CHAPTER III

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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

Teaching has always been considered to be essential for preservation and development of all intellectual life. Among other agencies, teachers are considered to be the major transmitters of accumulated knowledge and experience of human race from one generation to the next. The very foundation of the social order rests on citizens who are taught and trained in the classroom with or without walls. Teachers, thus determine to a great extent the character, capacity and destination of a notion.

With the advent of new knowledge, teaching learning have new connotation – while teaching is helping the child to learn; learning is learning to learn; therefore the teachers job is mostly to develop self learning abilities in the child. In order to perform this job, teaching profession requires competent and committed teachers, therefore, effective teacher education becomes a core condition to ensure high proficiency and quality teachers.

Even though the laudable constitutional obligation of providing free and compulsory elementary education for all could not be achieved, there is a remarkable enhancement in literacy rate of Andhra Pradesh from 1991 to 2001. The need for education is now being gradually recognized by the people. Parents are concerned for quality education for their wards. In order to cope with the emerging demand for education, apart from Government schools, a large number of Private schools have come up and as a result of this, need for trained teachers has become the need of the hour. When compared to other fields, candidates having a degree / diploma in teacher education have more employment potential. Therefore institutions of teacher education need to be established both in public and private sectors to meet the manpower requirements. Quality concern in teacher education is another core area. There is a need to have a scientific procedure to monitor the quality of training as offered by
the teacher training institutes both at elementary and secondary level. The indicators and inventions of quality have been clearly spelt, performance of individuals and institutions at every stage need to be evaluated.

After a glance of review of related literature in the area of academic achievement, the investigator observed that it is rare to find a study on academic achievement of B.Ed. students. Hence, the investigator has shown interest to study the academic achievement of B.Ed. students.

3.2 STATEMENT OF THE PROBLEM

The present study is concerned with the finding out the effect of various psycho-sociological and demographic variables on the achievement in B.Ed. students, comprising of three regions viz. Telangana, Coastal Andhra and Rayalaseema. It examines the achievement of B.Ed. students of the colleges belonging to the above regions. It establishes the relationship between the various psycho-sociological and demo-graphical variables and other variables namely values, intelligence, attitude towards teaching profession, personality factors, and socio-economic status of the students and achievement of B.Ed. students. It also predicts academic achievement with the help of different sets of psycho-sociological variables / independent variables.

3.3 TITLE OF THE PROBLEM

The title of the present study is stated as "A Study of Academic Achievement of B.Ed. Students in relation to Values, Attitude towards Teaching Profession and other Variables".

3.4 NEED FOR THE PRESENT STUDY

In olden days, the system of education was totally different from that of the present day system. The teacher and the taught lived together and they had devoted their entire time for studies exclusively. Now things have changed, as civilization improved and with the explosion of knowledge, the life style of people is changed beyond imagination.

The society has come under the impact of science and technology and as a result of which, there are many means and sources of learning. Various psychological
theories came into existence, which have their impact on methods of teaching. Both the teachers and students have to adopt new methods of teaching and efficient procedures of learning.

Academic achievement is of paramount importance, particularly in the present socio-economic and cultural contexts. There is a need to identify the psychosociological factors, which influence the academic achievement of B.Ed. students, in order to draw conclusions and suggest remedial measures and to improve appropriate skills. It is rather interesting to know which of the variables of personality, socio-economic status, socio-demographic etc contribute to the academic achievement.

Though there are considerable studies on the academic achievement in relation to sociological and psychological factors at lower level, very few studies are found particularly in B.Ed. students. The present investigation is to find the relationship between achievement in B.Ed. and socio-psychological factors and also to predict the achievements in B.Ed. with the help of various independent variables. The main aim of present study is to predict the multiple effects of independent variables on the academic achievement and further to suggest suitable regression equations in the prediction of academic achievement of B.Ed. students.

The above crucial conditions lead the investigator to make an attempt in this area of academic achievement in relation to various psychosociological factors.

The title of the present study is, “A Study of Academic Achievement of B.Ed. Students in relation to Values, Attitude towards Teaching Profession and other Variables”.

3.5 PURPOSE OF THE STUDY

The present study aims at investigating the influence on the academic achievement of B.Ed. students in relation to certain Psycho-Sociological variables. The purpose of the study is an attempt to answer the following aspects.

1. Whether there is any significant influence of main effects namely; Region, Management and Gender and their interaction effects on the academic achievement of B.Ed. students?

2. Whether there is any influence of values on the academic achievement of B.Ed. students?
3. Whether there is any influence of intelligence on the academic achievement of B.Ed. students?

4. Whether there is any effect of attitude towards teaching profession on the academic achievement of B.Ed. students?

5. Whether there is any impact of 16 personality factors on the academic achievement of B.Ed. students.

6. Whether there is any impact of Socio – Economic status on the academic achievement of B.Ed. students?

7. Whether there is any influence of Socio – Demographic variables on the academic achievement of B.Ed. students?

8. Whether it is possible to predict academic achievement of B.Ed. students with the help of Psycho – Sociological factors?

3.6 SCOPE OF THE STUDY

The main intention of the study is to find the academic achievement of the B.Ed. students with values, intelligence, attitude towards teaching profession, personality factors, socio – economic status, socio – demographic variables. Objective achievement test (OAT) to measure the achievement of B.Ed. students, the values, intelligence, attitude towards teaching profession, personality, socio – economics status and socio – demographic scale are measured by using the relevant instruments.

The study attempted to predict the achievement of B.Ed. students with the help of different psycho – sociological variables.

3.7 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, pendentic (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)

Accomplishment of specified objects

Past performance

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. Training

The special kind of teaching and instruction in which the goods are clearly determined, are usually readily demonstrated, and call for a degree of mastery which requires student practice and teacher guidance and appraisal of the student’s improved performance capabilities (Good, 1973).

The systemic development in a person of the knowledge, attitudes and skills necessary for him to be able to perform adequately in a job or task whose demands can be responsibly well identified in advance and that requires a fairly standardized performance from whoever attempts it (Derek Rowntree, 1981).

A planned and systematic sequence of instruction under competent supervision, designed to impart predetermined skills, knowledge or abilities with respect to designated occupational objectives (Madhu Raj, 1996; John Bellingham, 2004).
5. **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.

6. **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)

7. **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 seller 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)
8. **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))

9. **Socio – Economic Status**

The background or standing of one or more persons in the society on the basis of both social class and financial situation. (John Bellingham 2004)

The level indicative of both economic positions of an individual or group (Good 1973)

A person's status or position within the society (or any smaller social group) as determined by social class and wealth or income (Derek Rowntree, 1981).

Refers to a person's position in any given group society or culture (Jajena, R.P. 1996; & a group of Experts, 2003).

An indicator of an individual or family's social ranking, based on such factors as level of education, income, neighbourhood of residence or type of occupation (Madhu Raj 1996 & Sing, D.R. 2002).

10. **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)

11. **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).
12. **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.

13. **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.

14. **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.

15. **Gender**

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

16. **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.

17. **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.

18. **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, Sing, D.R. 2002 and John Bellingham 2004).

19. 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).

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.

20. 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).

21. 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)

22. 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)
23. **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).
24. 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 institution, whether public or private (Good, 1973).

25. Teaching

It is the work of occupation of teachers (Taneja, 1991).

The process of helping pupils to acquire knowledge, skills, attitudes, and/or appreciations by means of a systematic method of instruction (Madhu Raj, 1996; John Bellingham, 2004).

26. Profession

An occupation usually involving relatively long and specialized preparation on the level of higher education and governed by its own code of ethics (Good, 1973)

Any-occupation that is regarded as prestigious, generally on the grounds that its members are not only well-paid but also need lengthy academic training founded on some systematic body of knowledge, exercise considerable freedom of decision in their day-to-day work; recognize ethical standards in their activities, serve society, continue to learn and develop the profession while practicing it; and so on (Derek Rowntree, 1981).

An occupation requiring specialized knowledge that can only be gained after intensive preparation (Madhu Raj, 1996; John Bellingham, 2004).

An occupation usually involving relatively long and specialized preparation on the level of higher education and governed by its own code of ethics (Good, 1973)

27. Professionalization of teaching

The concern with the vocation of teaching so that it may increasingly become and be known as a profession rather than a craft; this involves, among other things, distinctive expertness and high competence resulting from theoretical study and knowledge as well as practical mastery of pedagogical techniques (Good, 1973).
3.8 OBJECTIVES OF THE STUDY

The study has been designed with the following specific objectives.

1. To know the achievement of B.Ed. students.

2. To study the influence of Region, Management and Gender on the academic achievement of B.Ed. students.

3. To study the influence of values on the academic achievement of B.Ed. students.

4. To study the influence of intelligence on the academic achievement of B.Ed. students.

5. To study the influence of attitude towards teaching profession on the academic achievement of B.Ed. students.

6. To study the influence of 16 personality factors on the academic achievement of B.Ed. students.

7. To study the influence of socio-economic status on the academic achievement of B.Ed. students.

8. To establish the relationship of academic achievement of B.Ed. students with the socio-demographic variables.

9. To predict the academic achievement of B.Ed. students with the help of socio-demographic variables and psychological factors.

10. To predict the academic achievement of B.Ed. students with the help of all independent variables in the investigation.

3.9 HYPOTHESES FORMULATED

In the light of the above objectives, the following major null hypotheses have been set up for the purpose of this investigation.

1. All the B.Ed. students would not have the same academic achievement.

2. Region, Management and Gender would not have significant influence on the academic achievement of B.Ed. students.
3. There would not be significant influence of values on the academic achievement of B.Ed. students.

4. There would not be significant influence of intelligence on the academic achievement of B.Ed. students.

5. There would not be significant influence of attitude towards teaching profession on the academic achievement of B.Ed. students.

6. There would not be significant influence of personality factors on the academic achievement of B.Ed. students.

7. There would not be significant influence of socio-economic status on the academic achievement of B.Ed. students.

8. There would not be significant influence of socio-demographic variables on the academic achievement of B.Ed. students.

9. It would not be possible to predict the academic achievement of B.Ed. students with the help of socio-demographic variables and psychological variables.

10. It would not be possible to predict the academic achievement of B.Ed. students with the help of all independent variables.

3.10 VARIABLES INCLUDED IN THE PRESENT STUDY

The following variables were taken into consideration in this study.

**Dependent Variable**

Academic achievement

**Independent Variables**

1. Psychological Variables

Psychological variables like

1. Values

1. Religious value
2. Social value
3. Democratic value
4. Aesthetic value
5. Economic value
6. Knowledge value
7. Hedonistic value
8. Power value
9. Family Prestige value
10. Health value
11. Total of above values

2. Intelligence
3. Attitude towards teaching profession
4. Cattell’s 16 personality factors (Form ‘C’)

2. Socio – Demographic variables

Socio – Demographic variables like
1. Region,
2. Management,
3. Gender,
4. Caste,
5. Locality,
6. Marital status,
7. Educational qualification,
8. Methodology,
9. Type of the Family,
10. Age,
11. Annual Income of the Family,
12. Father’s Education,
13. Father’s Occupation,
14. Mother's Education,
15. Mother's Occupation,
16. Number of children in the family,
17. Number of members in the Family,

Total numbers of variables in the investigation are 1 dependent variable and 47 independent variables.

3.11 METHODS OF STUDY

The investigator following the scientific principles and procedures of test construction developed a preliminary objective test with 250 multiple choice questions with the help of senior lecturers for the use of pilot study. The preliminary form is standardized following the method described by Garrette (1973) from pages 365 – 368 and after deleting fifty questions, a final objective achievement test (OAT) paper is prepared with two hundred (200) multiple choice questions carrying one mark each. A questionnaire is prepared to collect the necessary information about the pupils regarding their personal characteristics, home background and socio – economic conditions of the family. Cattel’s 16 Personality Questionnaire is used to collect the information regarding the personality characteristics of the students of the sample. Sherry and Varma’s (1996) Personal values questionnaire was adopted to measure the values of B.Ed. students. Raven, J.C. (1950) intelligence test (RPM) is adopted to measure the intelligence. Manchala, C. (2007) teacher attitude inventory (TAI) is adopted to measure the attitude towards teaching profession and Aaron, P.G., Marihal, V.G. and Malathisa, R.N. (1974) socio – economic status scale is adopted to measure the socio – economic status of B.Ed. students.

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.