



Professional Perception In Relation To Academic Achievement Of Student-teachers

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ABSTRACT:

Scope of the Study-

The present study is confined to two year Shiksha Snatak Course in Karnataka State who is studying in Hindi Medium educated by the Dakshina Bharat Hindi Prachar Sabha Madras. The study is involved tools are in Hindi Medium which are instructional role perception and teaching professional perception scale. The study confined the sample from Belgaum, Bijapur and Gulbarga district. Objectives of the Study- To study whether there is significant relationship between the instructional role perception, professional perception, total educational perception and Academic achievement of student-teachers of Shiksha Snatak Course of Dakshina Bharat Hindi Prachar Sabha. Result: There is significant differences amongst the student-teachers of Shiksha Snatak Course of three different college in respect of their achievement in Education in Emerging India ($F=21.38, P<0.01,$) at 0.01 levels of significance. It means that Three College Student – Teachers have differences of achievement scores on Education in Emerging India.

KEYWORDS:

Teacher, Accademic achievement, Perception, profession.

INTRODUCTION:

Gandhi wished to render the will of propagation of Hindi in the South India. In July 1972, all Karnataka Hindi Prachar Sammelan was held in Bangalore. Gandhi presided over the Sammelan. On this occasion it was decided that there will be the propagation of Hindi in the South be bifurcated from the Hindi Sahitya Sammelan Prayog and be entrusted to an independent institution. The newly organized institution was named Dakshina Bharat Hindi Prachar Sabha was registered as an voluntary autonomous institution. Dakshina Bharat Hindi Prachar Sabha Ek Parichay Saininki 1999, Madras: D.B.H.P. Sabha 1999.

The wide spread impact of the movement of propagation of Hindi in the south accelerated the process of growth and expansion of the Dakshina Bharat Hindi Prachar Sabha day by day. With the

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expansion of the programme of teaching and learning Hindi several needs were on increasing. The Sabha had to rise to the occasions and take steps to fulfil the needs even from the days of its identity as the south branch of Hindi Sahitya Samachar Prayog prior to its distinct identity as Dakshina Bharat Hindi Prachar Sabha. The programme caught the imaginative of the general public in the south and aspirates in large numbers began to be attracted towards the campaign. To bring out books needed for teaching and learning Hindi, the Sabha felt the need for having a printing press of its own. Hence, it was setup in rented.

Home or Tiruvellickeri Madras. As the awe of propagation and spread of Hindi increased the necessity for Pracharas in large numbers surfaced most. The Sabha felt the need for preparing Hindi teachers through structurised training programmes. Accordingly the Sabha opened a Hindi Prachar Vidyalaya school for Hindi propagators in a rented house or erode in 1922. In 1924 Hindi Prachar Vidyalaya was opened in Madras where subsequently young persons from all the four states of South India- Tamil Nadu, Andhra Pradesh, Karnataka and Kerala received training and engaged themselves in the term of propagating Hindi. The provincial branches of the Dakshina Bharat Hindi Prachar Sabha. 1937 were known as Pranteeya Hindi Prachar Sabhas of their respective states. Now, they are recognised as Dakshina Bharat Hindi Prachar Sabhas of the respective states. The head quarters of the Pranteeya Dakshina Bharat Hindi Prachar Sabhas are now situated or the places shown below. Tamil Nadu- Chennai, Andhra Pradesh –Hyderabad, Kerala-Ernakulam, Karnataka-Dharwad. Hindi became the official language of the Indian union from the dated of commencement of the constitution of India (26th January 1950). Propagation of Hindi in the Southern States was a direct necessity and a duty of the Central Government as content pleated in the articles 343-351 of the constitution. Keeping the above aims and objectives and the situations in view and also the noble awe done by Dakshina Bharat Hindi Prachar Sabha from the year 1918, the Government of India declared the institution of national importance by an Act of Parliament No.14 of 1964. Teacher education course generally known as B. Ed. And Shiksha Snatak course conducted and run by the Karnataka chapter of Dakshina Bharat Hindi Prachar Sabha is a professional course.

ROLE OF DAKSHINA BHARAT HINDI PRACHAR SABHA KARNATAKA BRANCH

Not with standing anything contained in the University Grants Commission Act 1956 or any other Law for the time being in force, the Sabha may hold such degrees, diplomas and certificates for proficiency in Hindi or in the teaching of Hindi as may be determined by the Sabha from time to time.

Whereas the objects of the Institution known as the Dakshina Bharat Hindi Prachar Sabha are to make it an Institution of National Importance, it is hereby declared that the Dakshina Bharat Hindi Prachar Sabha is an Institution of National Importance.

REVIEW OF PREVIOUS STUDIES

The literature dealing with the factors associated with an achievement in teacher training course is very large. Some of relevant studies were reviewed which are as follows:

Don Ray Spirey (1972) attempted a review of the research dealing with prognosis for success of student teaching in “Teacher Education Programme and Academic Achievement” from 1900 to 1971. Some of the findings of his review were:

Catells 16 P.F. Questionnaire appeared to be an instrument worthy of further research on prediction of academic achievement.

Such factors as placement in choice of teaching area and location, compatibility with directing teacher at the participating school, time of year of placement, emotional climate of the participating school, etc. Seem to be some of the external variables affecting success in student teaching and academic achievement.

There appears to be some indication that intelligence is related to success. In conclusion the need for explicit definition of academic achievement has been stressed.

Saksena (1978) in his study of pupils at Vidya Bhavan Teacher's College Udaipur found positive and significant correlation between intelligence and teaching personality but no relation between teaching personality and scholastic background and economic status.

Krishna Iyengar (1972) found significant relationship between need for achievement (n.Ach) and performance of student teachers in student teaching. Form measuring need for Achievement, he used a TAT

test developed by himself for the purpose.

Patted (1972) studied the perceptual factors and success in teacher education and their academic achievement. The study reveals that there is,

Relationships between perceptual factors and academic achievement of teacher candidates (n=200) found to be significant. The correlation's ranged from 0.1480 to 0.3875.

Prediction of academic achievement of teacher candidate in B. Ed. Course based on self, student, teaching profession and instructional goal perception of teacher candidate is possible.

Multiple correlation was found to be 0.42 (multiple correlation predictors self perception teaching profession self perception and instructional goal perception was found to be 0.42).

Diwan Dinesh Kumar (1991) conducted a study on the predictors of academic achievement of student teachers in terms of aptitude, attitude, participation and human values.

Academic achievement of student-teachers was related to teaching aptitude, attitude, co-operation, dedication, nationalism, scientific, outlook, tolerance and entry level.

Female student teachers were found significantly higher in comparison to male student-teachers in all the variables, viz academic achievement in total theory and practical, aptitude, co-operation, dedication, nationalism, scientific outlook tolerance and entry level.

Chich-Lun Hung and Kevin Marjoribanks (2005). examined relationship among family, social studies, perceptions of family and college learning environment of students, teachers and their academic achievements. The data were collected from Taiwan colleges. Although findings have suggested the family background is an important determinant of educational achievements and the college characteristics have minimal effect debates continue regarding the relative importance of family and college input.

In this study relations were examined among family, social studies, perceptions of family and college learning environments and measures of student teachers academic achievement. Educational aspiration was chosen as an outcome variable as investigations have shown them to be an important predictor of eventual academic achievement. In addition, self concept was chosen as an effective outcome as student teachers, which is an important correlate of academic success

The student-teacher's academic achievement was measured using tests from the secondary school aptitude test. In the test there were verbal and mathematics measure, asserted at five levels. The alpha reliability estimates of the tests over 0.87 and 0.84 respectively.

Structural equation modeling with Amos 4.01 programme was used to examine relationship among family, social studies and student teacher perceptions with their academic achievements.

Julian and Others (2001) reported in the research papers and investigated that there are number of factors that are considered to impact upon academic achievement. Student teacher understandings of what is considered to be acceptable behavior appeared to differ. Possible reasons for a implications of these differential teacher messages are discussed. The paper concludes by examining the implication of the findings from the study for increasing motivations and academic achievement in countries with very different socio cultural contexts.

Unlike Elliott ET. al. (1999). The present study obtained data from both student teachers and teaching staff and it thus proved possible to consider self perception are reflected by the views of the teachers. Given the close relationship between the student-teacher self perception and what they considered their teachers though of them it would appear that teacher message lays a significant role.

Khanapuri (1979) in her attempt to predict performance of TCH students in practice teaching found that there is significant positive relation between TPP and STP with the criterion variable.

It may be pointed out from the various investigations that there were no studies have been conducted on the student- teachers of Shiksha Snatak of who are studying in Hindi medium and the course is related to teacher training programme at the primary education. It can be observed from the previous studies that they were conducted at in general student-teachers of secondary and primary education of teacher training programme but findings may not be just to the present context of education system. Hence, the investigator has identified the problem and Hope that the findings of the present study would help to change the system of teacher-education programme of Hindi Shiksha Snatak Course under Dakshina Bharat Hindi Prachar Sabha.

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

The present study is an attempt to apply this premise to teacher education situation at primary

education level.

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

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

Instructional Role and Teaching professional perceptions are considered as a stimulus to Shiksha Snataka. The teacher candidate is responding during the period of teacher education programme. Therefore, in the present study instructional role and teaching professional perceptions are considered to represent desirable teacher candidates perceptions in determining his/her academic achievement.

Academic Achievement- In teaching is marks obtained in the final examination of Shikshak Snatak course conducted by the Dakshina Bharat Hindi Prachar Sabha.

Scope of the Study- The present study is confined to two year Shiksha Snatak Course in Karnataka State who are studying in Hindi Medium educated by the Dakshina Bharat Hindi Prachar Sabha Madras. The study is involved tools are in Hindi Medium which are instructional role perception and teaching professional perception scale. The study confined the sample from Belgaum, Bijapur and Gulbarga district. Tools Used for Data Collection- In pursuance of the objectives of the present study called for the development of the following tools.

Instructional Role Perception (IRP)- This scale was developed by the Investigator. It consists of 24 statements-20 positive and 4 negative. The candidates are required to respond to the statements on the five point scale in such a way as to describe the way in which the generally perceive the instructional Role. Stability coefficient of the scale was 0.7544 which is significant and coefficient of consistent of the scale was reported 0.9827 which is significant. Intrinsic validity of the scale ranges from 0.86 to 0.991. The scale was reported to be comprehensive and covers content validity. The scale is in Hindi medium.

Teaching Professional Perception Scale (TPP) - This scale was developed by the investigator. It consists of 18 statements -9 positive and 9 negative. The candidates are required to respond to the statements on the five points scale in such a way as to describe the way in which they generally perceive the teaching profession. The coefficient of consistency of the scale was reported 0.927 which was found to be significant and the coefficient of the stability was reported to be 0.94. The intrinsic validity of the scale was reported to range from 0.963 to 0.969. The scale was found to be relevant and comprehensives also which covers content validity.

OBJECTIVES OF THE STUDY-

To study whether there is significant relationship between the instructional role perception, professional perception, total educational perception and Academic achievement of student-teachers of Shiksha Snatak Course of Dakshina Bharat Hindi Prachar Sabha.

To study whether there is significant relationship between the educational perception of student- teachers of Shiksha Snatak Course with respect to the subjects of Foundations of Education and Educational Technology, Educational Psychology, Education in Emerging India and Educational Administration and Management.

To study whether there is significant difference amongst student-teachers of Shiksha Snatak Course of different three colleges (Gulbarga, Bijapur and Belgaum) of DBHPS with respect to the instructional role perception, teaching professional perception and total educational perception.

To study whether there is significant difference amongst student-teachers of Shiksha Snataka Course of different three colleges (Gulbarga, Bijapur and Belgaum) of DBHPS with respect to the academic achievement in different subjects of the course.

Hypotheses of the Study- In pursuance of above stated objectives, the following hypotheses are formulated. There is significant relationship between the instructional role perception, professional perception, total educational perception and Academic achievement of student-teachers of Shiksha Snatak Course of

Dakshina Bharat Hindi Prachar Sabha.

There is significant relationship between the educational perception of student- teachers of Shiksha Snatak Course with respect to the subjects of Foundations of Education and Educational Technology, Educational Psychology, Education in Emerging India and Educational Administration and Management.

There is significant difference amongst student-teachers of Shiksha Snatak Courses of different three colleges (Gulbarga, Bijapur and Belgaum) of DBHPS with respect to the instructional role perception, teaching professional perception and total educational perception.

There is significant difference amongst student –teachers of Shiksha Snataka Course of different three colleges (Gulbarga, Bijapur and Belgaum) of DBHPS with respect to the academic achievement in different subjects of the course.

VARIABLE OF THE STUDY-

Instructional role perception, Teaching professional perception and total educational perceptions are considered on Independent Variable. Similarly academic achievement of the student-teachers of Shiksha Snatak Course is to be considered on dependent variable.

Samples Used for Data Collection- The present study involves 150 students of Hindi Shiksha Snatak Course who are studying in Bijapur, Belgaum and Gulbarga Cities. The sample for the study was drawn by using purposive and cluster sampling technique.

Statistical Techniques- The investigator has employed various statistical techniques for purpose to analyses data such as descriptive statistics 't' test, ANOVA and correlation techniques were used for data analysis set of data.

METHOD OF RESEARCH-

The present study involves survey method of research.

Analysis and Interpretation of Data- The analysis set of data were given in the following tables.

Table 1:

Coefficient of Correlation between Instructional Role Perception, Professional Perception and Total Education Perception of Student-Teachers of Shiksha Snatak Course of Dakshina Bharat Hindi Prachar Sabha (N=150).

Perceptions	Instrumental Role Perception	Teaching Professional Perception	Total Educational Perception	Academic Achievement
Instrumental Role Perception	1.000	0.8954** S	0.6931** S	0.6731** S
Teaching Professional Perception	0.8954** S	1.000	0.9366** S	0.5627** S
Total Educational Perception	0.6931** S	0.9366** S	1.000	0.3689** S
Academic Achievement	0.8731** S	0.7638** S+	0.8689** S	1.000

It can be observed from the above Table that, there is significant positive correlation between instructional role perception with teaching professional perception, total educational perception with Instructional role Perception, Total educational Perception with teaching professional perception, Instructional role perception with academic achievement and also Teaching Professional Perception with academic achievement of student-teachers of Shiksha Snatak Course of Dakshina Hindi Prachar Sabha. It means that higher the perception increases the academic achievement of student-teachers of Shiksha Snatak Course and Instructional role perception increases the teaching professional perception of student teachers of Shiksha Snatak Course.

Table-2: Correlation Coefficients between the Educational Perceptions of Student Teachers and Their Academic Achievement on Different Subjects of Shiksha Snatak Course (N=150)

Student /Perception	Foundations of Education and Educational Technology	Educational Psychology	Education in Emerging India	Educational Administration and Management	Total Academic Achievement
Instructional Role Perception	0.5639 ^{**} (s)	0.4721 [*]	0.5321	0.8318 (s)	0.6731 (s)
Teaching Professional Perception	0.6321 (s)	0.5324 (s)	0.3981 (s)	0.2815 (s)	0.5627 (s)
Total Educational Perception	0.4160 (s)	0.6218 (s)	0.5721 (s)	0.3180 (s)	0.3689 (s)

It can be revealed from the above Data from the Table is as follows:

A significant positive correlation between instructional role perception with different subjects such as Foundations of Education, Educational Technology, Educational Psychology, Education in Emerging India, Educational Administration and Management. It means that higher the instructional role perception increases the high academic performance on different subjects of Shiksha Snatak Course of DBHPS.

A significant positive correlation was observed between Teaching Professional perception with different subjects such as Foundation of Education Educational technology, Educational Psychology, Education in Emerging India, Educational Administration and Management. It means that higher the teaching professional perception increases the high academic performance on different subjects of Shiksha Snatak Course of DBHPS.

A significant positive correlation was observed between the Total Educational Perception with different subjects such as Foundations of Education Educational Technology, Educational Psychology, and Education in Emerging India, Educational Administration and Management. It means that the higher the total Educational Perception increases the high academic performance on different subjects of Shiksha Snatak Course of DBHPS.

Table 3:

Results of ANOVA Test Scores for Instructional Role Perception, Teaching Professional. Perception and Total Educational Perception of Different College Student –Teachers of Shiksha Snatak Course of DBHPS (N=150).

Variable	SS Effect	df Effect	MS effect	ss error	df Error	MS Error	F- Value	p- Value	Significant
Instructional Role Perception	2371.07	2	592.77	23729.7	147	47.94	12.37	<0.01	Significant
Teaching Professional Perception	2645.75	2	661.44	21364.6	147	43.16	15.32	<0.01	Significant
Total Educational Perception	6345.58	2	3518.51	4813.90	147	45.28	13.48	<0.01	Significant

From the above Table, we observe the following:

Three colleges Student-Teachers of Shiksha Snatak Course differs statistically significant with respect to instructional role perception of student-teachers ($F=12.37$, <0.01 , S) at 0.01 levels of significance. It means that, there is significant difference amongst the student- teachers of different colleges of Shiksha Snatak which are located at Gulbarga, Bijapur and Belgaum with respect to their instructional role perception.

Three college Student-Teachers of Shiksha Snatak Course differs statistically significant with respect to teaching professional perception of student-teachers ($F=15.32, <0.01, S$) at 0.01 levels of significance. It means that, there is significant difference amongst the student-teachers of different colleges Shiksha Snatak which are located at Gulbarga, Bijapur and Belgaum with respect to instructional role perception.

Three college Student-Teachers of Shiksha Snatak Course differs statistically significant with respect to total educational perception of student-teachers ($F=13.48, <0.01, S$) at 0.01 levels of significance. It means that, there is significant difference amongst the student-teachers of different colleges of Shiksha Snatak which are located at Gulbarga, Bijapur and Belgaum cities with respect to their total educational perception.

Table 4:

Results of ANOVA Test Scores of Student-Teachers Different Subjects of the Shiksha Snatak Course Amongst Different Three Colleges Which are Located at Gulbarga, Bijapur and Belgaum cities (N=150)

Variable	ss Effect	df Effect	MS Effect	SS Error	df Error	MS Error	F-Value	P-Value	Significant
Foundations of Education and Educational Teaching	4612.57	2.00	1153.14	19243.0	147	38.87	29.66	<0.01	S
Educational Psychology	5621.01	2.00	1315.25	19031.9	147	38.45	34.21	<0.01	S
Education in Emerging India	4044.61	2.00	1011.15	23413.9	147	47.30	21.38	<0.01	S
Educational Administration and Management	3556.93	2.00	889.23	19756.0	147	39.91	22.28	<0.01	S

It can be revealed from the above Table that,

Three college student-teachers of Shiksha Snatak Course of DBHPS differs Statistically significant with respect to the achievement in foundation of Education, educational technology ($F=29.66, <0.01, S$) at 0.01 levels of significance. It means that three college student-teachers have differences of achievement scores on the foundations of education and educational technology.

There is significant differences amongst the student-teachers of Snatak Shiksha Course of three different college in respect of their achievement in Educational Psychology ($F=34.21, P<0.01, S$) at 0.01 levels of significance. It means that Three College Student – Teachers have differences of achievement scores on Educational Psychology.

There is significant differences amongst the student-teachers of Shiksha Snatak Course of three different college in respect of their achievement in Education in Emerging India ($F=21.38, P<0.01, s$) at 0.01 levels of significance. It means that Three College Student – Teachers have differences of achievement scores on Education in Emerging India.

There is significant differences amongst the student-teachers of Shiksha Snatak Course of three different college in respect of their achievement in Educational Administration and Management ($F=22.28, P<0.01, s$) at 0.01 levels of significance. It means that Three College Student – Teachers have differences of achievement scores on Educational Administration and Management.

FINDINGS OF THE STUDY:

Findings of the study are as follows.

There is complete inter correlation between the instructional role perception, teaching professional

perception, total educational perception and academic achievement of student-teachers of Shiksha Snatak Course of DBHPS.

Higher the instructional role perception, teaching professional perception and total Educational perception foster the academic performance on foundations of Education-Educational Technology, educational Psychology, Education in Emerging India, educational administration and management of student-teachers of Shiksha Snatak Course of DBHPS.

There is significant difference amongst the student-teachers of different Colleges of Shiksha Snataka which are located at Gulbarga, Bijapur and Belgaum with respect to the instructional role perception, teacher's professional perception and total educational perception.

There are significant differences amongst the student-teachers of different Colleges of Shiksha Snatak Course in respect of their achievement in foundations of Education, Educational Technology, and Educational Psychology, Education in Emerging India and Educational Administration and Management. Suggestions for Further Research

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

The present study can be extended by taking different variables along with different components of educational perceptions.

The similar study can be conducted by taking the student-teachers studying for B.Ed and Certificate courses under DBHPS.

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

Implications of Student-Teachers of Education and their Academic Achievement:

The present study revealed that the contribution of perceptual factors, considered in the success of student-teacher's academic achievement in Shiksha Snatak Course of DBHPS Instructional role perception, teaching profession perception and educational perceptions are to be recognized while designing the curriculum for teacher education programme especially Shiksha Snatak Course. It means that higher the perception higher the academic achievement. Hence, the perception study contributes to improve different teacher education programmes of different aspects of education.

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