Chapter - III

The Problem
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3.1 Statement of the Problem

"Relationship Between Educational Perceptions of Student teachers in Colleges of Education Affiliated to Dakshina Bharat Hindi Prachar Sabha and their Academic Achievement”.

3.2 General Statement of the Problem

The literature of perceptual psychology provided a frame work with in which the present study was constructed. According to perceptual psychology behaviour is a function of the individual's perceptions, perceptions of himself and world around him.

The present study is an attempt to apply this premise to teacher education situation. The study will, it is assumed provide a basis for the education of prospective teachers.

The present study was designed with the following two broad objectives in view –

i) To find out the relationships between the educational perceptions of teacher candidates and their academic achievement, and

ii) To determine the relative efficiency of the educational perceptions, in predicting academic achievements of Teacher candidates in the final examination.

3.3 Educational Perceptions Selected for the Study

The educational perceptions selected for the study were

i) Curriculum Perception (CP),

ii) Instructional Objectives Perception (IOP),

iii) Instructional Role Perception (IRP),
iv) Student Perception (StP),
v) Educational Evaluation Perception (EEP), and
vi) Teaching Profession Perception (TPP)

The reasons for confining the study to these educational perceptions are as follows:

i) According to educational theory, curriculum is the medium through the processing of which the teacher tries to help his students to attain the objectives of education. The teacher candidate who believes that the sole goal of curriculum is the basis to prepare the students for the particular examination behaves quite differently from a teacher candidate who perceives it as stated above.

ii) According to self theory, behaviour has always direction. Whatever we do is always determined by the purposes which we have in mind at the time of behaving or misbehaving. What teacher candidates perceive to be the objectives of instruction makes a great deal of difference in their classroom teaching. The teacher candidate who believes that the sole objective of instruction is only to impart information behaves quite differently from teacher candidate who perceives development of mutual powers, desirable skills, interests and attitudes as the objective of instruction.

iii) Teacher candidates behaviour in classroom teaching is also influenced by his perceptions of his instructional roles. The teacher candidate who perceives that his role is to help only intelligent students will behave quite differently from the teacher candidate who perceives his role as that of helping all students as best as they can.

iv) Teaching behaviour in the final analysis is also a function of teacher student relationship. What a teacher candidate
perceives about the nature of the students will therefore have an effect on his teaching behaviour. A teacher candidate who perceives that his students have the capacity to learn and are sincere, in their efforts will behave quite differently in teaching from the teacher candidate who has serious doubts about the capacity and sincerity of his charges.

v) The major duties of a teacher are teaching and evaluation. Evaluation is a continuous and comprehensive process, which helps the teacher not only to know the achievements of his students in the different subjects and also indirectly tells the teacher about the effectiveness of his teaching strategy. Thus a teacher candidate who has narrow conception of evaluation behaves differently from the teacher candidate who perceives evaluation as a continuous and comprehensive process which helps him to diagnose the weaknesses of his students in the subject and prepare remedial teaching programmes or bridge courses for his students and implement the same.

vi) Teacher candidates who have positive perceptions about the teaching profession are likely to take up the teacher education course with all sincerity, pleasure and enthusiasm, participate actively in all the programmes and activities of the course and attain success in it. Teacher candidates who have grave doubts in the importance and value of the profession may take up the course apologetically and try to complete it somehow. Thus teacher candidates behaviour in teacher education course in general and in teaching in particular is influenced by his perceptions of teaching profession.

Thus Curriculum Perception Scale, Instructional Goal Perception Scale, Instructional Role Perception Scale, Student Perception Scale, Educational Evaluation Perception Scale, Teaching
Profession Perception Scale are considered as a complex stimulus to which the teacher candidate is responding during the period of teacher education course. Therefore in the present study these educational perceptions are considered to represent desirable teacher candidates perceptions inherent in determining his academic achievement.

3.4 **Criterion Variable used as a Measure of Academic Achievement**

The criterion used as a measure of academic achievement in teaching is marks obtained in the final examination conducted by the Dakshina Bharat Hindi Prachar Sabha, Madras.

Each teacher candidate submits the teaching examination of two full period lessons in the two school subjects selected for teaching. In this examination candidate will be tested in his practical skill, in-class teaching and class management which will carry 200 marks. Each lesson is observed and assessed by two examiners, generally one internal and one external. External examiners are generally head masters or senior Hindi teachers of progressive secondary schools. Internal is a member of the staff of the college. A teacher candidate is awarded the average of the marks given by the two examiners.

3.5 **Specific Objectives of the Study**

The two broad objectives of the study are restated in terms of specific ones. These were

i. To find out the extent of relationship of “Curriculum Perception Scale” with academic achievement of teacher candidates in the final examination.
ii. To find out the extent of relationship of "Instructional Goal Perception Scale" with academic achievement of teacher candidates studying in colleges of Education in Karnataka affiliated to Dakshina Bharat Hindi Prachar Sabha.

iii. To find out the extent of relationship of "Instructional Role Perception Scale" with academic achievement of teacher candidates in the final examination.

iv. To find out the extent of relationship of "Student Perception Scale" with academic achievement of teacher candidates in the final examination.

v. To find out the extent of relationship of "Educational Evaluation Perception Scale" with academic achievement of teacher candidates in the final examination.

vi. To find out the extent of relationship of "Teaching Profession Perception Scale" with academic achievement of teacher candidates in the final examination.

vii. To find out the extent of relationship between the educational perceptions of student teachers in colleges i.e. Curriculum perception, Instructional goals perception, Instructional roles perception, Students perception, Educational evaluation perception and Teaching profession perception.

viii. To find out the extent of relationship between the educational perceptions of student teachers in colleges of education (i.e. Educational evaluation perception, Students perception, Teaching professional perception, Instructional goals perception, Instructional roles perception, and Curriculum perception) and their academic achievements (Foundations of education and educational technology, Educational psychology and evaluation, Education in emerging India, Education administration and school management, Teaching method-I,
Teaching method-II and its Total Academic achievement are taken as dependent variables).

ix. To find out the extent of different educational perceptions (i.e. Curriculum perception, Instructional goals perception, Instructional roles perception, Students perception, Educational evaluation perception and Teaching professional perception) would not be significant predictors of academic achievement in the subject of Foundations of education and educational technology of student teachers in colleges of education.

x. To find out the extent of different educational perceptions (i.e. Curriculum perception, Instructional goals perception, Instructional roles perception, Students perception, Educational evaluation perception and Teaching professional perception) would not be significant predictors of academic achievement in the subject of Educational psychology and evaluation of student teachers in colleges of education.

xi. To find out the extent of different educational perceptions (i.e. Curriculum perception, Instructional goals perception, Instructional roles perception, Students perception, Educational evaluation perception and Teaching professional perception) would not be significant predictors of academic achievement in the subject of Education in emerging India of student teachers in colleges of education.

xii. To find out the extent of different educational perceptions (i.e. Curriculum perception, Instructional goals perception, Instructional roles perception, Students perception, Educational evaluation perception and Teaching professional perception) would not be significant predictors of academic achievement in the subject of Education administration and school management of student teachers in colleges of education.
xiii. To find out the extent of different educational perceptions (i.e. Curriculum perception, Instructional goals perception, Instructional roles perception, Students perception, Educational evaluation perception and Teaching professional perception) would not be significant predictors of academic achievement in the subject of Teaching method-I of student teachers in colleges of education.

xiv. To find out the extent of different educational perceptions (i.e. Curriculum perception, Instructional goals perception, Instructional roles perception, Students perception, Educational evaluation perception and Teaching professional perception) would not be significant predictors of academic achievement in the subject of Teaching method-II of student teachers in colleges of education.

xv. To find out the extent of different educational perceptions (i.e. Curriculum perception, Instructional goals perception, Instructional roles perception, Students perception, Educational evaluation perception and Teaching professional perception) would not be significant predictors of total academic achievement of student teachers in colleges of education.

xvi. To find out the extent of direct and indirect effect of different educational perceptions (i.e. Curriculum perception, Instructional goals perception, Instructional roles perception, Students perception, Educational evaluation perception and Teaching professional perception) and academic achievement in the subject of Foundations of education and educational technology of student teachers in colleges of education.

xvii. To find out the extent of direct and indirect effect of different educational perceptions (i.e. Curriculum perception, Instructional
goals perception, Instructional roles perception, Students perception, Educational evaluation perception and Teaching professional perception) and academic achievement in the subject of educational psychology and evaluation of student teachers in colleges of education.

xviii. To find out the extent of direct and indirect effect of different educational perceptions (i.e. Curriculum perception, Instructional goals perception, Instructional roles perception, Students perception, Educational evaluation perception and Teaching professional perception) and academic achievement in the subject of education in emerging India of student teachers in colleges of education.

xix. To find out the extent of direct and indirect effect of different educational perceptions (i.e. Curriculum perception, Instructional goals perception, Instructional roles perception, Students perception, Educational evaluation perception and Teaching professional perception) and academic achievement in the subject of Education administration and school management of student teachers in colleges of education.

xx. To find out the extent of direct and indirect effect of different educational perceptions (i.e. Curriculum perception, Instructional goals perception, Instructional roles perception, Students perception, Educational evaluation perception and Teaching professional perception) and academic achievement in the subject of Teaching method–I of student teachers in colleges of education.

xxi. To find out the extent of direct and indirect effect of different educational perceptions (i.e. Curriculum perception, Instructional goals perception, Instructional roles perception, Students perception, Educational evaluation perception and
Teaching professional perception) and academic achievement in the subject of Teaching method–II of student teachers in colleges of education.

xxii. To find out the extent of direct and indirect effect of different educational perceptions (i.e. Curriculum perception, Instructional goals perception, Instructional roles perception, Students perception, Educational evaluation perception and Teaching professional perception) and academic achievement in the subject of total of all six subjects of student teachers in colleges of education.

xxiii. To find out the extent of difference among different five colleges (Dharwad, Bijapur, Belgaum, Bangalore and Mysore) of education affiliated to Dakshin Bharat Hindi Prachar Sabha with respect to educational perceptions of students teachers (i.e. Educational evaluation perception, Students perception, Teaching professional perception, Instructional goals perception, Instructional roles perception, Curriculum perception, Total perception).

xxiv. To find out the extent of difference among different five colleges (Dharwad, Bijapur, Belgaum, Bangalore and Mysore) of education affiliated to Dakshin Bharat Hindi Prachar Sabha with respect to student teachers academic achievement in different subjects (i.e. Foundations of education and educational technology, Educational psychology and evaluation, Education in emerging India, Education administration and school management, Teaching method–I, Teaching method–II, Total Academic achievement).

xxv. To find out the extent of difference between the ages (up to 24yrs and Above 24yrs) of student teachers with respect to their different educational perceptions of (i.e. Educational evaluation perception, Students perception, Teaching
professional perception, Instructional goals perception, Instructional roles perception, Curriculum perception, Total perception).

xxvi. To find out the extent of difference between the ages (up to 24yrs and Above 24yrs) of student teachers with respect to their academic achievement in different subjects (i.e. Foundations of education and educational technology, Educational psychology and evaluation, Education in emerging India, Education administration and school management, Teaching method–I, Teaching method–II, Total Academic achievement).

xxvii. To find out the extent of difference between the male and female student teachers with respect to their different educational perceptions of (i.e. Curriculum perception, Instructional goals perception, Instructional roles perception, Students perception, Educational evaluation perception, Teaching professional perception and Total perception).

xxviii. To find out the extent of difference between the male and female student teachers with respect to their academic achievement in different subjects (i.e. Foundations of education and educational technology, Educational psychology and evaluation, Education in emerging India, Education administration and school management, Teaching method–I, Teaching method–II, Total Academic achievement).

xxix. To find out the extent of difference between the undergraduate and postgraduate student teachers with respect to their different educational perceptions of (i.e. Curriculum perception, Instructional goals perception, Instructional roles perception, Students perception, Educational evaluation perception, Teaching professional perception and Total perception).
xxxi. To find out the extent of difference between the undergraduate and postgraduate student teachers with respect to their academic achievement in different subjects (i.e. Foundations of education and educational technology, Educational psychology and evaluation, Education in emerging India, Education administration and school management, Teaching method–I, Teaching method–II, Total Academic achievement).

xxxii. To find out the extent of difference between the rural and urban college student teachers with respect to their different educational perceptions of (i.e. Curriculum perception, Instructional goals perception, Instructional roles perception, Students perception, Educational evaluation perception, Teaching professional perception and Total perception).

3.6 Hypotheses for the Study

In the pursuance of the above stated specific objectives of the study the following null hypotheses were formulated.

\( H_1 \) There is no significant relationship between “Curriculum Perception Scale” and teaching success and academic achievement of student teacher candidates in the final examination.

\( H_2 \) There is no significant relationship between “Instructional Goal Perception Scale” and teaching success and academic achievement of student teacher candidates in the final examination.
H₃ There is no significant relationship between “Instructional Role Perception Scale” and teaching success and academic achievement of student teacher candidates in the final examination.

H₄ There is no significant relationship between “Student Perception Scale” and teaching success and academic achievement of student teacher candidates in the final examination.

H₅ There is no significant relationship between “Educational Evaluation Perception Scale” and teaching success and academic achievement of student teacher candidates in the final examination.

H₆ There is no significant relationship between “Teaching Profession Perception Scale” and teaching success and academic achievement of student teacher candidates in the final examination.

H₇ There is no significant relationship between the educational perceptions of student teachers in college’s i.e. Curriculum perception, Instructional goals perception, Instructional roles perception, Students perception, Educational evaluation perception and Teaching professional perception.

H₈ There is no significant relationship between the educational perceptions of student teachers in colleges of education (i.e. Educational evaluation perception, Students perception, Teaching professional perception, Instructional goals perception, Instructional roles perception, and Curriculum perception) and their academic achievements (Foundations of education and educational technology, Educational psychology and evaluation, Education in emerging India, Education administration and school management, Teaching method–I,
Teaching method-II and its Total Academic achievement are taken as dependent variables).

**H9** Different educational perceptions (i.e. Curriculum perception, Instructional goals perception, Instructional roles perception, Students perception, Educational evaluation perception and Teaching professional perception) would not be significant predictors of academic achievement in the subject of Foundations of education and educational technology of student teachers in colleges of education.

**H10** Different educational perceptions (i.e. Curriculum perception, Instructional goals perception, Instructional roles perception, Students perception, Educational evaluation perception and Teaching professional perception) would not be significant predictors of academic achievement in the subject of Educational psychology and evaluation of student teachers in colleges of education.

**H11** Different educational perceptions (i.e. Curriculum perception, Instructional goals perception, Instructional roles perception, Students perception, Educational evaluation perception and Teaching professional perception) would not be significant predictors of academic achievement in the subject of Education in emerging India of student teachers in colleges of education.

**H12** Different educational perceptions (i.e. Curriculum perception, Instructional goals perception, Instructional roles perception, Students perception, Educational evaluation perception and Teaching professional perception) would not be significant predictors of academic achievement in the subject of Education administration and school management of student teachers in colleges of education.

**H13** Different educational perceptions (i.e. Curriculum perception, Instructional goals perception, Instructional roles perception,
Students perception, Educational evaluation perception and Teaching professional perception) would not be significant predictors of academic achievement in the subject of Teaching method-I of student teachers in colleges of education.

H14 Different educational perceptions (i.e. Curriculum perception, Instructional goals perception, Instructional roles perception, Students perception, Educational evaluation perception and Teaching professional perception) would not be significant predictors of academic achievement in the subject of Teaching method-II of student teachers in colleges of education.

H15 Different educational perceptions (i.e. Curriculum perception, Instructional goals perception, Instructional roles perception, Students perception, Educational evaluation perception and Teaching professional perception) would not be significant predictors of total academic achievement of student teachers in colleges of education.

H16 There is no significant direct and indirect effect of different educational perceptions (i.e. Curriculum perception, Instructional goals perception, Instructional roles perception, Students perception, Educational evaluation perception and Teaching professional perception) and academic achievement in the subject of Foundations of education and educational technology of student teachers in colleges of education.

H17 There is no significant direct and indirect effect of different educational perceptions (i.e. Curriculum perception, Instructional goals perception, Instructional roles perception, Students perception, Educational evaluation perception and Teaching professional perception) and academic achievement in the subject of educational psychology and evaluation of student teachers in colleges of education.
$H_{18}$ There is no significant direct and indirect effect of different educational perceptions (i.e. Curriculum perception, Instructional goals perception, Instructional roles perception, Students perception, Educational evaluation perception and Teaching professional perception) and academic achievement in the subject of education in emerging India of student teachers in colleges of education.

$H_{19}$ There is no significant direct and indirect effect of different educational perceptions (i.e. Curriculum perception, Instructional goals perception, Instructional roles perception, Students perception, Educational evaluation perception and Teaching professional perception) and academic achievement in the subject of Education administration and school management of student teachers in colleges of education.

$H_{20}$ There is no significant direct and indirect effect of different educational perceptions (i.e. Curriculum perception, Instructional goals perception, Instructional roles perception, Students perception, Educational evaluation perception and Teaching professional perception) and academic achievement in the subject of Teaching method-I of student teachers in colleges of education.

$H_{21}$ There is no significant direct and indirect effect of different educational perceptions (i.e. Curriculum perception, Instructional goals perception, Instructional roles perception, Students perception, Educational evaluation perception and Teaching professional perception) and academic achievement in the subject of Teaching method-II of student teachers in colleges of education.

$H_{22}$ There is no significant direct and indirect effect of different educational perceptions (i.e. Curriculum perception, Instructional goals perception, Instructional roles perception,
Students perception, Educational evaluation perception and Teaching professional perception) and academic achievement in the subject of total of all six subjects of student teachers in colleges of education.

H23 There is no significant difference among different five colleges (Dharwad, Bijapur, Belgaum, Bangalore and Mysore) of education affiliated to Dakshin Bharat Hindi Prachar Sabha with respect to educational perceptions of students teachers (i.e. Educational evaluation perception, Students perception, Teaching professional perception, Instructional goals perception, Instructional roles perception, Curriculum perception, Total perception).

H24 There is no significant difference among different five colleges (Dharwad, Bijapur, Belgaum, Bangalore and Mysore) of of education affiliated to Dakshin Bharat Hindi Prachar Sabha with respect to students teachers academic achievement in different subjects (i.e. Foundations of education and educational technology, Educational psychology and evaluation, Education in emerging India, Education administration and school management, Teaching method-I, Teaching method-II, Total Academic achievement).

H25 There is no significant difference between the ages (up to 24yrs and Above 24yrs) of student teachers with respect to their different educational perceptions of (i.e. Educational evaluation perception, Students perception, Teaching professional perception, Instructional goals perception, Instructional roles perception, Curriculum perception, Total perception).

H26 There is no significant difference between the ages (up to 24yrs and Above 24yrs) of student teachers with respect to their academic achievement in different subjects (i.e. Foundations of education and educational technology, Educational psychology
and evaluation, Education in emerging India, Education administration and school management, Teaching method–I, Teaching method–II, Total Academic achievement).

**H27** There is no significant difference between the male and female student teachers with respect to their different educational perceptions of (i.e. Curriculum perception, Instructional goals perception, Instructional roles perception, Students perception, Educational evaluation perception, Teaching professional perception and Total perception).

**H28** There is no significant difference between the male and female student teachers with respect to their academic achievement in different subjects (i.e. Foundations of education and educational technology, Educational psychology and evaluation, Education in emerging India, Education administration and school management, Teaching method–I, Teaching method–II, Total Academic achievement).

**H29** There is no significant difference between the undergraduate and postgraduate student teachers with respect to their different educational perceptions of (i.e. Curriculum perception, Instructional goals perception, Instructional roles perception, Students perception, Educational evaluation perception, Teaching professional perception and Total perception).

**H30** There is no significant difference between the undergraduate and postgraduate student teachers with respect to their academic achievement in different subjects (i.e. Foundations of education and educational technology, Educational psychology and evaluation, Education in emerging India, Education administration and school management, Teaching method–I, Teaching method–II, Total Academic achievement).
There is no significant difference between the rural and urban college student teachers with respect to their different educational perceptions of (i.e. Curriculum perception, Instructional goals perception, Instructional roles perception, Students perception, Educational evaluation perception, Teaching professional perception and Total perception).

There is no significant difference between the rural and urban college student teachers with respect to their academic achievement in different subjects (i.e. Foundations of education and educational technology, Educational psychology and evaluation, Education in emerging India, Education administration and school management, Teaching method-I, Teaching method-II, Total Academic achievement).

3.7 Assumptions

The present study recognized certain assumptions. They were:

i) General classes of teachers educational perceptions fall into relatively homogenous clusters of perceptions constituting a particular educational perception.

ii) Teachers educational perception may be described in terms of a limited number of educational perceptions.

iii) Educational perceptions have the characteristics of dimensions. Individual teachers vary along with reference to an educational perception.

iv) Reliable estimates of teachers educational perceptions constituting particular educational perception may be obtained through a suitable device.

v) Reliable estimates of teachers standing with reference to criterion variable may be obtained from his set of performance relating to that criterion.
3.8_scope_of_the_study

The present study was confined to one year Hindi Medium Secondary teacher education course in Karnataka state for graduates who have studied Hindi as one of their elective subjects leading to the award of degree of Bachelor of Education (B.Ed.) by the Dakshina Bharat Hindi Prachar Sabha, Madras.

The one year programme includes the study of six theory papers, practice in teaching and some other practical activities. The six theory papers are:

i) Education and Philosophy;
ii) Education, Psychology and Evaluation;
iii) Education in Emerging India;
iv) Educational Administration and School Management; and
v) Practice of Education

Special methods: Methods in any two of the following school subjects.

a) Hindi/Telugu/Malayalam/Kannada/Tamil/Marathi/English.
b) Mathematics
c) Social Studies
d) Geography
e) Physical Sciences and
f) Biological Sciences

Under practice teaching each candidate is required to give 40 lessons, 20 in each of the two school subjects selected under paper V, distributed over different classes of a practicing secondary school. 50% of the lessons are given under block practice teaching. The lessons are guided, observed and assessed by the teaching staff of the college. As a part of the programme the candidates are required to maintain a diary of the demonstration and discussion lessons.
attended, lessons observed and teaching practice carried out. Practice in teaching is done generally for about 5-6 months.

vi) Practical work includes number of items, they are:
   a) Observation of lessons (15 in each method),
   b) Preparation of teaching aids,
   c) Measurement and evaluation of pupil achievement,
   d) Experiments in psychology,
   e) Review of textbook,
   f) Writing a report over any feature of a school,
   g) Seminar papers and presentation,
   h) Socially useful productive work,
   i) Red cross / Scouts / Community service, and
   j) Participation in literary, cultural and sports activities.

3.9 Definitions of Technical Terms

Certain terms appear frequently in the report of this study and these have been used with specific meaning to suit the purpose of the study. These are as follows:

i) Perceptions referred to the personal meanings that govern behaviour.

ii) Criterion refers to a variable.

iii) The terms student teacher, pupil teacher, teacher trainee and teacher candidate have been used to denote the individual under going “Teacher Education Course”.

iv) The terms student teaching, practice teaching and practical teaching have been used to denote practice in teaching that the student teacher does it “Teacher Education Course”.

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