ANALYSES OF PERFORMANCE OF B.ED.STUDENTS IN
THE TWO TERM EXAMINATIONS

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Abstract

The present study aims at studying the performance of the pupil teachers in different subjects. It was a descriptive analytical survey which was conducted on a sample of 100 student-teacher of B.Ed.course from Sadbhavna College of Education Raikot. The performance of the students in the two house examinations is positively correlated which means increase or decrease in the first house examinations impacts in the performance in the second house examinations. The students performed better in the second house examinations in comparison to first house examinations. This means that there is impact of teaching-learning process and educational environment of the college on the achievement by the B.Ed. student-teachers.

Keywords: Performance, Two Term Examinations

INTRODUCTION

Education is an important factor in the development of man. The future of the nation depends upon students and education which draws out the best capacities of human beings. With these capacities man gets new knowledge, new ideas that are helpful in the development of the nation. Teacher education aims at developing the all round development of budding teachers. The secondary teacher education programme includes theoretical knowledge as well as practical, skill based training. Two types of evaluation procedure are in practice in the present B.Ed. course of Panjab University i.e. Summative and Formative. Formative evaluation is an integral component to assess the information, knowledge and skill development of a teacher trainee during the program. It is internal evaluation which is very important from the point of view of 'Formation of Behavior' during the course Summative evaluation is conducted at the end of the course usually called the external evaluation. Academic achievement refers to performance in school or college in a standardized series of educational tests. Knowledge acquired and skills developed in college subjects are generally

indicated by marks obtained in the tests (Taneja's Dictionary of Education, 1989). Achievement Consists of Increase in the variety of stimulus dimensions to which the learner will be sensitive and responsive, Increase in the number of new responses that will be made in the presence of already discriminated stimulus components, Increase in the number of new responses to be made in novel stimulus situations.

Review of literature revealed that above average intelligence boys of the experimental group improved their academic achievement with the help of Knowledge of Result(KR) (Bayli,1995).Nagpal and Wig(2000)found that more students in the fail group reported unhappy relations with teachers at school. Prasad(2002) concluded that social reinforcement was favorable to academic achievement. Pradhan(2005) revealed in his study that past achievement ,medium of instructions ,levels of qualification and stream of education as background factor were significantly related to the academic performance of the B.Ed students. Thus academic achievement helps both the teacher and the student to know where they stand. Academic achievement has become the center of life. Sound

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achievement in academic side can well, be matched with the pillars on which the entire future structure of personality stands.

OBJECTIVES

1. To compare performance in two-term examinations, i.e., first house examination and second house examination.
2. To compare the performance of B.Ed. students in various subjects in the two term examinations.
3. To find out the correlation in performance in two-term examinations subject wise and on total scores i.e., first house examination and second house examination.

METHOD

The present study was a descriptive analytical survey, which was conducted on B.Ed. students from Sadbhavna College of Education for Women Jalaldiwal, Raikot of Ludhiana District.

SAMPLE

In the present study 100 B.Ed students from Sadbhavna College of Education for Women Jalaldiwal, Raikot of Ludhiana District were randomly selected.

MEASURES

Teacher made achievement test used in the term examinations and subsequent award lists submitted by the class teacher was the main tool for data collection.

PROCEDURE

Prior to collecting the data in the college, the investigator sought the co-operation of the head of the institution and lecturers. Assurance was given that student's performance would be kept strictly confidential and would not be used for any other purpose than that of academic investigation. Award lists of the B.Ed. students were taken from the clerical office of the institution with prior permission of the head of the institution. Total marks out of 1000 of all the compulsory subjects were taken into consideration.

The study was conducted in two phases.

Phase-I: In the first phase, the investigator collected the award lists of the students concerning different subjects after the first house examinations. Performance of the student subject-wise measured using statistical techniques.

Phase-II: In the second phase, of the study the investigator measured the performance of second house examinations. After the first house examinations, feedback was given to the students. The problem regarding to their study and solving paper pattern technique were solved. The award lists of the second house examinations were collected.

The scores of academic achievement of the sample were arranged according to subject and roll nos. All the scores are added up to get a total score. Significance between mean in the first house examinations and the second house examinations was worked out to know the difference. t- value and co-efficient of correlation were also calculated.

RESULT AND DISCUSSION

Comparison of achievement in house examinations: The data was treated in two ways:

(a)Difference between different subjects of two house examinations

Table1 : Showing difference in achievement in first house examination and second house examination (subject wise)

Subjects	Mean		S.D.		S.ED	t-value
	Ist Term	IInd Term	Ist Term	IInd Term		
Paper-I	42.3	57.8	13.2	11.7	1.76	8.78**
Paper-II	48.6	58.8	11	11.8	1.61	6.32**
Paper-III	50.4	61.9	12	10	1.56	7.36**
Paper-IV(A)	40	57.7	11	7.8	1.34	13.12**
Paper-IV(B)	56.65	69.8	11.3	9.3	1.46	8.98**
Paper-V(I)	41.3	56.6	8.7	9.9	1.31	11.60**
Paper-V(ii)	58.6	69.8	15	13.9	2.04	5.47**

Paper-V(iii)	57.3	66.3	9.7	12.9	1.61	5.57**
Paper-VI(I)	47.8	57.6	10	10.7	1.46	6.69**
Paper-VI(ii)	43.7	52.5	8.4	9.9	1.29	6.77**
Paper-VII(I)	41.6	75.1	6.9	10.4	1.24	26.84**
Paper-VIII(ii)	45.1	61.6	9.5	11.6	1.49	11.00**
Paper-VII(iii)	47	79.6	8.7	10.2	1.34	24.31**
Paper-VIII	42.2	60.7	11.8	9.7	1.52	12.11**

**Significant at 0.01 level of significance

It is evident from Table 1 which shows that the significance of the difference between the subjects of the first house examinations and second house examinations with 99 df , all the t-values are significant at the .01 level of confidence.

Hence hypothesis stating, "There exists no significant mean difference in different subjects in the first house examinations and in second house examinations", stands rejected.

(b) Difference between mean scores of two house examinations

Table 2: Showing difference between mean scores of two house examinations

Type of Test	MEAN	S.D.	SE$_D$	t-value
First House Examination	275.38	44.43	6.42	13.91**
Second House Examination	364.84	46.43		

*Significant at 0.01 level of significance

It is evident from **Table 2 that** t-value of both the examination is significant at 0.01 level of confidence. This shows that significance difference exists in the academic achievement of first house examination and second house examination. Hence null hypothesis stating, "There exists no significant mean difference in the mean aggregate scores in the two term examinations", stands rejected.

(a) Correlation between different subjects of two house examinations

Table 3 : Correlation between achievement in first house examination and second house examination (subject wise)

SUBJECTS	MEAN		CORRELATION (r)
	1st Term	2nd Term	
Paper-I	33.82	46.25	**0.55***
Paper-II	38.84	47.04	**0.64***
Paper-III	40.3	49.5	**0.48***
Paper-IV(A)	19.18	27.7	**0.50***
Paper-IV(B)	11.33	13.96	**0.57***
Paper-V(I)	19.83	27.18	**0.60***
Paper-V(ii)	18.72	22.42	**0.57***
Paper-V(iii)	18.39	21.13	**0.74***
Paper-VI(I)	43.03	51.88	**0.82***
Paper-VI(ii)	39.3	47.27	**0.60***
Paper-VII(I)	37.44	67.57	**0.44***
Paper-VIII(ii)	40.55	55.41	**0.40***
Paper-VII(iii)	42.26	71.68	**0.34***
Paper-VIII	12.66	18.21	**0.54***

*Significant at 0.01 level of significance

It is evident from **Table 3 that** the value of coefficient of correlation between the subjects of the first house examinations and second house examinations came out in the range 0.34 to 0.82.All the values are significant at 0.01 level of confidence. Therefore there exists positive significant relationship between subjects of first house examinations and second house examinations. Hence null hypothesis stating, there exists no significant relationship between different subjects in the first house examinations and in second house examinations", stands rejected.

(b) Correlation between mean scores of two house examinations

Table 4 Showing correlation between aggregate scores of two house examinations

Sr.No.	MEAN	Correlation
First House Examination	275.38	0.817*
Second House Examination	364.84	

*Significant at 0.01 level of significance

Table 4 reveals that the value of coefficient of correlation between first house examinations and second house examinations for the total sample came out to be 0.817 which is significant at 0.01 level of confidence. This indicates that academic achievement significantly related to providing feedback to the students.

Hence hypothesis stating, "There exists no significant relationship in the mean aggregate scores in the two term examinations", stands rejected.

CONCLUSIONS AND RESULTS

The main findings of the study are as under:

1. The performance of the students in the two house examinations is positively correlated which means increase or decrease in the first house examinations affected the performance in the second house examinations.
2. According to rank, students obtained maximum performance in optional subjects i.e. Adult Education/Exceptional Children and Computer. And least in Guidance and Counseling and

School Management.

3. According to rank, students obtained maximum performance in Tg. of Math/Tg. of Home Science and Computer Education and least in Guidance and Counseling and Tg of English. It shows that their performance is different in different house examinations.
4. The students performed better in the second house examinations in comparison to first house examinations. This means that there is impact of teaching-learning process and educational environment of the college on the achievement by the B.Ed.student-teachers.

These results are in accordance with the studies conducted by Bayli(1975) which states that academic achievement was improved with the help of the Knowledge of Results(KR).

EDUCATIONAL IMPLICATIONS

The present study is a step towards measure of performance, which test both the perceptive and expressive ability of an individual. It may help the college faculty to take an appropriate decision to improve the difficulties of the students as well as teaching-learning process. The Study will be of great help for teachers, counsellor and special education teachers in diagnosing the learning difficulties and disabilities of the students. So finally, academic achievement may be used as an aid in the evaluation of teaching, the importance of instructional techniques and the revision of curriculum contents.

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