Chapter - III
DESIGN OF THE STUDY

3.1. Introduction

As discussed in the previous chapter, the main objectives of the present study was to measure the influence of curriculum perception, instructional goal perception, instructional role perception, student perception, educational evaluation perception and teaching profession perception. Chapter II provided review of related literature essential for design of the study. This chapter is devoted to study the influence of curriculum perception, instructional goal perception, instructional role perception, student perception, educational evaluation perception and teaching profession perception in relation to Academic Achievement of shiksha snatak student-teachers of DBHPS. The accuracy of results of any research would depend upon the method adopted and the tools used administration of the tools and stratified random sampling technique used are discussed in this chapter.

The hypotheses formulated helped the researcher to frame the methodology of the study.

3.2 Statement of the Problem

The study was undertaken with an intention of making “A Study of Educational Perceptions in Relation to Academic Achievement of Shiksha Snatak Students of Dakshin Bharat Hindi Prachar Sabha”.

86
3.3 **Objectives of the Study**

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

i. To study the relationship of Curriculum Perception with academic achievement of student-teachers in the final examination.

ii. To study the relationship of Instructional Goal Perception with academic achievement of student-teachers studying in Shiksha Snatak in Karnataka affiliated to Dakshina Bharat Hindi Prachar Sabha.

iii. To study the relationship of Instructional Role Perception with academic achievement of student-teachers in the final examination.

iv. To study the relationship of Student Perception with academic achievement of student-teachers in the final examination.

v. To study the relationship of Educational Evaluation Perception with academic achievement of student-teachers in the final examination.

vi. To study the relationship of Teaching Profession Perception with academic achievement of student-teachers in the final examination.

vii. To study the relationship between the educational perceptions of student-teachers in colleges i.e. Curriculum perception, Instructional goal perception, Instructional role perception, Student perception, Educational evaluation perception and Teaching profession perception.

viii. To study the relationship between the educational perceptions of shiksha snatak student-teachers of (i.e. Educational
evaluation perception, Student perception, Teaching profession perception, Instructional goal perception, Instructional role perception, and Curriculum perception) and their academic achievements (Educational Philosophy, Educational psychology, Educational Problems and Trends, Educational Administration, Teaching Method of Teaching Hindi (Method-I), Method of Teaching Kannada (Method-II) and its total academic achievement are taken as dependent variables).

ix. To study the different educational perceptions (i.e. Curriculum perception, Instructional goal perception, Instructional role perception, Student perception, Educational evaluation perception and Teaching profession perception) would not be significant predictors of academic achievement in Educational Philosophy and Educational Problems and Trends of shiksha snatak student-teachers.

tax. To study the different educational perceptions (i.e. Curriculum perception, Instructional goal perception, Instructional role perception, Student perception, Educational evaluation perception and Teaching profession perception) would not be significant predictors of academic achievement in Educational psychology of shiksha snatak student-teachers.

xi. To study the different educational perceptions (i.e. Curriculum perception, Instructional goal perception, Instructional role perception, Student perception, Educational evaluation perception and Teaching profession perception) would not be significant predictors of academic achievement in Educational Administration of shiksha snatak student-teachers.

xii. To study the different educational perceptions (i.e. Curriculum perception, Instructional goal perception, Instructional role
perception, Student perception, Educational evaluation perception and Teaching profession perception) would not be significant predictors of academic achievement in teaching Method-I of shiksha snatak student-teachers.

xiii. To study the different educational perceptions (i.e. Curriculum perception, Instructional goal perception, Instructional role perception, Student perception, Educational evaluation perception and Teaching profession perception) would not be significant predictors of academic achievement in teaching Method-II of shiksha snatak student-teachers.

xiv. To study the different educational perceptions (i.e. Curriculum perception, Instructional goal perception, Instructional role perception, Student perception, Educational evaluation perception and Teaching profession perception) would not be significant predictors of total academic achievement of shiksha snatak student-teachers.

xv. To study the direct and indirect effect of different educational perceptions (i.e. Curriculum perception, Instructional goal perception, Instructional role perception, Student perception, Educational evaluation perception and Teaching profession perception) and academic achievement in Educational Problems and Trends of shiksha snatak student-teachers.

xvi. To study the direct and indirect effect of different educational perceptions (i.e. Curriculum perception, Instructional goal perception, Instructional role perception, Student perception, Educational evaluation perception and Teaching profession perception) and academic achievement in educational psychology of shiksha snatak student-teachers.
xvii. To study the direct and indirect effect of different educational perceptions (i.e. Curriculum perception, Instructional goal perception, Instructional role perception, Student perception, Educational evaluation perception and Teaching profession perception) and academic achievement Educational Philosophy of shiksha snatak student-teachers.

xviii. To study the direct and indirect effect of different educational perceptions (i.e. Curriculum perception, Instructional goal perception, Instructional role perception, Student perception, Educational evaluation perception and Teaching profession perception) and academic achievement in Educational administration of shiksha snatak student-teachers.

xix. To study the direct and indirect effect of different educational perceptions (i.e. Curriculum perception, Instructional goal perception, Instructional role perception, Student perception, Educational evaluation perception and Teaching profession perception) and academic achievement in teaching Method-I of shiksha snatak student-teachers.

xx. To study the direct and indirect effect of different educational perceptions (i.e. Curriculum perception, Instructional goal perception, Instructional role perception, Student perception, Educational evaluation perception and Teaching profession perception) and academic achievement in Teaching Method-II of shiksha snatak student-teachers.

xxi. To study the direct and indirect effect of different educational perceptions (i.e. Curriculum perception, Instructional goal perception, Instructional role perception, Student perception, Educational evaluation perception and Teaching profession perception) and academic achievement in Teaching Method-II of shiksha snatak student-teachers.
perception) and academic achievement in total of all six subjects of shiksha snatak student-teachers.

xxii. To study the difference among the different seven shiksha snatak colleges (Hassan, Bijapur, Shimoga, Koppal, Mangalore, Davangere, and Mysore) affiliated to Dakshin Bharat Hindi Prachar Sabha with respect to educational perceptions of student-teachers (i.e. Educational evaluation perception, Student perception, Teaching profession perception, Instructional goal perception, Instructional role perception, Curriculum perception, Total perception).

xxiii. To study the difference among the different seven shiksha snatak colleges (Hassan, Bijapur, Shimoga, Koppal, Mangalore, Davangere, and Mysore) affiliated to Dakshin Bharat Hindi Prachar Sabha with respect to the student-teachers academic achievement in different subjects. (i.e. Educational philosophy, Educational psychology, Educational problems and trends, Educational administration) of shiksha snatak student-teachers.

xxiv. To study the difference between the ages (up to 18 years and Above 18 years) of shiksha snatak student-teachers with respect to their different educational perceptions of (i.e. Educational evaluation perception, Student perception, Teaching profession perception, Instructional goal perception, Instructional role perception, Curriculum perception, Total perception).

xxv. To study the difference between the ages (up to 18 years and above 18 years) of shiksha snatak student-teachers with respect to their academic achievement in different subjects (i.e. Educational philosophy, educational psychology, educational
problems and trends, educational administration, teaching method-I, teaching method-II, total academic achievement).

xxvi. To study the difference between the male and female shiksha snatak student-teachers with respect to their different educational perceptions of (i.e. Curriculum perception, Instructional goal perception, Instructional role perception, Student perception, Educational evaluation perception, Teaching profession perception and Total perception).

xxvii. To study the difference between the male and female shiksha snatak student-teachers with respect to their academic achievement in different subjects (i.e. Educational philosophy, educational psychology, educational problems and trends, educational administration, teaching Method-I, teaching Method-II, total academic achievement).

xxviii. To study the difference between the undergraduate and graduate shiksha snatak student-teachers with respect to their different educational perceptions of (i.e. Curriculum perception, Instructional goal perception, Instructional role perception, Student perception, Educational evaluation perception, Teaching profession perception and Total perception).

xxix. To study the difference between the undergraduate and graduate shiksha snatak student-teachers with respect to their academic achievement in different subjects (i.e. Educational philosophy, educational psychology, educational problems and trends, educational administration, teaching Method-I, teaching Method-II, total academic achievement).
3.4 Variables Used in the Study

The present study will be involved following variables;

A) Dependent Variables
- Academic achievement

B) Independent Variables
- Curriculum Perception
- Instructional Goal Perception
- Instructional Role Perception
- Student Perception
- Educational Evaluation Perception
- Teaching Profession Perception.

C) Moderator Variables
- Gender: (Male/Female)
- Location: Hassan, Mysore, Mangaore, Davangere, Koppal, Shimoga and Bijapur
- Type of College: All colleges affiliated to DBHPS

The above variables were selected based on the related literature, self-observations and the teaching experience of the investigator in the area of shiksha snatak of DBHPS.

3.5 Hypotheses of the Study

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

H1: There is no significant difference between boys and girls shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha with respect to their achievements in different subjects i.e. Educational philosophy, Educational psychology, Educational administration, Educational problems and trends, Methods of teaching Hindi and Methods of teaching Kannada.
H2: There is no significant difference between boys and girls shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha with respect to their Educational perception and its dimensions.

H3: There is no significant difference between shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha belongs to different colleges (Hassan, Shimoga, Davangere, Mysore, Mangalore, Koppal and Bijapur) with respect to their total academic achievement and achievements in different subjects i.e. Educational philosophy, Educational psychology, Educational administration, Educational problems and trends, Methods of teaching Hindi and Methods of teaching Kannada.

H4: There is no significant difference between shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha belongs to different colleges (Hassan, Shimoga, Davangere, Mysore, Mangalore, Koppal and Bijapur) with respect to their Educational perception and its dimensions.

H5: There is no significant difference between shiksha snatak student-teachers with high and low educational perception with respect to their total achievement on different subjects i.e. Educational philosophy, Educational psychology, Educational administration, Educational problems and trends, Methods of teaching Hindi and Methods of teaching Kannada of shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha.
H₆: There is no significant difference between shiksha snatak student-teachers with high and low curriculum perception with respect to their total achievement on different subjects i.e. Educational philosophy, Educational psychology, Educational administration, Educational problems and trends, Methods of teaching Hindi and Methods of teaching Kannada of shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha.

H₇: There is no significant difference between shiksha snatak student-teachers with high and low instructional goal perception with respect to their achievements in different subjects i.e. Educational philosophy, Educational psychology, Educational administration, Educational problems and trends, Methods of teaching Hindi and Methods of teaching Kannada of shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha.

H₈: There is no significant difference between shiksha snatak student-teachers with high and low instructional role perception with respect to their total achievements in different subjects i.e. Educational philosophy, Education psychology, Educational administration, Educational problems and trends, Methods of teaching Hindi and Methods of teaching Kannada of shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha.

H₉: There is no significant difference between shiksha snatak student-teachers with high and low student perception
with respect to their total achievements in different subjects i.e. Educational philosophy, Educational psychology, Educational administration, Educational problems and trends, Methods of teaching Hindi and Methods of teaching Kannada of shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha.

H₁₀: There is no significant difference between shiksha snatak student-teachers with high and low educational evaluation perception with respect to their total achievements in different subjects i.e. Educational philosophy, Educational psychology, Educational administration, Educational problems and trends, Methods of teaching Hindi and Methods of teaching Kannada of shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha.

H₁₁: There is no significant difference between shiksha snatak student-teachers with high and low teaching profession perception with respect to their total achievements in different subjects i.e. Educational philosophy, Educational psychology, Educational administration, Educational problems and trends, Methods of teaching Hindi and Methods of teaching Kannada of shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha.

H₁₂: There is no significant interaction effect of gender (boys and girls) and educational perception (high and low) on academic achievement of shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha.
H13: There is no significant interaction effect of gender (Boys and Girls) and educational perception (high and low) on achievement in educational philosophy of shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha.

H14: There is no significant interaction effect of gender (boys and girls) and educational perception (Low, High) on achievement in Educational psychology of shikha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha.

H15: There is no significant interaction effect of gender (Boys and Girls) and educational perception (Low, High) on academic achievement in Educational administration of shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha.

H16: There is no significant interaction effect of gender (boys and girls) and educational perception (Low, High) on academic achievement in Educational problems and trends of shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha.

H17: There is no significant interaction effect of gender (boys and girls) and educational perception (Low, High) on academic achievement in Method of teaching Hindi of shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha.

H18: There is no significant interaction effect of gender (Boys and Girls) and educational perception (Low, High) on academic achievement in Methods of teaching Kannada of shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha.
H19: There is no significant relationship between academic achievement in different subjects i.e. educational philosophy, educational psychology, educational administration, educational problems and trends, method of teaching Hindi and method of teaching Kannada with educational perception and its dimensions i.e. curriculum perception, instructional goal perception, instructional role perception, student perception, educational evaluation perception and teaching profession perception of shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha (total samples).

H20: There is no significant relationship between academic achievement in different subjects i.e. educational philosophy, educational psychology, educational administration, educational problems and trends, methods of teaching Hindi and method of teaching Kannada with educational perception and its dimensions i.e. curriculum perception, instructional goal perception, instructional role perception, student perception, educational evaluation perception and teaching profession perception of boys shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha.

H21: There is no significant relationship between academic achievement in different subjects i.e. educational philosophy, educational psychology, educational administration, educational problems and trends, methods of teaching Hindi and methods of teaching Kannada with educational perception and its dimensions i.e. curriculum perception, instructional goal perception, instructional role perception, student perception, educational evaluation perception and teaching profession perception of girls shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha.
H22: There is no significant relationship among academic achievement in different subjects i.e. Educational Philosophy, Educational Psychology, Educational Administration, Educational Problems and Trends, Methods of Teaching Hindi and methods of teaching Kannada of shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha (Total sample).

H23: There is no significant relationship among academic achievement in different subjects i.e. educational philosophy, educational psychology, educational administration, educational problems and trends, methods of teaching Hindi and methods of teaching Kannada of boys shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha.

H24: There is no significant relationship among academic achievement in different subjects i.e. educational philosophy, educational psychology, educational administration, educational problems and trends, methods of teaching Hindi and methods of teaching Kannada of girls shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha.

H25: There is no significant relationship among dimensions of educational perception i.e. curriculum perception, instructional goal perception, instructional role perception, student perception, educational evaluation perception and teaching profession perception of shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha.

H26: There is no significant relationship among dimensions of educational perception i.e. curriculum perception,
instructional goal perception, instructional role perception, student perception, educational evaluation perception and teaching profession perception of boys shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha.

H27: There is no significant relationship among dimensions of educational perception i.e. curriculum perception, instructional goal perception, instructional role perception, student perception, educational evaluation perception and teaching profession perception of girls shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha.

H28: Curriculum perception, Instructional goal Perception, Instructional role perception, Student perception, Educational evaluation perception and Teaching profession perception would not be significant predictors of achievement of shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha (total samples).

H29: Curriculum perception, Instructional goal Perception, Instructional role perception, Student perception, Educational evaluation perception and Teaching profession perception would not be significant predictors of achievement of shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha in Educational philosophy (total samples).

H30: Curriculum perception, Instructional goal Perception, Instructional role perception, Student perception, Educational evaluation perception and Teaching profession perception would not be significant predictors of achievement of shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha in Educational psychology (total samples).
H31: Curriculum perception, Instructional goal Perception, Instructional role perception, Student perception, Educational evaluation perception and Teaching profession perception would not be significant predictors of achievement of shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha in Educational administration (total samples).

H32: Curriculum perception, Instructional goal Perception, Instructional role perception, Student perception, Educational evaluation perception and Teaching profession perception would not be significant predictors of achievement of shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha in Educational problems and trends (total samples).

H33: Curriculum perception, Instructional goal Perception, Instructional role perception, Students perception, Educational evaluation perception and Teaching profession perception would not be significant predictors of academic achievement of shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha in Methods of teaching Hindi (total samples).

H34: Curriculum perception, Instructional goal Perception, Instructional role perception, Student perception, Educational evaluation perception and Teaching profession perception would not be significant predictors achievement of shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha in Methods of teaching Kannada (total samples).
3.6 Rationale for the Study

Some of the following are the basic reasons for taking up the study by the researcher regarding shiksha snatak student-teachers studying in Hassan, Davangere, Mangalore, Bijapur, Koppal, Shimoga and Mysore.

- Showing lack of interest in studies of shiksha snatak.
- Having the lack of educational perception, the lack of proper guidance and counselling for shiksha snatak student-teachers of Hindi medium.
- Many problems of perception of teacher education programme.
- Lack of understanding different educational programmes of shiksha snatak course of DBHPS which is in Hindi medium.
- Having no freedom to choose the subjects as they wish to study in shiksha snatak in Hindi medium only.
- Possessing negative attitude towards teacher education programme and showing irresponsible attitude towards shiksha snatak course.
- Due to the lack of research studies taken up in relation to academic achievement and educational perception of shiksha snatak student-teachers of DBHPS in Karnataka state.

Many research studies have yet to take the study about shiksha snatak student-teachers in respect of educational perceptions in relation to academic achievement of shiksha snatak student-teachers of DBHPS especially in Karnataka state.
Hence, these are the main causes, which made the researcher to take up the present study on the educational perception in relation to academic achievement of shiksha snatak student-teachers of DBHPS.

3.7 Meaning for the 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-teachers, pupil teacher, teacher trainee and teacher candidate have been used to denote the individual undergoing “Teacher Education Course”.

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

3.8 Limitations of the Study

The present study has following limitations.

• The study was limited to 440 shiksha snatak college student-teachers of different places of Hassan, Davangere, Mangalore, Davangere, Bijapur, Koppal and Shimoga.

• The study was limited to assess some shiksha snatak student-teachers of Hassan, Davangere, Mangalore, Davangere, Bijapur, Koppal and Shimoga.
• The study was limited to assess emotional, intelligence, anxiety proneness, academic achievement and cognitive styles based on the self-reporting questionnaires.

• The study was limited to shiksha snatak college student-teachers adolescents from shiksha snatak subjects.

• The subject does manage to get some insight into what the purpose is. So there is always the factor of social desirability.

• The study was limited only to 440 male and female student-teachers of some shiksha snatak colleges. The data from all shiksha snatak colleges of Hassan, Davangere, Mangalore, Davangere, Bijapur, Koppal and Shimoga could have not only increased the sample size, but also could have strengthened certain arguments.

• The limitation with respect to the presentation of Thesis is the lack of availability of more recent literature.

3.9 Research Design and Method

Descriptive survey method is used in the present study. Inferences about relation among variables are made without direct interaction, from concomitant variation of independent and dependent variables.

3.10 Tools Used for the Study

The following tools were used for data collection which were constructed and standardized by the investigator by using systematic and scientific procedure. All perception scales and sub scales like;
1. Curriculum Perception
2. Instructional Goal Perception
3. Instructional Role Perception
4. Student Perception
5. Educational Evaluation Perception and
6. Teaching Profession Perception.

The purpose of the convenience, the different sections of chapter V of the study has been organized under the following sections.
1. Co-relational analysis between dependent variable and independent variables.
2. Regression analysis of independent variables on the dependent variable (Effect of independent variables on the dependent variable).
3. Differential statistics in the independent variables on the dependent variable (academic achievement).

3.11 Sample of the Study and Sampling Procedure

The sample for the present study was all those shiksha snatak student-teachers who were studying in shiksha snatak course at Hassan, Davangere, Mangalore, Davangere, Bijapur, Koppal and Shimoga studying in Hindi medium.

Random sampling technique used for the selection of shiksha snatak colleges and student-teachers. Thus the present study includes 239 male students and 201 female student-teachers of shiksha snatak colleges.
### Table-3.1: Showing Break up of Sample in Terms of Variables (N=440)

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Name of the College</th>
<th>Total No. of Students</th>
<th>Gender</th>
<th>Medium Chosen</th>
<th>Subject Studies</th>
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</thead>
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<td>1</td>
<td>Mahaveer Shiksha Snatak College, Hassan</td>
<td>65</td>
<td>36</td>
<td>29</td>
<td>Hindi Shiksha Snatak Course Subjects</td>
</tr>
<tr>
<td>2</td>
<td>Mahatma Gandhi Shiksha Snatak College, Shimogga</td>
<td>65</td>
<td>33</td>
<td>32</td>
<td>Hindi Shiksha Snatak Course Subjects</td>
</tr>
<tr>
<td>3</td>
<td>K.C. Sarangamath Shiksha Snatak College, Davangere</td>
<td>60</td>
<td>34</td>
<td>26</td>
<td>Hindi Shiksha Snatak Course Subjects</td>
</tr>
<tr>
<td>4</td>
<td>Basaveswar Shiksha Snatak College, Mysore</td>
<td>65</td>
<td>35</td>
<td>30</td>
<td>Hindi Shiksha Snatak Course Subjects</td>
</tr>
<tr>
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<td>M. Vasudeva Shiksha Snatak College, Mangalore</td>
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<td>Hindi Shiksha Snatak Course Subjects</td>
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<td>Hindi Shiksha Snatak Course Subjects</td>
</tr>
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<td>60</td>
<td>29</td>
<td>31</td>
<td>Hindi Shiksha Snatak Course Subjects</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>440</strong></td>
<td><strong>239</strong></td>
<td><strong>201</strong></td>
<td><strong>440</strong></td>
</tr>
</tbody>
</table>

### 3.12 Data Collection and Data Processing

However valid, reliable and adequate the data may be, it does not serve any useful purpose unless it is carefully processed, systematically classified and tabulated, scientifically analyzed, intelligently interpreted and rationally concluded. After the data collection, data will be processed and analyzed using Microsoft Excel.
These will be computed on each independent and dependent variables wise.

3.12 Statistical Techniques Used

Data Analyzed by using Microsoft Excel Software Collected data will be analyzed by using the Karl Pearsons' Correlation Co-efficient, ANOVA, Multiple Regression Analysis and Student t-test, One way analysis of variance with Scheffe's Multiple Comparison test by using SPSS statistical software and the results obtained thereby have been interpreted.

The purposes of the convenience, the different sections of chapter V of the study have been organized under the following sections.

1. Correlation analysis between dependent variable and independent variables.
2. Regression analysis of independent variables on the dependent variable (Effect of independent variables on the dependent variable)
3. Differential statistics in the independent variables on the dependent variable (academic achievement).