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STUDY OF REGRESSION ANALYSIS OF EDUCATIONAL PERCEPTION ON ACADEMIC ACHIEVEMENT OF STUDENT-TEACHERS OF SHIKSHA SNATAK COURSE OF DAKSHINA BHARAT HINDI PRACHAR SABHA.

NIRAGUDI SAHEB ALI. H.

KCT College of Education, Gulbarga

Abstract:

The objectives of the Dakshina Bharat Hindi Prachar Sabha are to make it an Institution of National Importance and it is declared DBHPS is an Institution of National Importance. The Sabha may hold degrees, diplomas teacher education and Certificate Programmes in Hindi Medium. The present study is different from previous investigation and which is directly related to teacher education programmes in Hindi Medium. The present study intends to predict of an academic achievement of Student-Teachers of Shiksha Snatak Course by considering different criterion variables of different dimensions of educational perceptions of Shiksha Snatak Course. The present involves survey method of research is used and educational perception scales were used for data collection and which were developed by the investigator. The present study involves 440 Student-Teachers of Shiksha Snatak Course DBHPS. Data were collected by using systematic procedure and planning. Data were computed by using regression analysis techniques. The present study reveals that, the relative contributions of criterion variables on academic achievement of Student-Teachers in terms of proportions of variance predicted by each were determined and also found that there is significant positive and significant influence of different educational perceptions on academic achievement of Student-Teachers of Shiksha Snatak Course.

KEYWORDS:

Educational Perception ,Academic achievement,Student,Teachers

INTRODUCTION :

Role of Dakshnia 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.

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 are, 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.

MULTIPLE REGRESSION ANALYSIS

The most commonly used procedure in the prediction of a continuous criterion variable is the multiple linear regression models. Weights are known, as regression coefficients are determined for each predictor variable. The resulting sum of squares on the composite of these variables will show the highest possible relationship (multiple correlations) with the criterion variable.

The most commonly applied computational procedures for multiple linear regressions, which have now been made feasible by electronic computers. In this method, the multiple correlation coefficients reveal the degree of relation between linear combination of independent (or predictor) variable and respective dependent (or criterion) variable.

In this method, multiple correlations and multiple linear regressions reveal the degree to which each selected independent variable like Curriculum Perception, Instructional Goal Perception, Instructional Role Perception, Students Perception, Educational Evaluation Perception and Teaching Profession Perception of Students of Dakshin Bharat Hindi Prachar Sabha. To identify this type of relationship between independent variables on the dependent variable (i.e. Academic Achievement and its different subjects) on the other hand, the multiple correlations and multiple regression analysis were carried out.

Need and Significant of the Study: The present study is recognised in the development of educational perception of Student-Teachers of Shiksha Snatak Course of DBHPS which help in fostering the academic performance in all subjects. The findings of the present study would help in improving the quality of Education of all teacher education programmes of DBHPS.

Review of Related 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:

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).

Sherry (1974) in his study on a large sample of student teachers of the department of education of education and the training colleges affiliated to the Agra University in Agra region attempted to investigate the usefulness of certain psychological tests for predicting success in teaching. The study among other things revealed that:

i. Measure of intelligence, personality, interest and attitude could be combined to form a battery to predict rated success in teaching.
ii. Intelligence was found to be the most important for success in teaching and
iii. The next important factor was the emotional quality of the teacher and attitude occupied a more important place than interest.

Unlike Elliotte 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.

Julian and others (2001) reported in 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 behaviour appeared to differ. Possible reasons for and implications of

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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.

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.

Family and college learning environments and measures of student teachers academic achievement. Educational aspiration were 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 modelling with Amos 4.01 programme was used to examine relationship among family, social studies and student teacher perceptions with their academic achievements.

There were very few investigations conducted and findings may not be suited to the present context of teacher education programmes. The present study is different from previous investigations in all aspects. The present study intends to study the prediction of an academic achievement of teacher education programmes by considering the criterion variables. Hence the present study is identified and stated especially to determine the regression coefficients along with regression equation. The present study is intends to identify and to calculate the amount of contributing factors of criterion variables of the present study.

OBJECTIVES OF THE STUDY:

Objectives of the present Study are as follows.

* To study whether Curriculum Perception, Instructional Goal Perception, Instructional Role Perception, Students Perception, Educational Perception and Teaching Profession Perception would be significant predictor of an academic achievement of Student-Teachers of Shiksha Snatak course of DBHPS.

* To study whether Curriculum Perception, Instructional Goal Perception, Instructional Role Perception, Students Perception, Educational Perception and Teaching Profession Perception would be significant predictor of an achievement in Educational Philosophy of Student-Teachers of Shiksha Snatak course of DBHPS.

* To study whether Curriculum Perception, Instructional Goal Perception, Instructional Role Perception, Students Perception, Educational Perception and Teaching Profession Perception would be significant predictor of an achievement in Educational Psychology of Shiksha Snatak course of DBHPS.

* To study whether Curriculum Perception, Instructional Goal Perception, Instructional Role Perception, Students Perception, Educational Perception and Teaching Profession Perception would be significant predictor of an achievement in Educational Administration of Student –Teachers of Shiksha Snatak course of DBHPS.

Hypotheses for the Study: In pursuance of above stated objectives, the following hypotheses were formulated.

* Curriculum Perception, Instructional Goal Perception, Instructional Role Perception, Students Perception, Educational Perception and Teaching Profession Perception would be significant predictor of an academic achievement of Student-Teachers Shiksha Snatak Course of DBHPS.

* Curriculum Perception, Instructional Goal Perception, Instructional Role Perception, Students Perception, Educational Perception and Teaching Profession Perception would be significant predictor of an achievement in Educational Philosophy of Student-Teachers of Shiksha Snatak course of DBHPS.

* Curriculum Perception, Instructional Goal Perception, Instructional Role Perception, Students

Perception, Educational Perception and Teaching Profession Perception would be significant predictor of an achievement in Educational Psychology of Shiksha Snatak course of DBHPS.

* Curriculum Perception, Instructional Goal Perception, Instructional Role Perception, Students Perception, Educational Perception and Teaching Profession Perception would be significant predictor of an achievement in Educational Administration of Student –Teachers of Shiksha Snatak course of DBHPS.

Variable of the Study: Curriculum Perception, Instructional Goal Perception, Instructional Role Perception, Students Perception, Educational Evaluation Perception and Teaching Profession Perception are independent Variable or Criterion Variable. Academic Achievement is the predictor variable or dependent variable of the present study.

Scope of the Study: The present study is confined to Student-Teachers of two year programme of Shiksha Snatak Course of Hindi Medium conducted by Dakshina Bharat Hindi Prachar Sabha. The present study is confined to the subjects of Educational Philosophy, Educational Psychology and Educational Administration and its total scores obtained in the examination. Study involves only multiple regression analysis use for data analysis.

Sample Used for Data Collection: The present study involves 440 Student-Teachers of Shiksha Snatak course of DBHPS which were selected by using purposive and cluster sampling procedures.

Tools Used for Data Collection: In pursuance of the objectives of the present study called for the development of the following tools which were constructed and developed by the Investigator by using steps and procedure of standardisation of the test/scale. Details of the reliability quotients of the scales are in the following table which were found to be significant.

Table -1: Details of the Reliability Quotients of Different Perception Scales.

Sl N o.	Variables	Evaluation	Stability Coefficient of Consistant	Intrinsic Validity	Content Validity
1	Instructional Role Perception	0.7544	0.9827	0.86 to 0.991	Content covered
2	Teaching Professional Perception	0.927	0.940	0.933 to 0.969	Content covered
3	Student Perception	0.813	0.975	0.902 to 0.987	Content covered
4	Educational Evaluation Perception	0.713	0.935	0.844 to 0.967	Content covered
5	Curriculum Perception	0.686	0.893	0.828 to 0.945	Content Covered
6	Instructional Goal Perception	0.735	0.925	0.857 to 0.962	Content Covered

Method of Research: The present study involves survey method of research and observation and testing techniques were used to conduct the investigation.

Statistical Method Used for Data Analysis: Multiple Correlation and Multiple Regression Analysis were used for data analysis. SPSS 9.0 Statistical package is used for data analysis.

Date Analysis and Interpretation: Data were organised, computed, analysed and tested all hypotheses by using the multiple correlation and multiple linear regressions. The details of the analysis are as follows.

Table-2: Results of Multiple Linear Regression of an Academic Achievement of Student-Teachers of Shiksha Snatak Course of Dakshina Bharat Hindi Prachar Sabha (DBHPS) by Different Educational Perceptions (N=440).

Variables	Regression Coefficients	Standard Error	Z value	P-value	Sig ni.
Intercept	52.5380	10.2450	5.1282	<0.05	S
Curriculum Perception (X_1)	0.9736	0.0707	13.7784	<0.05	S
Instructional Goal Perception (X_2)	1.1255	0.0738	15.2409	<0.05	S
Instructional Role Perception (X_3)	0.9003	0.0567	15.8907	<0.05	S
Students Perception (X_4)	0.4172	0.0392	10.6454	<0.05	S
Educational Evaluation Perception (X_5)	1.1262	0.0528	21.3208	<0.05	S
Teaching profession Perception (X_6)	0.9929	0.0835	11.8977	<0.05	S
Multiple R	0.9234				
R Square	0.8527				
Adjusted R Square	0.8506				
Standard Error	6.5989				
F –value	417.6134				
Significance	S				

It can be revealed from the results of the above table is that: The combined effect of curriculum perception (X_1), instructional goal perception (X_2), instructional role perception (X_3), Students Perception (X_4), educational evaluation perception (X_5) and teaching professing perception (X_6) on academic achievement of Student-Teachers of Shiksha Snatak Course are found to be positive and significant at 0.05 levels of significance. It means that, the academic achievement of Student-Teachers of Shiksha Snatak Course of DBHPS is influenced positively by curriculum perception (X_1), instructional goal perception (X_2), instructional role perception (X_3), Students Perception (X4), educational evaluation perception (X_5) and teaching professing perception (X_6) scores.
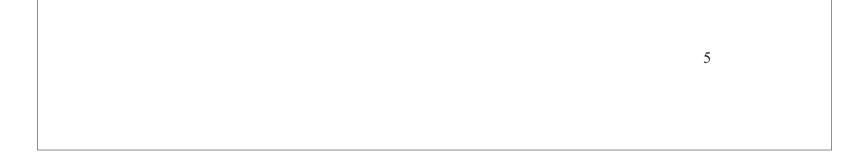
Therefore, the multiple linear regression equation is predicting the academic achievement of student-teachers of Shiksha Snatak course of (Y) in terms of their curriculum perception (X_1), instructional goal perception (X_2), instructional role perception (X_3), students perception (X_4), educational evaluation perception (X5) and teaching profession perception (X_6) was found to be significant and equation is as follows.

Academic Achievement (Y) = 52.5380+ 0.9736 X1+1.1255 X2 + 0.9003 X3 + 0.4172 X4 + 1.1262 X5+ 0.9929 X6

The multiple R of the linear regression equation is 0.9234. For testing multiple correlation coefficients the F-ratio (417.6134) was found to be significant at 0.05 level. Thus, hypothesis is accepted. Significant R suggests that estimation of academic achievement of student-teachers of Shiksha Snatak course is possible on the basis of the predictor. Further, the regression equation shows that curriculum perception (X_1), instructional goal perception (X_2), instructional role perception (X_3), students' perception (X_4), educational evaluation perception (X_5) and teaching profession perception (X_6) can be used for prediction of academic achievement of student-teachers Shiksha Snatak course.

The coefficient of multiple determination of R2 is 0.8527. It can be therefore, be said that nearly 85.27 percent of the variation in academic achievement of students of Dakshina Bharat Hindi Prachar Sabha accounted for whatever is measured by curriculum perception (X_1), instructional goal perception (X_2), instructional role perception (X_3), students perception (X_4), educational evaluation perception (X_5) and teaching profession perception (X_6) of Dakshina Bharat Hindi Prachar Sabha taken together. The SEest for the regression equation is 6.5989. It means that each time the regression equation for the sample is used to predict an academic achievement. There are chances for prediction of an achievement will not miss the actual academic achievement of student-teachers of Shiksha Snatak course by more that ±6.5989.

Table-3:Relative Contribution of Curriculum Perception, Instructional Goal Perception, Instructional Role Perception, Students Perception, Educational Evaluation Perception and Teaching Profession Perception on Academic Achievement of Student-Teachers of Shiksha Snatak Course of Dakshina Bharat Hindi Prachar Sabha (N=440).

Independent Variables	Beta Value	r-Value	Beta x r	% of Contribution
Curriculum Perception (X_1)	0.2700	0.5130	0.1385	13.85
Instructional Goal Perception (X_2)	0.3000	0.5390	0.1617	16.17
Instructional Role Perception (X_3)	0.3140	0.5270	0.1655	16.55
Students Perception (X_4)	0.2040	0.3880	0.0792	7.92
Educational Evaluation Perception (X_5)	0.4210	0.6380	0.2686	26.86
Teaching Profession Perception (X_6)	0.2210	0.1770	0.0391	3.91
			0.8526	85.26

The evident from the above table that, 85.26 percent of variance in the criterion variable is accounted for by variance, in which 13.85 percent in the variable Curriculum Perception (X_1) 16.17 percent in the Instructional Goal Perception (X_2), 16.55 percent in the Instructional Role Perception (X_3), 7.92 percent in the variable Students Perception (X_4), 26.86 percent in the Educational Evaluation Perception (X_5) and of 3.91 percent in the Variable Teaching Profession Perception (X_6) on academic achievement of student-teachers Shiksha Snatak course. Thus, it means that Educational Evaluation Perception (X_5) contributes better than other variables.

Table-4: Results of Multiple Linear Regression of an Academic Achievement of Student –Teachers of Shiksha Snatak Course of Dakshina Bharat Hindi Prachar Sabha (DBHPS) in Educational Philosophy by Different Educational Perceptions (N=440)

Variables	Regression Coefficients	Standard Error	Z value	P-value	Signi.
Intercept	83.0929	9.3517	8.8853	<0.05	S
Curriculum Perception (X_1)	-0.0906	0.0645	-1.4042	>0.05	NS
Instructional Goal Perception (X_2)	0.0462	0.0674	0.6848	>0.05	NS
Instructional Role Perception (X_3)	-0.0543	0.0517	-1.0500	>0.05	NS
Students Perception (X_4)	-0.0480	0.0358	-1.3423	>0.05	NS
Educational Evaluation Perception (X_5)	0.1014	0.0482	2.1030	<0.05	S
Teaching Profession Perception (X_6)	-0.0257	0.0762	-0.3372	>0.05	NS
Multiple R	0.1351				
R Square	0.0183				
Adjusted R Square	0.0047				
Standard Error	6.0235				
F –value	1.3425				
Significance	NS				

It can be observed from the results of the above table that:

The combined effect of an Educational evaluation perception (X_5) on achievement in Educational Philosophy of Student-Teachers of Shiksha Snatak course is found to be positive and significant at 0.05 level. It means that, the Achievement in Educational Philosophy is influenced positively by educational evaluation perception (X_5) scores.

Therefore, the multiple linear regression equation is predicting the achievement in Educational Philosophy of Student-Teachers of Shiksha Snatak course (Y) in terms of curriculum perception (X1), instructional goal perception (X_2), instructional role perception (X_3), students perception (X_4), educational evaluation perception (X_5) and teaching profession perception (X_6) was found to be significant and the equation is as follows.

Achievement in Educational Philisophy (Y)=83.0929-0.0906 X_1+0.0462 X_2-0.0543 X_3-0.0480 X_4+0.1014 X_5-0.0257X_6

The multiple R of the linear regression equation is 0.1351. For testing multiple correlation coefficients the F-ratio (1.3425) was not found to be significant at 0.05 level. Thus, the null hypothesis is

accepted. Significant R suggests that estimation of an achievement in educational philosophy of Student-Teachers of Shiksha Snatak course is not possible on the basis of the predictor i.e. curriculum perception (X_1), instructional goal perception (X_2), instructional role perception (X_3), students perception (X_4), educational evaluation perception (X_5) and teaching profession perception (X_6). Further, the regression equation shows that curriculum perception (X_1), instructional goal perception (X_2), instructional role perception (X_3), students perception (X_4), educational evaluation perception (X_5) and teaching profession perception (X_6) can not be used for prediction of an achievement in Educational Philosophy of Student-Teachers of Shiksha Snatak course.

The coefficient of multiple determination of R^2 is 0.0183. It can be revealed that nearly 1.83 percent of the variation in achievement in Educational Philosophy of Student-Teachers of Shiksha Snatak course accounted for whatever is measured by curriculum perception (X1), instructional goal perception (X_2), instructional role perception (X_3), students perception (X_4), educational evaluation perception (X_5) and teaching profession perception (X_6) of Shiksha Snatak course taken together. The SEest for the regression equation is 6.0235. It means that each time the regression equation for the sample is used to predict an achievement. There are chances for prediction of an achievement will not miss the achievement in Educational Philosophy of Student-Teachers of Shiksha Snatak course by more that ±6.0235.

Table-5: Relative Contribution of Curriculum Perception, Instructional Goal Perception, Instructional Role Perception, Students Perception, Educational Evaluation Perception and Teaching Profession Perception on Achievement of Student-Teachers of Shiksha Snatak course of Dakshina Bharat Hindi Prachar Sabha (DBHPS) in Educational Philosophy, (N=440).

Independent variables	Beta Value	r-value	Beta x r	% of Contribution
Curriculum Perception (X_1)	-0.0710	-0.0590	0.0042	0.42
Instructional Goal Perception (X_2)	0.0350	0.0190	0.0007	0.07
Instructional Role Perception (X_3)	-0.0540	-0.0430	0.0023	0.23
Students Perception (X_4)	-0.0670	-0.0510	0.0034	0.34
Educational Evaluation Perception (X_5)	0.1070	0.0710	0.0076	0.76
Teaching Profession Perception (X_6)	-0.0160	-0.0080	0.0001	0.01
			0.0183	1.83

It can be observed from the above table that, 1.83 percent of variance in the criterion variable is accounted for by variance, in which 0.42 percent in the variable Curriculum Perception (X_1), 0.07 percent in the variable Instructional Goal Perception (X_2), 0.23 percent in the variable Instructional Role Perception (X_3), 0.34 percent in the variable Students Perception (X_4), 0.76 percent in the variable Educational Evaluation Perception (X_5) and of 0.01 percent in the variable Teaching Profession Perception (X_6) on achievement in educational Philosophy of Student-Teachers of Shiksha Snatak course. Thus, it reveals that Educational Evaluation Perception (X_5) contributes better than other variables.

Table-6: Results of Multiple Linear Regression of an achievement of Student-Teachers of Shiksha Snatak Course of Dakshina Bharat Hindi Prachar Sabha (DBHPS) in Educational Psychology by Different Educational Perceptions (N=440).

Variables	Regression Coefficients	Standard Error	Z value	P-value	Signi.
Intercept	-10.2695	1.7697	-5.8030	<0.05	S
Curriculum Perception (X_1)	1.0727	0.0122	87.8781	<0.05	S
Instructional Goal Perception (X_2)	0.0289	0.0128	2.2640	<0.05	S
Instructional Role Perception (X_3)	-0.0263	0.0098	-2.6850	<0.05	S
Students Perception (X_4)	-0.0096	0.0068	-1.4173	>0.05	NS
Educational Evaluation Perception (X_5)	0.0003	0.0091	0.0331	>0.05	NS
Teaching Profession Perception (X_6)	-0.0027	0.0144	-0.1858	>0.05	NS
Multiple R	0.9758				
R Square	0.9522				
Adjusted R Square	0.9515				
Standard Error	1.1399				
F –value	1437.8383				
Significance	S				

It can be revealed from the results of the above table is that,

* The combined effect of curriculum perception (X_1) on achievement in Educational Psychology of Student-Teachers of Shiksha Snatak course is found to be positive and significant at 0.05 level. It means that, the achievement in educational psychology is philosophy influenced positively by curriculum perception (X_1) scores.

* The combined effect of instructional goal perception (X_2) on achievement in Educational Psychology of Student-Teachers of Shiksha Snatak course is found to be positive and significant at 0.05 level. It means that, the achievement in educational psychology is influenced positively by instructional goal perception (X_2) scores.

* The combined effect of instructional role perception (X_3) on achievement in Educational Psychology of Student-Teachers of Shiksha Snatak course is found to be negative and significant at 0.05 level of significance. It means that, the achievement in educational psychology influenced positively by instructional role perception (X_3) scores.
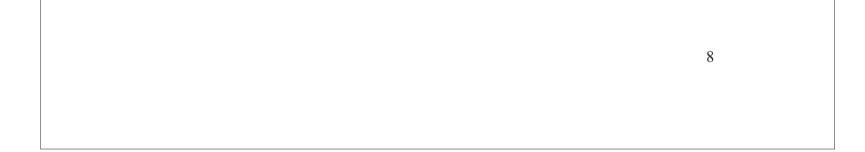
Therefore, the multiple linear regression equation is predicting the achievement in Educational Psychology of Student-Teachers of Shiksha Snatak course (Y) in terms of curriculum perception (X_1), instructional goal perception (X_2), instructional role perception (X_3), students perception (X4), educational evaluation perception (X_5) and teaching profession perception (X_6) was found to be significant and the equation is as follows.

Achievement in Educational Psychology (Y)= - 10.2695+1.0727 X_1+0.0289 X_2-0.0263 X_3-0.0096 X_4+0.0003 X_5-0.0027 X6

The multiple R of the linear regression equation is 0.9758. For testing multiple correlation coefficients, the F-ratio (1437.8383) was found to be significant at 0.05 level. Thus, the hypothesis is accepted. Significant R suggests that estimation of an achievement in Educational Psychology of Student-Teachers of Shiksha Snatak course is possible on the basis of the predictors i.e. curriculum perception (X_1), instructional goal perception (X_2), instructional role perception (X_3), students perception (X_4), educational evaluation perception (X_5) and teaching profession perception (X_6). Further, the regression equation shows that the curriculum perception (X_1), instructional goal perception (X_2), instructional role perception (X_3), students perception (X_4), educational evaluation perception (X_5) and teaching profession perception (X_6) can be used for the prediction of an achievement in Educational Psychology of Student-Teachers of Shiksha Snatak course.

The coefficient of multiple determination of R2 is 0.9522. It can be revealed that nearly 95.22 percent of the variation of an achievement in Educational Psychology of Student-Teachers Shiksha Snatak course accounted for whatever is measured by curriculum perception (X1), instructional goal perception (X_2), instructional role perception (X_3), students perception (X_4), educational evaluation perception (X_5) and teaching profession perception (X_6) of Shiksha Snatak course taken together. The SEest for the regression equation is 1.1399. It means that each time the regression equation for the sample is used to predict an achievement. There are chances for the prediction of an achievement will not miss the actual achievement in Educational Psychology of Student-Teachers of Shiksha Snatak course by more that ±1.1399.

Table-7: Relative Contribution of Curriculum Perception, Instructional Goal Perception, Instructional Role Perception, Students Perception, Educational Evaluation Perception and Teaching Profession Perception on Achievement of Student-Teachers of Shiksha Snatak Course of Dakshina Bharat Hindi Prachar Sabha (DBHPS) in Educational Psychology (N=440).

Independent Variables	Beta Value	r-Value	Beta x r	% of Contribution
Curriculum Perception (X_1)	0.9800	0.9750	0.9555	95.55
Instructional Goal Perception (X_2)	0.0250	0.1480	0.0037	0.35
Instructional Role Perception (X_3)	-0.0300	0.1730	-0.0052	-0.52
Students Perception (X_4)	-0.0150	0.1560	-0.0023	-0.23
Educational Evaluation Perception (X_5)	0.0000	0.2620	0.0000	0.00
Teaching Profession Perception (X_6)	-0.0020	-0.0430	0.0001	0.01
			0.9518	95.22

It can be observed from the above table that, 95.22 percent of variance in the criterion variable is accounted for by variance, in which 95.55 percent in the variable Curriculum Perception (X_1), 0.35 percent in the variable Instructional Goal Perception (X_2), 0.52 percent in the variable Instructional Role Perception (X_3), 0.23 percent in the variable Students Perception (X_4), 0.00 percent in the variable Educational Evaluation Perception (X_5) and of 0.01 percent in the variable Teaching profession perception (X6) on achievement in Educational Philosophy of Student-Teachers of Shiksha Snatak course. Thus, it reveals that Curriculum Perception (X_1) contributes better than other variables.

Table-8: Results of Multiple Linear Regression of an Achievement of Student-Teachers of Shiksha Snatak Course of Dakshin Bharat Hindi Prachar Sabha (DBHPS) in Educational Administration by Different Educational Perceptions (N=440).

Variables	Regression Coefficients	Standard Error	Z Value	P-Value	Signi.
Intercept	-2.1696	1.7051	-1.2724	>0.05	NS
Curriculum Perception (X_1)	0.0045	0.0118	0.3792	>0.05	NS
Instructional Goal Perception (X_2)	1.0201	0.0123	82.9977	<0.05	S
Instructional Role Perception (X_3)	-0.0155	0.0094	-1.6389	>0.05	NS
Students Perception (X_4)	0.0021	0.0065	0.3282	>0.05	NS
Educational Evaluation Perception (X_5)	-0.0036	0.0088	-0.4101	>0.05	NS
Teaching Profession Perception (X_6)	-0.0013	0.0139	-0.0941	>0.05	NS
Multiple R	0.9732				
R Square	0.9474				
Adjusted R Square	0.9463				
Standard Error	1.0983				
F –value	1291.5457				
Significance	S				

It can be observed from the results of the above table that,

* The combined effect of instructional goal perception (X_2) on achievement in Educational Administration of Student-Teachers of Shiksha Snatak course is found to be positive and significant at 0.05 levels of significance. It means that, the achievement in Educational Administration is influenced positively by instructional goal perception (X_2) scores.

Therefore, the multiple linear regression equation is predicting the achievement in Educational Administration of Student-Teachers of Shiksha Snatak course (Y) in terms of curriculum perception (X1), instructional goal perception (X_2), instructional role perception (X_3), students perception (X_4), educational evaluation perception (X_5) and teaching profession perception (X_6) was found to be significant and equation is as follows.

Educational Administration (Y) = $-2.1696+0.0045X_1+1.02012\ X_2-0.0155X_3 + 0.0021\ X_4-0.0036X_5-0.0013X6$

The multiple R of the linear regression equation is 0.9732. For testing multiple correlation coefficients; the F-ratio (1291.5457) was found to be significant at 0.05 level. Thus, the hypothesis is accepted. Significant R suggests that the estimation of an achievement in Educational Administration of

Student-Teachers of Shiksha Snatak course is possible on the basis of the predictor i.e. curriculum perception (X_1), instructional goal perception (X_2), instructional role perception (X_3), students perception (X_4), educational evaluation perception (X_5) and teaching profession perception (X_6). Further, the regression equation shows that curriculum perception (X_1), instructional goal perception (X_2), instructional role perception (X_3), students perception (X_4), educational evaluation perception (X_5) and teaching profession perception (X_6) can be used for the prediction of an achievement in Educational Administration of Student-Teachers of Shiksha Snatak course.

The coefficient of multiple determination of R2 is 0.9474. It can be revealed that nearly 94.74 percent of the variation in achievement in Educational Administration of Student-Teachers of Shiksha Snatak course accounted for whatever is measured by curriculum perception (X_1), instructional goal perception (X_2), instructional role perception (X_3), students perception (X_4), educational evaluation perception (X_5) and teaching profession perception (X6) of Shiksha Snatak course taken together. The SEest for the regression equation is 1.0983. It means that each time the regression equation for the sample is used to predict an achievement. There are chances for the prediction of an achievement will not miss the actual achievement in Educational Administration of Student-Teachers of Shiksha Snatak course by more that ±1.0983.

Table-9: Relative Contribution of Curriculum Perception, Instructional Goal Perception, Instructional Role Perception, Students Perception, Educational Evaluation Perception and Teaching Profession Perception on Achievement of Student-Teachers of Shiksha Snatak Course of Dakshina Bharat Hindi Prachar Sabha (DBHPS) in Educational Administration(N=440).

Independent Variables	Beta Value	r-Value	Beta x r	% of Contribution
Curriculum Perception (X1)	0.0040	0.1340	0.0005	0.05
Instructional Goal Perception (X2)	0.9790	0.9730	0.9526	95.26
Instructional Role Perception (X3)	-0.0190	0.2810	-0.0053	-0.53
Students Perception (X4)	0.0040	0.1230	0.0005	0.05
Educational Evaluation Perception (X5)	-0.0050	0.1680	-0.0008	-0.08
Teaching Profession Perception (X6)	-0.0010	0.0250	0.0000	0.00
			0.9474	94.74

It can be revealed from the above table that, 94.74 percent of variance in the criterion variable is accounted for by variance, in which 0.05 percent in the variable Curriculum Perception (X_1) 95.26 percent in the variable Instructional Goal Perception (X_2), 0.53 percent in the variable Instructional Role Perception (X_3), 0.05 percent in the variable Students Perception (X_4), 0.08 percent in the variable Educational Evaluation Perception (X_5) and of 0.00 percent in the variable Teaching Profession Perception (X_6) on achievement of Student-Teachers of Shiksha Snatak Course. It reveals that Instructional Goal Perception (X2) contributes better than other variables

Results of the Present Study: Findings of the present study are as follows.

* Academic achievement is influenced significantly by curriculum perception (x_1), Instructional Goal Perception (x_2), Instructional Role Perception (x_3), Students Perception (x_4), Educational Evaluation Perception (x_5) and Teaching Profession Perception (x_6). Therefore, the multiple regression equation is predicting the Academic Achievement of Student –Teachers of Shiksha Snatak Course of DBHPS.

Academic Achievement $(Y) = 52.5380 + 0.9736X_1 + 1.1255X_2 + 0.9003X_3 + 0.4172X_4 + 1.1262X_5 + 0.9929X_6$

* Achievement in Educational Philosophy is influenced significantly by Educational Evaluation Perception, but curriculum perception, instructional goal perception, instructional role perception, Students perception and Teaching Profession Perception were influenced negatively significant for the prediction of an achievement in Educational Philosophy of Student -Teachers of Shiksha Snatak Course.

Therefore, the multiple regression equation for the prediction of an achievement in Educational Philosophy of Student –Teachers of Shiksha Snatak Course of DBHPS.
Achievement in Educational Philosophy $(Y) = 83.0929 - 0.0906X_1 + 0.0462x_2 - 0.0543x_3 - .0480x_4 + 0.1014x_5 - 0.0257x_6$

* Achievement in Educational Psychology is influenced significantly by curriculum perception (x_1), Instructional goal perception (x_2) and Instructional Role Perception (x_3). But, Student perception (x_4), Educational Evaluation Perception (x_5) and Teaching Profession Perception (x_6) were influenced negatively significant to predict the achievement in Educational Psychology of Student-Teachers of Shiksha Snatak Course. Therefore, the multiple regression equation for the prediction of an achievement in Educational Psychology of Student –Teachers of Shiksha Snatak Course of DBHPS.

Achievement in Educational Psychology $(Y) = 52.5380+1.0727 X_1 + 0.0289 X_2 + 0.0263 X_3 - 0.0096 X_4 + 0.0003 X_5 - 0.0027 X_6$

* Achievement in Educational Administration is influenced significantly by Instructional Goal Perception and also Curriculum Perception (x_1), Instructional Goal Perception (x_2), Instructional Role Perception (x_3), Students Perception(x_4), Educational Evaluation Perception (x_5) and Teaching Profession Perception (x_6) were could be used for the prediction of an achievement in Educational Administration. Therefore, the multiple regression equation for the predication of an achievement in educational administration of Student-Teachers of Shiksha Snatak Course of DBHPS.
Educational Administration $(Y) = - 5.0000 + 0.2145 X_1 + 0.0015 X_2 + 0.2100 X_3 + 0.0214 X_4 + 0.0087 X_5 + 0.0665 X_6$

Suggestions for Further Study: Following studies could be extended which are based on the limitation, previous investigations and findings of the present study.

* Similar Studies could be conducted by taking the different variables like Social, Psychological and Personal Variable along with Educational Perception of Student- Teachers of Shiksha Snatak Course of DBHPS.

* The similar study can be extended to study the Educational Perceptions of different training programmes such as Rashtra Bhasha, Praveshika and Sahitya Ratna conducted by DBHPS.

Educational Implications: Findings of the present study would be used in improving the total educational perception of all dimensions are influenced the academic achievement of teacher education programme of Shiksha Snatak Course of DBHPS. It means that higher the Educational Perception increases the academic achievement Keeping in view of academic achievement, try to develop and foster the perceptions of Student-Teachers of Shiksha Snatak Education Programme. Teacher Educators have to keep in mind in designing and planning the curriculum for teacher education which will help the Student-Teachers in understanding and adjusting the training programme. Then only Student-Teacher candidates can be responded positively to the training programme.

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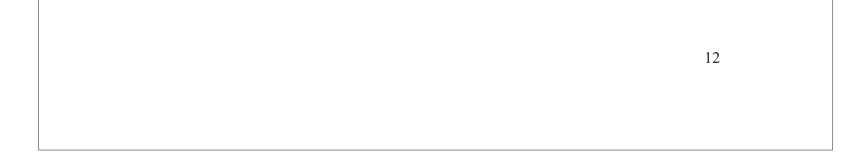
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