



RELATIVE CONTRIBUTIONS OF ATTITUDE, ACHIEVEMENT MOTIVATION AND PERCEPTUAL FACTORS ON ACADEMIC ACHIEVEMENT IN ENGLISH

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Abstract

English has a special place in the parliament, judiciary, broadcasting, journalism, and in the education system. Attitude is an enduring organisation of cognitive processes with respect to some aspect of the individual's world. Achievement motivation is a prime factor in the achievement of higher levels of performance of the given education activity. Perceptual process depends upon the past experiences and images of the perceiver. The present paper focus on relative contributions of attitude, achievement motivation and perceptual factors on academic achievement in English. Attitude towards English seems to be the best predictor of all the predictor variables. Psychological variable studied, all these sub-samples are just neutral in their attitude towards English and also they are just average in their achievement motivation. The performance of every student teacher in different aspects should be recognized and appreciated.

Key words : attitude, achievement motivation, perceptual factors, academic achievement

Introduction

Language is one of the unique possessions of man. It is a door through which a child contemplates the past, grasps the present and approaches the future. In fact, it is language which makes a man good or bad. It distinguishes man from an animal. By using language, a person can win the heart of others. With the same language, he can lose his dignity and degrade himself in the society. Language helps a person in the development of one's personality. Language is the flesh and blood of our culture and no language is better than another, declares. Every language helps in the preservation of culture and civilization of the people who speak the language and incorporates a system, which every individual has to learn. It functions through sounds, words and structures just like human body functions, through different organs such as heart, lungs, brain etc. Moreover, through every language is good in its own place, the importance of English language in any place can never be underestimated.

English has special national status in India. It has a special place in the parliament, judiciary, broadcasting, journalism, and in the education system. One can see a Hindi-speaking teacher giving their students instructions during an educational tour about where to meet and when their bus would leave, but all in English. It means that the language permeates daily life. It is unavoidable and is always expected, especially in the cities.

Attitude

An attitude may be defined as a tendency to react favourably or unfavourably towards a designated class of stimuli such as an institution or persons or objects. It is the sum total of child's feelings and inclinations, prejudices or bias.

Krech and Crutchfield (1948) attitude is an enduring organisation of motivational, emotional, perceptual and cognitive processes with respect to some aspect of the individual's world.

Thurstone (1931) the concept 'opinion' will here mean a verbal expression of attitude. Opinion is an index of person's attitude.

Achievement Motivation

Motivation means any idea, need, emotion or organic state, which prompts a man to an action. Motivation plays a major role in the all round development of a child. Education activities gave a higher degree of motivation or in other words through education we can motivate children for better understanding of different aspects of life. Motive is an internal factor that interferes with man's behaviour. Motivation is a process of getting the needs of the people realized with a view to induce them to work or the accomplishments of the task. Motivation can be defined as a psychological and physical condition that causes one to expend effort to satisfy needs and wants. Motivation, as an aspect of human psychology determines a person's effort, persistence and success in his field. Not only do motives of sport activity activate a person to work hard but also attribute a subjective, personal meaning to his pursuit.

Achievement motivation has been related to a number of areas including industry, business and academic sports, education etc. There has been a consistent support to the validity of this theory apart from the criticism to which it has been subjected. According to Atkinson (1964) an achievement situation comprises those instances where an individual "knows that his performance will be evaluated (by himself or other) in terms of some standard of excellence and that consequences of his actions will be either a favourable evaluation (success) or an unfavourable evaluation failure. The achievement motivation acts as framework for one's performance in the given competitive world. It is clear that

motivation as a driving force makes an athlete to perform successfully and to on achieve excellence in that activity in comparison with other persons. Hence, achievement motivation is a prime factor in the achievement of higher levels of performance of the given education activity. Achievement motivation behaviour has been found to be rewarding in competitive world. It is a force that engages student in tasks, which are challenging and hard to attain. In other words of Taylor (1975), achievement motivation is “a combination of forces which initiates, direct and sustain behaviour towards a scholarly goal”. According to Mehta (1969), achievement motivation is “an urge to improve, dissatisfaction with the present state of affairs and urge to improve the life condition of oneself”.

Perception

Perception is an individuals’ awareness, aspects of behaviour for it is the way of each person processes the raw data he or she receives from the environment into meaningful patterns. Perceptions are closely linked to patterns of activity in the sensory channels themselves. The sensory-input patterns provide only the raw material for experience. For example, when the visual riches of an art museum, people’s faces television, or a conversation, and individual perceives active processes work on the sensory input to transform it into what we actually experience. Thus perception – one’s experience of the world – arises from sensory input the way the people process the sensory information.

Perception is defined as an interpretation of sensation in the light of past experience. It is otherwise known as the habit factor. A child on seeing a four-legged animal giving milk perceives it as a cow. This is based on his past learning. Perceptual process mostly depends upon the past experiences and images of the perceiver. Certain characteristics may not be sensed in the stimulus at the first instance. One may add to it a number of characteristics from his past experience. Keeping other factors constant, the same stimulus may be perceived differently by different people, because of the difference in their past experiences. A child may fondle a cat while another may hate it and perceives it as dangerous. Thus past experience produces various kinds of attitudes, prejudices and beliefs about the percept. The same individual may perceive the same stimulus differently at different times due to past experience. Past experience, therefore, plays a major role in the perceptual process. As a concluding remark, it may be stated that in familiar environments, prior knowledge provides additional information about objective orientation.

Academic Achievement

The students go for selection of subjects which decides the entire life. Usually the option of subjects depends on the ability and achievement of the students in various subjects. Bright students normally prefer science and mathematics subjects. Some students opt these subjects by the force of parents, peers also. In this study the academic achievement in English of the student-teacher was

considered as a dependent variable since there is relative contribution of attitude towards English, achievement motivation and perceptual factors on academic achievement in English of student-teachers.

Review : An Overview

The investigator has reviewed the research studies conducted so far. Among them few are Indian studies and few are conducted in abroad studies. These reveals that the English language proficiency of student-teachers, perception of primary education trainees, about teaching, school teachers perception about teaching and learning, creative writing skills in English among college students, students' perception of their teachers' attitude, learning communicative skills in English, perception of student-teacher about teaching of science, and teacher's perception on the learning difficulties and development of English language skills. Then few studies laid their focus on perception of middle schoolers about school disciplinary practices, perception of the skills, perception of motivating factors impacting the academic achievement, effect of family involvement training for English language learners, teachers attitude towards English language learners, perceived barriers to English language learning, first grade teachers' perceptions of and expectations for ELL students, teachers' perception of mathematics and science training, teacher perception of academic achievement, student perception of biology content, teachers' perception of play therapy skills development, etc. Most of them used random sampling techniques for choosing the sample. Both the standardized and self-constructed tools were used for conducting the studies.

Statement of the Problem

Thus, the study is entitled as "*the Relative Contributions of Attitude, Achievement Motivation and Perceptual Factors on Academic Achievement in English*"

Variables

Independent Variable

- i. Attitude towards English
- ii. Achievement Motivation in learning and teaching English
- iii. Perceptual Factors associated in teaching and learning of English

Dependent Variable

- i. Academic Achievement in teaching English Methodology

Objectives of the Study

The researcher has formulated the following objective for the present study.

1. To study the relative contribution of attitude towards English of student-teachers on academic achievement of student-teachers.
2. To study the relative contribution of achievement motivation of student-teachers on academic achievement of student-teachers.
3. To study the relative contribution of perceptual factors associated in teaching and learning of English of student-teachers on academic achievement of student-teachers.

Research Hypotheses

The researcher has formulated the following hypothesis for the present study.

1. There is a significant relative contribution of attitude towards English of student-teachers on academic achievement in English.
2. There is a significant relative contribution of achievement motivation of student-teachers on academic achievement in English.
3. There is a significant relative contribution of perceptual factors associated in teaching and learning of English of student-teachers on academic achievement in English.

Definition of Technical Terms

Attitude

An attitude may be defined as a tendency to react favourably or unfavourably towards a designated class of stimuli such as an institution or persons or objects. It is the sum total of child's feelings and inclinations, prejudices or bias.

Achievement Motivation

The term motivation refers to any organismic state that mobilizes activity which is in some sense selective and directing. In the present study, achievement motivation which is characterized by a desire to attain a high standard of excellence and accomplish a unique objective. Achievement motivation is a disposition to strive for success in situation where an individual's performance is evaluated.

Perception

The investigator adopted the meaning of perception as the process of becoming aware of situations by adding meaningful association to sensation (Von Halker Guilmer, 1970, p.31).

Student-Teachers

By this the investigator means the graduates and post-graduates undergoing B.Ed. degree course in Colleges of Education affiliated to Davanagere University in the academic year 2018-2020.

Research Method

The descriptive method has been used in the present study. A descriptive study describes and interprets what *is*. It is concerned with considerations or relationships that exist opinions that are held, processes that are going on, effects that are evident, or trends that are developing. It is primarily concerned with the present, although it often considers past events and influences as they relate to current conditions.

The method of descriptive research is particularly appropriate in the behavioural sciences because many of the types of behaviour that interest the researcher cannot be arranged in a realistic setting.

Tools Used

In order to assess the students teachers perception of English Teaching and Learning scale developed and validated by Samuel Koilpillai (2006) was adopted. For assessing student-teachers' scale of perception of teaching learning of language skills in English developed and validated by Samuel Koilpillai (2006) was adopted. Achievement motivation scale developed by Robinson (1970) was adopted. Attitude towards English developed and validated by P. S. Chandrakumar (2006) was adopted.

Sample

The sample for the study was consisted of student-teachers studying in colleges of education in the jurisdiction of Davanagere University. From the total population of 857 student-teachers around 510 student-teachers were selected randomly for the present study. Thus, random sampling technique was used in the selection of sample for the study.

Collection of Data

The investigator has visited Colleges of Education under the jurisdiction of Davanagere University with the permission of the heads of the institutions. The student-teachers were given necessary instructions about the various instruments and motivated them to respond genuinely to all the items. The tools and personal data sheet were administered. The data on each variable in the investigation was collected properly used for further analysis. In the current research, Academic Achievement is defined as the scores obtained in last semester examination held in May / June 2019.

Statistical Technique

The investigator used the Regression Analysis in order to find out the relative contributions of independent variables to dependent variable academic achievement in English.

Analysis of Data

Prediction of Academic Achievement of Student-Teachers - An Analysis

The regression coefficients obtained for the dependent variable Academic Achievement is shown in the following table :

Table - 1 : Regression Coefficients and Multiple Correlation Coefficients of Academic Achievement (y₁)

Variable	Reg. Coefficient	SE of Reg. Coefi.	t-value	p-level	Significance
Attitude towards English	0.2826	0.0187	15.1442	< 0.05	Yes
Achievement motivation	0.0830	0.0451	1.8394	> 0.05	NS
<i>Perceptual Factors</i>					
Learning of English language	0.0336	0.0406	0.8262	> 0.05	NS
Teaching English	0.0794	0.0271	2.9300	< 0.05	Yes
Learning listening skills	0.0526	0.0268	1.9654	< 0.05	Yes
Teaching listening skills	-0.1040	0.0207	-5.0237	< 0.05	Yes
Learning speaking skills	0.0782	0.0249	3.1359	< 0.05	Yes
Teaching speaking skills	0.0126	0.0231	0.5449	> 0.05	NS
Learning reading skills	-0.0266	0.0139	-1.9132	> 0.05	NS
Teaching reading skills	0.0253	0.0204	1.2425	> 0.05	NS
Learning writing skills	0.0560	0.0235	2.3791	< 0.05	Yes
Teaching writing skills	0.0583	0.0144	4.0617	< 0.05	Yes
R=0.9370, R ² =0.8780, F(12,497)=298.20 p<0.05, Yes, SE : 1.8758					

Note : NS - Not Significant

The regression equation predicting Academic Achievement (y₁) in terms of Attitude towards English (x₁), Achievement Motivation (x₂), Perception of Learning of English Language (x₃), Perception of Teaching English Language (x₄), Perception of Learning Listening Skills (x₅), Perception of Teaching Listening Skill (x₆), Perception of Learning Speaking Skills (x₇), Perception of Teaching Speaking Skills (x₈), Perception of Learning Reading Skills (x₉), Perception of Teaching Reading Skills (x₁₀), Perception of Learning Writing Skills (x₁₁) and Perception of Teaching Writing Skills (x₁₂) was found to be as under

$$Y_1 = 37.2668 + 0.2826 x_1 + 0.0830x_2 + 0.0336x_3 + 0.0794x_4 + 0.0526 x_5 + (-0.1040 x_6) + 0.0782x_7 + 0.0126x_8 + (-0.0266x_9) + 0.0253x_{10} + 0.0560x_{11} + 0.0583x_{12}$$

The multiple R of the regression equation is 0.9370 for testing the multiple correlation coefficients the F-ratio (298.20) was found to be significant at 0.05 level. Thus, the significance of R suggests that estimation of Academic Achievement is possible on the basis of three predictors, namely, Attitude towards English, Achievement Motivation, Perceptual Factors - Perception of Learning of English Language, Perception of Teaching English Language, Perception of Learning Listening Skills, Perception of Teaching Listening Skill, Perception of Learning Speaking Skills, Perception of Teaching Speaking Skills, Perception of Learning Reading Skills, Perception of Teaching Reading Skills, Perception of Learning Writing Skills and Perception of Teaching Writing Skills. Further, the regression equation shows that Attitude towards English on Academic Achievement than all other predictors. Achievement Motivation, Perceptual Factors - Perception of Learning of English Language, Perception of Teaching English Language, Perception of Learning Listening Skills, Perception of Teaching Listening Skill, Perception of Learning Speaking Skills, Perception of Teaching Speaking Skills, Perception of Learning Reading Skills, Perception of Teaching Reading Skills, Perception of Learning Writing Skills and Perception of Teaching Writing Skills can be used to predict Academic Achievement with the coefficient of multiple determinations of R^2 as 0.8780. It can therefore, be said that 87.80% of the variation in the Academic Achievement, can be accounted by Attitude towards English, Achievement Motivation, Perceptual Factors - Perception of Learning of English Language, Perception of Teaching English Language, Perception of Learning Listening Skills, Perception of Teaching Listening Skill, Perception of Learning Speaking Skills, Perception of Teaching Speaking Skills, Perception of Learning Reading Skills, Perception of Teaching Reading Skills, Perception of Learning Writing Skills and Perception of Teaching Writing Skills

The SE_{est} for the regression equation is 1.8758 this means that each time the regression equation for the sample is used to predict Teaching Effectiveness the chances are about 1 to 2 in 100 that predicted Academic Achievement will not miss the actual Academic Achievement of student-teachers by more than ± 1.8758 .

The index of forecasting efficiency ($E = 100 (1 - \sqrt{1 - R^2})$) was found to be 65.07. This means that prediction by the means of regression equation is 65.07 percent better than those made merely from knowledge of the mean of the y_1 values.

The relative contributions of the three independent variables in terms of proportions of coefficient of determination predicted by each are given by the corresponding ($\beta \times r$) values and are presented in the following table :

Table - 2 : Relative Contributions of Independent Variables to Teaching Effectiveness

Variables	β	r	$\beta \times r$	% of Contribution
Attitude towards English	0.5152	0.8988	0.46	46.31
Achievement motivation	0.0883	0.7478	0.07	6.60
<i>Perceptual Factors</i>				
Learning of English language	0.0418	0.8287	0.03	3.46
Teaching English	0.1119	0.7356	0.08	8.23
Learning listening skills	0.0880	0.8127	0.07	7.15
Teaching listening skills	-0.2259	0.7126	-0.16	-16.10
Learning speaking skills	0.1425	0.7841	0.11	11.17
Teaching speaking skills	0.0217	0.6991	0.02	1.52
Learning reading skills	-0.0694	0.6339	-0.04	-4.40
Teaching reading skills	0.0438	0.7342	0.03	3.22
Learning writing skills	0.0949	0.7216	0.07	6.85
Teaching writing skills	0.1659	0.8312	0.14	13.79
			Total	87.80

Findings

It is evident from the above table that about 87.80 percent of the criterion variable is accounted for by the three predictors, in case of Academic Achievement of student-teachers. Out of this, about 46.31 percent of the criterion is accounted for by the variation in Attitude towards English, about 13.79 percent by Perception of Teaching Writing Skills, about 11.17 percent by Perception of Learning Speaking Skills, about 8.23 percent by Perception of Teaching English, about 7.15 percent by Perception of Learning Listening Skills, about 6.85 percent by Perception of Learning Writing Skills, about 6.6 percent by Achievement Motivation, about 3.46 by Perception of Learning of English Language, about 3.22 Perception of Teaching Reading Skills, about 1.52 percent by Perception of Teaching Speaking Skills, about -0.44 percent Perception of Learning Reading Skills and about -16.1 percent by Perception of Teaching Listening Skills. Thus, Attitude towards English seems to be the best predictor of all the predictor variables. The next best predictors of Academic Achievement in order to priority are Perception of Teaching Writing Skills, Perception of Learning Speaking Skills, Perception of Teaching

English, Perception of Learning Listening Skills, Perception of Learning Writing Skills, Achievement Motivation, Perception of Learning of English Language, Perception of Teaching Reading Skills, Perception of Teaching Speaking Skills, Perception of Learning Reading Skills and Perception of Teaching Listening Skills respectively.

Conclusion

Attitude towards English seems to be the best predictor of all the predictor variables. The next best predictors of Academic Achievement in order to priority are Perception of Teaching Writing Skills, Perception of Learning Speaking Skills, Perception of Teaching English, Perception of Learning Listening Skills, Perception of Learning Writing Skills, Achievement Motivation, Perception of Learning of English Language, Perception of Teaching Reading Skills, Perception of Teaching Speaking Skills, Perception of Learning Reading Skills and Perception of Teaching Listening Skills respectively.

Discussion

In the present study, excepting the nature of subject optional, all other subject sample formed of gender, location, and educational qualification seem to be the same as far as the nature of perception about English language teaching and learning is concerned. Likewise, in the case of the psychological variable studied, all these sub samples are just neutral in their attitude towards English and also they are just average in their achievement motivation. In both these dependent variables, the student-teachers of English optional seem to stand apart from the other sub samples. The uniqueness of the student-teachers of English optional is very much established by this finding.

When the sample was categorized on the basis of academic achievement, it is found that a large percentage of student-teachers failing under low category seems to have positive perception about English language learning and teaching, whereas those with average and high academic achievement have reported neutral perception about teaching and learning of English. The only sub sample showing low perception is that of the student-teachers with low academic achievement. It makes the people in the field of academic pursuit to think that the level of academic competence or achievement is a crucial factor in providing the necessary input to their mind to feel non-academic about any pursuit that involves academic and intellectual works. It may be seen in the career choice of individuals with different levels of academic achievement. The higher level academic achievement makes them to proceed higher and higher in their academic pursuit, whereas those with low academic achievement go in for seeking manual and non-intellectual activities. Therefore, it is reflected similarly in the case of student-teachers with low academic performance by way of manifesting a negative attitude towards English, negative perception about teaching and learning of English and a low achievement motivation.

Educational Implications

The programme chartered out executed for the benefit of the students to boost their positive attitude towards English and their level of achievement motivation. The following programmes are recommended for the development of these positive characteristics.

Student-teachers may be treated impartially inside and outside the class. The teacher educators have to identify the student-teachers of different parents and encourage them accordingly by creating opportunities. The performance of every student teacher in different aspects should be recognized and appreciated. Freedom should be given to express their views and wishes.

Objectivity is the hallmark in choosing or selecting individuals for different types of activities. Remedial courses should be organized for different subjects periodically to boost their image. Student-teachers must be inducted in day-today administration with a controlled freedom for decision-making.

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