CHAPTER III

STATEMENT OF THE PROBLEM, OBJECTIVES, HYPOTHESES AND VARIABLES STUDIED
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This chapter deals with the statement of the problem, title of the problem, need for the present study, scope of the study, definitions of various terms, objectives of the study, hypotheses formulated and variables included.

3.1 INTRODUCTION

College students have many obstacles to overcome in order to achieve their optimal academic performance. It takes a lot more than just studying to achieve a successful college career. Different stressors such as time management, financial problems, sleep deprivation, social activities, and for some students even having children, can all pose their own threat to a student's academic performance. The way that academic performance is measured is through the ordinal scale of grade point average (GPA). A student's GPA determines many things such as class rank and entrance to graduate school. Much research has been done looking at the correlation of many stress factors that college students' experience and the effects of stress on their GPA.

This study did not take into account a main factor that a lot of college students have to deal with, having children and families to care for. Today more and more people are deciding to return to college after being out in the work force. Coming back to college puts high demands on older people, who sometimes have family already. This factor of having a family could itself contribute to a lower GPA, but one study looked at this factor of family and found the contrary. What helped these students was the support they found within the University, support such as childcare services, and also courses in how to hone superior studying skills. One extraneous factor in the study of family and school demands was that most of the students surveyed were only part-time students and therefore not a representative sample of the general college population.

There are also a number of health-related factors that can contribute to a student's academic performance, and therefore have an effect on his or her GPA. The amount of
exercise, nutritional routines, and also the amount of social support the student perceives all can contribute to how a student academically performs. Exercising too much or not at all can influence academic performance. A frequent occurrence on college campuses is students becoming almost addicted to exercise, turning a healthy behavior into one that is psychologically unhealthy. Nutrition is also a problem with college students. Students may have difficulty finding the time to cook adequate meals. Most students are just learning to live on their own, and learning to cook can prove to be a challenge. Finding time to go to the grocery store once every couple of weeks can be a demanding task. Little storage space is available in the average dorm room, and food storage may not be possible at all.

3.2 STATEMENT OF THE PROBLEM

The present study is concerned with the causes for poor results in junior colleges in Chittoor district. It examines the main and interaction effect of gender, year of study and management on the causes for poor results in junior colleges. It establishes the relationship between the causes for poor results and other variables namely; intelligence, personality factors, study habits, self concept, socio-economic status and socio-demographic variables. It also predicts the causes for poor results of junior colleges with the help of sets of psycho-sociological variables.

3.3 TITLE OF THE PROBLEM

The title of the present study is, “A Diagnostic study of the causes for Poor Results in some Junior Colleges in Chittoor District”.

3.4 NEED AND IMPORTANCE OF THE PRESENT STUDY

The Government constituted a three-member expert committee to probe and analyse the reasons for poor results in the state-run junior colleges. The pass percentage, which is just about 20% has been worrying the government to a great deal. One of the reasons attributed for the poor show of the government colleges is lack of qualified faculty. According to information, there are over many vacant junior college lecturer posts in the state. Following instructions from the government the management had
reportedly recruited the teaching staff on contract basis depending on the local availability without giving much thought to the quality.

Over 23 percent students registered in class XII to sit for the intermediate examinations this year have dropped out mainly due to financial constraints. The main cause of the dropout is the financial inability of the students' families to bear their educational expenses. Prices of educational material and different types of fees have sharply shot up in the last two years. Academicians observe that most families of the low-income groups are forced to reduce their children's educational expenses thanks to persisting skyrocketing prices of essentials.

The main causes for poor results in intermediate course

- Lack of Co-curricular activities
- Difficulty subjects in the course
- Family financial inability
- Fear of English, Mathematics, Sciences
- Involvement in institutional politics in some cases
- Lack of lab facility in the college
- Lack of library facility in the college
- Marriage of girl students
- Insufficient teaching staff
- Lack of Physical infrastructure in the college
- Lack of facilities for games and sports in the college
- Poor results in the unit tests
- Lack of separate room for study in the home
- Lack of sufficient qualified teachers
- Student carelessness
- Political influence, strikes, dharnas etc., and captivating films tower all
Study Hours at Home

Study hours in college

Insufficient Learning material in teaching

Lack of managerial skills of the governing body

Works at Home

Achievement in checking poor results can not be seen overnight and all officials and people concerned should take additional efforts to that end.

The present study aims at the non-availability of qualified and committed teachers are at one end and at the other end are students lagging behind their own learning aptitude. Their family and surroundings, environment and family history too may contribute for poor results. Based on the above conditions the investigator made an attempt to find out a diagnostic study in getting the exact picture of the causes for poor results at the intermediate level.

The above conditions have led the investigator to make an attempt in this area “A Diagnostic study of the causes for Poor Results in some Junior Colleges in Chittoor District”.

3.5 PURPOSE OF THE STUDY

The present study aims at investigating the causes for poor results in junior colleges in relation to intelligence, personality factors, study habits, self concept, socio-economic status and socio-demographic variables.

The purpose of the study is to make an attempt to answer the following questions

1. What is the general ability of the junior college students?

2. Whether there is any interaction effect of gender, year of the study and management on the poor results of junior college students.

3. Whether there is any relationship between socio-demographic variables and poor results of junior college students?
4. Whether there is any relationship between intelligence and poor results of junior college students?

5. Whether there is any relationship between personality factors and poor results of junior college students?

6. Whether there is any relationship between study habits and poor results of junior college students?

7. Whether there is any relationship between self concept and poor results of junior college students?

8. Whether there is any relationship between socio-economic status and poor results of junior college students?

9. What is the percentage of variance explained by the socio demographic variables in estimating poor results of junior college students?

10. What is the percentage of variance explained by the psychological variables in estimating poor results of junior college students?

11. What is the percentage of variance explained by the different independent variables (all independent variables) in estimating poor results of junior college students?

3.6 OPERATIONAL DEFINITIONS OF THE TERMS

The definitions of some of the important terms used in this study are given below:

1. Academic Achievement

   Knowledge attained or skills developed in the school subjects, usually designated by test scores or by marks assigned by teachers or by both (Good, 1973)

   Accomplishment or proficiency, performance in a given skill or body of knowledge, progress in school theoretically different from intelligence but overlaps with it to a great degree. (Good, 1973)

   Measured ability and achievement level of a learner in school subjects or particular skills. (Derek Rowntree 1981)
Refers to performance in school or college in a standard series of educational testing. (Taneja, 1991)

Accomplishment of specified objectives, past performance and what an individual or organization has accomplished in the past, in contrast with ability which refers to what an individual or organization can do now (in the present) or in future (Madhu Raj 1996 & Sing, S.K. 2002).

Successful accomplishment or performance in particular subjects, areas, or courses, usually by reasons of skills, hard work and interest.

Typically summarized in various types of grades, marks, scores or descriptive commentary (John Bellingham, 2004).

A measure of knowledge gained in formal education usually indicated by test scores, grade points, averages, and degrees (Madhu Raj, 1996; John Bellingham, 2004).

2. Academic

Pertaining to a characteristic of scholar's education or schools (Britannica Word Language Dictionary 1961)

Used to denote relationship with school, for example, academic average. Relating to school or school men, pendantic (Webster's New Dictionary and Thesaurus, 1995) of concerning Universities, schools, education, teachers etc (Della Thompson, 1996)

Pertaining to schools, Universities or to their staff or teaching or to school men (Davidson, et.al., 1988).

3. Achievement

Accomplishment or proficiency of performance in a given skill or body of knowledge.

Progress in school, theoretically different from intelligence but overlaps with it to a great degree (Good 1973)

Refers to the performance in school or college in a standardized series of educational tests (Taneja, 1991)
What an individual or organization has accomplished in the past in contrast with "ability" which refers to what an individual or organization can do now (in the present) or in the future (Madhu Raj, 1996).

Successful accomplishment or performance in particular subjects, areas or courses, usually by reasons of skill, hard work and interest. Typically summarized in various types of grades, marks, scores or descriptive commentary (John Bellingham, 2004).

4. **Achievement Test**

A test designed to measure a person's knowledge, skills, understandings etc in a given field, taught in school, for example a Biological Sciences test or an English test etc (Good 1973)

Refers to a test designed to measure the effects of specific teaching or training in an area of the curriculum. (Taneja 1991)

A standardized test designed to measure and compare levels of knowledge and understanding, in a given subject already learned (John Bellingham 2004)

In the present contest, achievement test means, an objective achievement test (OAT) constructed and standardized by the investigator.

5. **Objective Test**

Any examining device, whose scoring is not dependent upon the discretion of the examiners. In a psychological testing, any test for which the use of subjective judgment, by test scores is virtually eliminated, so that, qualified educators, scoring the test independently, would derive essentially the same scores (John Bellingham 2004)

6. **Personality**

A psychological term that refers to the predictable and unique indicators of the way, an individual might respond to the environment. A personal reference that usually connections acceptability and likeability. (Madhu Raj, 1996: John Bellingham, 2004).
Personality is that which permits a prediction of what a person will do in a given situation. (Cattell, 1970)

The total psychological and social reactions of an individual, the synthesis of his subjective, emotional and mental life, his behaviour, and his reactions to the environment; the unique or individual traits of a person are connoted to a lesser degree by "personality" than by the term "character". (Good, 1973)

For individual all the aspects of behaviour, thoughts and feeling that make the person unique. For psychologists a major area of theory and research. (Derek Rowntree. 1981)

7. Personality Trait

A general aspect of a person that may pre-dispose how he or she reacts to particular situations (Madhu Raj, 1996), (John Bellingham, 2004)

8. Factor

A cause or determiner, which may be unique to one variable or common to several variables, that may be used to account for the correlation among a set of variables (Good, 1973).

1. An element in the composition of any thing or in bringing about a certain result.

2. A fact, which has to be taken into account or which affects the course of events. (Davidson et al., 1998)

9. Teacher

A person employed in an official capacity for the purpose of guiding and directing the learning experiences of pupils or students in an educational situation, whether public or private (Good, 1973).

10. Management

For the present study, management means the authority under which the college function. In this study colleges under the authority of Government, Private have been considered for present investigation.
11. **Locality**

The academic achievements of students coming from rural areas and urban areas may differ. Hence students are divided into two groups namely rural and urban students and academic achievements have been studied. In this investigation locality means rural and urban.

12. **Caste**

In the present educational system, which is in vogue, in Andhra Pradesh, students are categorized into scheduled castes and scheduled tribes, back ward castes and other castes not covered under the above two types. In the present investigation the students are divided into three categories basing on their caste, namely SC/ST, BC and OC students.

13. **Gender**

Male and Female students (boys) and (girls) are considered as sub samples to carry the differential analysis.

14. **Age**

The chronological age of the students as reported by them through the personal data sheet is considered to divide the sample into three sub groups to study the variations in their achievements.

15. **Size of the family**

It refers to the number of total living members of the family as on the date of collecting the data for the present study.

16. **Sample**

1. A sample possessing the same characteristics as the population with reference to some variables other than, but thought of to be related to, the one under investigation.

2. Some times used to refer to a stratified sample, in which the sub sample numbers are proportional to the size of the strata (Good, 1973).
A sample drawn from a population in such a way that it should (or does) contain members of various categories and classification in the same proportions as they appear in the population. (Derek Rowntree 1981)

Sample refers to a group that is selected from a large group or population for examination with a view to making generalizations about the population, as a whole (Taneja, R.P. 1991).

Sample that corresponds to or matches the population of which it is a part with respect to characteristics important for the purpose under investigation. (Madhu Raj 1996, Singh, D.R. 2002 and John Bellingham 2004).

17. **Variable**

Any trait that changes from one case or condition to another, more strictly, the representation of the trait, usually in quantitative form, such as a measurement or an enumeration. (Good 1973). It refers to a factor in educational research that influences the observation or management of an educational phenomenon (Taneja, R.P. 1991 & a group of experts, 2003).

In educational research, an entity that can vary.

18. **Independent Variable**

1. A variable to which values may be assigned at will.

2. The variable on which an estimation or prediction is based in a regression problem.

3. In the plural, often used to refer to variables that are unconnected, when presented graphically, the x-axis or horizontal axis is conveniently used for the independent variable. (Good 1973).

In a statistical study, the variable whose values are deliberately changed (or natural difference observed) in order to see how this influences the values of another variable (the dependent variable). (Derek Rowntree 1981).
Refers to variable whose changes are considered as not dependent upon transformations in other specific variables (Taneja, R.P., 1991).

In experimental research, the aspects of the study that the investigator manipulates or controls in order to observe the effect on the dependent variable (Madhu Raj, 1996).

An independent variable is one that the researcher manipulates; e.g., a type of instructional programme (John Bellingham, 2004).

19. Dependent variable

A dependent variable is one that changes in consequence with changes in the independent variable (John Bellingham, 2004).

A variable whose magnitude depends on or is a function of, the value of the another variable (or other variables); a variable whose value is being estimated (for example by regression techniques) from that of one or more independent variables to which it is related; when represented graphically, the y-axis or vertical line is conveniently used or the dependent variable. (Good, 1973).

In a statistical study, the variable in whose values, we are expecting to see changes as a result of changes, we have made or observed in the values of some other variable (the independent variable) (Derek Rowntree, 1981).

Refers to a variable that is the presumed effect of a presumed cause of an event (Taneja, R.P. 1991 & A Group of Experts, 2003).

A factor in an experimental relationship which has or shows variation that is hypothesized to be caused by another independent factor or variable (Madhu Raj, 1996 & Sing, S.K., 2002)

20. Demographics

Statistics showing an area’s population characteristics such as age, race, income and education.

Basic information about an individual including such characteristics as age, place of residence and marital status. (Sing, S.K., 2002, John Bellingham 2004)
21. Regression

The tendency for observations that show a high deviation from the mean and a low degree of variability among themselves in regard to one trait to display wider variability and markedly less deviation (on the average) from the mean in a second trait;

The psychological mechanism of retreat from difficulties of adult world of reality to an imaginary world patterned on an earlier, more comfortable mode of life, as in childhood; normally seen in adults as play and make believe;

A movement of the eyes, backward from right to left along the line of type being read;

An error in silent or oral reading in which the reader retracts or goes back over what he has seen reading – (Good, 1973).

The term relate to the techniques of analyzing relationships between two or more variables with a view to prediction (or estimating) values of one from values of other(s). (Derek Rowntree, 1981).

In the context of child development, the temporary lapses or set backs that occur in the otherwise smooth course of normal development.

In the context of learned behaviour or skills, the loss or forgetting of previously learned skills in the absence of opportunities for continued practice.

A psychological withdrawal to an earlier period of life, which may be manifested by infinite or immature behaviour (Madhu Raj, 1996, Sing, D.R.; 2002).

In the context of child development, the temporary lapses or set backs that occur in the otherwise smooth course of normal development. (John Bellingham 2004).


A method for describing the nature of relationship between two variables, so that the value of one can be predicted if the value of the other is known. Multiple regression analysis involves more than two variables. (Madhu Raj, 1996 & Sing, D.R., 2002).
3.7 OBJECTIVES OF THE STUDY

The study has been designed with the following specific objectives.

1. To know the performance of junior college students at examinations.

2. To study the interaction effect of gender, year of the study and management on the poor results of junior college students.

3. To study the influence of socio – demographic variables on the poor results of junior college students.

4. To study the influence of intelligence on the poor results of junior college students.

5. To study the influence of personality on the poor results of junior college students.

6. To study the influence of study habits on the poor results of junior college students.

7. To study the influence of self concept on the poor results of junior college students.

8. To study the influence of socio – economic status on the poor results of junior college students.

9. To predict the poor results of junior college students with the help of socio-demographic variables.

10. To predict the poor results of junior college students with the help of psychological variables.

11. To predict the poor results of junior college students with the help of all independent variables.

3.8 HYPOTHESES OF THE STUDY

In the light of the above objectives, the following major null hypotheses have been set up for the purpose of this investigation.
1. All junior college students do not have same results.

2. Gender, year of the study and management would not have significant influence on the poor results of junior college students.

3. There would not be significant influence of socio demographic variables on the poor results of junior college students.

4. There would not be significant influence of intelligence on the poor results of junior college students.

5. There would not be significant influence of personality on the poor results of junior college students.

6. There would not be significant influence of study habits variables on the poor results of junior college students.

7. There would not be significant influence of self concept on the poor results of junior college students.

8. There would not be significant influence of socio-economic status on the poor results of junior college students.

9. It would not be possible to predict the poor results of junior college students with the help of socio demographic variables.

10. It would not be possible to predict the poor results of junior college students with the help of psychological variables.

11. It would not be possible to predict the poor results of junior college students with the help of all independent variables.

3.9 VARIABLES INCLUDED IN THE STUDY

The following variables were taken into consideration for this study.

A. Dependent Variables

Results from the Board of Intermediate Education Examinations

1. Language marks
2. Group subjects marks.
3. Total marks

The present study considers total marks as the main dependent variable that is the composite score arrived at combining language and group subject marks of intermediate students.

B. Independent Variables

I. Socio-Demographic variables

The following socio-demographic variables are included in the present investigation:

1. Management
2. Year of study
3. Gender
4. Group of study
5. Difficult subject in the course
6. Age
7. Caste
8. Community
9. Locality
10. Residence
11. Birth order
12. Father education
13. Father occupation
14. Mother education
15. Mother occupation
16. Economic position of the family
17. Annual income of the family
18. Size of the family
19. Type of the family
20. Medium of study
21. Separate room for the study
22. Socio – economic status

II. Psychological Variables

The following psychological variables are included in the present investigation:

1. Intelligence,
2. Cattell’s 14 personality factors (14 PF), Form -‘A’,
3. Study habits
4. Self concept

Total numbers of variables in the investigation are dependent variables and 49 independent variables.

3.10 METHODS OF STUDY

The present study is survey type. Various procedures that are followed in the construction and standardization of data gathering instruments and the tools adopted to measure the impact of different variables that are included in the study are discussed. The methods adopted in selection of the sample, collection of data, scoring and analysis are as follows.

To measure the performance of junior college students, from the Board of Intermediate Education examinations marks were taken as the indices of the level of results of the students. On the basis of results in languages, results in groups and results in total were classified. The marks are converted into percentages. A questionnaire is prepared to collect the necessary information about the students regarding their personal characteristics, home background and socio-economic conditions of the family. To
measure the study habits of the students, the Study Habits Inventory (SHI) developed by Dr. B. V. Patel (1975) was adopted and it is worth using for the present investigation. To measure the self – concepts of the students, self – concept scale (SCS) developed by Dr. (Miss) Mukta Rani Rastogi (1974) was adopted and it is more suitable for the purpose of present study. To measure the personality traits of IX class students, High School Personality Questionnaire (HSPQ) Form – A, developed by Cattell (1950) is adopted for the study. To measure the intelligence of the students, Raven’s Progressive Matrices Test (RPM) developed by J. C. Raven (1950) was adopted and it is more suitable for the purpose of present study. To measure the socio – economic status of the students, socio – economic status (SES) developed by Aaron, P.G Marihal, V. G. and Malathisha, R.N., (1974) was adopted and it is more suitable for the purpose of present study. Socio – Demographic Scale was developed by the investigator to measure the socio – demographic variables. A sample of 1200 students representing all categories of students is selected by following the standardized procedures. The necessary data is collected in a planned way and are analyzed using appropriate statistical techniques and the results are interpreted accordingly.
The flow chart showing the procedure followed in the present investigation is given in Figure - 1.

Figure - 1: Flow chart showing the procedures followed in the present investigation

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3.11 **DELIMITATIONS OF THE STUDY**

The following are the delimitations of the present study.

1. The study is confined to only Chittoor district of Andhra Pradesh.

2. The study is confined to 1200 sample only.

3. The study is confined to three managements (i.e.) Government, Aided and Private junior colleges of Chittoor district only.

4. The study is confined only to the junior college (both first and second year) students of the above mentioned schools of Chittoor District.

5. The present study concerns itself for the all subjects of junior college students only.

6. The effect of only a few independent variables on the causes of poor results of junior college students has been studied.

7. To measure the performance of junior college students, from the Board of Intermediate Education examinations marks were taken as the indices of the level of results of the students. On the basis of results in languages, results in group subjects and results in total were classified.

8. The study is based on survey research, where in the techniques of analyzing the data, are based on the questionnaires only.

9. The causes of poor results of junior college students of junior college students depends on a number of psychological, sociological, demographic and environmental factors. It is not possible to include each and every factor in this investigation.

10. It is only a presage – product study in the area of causes of poor results of junior college students.