is a wholesome activity. The teacher's personality factors are equally responsible for his/her effectiveness in the teaching learning process. Much emphasis is given to the academic achievement of teachers thereby ignoring the personality parameters. The present research is designed to study the relationship of academic achievement with adjustment of the female trainee teachers. A sample of 120 B.Ed trainee teachers from the Bangalore Urban was selected randomly for the study.

INTRODUCTION

The teacher is a social agent. He should make the favorable study skills though the process of teaching in the class room and to develop the skills for a single learning situation at a time like problem solving ability, intellectual inquiry, memory, retention and concept formation in a logical way. The present study helps the teacher to promote the interaction of learning by improving the study skills and academic achievement. The results revealed that the respondents developed a favorable study skills and academic achievement towards the teaching profession after the completion of the programme.

Teaching is an activity, a unique, creative, rational and human activity. It is called not merely an art, but the most difficult of all arts and profound of all sciences. Teaching is therefore an intricate, complex and conscious activity. The teacher's personality plays a very important role in the teaching learning process. Generally the academic scores of the teachers are considered to judge their efficiency and effectiveness. But, the personality variables are not considered in academics thereby questioning the importance given to academic scores.

In today's fast growing knowledge based society where the horizons of education have expanded, in this situation how can an ordinary teacher survive? Their patience, deep knowledge is not enough to face these challenges but in the present situation a teacher must have charismatic personality, mastery in content, commitment, character, moral values or adjustment in any adverse circumstances. The present scenario of any field i.e. financial, social, politics, family becomes more and more complex. So, it is very essential of adjustment for harmony in this worse situation.

Academic Achievement

Achievement means an accomplishment or proficiency of performance in a given skills or body or knowledge. According to dictionary of education Carter (1959) academic achievement means the knowledge attained or skills developed. Academic achievements of teacher trainees are influenced by a number of factors which are classified by Gupta 1973 in three categories.

- Abilities (intelligence, scholastic, attitude).
- Effort (drive, achievement, motivation, aspiration)
- Environment (social, economic condition in home and school).

Academic achievement is more important for learning and personality development of a teacher trainees assessing trainees progress by means of identifying what he has achieved acquiring skills in academic matters is important as a means of attaining complete realization and it is unique responsibility of school.

Adjustment of Female Teacher Trainees

Adjustment is making or becoming suitable adjusting to circumstances. It is a means of adjustment. It is the act of adjusting adaptation to a particular condition, position or purpose. Adjustment in psychology the behavioral process by which humans maintain equilibrium among their various needs or between their needs and the obstacles of their environments. It is universally agreed upon by all persons who are concerned with social welfare and progress of a country that the teacher plays a crucial role in building of a nation and truly he is called nation builder.

Adjusted teachers do much to being about pupil adjustment and converse is also true". Like other individual, social economical and emotional factors also affect the teachers because teacher is also a human being. But teacher is different from others because of some responsibilities.

OBJECTIVES OF THE STUDY

1. To study the relationship between academic achievement of B.Ed trainee teachers with their adjustment.
2. To study the academic achievement of B.Ed female trainee teachers for Bangalore urban.

HYPOTHESIS OF THE STUDY

1. There is no relationship between academic achievement and adjustment of female trainee teachers in Bangalore urban.
2. There is no relationship between academic achievement and adjustment of aided and unaided female trainee teachers in Bangalore urban.

SCOPE OF THE STUDY

This study will be useful to educators, teachers, students, education department, research scholars and social scientists. It will be useful for framing curriculum and construction methods that will promote the development of academic achievement of B.Ed. teacher trainees.

METHODOLOGY OF THE STUDY

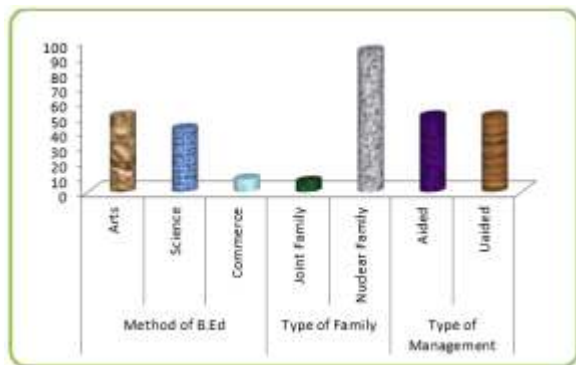
The research design adopted for this study is the ex post facto design. The population consisted of all 120 level trainee-teachers in the faculty of education, Bangalore urban. A sample of 120 trainee-teachers was selected through stratified random sampling during their semester examination in educational test and measurement.

DATA ANALYSIS AND INTERPRETATION

Table-1: Demographic Profile for the Respondents

Sl.No	Variables	No. of Respondents	Percentage of respondents	
1	Method of B.Ed	Arts	60	50%
		Science	50	41.66%
		Commerce	10	8.33%
		Total	120	100%
2	Types of Family	Joint family	08	6.66%
		Nuclear family	112	93.33%
		Total	120	100%
3	Type of Management	Aided	60	50%
		Unaided	60	50%
		Total	120	100%

Graph-1: Demographic Profile for the Respondents



The above table-1 and graph indicates demographic profile selected respondents in the study. Demographic profile can be classification in three components. The first component method of B.Ed classified three types, 60(50%) of respondents for Arts, 50(41.66%) of Science and 10(8.33%) of Commerce. The second component types of family can be classified in two types 08(6.66%) of Joint family and 112(93.33%) of Nuclear family background for female trainee teachers. The third component type of college management can be classified two types 60(50%) of Aided and 60(50%) of Unaided female trainee teachers from Bangalore Urban.

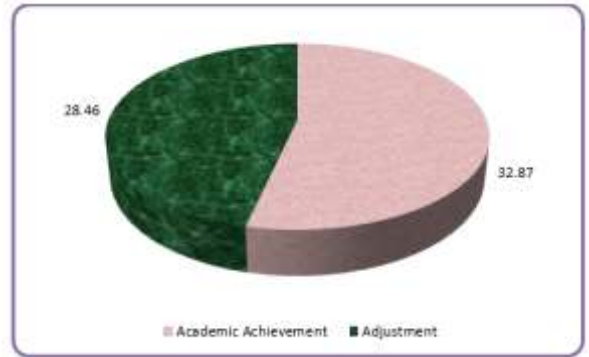
HYPOTHESIS TESTED

H₁: There is no relationship between academic achievement and adjustment of female trainee teachers in Bangalore urban.

Table-2: Correlation Statistical value of Academic Achievement and adjustment.

Variables	N	M	SD	r-value	Significance
Academic Achievement	120	32.87	10.83	0.864	0.01**
Adjustment	120	28.46	9.34		

Graph-2: Mean score of Academic Achievement and adjustment for B.Ed trainee teachers.



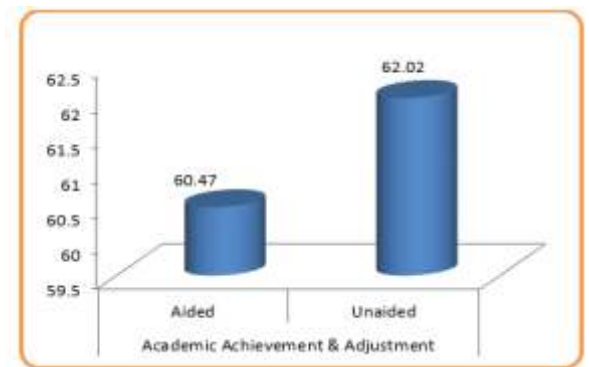
The above table-2 shows that relationship between academic achievement and adjustment of female student teachers. The r-value is 0.864 and significance 0.01 at 95% level. The correlation coefficient 'r' table value 0.257 is less than 'r' tested value 0.864. So, the null hypothesis is rejected. Alternative hypothesis is accepted. Therefore positive relationship between academic achievement and adjustment of female student teachers.

H₂: There is no relationship between academic achievement and adjustment of aided and unaided female trainee teachers in Bangalore urban.

Table-3: Correlation Statistical value of Academic Achievement and adjustment.

Variables	N	M	SD	r-value	Significance	
Academic Achievement & Adjustment	Aided	120	60.47	11.82	0.642	0.01**
	Unaided	120	62.02	10.11		

Graph-3: Mean Score of Academic Achievement and adjustment for aided & Unaided B.Ed trainee teachers



The above table-3 shows that relationship between academic achievement and adjustment of female student teachers. The r-value is 0.642 and significance 0.01 at 95% level. The correlation coefficient 'r' table value 0.257 is less than 'r' tested value 0.642. So, the null hypothesis is rejected. Alternative hypothesis is accepted. Therefore positive relationship between academic achievement and adjustment of aided and unaided B.Ed female student teachers.

RESULTS

1. Positive relationship between academic achievement and adjustment of female student teachers.

2. Positive relationship between academic achievement and adjustment of aided and unaided B.Ed female student teachers.

FURTHER RESEARCH STUDY

1. To be conducted the study on academic achievement and adjustment of B.Ed trainee teachers in Karnataka.
2. The extended the study on academic achievement and adjustment of the post graduate students in Karnataka.

CONCLUSION

Every individual from the time he or she steps out of the family and goes to school makes to a long series of adjustment between the whole unique personality and the environment. The ardent desire of female trainee teachers to become an individual person having a healthy physique, a growing intellectual ability, a greater degree of emotional poise and increased participation in social groups, such characteristics enhance one's personality.

The study is useful to identify to what extent the female B.Ed teacher trainees possess the quality of adjustment and effective steps may be taken to enhance where adjustment is low. It is therefore important to develop not only the cognitive aspect but also the overall development of the individual.

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