



Chapter 2



THE CONCEPTUAL MODEL OF THE RESEARCH



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CHAPTER 2 : THE CONCEPTUAL MODEL OF THE RESEARCH

2.1 INTRODUCTION

A corner stone of modern educational psychology is that student's level of abilities is the major predictor of academic success. But it is also true that abilities do not predict academic performance completely. In the search of other variables that contribute to school and college achievement, researchers have devoted considerable attention to non-cognitive characteristics of the learners. Among these, Academic Motivation, Vocational Choices and Learning Styles have emerged as most promising characteristic in recent years. It has been found in many studies that these Psychological Variables depends upon the degree of learner's Sociological Variables in studies, better or worse. It is further clear from the related literature that individual differences do exist in Academic Motivation, Vocational Choices and Learning Styles of the Girl students but there is scarcity of research on these characteristics of learners across Area, Institution, Stream, and Group in Indian context. The above observation appears to be truer in case of Girl Students. In order to fulfill this research gap and bringing new facts in the lime light, the investigator designed the present study which has been stated under following head

2.2 TITLE OF THE STUDY

The present interdisciplinary, critical and comparative differential study has been termed as **"A STUDY OF ACADEMIC MOTIVATION, VOCATIONAL CHOICES AND LEARNING STYLE OF MINORITY COMMUNITIES STUDENTS (AS CONSTITUTIONALLY DEFINED)"** The premises of the problem is essentially educational and psychological having educational implications. The Psychological

consequences of being Minority communities. Backward, Muslim Girl Students are far reaching and highly significant. Our professions of concern for Minority girls' students are not backed by actions. The fact remaining that these Minority Communities, OBC's students have not been able to derive the benefits of the socio-Economic progress in the country. The investigator has personally observed that Girl Students of Minority Communities, OBC's Muslims feel insecurity and alienation from their counter part Girl Students of Minority communities, Non-Minority Communities.

2.3 DEFINITION OF IMPORTANT TERMS

In the following paragraphs, operational definition of the important terms used in the study has been given below:-

- 1. Academic Motivation:-** Academic Motivation has been defined here in terms of composite of various categories used by test constructor viz. (1) Academic Aspiration, (2) Study Habits and (3) Attitude towards School.
- 2. Vocational Choices:-** Vocational Choices have been defined here as understanding the set of steps that makes up the individual's own concepts of his progression within an occupation like - (1) Literary, (2) Scientist, (3) Executive, (4) Commercial, (5) Creative, (6) Actor, (7) Agriculture, (8) Publicitor, (9) Social and (10) Homely.
- 3. Learning Styles:-** Learning Styles has been defined here in terms of composite of 6 categories viz. (1) Independent, (2) Dependent, (3) Competitive, (4) Collaborative, (5) Participant and (6) Avoidant.
- 4. Minority Communities Students:-** Minority Communities, according to constitution of India has been defined here as those communities which emphasis the basic features of Numerical Inferiority and Non-Dominance having three type viz (1) Religious Minorities (2)

Ethnic Minorities, and (3) Linguistic Minorities. Muslims students are only considered on the basis of religious minorities here as Minority communities students.

2.4 JUSTIFICATION OF THE STUDY

The inherent characteristics of human resource development, vocational choices planning and utilization give rise to immense problems and a real challenge with respect to its pragmatic planning and utilization, in the attempt to predict the future needs and requirements, to know not only vocational imbalances in each sector, industry of Occupation but also its proper development. Vocational choices planning and development will have limited relevance unless one is able to clearly answer the questions, as to which direction the task of Vocational choices utilization is being directed? Yet, it is pertinent to ask, as to how far Minority students show any visible signs of the awareness of Vocational choice, values, needs, attitudes, employment opportunities regarding personality behavior and finally how to plan a long terms changed strategy in human resource development and vocational choices?

The purpose of this interdisciplinary and comparative study was essentially to formulate a set of vocational choices of Graduate and Post-Graduate Minority and Non-Minority Girl Students of C.C.S. Meerut University. It was assumed that the Minority communities Muslim and OBC Students are behind the Girl Students of the Non-Minority communities in several vocational choices. At present, there is a need to conduct some studies on vocational choices, Socio-Psycho Academic Motivation and personality learning styles syndromes of Graduate and Post-Graduate students, specially Girls, so that the educational planners, social organizers, Psychologists' and educational administrators would be able to arrange the courses patterns, workshops and different amenities needed for the preferred vocations of the 10+2 pattern of education, where the vocationalised courses occupy an important position at +2 stage. As in July 1981, some universities in U.P. have

also introduced +3 patterns in degree classes (3 years degree course), as in Meerut, ALIGARH Bareilly and Agra Universities. In the light of these new experiments, now the educational planners may pay more attention towards the concept of vocationalization in terms of socially useful and needed vocational choices. The Investigator reasonably realized the importance and utility of the present comparative and differential study and is quite optimistic about its usefulness for Educationalists, Social reformers, Psychologists, Guidance Workers, Teachers and above all, for any one concerned with the University girl deprived Minority students. "The need for such a comparative, differential and interdisciplinary study was voiced by the large magnitude of "Drop-Outs" and Unemployed specifically, Minority Muslims girl-students on the one hand, and the Non-Minority Muslims Girl Students on the other hand. The gap between Minority and Non-Minority castes of these two groups, would have been bridged as a result of Govt.- facilities, protections and Reservations. Consequent upon the decrease of psychological disabilities and inadequacies, differences in their vocational choices and personality, Learning styles syndromes, should not also have been significant, as vocational choice are largely a function of socio-economic facilities and the psychological adequacy of a person. If no difference, is found on these counts between Minority Muslims and Non-Minority caste Girl Students, it could be concluded that the governmental and other facilities provided to these Minority communities scheduled and other backward classes Girl Students have been beneficial to them. In case, it is found, otherwise, it may be considered, that the facilities thus provided, so far to these Minority scheduled and other backward classes Girl Students have not made sufficient impact on the development of vocational choices, Academic motivation and personality Learning styles traits of these Girl Students, specially of C.C.S University, Meerut. Under study, hence periodical evaluation, is a must and this comparative study is a correct step in the right direction.

2.5 OBJECTIVES OF THE STUDY

The following objectives were formulated to pursue in the present study

1. To ~~access~~ & compare the various Academic Motivation of Rural & urban, Self Finance & Traditional, Art & Commerce, and Minority & Non-Minority Girl Students.
2. To ~~measure~~ & compare the various Vocational Choices of Rural & urban, Self Finance & Traditional, Art & Commerce, and Minority & Non-Minority Girl Students
3. To ~~investigate~~ & compare the various Learning Styles of Rural & urban, Self Finance & Traditional, Art & Commerce, and Minority & Non-Minority Girl Students.
4. To ~~study~~ & compare the Attitude towards Reservation & Vocationalization Policy of Education of Rural & urban, Self Finance & Traditional, Art & Commerce, and Minority & Non-Minority Girl Students.
5. To ~~determine~~ & compare the Relationship between Academic Motivation, Vocational Choices, Learning Styles, and Reservation & Vocational Attitude for Rural & urban, Self Finance & Traditional, Art & Commerce, and Minority & Non-Minority Girl Students.

2.6 HYPOTHESIS OF THE STUDY

In this study Null Hypothesis was used. This hypothesis is explained, as there is no significant difference between mean score of first & second group of B.Ed Students in respect to above objectives. Hence, the

hypothesis are formulated & tested by the investigator according to the objectives of the study as follows.

1. There is no significant difference between the Mean Scores of Academic Motivation of Rural & urban, Self-Finance & Traditional, Art & Commerce, and Minority & Non-Minority Girl Students. For the verification of this hypothesis researcher split it into following 4 sub-hypothesis,

- (i) There is no significant difference between the Mean Scores of Academic Motivation of Rural & Urban Girl Students.
- (ii) There is no significant difference between the Mean Scores of Academic Motivation of Self Finance & Traditional Girl Students.
- (iii) There is no significant difference between the Mean Scores of Academic Motivation of Art & Commerce Girl Students.
- (iv) There is no significant difference between the Mean Scores of Academic Motivation of Minority & Non-Minority Girl Students.

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2. There is no significant difference between the Mean Scores of Vocational Choices of Rural & urban, Self Finance & Traditional, Art & Commerce, and Minority & Non-Minority Girl Students. For the verification of this hypothesis researcher split it into following 4 sub-hypothesis,

- (i) There is no significant difference between the Mean Scores of Vocational Choices of Rural & Urban Girl Students.
- (ii) There is no significant difference between the Mean Scores of Vocational Choices of Self Finance & Traditional Girl Students.

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- (iii) **There is no significant difference between the Mean Scores of Vocational Choices of Art & Commerce Girl Students**
 - (iv) **There is no significant difference between the Mean Scores of Vocational Choices of Minority & Non-Minority Girl Students.**
3. **There is no significant difference between the Mean Scores of Learning Styles of Rural & urban, Self Finance & Traditional, Art & Commerce, and Minority & Non-Minority Girl Students. For the verification of this hypothesis researcher split it into following 4 sub-hypothesis,**
- (i) **There is no significant difference between the Mean Scores of Learning Styles of Rural & Urban Girl Students.**
 - (ii) **There is no significant difference between the Mean Scores of Learning Styles of Self Finance & Traditional Girl Students.**
 - (iii) **There is no significant difference between the Mean Scores of Learning Styles of Art & Commerce Girl Students.**
 - (iv) **There is no significant difference between the Mean Scores of Learning Styles of Minority & Non-Minority Girl Students.**
4. **There is no significant difference between the Mean Scores of Reservation & Vocational Attitude of Rural & urban, Self Finance & Traditional, Art & Commerce, and Minority & Non-Minority Girl Students. For the verification of this hypothesis researcher split it into following 4 sub-hypothesis,**
- (i) **There is no significant difference between the Mean Scores of Reservation & Vocational Attitude of Rural & Urban Girl Students.**

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- (ii) There is no significant difference between the Mean Scores of Reservation & Vocational Attitude of Self Finance & Traditional Girl Students.
 - (iii) There is no significant difference between the Mean Scores of Reservation & Vocational Attitude of Art & Commerce Girl Students.
 - (iv) There is no significant difference between the Mean Scores of Reservation & Vocational Attitude of Minority & Non-Minority Girl Students.
5. There is no significant difference between the Correlation Scores of Academic Motivation, Vocational Choices, Learning Styles, and Reservation & Vocational Attitude for Rural & urban, Self Finance & Traditional, Art & Commerce, and Minority & Non-Minority Girl Students. For the verification of this hypothesis researcher split it into following 4 sub-hypothesis,
- (i) There is no significant difference between the Correlation Scores of Academic Motivation, Vocational Choices, Learning Styles, and Reservation & Vocational Attitude for Rural & Urban Girl Students
 - (ii) There is no significant difference between the Correlation Scores of Academic Motivation, Vocational Choices, Learning Styles, and Reservation & Vocational Attitude for Self Finance & Traditional Girl Students.
 - (iii) There is no significant difference between the Correlation Scores of Academic Motivation, Vocational Choices, Learning Styles, and Reservation & Vocational Attitude for Art & Commerce Girl Students.
 - (iv) There is no significant difference between the Correlation Scores of Academic Motivation,

Vocational Choices, Learning Styles, and Reservation & Vocational Attitude for Minority & Non-Minority Girl Students.

2.7 DELIMITATIONS OF THE STUDYS

Due to limited resources available and limit potentialities of the researcher, the present study has been delimited in several ways:

1. To complete the study within prescribed period, researcher used only one self constructed tool viz. Reservation & Vocational Attitude Scale and rest 3 tools are standardized by others
2. This study is limited to only 4 independent variables namely, Area, Institution, Stream and Group of Girl Students.
3. This study is limited to only 4 dependent variables namely, Academic Motivation, Vocational Choices, Learning Styles and Reservation & Vocational Attitude.
4. Due to human limitation of resources, the investigator has narrowed down the field of study to the Graduate level only.
5. The present study is covered by 512 Girl Students of CCS University, Meerut only.
6. The subjects are drawn from Minority and Non-Minority groups of Girl Students only.
7. The research hypotheses are restricted only to Null hypothesis.
8. Due to shortage of time, investigator has collected and analyzed the limited review of related literature only.
9. Selection of the institution and selection of subjects are made by multi-stratified random method only.
10. The present study is limited to research design used mainly Casual-Comparative Method only.

This chapter explained the origin & statement of the problem, define the important terms in respect to study, objectives, hypothesis, delimitations were also discussed respectively. The next third chapter explains the review of the literature.

