Chapter - VI

Summary and Conclusions
6.0 Introduction

The data collected for the present investigation have been analyzed and discussed in the preceding chapter. This chapter presents a brief summary of the investigation and the findings, conclusions that have been drawn from the findings, limitations of the study, implications for perceptual factors and the academic achievement of student teachers in B.Ed. colleges affiliated to Dakshina Bharat Hindi Prachar Sabha and suggestions for further research in the field.

6.1 Summary of the Investigation

The major purpose of the present study was to investigate the relationships between the perceptual factors and academic achievements of student teachers B.Ed. colleges in Karnataka affiliated to Dakshina Bharat Hindi Prachar Sabha and to deliberate the relative efficiency of the perceptual factors of predicting academic achievements of student teachers in colleges of education affiliated to Dakshina Bharat Hindi Prachar Sabha.

The study was confined to one year secondary teacher education course for graduates leading to the award of the degree of bachelor of education in Hindi medium (B.Ed.) by Dakshin Bharata Hindi Prachar Sabha.

Student teachers undergoing B.Ed. course in the year 2003-04 constituted the sample of study.
The perception factors considered in the present study were:

1. Instructional Curriculum Perception (ICP);
2. Instructional Goal Perception (IGP);
3. Instructional Role Perception (IRP);
4. Student Perception (SP);
5. Education Evaluation Perception (IEP);
6. Teaching Profession Perception (TPP);

Scales for the reliable assessment of Instructional Curriculum Perception Scale, Instructional Goal Perception Scale, Instructional Role Perception Scale, Student Perception Scale, Teaching Profession Perception Scale and Instructional Evaluation Perception Scale were developed using the standard procedure. Reliability coefficients of the scales were determined using test-retest and split-half methods. The scales were also examined in terms of content and intrinsic validities. Instructional Perception Scale was further examined in terms of convergent validity. The scales were found to be reliable and valid.

The criteria used as measures of success in teacher education course in the present study were:

1. Assessment of year's work (AYW);
2. Final theory mark (FTM);
3. Final teaching mark (FTeM); and
4. Final total mark (FToM)

Correlations of the criteria with the corresponding internal assessments showed a significant degree of consistency.
Data relating to the perceptual factors were obtained by administering the scales to the Ss. Data pertaining to the criteria of success were obtained from the records, in the office of the B.Ed. colleges in Karnataka run by Dakshina Bharat Hindi Prachar Sabha.

Correlation and stepwise regression analysis techniques were used for the statistical treatment of data in pursuance of the objectives of the study.

6.2 Objectives of the Study

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

• To find out the extent of relationship of “Curriculum Perception Scale” with academic achievement of teacher candidates in the final examination.

• 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.

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

• To find out the extent of relationship of “Student Perception Scale” with academic achievement of teacher candidates in the final examination.

• To find out the extent of relationship of “Educational Evaluation Perception Scale” with academic achievement of teacher candidates in the final examination.
• To find out the extent of relationship of “Teaching Profession Perception Scale” with academic achievement of teacher candidates in the final examination.

• To find out the extent of relationship between the educational perceptions of student teachers in college’s i.e. Curriculum perception, Instructional goal perception, Instructional roles perception, Students perception, Educational evaluation perception and Teaching professional perception.

• 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 goal 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).

• To find out the extent of different educational perceptions (i.e. Curriculum perception, Instructional goal 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.

• To find out the extent of different educational perceptions (i.e. Curriculum perception, Instructional goal 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.

- To find out the extent of different educational perceptions (i.e. Curriculum perception, Instructional goal 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.

- To find out the extent of different educational perceptions (i.e. Curriculum perception, Instructional goal 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.

- To find out the extent of different educational perceptions (i.e. Curriculum perception, Instructional goal 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.

- To find out the extent of different educational perceptions (i.e. Curriculum perception, Instructional goal 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.

- To find out the extent of different educational perceptions (i.e. Curriculum perception, Instructional goal 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.

- To find out the extent of direct and indirect effect of different educational perceptions (i.e. Curriculum perception, Instructional goal 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.

- To find out the extent of direct and indirect effect of different educational perceptions (i.e. Curriculum perception, Instructional goal 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.

- To find out the extent of direct and indirect effect of different educational perceptions (i.e. Curriculum perception, Instructional goal 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.
• To find out the extent of direct and indirect effect of different educational perceptions (i.e. Curriculum perception, Instructional goal 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.

• To find out the extent of direct and indirect effect of different educational perceptions (i.e. Curriculum perception, Instructional goal 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.

• To find out the extent of direct and indirect effect of different educational perceptions (i.e. Curriculum perception, Instructional goal 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.

• To find out the extent of direct and indirect effect of different educational perceptions (i.e. Curriculum perception, Instructional goal 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.

• 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 goal perception, Instructional roles perception, Curriculum perception, Total perception).

• 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 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).

• 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 goal perception, Instructional roles perception, Curriculum perception, Total perception).

• 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).

• 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 goal
perception, Instructional roles perception, Students perception, Educational evaluation perception, Teaching professional perception and Total perception).

• 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).

• 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 goal perception, Instructional roles perception, Students perception, Educational evaluation perception, Teaching professional perception and Total perception).

• 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).

• 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 goal perception, Instructional roles perception, Students perception, Educational evaluation perception, Teaching professional perception and Total perception).
• To find out the extent of 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).

6.3 Research Hypotheses set for the Study

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

H₁ There is no significant relationship between “Curriculum Perception Scale” and teaching success and academic achievement of student teacher candidates in the final examination.

H₂ 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.
\textbf{H}_7\hspace{1em} There is no significant relationship between the educational perceptions of student teachers in college's i.e. Curriculum perception, Instructional goal perception, Instructional roles perception, Students perception, Educational evaluation perception and Teaching professional perception.

\textbf{H}_8\hspace{1em} 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 goal 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).

\textbf{H}_9\hspace{1em} Different educational perceptions (i.e. Curriculum perception, Instructional goal 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.

\textbf{H}_{10}\hspace{1em} Different educational perceptions (i.e. Curriculum perception, Instructional goal 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 goal 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 goal 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 goal 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 goal 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 goal 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 goal 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 goal 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.

**H18** There is no significant direct and indirect effect of different educational perceptions (i.e. Curriculum perception, Instructional goal 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.

**H19** There is no significant direct and indirect effect of different educational perceptions (i.e. Curriculum perception, Instructional goal 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.
There is no significant direct and indirect effect of different educational perceptions (i.e. Curriculum perception, Instructional goal 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.

There is no significant direct and indirect effect of different educational perceptions (i.e. Curriculum perception, Instructional goal 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.

There is no significant direct and indirect effect of different educational perceptions (i.e. Curriculum perception, Instructional goal 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.

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 goal perception, Instructional roles perception, Curriculum perception, Total perception).

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 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 goal 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 goal 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).
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 goal perception, Instructional roles perception, Students perception, Educational evaluation perception, Teaching professional perception and Total perception).

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 goal 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).
6.4 Findings of the Study

The major findings of the present study are:

1. With reference to assessment of year's work (ATW), Instructional Curriculum Perception Scale, Instructional Goal Perception Scale, Instructional Role Perception Scale, Student Perception Scale, Teaching Profession Perception Scale and Instructional Evaluation Perception Scale are found to be significant correlates. There is also some indication that Instructional Role Perception Scale is a factor of success in year's work. The study further reveals the potency of Instructional Curriculum Perception Scale, Instructional Goal Perception Scale, Instructional Role Perception Scale, Student Perception Scale, Teaching Profession Perception Scale and Instructional Evaluation Perception Scale taken together in predicting Assessment of Year's Work, the three variables making almost equal contribution to the prediction.

2. For success in Final Theory Examination (FTE), Instructional Curriculum Perception Scale, Instructional Goal Perception Scale, Instructional Role Perception Scale, Student Perception Scale, Teaching Profession Perception Scale and Instructional Evaluation Perception Scale emerge as significant correlates. There is also some indication that the other perceptual factors Instructional Curriculum Perception Scale, Instructional Goal Perception Scale, Instructional Role Perception Scale, Student Perception Scale, Teaching Profession Perception Scale and Instructional Evaluation Perception Scale are factors in theory examination success. The study further reveals the potency of Instructional Curriculum Perception Scale, Instructional Goal Perception Scale, Instructional Role Perception Scale, Student Perception Scale, Teaching Profession Perception Scale and
Instructional Evaluation Perception Scale taken together in the prediction of Final Theory Examination where Instructional Curriculum Perception makes greater contribution.

3. All the perceptual factors — Instructional Curriculum Perception Scale, Instructional Goal Perception Scale, Instructional Role Perception Scale, Student Perception Scale, Teaching Profession Perception Scale and Instructional Evaluation Perception Scale - turn out to be as significant correlates of final teaching mark (FToM). The study also reveals the potency of Instructional Curriculum Perception Scale, Instructional Goal Perception Scale, Instructional Role Perception Scale, Student Perception Scale, Teaching Profession Perception Scale and Instructional Evaluation Perception Scale taken together in the prediction of Final Teaching Mark, where Instructional Curriculum Perception Scale, Instructional Goal Perception Scale, Instructional Role Perception Scale, Student Perception Scale, Teaching Profession Perception Scale and Instructional Evaluation Perception Scale make greater contribution.

4. For success in B.Ed, examination as a whole (FToM), Instructional Curriculum Perception Scale, Instructional Goal Perception Scale, Instructional Role Perception Scale, Student Perception Scale, Teaching Profession Perception Scale and Instructional Evaluation Perception Scale turn out to be significant correlates and Instructional Role Perception Scale is also found to be important. The study further reveals the potency of Instructional Curriculum Perception Scale, Instructional Goal Perception Scale, Instructional Role Perception Scale, Student Perception Scale, Teaching Profession Perception Scale and Instructional Evaluation Perception Scale taken
together in the prediction of FToH where Student Perception Scale makes the highest contribution.

6.5 Limitations of the Study

In any research although great care is taken in designing the study interpreting results and drawing conclusions, certain limitations that exert a decisive influence on its findings are unavailable. These need to be reported honestly since it serves two important purposes. One, it tells the reader about the shortcoming of the study. Two, it forewarns the research worker in the field against certain odds.

The present study involves only Perception Scale and its dimensions such as, Curriculum Perception Scale, Instructional Goal Perception Scale, Instructional Role Perception Scale, Educational Evaluation Perception Scale, Teaching Profession Perception Scale.

6.6 Implications of Student Teachers Education and their Academic Achievement

The present study revealed that the contribution of perceptual factors, considered in the study of the success of student teacher's academic achievement in B.Ed. colleges of Karnataka affiliated to Dakshina Bharat Hindi Prachar Sabha is not negligible. Even while acknowledging the importance of many other factors, not considered in the present study, we must still recognize that improvement of self, student and teaching profession, perception and development of correct instructional goal and role perception makes the student teacher substantially more likely to do well in student teacher education course and their academic achievement.
6.7 Suggestions for Further Research in the Field

As the present investigation was being conducted, a need for undertaking a few specific research studies relating to the field was felt. The suggestions for such studies are enumerated under two categories, one – studies that arise out of the limitations of the present investigation, and the other, studies that are related to the problem.

1. The present study can be extended by taking different variables like Social, Psychological and Personal along with Educational Perceptions of B.Ed. Student Teachers of DBHPS.

2. The similar study can be conducted by taking the student teachers studying for Diploma and Certificate courses under DBHPS.

3. The similar studies also can be conducted in different regions at different levels all over the country where Hindi is being taught as medium of instruction for student education programmes.

4. The same study can be extended to study the Educational Perceptions of different training programmes such as Rashtra Basha, Praveshika and Sahitya Ratna conducted by Dakshina Bharat Hindi Prachar Sabha.

Conclusions

Conclusions that have been drawn primarily on the basis of the findings of the present study have been given here:

1. Teaching profession, instructional goal, and instructional role perceptions of student teachers are associated with their success in teacher education course.

2. Prediction of success in teacher education course, based on self, student, teaching profession, and instructional goal perceptions of the student teacher, is possible.
The following conclusions could also be drawn if causal relationships are assumed:

1. Perceptual variables - Instructional Curriculum Perception Scale, Instructional Goal Perception Scale, Instructional Role Perception Scale, Student Perception Scale, Teaching Profession Perception Scale and Instructional Evaluation Perception Scale - could be used for the successful screening and selection of candidates for teacher education course.

2. Teacher education programmes and activities may be designed and organized in such away that they facilitate the improvement of self, student, and teaching profession perceptions of student teachers in the development of correct goal and role perceptions.