CHAPTER -III

METHODOLOGY

3.1 Statement of the Problem

3.2 The variables involved in the study;

3.2 Rationale for the Variables Involved in the Study

3.2.1 Attitude of the Students

3.2.2 Adjustment of Students

3.2.3 Socio–Economic Status

3.2.4 Academic Achievement

3.3 Tools Used for the Study.

3.4 Description of the Tools

3.4.1 General Data Sheet for DIET/TTI students

3.4.2 Attitude Scale for DIET/TTIs Students

3.4.3 Adjustment Scale for Student-teachers studying in DIET/TTIs.

3.4.4 Socio-Economic and Educational Status of D.Ed. Students Questionnaire.

3.4.5 Academic Achievement of the Students.

3.5 Sample and Sampling Procedure.

3.6 Data –Gathering Procedure

3.7 Statistical Techniques Used for the Study
CHAPTER – III

DESIGN OF THE STUDY

The investigator formulated the objectives of the study and referred the related literature to formulate the problem for the present study. Hence, the problem designed is;

3.1 Statement of the Problem

"A Comparative Study of Attitude, Adjustment, Socio-Economic Status and Academic Achievement of DIET students to that of other TTI Students of Karnataka State"

3.2 The variables involved in the study;

1. Attitude of the DIET and other TTI Students towards D.Ed. Course and other related factors.

2. Adjustment of the DIET and other TTI Students towards D.Ed. Course and other related factors.


4. Academic Achievement of the DIET and other TTI Students.

The present study intends to compare the above variables with respect to DIET and other TTI students of Karnataka State.

The attitude, adjustment and academic achievement of the students belonging to either DIET or TTI depends upon following factors.
3.2 Rationale for the Variables Involved in the Study

3.2.1 Attitude of the Students

The term ‘Attitude’ is defined by Freeman (1965) as “A predispositional readiness to respond to certain situations, persons, objectives or ideas in a consistent manner, which has been learnt and has become one’s typical mode of response”.

It is a tendency to react in a certain way towards a designated class of stimuli. These are the ways in which an individual thinks, feels, and acts. Attitude always arouses one’s feelings and emotions. Attitude ranges from Positive extreme to Negative extreme. Attitudes vary in the amount of positiveness or negativeness.
In the present study, the attitude of the D.Ed., students towards various aspects of the D.Ed course and the institution including academic achievement is considered. It is a comparatively stable, emotional and learned pattern of behaviour, which predisposes the individual to act in some consistent way towards his or her learning. It may range between high (favorable) to low (unfavorable) attitude. A favorable attitude makes the work not only easier but also more satisfying and professional rewarding. An unfavorable attitude makes the teaching task harder, more tedious and unpleasant.

Mann (1980) studied that the personality factors like, attitude and adjustment largely contributed towards the academic attainment of the students.

Kumar Yogesh. (1989), Studied a comparative study of adjustment, attitude, interest and level of aspiration of the tribal and non-tribal students of the secondary level. The study yielded the results like, attitude and adjustment are the main predictors of the academic achievement.

Gupta (1989) studied causes of failure of the students in science and mathematics. The variables considered were intelligence and personality factor like, introversion and extroversion and attitude of the students. The results indicated that, large number of failure was mainly due to low
attitude and high extroversion of the students. Intelligence was also found very less amongst most of the students.

**Rajan (1990)** studied the causes of low achievement of students at the secondary level. The study included the personality variables like intelligence, introversion and extraversion, attitude and SES of the students. It was found that, the personality factors like introversion and extraversion were equally responsible for low achievement like intelligence and the low attitude students achieved low and high attitude students achieved well in examination. Hence, it is clear that, the variables like attitude directly affect the academic achievement of the students.

The attitude of the students mainly depends upon the following factors;

1) Infrastructure and other physical facilities of the institution.
2) The facilities in the library and laboratory.
3) The principal, his behavior and administrative nature.
4) The teaching staff, their capabilities and guidance and help.
5) Non-teaching staff.
6) Practice-teaching and related factors.
7) Co-curricular activities.
8) Evaluation and Internal Assessment.
9) Hostel facilities and other related factors.
3.2.2 Adjustment of Students

Adjustment is also another important variable involved in the study. Both attitude and adjustments are positively interrelated. Hence, the investigator selected the adjustment as another important factor related to academic achievement of the students.

Definition of Adjustment:

Adjustment may be defined as the process of interaction between the individual and his environment for the sake of bringing harmony between them.

According to Schneider (1955), "Adjustment is a process by which the internal demands of motivation are brought into harmonious relation with the external demands or reality."

Adjustment from another angle is also viewed as the modes or ways of getting along with the environment while satisfying one's needs. According to Symonds (1947) "Adjustment can be defined as a satisfying relation of an organism to its environment".

Lazarus (1976) defined adjustment as "consisting of the psychological process by means of which the individual manages or copes with various demands and pressures."

Kalpan (1950) said "A well adjusted person is one whose needs and satisfaction in life are integrated with a sense of social feelings and acceptance of social responsibility."
Schneider (1955), defined "Adjustment is a process by which the internal demands of motivation are brought into harmonious relation with the external demands of reality."

In brief, adjustment deals with that aspect of life which concerns itself to bring about harmony between the demands of the inner self on the one hand and social milieu to which the person is exposed on the other hand promoting interpersonal, intrapersonal relationships and emotional health, and thereby which may in turn, promote effective adjustment.

When an individual makes sufficient changes to experience, success and contentment occur. He is believed, by most laymen, to have made satisfactory positive adjustment. To the psychologists, however, to adjust include both inner and outer changes that individuals experience during their growing-up years. Adjustment is two-edged; it embodies both personal and social experience. The child lives with himself in a society patterned by others. From early childhood, he develops within the limits of his own capacities and the existing environmental influences, those patterns of behavior that describe him as a self-adjusted individual or as one who is maladjusted.

The term adjustment that originated from the biological concept of adaptation was the cornerstone of Darwin's theory of evolution (1959) and emphasized the reality of the "Man-adapting" Darwin maintained...
that only those species most fitted to adapt the hazards of the physical world survived.

Adjustment and adaptation represents a functional perspective for viewing and understanding human behavior. Psychologists are concerned with psychological survival or adaptation. Of the various concepts that suggest themselves in a description of the vital phenomenon of adjustment, some concepts such as 'adaptation', 'regulation', 'co-ordination,' are well established in most life sciences. However, this life process has often put psychologists in dilemma as to whether to go with Newtonian or the Darwinian paradigm or follow General System of Theory Nertelanffy (1968).

In the present study adjustment and attitude are considered as dependent variables. Following factors are depending upon the adjustment of the students. This may result in the academic achievement. They are;

1) Infrastructure and other physical facilities of the institution.

2) The facilities in the library and laboratory.

3) The principal, his behavior and administrative nature.

4) The teaching staff, their capabilities and guidance and help.

5) Non-teaching staff.

6) Practice-teaching and related factors.
7) Co-curricular activities.

8) Evaluation and Internal Assessment.

9) Hostel facilities and other related factors.

3.2.3 Socio–Economic Status

The Socio–Economic Status of the students is another important variable involved in the study. Since, the students are admitted to the D.Ed. Course from different Socio–Economic background. This variable involves two important factors. Those are Social status of the students and the Economic Conditions of the Students. The Social condition means the society status where in the students or the family of the students belongs to and the economic condition means the total income of the particular students or his/her parents. The investigator included another factor to this variable which is educational status. The Educational Status of the Parents of a particular student admitted to D.Ed. Course is considered.

Page and Thomas (1971), defined Socio–Economic status as “Persons Positions in any give groups, Society or Culture as determined by wealth, occupation, education and social cloth”

Good (1973), defined Socio–Economic Status as the Background or the Environment, indicative of both Social and Economic Status of an individual or groups".
Page and Thomas (1977), defined Socio-Economic Status as a "Rank on Position of an individual in the prestige hierarchy of social groups or community."

The Socio-Economic Status of the students as well as the teachers play important role in their academic achievement or academic development. The students' attainment depends upon the intelligence, attitude, adjustment and some of the personnel factors like, extroversion and neuroticism. All these factors are mainly depending upon the classroom climate and the teacher effectiveness. The Socio-Economic Status of the students also affects his tendency to improve academically.

Cant (1972), expressed that the Socio-Economic Status is important factor for the academic achievement status of students studying in later primary stage. Gagna (1974) expressed that, the Socio-Economic Status of the Students becomes the main factor for developing desirable attitude and higher rate of adjustment amongst the school going students. The higher Socio-Economic Students achieved more than the lower Socio-Economic Students.

According to Kulik (1982), The Socio-Economic and Educational Status of the parents of the school going children affected the achievement motivation of the students. The recent studies conducted in NCERT and NEEPA showed that, the Socio-Economic Status of the students belongs to rural area affected the academic achievement of the
students and this is also true in case of urban school going students. The Socio-Economic Status explains the Social conditions, the economic conditions of the parents belongs to particular students. The present study included one more factor to Socio-Economic Status. That is the Socio- Economic and Educational Status of the parents.

Factors determining the Socio Economic Status of the students

i) The native place of the students ( rural / urban )

ii) The parents’ educational attainments.

iii) The locality of the residence/house of the parents (Elite / non Elite).

iv) The parents’ occupation.

v) Type of family (joint family/ nuclear family).

vi) The income of the parents (Monthly / Yearly).

vii) The Co-operation, Co-ordination, Co-existence and relationship of the Parents with the neighbours.

viii) Social status of family.

Keeping in view the above, factors the investigator formulated the bases for using the tools for the data collection.

3.2.4 Academic Achievement

Achievement refers to the scholastic or academic achievement of the student at the end of an educational programme. A good number of variables such as personality characteristics of the learners, the SES, the organizational climate of the school, curriculum planning, etc., influence
achievement in different degrees. These variables are generally referred to as correlates of achievement.

The factors, which influence on academic achievement of student, are many. Students' IQ, health, peer group, past experience, attitude towards the school subjects and teachers, the emotional care, parents' love and affection, family environment, SES, etc., are some of the factors which affect the academic achievement of students. In the present study, students' attitude, adjustment, socio-economic status factors which are conceived to influence on academic achievement.

However it is very difficult to construct an achievement test for D.Ed. Students since there are many subjects and activities. Hence, the investigator planned to collect the Academic Achievement of the Students in terms of D.Ed. Second Year or Final Year results.

The present study is comparative study. It is a casual comparison of attitude, adjustment, SES and academic achievement of DIET students with other TTI students of Karnataka State through survey method. The investigator intends to adopt exhaustive survey techniques for data collection.

**Research Hypothesis**

The present study, concerning to the comparison of attitude, adjustment, socio-economic status and academic achievement of DIET students and other TTI students of Karnataka State. The investigator formulated number of research hypothesis in this regard;
i) The D.Ed students belonging to DIET and other TTI differ in their views with regards to general information and its dimensions like, infrastructure, other physical facilities, library, laboratory facilities, principal, staff, teaching aids and other facilities.

ii) The D.Ed. students belonging to DIET and other TTI differ in their views with regards to attitude towards infrastructure, other physical facilities, library, laboratory facilities, principal, staff, teaching aids and other facilities.

iii) The D.Ed. students belonging to DIET and other TTI differ in their views with regards to adjustment towards infrastructure, other physical facilities, library, laboratory facilities, principal and staff, teaching aids and other facilities.

iv) The D.Ed. students belonging to DIET and other TTI differ in their views with regards to Socio-Economic Status and its dimensions.

v) The D.Ed. students belonging to DIET and other TTI differ in their views with regards to Academic Achievement.

vi) The Academic achievement of the D.Ed. Students studying in DIET and other TTI will be affected by the attitude, adjustment and socio-economic status.
To test the above research hypothesis the investigator formulated number of corresponding null hypothesis for every aspect and tested them accordingly in the proceeding chapter analysis and interpretation.

3.3 Tools Used for the Study.

i) General Data Sheet for DIET / TTI's Students.

ii) Attitude Scale for DIET/TTIs Students.

iii) Adjustment Inventory for DIET/TTIs Students.

iv) Socio-Economic Status Questionnaire for DIET/TTIs Students.

v) Academic Achievement of the Students of DIET/TTI for the last 3 year.

3.4 Description of the Tools

3.4.1 General Data Sheet for DIET/TTI students

The present study intending to know the comparative view of attitude, adjustment, Socio-Economic Status and Academic Achievement of the DIET students to that of other TTI students. This clearly shows that the attitude and the adjustment are two main variables which directly affect the Academic Achievement. Both of these factors depend upon the infrastructure, physical facilities and other material and human resources facilities of the particular institutions. Hence, the investigator wanted to know the above facilities in the DIET as well as in other types of TTIs. Hence, the investigator planned to use the general
General Data Sheet includes the following things.

a) Infrastructure of the Institutions

b) Physical Facilities like, Class-rooms, Library, Laboratories, Cultural room, Principal's room, staff room, Office room, Students rest room, Play ground, Toilets, Teaching aid room, canteen etc.,

c) Essential material and equipments in different sections of the institutions (Books, Equipments etc.)

d) Principal, Teaching and Non-Teaching staff; their availability and their efficiency.

e) Hostel and Recreation Facilities.

For this purpose, the investigator came across some of the general data sheet prepared and used by the following persons for their Ph.D., Studies.

J.G. Roddannavar (2000), for his study “A Study of Functioning of DIETs in Karnataka State” prepared an exhaustive general data sheet taking into consideration all the aspects of DIETs. Hence, the tool was known as General Data Sheet for DIET principals. The second one was prepared by V.D. Bolishetty (2004) for his study “Evaluation of In-service Programmes conducted in the DIETs of Karnataka State.” He used modified form of Roddannavar (2000) General Data Sheet for DIET principal. S.C. Patil (2003) also prepared a General Data Sheet for High
School Headmasters for his study “A Study of Problems of Art Education at School Level in Karnataka State with special reference to the Drawing and Painting”. But, this tool was used for high school factors only. Nirmala Patil (2005) prepared a General Data Sheet for TTI Principals for her study “A Critical Study of Problems Pertaining to Women TTIs of Karnataka State”.

All the above attempts led the investigator to choose proper general data sheet for the present study.

Roddannavar (2000), General Data Sheet tool contains each and every aspects of General Information about physical, infrastructural, men and material resource of the DIETs of Karnataka State. But this tool did not give any information regarding the general information of other TTIs. Whereas, the general data sheet prepared by Dr. (Smt) Nirmala Patil gave data for both DIETs and TTIs. The general data sheets prepared and used by other authors listed above are also giving general information about the DIETs and schools. Hence, the investigator planned to use the general data sheet prepared and used by Dr. (Smt) Nirmala Patil.

The tool consisted ‘Yes’ or ‘No’ type open ended questions. Wherein the students are to tick off the appropriate answer. The tool consisted of following sub areas.
### Items
- Admission
- Infrastructure
- Class-room
- Library
- Laboratory
- Hostel
- Principal and Staff
- Teaching Aids

### No. of Questions
- 1-4
- 5-11
- 12-18
- 19-32
- 33-45
- 46-62
- 63-73
- 74-79

This tool intending to know the facilities provided for the students, studying in either DIET or TTIs.

### Validity of the Tool

Since this tool was constructed to collect the General Information regarding infrastructure, physical facilities and availability of all type of resources in the TTIs and DIETs of Karnataka State. Hence, the tool has content validity. This tool is also constructed to know the level of conveyance and availability of particular resources. Hence, the tool has construct validity. The facts and the events presented in the tool refers to the current information needed for the study. Hence, the tool has concurrent validity.

### Reliability

The reliability of the tool was established through test and retest method. The first tool was administered to two DIETs and two aided and two un-aided TTIs. The same tool was given after two weeks to the same
set of sample. The correlation coefficient was found to be 0.7836 which is significant. Hence, the tool is reliable.

The tool is given in Appendix –A.

3.4.2 Attitude Scale for DIET/TTIs Students

One of the variable chosen for the present study is attitude of students studying in DIET/TTIs towards various aspects of Teacher Training Programme. Hence, the investigator decided to use attitude scale for the purpose. For this purpose he referred many attitude scales and questionnaire, but he found that very few attitude scales are available which are suiting to the present study. They are,

Fransina N.A.(1999), Constructed and Standardized two attitude scales for her study “Effectiveness of two feedback corrective procedure used in mastery learning strategy in terms of secondary school students achievement and retention in chemistry” She prepared to know the effect of learning chemistry through to instructional procedures on the IX class students attitude towards Science as well as attitude towards mastery learning whether the students developed favourable or unfavourable attitude towards MLS and Science.

S. C. Patil (2003) in his study “A Study of Problems of Art Education at School Level in Karnataka State with special reference to the Drawing and Painting” Used an attitude scale for knowing whether the students and teachers developed favorable or unfavorable attitude towards arts education at school level. He adopted the attitude scale prepared and
used by Fransina N. A. (1999). V. D. Bolishetty (2003) for his study "Evaluation of In-service Programmes conducted in the DIETs of Karnataka State." Prepared an attitude scale to know the attitude of the in-service primary school teachers towards in-service education. He prepared the attitude scale with the help of Likert (1981) and Fransina N.A. (1999), S. C. Patil (2003), prepared an attitude scale for high school students to know the attitude of high school students towards art education. The tool was prepared on Likert type. Nirmala Patil (2005) also prepared an attitude scale for TTI students to know the attitude of students studying in DIETs and TTIs towards various aspects of the course. Hence, the investigator used the attitude scale prepared and standardized by Nirmala Patil for the present study.

**Description of the tool**

The attitude scale for DIET/TTIs students prepared by Dr. (Smt) Nirmala Patil consisted of following sub-areas. The students have to rate the particular item by strongly agree, agree, un-decided, dis-agree, strongly not agree. If rating is in the positive direction 5, 4, 3, 2, 1 and if it is in the negative direction 1, 2, 3, 4, 5 mark will be respectively.

<table>
<thead>
<tr>
<th>The sub-areas; Attitude towards</th>
<th>No. of items</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) D.Ed. Course and Teaching Profession</td>
<td>15</td>
</tr>
<tr>
<td>2) Infrastructure, Physical, Material Facilities</td>
<td>30</td>
</tr>
<tr>
<td>3) Principal and Staff of the Institutions</td>
<td>15</td>
</tr>
<tr>
<td>4) Curriculum and Co-curriculum</td>
<td>15</td>
</tr>
<tr>
<td>5) Class-room teaching and guidance</td>
<td>15</td>
</tr>
</tbody>
</table>
6) Practicing schools 15
7) Evaluation and Internal Assessment 15
8) Self Friends and Management 10

Total = 130

The items are written in the Likert type with open ended questions. Every aspect is considered in a particular sub section of the tool.

**Item Analysis**

Every item of the tool belonging to different sub-areas was shown to the experts and modified according to their suggestions.

**Validity of the Tool**

The tool was shown to experts, retired principal of DIET and TTIs, Educational Officers and Teacher Educators. The tool items are constructed to know the attitude towards various aspects of the DIET and TTIs by the students. Hence, the tool has content validity.

The tool is constructed to know the attitude of the students. Hence, it has construct validity. Since the tool is giving the facts of present situation (Attitudinal remarks,) it has concurrent validity.

**Reliability of the Tool**

The reliability of the tool was established through test and retest method. The first tool was administered to two DIETs and two aided and two un-aided TTIs. The same tool was given after two weeks to the same set of sample. The correlation coefficient was found to be 0.7836 which is significant. Hence, the tool is reliable.

The tool is given in Appendix –B.
3.4.3 Adjustment Scale for Student-teachers studying in DIET/TTIs.

Adjustment is another important variable in the present study, hence, the investigator decided to prepare and use the adjustment scale or inventory for the present study. He studied number of adjustment inventories prepared for different stages. The investigator came across some of the adjustment scale prepared by different authors related to his present work. They are;

S. C. Patil (2003), for his study “A Study of Problems of Art Education at School Level in Karnataka State with special reference to the Drawing and Painting” prepared and used an adjustment scale to know whether the students are adjusted to the various aspects of arts education at school level.

V. D. Bolishetty (2003), prepared an adjustment scale to know the adjustment factors of in-service primary school teachers towards various aspects of in-service programmes conducted in DIETs. Nirmala Patil (2005), “A Critical Study of Problems Pertaining to Women TTIs of Karnataka State”. Prepared and used an adjustment scale to know the adjustment of TTI and DIET students towards D.Ed. course, classroom, library, laboratory, hostel curricular and co-curricular activities, practice-teaching self and friends etc.
Out of the above tools prepared and used by the different authors, the investigator chose the adjustment scale prepared by Dr.(Smt) Nirmala Patil, as the tool is meant for DIET/TTIs students.

Description of the Tools

The attitude scale for DIET/TTIs students prepared by Dr.(Smt) Nirmala Patil consisted of following sub areas. The students have to identify through rating the particular item by strongly agree, agree, undecided, dis-agree, strongly dis-agree. The rating is in the positive direction which means 5, 4, 3, 2, 1 marks respectively.

**The sub-areas; Adjustment towards**

<table>
<thead>
<tr>
<th>Sub-Area</th>
<th>No. of Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) D.Ed. Course and Teaching Profession</td>
<td>7</td>
</tr>
<tr>
<td>2) Infrastructure, Physical, Material Facilities</td>
<td>7</td>
</tr>
<tr>
<td>3) Principal and Staff of the Institutions</td>
<td>7</td>
</tr>
<tr>
<td>4) Curriculum and Co-curriculum</td>
<td>7</td>
</tr>
<tr>
<td>5) Class-room teaching and guidance</td>
<td>8</td>
</tr>
<tr>
<td>6) Practicing schools</td>
<td>8</td>
</tr>
<tr>
<td>7) Evaluation and Internal Assessment</td>
<td>8</td>
</tr>
<tr>
<td>8) Self Friends and Management</td>
<td>8</td>
</tr>
</tbody>
</table>

**Total = 60**

The items are written in the form of Strong inventory type with open ended questions. Every aspect is considered in a particular sub sections of the tool.

**Item Analysis**

Every item of the tool belonging to different sub-areas were shown to the experts and modified according to their suggestions.
Validity of the Tool

The tool was shown to experts, retired principal of DIET and TTIs, Educational Officers and Teacher Educators. The tool items are constructed to know the attitude towards various aspects of the DIET and TTIs by the students. Hence, the tool has content validity.

The tool is constructed to know the attitude of the students. Hence, it has construct validity. Since the tool is giving the facts of present situation (Attitudinal remarks,) it has concurrent validity.

Reliability of the Tool

The reliability of the tool was established through test and retest method. The first tool was administered to two DIETs and two aided and two un-aided TTIs. The same tool was given after two weeks to the same set of sample. The correlation coefficient was found to be 0.7536 which is significant. Hence, the tool is reliable.

The tool is given in Appendix –C.

3.4.4 Socio-Economic and Educational Status of D.Ed., Students Questionnaire.

One of the variables for the present study is Socio-Economic and Educational Status of the D.Ed., Students studying in DIET/TTIs of Karnataka State. For this purpose the investigator planned to adopt some of the available SEES scales. He approached following authors for this purpose. There are many SES scales available developed and

Out of the above SEES tools available the investigator adopted the SES tool prepared and used by S.B. Yadawad (2002).

The SEES tool prepared by the investigator contains following subheadings (In Kannada).

i) General information about the students and his/her native places.

ii) Economic Status of the family.

iii) Social factors of the family.

iv) Educational aspects of the family.

Initially, the investigator prepared 25 items for the first aspect, 10 items for the second aspect, 40 items for the social aspect and 20 items for the educational aspect and showed them to experts and retired DIET/TTI Principals and teacher-educators and made proper corrections. Some of the items were deleted. The corrected form of SEES was then subjected to tryout. The tool was given to two DIET students and six TTI students (each 20 students). Then the item analysis was done. According
to the impressions from the students some of items were deleted. So the final form of the tool contains:

<table>
<thead>
<tr>
<th>Items</th>
<th>No. of items</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. General information about the students and his/her native places.</td>
<td>09</td>
</tr>
<tr>
<td>2. Economic Status of the family.</td>
<td>09</td>
</tr>
<tr>
<td>3. Social factors of the family.</td>
<td>30</td>
</tr>
<tr>
<td>4. Educational aspects of the family.</td>
<td>12</td>
</tr>
</tbody>
</table>

**Validity of the Tool**

The tool was shown to experts, retired principal of DIET and TTIs, Educational Officers and Teacher Educators. The tool items are constructed to know the Socio-Economic and Educational Status of the DIET and TTIs by the students. Hence, the tool has content validity.

The tool is constructed to know the Socio-Economic and Educational Status of the students. Hence, it has construct validity. Since the tool is giving the facts of present situation (Attitudinal remarks,) It has concurrent validity.

**Reliability of the Tool**

The reliability of the tool was established through test and retest method. The first tool was administered to two DIETs and two aided and two un-aided TTIs. The same tool was given after two weeks to the same set of sample. The correlation coefficient was found to be 0.7536 which is significant. Hence, the tool is reliable.

The tool is given in Appendix –D.
3.4.5 Academic Achievement of the Students.

It is well known fact that the D.Ed. course curriculum and examination system is common to all the institutions including DIETs in Karnataka State. It is very difficult to construct an achievement test for such students as there are different subjects for the course. Hence, the investigator planned to know the academic achievement of the students at the final year D.Ed., Course (Second Year). Such examination is being conducted by the Karnataka State Secondary Education Board, Bangalore. The question papers are common to all the D.Ed., students. Hence, the investigator felt it appropriate to use the second year or final year results as the basis for academic achievement. So he collected the academic achievement scores of the students belonging to different DIETs/TTIs students of last 3 years of each selected institutions.

3.5 Sample and Sampling Procedure.

The present study is a comparative study of attitude, adjustment, Socio-Economic Status and Academic Achievement of DIET students to that of other TTIs of Karnataka State. Hence, the sample should be drawn from the DIETs and other TTIs. Following points are to be noted for choosing the necessary sample for the study.

Selection of DIETs and other TTIs.

i) There are 20 DIETs established in Karnataka State.

ii) There are 17 government TTIs established in Karnataka State.
iii) There are 41 aided TTIs established in Karnataka up to 2004.

iv) There are 53 un-aided TTIs established in Karnataka up to 2004.

Totally there are 131 primary teacher training institutions including 20 DIETs. The above type of institutions also included 26 Women TTIs.

i) All the 20 DIETs were chosen for the study

ii) 17 Government TTIs of Karnataka State are also selected.

iii) 20 Aided TTIs were Randomly selected

iv) 20 Un-aided TTIs were also Randomly selected

Students Selected for the Study.

i) 20 Students from each of the above institutions were randomly selected They are;

   DIETs 20 x 23 = 460 Students selected

   Govt. TTIs 17 x 20 = 340 Students selected

   Aided TTIs 20 x 20 = 400 Students selected

   Un-Aided TTIs 20 x 20 = 400 Students selected

3.6 Data -Gathering Procedure

The investigator first visited all the 20 DIETs and explained about the research studies and got their co-operation and help. Similarly, he visited the Government, aided and un-aided TTIs chosen for the study and explained about the study and got their permission and help. He administered the attitude scale, adjustment scale and SEES to the
students chosen for the study with necessary instructions. He collected
the tools with the responses of the students.

In the third stage the investigator collected the academic
achievement of the students belonging to the different TTIS and DIETs
selected for the study in the form of final year results of the last three
years.

3.7 Statistical Techniques Used for the Study

1) Mean and Standard Deviation

2) ANOVA

3) ‘t’ Test

4) Correlation