1.01. INTRODUCTION

Teacher education reaches out to the teacher trainees by providing them the relevant knowledge, attitude and skills to function effectively in their teaching profession. It serves to equip them with the conceptual and theoretical framework within which they can understand the intricacies of the profession. It aims at creating the necessary attitude in teacher trainees towards the stakeholders of the profession, so that they approach the challenges in teaching with a very positive manner.

The National Council for Teacher Education (NCTE) has defined teacher education as – A programme of education, research and training of persons to teach from pre-primary to higher education level. Teacher education is a programme that is related to the development of teacher proficiency and competence that would enable and empower the teacher to meet the requirements of the profession and face the challenges therein.

According to C. V. Good’s Dictionary of Education (1959), Teacher education means - all the formal and non-formal activities and experiences that help to qualify a person to assume responsibilities of a member of the educational profession or to discharge his responsibilities more effectively.

In 1906-1956, the program of teacher preparation was called teacher training. It prepared teachers as mechanics or technicians. Teacher education encompasses teaching skills, sound pedagogical theory and professional skills. The student community in the
present educational scenario faces numerous challenges. Education creates awareness among the people and knowledge can be gained from education.

Education is supposed to build character and preserve the moral and spiritual values of society. The meaning of education is to emancipate an individual to transform him into a whole man physically, mentally and intellectually. The higher education helps one to solve the problem of life. Education is harmonious and it is an all round growth of development. Below the level of college studies can no doubt to pave the way to basic knowledge but with that basic knowledge alone entire problems cannot be analyzed in a proper manner. These higher studies alone can widen the knowledge and help to analyze each and every problem in proper manner. College education is significant for the development of any nation. Brain drain is a hurdle to the growth of any nation. Individual development of nation and nation as a whole can be achieved only through knowledge which can be obtained only from college education.

**Aim of Education**

- Education has paved way to make a man complete. Education helps a person to find out the way to lead a happy life by preventing or solving the problems.
- Education helps to enhance the knowledge of a person to act according to the social and natural environments.
- Through education one can develop the physical and mental faculty.
- Vocational education trains a person to lead a self sufficient life.

**Teacher Education in India**

In India Teacher Education is provided in two levels, one for Primary and Lower Secondary schools for the Higher Secondary students and another for upper Secondary
and Higher secondary students for the Under and Post Graduate students. The primary level Teacher Education is called as Diploma and Secondary and Higher Secondary level preparation is called as Bachelor of Education (An Under Graduate Degree).

1.02. ACADEMIC ACHIEVEMENT

Academic achievement or academic performance is the outcome of education - the extent to which a student, teacher or institution has achieved their educational goals.

Academic achievement is commonly measured by examinations or continuous assessment but there is no general agreement on how it is best tested or which aspects are most important - procedural knowledge such as skills or declarative knowledge such as facts. Individual differences in academic performance have been linked to differences in intelligence and personality. Students with higher mental ability as demonstrated by IQ tests and those who are higher in conscientiousness (linked to effort and achievement motivation) tend to achieve highly in academic settings. A recent meta-analysis suggested that mental curiosity (as measured by typical intellectual engagement) has an important influence on academic achievement in addition to intelligence and conscientiousness.

Children's semi-structured home learning environment transitions into a more structured learning environment when children start first grade. Early academic achievement enhances later academic achievement.

In Teacher Training, Academic achievement is the measure of Examination output at the end of each years. The first year and Second year have separate Examinations to measure their achievements. The academic achievement of Teacher Trainees got affected due to various internal and external factors.
Factors affecting Academic Achievement

In this era of globalization and technological revolution, education is considered as a first step for every human activity. It plays a vital role in the development of human capital and is linked with an individual’s well-being and opportunities for better living (Battle & Lewis, 2002). It ensures the acquisition of knowledge and skills that enable individuals to increase their productivity and improve their quality of life. This increase in productivity also leads towards new sources of earning which enhances the economic growth of a country (Saxton, 2000). The quality of students’ performance remains at top priority for educators. It is meant for making a difference locally, regionally, nationally and globally. Educators, trainers, and researchers have long been interested in exploring variables contributing effectively for quality of performance of learners. These variables are inside and outside school that affect students’ quality of academic achievement. These factors may be termed as student factors, family factors, school factors and peer factors (Crosnoe, Johnson & Elder, 2004). The formal investigation about the role of these demographic factors rooted back in 17th century (Mann, 1985). Generally these factors include age, gender, geographical belongingness, ethnicity, marital status, socioeconomic status (SES), parents’ education level, parental profession, language, income and religious affiliations. These are usually discussed under the umbrella of demography (Ballatine, 1993). In a broader context demography is referred to as a way to explore the nature and effects of demographic variables in the biological and social context. Defining and measuring the quality of education is not a simple issue and the complexity of this process increases due to the changing values of quality attributes associated with the different stakeholders’ view point (Blevins, 2009 and Parri, 2006).
1.03. ATTITUDE TOWARDS TEACHING

The word attitude (from Latin aptus) is defined within the framework of social psychology as a subjective or mental preparation for action. It defines outward and visible postures and human beliefs. Attitudes determine what each individual will see, hear, think and do. They are rooted in experience and do not become automatic routine conduct.

Attitude means the individual's prevailing tendency to respond favorably or unfavorably to an object (person or group of people, institutions or events). Attitudes can be positive (values) or negative (prejudice). Social psychologists distinguish and study three components of the responses; a) cognitive component, which is the knowledge about an attitude object, whether accurate or not; b) affective component: feelings towards the object and c) conative or behavioral component, which is the action taken towards the object.

Attitude is an underlying disposition that enters, along with many other influences, into the determination of the variety of behaviours towards the attitude object or class of objects, including statements of beliefs and feelings about the attitudes object and approach-avoidance actions a persons’ attitude is "the relatively stable overt behaviour which affects his status" Bain (1928). When a certain type of experience is constantly repeated a change of set is brought about which affects many central neurons and tends to spread over other parts of the central nervous system.

Attitude is an arrangement of mental process, a mental set, an internal disposition or the way of certain mental processes are organized in a person to make him ready to set in a particular way. So the student teachers have to test their ideas with emotional
content, important beliefs, prejudices, biases and predispositions etc. on their teaching profession while it is true that there are teachers whose attitudes are positive towards the promotion of good teaching-learning situations, for most students, in many countries, the reality of the school classroom consists of lessons where the subject is transmitted by their teachers, at best, as a set of facts, laws and data. The results brought about by education researchers' pedagogical experiments have good consequences only when rooted within the school as an institution (teacher, curriculum and defined pedagogical practices) and within a particular context (culture, program, country). The responsibility for preparing teachers is assumed to begin with teacher education programs at higher education institutions. However, by the time undergraduate students enroll in a Teaching course they have already experienced and survived many teachers and at least fourteen years of schooling. Since these students have achieved this wealth of educational opportunities; they can serve as credible resources in identifying the attitudes and actions that were implemented in prior classrooms by their effective teachers.

When preservice teachers or teacher candidates are asked, "Why do you want to be a teacher?" The response is commonly, "I want to be able to make a positive difference in the lives of my students." Many teacher candidates continue to say that they also want to be an effective teacher who will be remembered fondly by their former students. Some want to have a chance to be a better teacher than the teachers they personally experienced. However, many researchers (i.e., Frank, 1990; Fulton, 1989; Goodlad, 1990; Handler, 1993) state the axiom that teachers usually teach in the way they were taught.
The role of teachers' attitudes

In most situations the three components appear concomitantly to shape teachers' classroom postures, through a direct and indirect interaction between society, school and teachers, following the model presented above. Leite (1994) raises questions about how does society see the need for change, what are its demands, what is considered modern, and how do these beliefs influence teachers' views and behavior in school.

Teaching attitudes and its effects

i. Teachers' lack of confidence due to poor conceptual and phenomenological foundations. In many countries around the world the number of lay science teachers is high, and many of those that have undergone formal education are not ready for the job.

ii. The fact that most teachers most of the time behave as information providers (Brown, 1982). The basic model of teaching in this case is: a) spontaneous; (b) belief that all students are identical and ready to follow same type of instruction; (c) acceptance of models the teachers were taught; and (d) lack of readiness about students' forms of learning and thought, (Hallbawchs, 1975).

iii. Science teachers have a tacit understanding, strongly shared by the students that the important aspects of Science have to do with manipulation of mathematical symbols. At primary and secondary levels this is done at the expense of a better treatment of phenomenology and intuition, seldom treated with (when adequate and possible) formal theory. There is an epistemological separation between theory and practice and the teachers' performance in the teaching of science and mathematics, as the result of their training at the university, as discussed by Ciscar (1990) and Ryu (1987).
iv. Teachers do not carry out innovations of new curricula and methodologies. Partly due to entrenched beliefs about teaching science as telling science, instead of teaching as a process, science as a way of thinking. Good practices in Science teaching are expected to promote critical thinking, problem solving abilities and readiness for data interpretations as well as good communication skills. Via non-explicit forms of action, teachers' attitudes indicate the lack of confidence to implement new projects and passively reject new methods and technologies. Reay (1975) says that one of the reasons for this attitude could be due to the little time allowed for preparation within the teacher's working day. Another explanation could be the teacher's personal style in the interpretation of curricula, content and pedagogy (Sacristan, 1989, Gallard and Gallagher, 1994). Studies carried out in Brazil (Garrido et al., 1991) indicate that teachers show little interest and lack of compromise towards innovation in school.

v. The lack of coherence between the teachers' classroom attitudes and their expressed belief on active methods of interaction. Black (1989) reported a study made in a Science classroom were the teacher strongly believed in his ability to conduct an interactive class. When observed, he was talking to the class 90% of the time. Activity dominated learning situation studies show that students listen to the instructor more than 50% of the laboratory time (Hegarthy-Hazel, 1990). Bliss and Ogborn (1977) did a naturalistic study and reported 43 stories about the science laboratory. More than half of the students had bad recalls from their laboratory work. Carvalho (1993), mentions the dichotomy between the liberal discourse in opposition to repressing action that dominates the teacher training courses. A study of the beliefs and opinions of science teachers (physics, biology, chemistry and mathematics) about the nature of science and science
education (Souza Barros et al., 1987) indicated that though physics teachers were less dogmatic about the nature of science and approved curricular modifications and active methods in the classroom, their standing in the classroom indicated otherwise. Koulaidis (1987) found that science teachers' pedagogical positions are quite traditional, giving great emphasis to presentation of knowledge and pupils' abilities to think in abstract terms.

vi. Teachers tend to see school failure as a result of the socio-psychological deprivation due to social conditions of child and family. Low expectations for these students generate poor teaching practices. Therefore, the tendency to put the responsibility of their (teachers) ineffectual performance on the students.

vii. The conditions under which teachers work. Professional and social status; school infrastructure, poor libraries, laboratories, safety conditions, etc., create new variables that (re)define the attitudes of even the most devoted and well prepared teacher. The analysis made by a secondary teacher (Cedrez, 1993) that comes from a country that enforces the implementation of official curricula via regular inspections of the classrooms) presents a good picture about what goes on in the classroom, - ... the official physics curriculum cannot be accomplished with the basic mathematics foundations the students bring from early school years.

1.04. STUDY HABITS

Studying is a skill. Being successful in school requires a high level of study skills. Students must first learn these skills, practice them and develop effective study habits in order to be successful. Very often the study habits and practices developed and used in high school do not work for students in college.
Good study habits include many different skills: time management, self discipline, concentration, memorization, organization, and effort. Desire to succeed is important, too.

Without good study habits, a student cannot succeed. To succeed, students must be able to appropriately assimilate course content, digest it, reflect on it, and be able to articulate that information in written and/or oral form. Key, is the ability to acquire effective study skills. Many people feel the hours of study are the most important. However, students can study for hours on end and retain very little. Some issues students must consider are as follows.

- Students need to develop good time management skills. They must realize there is a time to be in class, a time for study, time for family, time to socialize, and time to just be alone. The critical issue is recognition that there must be an appropriate balance.

- Students should acquire a vision; A clearly articulate picture of the future they intend to create for themselves. This will promote a passion for what they wish to do. Passion is critical and leads to an intense interest, dedication, and commitment to achieving career goals and objectives.

- The student must choose the best study schedule, a time they feel is comfortable, and in a place where there is little distraction.

- The student must take notes on the subject matter and rehearse them frequently.

- Students should not study hours on end. One should study 30 to 45 minutes then take a short break. Eat a snack, have a cup of coffee, play with the dog, etc., then return to study. This refreshes the mind, and often issues that may have been confusing before, become suddenly clear.
• The student must develop good critical thinking skills, taking everything into consideration particular to the subject matter.

• Students must not be afraid to ask for help when they have a problem in understanding the subject matter. They need to do it immediately and not after days have gone by. They should not feel apprehensive to ask a faculty member, a friend, or go to the academic learning center at the school.

List of Good Habits

Writing Down Every Assignment

The most logical place to write down assignments is in a planner, but he/she might prefer to keep a to-do list in a simple notebook or in cell phone note pad. It does not really matter what tool used, but it is absolutely essential to the students’ success to write down every single assignment, due date, test date, and task.

Communicating With the Teacher

Every successful relationship is built upon clear communication. A student-teacher relationship is no different. Miscommunication is another one of those factors that can cause bad grades, despite good efforts.

Organizing With Colour

Devising own color-coding system to keep assignments and thoughts organized. Color-coding is also a tool to use when conducting research.

Establishing a Study Zone at Home

The student should Take the time to assess individual style and real needs and plan for the perfect study place. Without concentration, certainly can’t expect to learn very well. Students are different. Some need a completely quiet room free from
interruptions when they study, but others actually study better listening to quiet music in the background or taking several breaks.

**Preparing for Test Days**

It is important to study for test days, but there are other things to consider in addition to the actual material that the test will cover. Another way to prepare for test day is to take a watch and be mindful of time management.

**Knowing the Dominant Learning Style**

Many students will struggle in a subject without understanding why. Sometimes this is because students don't understand how to study in a way that matches their brain style.

Auditory learners are those who learn best through hearing things. Visual learners retain more information when they use visual aids, and tactile learners benefit by doing hands-on projects.

Every student should examine and evaluate their habits and their natural tendencies and decide how they might be able to improve their study habits by tapping into their personal strengths.

**Taking Fabulous Notes**

There are a few tricks to taking fabulous notes that really help when it comes to studying. As soon as the student realize that once topic relates to another, comes before another, is the opposite of another, or has any kind of connection to another – a picture should be drawn. Sometimes the information will not sink in until and unless we see it in an image. There are also certain code words to look out for in a lecture that can indicate that the teacher is giving the relevance or the context of an event.
**Conquering Procrastination**

When we put things off a lot, we end up putting things off until it's too late from time to time. It's that simple. When we procrastinate, we take the chance that nothing will go wrong at the last minute—but in the real world, things do go wrong.

**Taking Care of self**

Some of the personal habits might be affecting the grades. Changing the way we feel by taking better care of our mind and our body will change our grades positively. For example, between text messaging, Sony PlayStations, Xbox, Internet surfing, and computer writing, students are using their hand muscles in all new ways, and they're growing increasingly susceptible to the hazards of repetitive stress injury.

**1.05. STUDY INVOLVEMENT**

In today’s society, a college education is more important than ever, and there is no shortage of institutions for students to choose from. So, how do prospective students make up their mind? What draws them to one institution over another? More than anything else, they look for a place they can call home. They consider what the University has to offer them. Student involvement in the campus community is vital to a successful college life. Prospective students don’t want to attend an institution where they will be isolated, and have nothing to do but study. While it’s true that students are looking for a good education, without a comfortable environment, learning won’t be possible.

The National Survey of Student Engagement shows that student success is directly linked to student involvement. NSSE measures student involvement in academic and co-curricular programs and activities, and the effect they have on students. According
to NSSE, the more involved students are in an institution, the more invested they will be. Highly-engaged students are more likely to re-enroll than less-engaged students. An institution that offers inviting options for student involvement is also creating free, word-of-mouth marketing. The more a student likes an institution the more likely they are to promote and recommend it to others. Among institutions that scored appropriately in the NSSE student involvement and engagement study 93 percent of students reported having a favorable image of their Institute.

Because student involvement is so important, it is vital for an institution to create a culture, not just a campus. When students are involved and engaged, they feel like they are a part of something. This sense of belonging fosters loyalty and pride in their institution, as well as academic achievement, and community involvement.

There are five benchmarks laid out by NSSE to gauge a successful student involvement environment.

These benchmarks are:

i. Sufficient level of academic challenge.

ii. Favorable amount of active and collaborative learning options.

iii. Quality faculty and student interaction.

iv. Abundant amount of enriching community interaction.

v. Existence of a supportive campus environment.

Students who are involved devote more time and energy to academics, spend more time on campus, while participating actively in student organizations, and having more positive interactions with faculty and staff. All of this leads to a more productive educational environment that benefits every part of the institution. On the other hand,
uninvolved students neglect their studies, abstain from extracurricular activities, spend little time on campus, and rarely contact faculty and staff. This lack of interest leads to a lack-luster Institutional experience.

Students are not the only ones to benefit from an engaged environment. Student involvement is often the catalyst for other institutional and community improvements. Faculty, staff, and the surrounding community all benefit from student involvement. From volunteering, to relaxed and free flowing conversation, the benefits are endless. But, meaningful and worthwhile student involvement does not just happen overnight, it’s an investment process that takes time, effort, and money. But this is an investment that has been proven to be worth the effort. Student involvement on campus is one of the quickest ways for students to become part of an institution’s community and create a personalized Institute experience.

There are multiple approaches to changing the roles of young people that can count as Meaningful Student Involvement. Generally speaking, Meaningful Student involvement occurs when schools engage students as teachers, education researchers, school planners, classroom evaluators, system-wide school decision makers, and education advocates. Ultimately, and most importantly, Meaningful Student Involvement seeks to raise students above their own narrow conceptions of self-interest for the benefit of the schools and communities they are members of. Study involvement in view of Morse and Wingo (1970) implies keen interest in the task, working with persistence and imagination and sharing the responsibility for own learning. Yan Off (1973) defined study involvement as a degree of affect or feeling of being actively involved in one's own learning process. Involvement in studies not only makes the learning a pleasant activity
but also yields enhancement in learning outcomes of higher order and develops positive attitudes towards learning and facilitates creative productivity.

Several theories have emerged over the last several decades explaining the relationship between student retention and involvement. Much research by Astin revolves around the impact of student involvement on student outcomes in Institute, and his essential assertion is that students must be actively engaged in their surroundings in order to learn and grow in Institute (Evans, Forney, and Guido-DiBrito, 1998). Astin (1984) defines involvement as “the amount of physical and psychological energy that the student devotes to the academic experience”. Schlossberg’s theory on marginality and mattering is also an important concept recognized in college student success (Evans et al., 1998). According to Schlossberg, students feel marginalized when they feel as if they do not fit it in, which leads to negative outcomes such as “self-consciousness, irritability, and depression” (Evans et al., 1998). Feeling marginalized causes students to wonder if they “matter to someone else” (Schlossberg, 1989). He emphasizes the imperative that post-secondary institutions make students feel significant since that feeling precedes student involvement in college activities and programs.

1.06. NEED AND SIGNIFICANCE OF THE STUDY

Teacher education reaches out to the teacher trainees by providing them the relevant knowledge, attitude and skills to function effectively in their teaching profession. It serves to equip them with the conceptual and theoretical framework within which they can understand the intricacies of the profession. It aims at creating the necessary attitude in teacher trainees towards the stakeholders of the profession, so that they approach the challenges in teaching with a very positive manner. The academic performance of the
learners is of great concern in every format of education. The promotion of the academic achievement is an integral part of goals to be achieved in higher education. There are various factors affecting Academic achievement of a student. In particular, in Teacher Education, Attitude towards teaching, Study Involvement and Study habit are considered as major factors affecting Academic achievement. To find out the changes in the selected variables the sample should be observed throughout the course. Hence this study has been planned to be conducted in a Longitudinal way. Attitude is a tendency to react favourably or unfavourably towards a designated class of stimuli such as a national or racial group a custom or an institution (Anastasi, 1982).

Importance of study of attitude towards teaching profession is generated in the mind of investigator to study the influence between moderator variables. From the psychological point of view the teachers' attitude is most influential in teaching profession. Attitudes are generally the outcome of values and more implied in the environment surrounding the young mind. Institutions should build up a good environment where favourable teachers' attitude towards teaching profession may find healthy sustenance. Hence there is a great need for a study of teacher Trainees’ attitude towards teaching profession. Student involvement in the campus community is vital to a successful college life. Prospective students don’t want to attend an institution where they will be isolated, and have nothing to do but study. While it’s true that students are looking for a good education, without a comfortable environment, learning won’t be possible. Because student involvement is so important, it is vital for an institution to create a culture, not just a campus. When students are involved and engaged, they feel like they are a part of something. This sense of belonging fosters loyalty and pride in
their institution, as well as academic achievement, and community involvement. Without good study habits, a student cannot succeed. To succeed, students must be able to appropriately assimilate course content, digest it, reflect on it, and be able to articulate that information in written and/or oral form. Key, is the ability to acquire effective study skills. Many people feel the hours of study are the most important. However, students can study for hours on end and retain very little. To find out the Teacher trainees’ variation in academic achievement and the influence of the selected independent variables, the Investigator decided to take up this study.

1.07. STATEMENT OF THE PROBLEM

There are various factors affecting Academic achievement of a student. In particular, here in Teacher Education, Attitude towards teaching, Study Involvement and Study habit are expected as factors affecting Academic achievement of a Teacher Trainee. Further, Attitude towards a course or a profession does not arise in a short duration, There may be changes in attitude, while coming across number of Institutions, Teachers and Students. Hence this study has been planned to be conducted in a longitudinal way. Attitude is a tendency to react favourably or unfavourably towards a designated class of stimuli such as a national or racial group a custom or an institution (Anastasi, 1982). Study Involvement and Study habit are major psychological and methodological factors which affect a persons’ achievement. Hence, the investigator decided to take up this study in a longitudinal way with the four of these variables. The study taken by the investigator is stated as “A longitudinal study on Teacher Trainees’ Achievement in Higher Secondary Course and in Teacher Training Course in relation to certain selected variables”.
1.08. OPERATIONAL DEFINITION OF KEY TERMS

For the purpose of clarity, the definition of important terms in the statement of the problem is given below:

**Longitudinal Study**

A longitudinal study is a co-relational research that involves repeated observations of the same items over long periods of time. It is a type of observational study. Longitudinal studies are often used in psychology to study developmental trends across the life span, and in sociology to study life events.

**Achievement**

Achievement is a specified level of attainment or proficiency in academic work as evaluated by teachers. In this study, the Public Examination score of the Higher Secondary and of both the years of Teacher Training are taken as Academic achievement scores.

**Attitude towards Teaching**

Attitude is a degree of positive or negative affect associated with some psychological object (Allen, 1957). Attitude towards Teaching is defined as the positive or negative affect associated with the work of a teacher.

**Study habits**

Study Habit means the accomplished form of acquired behaviour in which the things are done quickly, accurately, automatically with little voluntary attention, the acquisition of learning whether by means of books or observation or experiment.
Study Involvement

Study involvement has been defined as the attachment of the students in study and in the learning environment and his/her active participation in Learning.

D.T.Ed., Teacher Trainees

The D.T.Ed., Teacher Trainees are those who are under going Teacher training after completion of Higher Secondary Course.

1.09. VARIABLES OF THE STUDY

The variables selected for this study are:

a) Achievement - Dependent variable
b) Attitude towards Teaching - Independent variable
c) Study Habit - Independent variable and
d) Study Involvement - Independent variable.

1.10. OBJECTIVES OF THE STUDY

The following are the objectives of the present study:

1. To find out Teacher Trainees’ achievement in Higher Secondary course.
2. To find out Teacher Trainees’ achievement in First Year of Teacher Training Course.
3. To find out Teacher Trainees’ achievement in Second Year of Teacher Training Course.
4. To find out Teacher Trainees’ Attitude towards Teaching at the beginning of First Year of Teacher Training course.
5. To find out Teacher Trainees’ Attitude towards Teaching in First Year of Teacher Training course.
6. To find out Teacher Trainees’ Attitude towards Teaching in Second Year of Teacher Training course.

7. To find out Teacher Trainees’ Study Habit at the beginning of First Year of Teacher Training course.

8. To find out Teacher Trainees’ Study Habit in First Year of Teacher Training course.

9. To find out Teacher Trainees’ Study Habit in Second Year of Teacher Training course.

10. To find out Teacher Trainees’ Study Involvement at the beginning of First Year of Teacher Training course.

11. To find out Teacher Trainees’ Study Involvement in First Year of Teacher Training course.

12. To find out Teacher Trainees’ Study Involvement in Second Year of Teacher Training course.

13. To find out whether there is any significant difference between demographic variables of Teacher Trainees’ with respect to their achievement in Higher Secondary course.

14. To find out whether there is any significant difference between demographic variables of Teacher Trainees’ with respect to their achievement in First Year of Teacher Training course.

15. To find out whether there is any significant difference between demographic variables of Teacher Trainees’ with respect to their achievement in Second Year of Teacher Training course.
16. To find out whether there is any significant difference between demographic variables of Teacher Trainees’ with respect to their Attitude towards Teaching at the beginning of First Year of Teacher Training course.

17. To find out whether there is any significant difference between demographic variables of Teacher Trainees’ with respect to their Attitude towards Teaching in First Year of Teacher Training course.

18. To find out whether there is any significant difference between demographic variables of Teacher Trainees’ with respect to their Attitude towards Teaching in Second Year of Teacher Training course.

19. To find out whether there is any significant difference between demographic variables of Teacher Trainees’ with respect to their Study Habit at the beginning of First Year of Teacher Training course.

20. To find out whether there is any significant difference between demographic variables of Teacher Trainees’ with respect to their Study Habit in First Year of Teacher Training course.

21. To find out whether there is any significant difference between demographic variables of Teacher Trainees’ with respect to their Study Habit in Second Year of Teacher Training course.

22. To find out whether there is any significant difference between demographic variables of Teacher Trainees’ with respect to their Study involvement at the beginning of First Year of Teacher Training course.
23. To find out whether there is any significant difference between demographic variables of Teacher Trainees’ with respect to their Study involvement in First Year of Teacher Training course.

24. To find out whether there is any significant difference between demographic variables of Teacher Trainees’ with respect to their Study involvement in Second Year of Teacher Training course.

25. To find out whether there is any significant difference among the Teacher trainees at Higher Secondary Course/beginning of the First year of Teacher Training course, First year and Second year of Teacher Training with respect to their Achievement, Attitude towards Teaching, Study habit and Study Involvement.

26. To find out whether there is any significant relationship existing between dependent variable and independent variables in each year.

27. To find out the level of contribution of independent variables namely attitude towards Teaching, Study habit and Study Involvement towards the dependent variable—Academic achievement in each year.

1.11. HYPOTHESES OF THE STUDY

On the basis of the above said objectives following hypotheses were framed:

1. Teacher Trainees’ achievement in Higher Secondary course is high.

2. Teacher Trainees’ achievement in First Year of Teacher Training course is high.

3. Teacher Trainees’ achievement in Second Year of Teacher Training course is high.

4. Teacher Trainees’ Attitude towards Teaching at the beginning of First Year of Teacher Training course is favourable.
5. Teacher Trainees’ Attitude towards Teaching in First Year of Teacher Training course is favourable.
6. Teacher Trainees’ Attitude towards Teaching in Second Year of Teacher Training course is favourable.
7. Teacher Trainees are having good Study Habit at the beginning of First Year of Teacher Training course.
8. Teacher Trainees are having good Study Habit in First Year of Teacher Training course.
9. Teacher Trainees are having good Study Habit in Second Year of Teacher Training course.
10. Teacher Trainees are having moderate level of Study Involvement at the beginning of First Year of Teacher Training course.
11. Teacher Trainees are having moderate level of Study Involvement in First Year of Teacher Training course.
12. Teacher Trainees are having moderate level of Study Involvement in Second Year of Teacher Training course.
13. There is a significant difference between demographic variables of Teacher Trainees’ with respect to their achievement at the beginning of First Year of Teacher Training course.
14. There is a significant difference between demographic variables of Teacher Trainees’ with respect to their achievement in First Year of Teacher Training course.
15. There is a significant difference between demographic variables of Teacher Trainees’ with respect to their achievement in Second Year of Teacher Training course.
16. There is a significant difference between demographic variables of Teacher Trainees’ with respect to their Attitude towards Teaching at the beginning of First Year of Teacher Training course.

17. There is a significant difference between demographic variables of Teacher Trainees’ with respect to their Attitude towards Teaching in First Year of Teacher Training course.

18. There is a significant difference between demographic variables of Teacher Trainees’ with respect to their Attitude towards Teaching in Second Year of Teacher Training course.

19. There is a significant difference between demographic variables of Teacher Trainees’ with respect to their Study Habit at the beginning of First Year of Teacher Training course.

20. There is a significant difference between demographic variables of Teacher Trainees’ with respect to their Study Habit in First Year of Teacher Training course.

21. There is a significant difference between demographic variables of Teacher Trainees’ with respect to their Study Habit in Second Year of Teacher Training course.

22. There is a significant difference between demographic variables of Teacher Trainees’ with respect to their Study involvement at the beginning of First Year of Teacher Training course.

23. There is a significant difference between demographic variables of Teacher Trainees’ with respect to their Study involvement in First Year of Teacher Training course.
24. There is a significant difference between demographic variables of Teacher Trainees’ with respect to their Study involvement in Second Year of Teacher Training course.

25. There is a significant difference among the Teacher trainees at Higher Secondary Course/at the beginning of the first year of Teacher Training course, First year and Second year of Teacher Training with respect to their Achievement, Attitude towards Teaching, Study habit and Study Involvement.

26. There is a significant relationship existing between dependent variable and independent variables in each year.

27. There is a significant contribution of independent variables namely attitude towards Teaching, Study habit and Study Involvement towards the dependent variable in each year.

1.12. METHOD OF STUDY

The present investigation was undertaken by using Normative Survey Method.

1.13. TOOLS USED


b. Study Habit Inventory constructed and standardized by Patel (1985).

c. Study Involvement Inventory constructed and validated by the investigator.

1.14. STATISTICAL TECHNIQUES

In this present investigation the following Statistical techniques were used.

i. Descriptive Analysis

ii. Differential Analysis
iii. Correlation Analysis and
iv. Regression analysis

1.15. SAMPLE OF THE STUDY

The present study was conducted with 400 D.T.Ed., Teacher Trainees from Tirunelveli, Kanyakumari and Tutikorin districts. The Trainees belongs to 2011-2013 batch. The survey was conducted at the time of beginning of the course (For Higher Secondary data), at the end of First year and at end of Second year. The Institutes were selected randomly form Teacher Training Institutes in the three districts, 400 Teacher Trainees were selected randomly. The distribution of sample is given in Chapter-III

1.16. DELIMITATIONS OF THE STUDY

- This study is confined to the Tirunelveli, Kanyakumari and Tutikorin districts of Tamilnadu State only.
- Achievement in each year only is taken as dependent variable.
- The Attitude towards Teaching, Study Habit and Study Involvement only are taken as independent variables for this study.
- Locality of School, Group, Religion, Community, Parental Education, Parental Occupation and Type of Family are taken as demographic variable for this study.
- It is confined only to the 400 D.T.Ed., 2011-2013 batch Teacher Trainees studied in Tirunelveli, Kanyakumari and Tutikorin districts of Tamilnadu.

1.17. A BRIEF RESUME OF THE SUCCEEDING CHAPTERS

The introductory chapter (Chapter I) brings out the need for the study of the present problem and also deals with its significance. Further, it gives the definitions of
the key terms used in the study. The objectives as well as the hypotheses developed are also given along with delimitations of the study.

Chapter II gives a brief review of related studies carried out so far. Chapter III describes the design of the study under three heads – namely, method, tools and sample, the description and administration of the various tools used in the study are also discussed.

Chapter IV gives the analysis and interpretation of the data obtained by administering the tools. In Chapter V the major findings of the present investigation are reported with recommendations for further research.