

ACADEMIC ACHIEVEMENT ENTRANCE TEST PERFORMANCE AND INTELLIGENCE OF GENERAL AND RESERVE CATEGORY TEACHER-TRAINEES: A COMPARTIVE STUDY

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ABSTRACT

The study was conducted to explore the difference in academic achievement, entrance test performance and intelligence of teacher-trainees belonging to general and reserve categories. The sample consisted of 190 B.Ed. students and among them 123 students were of general and 67 were of reserve category. A Group Test of General Mental Ability by Jalota (1986) was used to assess the intelligence and official records were used to collect data regarding academic achievement and entrance test scores. To analyse the data, percentages were calculated and t-test was applied. The results of the study revealed that there was a significant difference in the academic achievement, entrance test scores and intelligence level of general and reserve category student trainees. It was also found that in the above-average levels of the three variables the percentage of general category trainees was comparatively higher.

Key words:

Academic achievement, intelligence, entrance test, general and reserve category, teacher-trainees.

INTRODUCTION

The progress, welfare and prosperity of a nation mainly depend on a rapid, planned and sustained growth in the quality and extent of education. Education is viewed as an instrument to develop the cognitive, affective and conative domains of the individual. It should prepare the younger generation to face the challenges in the emerging society. In this context it is teacher who is to play its role with responsibility and commitment. The whole edifice of education rests on the shoulders of teachers and hence, on quality teachers. It is said that all different factors which includes the quality of education, the quality, competence and character of teachers are most important. Now we have entered the age of science, space and internet and so drastic changes are taking place at global level. Teaching is becoming a complex and demanding job which requires teachers with good knowledge, understanding, skills and so many other intellectual abilities.

Teacher training colleges are the 'primary door' to enter teaching profession. Generally these colleges are held responsible for producing good or poor quality of teachers. It is true to some extent as selection of candidates for admission to training colleges is one among the major factors which affect the quality of teachers. One of the criteria for selection of candidates to get admission in these colleges is the category they belong to. The Merit list for the admission to the colleges was prepared differently for general and reserve category candidates when the admission was done through entrance test. 51% of the seats were

reserved for general and the remaining 49% were for reserve category. Reserve category included SC/ST, BC, Border/Backward Area, Sports person, Wards of political sufferers/Freedom fighters, Disabled person, Blind, Deaf and Dumb, Handicapped, Wards/Widows of killed/disabled, Defence personnel, of Paramilitary forces/ Punjab Police, PAP, and Punjab Home guards personnel, person children of riot effected/ army deserters, terrorist effected, widow/divorcee etc. All the candidates other than reserve category belong to general category. By comparing the academic achievement at graduation level, entrance test score and intelligence of general and reserve category trainees, it was investigated whether the admission in the education colleges on the basis of categories has any effect on the quality of teacher trainees.

OBJECTIVES OF THE STUDY

1. To compare the levels of achievement in graduation, performance in entrance test and intelligence of general and reserve category trainees.
2. To find out the difference in graduation marks of the general and reserve category teacher trainees.
3. To find out the difference in entrance test marks of general and reserve category teacher trainees.
4. To find out the difference in intelligence of general and reserve category teacher trainees.

HYPOTHESIS OF THE STUDY

1. There is a significant difference in the graduation marks of general and reserve category teacher trainees.
2. There is a significant difference in the entrance test score of general and reserve category teacher trainees.
3. There is a significant difference in the intelligence level of general and reserve category teacher trainees.

SAMPLE OF THE STUDY

Descriptive survey method was employed. The sample of the study comprised of 190 student teachers of Dev Samaj College of Education for Women, Ferozepur. Among them 123 students were of general category and the remaining 67 were of reserve category. Thus, convenient sampling technique was employed to collect the data.

TOOLS EMPLOYED

1. A Group Test of General Mental Ability by Jalota (1986) was employed to assess the intelligence level of the students.
2. To get the data relating to graduation marks and entrance test scores the official records of the college were used.

STATISTICAL TECHNIQUES

1. Percentages were calculated to compare the students of both categories falling under average, below and above average levels of performance.
2. t-value was applied to know the significance of difference between means.

RESULTS AND INTERPRETATIONS

The objective of the study was to know the percentage of general and reserve category students under average, below average and above average levels of academic achievement, entrance test performance and intelligence.

- a) Percentage of students under different levels of academic achievements in graduation

Table-1

Percentage of general and reserve category students under different levels of academic achievement in graduation

Achievement level	General category		Reserve category	
	Number	Percentage	Number	Percentage
Above average	53	43%	13	19.40%
Average	59	48%	39	58.21%
Below average	11	9%	15	22.39%

Table-1 reveals that the percentage of general category students in the above average level of graduation marks is 43% and of reserve category students is 19.40%. On the other hand 9% of general category and 22.39% of reserve category students lie in the below average levels. It indicates that the percentage of general category students in the above average marks is much higher than that of reserve category students. On the other hand percentage of reserve category students in below average level is much higher than general category students.

- a) Percentage of students under different levels of entrance test performance

Table-2

Percentage of general and reserve category students under different levels of entrance test performance

Performance level	General category		Reserve category	
	Number	Percentage	Number	Percentage
Above average	76	61.79%	01	1.49%
Average	45	36.58%	24	35.82%
Below average	02	1.63%	42	62.69%

Table-2 shows that 61.79% of general category and 1.49% of reserve category teacher trainees have got above average scores in the entrance test, whereas 1.63% of the general and 62.69% of reserve category students have got below average scores. The results indicate that most of the general category students lie in above average level whereas very few of reserve category lie in the same. Further, in the below average performance level the percentage figure gets reversed for general and reserve category.

- a) Percentage of students under different levels of intelligence

Table-3
Percentage of general and reserve category students under different levels of intelligence

Intelligence level	General category		Reserve category	
	Number	Percentage	Number	Percentage
Above average	56	45.52%	19	28.35%
Average	66	53.66%	41	61.19%
Below average	01	0.81%	07	10.24%

Table-3 indicates that 45.52% of general category and 28.35% of reserve category trainees are above average intelligent. Nearly, 1% of general category and 10% of reserve category trainees are below average intelligent. In the average level of intelligence there are 53.66% of are general and 61.19% of reserve category students. The results reveal that the reserve category students are present in all the three intelligence levels, whereas general category students predominantly fall in either above average or average level of intelligence.

HYPOTHESIS-1: There is a significant difference in the graduation marks of general and reserve category teacher trainees.

Table-4
t-value for the difference in graduation mean scores of general and reserve category trainees

Groups	Number	Mean	S.D.	S.ED.	t-value
General category	123	1395.7	156.8	21.9	4.66**
Reserve category	67	1293.6	136.9		

**significant at 0.01 level of significance

Table-4 shows that t-value 4.66 for the difference between graduation marks mean scores of the general and reserve categories trainees is significant at 0.01 level of significance. It conveys that the marks of the general category trainees in their graduation examinations are higher in comparison to those of reserve category trainees. On the basis of the results Hypothesis-1 stands accepted.

HYPOTHESIS-2: There is a significant difference in the entrance test scores of general and reserve category trainees.

Table-5
t-value for the difference in entrance test mean scores of general and reserve category trainees

Groups	Number	Mean	S.D.	S.ED.	t-value
General category	123	151	8.58	1.84	10.8**
Reserve category	67	131	13.67		

**significant at 0.01 level of significance

Table-5 indicates that the t-value for the difference in entrance test mean scores of general and reserve category teacher trainees is 10.8 and is significant at 0.01 level of significance. It concludes that the entrance test scores of general category students are higher than those of reserve category. Hence, Hypothesis-2 is accepted.

HYPOTHESIS-3: There is significant difference in the intelligence level of general and reserve category teacher trainees.

Table-6

t-value for the difference in intelligence mean scores of general and reserve category trainees

Groups	Number	Mean	S.D.	S.ED.	t-value
General category	123	61.4	8.7	1.5	4.1**
Reserve category	67	55.1	10.6		

**significant at 0.01 level of significance

Table-6 shows that the t-value is 4.1 for the difference in intelligence mean scores of the general and reserve category trainees and it is significant at 0.01 level of significance. This significant difference between the two indicates that the level of intelligence of general category trainees is higher than that of the reserve category trainees. On the basis of these results Hypothesis-3 is accepted.

CONCLUSIONS

From the results of the study following conclusions have been made:

1. The percentage of general category trainees in the high and above average levels of academic achievement, entrance test performance and intelligence is higher than that of the reserve category trainees. On the other hand, the percentage of reserve category students is higher in the below average levels as compared to that of the general category trainees.
2. A significant difference has been found in the mean scores relating to graduation marks, entrance test performance and intelligence of teacher trainees belonging to general and reserve categories. It is evident from the results that the graduation marks and entrance test scores of the general category trainees are higher than those of the reserve category trainees. They also have higher level of intelligence than the reserve category trainees.

RECOMMENDATIONS

Teacher plays an important role in national development as nation's future is shaped in the classrooms. It is very important that quality teachers should be produced. So, B.Ed. admission criterion must help in selecting candidates who possess at least average level of knowledge intelligence and other abilities which are very essential to become an effective and competitive teacher. It is also suggested that special facilities from the very beginning of their education, be given to all the reserve category students so that they may improve and perform at same level as others.

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