6.1 Introduction

In educational settings for the future, technology-based approaches will probably become predominant in teaching and learning processes. So, teacher competency in the selection and application of appropriate technology in education will be important. Teachers' perception about technology in education will determine their tendencies appropriately use technology in education and to use programs prepared to increase their competencies in the future. In addition, it might be expected that prospective teachers who have more positive perceptions about technology in education will use technology more effectively for learning and teaching. According to the results of this study, prospective teachers who have different learning styles as related to Kolb's learning styles have the same perceptions about technology in education of prospective teachers. Therefore, perception differences of prospective teachers about technology in education should be examined in terms of other learning styles approaches. In addition, learning style based technology classification should be done for effective technology use in education.

The results for computer competency level of prospective teachers showed that the computer competency level of prospective teachers should be determined before any course or application regarding technology use in education is selected and appropriate applications should be selected for prospective teachers taking into consideration their levels of computer competency. To provide positive technology perception to prospective teachers at "novice" and
“intermediate” levels, additional technology based applications consistent with their interest should be done.

As a last point, to provide a more positive perception about anything, a clear description should first be given, because sometimes uncertainty might cause more negative perception. After this main point, other applications and activities should be carried out. For example, existence of uncertainty related to lack of knowledge about descriptions of basic parts and processes of a computer might cause negative perceptions of the technology even if the individual has the basic skills to use a computer. In the context of teacher education, some types of examinations, including multiple-choice and other paper-pencil formats, might also increase awareness of uncertainty by including awareness of uncertainty by including only questions on the names and descriptions of the parts and processes of a computer and not the questions on basic skills.

6.2 Need and Significance of the Study

Individuals' effort for academic attainment are always under the influence of psychological, sociological and affective domain components we may call these components as motivational factors for the academic achievement of shiksha snatak student-teachers of DBHPS. The success and failure in the life of an individual to a certain extent depends on his/her success or failure in academic attainment in turn which also depends on the way of his/her perception about the course. The perception means the process by which he/she organizes his/her sensory impressions in order to give meaning to the environment. Perception is the set of processes by which an individual become aware of and interprets information about the course. Hence there is need to correctly perceive the educational programmes meant
for shiksha snatak course of DBHPS then only student-teachers will be able to achieve the academic accomplishments. In this context the investigator decided to study the effect of educational perception on the achievement of shiksha snatak student-teachers of DBHPS.

In the present study investigator has decided to study the educational perception in terms of curriculum perception, student perception, instructional role perception, instructional goal perception, educational evaluation perception and teaching profession perception which are correlates of academic achievement of shiksha snatak student-teachers of DBHPS. As the investigator a teacher education with expertise in the classroom observation and teaching, he is more concerned about the involvement of teacher, parents and learner in the academic well being of the shiksha snatak student-teachers of DBHPS. The present study is intended to investigator the relationship and effect of educational perception on academic achievement of shiksha snatak student-teachers. Hence, in this direction, there is a need and have significance to study in the educational perception and academic achievement of shiksha snatak student-teachers of DBHPS.

6.3 General Statement of Problem

The present study is related as "A Study of Educational Perceptions in Relation to Academic Achievement of Shiksha Snatak Students of Dakshin Bharat Hindi Prachar Sabha".

6.4 Objectives of the Study

There are 29 specific objectives were formulated for the present studies of which are stated as follows:
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.

x. 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)
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 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).

6.5 Variables of 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 and
- 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.

6.6 Tools Used for Collection of Data

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.

6.7 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.

6.8 **Major Findings of the Study**

The findings of study are as follows:

1. The girl student-teachers have significant higher total achievement as compared to boys shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha.

2. The boys and girls shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha have similar achievement in educational philosophy.

3. The girls shiksha snatak student-teachers have significant higher achievement in educational psychology as compared to boys shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha.

4. The girl shiksha snatak student-teachers have significant higher achievement in educational administration as compared to boys shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha.

5. The girl student-teachers have significant higher achievement in educational problems and trends as compared to boys shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha.

6. The girl student-teachers have significant higher achievement in methods of teaching Hindi as compared to boys shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha.

7. The girl student-teachers have significant higher achievement in methods of teaching Kannada as compared to boys shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha.
8. The girl student-teachers have significant higher educational perception as compared to boys shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha.

9. The boys and girls shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha have similar curriculum perception.

10. The boys and girls shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha have similar Instructional goal perception.

11. The girl student-teachers have significant higher Instructional role perception as compared to boys shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha.

12. The girl shiksha snatak student-teachers have significant higher student-teachers perception as compared to boys shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha.

13. The girl shiksha snatak student-teachers have significant higher educational evaluation perception as compared to boys shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha.

14. The boys and girls shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha have similar teaching profession perception.

15. The shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha belongs to different colleges (Hassan, Shimoga, Davangere, Mysore, Mangalore, Koppal and Bijapur) have different total achievement.

16. The shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha belongs to different colleges (Hassan, Shimoga, Davangere, Mysore, Mangalore, Koppal and Bijapur) have similar achievement in educational philosophy.
17. The shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha belongs to different colleges (Hassan, Shimoga, Davangere, Mysore, Mangalore, Koppal and Bijapur) have different achievement in educational psychology.

18. The shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha belongs to different colleges (Hassan, Shimoga, Davangere, Mysore, Mangalore, Koppal and Bijapur) have different achievement in educational administration.

19. The shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha belongs to different colleges (Hassan, Shimoga, Davangere, Mysore, Mangalore, Koppal and Bijapur) have different achievement in educational problems and trends.

20. The shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha belongs to different colleges (Hassan, Shimoga, Davangere, Mysore, Mangalore, Koppal and Bijapur) have similar achievement in methods of teaching Hindi.

21. The shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha belongs to different colleges (Hassan, Shimoga, Davangere, Mysore, Mangalore, Koppal and Bijapur) have different achievement in methods of teaching Kannada.

22. The shiksha snatak student-teachers belong to Hassan college have higher achievement as compared to student-teachers of Mangalore and Koppal college. But rest of combinations of comparison of student-teachers other colleges have similar achievement in educational philosophy.

23. The shiksha snatak student-teachers belong to Mangalore college have higher achievement in Educational psychology as compared to student-teachers of Koppal college. But rest of
combinations of comparison of student-teachers other colleges have similar achievement in Educational psychology.

24. The shiksha snatak student-teachers belong to Bijapur college have higher achievement in Educational administration as compared to student-teachers of Koppal college. But rest of combinations of comparison of student-teachers other colleges have similar achievement in Educational administration.

25. The shiksha snatak student-teachers belong to Hassan college have higher achievement in Educational problems and trends as compared to student-teachers of Shimoga college. But rest of combinations of comparison of student-teachers other colleges have similar achievement in Educational problems and trends.

26. The shiksha snatak student-teachers belong to Hassan college have higher achievement in Educational problems and trends as compared to student-teachers of Mangalore college. But rest of combinations of comparison of student-teachers other colleges have similar achievement in Educational problems and trends.

27. The shiksha snatak student-teachers belong to Hassan college have higher achievement in Educational problems and trends as compared to student-teachers of Koppal college. But rest of combinations of comparison of student-teachers other colleges have similar achievement in Educational problems and trends.

28. The shiksha snatak student-teachers belong to Davangere college have higher achievement in Educational problems and trends as compared to student-teachers of Mangalore college. But rest of combinations of comparison of student-teachers other colleges have similar achievement in Educational problems and trends.
29. The shiksha snatak student-teachers belong to Davangere college have higher achievement in educational problems and trends as compared to student-teachers of Koppal college. But rest of combinations of comparison of student-teachers of shiksha snatak colleges have similar achievement in educational problems and trends.

30. The shiksha snatak student-teachers belong to Mysore college have higher achievement in educational problems and trends as compared to student-teachers of Mangalore college. But rest of combinations of comparison of student-teachers of shiksha snatak other colleges have similar achievement in educational problems and trends.

31. The shiksha snatak student-teachers belong to Mysore college have higher achievement in educational problems and trends as compared to student-teachers teacher of shiksha snatak of Koppal college. But rest of combinations of comparison of student-teachers of shiksha snatak other colleges have similar achievement in educational problems and trends.

32. The shiksha snatak student-teachers belong to Hassan college have higher achievement in methods of teaching Hindi as compared to student-teachers of Mangalore college. But rest of combinations of comparison of shiksha snatak student-teachers of other colleges have similar achievement in methods of teaching Hindi.

33. The shiksha snatak student-teachers belongs to Hassan college have higher achievement in methods of teaching Hindi as compared to student-teachers of Mangalore college. But rest of combinations of comparison of shiksha snatak student-teachers
of other colleges have similar achievement in methods of teaching Kannada

34. The shiksha snatak student-teachers belong to Hassan college have higher achievement in methods of teaching Hindi as compared to student-teachers of Koppal college. But rest of combinations of comparison of student-teachers other colleges have similar achievement in methods of teaching Hindi.

35. The shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha belongs to different colleges (Hassan, Shimoga, Davangere, Mysore, Mangalore, Koppal and Bijapur) have different educational perception.

36. The shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha belongs to different colleges (Hassan, Shimoga, Davangere, Mysore, Mangalore, Koppal and Bijapur) have different curriculum perception.

37. The shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha belongs to different colleges (Hassan, Shimoga, Davangere, Mysore, Mangalore, Koppal and Bijapur) have different instructional goal perception.

38. The shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha belongs to different colleges (Hassan, Shimoga, Davangere, Mysore, Mangalore, Koppal and Bijapur) have different instructional role perception.

39. The shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha belongs to different colleges (Hassan, Shimoga, Davangere, Mysore, Mangalore, Koppal and Bijapur) have different student perception.

40. The shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha belong to different colleges (Hassan, Shimoga,
Davangere, Mysore, Mangalore, Koppal and Bijapur) have different educational evaluation perception.

41. The shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha belong to different colleges (Hassan, Shimoga, Davangere, Mysore, Mangalore, Koppal and Bijapur) have similar teaching profession perception.

42. The shiksha snatak student-teachers of Hassan college have significantly higher educational perception as compared to Mangalore, Koppal and Bijapur college. But rest of the combinations of college student-teachers have similar educational perception.

43. The shiksha snatak student-teachers of Davangere college have significantly higher curriculum perception as compared to Mangalore and Bijapur college.

44. The shiksha snatak student-teachers of Mangalore college have significantly higher curriculum perception as compared to Mangalore, Bijapur college. But rest of the combinations of college student-teachers have similar curriculum perception.

45. The shiksha snatak student-teachers of Koppal college have significantly higher instructional goal perception as compared to Bijapur college. But rest of the combination of colleges shiksha snatak student-teachers have similar instructional goal perception.

46. The shiksha snatak student-teachers of Mangalore college have significantly higher instructional role perception as compared to Mangalore and Bijapur college.

47. The shiksha snatak student-teachers of Davangere college have significantly higher instructional goal perception as compared to Mangalore and Bijapur college.
48. The shiksha snatak student-teachers of Mysore college have significantly higher instructional goal perception as compared to Mangalore and Bijapur colleges. But rest of the combination of colleges student-teachers have similar instructional goal perception.

49. The shiksha snatak student-teachers of Hassan college have significantly higher student perception as compared to Bijapur college. But rest of the combinations of college shiksha snatak student-teachers have similar student perception.

50. The shiksha snatak student-teachers of Hassan college have significantly higher educational evaluation perception as compared to Mangalore college.

51. The shiksha snatak student-teachers of Shimoga college have significantly higher educational evaluation perception as compared to Mangalore college.

52. The shiksha snatak student-teachers of Shimoga college have significantly higher educational evaluation perception as compared to Koppal college.

53. The shiksha snatak student-teachers of Shimoga college have significantly higher educational evaluation perception as compared to Bijapur college. But rest of the combinations of college shiksha snatak student-teachers have similar educational evaluation perception.

54. The shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha with high educational perception have significant higher total achievement as compared to shiksha snatak student-teachers with low educational perception.
55. The shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha with high and low educational perception have similar achievement in Educational philosophy.

56. The shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha with high educational perception have significant higher achievement in educational psychology as compared to shiksha snatak student-teachers with low educational perception.

57. The shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha with high educational perception have significant higher achievement in educational administration as compared to student-teachers with low educational perception.

58. The shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha with high educational perception have significant higher achievement in educational problems and trends as compared to student-teachers with low educational perception.

59. The shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha with high educational perception have significant higher achievement in methods of teaching Hindi as compared to student-teachers with low educational perception.

60. The shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha with high educational perception have significant higher achievement in methods of teaching Kannada as compared to student-teachers with low educational perception.

61. The shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha with high curriculum perception have significant
higher total achievement as compared to student-teachers with low curriculum perception.

62. The shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha with high and low curriculum perception have similar achievement in educational philosophy.

63. The shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha with high curriculum perception have significant higher achievement in educational psychology as compared to student-teachers with low curriculum perception.

64. The shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha with high and low curriculum perception have similar achievement in educational administration.

65. The shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha with high curriculum perception have significant higher achievement in educational problems and trends as compared to student-teachers with low curriculum perception.

66. The shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha with high curriculum perception have significant higher achievement in methods of teaching Hindi as compared to student-teachers with low curriculum perception.

67. The shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha with high curriculum perception have significant higher achievement in methods of teaching Kannada as compared to student-teachers with low curriculum perception.

68. The shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha with high instructional goal perception have significant higher total achievement as compared to student-teachers with low instructional goal perception.
69. The shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha with high and low instructional goal perception have similar achievement in educational philosophy.

70. The shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha with high instructional goal perception have significant higher achievement in educational psychology as compared to student-teachers with low instructional goal perception.

71. The shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha with high instructional goal perception have significant higher achievement in educational administration as compared to student-teachers with low instructional goal perception.

72. The shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha with high instructional goal perception have significant higher achievement in educational problems and trends as compared to student-teachers with low instructional goal perception.

73. The shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha with high Instructional goal perception have significant higher achievement in methods of teaching Hindi as compared to student-teachers with low instructional goal perception.

74. The shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha with high instructional goal perception have significant higher achievement in methods of teaching Kannada as compared to student-teachers with low instructional goal perception.
75. The shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha with high instructional role perception have significant higher total achievement as compared to student-teachers with low instructional role perception.

76. The shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha with high and low instructional role perception have similar achievement in Educational philosophy.

77. The shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha with high instructional role perception have significant higher achievement in educational psychology as compared to student-teachers with low Instructional role perception.

78. The shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha with high instructional role perception have significant higher achievement in educational administration as compared to student-teachers with low instructional role perception.

79. The shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha with high instructional role perception have significant higher achievement in educational problems and trends as compared to student-teachers with low instructional role perception.

80. The shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha with high Instructional role perception have significant higher achievement in methods of teaching Hindi as compared to student-teachers with low instructional role perception.

81. The shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha with high instructional role perception have
significant higher achievement in methods of teaching Kannada as compared to student-teachers with low Instructional role perception.

82. The shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha with high student-teachers perception have significant higher total achievement as compared to student-teachers with low student perception.

83. The shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha with high and low student perception have similar achievement in Educational philosophy.

84. The shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha with high student perception have significant higher achievement in educational psychology as compared to student-teachers with low student perception.

85. The shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha with high student perception have significant higher achievement in educational administration as compared to student-teachers with low student perception.

86. The shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha with high student perception have significant higher achievement in educational problems and trends as compared to student-teachers with low student perception.

87. The shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha with high student perception have significant higher achievement in methods of teaching Hindi as compared to student-teachers with low student perception.

88. The shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha with high student perception have significant
higher achievement in methods of teaching Kannada as compared to student-teachers with low student perception.

89. The shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha with high educational evaluation perception have significant higher total achievement as compared to student-teachers with low educational evaluation perception.

90. The shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha with high and low educational evaluation perception have similar achievement in Educational philosophy.

91. The shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha with high educational evaluation perception have significant higher achievement in educational psychology as compared to student-teachers with low educational evaluation perception.

92. The shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha with high and low educational evaluation perception have similar achievement in educational administration.

93. The shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha with high and low educational evaluation perception have similar achievement in Educational problems and trends.

94. The shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha with high educational evaluation perception have significant higher achievement in methods of teaching Hindi as compared to student-teachers with low educational evaluation perception.

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95. The shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha with high educational evaluation perception have significant higher achievement in methods of teaching Kannada as compared to student-teachers with low educational evaluation perception.

96. The shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha with high teaching profession perception have significant higher total achievement as compared to student-teachers with low teaching profession perception.

97. The shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha with high and low teaching profession perception have similar achievement in educational philosophy.

98. The shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha with high and low teaching profession perception have similar achievement in educational psychology.

99. The shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha with high and low teaching profession perception have similar achievement in educational administration.

100. The shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha with high and low teaching profession perception have similar achievement in educational problems and trends.

101. The shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha with high and low teaching profession perception have similar achievement in methods of teaching Hindi.

102. The shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha with high and low teaching profession
perception have similar achievement in methods of teaching Kannada.

103. The boys and girls shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha have similar achievement.

104. The shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha with high and low educational perception have different achievement.

105. The boys and girls shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha with high and low educational perception have different achievement.

106. The boys and girls shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha have similar achievement in educational philosophy.

107. The shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha with high and low educational perception have similar achievement in educational philosophy.

108. The boys and girls shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha with high and low educational perception have similar achievement in educational philosophy.

109. The boys and girls shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha have similar achievement in educational psychology.

110. The shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha with high and low educational perception have different achievement in educational psychology.

111. The boys and girls shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha with high and low educational perception have different achievement in educational psychology.
112. The boys and girls shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha have similar achievement in educational administration.

113. The shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha with high and low educational perception have different achievement in educational administration.

114. The boys and girls shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha with high and low educational perception have different achievement in educational administration.

115. The boys and girls shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha have similar achievement in educational problems and trends.

116. The shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha with high and low educational perception have different achievement in Educational problems and trends.

117. The boys and girls shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha with high and low educational perception have different achievement in educational problems and trends.

118. The boys and girls shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha have different achievement in methods of teaching Hindi.

119. The shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha with high and low educational perception have different achievement in methods of teaching Hindi.

120. The boys and girls shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha with high and low educational
perception have similar achievement in methods of teaching Hindi.

121. The boys and girls shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha have similar achievement in methods of teaching Kannada.

122. The shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha with high and low educational perception have different achievement in methods of teaching Kannada.

123. The boys and girls shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha with high and low educational perception have similar achievement in methods of teaching Kannada.

124. The achievement of shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha and their educational perception, curriculum perception, instructional goal perception, instructional role perception, student perception, educational evaluation perception and teaching profession perception dependent on each other.

125. The achievement in educational psychology of shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha and their educational perception, curriculum perception, instructional role perception, student perception and educational evaluation perception dependent on each other.

126. The achievement in educational administration of shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha and their educational perception, instructional goal perception, instructional role perception, student perception and educational evaluation perception dependent on each other.
127. The achievement in educational problems and trends of shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha and their educational perception, instructional goal perception, instructional role perception, educational evaluation perception dependent on each other.

128. The achievement in methods of teaching Hindi of shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha and their educational perception, curriculum perception, student perception and educational evaluation perception dependent on each other.

129. The achievement of boy shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha and their educational perception, curriculum perception, Instructional goal perception, instructional role perception, student perception, educational evaluation perception and teaching profession perception dependent on each other.

130. The achievement in educational philosophy of boy shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha and their educational evaluation perception dependent on each other.

131. The achievement in educational psychology of boy shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha and their educational perception, curriculum perception, instructional role perception, students perception and educational evaluation perception dependent on each other.

132. The achievement in educational administration of boy shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha and their educational perception, instructional goal perception, instructional role perception dependent on each other.
133. The achievement in educational problems and trends of boy shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha and their educational perception, instructional goal perception, instructional role perception dependent on each other.

134. The achievement in methods of teaching Hindi of boy shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha and their educational perception, instructional role perception, student perception and educational evaluation perception dependent on each other.

135. The achievement in methods of teaching Kannada of boy shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha and their educational perception, curriculum perception, and educational evaluation perception dependent on each other.

136. The achievement of girl student-teachers teacher of shiksha snatak of Dakshin Bharat Hindi Prachar Sabha and their educational perception, curriculum perception, Instructional goal perception, instructional role perception, student perception, educational evaluation perception and teaching profession perception dependent on each other.

137. The achievement in educational psychology of girl student-teachers teacher of shiksha snatak of Dakshin Bharat Hindi Prachar Sabha and their educational perception, curriculum perception, instructional goal perception, instructional role perception, student perception and educational evaluation perception dependent on each other.

138. The achievement in Educational administration of girl student-teachers teacher of shiksha snatak of Dakshin Bharat Hindi Prachar Sabha and their educational perception, curriculum perception, instructional goal perception, instructional role perception, student perception and educational evaluation perception dependent on each other.
Prachar Sabha and their educational perception, instructional goal perception, Instructional role perception, student perception and educational evaluation perception dependent on each other.

139. The achievement in Educational problems and trends of girl shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha and their educational perception, Instructional goal perception, Instructional role perception, student perception and educational evaluation perception dependent on each other.

140. The achievement in methods of teaching Hindi of girl student-teachers teacher of shiksha snatak of Dakshin Bharat Hindi Prachar Sabha and their educational perception, Instructional goal perception, Instructional role perception, student perception and educational evaluation perception dependent on each other.

141. The achievement in methods of teaching Kannada of girls student-teachers teacher of shiksha snatak of Dakshin Bharat Hindi Prachar Sabha and their educational perception, instructional goal perception, instructional role perception, student perception and educational evaluation perception dependent on each other.

142. There is a significant relationship between the achievement in educational psychology and educational administration of shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha.

143. There is a significant relationship between the achievement in educational psychology and educational administration of shiksha snatak student-teachers of DBHPS.

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144. There is a significant relationship between the achievement in educational psychology and methods of teaching Hindi of shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha.

145. There is a significant relationship between the achievement in educational psychology and methods of teaching Kannada of shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha.

146. There is a significant relationship between the achievement in educational administration and educational problems and trends of shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha.

147. There is a significant relationship between the achievement in educational administration and methods of teaching Hindi of shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha.

148. There is a significant relationship between the achievement in educational administration and methods of teaching Kannada of shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha.

149. There is a significant relationship between the achievement in educational problems and trends and methods of teaching Kannada of shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha.

150. There is a significant relationship between the achievement in methods of teaching Hindi and methods of teaching Kannada of shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha.
151. There is a significant relationship between the achievement in educational philosophy and methods of teaching Kannada of shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha.

152. There is a significant relationship between the achievement in educational psychology and educational problems and trends of boy shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha.

153. There is a significant relationship between the achievement in educational psychology and methods of teaching Kannada of boy shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha.

154. There is a significant relationship between the achievement in educational administration and educational problems and trends of boy shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha.

155. There is a significant relationship between the achievement in educational problems and trends and methods of teaching Hindi of boy shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha.

156. There is a significant relationship between the achievement in methods of teaching Hindi and methods of teaching Kannada of boy shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha.

157. There is a significant relationship between the achievement in educational psychology and educational administration of girl shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha.
158. There is a significant relationship between the achievement in educational psychology and educational problems and trends of shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha.

159. There is a significant relationship between the achievement in educational psychology and methods of teaching Hindi of girl shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha.

160. There is a significant relationship between the achievement in educational administration and educational problems and methods of teaching Hindi of girl shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha.

161. There is a significant relationship between the achievement in educational administration and educational problems and trends of girl shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha.

162. There is a significant relationship between the achievement in educational administration and methods of teaching Kannada of girl shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha.

163. There is a significant relationship between the achievement in educational administration and methods of teaching Kannada of girl shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha.

164. There is a significant relationship between the achievement in educational problems and trends and methods of teaching Hindi of girl shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha.
165. There is a significant relationship between the achievement in educational problems and trends and methods of teaching Hindi of girl shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha.

166. There is a significant relationship between the achievement in methods of teaching Hindi and methods of teaching Kannada of girl shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha.

167. There is a significant relationship between the educational perception in curriculum perception and instructional goal perception of shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha.

168. There is a significant relationship between the educational perception i.e. curriculum perception and instructional role perception of shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha.

169. There is a significant relationship between the educational perception i.e. curriculum perception and student perception of shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha.

170. There is a significant relationship between the educational perception i.e. Curriculum perception and educational evaluation perception of shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha.

171. There is a significant relationship between the educational perception i.e. instructional goal perception and instructional role perception of shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha.
172. There is a significant relationship between the educational perception i.e. instructional goal perception and student perception of student-teachers of shiksha snatak Dakshin Bharat Hindi Prachar Sabha.

173. There is a significant relationship between the educational perception i.e. Instructional goal perception and educational evaluation perception of shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha.

174. There is a significant relationship between the educational perception i.e. Instructional role perception and educational evaluation perception of shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha.

175. There is a significant relationship between the educational perception i.e. student perception and educational evaluation perception of shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha.

176. The achievement of shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha are influenced positively by curriculum perception (X₁).

177. The achievement of shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha are influences positively by Instructional goal perception (X₂).

178. The achievement of shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha are influenced positively by Instructional role perception (X₃).

179. The achievement of shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha are influenced positively by student perception (X₄).
180. The achievement of shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha are influenced positively by educational evaluation perception ($X_5$).

181. The achievement of shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha are influenced positively by teaching profession perception ($X_6$).

182. The multiple linear regression equation predicting the achievement of shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha ($Y$) in terms of attitude curriculum perception ($X_1$), instructional goal perception ($X_2$), instructional role perception ($X_3$), student perception ($X_4$), educational evaluation perception ($X_5$) and teaching profession perception ($X_6$) was found to be under: \[ \text{Achievement} (Y) = 52.5380 + 0.9736X_1 + 1.1255X_2 + 0.9003X_3 + 0.4172X_4 + 1.1262X_5 + 0.9929X_6 \]

183. The multiple linear regression equation predicting the achievement in Educational philosophy of shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha ($Y$) in terms of attitude curriculum perception ($X_1$), Instructional goal perception ($X_2$), Instructional role perception ($X_3$), Student perception ($X_4$), educational evaluation perception ($X_5$) and teaching profession perception ($X_6$) was found to be under: \[ \text{Achievement in Educational Philosophy} (Y) = 83.0929 - 0.0906X_1 + 0.0462X_2 - 0.0543X_3 - 0.0480X_4 + 0.1014X_5 - 0.0257X_6 \]

184. The achievement in educational psychology of shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha are influenced positively by curriculum perception ($X_1$).

185. The achievement in educational psychology of shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha are influenced positively by Instructional goal perception ($X_2$).
The achievement of shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha are influenced positively by Instructional role perception ($X_3$).

The multiple linear regression equation predicting the achievement in educational psychology of shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha ($Y$) in terms of attitude curriculum perception ($X_1$), Instructional goal perception ($X_2$), Instructional role perception ($X_3$), student perception ($X_4$), educational evaluation perception ($X_5$) and teaching profession perception ($X_6$) was found to be under:

$$\text{Achievement (Y)} = 52.5380 + 1.0727X_1 + 0.0289X_2 + 0.0263X_3 - 0.0096X_4 + 0.0003X_5 - 0.0027X_6$$

The achievement of shiksha snatak student-teachers of Dakshin Bharat Hindi Prachar Sabha are influenced positively by Instructional goal perception ($X_2$).

6.9 Educational Implications

The findings of the present research have raised some important questions related to the educational needs of the student-teachers with special reference to their perception on their training.

1. Gender is the highly influenced on the perception of shiksha snatak student-teachers on their training. Male student-teachers have positive perception on their training than the female student-teachers. The administrators have to provide facilities for the female student-teachers.

2. Qualification is the highly influenced on the perception of shiksha snatak student-teachers on their training. High qualified student-teachers have positive perception on their training than the low
qualified student-teachers. The administrators have to provide educational facilities for the low qualified student-teachers.

3. Caste is the highly influenced on the perception of shiksha snatak student-teachers on their training. Student-teachers have positive perception on their training than the ST student-teachers. The administrators have to provide hostel facilities for the ST student-teachers.

4. In addition to above administrators should try to create betterment life among shiksha snatak student-teachers.

6.10 Suggestions for Further Study

The present study has revealed that the contribution of perceptual factors, considered in the study of the success of student-teacher’s achievement in Shiksha Snatak colleges of Karnataka state affiliated to Dakshina Bharat Hindi Prachar Sabha is not negligible. Even while acknowledging the importance of many other factors, which are 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-teachers substantially more likely to do well in student-teachers substantially more likely to do well in shiksha snatak course and their achievement.