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ENHANCING ACADEMIC ACHIEVEMENT AMONG B.ED TRAINEES THROUGH SELF-LEARNING STRATEGIES

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Abstract

The present study focuses on the enhancing academic achievement among B.Ed trainees through self-learning strategies. It highlights the importance of using effective strategies in carrying out learning activities. It stresses the value of strategy instruction in planning courses in order to help learners become successful learners. Initial attempts to measure academic achievement using questionnaires and interviews were successful in demonstrating significant predictions of students' academic outcomes. The present article describes the self-learning strategies has involved the development of processes and beliefs regarding learning in authentic contexts. This experimental study is involving intervention by the investigator and fifty trainees were taken as a sample for the study. The findings in this study indicate a positive relationship between self-learning and Academic achievement.

Keywords: Self-learning Strategies, Academic Achievement, B.Ed Trainee etc.

INTRODUCTION

Education is a basic human right and its function is to develop the talents of the individual to the fullest extent possible to enable him to participate freely with a free society schools install basic values according to criteria of principles and not of expediency. The process of education and attainments thereof has an impact on all aspects of life. Education consists of the capability of acquiring knowledge, communication and community life. The teacher occupies a very important place in society because he accelerates the process of transformation of the intellectual tradition from one generation to the next. Therefore, a sound programme of professional education of school and college teacher is essential for the qualitative improvement of education.

NEED AND SIGNIFICANCE FOR THE STUDY

The outcome of students' achievement in the course depends on the learning strategies they use. Various researches have investigated the relationship between these learning strategies and academic success. Byrne et al. (2001) revealed that the deep and strategic approaches are positively associated with high academic performance and the surface approach with poor academic performance. There was a significant positive relationship between the deep and strategic approach and the total assessment marks. The present study is significant because it encourages autonomous learning especially in the time of the large amounts of information and technological complexities to our world and our societies and it provides insight for both teachers and learners on strategy use. It highlights the importance of using effective strategies in carrying out learning activities. It stresses the value of strategy instruction in planning courses in order to help learners become successful learners.

MAJOR OBJECTIVES OF THE STUDY

- To identify the level of Self-learning Strategies on enhancing Academic Achievement among B.Ed Trainees.
- To assess the level of Academic Achievement among B.Ed Trainees.
- To develop the Self-learning Strategies among B.Ed Trainees.
- To find out the effect of Self-learning Strategies on enhancing Academic Achievement among B.Ed., Trainees.

HYPOTHESES OF THE STUDY

- There exists a significant difference between the Pre-test and Post-test scores of the Control group in self - learning.
- There exists a significant difference between the Pre-test and Post-test scores of the Experimental group in self- learning.
- There exists a significant difference between the Pre –test and Post-test scores and academic achievement in Control group.
- There exists a significant difference between the Pre test and Post-test scores and academic achievement in Experimental group.
- There is no correlation between self-learning and academic achievement.

DELIMITATIONS OF THE STUDY

This study was confined to the B.Ed college students only. The focus of the present investigation was bound to enhance the self- learning and academic achievement only. The experiment was conducted for a period of 30 days only. The sample size is restricted to 50 students only.

METHOD USED FOR THE STUDY

The researcher adopted experimental method hence the study is experimental in nature. The present study the researcher adopted Pre test–treatment – Post test experiment design as an appropriate design.

SELECTION OF THE SAMPLE

The researcher selected samples from Alagappa University College of Education in Karaikudi as sample of the study. As the research is double group in nature all the 50 students of B.Ed., first year students are selected as sample for the present study through Purposive sampling technique.

TOOLS USED FOR THE STUDY

Academic achievement and self-learning strategies tools were constructed, validated by the investigator.

STATISTICAL TECHNIQUES USED

The measures of central tendency mean and differential studies such as S.D, 't' – test and correlation test were used as the statistical techniques for the present study.

DATA ANALYSIS AND INTERPRETATION

HYPOTHESIS:1

Table 1: The table shows the Mean, Standard Deviation and 't' value of the Pre-test and Post-test scores and academic achievement in Experimental group

Test	N	Mean	S.D.	t-value	Level of Significance
Pre-Test	30	50.50	7.93	8.95	Significant at 0.05 level
Post-Test	30	67.37	7.14	8.95	Significant at 0.05 level

Since the calculated 't' value (8.95) is higher than table value (1.96)at 0.05 level, it is inferred that there exists significant difference between the Self - Learning of control group from the Pre-test and Post-test. The statistical finding proves the expected Self-Learning. Hence the hypothesis framed by the investigator is rejected.

HYPOTHESIS:2

Table 2: The table shows the Mean, Standard Deviation and t value of the Pre-test and Post-test scores of the experimental group in Self- Learning

Test	N	Mean	S.D.	t-value	Level of Significance
Pre-Test	30	56.03	7.43	17.47	Significant at 0.05 level
Post-Test	30	90.67	9.33	17.47	Significant at 0.05 level

Since the calculated "t" value (17.47) is higher than table value (1.96)at 0.05 level, it is inferred that there exists significant difference between the Self -Learning of Experimental group from the Pre-test and Post-test. The statistical finding proves the expected Self-Learning. Hence the hypothesis framed by the investigator is rejected.

HYPOTHESIS:3

Table 3: The table shows the Mean, Standard Deviation and 't' value of the Pre -test and Post-test scores and academic achievement in Control group.

Test	N	Mean	S.D.	t-value	Level of Significance
Pre-Test	30	67.37	7.14	1.22	Significant at 0.05 level
Post-Test	30	70.90	12.72	1.22	Significant at 0.05 level

Since the calculated 't'value (1.22) is less than table value(1.96)at0.05 level, it is inferred that there exists significant difference between the Pre-test and Post-test scores and academic achievement in Control group. The statistical finding proves the expected Self-Learning. Hence the hypothesis framed by the investigator is accepted.

Table 4: The table shows the Mean, Standard Deviation and 't' value of the Pre-test and Post-test scores and academic achievement in Experimental group.

Test	**N**	**Mean**	**S.D.**	t**-value**	**Level of Significance**
Pre-Test	30	74.27	9.33	5.92	Significant at 0.05 level
Post-Test	30	90.67	12.76	5.92	Significant at 0.05 level

HYPOTHESIS:4

Since the calculated 't'value (5.92) is higher than table value (1.96) at 0.05 level, it is inferred that there exists significant difference between Pre-test and Post-test scores and academic achievement in Experimental group. The statistical finding proves the expected Self-Learning. Hence the hypothesis framed by the investigator is rejected.

HYPOTHESIS:5

Table 5: The table shows the correlation between self- learning and academic achievement

Variable	**N**	γ**-value**	**Level of Significance**
Self-Learning	60	0.082	Not Significant at 0.05 level
Academic Achievement	60	0.082	Not Significant at 0.05 level

Since the calculated 't' value (0.082) is less than table value (0.113)at 0.05 level, it is inferred that there exists correlation between the Self - Learning and academic achievement. The statistical finding proves the expected Self-Learning. Hence the hypothesis framed by the investigator is accepted.

MAJOR FINDINGS OF THE STUDY

- The calculated 't' value (8.95)is higher than table value (1.96)at0.05 level, it is inferred that there exists significant difference between the Self -Learning of control group from the Pre-test and Post-test. The statistical finding proves the expected Self - Learning. Hence the hypothesis framed by the investigator is rejected.
- The calculated 't' value (17.47) is higher than table value(1.96)at 0.05 level, it is inferred that there exists significant difference between the Self -Learning of Experimental group from the Pre-test and Post-test. The statistical finding proves the expected Self - Learning. Hence the hypothesis framed by the investigator is rejected.
- The calculated 't' value (1.22) is less than table value (1.96)at 0.05 level, it is inferred that there exists significant difference between the Post-test scores and academic achievement in Control group. The statistical finding proves the expected Self - Learning. Hence the hypothesis framed by the investigator is accepted.
- The calculated 't' value (5.92) is higher than table value(1.96)at 0.05 level, it is inferred that there exists significant difference between Post-test scores and academic achievement in Experimental group. The statistical finding proves the expected Self - Learning. Hence the hypothesis framed by the investigator is rejected.
- The calculated "t" value (0.082) is less than table value (0.113)at 0.05 level, it is inferred that there exists correlation between the Self - Learning and academic achievement. The statistical finding proves the expected Self - Learning. Hence the hypothesis framed by the investigator is accepted.

DISCUSSION OF THE STUDY

The findings in this study indicate a positive relationship between self-learning and Academic achievement. In summary, it is clear that self- learning among B.Ed. students mean scores between the variables taken for these studies are same except gender and type of management. Also Academic achievement among

B.Ed. students means scores between the variables taken for this study are same except gender and locality of residence.

SUGGESTION FOR FURTHER STUDY

- The influence of organizational variables likes climate, socioeconomic status, teacher adjustment and teacher's personality can be studied with self-learning of student teachers.
- The student teachers studying in private institutions can be compared with Government institutions in other districts of Tamil Nadu.
- The same study may be undertaking with larger samples and a wider area.
- The study may be conducted to Primary, Upper Primary and Secondary level students.

CONCLUSION

The twenty-first century educational community continues to open new avenues of learning to students in the form of widened opportunities for online learning. In the past there were fewer choices about what kinds of online learning were available to students, and online learning was limited to a few students who tended to be self-directed and had access to their own technology. With increased access to affordable technology and a wide variety of online learning options, students of all levels of capability have access to online learning. In addition, with emphasis on increasing graduation rates, schools are looking for new ways to help struggling students to graduate with their cohorts. All of these circumstances create a significant challenge in selecting the best match between the student's capabilities and the best online learning environment for the student. It is conclude that, the male students Self – learning is found to be less than that of female students Self – Learning and academic achievement in B.Ed., trainees..

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