CHAPTER - III

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This chapter deals with the introduction, need for the present study, purpose of the study, statement of the problem, title of the problem, 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 man power 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 D.Ed. students. Hence, the investigator has shown interest to study the academic achievement of D.Ed. students.

3.2 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 D.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 self efficacy, emotional intelligence, achievement motivation, socio-economic status and 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 D.Ed. students. The present investigation is to find the relationship between achievement in D.Ed. and socio-psychological factors and also to predict the achievements in D.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 D.Ed. students.

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

The title of the present study is, "A study of academic achievement of D.Ed. students in relation to self-efficacy, emotional intelligence, achievement motivation and other variables".

3.3 PURPOSE OF THE STUDY

The present study aims at investigating the influence on the academic achievement of D.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 D.Ed. students?

2. Whether there is any influence of self efficacy on the academic achievement of D.Ed. students?

3. Whether there is any influence of emotional intelligence on the academic achievement of D.Ed. students?

4. Whether there is any effect of achievement motivation on the academic achievement of D.Ed. students?

5. Whether there is any influence of Socio-Demographic variables on the academic achievement of D.Ed. students?

6. Whether it is possible to predict academic achievement of D.Ed. students with the help of psycho-sociological factors?

3.4 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 D.Ed. students, comprising of three regions viz. Telangana, Coastal Andhra and
Rayalaseema. It examines the achievement of D.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 self efficacy, emotional intelligence and achievement motivation and achievement of D.Ed. students. It also predicts academic achievement with the help of different sets of psycho – sociological variables / independent variables.

3.5 TITLE OF THE PROBLEM

The title of the present study is stated as “A study of academic achievement of D.Ed. students in relation to self – efficacy, emotional intelligence, achievement motivation and other variables”.

3.6 OBJECTIVES OF THE STUDY

The study has been designed with the following specific objectives.

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

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

3. To study the influence of self efficacy on the academic achievement of D.Ed. students.

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

5. To study the influence of achievement motivation on the academic achievement of D.Ed. students.

6. To establish the relationship of academic achievement of D.Ed. students with the socio – demographic variables.

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

8. To predict the academic achievement of D.Ed. students with the help of all independent variables in the investigation.
3.7 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 D.Ed. students would not have the same academic achievement.

2. Region, Management and Gender would not have significant influence on the academic achievement of D.Ed. students.

3. There would not be significant influence of self efficacy on the academic achievement of D.Ed. students.

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

5. There would not be significant influence of achievement motivation on the academic achievement of D.Ed. students.

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

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

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

3.8 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

   1. Self-efficacy
   2. Emotional intelligence
   3. Achievement motivation
2. Socio-Demographic variables

1. Age
2. Annual Income of the family
3. Father’s Education
4. Mother’s Education
5. Father’s Occupation
6. Mother’s Occupation
7. Birth Order
8. Size of the Family
9. Residence
10. Gender
11. Religion
12. Caste
13. Locality
14. Economic Position of the Family
15. Medium of the study
16. Type of family
17. Region
18. Management
19. Qualification

Total number of variables in the investigation is 1 dependent variable and 22 independent variables.
3.9 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, pedantic (Webster's New Dictionary and
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. **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. 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.

6. 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.

7. 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.

8. Gender

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

9. 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.

10. 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.
11. **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.

12. **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).

13. **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. (Goq, 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)

14. Self – efficacy

The self-beliefs that individuals use to exercise a measure of control over their environments include self-efficacy beliefs—"beliefs in one’s capabilities to organize and execute the course of action required to manage prospective situations" (Bandura, 1997)

15. Emotional intelligence

Salovey, Mayer and Caruso (2000) have stated that Emotional Intelligence "refers to the ability to process emotional laden information competently and to use it to guide cognitive activities like problem solving and to focus energy on required behaviours".

S. Hien (2004) defined Emotional intelligence as the mental liability we are born with which gives us our emotional. Sensitivity and our potential for emotional learning, management skill which can help us maximize our long term happiness and survival.
16. Achievement motivation

Atkinson and Feather defined “the achievement motive is conceived as a talent disposition which is manifested in overt striving only when the individual perceives performance as instrumental to a sense of personal accomplishment”.

Irving Sanoff defined “achievement motive is defined in terms of the way an individual orients himself towards objects or conditions that he does not possess. If he values those objects and conditions, and he feels that he ought to possess them he may be regarded as having an achievement motive”.

3.10 DELIMITATIONS OF THE STUDY

The following are the limitations of the present study.

1. The study is confined to only some selected districts in Andhra Pradesh
2. The study is confined to 1200 sample only.
3. The study is confined to two managements (i.e.) Government and Private colleges of some selected districts in Andhra Pradesh only.
4. The study is confined only to the D.Ed. students of the above mentioned colleges.
5. The effect of only a few independent variables on the academic achievement of D.Ed. students has been studied.
6. The academic achievement scores are taken only from the marks from the records of the colleges.
7. The study is based on survey research, where in the techniques of analyzing the data, are based on the questionnaires only.
8. The academic achievement of B.Ed. 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.
9. It is only a presage – product study in the area of academic achievement.