

B.Ed. Students' Professional Aspirations in Relation to their Academic Achievement

Dr. C. SUBBULAKSHMI

Assistant Professor, Women's Studies Centre
Madurai Kamaraj University, Madurai

Abstract

This article explains the construction and standardization of Professional aspirations scale. This is the desire and intention to pursue an occupations or a particular position within an occupations. The aspirations play a significant role in career decisions because they reflect the goals and intentions that influences on individuals toward a specific course of action. This study was a descriptive and survey type which consists of random sample of 350 B.Ed. students from the Madurai district. The interpretations of data were done with statistical methods in mean, standard deviation and t test.

Keywords: Professional Aspirations, Academic Achievement and B.Ed. Students.

Introduction

Aspirations develop over time. From childhood and adulthood, individuals dream of places they would like to go, things they would like to experience, and ideas they would like to test. Young people grow; their vocational preferences begin to take on more realistic shapes. Individual characters such as sex, race, and social class may influence these vocational preferences. Profession related to decisions may be broad, such as what type of occupation to enter, such as whether to accept a promotion that will require relocation. B.Ed. students' aspirations are a component of many career decision models because they represent the commitment an individual makes toward a specific course of action, and they also serve as the basis for feelings of success, a facilitator of career decisions. B.Ed students' experiences and the degree of success and failure associated with those experiences depend on whether the achievement is above or below; or level of aspiration.

Need for the Study

An aspiration has been a prominent topic within education and sociology for many years. B.Ed. students' aspirations are the need of a hour to create a bright and knowledgeable society. The teachers are the greatest assets of any education system. The role of teachers is the transmission of knowledge, skills and values to the students. Hence, B.Ed. students must concentrate and maintain the various skills as well as to excel in their duty

for the sake of future and improve their aspiration towards their job.

Terms and Definitions

Professional Aspirations: refers to the level of performance in a succession of learning tasks with established possibilities for improvement.

Academic Achievement: refers to the knowledge attained and skills developed through the study of subjects measured and expressed it in terms of marks.

B.Ed. students: refers to those who are studying B.Ed. programs in the Madurai district.

Variables of the Study

Dependent Variables

1. Professional Aspirations
2. Academic Achievement

Independent Variables

1. Gender -: Male/Female
2. Residence -: Day scholar / Hosteller

Objectives of the Study

The specific objectives of the study are listed below:

1. To measure the professional aspiration among B.Ed. students.
2. To find out whether there is any significant differences in professional aspirations among B.Ed. students in terms of select independent variables involved in this study.

3. To measure the academic achievement among B.Ed. students.
4. To find out whether there is any significant differences in academic achievement among B.Ed. students in terms of select independent variables involved in this study.
5. To find out the relationship between professional aspiration and academic achievement among B.Ed. students.
2. Significance of difference between the means of large independent samples.

Studies Related to Professional Aspirations

Gillock, N.P & Bennet, W.S. (Jr) (2011) identified that Gender distribution of jobs remains vastly disproportionate, especially among minority groups: Women continue to be represented in traditionally; female occupied jobs and underrepresented in high-status, high-paying occupations. The Gender distribution of careers and factors affecting career choice remains sparse where ethnic minority females are concerned. This study attempts to fill this gap and focuses on adolescent females from Mexican American backgrounds. The findings indicate the general male dominance of females' professional's interests. Females aspiring to highly male-dominated careers were more acculturated, earned higher grade point averages (GPAs) and higher achievement scores in science and social studies, and held higher educational aspiration and expectations, and a greater number of this group evidenced a clear understanding of the steps needed to achieve career goals.

Oyamo, O.R and Amoth, D (2011) discussed the model influence on the professional aspiration of college students at the Moi School of information science. The same study indicated that the majority of the students selected the same gender role models. Research on the role of spirituality and religion in career development influence the limited scope has suggested that such factors relate positively to desirable career development outcomes such as career decisions.

Hypotheses of the Study

1. Professional aspirations among B.Ed. students are above average.
2. Gender exerts a significant influence on professional aspiration among B.Ed. students.
3. Residence exerts a significant influence on professional aspiration among B.Ed. students.
4. Academic achievement among B.Ed. students is above average.
5. Gender exerts a significant influence on academic achievement among B.Ed. students.
6. Residence exerts a significant influence on academic achievement among B.Ed. students.
7. There is a positive relationship between professional aspiration and academic achievement among B.Ed. students.

Procedure of Research

Sample: A random sample of 350 B.Ed. students in Madurai district with due representation to the variables involved in this study.

Tools used

The tools used for data collection were as follows:

1. General Information sheet structured by the investigator.
2. Professional aspirations scale was constructed and standardized by the investigator.
3. Academic achievement scale was constructed and standardized by the investigator.

Statistical Treatment

1. Significance of Pearson's Product Moment Correlation.

Analysis and Interpretation of Data

Hypothesis 1: A Professional Aspiration among B.Ed. Students is above Average

The average score for professional aspirations among B.Ed. students is found to be 77.85, while the theoretical average is 78. It shows that the professional aspiration among B.Ed. students is below the average level. **So that, hypothesis 1 is rejected.**

Hypothesis 2: Gender Exerts a Significant influence on Professional Aspiration among B.Ed. Students.

The statistical measures and results of a test of significance of the difference between the mean scores of professional aspiration among B.Ed. students in terms of their gender are presented in Table 1.

Table 1 Results of Test of Significance of Difference Between the Mean Scores of Professional Aspiration Among B.Ed. Students: Gender-Wise

Variable	Sub-category	No. of teachers	Mean	Standard deviation	t value	Significance at 0.05 level
Sex	Male	186	77.42	13.12	0.759	NS
	Female	164	76.33	12.43		

NS-Denotes Not Significance at 0.05 Level

The calculated 't' value of 0.759 is lower than the table value of 1.96 at 0.05 level of significance. It shows that there is no significant difference between the male and female students in possession of professional aspiration. It can be inferred from the above finding that gender does not influence on professional aspirations among student teachers. **Hence, hypothesis 2 is rejected.**

Hypothesis 3: Residence Exerts a Significant influence on Professional Aspiration among B.Ed. Students

The statistical measures and results of a test of significance of the difference between the mean scores of professional aspiration among B.Ed. students in terms of their residence are presented in Table 2.

Table 2 Results of Test of Significance of Difference between the Mean Scores of Professional Aspirations among Student Teachers: Residence-Wise

Variable	Sub-category	No. of teachers	Mean	Standard deviation	t value	Significance at 0.05 level
Sex	Male	186	59.16	10.72	-0.497	NS
	Female	164	59.84	13.34		

NS-Denotes Not Significance at 0.05 Level

The calculated 't' value of -1.516 is lower than the table value of 1.96 at 0.05 level of significance. It shows that there is no significant difference between the day scholar and hostel students in possession of professional aspiration. It can be inferred from the above finding that residence does not influence on professional aspirations among student teachers. **Hence, hypothesis 3 is rejected.**

The average score of academic achievement among B.Ed. students is found to be 59.49, while the theoretical average is 50. This shows that academic achievement among B.Ed. students is above the average level. **Hence, hypothesis 4 is accepted.**

Hypothesis 4: Academic Achievement among B.Ed. Students is above Average

Hypothesis 5: Gender Exerts a Significant influence on Academic Achievement among B.Ed. Students

The statistical measures and results of a test of significance of the difference between the mean scores of academic achievement among B.Ed. Students in terms of their gender are presented in Table 3.

Table 3 Results of Test of Significance of Difference Between the Mean Scores of Academic Achievement Among B.Ed. Students: Gender-Wise

Variable	Sub-category	No. of teachers	Mean	Standard deviation	t value	Significance at 0.05 level
Residence	Dayscholar	142	75.65	11.15	-1.516	NS
	Hosteller	208	77.81	13.94		

NS-Denotes Not Significance at 0.05 Level

The calculated 't' value of -0.497 is lower than the table value of 1.96 at 0.05 level of significance. It shows that there is no significant difference between the male and female B.Ed. students in possession of academic achievement. It can be inferred from the above finding that gender does not influence on academic achievement among student teachers. **Hence, hypothesis5 is rejected.**

Hypothesis 6: Residence Exerts a Significant influence on Academic Achievement among B.Ed. Students

The statistical measures and results of a test of significance of the difference between the mean scores of academic achievement among B.Ed. students in terms of their residence are presented in Table 4.

Table 4 Results of Test of Significance of Difference between the Mean Scores of Academic Achievement among B.Ed. Students: Residence-Wise

Variable	Sub-category	No. of teachers	Mean	Standard deviation	't' value	Significance at 0.05 level
Residence	Dayscholar	142	57.38	8.04	-2.689	S
	Hosteller	208	6.70	13.75		

S-Denotes Significance at 0.05 Level

The calculated 't' value of -2.689 is higher than the table value of 1.96 at 0.05 level of significance. It shows that there is a significant difference between the day scholar and hostel B.Ed. students in possession of academic achievement. It can be inferred from the above finding that hostel students have possess more academic achievement than day scholar students. **Hence, hypothesis 6 is accepted.**

Hypothesis 7: There is a Positive Relationship between Professional Aspiration and Academic Achievement of B.Ed. Students

The Correlation between professional aspirations and academic achievement is found 0.654. It shows that there is a positive relationship between professional aspirations and academic achievement. **Hence, hypothesis 7 is accepted.**

Conclusions

The major conclusions arrived at from the study are listed below:

- Professional aspirations among B.Ed. students are below the average level.
 - The Professional aspirations among B.Ed. students are found to independent upon-Gender and Residence.

- Academic achievement among B.Ed. students is found independent upon-Gender
- Academic achievement among B.Ed. students is found dependent upon-Residence

Educational Implications

The present investigation was designed to measure the professional aspiration of the B.Ed. students in the Madurai district. For this purpose, a random sample of 320 B.Ed. students was constituted with due representation to the select independent variables.

Professional Aspirations of B.Ed. students is at the low level; this is to be further increased to the top level. To meet these level appropriate programs should be planned and executed for the B.Ed. students.

Residence plays a vital role in academic achievement among B.Ed. students. But hostellers have higher levels of academic achievement than the day scholars. The family members, the educational institutions, and the governments should make all the arrangements for conducive learning.

References

- Aggarwal, Y.P. (1986). Statistical Methods: Concepts, Application, and Computation. New Delhi: Sterling Publishers Pvt. Ltd.

2. Arthur, T. Jersid (1957). *The Psychology of Adolescence*. New York: The Macmillan Co.
3. Chaplin, James P. and Karawiec, T.S. (1974). *Systems and Theories of Psychology* (3rd ed.). New York: Holt, Rinehart and Winston, Inc.
4. Dash, Muralidhar (1988). *Educational Psychology*. New Delhi: Deep and Deep Publications.
5. Edwards, Allen L. (1971). *Experimental Design in Psychological Research*. New Delhi: Amerind Publishing Co. Pvt. Ltd.
6. Garrett, Henry E. (1979). *Statistics in Psychology and Education*. Bombay: Vakils, Fetter and Simons Pvt. Ltd.
7. John, Frederick Dashiell (1949). *Fundamentals of General Psychology* (3rd ed.). Boston: Houghton Mifflin Co.
8. Koul, Lokesh (1964). *Methodology of Educational Research*. New Delhi: Vikas Publishing House Pvt. Ltd.
9. Mehrens, W.A. and Lehman, I.J. (1973). *Measurement and Evaluation in Education and Psychology*. New York: Holt, Rinehart and Winston Inc.