**PERCEIVED PARENTAL SUPPORT AND PERCEIVED RECTIFICATION COMPETENCY OF STUDENT TEACHERS IN TEACHER TRAINING INSTITUTES OF KERALA**

**FATHIMATH SUHARA N**

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**in partial fulfilment of the requirements for the degree of**

**MASTER OF EDUCATION**

****

**FAROOK TRAINING COLLEGE**

**UNIVERSITY OF CALICUT**

**2013**

**DECLARATION**

I, FATHIMATH SUHARA N., do hereby declare that this dissertation, “**PERCEIVED PARENTAL SUPPORT AND PERCEIVED RECTIFICATION COMPETENCY OF STUDENT TEACHERS IN TEACHER TRAINING INSTITUTES OF KERALA**” has not been submitted by me for the award of any Degree, Diploma, Title or Recognition before.

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**CERTIFICATE**

I, ABDUL HAMEED MUKTAR MAHAL, do hereby certify that this dissertation, “**PERCEIVED PARENTAL SUPPORT AND PERCEIVED RECTIFICATION COMPETENCY OF STUDENT TEACHERS IN TEACHER TRAINING INSTITUTES OF KERALA**” is a record of bonafide study and research carried out by **FATHIMATH SUHARA N**, under my supervision and guidance. The report has not been submitted by her for the award of any Degree, Diploma, Title or Recognition before.

Farook Training College **ABDUL HAMEED MUKTAR MAHAL**

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**CHAPTER I**

**INTRODUCTION**

* **Need and Significance of the Study**
* **Statement of the Problem**
* **Definition of Key Terms**
* **Variables Selected for the Study**
* **Objectives of the study**
* **Hypotheses of the study**
* **Methodology**
* **Scope and Limitations of the Study**
* **Organization of the Report**

**INTRODUCTION**

Education is basically a social process which is concerned with how the students develop as an individual and in group relations. Its objective is to prepare individual for participation in society, and it serves as a vehicle by which the culture of the group can be transmitted and perpetuated. Education is the process which draws out the best in child with the aim of providing well balanced personality, culturally refined, emotionally stable, ethically sound, mentally alert, morally upright, physically strong , socially efficient, spiritually upright, vocationally self sufficient, internationally liberal.

Education is the vital force by which the individual and the society grow. By providing education, society wanted to make the people self reliant and self confident. Education should be in tune with the whole of life- economic, social, aesthetic and spiritual. Effectiveness of education imparted in classroom depends largely on the commitment, sincerity and competence of teachers. The school climate has an important role in encouraging teachers to be sincere and dedicated in utilising those qualities of teachers for benefit of children. The quality of education depends to a large extend on the quality of teacher education. As society become more and more complex the demands of schools and teachers are increasing. Those responsible for education and teachers used to ensure that the professional development and training of teachers at all level must respond to these challenges.

Teacher education is defined as “the total educational experiences which contribute to the preparation of a person but the term is completely employed to designate the programme for courses and other experiences offered by an educational institute for the announced purpose of preparing persons for teaching and other educational service and for contribution to their growth in competency for such teacher education programmes are offered in training colleges, normal schools and colleges and universities.”(Monroe, 1941).

Primary school education occupies the leading role in the all round development of personality of individuals. Children at primary level view teachers as role models. They have a tendency to follow what teachers’ commands. Well-trained teachers are capable of improving the quality of education and through the quality of life as they are actively engaged in moulding the future generation. Primary Teacher's training is more important as elementary education plays a very important role in a person's life.

A good primary teacher should be able to teach all areas of the primary curriculum and should have passionate attitude towards imaginative teaching. The teacher should be patient and well mannered. The primary teachers should have the potential to influence the lives of students and guide them, understand themselves and society and turn their conflict into dynamic opportunities for development. Strong communication, organisation skills and ability to maintain discipline and deal with difficult behaviour, etc. are some of the good qualities that a primary teacher should possess.

To develop good characters among primary students, teacher should be an exemplar. Understanding and managing one’s own mistakes is one of the basic quality required for teachers. Erring is human; correcting is the responsibility of every human being. To develop the habit of correcting or rectifying errors proper experience should be provided to students by means of training and by being a model to them.

**NEED AND SIGNIFICANCE OF THE STUDY**

To make an error free generation the students should get the training to practice rectification competency i.e. correct the error when realise it is an error. The best way to instil rectification competency among primary students is to include it in primary teacher training curriculum. So the investigator conducted the study among student teachers of Teacher Training Institute.

The investigator from her personal experience could see teachers who were careless in committing mistakes during teaching and while interacted with students and colleagues. She interacted with some student teachers who were careless in committing mistakes and ignoring it and found that they lack Rectification Competency and most of them were not satisfied with the support they received from parents.

This made the investigator assume that the children’s perception of lack of parental support is one of the causes of the lack of rectification competency in student teachers and high parental support can inculcate rectification competency in students. From the review, the investigator could understand that no studies were conducted in this dimension. Hence the investigator realised the importance of this study and felt the urgent need to undertake this study.

By conducting this study, the investigator hopes that the line of this research in this area can make a lot of significant contribution to guard the present education process which is very competitive. If it is found out any relationship between Perceived Parental Support and Perceived Rectification Competency provisions can be made to enhance parents’ involvement in their children’s academic activities and there by make them aware of the importance of Perceived Parental Support to develop Rectification Competency in their children. This signifies the study.

**STATEMENT OF THE PROBLEM**

The resent study is stated as “PERCEIVED PARENTAL SUPPORT AND PERCEIVED RECTIFICATION COMPETENCY OF STUDENT TEACHERS IN TEACHER TRAINING INSTITUTES OF KERALA”.

**DEFINITION OF KEY TERMS**

The definition of key terms in the statement of problem is given in the following part.

**Perceived Parental Support**

It refers to the perception of child about the availability of support from parents. Perceived Parental Support is the perceived or actual instrumental or emotional provision supplied by different individuals about the provision of concern, understanding, assistance, demandingness and loving nature of their parenting.

**Perceived Rectification Competency**

Rectification Competency is the competency required of individuals to be refined from the errors they may commit by rectifying them and its appropriateness. Perceived Rectification Competency is operationally defined as the rectification competency of individuals are Perceived by himself or herself.

**Student Teachers of Teacher Training Institute**

Student Teachers of Teacher Training Institute refers to the students who are studying in the first and second year TTC in the Teacher Training Institutes.

**VARIABLES SELECTED FOR THE STUDY**

The independent variable selected for the present study is Perceived Parental Support and the dependent variable is Perceived Rectification Competency. The other classificatory variables are Gender, Background Faculty and SES.

**OBJECTIVES OF THE STUDY**

The investigator set the following objectives for the present study:

1) To find out the level of Perceived Parental Support and Perceived Rectification Competency of Student Teachers in the relevant subsample based on

1. Gender
2. Background Faculty
3. SES

2) To find out if there exists any significant relationship between Perceived Parental Support and Perceived Rectification Competency of Student Teachers for the total sample.

3) To find out if there exists any significant relationship between Perceived Parental Support and Perceived Rectification Competency of Student Teachers in the sub samples based on

1. Gender
2. Background Faculty
3. SES

4) To find out whether any significant difference exists in the mean scores of Perceived Parental Support and Perceived Rectification Competency of Student Teachers between relevant subsamples based on

1. Gender
2. Background Faculty
3. SES

5) To find out whether Gender, Background Faculty and Perceived Parental Support have any significant main and interaction effect on Perceived Rectification Competency of Student Teachers.

6) To find out whether Background Faculty, SES and Perceived Parental Support have any significant main and interaction effect on Perceived Rectification Competency of Student Teachers.

**HYPOTHESES OF THE STUDY**

The present study was designed to test the following hypotheses.

1) There exists significant relationship between Perceived Parental Support and Perceived Rectification Competency of Student Teachers.

2) There exists significant relationship between Perceived Parental Support and Perceived Rectification Competency of Student Teachers in the subsamples based on

a) Gender

b) Background Faculty

c) SES

3) There exists significant difference in Perceived Parental Support and Perceived Rectification Competency of Student Teachers between relevant subsamples based on

a) Gender

b) Background Faculty

c) SES

4) Gender, Background Faculty and Perceived Parental Support have significant main and interaction effect on Perceived Rectification Competency of Student Teachers.

5) Background Faculty, SES and Perceived Parental Support have significant main and interaction effect on Perceived Rectification Competency of Student Teachers.

**METHODOLOGY**

It deals with brief description of the methodology of the present study with the precise description of the samples used for the study, tools and statistical techniques used.

**Sample**

The present study was conducted on a representative sample of 418 Student Teachers in Teacher Training Institute of Malappuram, Palakkad and Kozhikkod Districts. The sampling technique used was stratified sampling method giving due representation to factors like Gender, Background Faculty and SES.

**Tools used for the study**

The investigator used the following tools for the present study.

(i) Perceived Parental Support Assessment Scale.

(ii) Perceived Rectification Competency Assessment Scale.

**Statistical Techniques used for the Analysis of Data**

The following techniques were used for the analysis of data in the study.

1. Preliminary Analysis.
2. Pearson’s Product Moment Coefficient of Correlation (r).
3. Test of Significance of Difference between Means- ‘t’ test.
4. Three-way ANOVA (2x3x3 and 3x3x3 factorial design)

**SCOPE AND LIMITAION OF THE STUDY**

The present study is mainly intended to explore the relation between Perceived Parental Support and Perceived Rectification Competency of Student Teachers in Teacher Training Institutes of Kerala. For the purpose, the investigator prepared the Perceived Rectification Competency Assessment Scale with the help of supervising teacher to assess the Perceived Rectification Competency of Student Teachers. The scale can be made use of by researchers if they have to assess Perceived Rectification Competency of student teachers and experienced teachers in their investigations. Further the scale can be used for assessing the Perceived Rectification Competency of student teachers at different levels. Appropriate statistical techniques are used to analyse the data. Therefore the investigator hopes that the findings of the study will be valid and generalisable to a considerable extent. If the present investigation found out that Perceived Parental Support and Perceived Rectification Competency are significantly related, it can be utilised to organise awareness class to parents of student teachers to make them aware of the importance of parental support to their children’s rectification competency.

Even though every attempt has been made to make the study as objective and precise as possible, there are some limitations

1. The sample selected to the study is confined to Malappuram, Kozhikode and Palakkadu districts. The limited time and inconveniences forced the investigator to restrict the selection of samples from a wider population.
2. Though the study is intended to be conducted on a sample of Student Teachers In Teacher Training Institutes, the investigator selected the sample of pupils from second year due to the unavailability of first year students.
3. The study was conducted on Government and Unaided Student Teachers in Teacher Training Institutes. The investigator could not include Student Teachers from Aided Teacher Training Institutes.

**ORGANIZATION OF THE REPORT**

The report of the present study is organized in the following way.

**Chapter 1**: contains a brief introduction, need and significance of the study, definition of the key terms, variables of the study, objectives, hypotheses and scope and limitations of the study.

**Chapter 2**: includes a brief theoretical overview of the variables, studies related to the variables and a summary of review of related literature.

**Chapter 3**: presents Methodology of the study in detail with description of tools used for measurement, sample for the study, data collection procedure, scoring and consolidation of data and the statistical techniques used for analysis.

**Chapter 4**: describes the preliminary analysis, details of the major statistical analysis of the data, interpretation and discussion of the data.

**Chapter 5**: presents major findings, tenability of hypotheses, educational implications of the study and suggestions for further research.

**CHAPTER II**

**REVIEW OF RELATED**

**LITERATURE**

* **Theoretical Overview**
* **Related Studies**
* **Conclusion**

**REVIEW OF RELATED LITERATURE**

Review of related literature is an important aspect of any investigation. A proper study of related literature would enable the investigator to locate and go deep into the problem.

Review of related literature helps the researcher to acquaint himself with current knowledge in the field or area in which he is going to conduct his research. It enables the researcher to delimit and define his problem. The knowledge of related literature brings the researcher up-to date on the work which others have done and thus to state the objectives clearly and concisely.

Thus a thorough examination of the related literature will help a researcher to understand the significance of the present study and to build a new approach to the same.

The intention of the present study is to assess the Perceived Parental Support and Perceived Rectification Competency of Student Teachers in Teacher Training Institutes; to find out if there exists any significant relation between the perceived parental support and Perceived Rectification Competency of Student Teachers and to find out if there exists any significant difference in the mean scores of perceived parental support and Perceived Rectification Competency between relevant sub samples based on a) Gender, b) Background Faculty and c) SES. In this section, the investigator discussed the theoretical aspects of the variables Perceived Parental Support and Perceived Rectification Competency and made a review of the previous studies.

The review of literature has been presented under the following heads.

**THEORETICAL OVERVIEW OF THE VARIABLES**

**Perceived Parental Support**

**Perceived Rectification Competency**

**REVIEW OF RELATED LITERATURE**

**Studies related to Perceived Parental Support**

**THEORETICAL OVERVIEW**

**Perceived Parental Support**

Parenting is a complex dynamic process that affects both parent and child. A parent develops and uses the knowledge and skills required to plan for children, give birth to them and or rear and care for them (Morrison, 1978). Parenting is the most essential and enduring profession acknowledged by society. Thus parents must essentially learn to manipulate the environment for their children's benefit to protect them from social forces that conflict with their parenting philosophy and objectives. Parenting is the privileged responsibility of helping the child to reach the potentialities there by and to contributing effectively to the society. Parents take the responsibility of bringing up their children to make them responsible members of the society. Whatever parents do with children to achieve this goal is broadly known as parenting.

Parenting behaviour is a specific, goal directed action, which has certain direct consequences for the child. A contemporary and holistic view is that parenting is a series of reciprocal interactions between the parents and their children with the behaviour of each participant affecting the behaviour of the other (Chamberlin & Patterson, 1995).

Thus depending upon the socio cultural milieu, parental belief systems and child's temperament, different contexts of interaction are created in which parents adopt suitable strategies to socialize children. Since these strategies remain fairly consistent across situations, they are generally referred to as "parenting styles".

In psychology, Baumrind's conceptual model of parenting proto types is relatively more popular. Diana Baumrind concluded extensive observations and interviews with parents that resulted in the most well known and influential typological approach (Baumrind, 1971, 1978, 1989). Through multiple studies, Baumrind identified three primary parental typologies: authoritative, authoritarian and permissive. Baumrind (1978) suggested that authoritative parents are warm and responsive, providing their children with affection and support in their explorations and pursuit of interests. These parents have high maturity demands (e.g., expectations for achievement) for their children but foster their maturity demands through bidirectional communication, induction (i.e., explanations of their behaviour) and encouragement of independence. These parents might provide their children with a rationale for their actions and priorities. These parents secure high on measures of warmth and responsiveness and high on measures of control and maturity demands (Maccoby & Martin, 1983). They respect a child's individuality, while at the same time stressing social values. They are loving, consistent, demanding and respect children's independent decisions, but they are firm in maintaining standards and willing to impose limited punishment. They explain the reasoning behind their stands and encourage verbal give and take. They combine control with encouragement. Their children feel secure in knowing that they are loved and in knowing what is expected of them.

Baumrind (1978) suggested that authoritarian parents are neither warm nor responsive to their children. They have high maturity demands for their children primarily because they are intolerant of selfishness or in appropriate behaviour. These parents are strict, expect obedience and assert power when their children misbehave. When socialising their children, authoritarian parents express their maturity demands and expectations through rules and orders, and do not communicate to their children the rationale behind the rules. These parents score high on measure of maturity demands and control but low on measures of responsiveness, warmth and bidirectional communication (Maccoby & Martin, 1983).

In review and reflection on the literature, Maccoby and Martin (1983) added a fourth dimension to the Baumrind typology: indulgent. They described indulgent parents as similar to permissive parents in their level of control and maturity demands but different from permissive parents in their level of responsiveness, warmth and control.

After consistent documentation on these styles, Baumrind (1991) factor analysed data on these typologies and reduced parenting styles into two dimensions: demandingness and responsiveness. Demandingness refers to the demands parents make on their children to become integrated into the family and society. Aspects of parental demandingness include the extent to where parents hold maturity demands for their children, provides supervision and enact disciplinary efforts when needed (Baumrind, 1991). Responsiveness refers to parental behaviours that intentionally foster individuality self regulations and self assertion in their children. Aspect of parental responsiveness includes the extent to which parents are sensitive toward and supportive of their children (Baumrind, 1991).

The kind of parenting that seems to provide the right balance is still authoritative parenting. Children of authoritative parents, who balance firmness with love and respect, are often the most self reliant, self controlled and content.

Maccoby and Martin (1983) indicate that the parenting styles capture two important dimensions of parenting – (a) parental acceptance or parental supportiveness (b) parental control or demandingness. Parental acceptance refers to the extend to which parents intentionally foster individuality self regulation and self assertion by being attuned, supportive and acquiescent to children's special needs and demands. Parental control refers to the claims parents make on children to become integrated into the family by their maturity demands, supervision, disciplinary efforts and willingness to confront child who disobeys.

A significant amount of work has been focussed on the concepts of parental supportive behaviour advocated by Rollins & Thomas (1979) using a wide variety of measures and research designs. E.C. Rhoner, R.P. Rhoner & Rolls (1980) view acceptance and rejection as two poles of a continuum. Acceptance is defined as the warmth, affection, care, comfort, concern, nurturance, support or simply that love that children experience from their parents. Rejection refers to the absence or significant withdrawal of these feelings and behaviours and by presence of a variety of physically or psychologically hurtful behaviours and affects. Parental rejection can be experienced by any combination of the four principal expressions namely, cold and unaffectionate, indifferent and neglecting hostile and aggressive indifferent and rejection. On the other hand, parental acceptance can be shown physically, verbally or symbolically supported by the use of culturally specific gestures.

Perceived Parental Support is the perception of instrumental or emotional provisions supplied by the individuals about their parents. Emotional provisions are an opportunity to share and communicate with the individuals and instrumental support refers to the available resources, guidance and assistance or advice from the parents. Perceived Parental Support is defined in terms of the interpretations children make of their caregivers' behaviour. Research suggests effectiveness of parental warmth and supportiveness in developing secure attachment and intimate parent – child relationship (Bowlby, 1980; Karavasilis, Doyale & Margolese, 1999, Larson, Richards, Monete & Holmbeck, 1996) in making children autonomous, well adjusted and socially competent (Baumrind, 1996); Lamborn, 1997; Parish & McCluskey, 1992; Steinberg, Darlin & Fletcher, 1995). A host of research studies have found a positive relationship between authoritative parenting style and student achievement (Baumrind, 1967; Lamborn, et al., 1991; Steinberg, et al., 1989; Steinberg, et al., 1991) Buri et al., (1998) demonstrated that parental authoritarian style was negatively correlated with self esteem where as the relationship was positive for parental styles were correlated with positive (late adolescent) self perception and authoritarian style with negative self perception. Recent research has shown a clear positive relationship between parental nurturance and self-worth (Connetti, et al., 1997; Kitamura & Suziki, 1993; Rodriguez, et al., 1996).

Durkin (1995) cited three reasons why authoritative parenting might be related to positive child outcomes. First, he suggests that authoritative parents provide a high level of emotional security that provides their children with a secure of comfort and independence and helps them succeed in school. Second, he suggests that authoritative parents provide their children with explanations for their actions. Explanations provide children with a sense of awareness and understanding of their parents' values, morals and goals. The transmission of these goals and values equips the students with the tools needed to perform well in school. Third, he suggests that authoritative parents engage in bidirectional communication with their children. This communication styles nurtures skills in interpersonal relations and produces better adjusted children. These interpersonal skills help children succeed in school, both socially and academically.

A number of recent studies have developed and tested multidimensional conceptualisation and measures of parenting behaviour. Metzler, Biylan, Ary & Li (1998) employed a measure of six dimensions of family process – conflict, positive family relations, parental monitoring, parental rule making and consistent enforcement of rules and use of positive reinforcement. Similarly, Vazs Zonyi, Hibbert & Snidder (2003) confirmed a measure of six separate dimensions of parenting process; closeness, support, monitoring, communication, conflict and approval. The importance of a multidimensional conceptualisation and measurement of parenting is that it will enable the researchers to more fully examine the parenting process.

From a developmental perspective, parent child congruence is considered as one of the important factor for effective parenting. Parental behaviours are most likely to produce designed outcomes when they are perceived similarly by children and parents. Disagreement with parent – child perception increases with low parental warmth and coercive parental control (Aquilino, 1999; Rossi & Rossi; 1990) congruence in parent child perception and interactions are considered as important factor for effective parenting and healthy child development (Tein et al., 1999). Children's perception of incongruent parental behaviour have been found related to low school adaptation; school achievement and self esteem (Jhonson, Shukan & Collins; 1991).

**Perceived Rectification Competency**

In the modern technological era man runs like a machine with time. No one give any importance to the moral side of his life. In this busy schedule he commits so many errors. Many of them occur unconsciously. He is not cautious of the chances of committing errors. He will repeat the same in another situation. Erring and ignoring is a common phenomenon prevailed among all classes of peoples with a few exceptions; there are people who want to be good and there are people who want to be considered as good; erring and correcting is the practice among them. All men wish to be good persons. To be good means to be considered as good. For this one should conform to the norms of the society; i.e. he should try to protect the heredity which the society demands, for key consideration as good individuals. Rectification Competency is the competency required of individuals to be refined from the errors they may commit by rectifying them and its appropriateness.

In our day today life after erring many can identify it is an error but most of us ignore it and never try to rectify the mistake. As a result, this erring and ignoring practice will become common among those who witness such practices in older people.

**Components of Rectification Competency**

Following are the components of rectification competency.

**To perceive the error**

It refers to perceive clearly the error committed, the error being committed and the error that would be committed, and the situation where it occurs.

**To think for solution**

Thinking for correcting the errors committed, being committed and would be committed itself is a component of rectification.

*To decide a right solution*

It refers to decide the mode of correcting errors from the alternative solutions one identified.

**To perform the task**

It is the process of committing the error use of the most suitable alternative solutions for the purpose.

**To convince the whole situation to the a person concerned**

It refers to convincing oneself or the person, to be convinced of it, the error committed, the circumstances which leads to it and the Philosophy behind the rectification.

**F**or the purpose of measuring perceived Rectification Competency of student teachers of teacher training institutes, the investigator used the tool constructed by herself with the help of supervising teacher. For preparing the scale for assessing the Perceived Rectification Competency, the investigator referred English Dictionary, Dictionary of Psychology, and Dictionary of sociology and discussed with her supervisor and identified the components of Rectification Competency as roles in which one commits errors. Then she validated components as roles.

**The Roles in which one Commits Errors or Mistakes**

**As a student**

As a student one may commit errors to himself, to classmates, schoolmates, other students and to teachers.

**As a son or daughter**

As son or daughter one may commit errors to his or her parents.

**As a traveller**

As a traveller one may commit errors to fellow traveller, to responsible persons of conveyance, etc.

**As a friend**

As a friend one may commit errors to those whom he/she treats as friend.

**As a teacher**

As a teacher one may commit errors to students, parents of students, head of the institution and to those who consider him/her as a teacher,

**As a brother or sister**

As brother or sister one may commit error to his/her brother /sister.

**As a common man**

As a common man one may commit to errors to himself or herself as to anybody with whom he or she interacts.

**STUDIES RELATED TO PERCEIVED PARENTAL SUPPORT**

There are various studies related with perceived parental support.

**Studies Related with Perceived Parental Support**

Chowdhary, et al., (1995) explores the Role of parental support in satisfying children’s needs and academic achievements in a sample of 50 children. Results revealed that girls required more support from their parents and their needs were more as compare to boys. Also parental support has a positive effect on children’s academic achievement.

Jayaswal, et al., (2003) examined the Role of parental support on academic achievement of tribal school students using 300 children and parents of 30 high achievers and 30 low achievers. The parents of high achievers exerted significantly more support in their studies than the parents of low achievers. The parents of high achievers have higher aspiration for their children’s educational success.

Sarafunnisa, M and Basheer, U. (2003) made an attempt to find out the Attitude of parents towards education of girls in Malappuram district. The major objective of the study was to find out the extent of the attitude of parents towards the higher education of girls. The sample consists of 700 parents of pupils studying in standard X of the schools of Malappuram district. General data sheet, scale of parents’ attitude towards higher education girls were used to collect data. The study concluded that the parents of Malappuram district have only moderate attitude towards girls’ higher education which ought to be improved.

Swapna.K.T and Nirmala (2006) were undertaken a study to find out the Awareness and attitude of parents regarding continues and comprehensive evaluation practiced in secondary schools by using the sample of 550 parents of secondary schools students. A questionnaire, a scale and a general data sheet were used to collect data. The study revealed that parents of students in Malappuram district have higher awareness and attitude regarding continuous and comprehensive evaluation.

Hafsamol,O.K and Musthafa (2007) examined the Influence of parental involvement on vocational preference of secondary school students of Kerala using 700 secondary school students. The data was collected by using parental involvement scale and vocational preference scale. The finding showed that gender, caste, occupation and economic status of parents and education of father have no influence on parental involvement in Kerala school students’ vocational preferences.

Prajitha, P and Hameed (2007) conducted a study on Perceived parental support and academic stress of higher secondary school students in Kerala. The major Objective of the study was to find out if there exists any significant relationship between perceived parental support and academic stress of higher secondary school students. The study was conducted on 819 higher secondary school students. The tools used for the study were perceived parental support assessment scale and academic stress inventory. The study concluded that there is low and negative relationship between perceived parental support and academic stress of higher secondary school students.

Susai,et.al (2007) investigated the Influence of parents education and achievement scores in Chemistry using 120 students studying Chemistry at College level. The major objective is to investigate the influence of parents educational level on the achievement scores of students and to prepare a module contain the names and structures of organic compound in Chemistry printed in different colours. The study reveals that parents educational level have no influence on the achievements of students.

Saji,K.T and Bindu,C.M (2008) investigated the Influence of parental education and study habit of the secondary school pupils using 560 secondary school students. The major objective of the study was to find out the influence of parental education on study habit of secondary school pupils. The study habit inventory and general data sheet was used to collect data. The study concluded that even though there is no significant influence of parental education on study habits, the study habits of the students should be improved.

Koneri & Patted (2010) analyzed the Relationship between parental involvement and emotional intelligence of secondary school students. The sample comprised 400 girls and boys studying in 10th standard. The findings of the study revealed that parental involvement is determinant factor in emotional intelligence.

Manaf,O.K, and Hameed, A. (2010) made an attempt to find out the Relationship between perceived parental support and career awareness of higher secondary school students in Malappuram district. Survey method was adopted for the study. The tools used for the study were perceived parental support assessment scale and career awareness test. A stratified random sampling method was used for selecting 720 Higher Secondary Students of Malappuram District. The major objective of the study was to find out if there exists any significant relationship between perceived parental support and career awareness of higher secondary school students. The findings showed that perceived parental support has significant main effect on Career Awareness of Secondary School Students.

Prajeesh, O.K and Afeef, T. (2010) conducted A retrospective study of perceived parental support and schooling type of professional college students during the secondary stage. The sample of the study comprised of 160 professional college students. Questionnaire of perceived parental support and socio economic status scale were used to collect data. The study concluded that student who got moderate parental support during their secondary stage has largely got admission in professional colleges.

Jiang,et.al (2011) tested the Direct and indirect effects of perceived parental academic autonomy supports and academic planning control over the inter related variables of adolescents, self esteem, academic motivation and academic achievement, on a sample of 271 Asian American and 218 Latino American high school students. Findings of the study revealed that perceived parental academic autonomy support of Asian American students had significant direct positive effects on academic achievement, self esteem, academic motivation, while the perceived parental academic autonomy on Latin American students had positive indirect effect on academic achievement mediated by academic motivation.

Rueger, et.al (2011) prospectively examined the Role of attribusional style and perceived parental support on depressive symptoms in the face of stress with a sample of 497 middle school students. Results demonstrated that boys with a pessimistic attributional style and low or moderate levels of perceived parental support had higher levels of depression symptoms than those with an optimistic attributional style regardless of the level of stress.

Chaya, A. and Heblikar (2012) conducted a study aimed at finding the relationship between Moral judgement and parental behaviour of class IX students. 250 IX standard students of Bangalore city were selected as the sample for study. The tools used for the study were moral judgement scale and children’s reports of parental behavioural inventory. The study revealed that there is no significant relationship between moral judgement and parental behaviour.

Kour,K.J. (2013) aimed at analysing the Role of parents in relation to achievement motivation among students pursuing engineering courses by using 559 engineering students. The study focused at investigating how parental relationship with their children, involvement in their children’s activities and pressure to achieve high were related to achievement motivation among engineering students. The results of the study revealed that parental acceptance and parental concentration related positively with achievement motivation among engineering students, where as, parental avoidance was found to be negatively related to achievement motivation among the same.

Yadav, U. (2013) made an attempt to investigate the Influence of parental encouragement on students academic performance. The sample consisted of 200 randomly selected class IX students studying in three government schools of Jabalpur city of Madhyapradesh. The parental encouragement scale developed by Sharma was used for parental encouragement scores and for academic achievement, the marks secured by the students in the last annual examination was used. The study concluded that there exists significant relationship between parental encouragement and student’s academic performance.

**CONCLUSION**

Review of studies shows that a large number of works were conducted in the area of parental support. The investigator could not find out any studies on Perceived Rectification Competency. The review of related literature made the investigator conclude that parental support has positive influences on students’ academic performances and there were significant sex differences in the perception of parental support. A few studies suggested that sex differences in the perception of parental support are not significant. Most of the studies show that parental support has positive impact on students’ character.

**CHAPTER III**

**METHODOLOGY**

* **Variables selected for the study**
* **Objectives of the study**
* **Hypotheses of the study**
* **Tools employed for Data collection**
* **Samples used for the study**
* **Data collection Procedure**
* **Scoring and consolidation of data**
* **Statistical Techniques employed for analysis**

**METHODOLOGY**

Methodology discusses the procedure or the technique adopted for the conduct of the study. For the validity of any type of research, the appropriateness of the methodology is highly warranted. Unless methodology is suited to the problem one can not gather information and expect to reach definite and valuable conclusions. “The accuracy of results of any research work depends upon the method by which the conclusions are arrived at” (Travers, 1978). For every piece of work methodology is of vital importance. The decision about the methods depends upon the nature of research problem and the kind of data necessary for its solution.

This chapter provides a detailed description of the variables of the study, tools employed for the collection of the data, selection of the samples, data collection procedure, scoring and consolidation of data and the statistical techniques employed for analysis. Therefore, the methodology of the present study “Perceived Parental Support and Perceived Rectification Competency of Student Teachers in Teacher Training Institutes of Kerala” is presented under the following sections.

VARIABLES SELECTED FOR THE STUDY

OBJECTIVES OF THE STUDY

HYPOTHESES OF THE STUDY

TOOLS EMPLOYED FOR DATA COLLECTION

SAMPLES SELECTED FOR THE STUDY

DATA COLLECTION PROCEDURE

SCORING AND CONSOLIDATION OF THE DATA

STATISTICAL TECHNIQUES EMPLOYED FOR ANALYSIS

**VARIABLES SELECTED FOR THE STUDY**

The independent variable selected for the present study is Perceived Parental Support and the dependent variable is Perceived Rectification Competency. The other classificatory variables are Gender, Faculty and SES.

**OBJECTIVES OF THE STUDY**

The investigator set the following objectives for the present study:

1. To find out the level of Perceived Parental Support and Perceived Rectification Competency of Student Teachers in the relevant subsample based on
2. Gender
3. Background Faculty
4. SES

2) To find out if there exists any significant relationship between Perceived Parental Support and Perceived Rectification Competency of Student Teachers for the total sample.

3) To find out if there exists any significant relationship between Perceived Parental Support and Perceived Rectification Competency of Student Teachers in the sub samples based on

1. Gender
2. Background Faculty
3. SES

4) To find out whether any significant difference exists in the mean scores of Perceived Parental Support and Perceived Rectification Competency of Student Teachers between relevant subsamples based on

1. Gender
2. Background Faculty
3. SES

5) To find out whether Gender, Background Faculty and Perceived Parental Support have any significant main and interaction effect on Perceived Rectification Competency of Student Teachers.

6) To find out whether Background Faculty, SES and Perceived Parental Support have any significant main and interaction effect on Perceived Rectification Competency of Student Teachers.

**HYPOTHESES OF THE STUDY**

The present study was designed to test the following hypotheses.

1) There exists significant relationship between Perceived Parental Support and Perceived Rectification Competency of Student Teachers.

2) There exists significant relationship between Perceived Parental Support and Perceived Rectification Competency of Student Teachers in the subsamples based on

* 1. Gender
  2. Background Faculty
  3. SES

1. There exists significant difference in Perceived Parental Support and Perceived Rectification Competency of Student Teachers between relevant subsamples based on
   1. Gender
   2. Background Faculty
   3. SES

4) Gender, Background Faculty and Perceived Parental Support have significant main and interaction effect on Perceived Rectification Competency of Student Teachers.

5) Background Faculty, SES and Perceived Parental Support have significant main and interaction effect on Perceived Rectification Competency of Student Teachers.

**TOOLS EMPLOYED FOR DATA COLLECTION**

For collecting the required data for the study of any problem, one may use various devices. For each and every type of research we need certain instruments to gather new facts or to explore new fields called tools. An accurate and reliable tool can supply the correct data which is inevitable for a valid study; thus the selection of suitable instrument or tool for collecting data is of vital importance for a successful research.

For the present study, the investigator employed the following tools for the collection of data with regards to the variables selected..

**Perceived Parental Support Assessment Scale ( Abdul Hameed Muktar Mahal and Prajitha Prathapan, 2008).**

**Perceived Rectification Competency Assessment Scale prepared by the investigator under the guidance of supervised teacher.**

**Perceived Parental Support Assessment Scale**

For the purpose of measuring perceived parental support of Higher Secondary School Students, the investigator adopted the Perceived Parental Support Assessment Scale Constructed by Abdul Hameed Muktar Mahal and Prajitha Prathapan (2008).

Parenting is a series of reciprocal interactions between the parents and their children with the behaviour of each participant affecting the behaviour of the other (Chamberlin & Patterson, 1995). Perceived Parental Support is the individual's perception of the availability of support from parents or the perceived instrumental or emotional provisions supplied by different individuals about their parenting behaviour.

**Components of Perceived Parental Support**

**Demandingness:**

Demandingness refers to the intensity of authority with which requirements are made by parents to their children. This includes.

* Maturity demands: It is the expectations of parents for their children's achievement and establishing high standards stressing social values and behavioural control.
* Reasoning or induction: It is the explanations of consequences of their children's behaviour.

**Loving:**

Loving refers to the feeling or sharing of love or affection extended by parents to their wards. This includes

* Emotional Warmth: It is the liveliness of feelings or emotions.
* Affection: It is the found attachment of parents to their children.
* Acceptance: The positive or ardent attitude or favourable reception of parents to their children.

**Protecting:**

This refers to the shelterness, protection or concerns the parents extended for their children. This includes

* Attention: It is the care or provision of concern parents give for their child.
* Understanding: It is the familiarity of parents with the actions of their child.
* Monitoring: The close observance of the child by their parents in all actions and assistance with several life situations.
* Nurturing: Promoting the development of the child by their parents by providing nourishment.

**Rewarding:**

This refers to the positive incentive or encouragement extended by parents to their children which are capable of arousing pleasure. This measures the extent to which the parents provide

* Inspiration: Exalting the divine influence directly to the children by their parents.
* Encouragement: The act of being encouraged to do well in social activities.
* Foster Individuality: The encouragement of particular character or aggregate of qualities.
* Approval: The formal permission or sanction of parents to their children for their activities.

All the items in the prepared scale measures global Parental Support so as to capture a general nature of parental support, i.e. the items did not differentiate between the maternal and paternal support.

**Reliability**

The reliability constant of the scale is 0.76. The value indicates that the test is reliable.

**Validity**

The validity of the scale was ensured using face validity. The items in the scale were phrased in the least ambiguous way and the meaning of all items was clearly defined.

**Norms**

To determine the level of Perceived Parental Support the investigator prepared the following norms.

High parental support : mean scores above 258

Medium parental support : mean scores from 232 to 258

Low parental support : mean scores below 232

**Perceived Rectification Competency Assessment scale**

**F**or the purpose of measuring perceived Rectification Competency of student teachers of teacher training institutes, the investigator used the tool constructed by herself with the help of supervising teacher. For preparing the scale for assessing the Perceived Rectification Competency, the investigator referred English Dictionary, Dictionary of Psychology, and Dictionary of sociology and discussed with her supervisor and identified the components of Rectification Competency as roles in which one commits errors. Then she validated components as roles.

**The Roles in which one Commits Errors or Mistakes**

**As a student**

As a student one may commit errors to himself, to classmates, schoolmates, other students and to teachers.

**As a son or daughter**

As son or daughter one may commit errors to his or her parents.

**As a traveller**

As a traveller one may commit errors to fellow traveller, to responsible persons of conveyance, etc.

**As a friend**

As a friend one may commit errors to those whom he/she treats as friend**.**

**As a teacher**

As a teacher one may commit errors to students, parents of students, head of the institution and to those who consider him/her as a teacher,

**As a brother or sister**

As brother or sister one may commit error to his/her brother /sister**.**

**As a common man**

As a common man one may commit to errors to himself or herself as to anybody with whom he or she interacts.

**Scoring Procedure**

Each statement of the scale has five possible responses. The subjects have to respond to each of the items by choosing anyone of the alternatives “Always”, “Often”, “Sometimes”, “Rarely” and “Never”. A score of 5, 4, 3, 2, 1, is assigned to the response, always, “Often”, “Sometimes”, “Rarely” and “Never” respectively. The order of scoring was reversed for the negative items. The maximum score possible is 215 and minimum score being 43.

**Item Analysis**

The purpose of item analysis is to select items that have item characteristics. Items were analysed in order to compute the discriminative power of each item. The procedure of analysis was discussed below.

From the 400 response sheets 370 response sheets complete in all respect were taken for item analysis. These response sheets were scored and total scores of each sheet were calculated. Then these sheets were arranged in the descending order of total score and the highest 27percent (100 sheets) and the lowest 27 percent (100) sheets of the total sheets were separated.

The mean and standard deviation of the scores obtained for each item for the upper group and the lower group were calculated using the formula



Where,

X1 = Mean of the upper group

X2 = Mean of the lower group

σ1 = Standard deviation of upper group

σ 2 = Standard deviation of lower group

N1 = Sample size of the upper group

N2 = Sample size of the lower group

The critical ratio (‘t’ value) obtained for each item together with mean and standard deviations of the scores for the two groups are given in table 1, the first draft is given as appendix **1(**A).

**TABLE 1: Critical Ratio ‘t’ Value with Mean and Standard Deviation of the Scores for the Groups for Perceived Rectification Competency Assessment Scale**

| Sl.No. | X1 | X2 | σ1 | σ 2 | ‘t’ value |
| --- | --- | --- | --- | --- | --- |
| 1 | 7.13 | 7.54 | 0.95 | 1.32 | 4.61 |
| 2 | 1.34 | 1.34 | 1.32 | 1.38 | 5.93 |
| 3 | 6.01 | 8.64 | 0.51 | 1.17 | 5.16 |
| 4 | 5.07 | 9.18 | 0.75 | 1.62 | 6.12 |
| 5 | 1.76 | 2.81 | 0.53 | 1.28 | 5.42 |
| 6 | 1.52 | 2.04 | 0.98 | 1.4 | 7.15 |
| 7 | 3.34 | 1.45 | 0.42 | 1.41 | 6.6 |
| 8 | 6.53 | 1.51 | 0.9 | 1.49 | 9.37 |
| 9 | 1.11 | 2.88 | 0.55 | 1.56 | 6.40 |
| 10 | 1.21 | 1.43 | 1.15 | 1.52 | 6.78 |
| 11 | 0.063 | 0.063 | 1.14 | 1.45 | 1.87\* |
| 12 | 0.146 | 0.146 | 1.59 | 1.41 | 1.46\* |
| 13 | 4.17 | 1.21 | 0.68 | 1.45 | 7.37 |
| 14 | 1.51 | 1.54 | 1.25 | 1.37 | 8.27 |
| 15 | 1.61 | 4.02 | 0.66 | 1.28 | 7.53 |
| 16 | 9.99 | 2.46 | 0.92 | 1.58 | 9.00 |
| 17 | 2.21 | 6.36 | 0.55 | o.16 | 7.48 |
| 18 | 5.46 | 5.61 | 1.28 | 1.53 | 5.18 |
| 19 | 6.06 | 7.65 | 0.87 | 1.34 | 6.08 |
| 20 | 1.83 | 1.84 | 1.27 | 1.4 | 5.40 |
| 21 | 8.09 | 8.9 | 0.87 | 1.38 | 4.59 |
| 22 | 1.02 | 1.04 | 1.44 | 1.23 | 4.52 |
| 23 | 2.19 | 5.38 | 0.82 | 1.52 | 7.86 |
| 24 | 2.74 | 2.76 | 1.58 | 1.41 | 4.29 |
| 25 | 2.99 | 4.51 | 0.64 | 1.28 | 5.77 |
| 26 | 0.003 | 0.003 | 1.56 | 1.36 | 2.93 |
| 27 | 7.21 | 2.55 | 0.60 | 1.39 | 7.66 |
| 28 | 2.87 | 2.21 | 0.51 | 1.51 | 8.85 |
| 29 | 3.06 | 3.54 | 1.12 | 1.41 | 7.42 |
| 30 | 4.37 | 5.09 | 0.46 | 1.60 | 11.01 |
| 31 | 4.22 | 4.41 | 1.20 | 1.52 | 4.19 |
| 32 | 0.13 | 0.13 | 1.43 | 1.46 | 1.51\* |
| 33 | 2.61 | 5.25 | 0.86 | 1.51 | 7.45 |
| 34 | 7 | 1.27 | 0.59 | 1.60 | 5.60 |
| 35 | 4.37 | 6.77 | 0.94 | 1.31 | 10.71 |
| 36 | 8.54 | 1.73 | 0.95 | 1.54 | 8.69 |
| 37 | 6.1 | 1.43 | 0.70 | 1.37 | 7.30 |
| 38 | 5.67 | 6.37 | 1.15 | 1.40 | 7.70 |
| 39 | 5.44 | 8.57 | 0.67 | 1.45 | 5.65 |
| 40 | 4.37 | 1.9 | 0.69 | 1.42 | 11.09 |
| 41 | 1.18 | 2.57 | 0.57 | 1.36 | 6.39 |
| 42 | 1.02 | 1.47 | 1.00 | 1.55 | 6.81 |
| 43 | 4.92 | 4.86 | 0.44 | 1.34 | 9.98 |
| 44 | 2.93 | 3.52 | 0.75 | 1.22 | 5.31 |
| 45 | 2.11 | 1.04 | 0.22 | 1.10 | 6.68 |

\*indicates the items rejected

Items with critical ratio greater than 2.58, the table value of‘t’ at 0.01 level of significance were selected for the final draft.

**Preparation of the Final Draft**

Out of 45 items the critical ratio of 42 items are greater than 2.58, and that of three items are less than 2.58, the table value of ‘t’ at 0.01 level of significance. Hence the investigator selected 42 items for the final draft and rejected three items.

Final draft (Malayalam version) is given as appendix 1 (B). The response sheet is given as appendix II.

**Reliability**

Reliability refers to the extent to which responses or behaviour made by individual is consistent across items, settings or times. Reliability of the tool was established by test-retest method on a sample of 30 students, keeping a gap of three weeks between the two administrations. The co-efficient of correlation obtained is 0.716. The value indicates that the test is reliable.

V**alidity**

The validity refers to degree to which a test measures what it intended to measure, when compared with accepted criteria. The validity for the present scale was ensured using face validity. A test is said to have face validity when it appears to measure whatever the author had in mind, mainly what he has thought he was measuring (Garret, 1973). The items in the present scale were phrased in the least ambiguous way and meaning of all items was clearly defined.

**Norms**

To find out the level of Rectification Competency the investigator established the following norms.

High Rectification Competency : mean scores above 175

Medium Rectification Competency : mean scores from 157 to 175

Low Rectification Competency : mean scores below 157

**SAMPLES SELECTED FOR THE STUDY**

A sample is a small portion of a population selected for observation and analysis. By observing the characteristics of the sample, one can make certain inference about the characteristics of the population from which it is drawn. The process of selecting the fractional part is called sampling.

Selection of the sample is important in any type of research work. For the present study the population considered is the Student Teachers in Teacher Training Institutes of Kerala. The population of the present study is a heterogeneous group, so the sampling technique used is stratified sampling technique. The different strata considered for the selection of the samples are;

a) Gender

b) Background Faculty

c) SES.

The investigator proposed to have a basal sample of 420 Student Teachers in Teacher Training Institutes of Kerala. The study was thus conducted on a sample of 450 Student Teachers selected from various Teacher Training Institutes of Malappuram, Kozhikode and Palakkadu districts of Kerala. Out of the 450 response sheets received, incomplete data were discarded. Thus finally the sample size was 418 Student Teachers. The Break up of the final sample is given in Table 2.

**TABLE I: Break Up of the Basal Sample Selected for the study**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Gender | Science | | | Commerce | | | Humanities | | | Total |
| Low  SES | Medium  SES | High  SES | Low  SES | Medium  SES | High  SES | Low  SES | Medium  SES | High  SES |
| Male | 1 | 3 | 0 | 4 | 3 | 1 | 4 | 2 | 0 | 18 |
| Female | 15 | 46 | 33 | 36 | 53 | 23 | 66 | 90 | 38 | 400 |
| Total | 16 | 49 | 33 | 40 | 56 | 24 | 70 | 92 | 38 | 418 |

**DATA COLLECTION PROCEDURE**

The programme for administering the test was arranged after visiting the selected Teacher Training Institutes. The investigator met the heads of the school and the class teachers and had discussion with them and a schedule was fixed for collection of data. The investigator personally administered the tools to Student Teachers of selected Teacher Training Institutes.

The investigator addressed the students in their respective classes and explained the nature and convinced the confidentiality of the study. After giving necessary instruction the investigator administered the Perceived Parental Support Assessment Scale and Perceived Rectification Competency Assessment Scale on Student Teachers in Teacher Training Institutes. They were given enough time to finish the tools. Uniform procedure was followed in administering the scales in all the Teacher Training Institutes. After administration the investigator collected the response sheets from the Student Teachers.

**SCORING AND CONSOLIDATION OF DATA**

Scoring of the response sheets both the scales Perceived Parental Support and Perceived Rectification Competency was done separately using separate scoring keys. After rejecting incomplete response sheets the investigator had 418 response sheets for each scale for scoring. Each items in both scales has five alternative responses, viz. ‘always”, “often”, “sometimes”, “rarely” and “never”. A score of 5,4,3,2, and 1was given to the responses for the positive items and the scoring was done in the reverse order for negative items.

The scores of Perceived Parental Support and Perceived Rectification Competency were found out separately by adding the scores of all items in the response sheets of both the variables.

Perceived Rectification Competency Assessment Scale contains 42 items. The students were instructed to respond to each item by putting cross (X) mark in the appropriate columns representing their responses. The scores of Perceived Rectification Competency were found out by adding the scores of each item.

**STATISTICAL TECHNIQUES EMPLOYED FOR ANALYSIS OF DATA**

The Investigator used the following statistical techniques for the present study.

**Preliminary Analysis**

The important statistical constants such as mean, median, mode, standard deviation, Skewness and Kurtosis of the variables were computed for the total samples and sub samples.

**Pearson's Product Moment Co-efficient of Correlation**

The most often used and most precise co-efficient of correlation is known as the Pearson's Product Moment Correlation (r). The degree of relationship is measured and represented by the co-efficient of correlation.



Where,

∑X = Sum of X scores

∑Y = Sum of Y Scores

∑X2 = Sum of the squared X scores

∑Y2 = Sum of the squared y scores

∑XY = Sum of the products of paired X and Y scores.

N = Number of paired Scores.

In this study correlation co-efficient 'r' is used to find out if there exists any significant relationship between Perceived Parental Support and Perceived Rectification Competency of Student Teachers in Teacher Training Institutes.

**Test of Significance of Difference between Means (t-test)**

The statistical technique, test of significance of difference between means for different categories ‘t’-test is used to find out if there exists any significant difference in Perceived Parental Support and Perceived Rectification Competency of Student Teachers in Teacher Training Institutes between relevant subsamples.

The formula is,



Where,

 = Mean of the first group.

 = Mean of the Second group.

σ1 = S.D of the first group.

σ 2 = S.D of the second group.

N1 = Total Number of the first group.

N2 = Total Number of the second group.

If the obtained value is greater than the required value for significance, the mean difference is considered to be significant.

**ANOVA**

Analysis of variance (ANOVA) has been defined as "the separation of variance ascribable to other groups". (Fisher,1950). According to Furguson, (1976), the Analysis of Variance is a method of dividing the variation obtained in the experimental data into different parts, each part assignable to a known source, cause or factor. In its simplest form the Analysis of variance is used to test the significances of the differences between the means of a number of different populations. The Analysis of variance is an effective way to determine whether the means of more than two samples are too different to attribute to sampling error. ANOVA can include one or more independent variables. If three independent variables are included simultaneously in an ANOVA, the analysis is called a three-way ANOVA. In ANOVA, the F ratio is computed by

F = 

The within groups variance represents the sampling error in the distributions. The between groups variance represents the influence of the variable of interest or the experimental variable.

In this study ANOVA is used to find out whether Gender, Background Faculty, and perceived parental support have any main and interaction effect on Perceived Rectification Competency Of Student Teachers in Teacher Training Institutes (2x3x3 Factorial Design).

ANOVA is used further to find out whether SES, Background Faculty and Perceived Parental Support have any main and interaction effect on Perceived Rectification Competency Of Student Teachers in Teacher Training Institutes (3x3x3 Factorial Design).

**CHAPTER IV**

**ANALYSIS**

* + - * **Objectives of the study**
      * **Hypotheses of the study**
      * **Preliminary Analysis**
      * **Level Of Perceived Parental Support And Perceived Rectification Competency**
      * **Correlation of Perceived Parental Support and Perceived Rectification Competency for the total sample and Relevant sub samples**
      * **Comparison of Mean scores of Perceived Parental Support and Perceived Rectification Competency based on Gender, Background Faculty and SES of Student Teachers**
      * **Main and Interaction effect of Gender, Background Faculty and Perceived Parental Support on Perceived Rectification Competency of Student Teachers**
      * **Main and Interaction effect of SES, Background Faculty and Perceived Parental Support on Perceived Rectification ompetency of Student Teacher**

**ANALYSIS AND INTERPRETATION OF DATA**

The main purpose of the study was to investigate the relationship between “Perceived Parental Support and Perceived Rectification Competency of Student Teachers in Teacher Training Institutes of Kerala”. The collected data was analysed statistically and the results were presented and discussed in this chapter with reference to the objectives of the study.

**OBJECTIVES OF THE STUDY**

The investigator set the following objectives for the present study:

1) To find out the level of Perceived Parental Support and Perceived Rectification Competency of Student Teachers in the relevant subsamples based on

a) Gender

b) Background Faculty

c) SES

2) To find out if there exists any significant relationship between Perceived Parental Support and Perceived Rectification Competency of Student Teachers for the total sample.

3) To find out if there exists any significant relationship between Perceived Parental Support and Perceived Rectification Competency of Student Teachers in the sub samples based on

1. Gender
2. Background Faculty
3. SES

4) To find out whether any significant difference exists in the mean scores of Perceived Parental Support and Perceived Rectification Competency of Student Teachers between relevant subsamples based on

1. Gender
2. Background Faculty
3. SES

5) To find out whether Gender, Background Faculty and Perceived Parental Support have any significant main and interaction effect on Perceived Rectification Competency of Student Teachers.

6) To find out whether Background Faculty, SES and Perceived Parental Support have any significant main and interaction effect on Perceived Rectification Competency of Student Teachers.

**HYPOTHESES OF THE STUDY**

The present study was designed to test the following hypotheses.

1) There exists significant relationship between Perceived Parental Support and Perceived Rectification Competency of Student Teachers.

2) There exists significant relationship between Perceived Parental Support and Perceived Rectification Competency of Student Teachers in the subsamples based on

a) Gender

b) Background Faculty

c) SES

3) There exists significant difference in Perceived Parental Support and Perceived Rectification Competency of Student Teachers between relevant subsamples based on

a) Gender

b) Background Faculty

c) SES

4) Gender, Background Faculty and Perceived Parental Support have significant main and interaction effect on Perceived Rectification Competency of Student Teachers.

5) Background Faculty, SES and Perceived Parental Support have significant main and interaction effect on Perceived Rectification Competency of Student Teachers.

**PRELIMINARY ANALYSIS**

As the first step of analysis the investigator has done preliminary analysis. For this, important statistical constants such as Mean, Median, Mode, Standard Deviation, Skewness and Kurtosis were computed for the whole sample.

Details of the preliminary analysis of the independent variable Perceived Parental Support and dependent variable Perceived Rectification Competency are presented her.

**TABLE 3: Preliminary Analysis of the Scores of Perceived Parental Support and Perceived Rectification Competency assessment scales**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Variable | N | Mean | Median | Mode | Sd | Skewness | Kurtosis |
| Perceived Parental Support | 418 | 244.62 | 250.5 | 262 | 26.31 | -.931 | .745 |
| Perceived Rectification Competency | 418 | 165.67 | 167 | 169 | 18.42 | -.332 | -.359 |

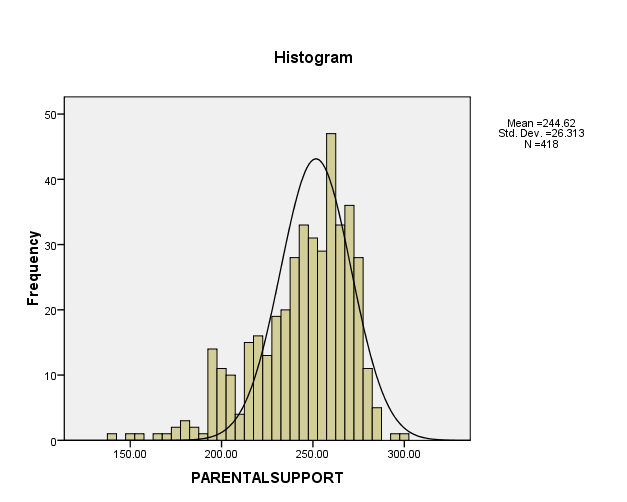
**Discussion**

From table 3, it can be seen that, values of Arithmetic Mean, Median and Mode for the variable Perceived Parental Support are 244.62, 250.5 and 262 respectively. The value of Mode is slightly greater than that of Mean and median but not highly deviating from each other. The value of skewness is -.931, which indicates that the distribution is negatively skewed. The obtained value of Kurtosis is .745, which suggests that the distribution is Leptokurtic. Thus it can be concluded that the distribution is not considerably deviating from normality.

In the case of Perceived Rectification Competency, it was found that the measure of central tendency viz., Mean, Median and Mode were almost equal. This indicates that the distribution of scores approximate closely what is expected for a normal curve. The values of Skewness (-.332) and (-.359) Kurtosis for Perceived Rectification Competency indicate that the distribution is negatively skewed and leptokurtic. The low Perceived Rectification Competency value of skewness indicates that the distribution is not remarkably deviant from normality. So the variable Perceived Rectification Competency can be considered normally distributed.

The Histogram with normal probability curve of the scores of the variables Perceived Parental Support and Perceived Rectification Competency for the total sample is presented in figure 1 and 2 respectively. The graphical representation reveals that the distribution approximates to normality.

**Histogram with Normal Probability Curve of the Scores of Perceived Parental Support for the Total Sample**



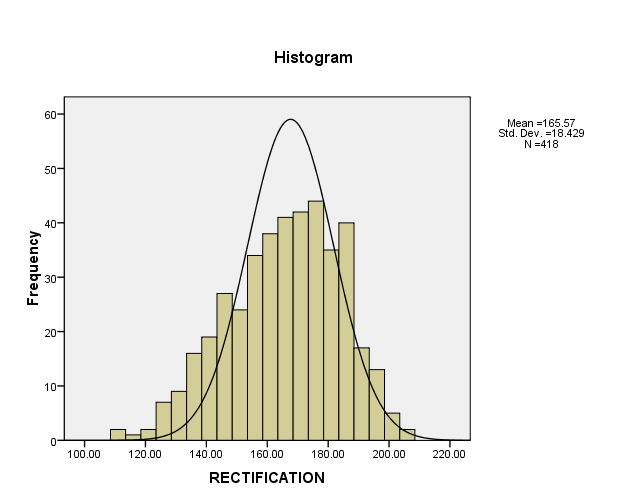
SCALE

X axis: 1 division= 50 scores

Y axis: 1 division= 10 frequency

**Figure 1.Histogram with normal probability curve**

**Histogram with Normal Probability Curve of the Scores of Perceived Rectification Competency for the Total Sample**



SCALE

X axis: 1 division= 50 scores

Y axis: 1division =10 frequency

**Figure-2 Histogram with normal probability curve**

**LEVEL OF PERCEIVED PARENTAL SUPPORT AND PERCEIVED RECTIFICATION COMPETENCY**

Level of Perceived Parental Support and Perceived Rectification Competency were found out using the norms established for the purpose. The norms for the classification of Perceived Parental Support into Low, Medium and High levels are established as follows.

Mean scores above 258 - High Perceived Parental Support

Mean scores from 258 to 232 - Medium Perceived Parental Support

Mean scores below 232 - Low Perceived Parental Support

Norms of Perceived Rectification Competency is established as follows.

Mean scores above 175 - High Perceived Rectification

Competency

Mean scores from 175 to 157 - Medium Perceived Rectification   
 Competency

Mean scores below 157 - Low Perceived Rectification   
 Competency

Mean scores of Perceived Parental Support and Perceived Rectification Competency for sub samples based on Gender, Background Faculty and SES are presented in table 4.

**TABLE 4:**  **Mean Scores of Perceived Parental Support and Perceived Rectification Competency for Sub Samples Based on Gender, Background Faculty and SES**

|  |  |  |
| --- | --- | --- |
| Sub samples | Perceived Parental Support | Perceived Rectification Competency |
| Male | 252.3 | 175.5 |
| Female | 244.27 | 165.12 |
| Science | 247.3 | 167.87 |
| Commerce | 244.08 | 163.72 |
| Humanities | 243.3 | 166.75 |
| High SES | 243.19 | 167.31 |
| Medium SES | 244.90 | 164.79 |
| Low SES | 245.93 | 164.85 |

**Discussion of Results**

**Perceived Parental Support**

From the table it is seen that the mean score of Perceived Parental Support of Male Student Teachers is 252.3, which is between 258 and 232. This indicates that the level of Parental Support Perceived by Male Student Teachers is Medium. The Mean score of the Parental Support Perceived by the Female Student Teachers is 244.26, which is in between the values 258 and 232. So this shows that level of Parental Support Perceived by Female Student Teachers is also Medium.

For the Student Teachers belong to Science Background Faculty, the Mean score of Perceived Parental Support is 247.27, which is in between the values 258 and 232. This indicates that the Perceived Parental Support of Science Student Teachers is Medium. In case of Student Teachers belong to Commerce background Faculty, the Mean score of Perceived Parental Support is 243.3, which is less than 258, the highest value and greater than the lowest value 232. This clearly shows that the Parental Support Perceived by the Student Teachers belong to Commerce Background Faculty is at Medium level. For Student Teachers belong to Humanities Background Faculty, the obtained Mean score is 244.08, which is in between the value 258 and 232. This shows that the level of Parental Support Perceived by the Student Teachers belong to Commerce background Faculty is Medium.

The Mean score of Perceived Parental Support for Student Teachers belong to Low SES, is 243.19, which is in between the values 258 and 232. This show that the level of Perceived Parental Support of Student Teachers belong to Low SES is Medium. The Mean score of Perceived Parental Support for Student Teachers belong to Medium SES is 244.90, which is in between the values 258 and 232. This shows that the levels of Perceived Parental Support of the Student Teachers belong to Medium SES is Medium. The Mean score of Perceived Parental Support for Student Teachers belong to High SES is 245.93, which is in between the value 258 and 232. This show that the levels of Parental Support Perceived by the Student Teachers belong to High SES is Medium.

**Perceived Rectification Competency**

The Mean score obtained for Perceived Rectification Competency of Male Student Teachers is 175.5, which is greater than the highest value 175 of Perceived Rectification Competency. This shows that Perceived Rectification Competency of Male Student Teachers is High. In the case of Female Student Teachers, the Mean score is 165.12, which is less than the highest value 175, but greater than the lowest value 157. This indicates that the level of Perceived Rectification Competency for Female Student Teachers is Medium.

The Mean score of Perceived Rectification Competency obtained for Student Teachers belong to Science Background Faculty is 167.87, which is in between the values175 and 157. This shows that Student Teachers belong to Science Background Faculty have Medium level of Perceived Rectification Competency. For the Student Teachers belong to Commerce background Faculty, the Mean score obtained was 166.75, which is less than the highest value 175 and greater than the lowest value 157. From this, it is clear that the level of Perceived Rectification Competency is Medium for the Student Teachers belong to Commerce background Faculty. In the case of Student Teachers belong to Humanities Background Faculty, the Mean score obtained is 163.72, which is in between the two values 175 and 157. This shows that the Perceived Rectification Competency for the Student Teachers belong to Humanities Background Faculty is at Medium level.

The Mean score of Perceived Rectification Competency obtained for the Student Teachers belong to Low SES is 167.31, which is in between the two values, 175 and 157. This indicates that the level of Perceived Rectification Competency for the Student Teachers belong to Low SES is Medium. For the Student Teachers belong to Medium SES, the Mean score of Perceived Rectification Competency is 164.79, which is less than the highest value 175 and greater than the lowest value 157. This shows that Perceived Rectification Competency of Student Teachers belong to Medium SES is Medium. In the case of Student Teachers belong to High SES, the Mean score of Perceived Rectification Competency obtained is 167.31, which is in between the two values 175 and 157. This shows that the Perceived Rectification Competency of the Student Teachers belong to High SES is at Medium level.

From the analysis, it can be concluded that the levels of Perceived Parental Support for the total sample and sub samples are Medium. It can be further concluded that the levels of Perceived Rectification Competency for the total sample and sub samples except for Male Student Teachers are also Medium. The level of the Perceived Rectification Competency of male Student Teachers is High.

**CORRELATION BETWEEN PERCEIVED PARENTAL SUPPORT AND PERCEIVED RECTIFICATION COMPETENCY FOR THE TOTAL SAMPLE AND RELEVANT SUBSAMPLES**

The collected data has been analysed to find out the extent of relation ship between Perceived Parental Support and Perceived Rectification Competency of Student Teachers.

It is estimated using Pearson’s Product Moment Co-efficient of Correlation (r). The investigator could use Pearson’s Product Moment Co-efficient of Correlation as all the variables involved in the study are continuous and of interval type measurement. As all the assumptions are satisfied the investigator proceeded with the computation of Pearson’s ‘r’. The value of ‘r’ obtained in the case is described in terms of

* Statistical significance of the co-efficient
* Size of ‘r’
* Direction of ‘r’

**Interpretation of the computed correlation co**-**efficient**

When we have computed a correlation coefficient between two variables, the next thing is to consider what it tells us. First it tells us whether there is any correlation between two variables and if any such relationship exists, then to indicate the degree of closeness of significance of the relationship. The interpretation of the correlation coefficient is presented in Table 5 as referred Best and Kahn in his book ‘Research in Education’.

**TABLE 5: Interpretation of Correlation Coefficient**

|  |  |
| --- | --- |
| **Correlation** | **Relationship** |
| .00 to .20 | Negligible |
| .20 to 40 | Low |
| .40 to .60 | Moderate |
| .60 to .80 | Substantial |
| .80 to 1.00 | High to very high |

The co-efficient of correlation between Perceived Parental Support and Perceived Rectification Competency for total sample and sub samples are presented in Table 6.

**TABLE 6 Co-efficient of Correlation between Perceived Parental Support and Perceived Rectification Competency of Student Teachers for Total Sample (N=418) and Sub Samples based on Gender, Background Faculty and SES**

|  |  |  |
| --- | --- | --- |
| Sl.No. | Sample | Correlation ‘r’ |
| 1 | Total sample | 0.486\* |
| 2 | Male | 0.652\* |
| 3 | Females | 0.476\* |
| 4 | Science | 0.477\* |
| 5 | Commerce | 0.560\* |
| 6 | Humanities | 0.372\* |
| 7 | Low SES | 0.472\* |
| 8 | Medium SES | 0.502\* |
| 9 | High SES | 0.487\* |

\*Mark indicated significant at 0.01 levels.

**Discussion Results**

From Table 6, it can be seen that, the co-efficient of correlation between the variables Perceived Parental Support and Perceived Rectification Competency of Student Teachers in Teacher Training Institutes obtained for the total sample is o.486, which indicates that the relationship between the variables Perceived Parental Support and Perceived Rectification Competency for the total subsamples are significant at moderate level.

The co-efficient of correlation between the variables Perceived Parental Support and Perceived Rectification Competency in the case of Male Student Teachers is 0.652. This indicates the relationship between Perceived Parental Support and Perceived Rectification Competency of male Student Teachers is significant at substantial level.

The correlation coefficient obtained for Female Student Teachers is 0.476, which indicates that the relationship between “Perceived Parental Support and Perceived Rectification Competency of Female Student Teachers is moderately significant

The correlation coefficient obtained for Student Teachers belong to Science Background Faculty is 0.477, which shows that the relationship between “Perceived Parental Support and Perceived Rectification Competency of Student Teachers belong to Science Background Faculty is significant at moderate level.

The correlation coefficient obtained for Student Teachers belong to Commerce Background Faculty is 0.560, which shows that the relationship between “Perceived Parental Support and Perceived Rectification Competency of Student Teachers belong to Commerce Background Faculty is significant at substantial level.

The correlation coefficient obtained for Student Teachers belong to Humanities Background Faculty is 0.372, which reveals that the relationship between “Perceived Parental Support and Perceived Rectification Competency of Student Teachers belong to Humanities Background Faculty is significant at low level.

The correlation coefficient obtained for Low SES student teachers is 0.472,this shows that the relationship between “Perceived Parental Support and Perceived Rectification Competency of Low SES Student Teachers is significant at moderate level.

The correlation coefficient obtained for Medium SES student teachers is 0.502, which indicates that the relationship between “Perceived Parental Support and Perceived Rectification Competency of Medium SES Student Teachers is significant at moderate level.

The correlation coefficient obtained for Student Teachers belong to High SES is 0.487, which shows that the relationship between Perceived Parental Support and Perceived Rectification Competency of Student Teachers belong to High SES are significant at moderate level.

The correlation co-efficient values obtained for the total sample and the relevant sub samples based on Gender, Background Faculty and SES show that there is significant relationship between Perceived Parental Support and Perceived Rectification Competency of Student Teachers.

The obtained values of correlation co-efficient show that there is positive correlation between Perceived Parental Support and Perceived Rectification Competency of Student Teachers.

**COMPARISON OF THE MEAN SCORES OF PERCEIVED PARENTAL SUPPORT AND PERCEIVED RECTIFICATION COMPETENCY BETWEEN RELEVANT SUB SAMPLES BASED ON GENDER, BACKGROUND FACULTY AND SES**

The mean scores of “Perceived Parental Support and Perceived Rectification Competency were compared between relevant sub samples based on Gender, Background Faculty and SES using the statistical technique Test of Significance of Mean Deference of independent variables.

**Comparison of the Mean Scores of Perceived Parental Support between Relevant Sub Samples Based on Gender, Background Faculty and SES**

**1. The results of the Comparison of Mean Scores of Perceived Parental Support between Male and Female Student Teachers are presented in the table-7**

**TABLE 7: Data and result of the test of significance of difference in Perceived Parental Support between Male and Female Student Teachers**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Sl.No. | Category | N | M | S.D | ‘t’ value | Level of significance |
| 1 | Male | 18 | 252.3 | 28.1 | 1.27 | NS |
| 2 | Female | 400 | 244.3 | 26.2 |

Table7 shows that the mean scores of Perceived Parental Support obtained for Male and Female Student Teachers are 252.3 and 244.3 respectively. The standard deviation obtained for Male and Female Student Teachers are 28.1 and 26.2. Here the ‘t’ value calculated is 1.27. The table value of ‘t’ at 0.05 significant level is 1.96. Since the obtained ‘t’ value is less than the table value, it can be inferred that there is no significance difference in Perceived Parental Support between Male and Female Student Teachers at 0.05 level of significance.

**Discussion**

From the analysis of the mean scores of Perceived Parental Support of Male and Female Student Teachers, it is found that there is no significant difference in Perceived Parental Support between Male and Female student teachers. So it can be concluded that Male and Female Student Teachers are almost equal in their Perceived Parental Support.

**2. The results of the Comparison of the Mean Scores of Perceived Parental Support between Student Teachers Belong to science and commerce Background Faculties are presented in the table-8.**

**TABLE 8: Data and Result of the Test of Significance of difference in Perceived Parental Support between Student Teachers Belong to science and commerce Background Faculties**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Sl.No. | Category | N | M | S.D | ‘t’ value | Level of significance |
| 1 | Science | 98 | 247.3 | 25.7 | 1.13 | NS |
| 2 | Commerce | 128 | 243.3 | 27 |

Table 8 suggests that the mean scores of Perceived Parental Support obtained for Science and Student Teachers belong to Commerce Background Faculties are 247.3 and 243.3 respectively. The standard deviation obtained for Student Teachers belong to Science and Commerce Background Faculty are 25.7 and 27 respectively. The calculated ’t’ value is 1.13. The table value of ‘t’ at 0.05 significance level is 1.96. Since the obtained ‘t’ value is less than the table value. It can be said that statistically there is no significant difference in Perceived Parental Support between Student Teachers Belong to science and commerce Background Faculties.

**Discussion**

From the analysis of the mean scores of Perceived Parental Support of Student Teachers Belong to science and commerce Background Faculties; it is found that there is no significant difference in Perceived Parental Support between them. Hence it can be concluded that Perceived Parental Support of Student Teachers belong to both science and Commerce Background Faculties are almost the same.

**3. The results of the Comparison of the Mean Scores of Perceived Parental Support between Student Teachers belong to Science and Humanities Background Faculties are presented in the table 9**

**TABLE 9: Data and Result of the Test of Significance of difference in Perceived Parental Support between Student Teachers belong to Science and Humanities Background Faculties**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Sl.No. | Category | N | M | S.D | ‘t’ value | Level of significance |
| 1 | Science | 98 | 247.34 | 25.7 | 1.05 | NS |
| 2 | Humanities | 200 | 244.08 | 26.2 |

Table 9 suggests that the mean scores of Perceived Parental Support obtained for Student Teachers belong to Science and Humanities Background Faculties are 247.3 and 244.08 respectively. The standard deviation obtained for Student Teachers belong to Science and Humanities Background Faculties are 25.7 and 26.2. The calculated 't' value is 1.05. The table value of ‘t’ at 0.05 significance level is 1.96. Since the obtained ‘t’ value is less than the table value. It can be said that statistically there is no significant difference in Perceived Parental Support between Student Teachers belong to Science and Humanities Background Faculties

**Discussion**

From the analysis of the mean scores of Perceived Parental Support of Student Teachers belong to Science and Humanities Background Faculties; it is found that there is no significant difference in Perceived Parental Support between them. Hence it can be concluded that Perceived Parental Support of Student Teachers belong to both Science and Humanities Background Faculties are almost same.

**4. The results of the Comparison of the Mean Scores of Perceived Parental Support between Student Teachers belong to Commerce and Humanities Background Faculties are presented in the table 10**

**TABLE 10: Data and result of the test of significance of difference in Perceived Parental Support between Student Teachers belong to Commerce and Humanities Background Faculties**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Sl.No. | Category | N | M | S.D | ‘t’ value | Level of significance |
| 1 | Commerce | 98 | 247.34 | 25.7 | 1.05 | NS |
| 2 | Humanities | 200 | 244.08 | 26.2 |

Table 10 suggests that the mean scores of Perceived Parental Support obtained for Student Teachers belong to Commerce and Humanities Background Faculties are 243.3 and 244.09 respectively. The standard deviation obtained for Student Teachers belong to Commerce and Humanities Background Faculties are 27 and 26.3. The calculated ‘t’ value is .256. The table value of ‘t’ at 0.05 significance level is 1.96. Since the obtained ‘t’ value is less than the table value. It can be said that statistically there is no significant difference in Perceived Parental Support between Student Teachers belong to Commerce and Humanities Background Faculties.

**Discussion**

From the analysis of the mean scores of Perceived Parental Support of Student Teachers belong to Commerce and Humanities Background Faculties; it is found that there is no significant difference in Perceived Parental Support between them. Hence it can be concluded that Perceived Parental Support of Student Teachers belong to all three background Faculties are almost same.

**5. The results of the Comparison of the Mean Scores of Perceived Parental Support between Student Teachers belong to Low and Medium SES are presented in the table-11**

**TABLE 11: Data and result of the test of significance of difference in Perceived Parental Support between Student Teachers belong to Low SES and Medium SES**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Sl.No. | Category | N | M | S.D | ‘t’ value | Level of significance |
| 1 | Low SES | 126 | 243.2 | 25.7 | .581 | NS |
| 2 | Medium SES | 197 | 244.09 | 26.1 |

Table 11 suggests that the mean scores of Perceived Parental Support obtained for Student Teachers belong to Low and Medium SES are 243.2 and 244.9 respectively. The standard deviation obtained for Student Teachers belong to Low and Medium SES are 25.7 and 26.1. The calculated 't' value is .581. The table value of 't' at 0.05 significance level is 1.96. Since the obtained 't' value is less than the table value. It can be said that statistically there is no significant difference in Perceived Parental Support between Student Teachers belong to Low and Medium SES.

**Discussion**

From the analysis of the mean scores of Perceived Parental Support of Student Teachers belong to Low and Medium SES; it is found that there is no significant difference in Perceived Parental Support between them. Hence it can be concluded that Perceived Parental Support of Student Teachers belong to both Low and Medium SES are almost the same.

**6. The results of the Comparison of the Mean Scores of Perceived Parental Support between Student Teachers belong to Low and High SES are presented in the table-12**

**TABLE 12: Data and result of the test of significance of difference in Perceived Parental Support between Student Teachers belong to Low and High SES**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Sl.No. | Category | N | M | S.D | ‘t’ value | Level of significance |
| 1 | Low SES | 126 | 243.2 | 25.7 | .759 | NS |
| 2 | High SES | 95 | 246 | 27.8 |

Table 12 suggests that the mean scores of Perceived Parental Support obtained for Student Teachers belong to Low and High SES are 243.2 and 246 respectively. The standard deviation obtained for Student Teachers belong to Low and High SES are 25.7 and 27.8. The calculated 't' value is .759. The table value of 't' at 0.05 significance level is 1.96. Since the obtained 't' value is less than the table value. It can be said that statistically there is no significant difference in Perceived Parental Support between Student Teachers belong to Low and High SES.

**Discussion**

From the analysis of the mean scores of Perceived Parental Support of Student Teachers belong to Low and High SES; it is found that there is no significant difference in Perceived Parental Support between them. Hence it can be concluded that the Perceived Parental Support of Student Teachers belong to both Low and High SES are almost same.

**7. The results of the Comparison of the Mean Scores of Perceived Parental Support between Student Teachers belong to** **Low and Medium** SES **are presented in the table-13**

**TABLE 13: Data and result of the test of significance of difference in Perceived Parental Support between Student Teachers belong to Low and Medium SES**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Sl.No. | Category | N | M | S.D | ‘t’ value | Level of significance |
| 1 | Medium SES | 197 | 244.9 | 26.16 | 309 | NS |
| 2 | High SES | 95 | 245.9 | 27.8 |

Table 13 suggests that the mean scores of Perceived Parental Support obtained for Student Teachers belong to Low and Medium SES are 244.9 and 245.9 respectively. The standard deviation obtained for Student Teachers belong to Low and Medium SES are 26.16 and 27.8. The calculated 't' value is 1.13. The table value of 't' at 0.05 significance level is 1.96. Since the obtained 't' value is less than the table value. It can be said that statistically there is no significant difference in Perceived Parental Support between Student Teachers belong to Low and Medium SES

**Discussion**

From the analysis of the mean scores of Perceived Parental Support of Student Teachers belong to Low and Medium SES; it is found that there is no significant difference in Perceived Parental Support between them. Hence it can be concluded that the Perceived Parental Support of Student Teachers belong to both Low and Medium SES are almost same.

**Comparison of the Mean Scores of Perceived Rectification Competency between Relevant Sub Samples Based on Gender, Background Faculty and SES**

**8. The results of the Comparison of the Mean Scores of Perceived Rectification Competency between Male and Female Student Teachers are presented in the table-14**

**TABLE 14: Data and result of the test of significance of differences in Perceived Rectification Competency between Male and Female Student Teachers**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Sl.No. | Category | N | M | S.D | ‘t’ value | Level of significance |
| 1 | Male | 18 | 175.5 | 16.2 | 2.35 | 0.05 level |
| 2 | Female | 400 | 165.12 | 18.42 |

Table 14 suggests that the mean scores of Perceived Rectification Competency obtained for Male and Female Student Teachers are 175.5 and 165.12 respectively. The standard deviation obtained for Male and Female Student Teachers are 16.2 and 18.42. The calculated 't' value is 2.35. The table value of 't' at 0.05 significance level is 1.96. Since the obtained 't' value is greater than the table value, it can be said that statistically there is significant difference in Perceived Rectification Competency between Male and Female Student Teachers at 0.05 level.

**Discussion**

From the analysis of the mean scores of Perceived Rectification Competency of Male and Female Student Teachers, it is found that there is significant difference in Perceived Rectification Competency between them.. Hence it can be concluded that the Perceived Rectification Competency of Male Student Teachers is higher than that of Female Student Teachers.

**9. The results of the Comparison of the Mean Scores of Perceived Rectification Competency between Student Teachers belong to science and Humanities Background Faculties are presented in the table-15**

**TABLE 15: Data and result of the test of significance of difference in Perceived Rectification Competency between Student Teachers belong to science and Humanities Background Faculties**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Sl.No. | Category | N | M | S.D | ‘t’ value | Level of significance |
| 1 | Science | 98 | 167.9 | 17 | 1.84 | NS |
| 2 | Humanities | 200 | 163.78 | 18.81 |

Table 15 suggests that the mean scores of Perceived Rectification Competency obtained for Student Teachers belong to Science and Humanities Background Faculties are 167.9 and 163.78 respectively. The standard deviation obtained for Student Teachers belong to Science and Humanities Background Faculties are 17 and 18.81. The calculated ‘t’ value is 1.84. The table value of 't' at 0.05 significance level is 1.96. Since the obtained 't' value is less than the table value. It can be said that statistically there is no significant difference in Perceived Rectification Competency between Student Teachers belong to Science and Humanities Background Faculty.

**Discussion**

From the analysis of the mean scores of Perceived Rectification Competency of Student Teachers belong to Science and Humanities Background Faculties; it is found that there is no significant difference in Perceived Rectification Competency between them. Hence it can be concluded that the Perceived Rectification Competency of Student Teachers belong to both Science and Humanities Background Faculties are almost same.

**10. The results of the Comparison of the Mean Scores of Perceived Rectification Competency between Student Teachers belong to Commerce and Humanities Background Faculties are presented in the table-16**

**TABLE 16: Data and result of the test of significance of differences in Perceived Rectification Competency between Student Teachers belong to Commerce and Humanities Background Faculties**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Sl.No. | Category | N | M | S.D | ‘t’ value | Level of significance |
| 1 | Commerce | 120 | 166.8 | 18.7 | 1.38 | NS |
| 2 | Humanities | 200 | 163.7 | 18.8 |

Table 16 suggests that the mean scores of Perceived Rectification Competency obtained for Student Teachers belong to Commerce and Humanities Background Faculties are 166.8 and 163.7 respectively. The standard deviation obtained for Student Teachers belong to Commerce and Humanities Background Faculties are 18.7 and 18.8. The calculated 't' value is 1.38. The table value of 't' at 0.05 significance level is 1.96. Since the obtained 't' value is less than the table value. It can be said that statistically there is no significant difference in Perceived Rectification Competency between Student Teachers belong to Commerce and Humanities Background Faculties.

**Discussion**

From the analysis of the mean scores of Perceived Rectification Competency of Student Teachers belong to Commerce and Humanities Background Faculties; it is found that there is no significant difference in Perceived Rectification Competency between them. Hence it can be concluded that the Perceived Rectification Competency of Student Teachers belong to both Commerce and Humanities Background Faculties are almost same.

**11. The results of the Comparison of the Mean Scores of** Perceived **Rectification Competency between Student Teachers belong to Humanities and Commerce Background Faculties are presented in the table-17**

**TABLE 17: Data and result of the test of significance of differences in Perceived Rectification Competency between Student Teachers belong to Humanities and Commerce Background Faculties**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Sl.No. | Category | N | M | S.D | ‘t’ value | Level of significance |
| 1 | Science | 98 | 167.9 | 17 | .457 | NS |
| 2 | Commerce | 120 | 166.76 | 18.7 |

Table 17 suggests that the mean scores of Perceived Rectification Competency obtained for Student Teachers belong to Science and Commerce Background Faculties are 167.9 and 166.76 respectively. The standard deviation obtained for Student Teachers belong to Science and Commerce Background Faculties are 17 and 18.7. The calculated 't' value is.457. The table value of 't' at 0.05 significance level is 1.96. Since the obtained 't' value is less than the table value. It can be said that statistically there is no significant difference in Perceived Rectification Competency between Student Teachers Belong to science and commerce Background Faculties.

**Discussion**

From the analysis of the mean scores of Perceived Rectification Competency of Student Teachers Belong to science and commerce Background Faculties; it is found that there is no significant difference in Perceived Rectification Competency between them. Hence it can be concluded that the Perceived Rectification Competency of Student Teachers belong to both Science and Commerce Background Faculties are almost same.

**12. The results of the Comparison of the Mean Scores of** Perceived **Rectification Competency between Student Teachers belong to Low and Medium SES** **are presented in the table-18**

**TABLE 18: Data and result of the test of significance of differences in Perceived Rectification Competency between Student Teachers belong to Low and Medium SES**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Sl.No. | Category | N | M | S.D | ‘t’ value | Level of significance |
| 1 | Low SES | 126 | 167.3 | 18.8 | 1.2 | NS |
| 2 | Medium SES | 197 | 164.8 | 18.1 |

Table 18 suggests that the mean scores of Perceived Rectification Competency obtained for Student Teachers belong to Low and Medium SES are 167.3 and 164.8 respectively. The standard deviation obtained for Student Teachers belong to Low and Medium SES are 18.8 and 18.1. The calculated 't' value is 1.2. The table value of 't' at 0.05 significance level is 1.96. Since the obtained 't' value is less than the table value. It can be said that statistically there is no significant difference in Perceived Rectification Competency between Student Teachers belong to Low and Medium SES.

**Discussion**

From the analysis of the mean scores of Perceived Rectification Competency of Student Teachers belong to Low and Medium SES; it is found that there is no significant difference in Perceived Rectification Competency between them. Hence it can be concluded that the Perceived Rectification Competency of Student Teachers belong to both Low and Medium SES are almost same.

**13. The results of the Comparison of the Mean Scores of Perceived Rectification Competency between Student Teachers belong to Low and High SES are presented in the table-19**

**TABLE 19**: **Data and result of the test** of **significance of differences in Perceived Rectification Competency between Student Teachers belong to Low and High SES**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Sl.No | Category | N | M | S.D | ‘t’ value | Level of significance |
| 1 | Low SES | 126 | 167.3 | 18.8 | .469 | NS |
| 2 | High SES | 95 | 164.9 | 18.5 |

Table 19 suggests that the mean scores of Perceived Rectification Competency obtained for Student Teachers belong to Low and High SES are 167.3 and 164.8 respectively. The standard deviation obtained for Student Teachers belong to Low and High SES are 18.8 and 18.5. The calculated ‘t’ value is .469. The table value of 't' at 0.05 significance level is 1.96. Since the obtained ‘t’ value is less than the table value. It can be said that statistically there is no significant difference in Perceived Rectification Competency between Student Teachers belong to Low and High SES.

**Discussion**

From the analysis of the mean scores of Perceived Rectification Competency of Student Teachers belong to Low and High SES; it is found that there is no significant difference in Perceived Rectification Competency between them. Hence it can be concluded that the Perceived Rectification Competency of Student Teachers belong to both Low and High SES are almost same.

**14. The results of the Comparison of the Mean Scores of Perceived Rectification Competency between Student Teachers belong to Medium and High SES** **are presented in the table-20**

**TABLE 20: Data and result of the test of significance of differences in Perceived Rectification Competency between Student Teachers belong to Medium and High SES**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Sl.No. | Category | N | M | S.D | ‘t’ value | Level of significance |
| 1 | Medium SES | 197 | 164.8 | 18.1 | .024 | NS |
| 2 | High SES | 95 | 164.9 | 18.5 |

Table 20 suggests that the mean scores of Perceived Rectification Competency obtained for Student Teachers belong to Medium and High SES are 164.8 and 164.9 respectively. The standard deviation obtained for Student Teachers belong to Medium and High SES are 18.1 and 18.5. The calculated 't' value is .024. The table value of 't' at 0.05 significance level is 1.96. Since the obtained 't' value is less than the table value. It can be said that statistically there is no significant difference in Perceived Rectification Competency between Student Teachers belong to Medium and High SES.

**Discussion**

From the analysis of the mean scores of Perceived Rectification Competency of Student Teachers belong to Medium and High SES; it is found that there is no significant difference in Perceived Rectification Competency between them. Hence it can be concluded that the Perceived Rectification Competency of Student Teachers belong to both Medium and High SES are same.

**3-WAY ANOVA (2x3x3 and 3x3x3) FACTORIAL DESIGN**

The analysis and discussion of results with regard to 3-way ANOVA techniques are described in the following sections.

**Main and Interaction Effect of Gender, Background Faculty, and Perceived Parental Support on Perceived Rectification Competency**

To find out the main and interaction effect of Gender, Background Faculty and Perceived Parental Support on Perceived Rectification Competency, three- way ANOVA with 2x3x3 factorial design was done for 418 cases. The sum of squares and ‘F’ values are given in the table 21.

**TABLE:21 Main and Interaction Effect of Gender, Background Faculty and Perceived Parental Support on Perceived Rectification Competency**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Source of variation | Sum of squares | Degrees of freedom | Mean squares | F-value |
| Perceived Parental  Support | 5427.619 | 2 | 2713.81 | 10,103 |
| Gender | 179.469 | 1 | 179.469 | .668 |
| Background Faculty | 703.942 | 2 | 351.971 | 1.310 |
| Perceived Parental  Support x Gender | 551.972 | 2 | 275.986 | 1.027 |
| Perceived Parental  Support x Background Faculty | 1217.017 | 4 | 304.254 | 1.133 |
| Gender x Background Faculty | 527.199 | 2 | 263.600 | .981 |
| Perceived Parental  Support x Gender x Background Faculty | 812.010 | 2 | 406.005 | 1.512 |
| Residual value | 107979.757 | 402 | 268.606 |  |
| Total | 11600348 | 418 |  |

From table 21 it is found that the F-value obtained for main effect of Perceived Parental Support on Perceived Rectification Competency is 10.103. This value is greater than (4.66) the table value of F for (2,418) degrees of freedom at 0.01 level of significance. This indicates that the main effect of the variable Perceived Parental Support on Perceived Rectification Competency is significant at 0.01 level.

The ‘F’ value obtained for main effect of Gender on Perceived Rectification Competency is .668. This value is less than (3,86), the table value of F for (1,418) degrees of freedom at 0.05 level of significance. This indicates that the main effect of the variable Gender on Perceived Rectification Competency is not significance at 0.05 level of significance.

The table indicates that the ‘F’-value obtained for main effect of Background Faculty on Perceived Rectification Competency is (1.310). This value is less than (3.02), the table value of ‘F’ for (2,418) degrees of freedom at 0.05 level of significance. Hence, it can be concluded that the main effect of Background Faculty on Perceived Rectification Competency is not significant at 0.05 level of significance.

The above results show that the variable Perceived Rectification Competency does not vary significantly for categories Background Faculty and Gender and significantly vary for the different level of Perceived Parental Support. That is there exists no significance difference in Perceived Rectification Competency between Student Teachers belong to Science, Commerce and Humanities Background Faculties and Gender between Male and Female Student Teachers. It is also found that Perceived Rectification Competency of Student Teachers belong to different levels of Perceived Parental Support vary significantly.

When two- way interaction is considered the ‘F’-value obtained in the case of Perceived Parental Support and Gender is 1.027. This value is less than (3.02) the tabled value of ‘F’, for (2,418) degrees of freedom at 0.05 level of significance. This indicates that the interaction effect of Perceived Parental Support and Gender on Perceived Rectification Competency is not significant at 0.05 level of significance.

In the case of interaction effect of Perceived Parental Support and Background Faculty, the ‘F’-value is 1.133. This value is less than (2.40) the tabled value of ‘F’; for (4,418) degrees of freedom at 0.05 level significance. This indicates that the interaction effect of Perceived Parental Support and Background Faculty on Perceived Rectification Competency is not significant at 0.05 level.

In the case of interaction effect of Gender and Background Faculty, the ‘F’-value is .981. This value is less than (3.02) the tabled value of ‘F’ for (2,418) degrees of freedom at 0.05 level of significance. This indicates that interaction effect of Gender and Background Faculty on Perceived Rectification Competency is not significant at 0.05 level.

When three –way interaction of Gender, Background Faculty and Perceived Parental Support was considered, the ‘F’-value obtained is 1.512, which is less than (3.02) the table value of ‘F’ for (2,418)degrees of freedom at 0.05 level of significance. Since the calculated value is less than the table value, the interaction effect of Gender, Background Faculty and Perceived Parental Support on Perceived Rectification Competency is not significant at 0.05 level.

From the analysis, the investigator concludes that the Perceived Rectification Competency of Student Teachers does not vary significantly between relevant sub samples formed based on Gender, Background Faculty and Perceived Parental Support at 0.05 level of significance.

**Main and Interaction Effect of Background Faculty, SES and Perceived Parental Support on Perceived Rectification Competency**

To find out the main and interaction effect of Background Faculty, SES and Perceived Parental Support on Perceived Rectification Competency, three- way ANOVA with 3x3x3 factorial design was done for 418 cases. The sum of squares and ‘F’ values are given in the table 22.

**TABLE: 22 Main And Interaction Effect of Background Faculty, SES and Perceived Parental Support on Perceived Rectification Competency**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Source of variation | Sum of  squares | Degrees of freedom | Mean squares | F-value |
| Perceived Parental Support | 18943.267 | 2 | 443.050 | 1.656 |
| Background Faculty | 886.101 | 2 | 9471.634 | 35.397 |
| SES | 708.803 | 2 | 354.402 | 1.324 |
| Perceived Parental Support x Background Faculty | 2559.488 | 4 | 639.872 | 2.391 |
| Background Faculty x SES | 388.513 | 4 | 97.128 | .363 |
| Perceived Parental Support x SES | 392.293 | 4 | 98.073 | .367 |
| Perceived Parental Support x Background Faculty x SES | 3330.514 | 8 | 416.314 | 1.556 |
| Residual value | 104625.517 | 391 | 267.584 |  |
| Total | 11600348 | 418 |  |  |

Table 22 shows that the ‘F’-value obtained for main effect of Background Faculty on Perceived Rectification Competency is 1.656. This value is less than (3.86) the tabled value of ‘F’ for (2,418) degrees of freedom at 0.05 level of significance. This indicates that the main effect of Background Faculty on Perceived Rectification Competency is not significant at 0.05 level of significance.

From the table 22, it can be found that the ‘F’-value obtained for main effect of Parental Support on Perceived Rectification Competency is 35.397. This value is greater than (6.70) the table value of ‘F’ for (1,418) degrees of freedom at 0.01 level of significance. Hence it can be concluded that the main effect of Perceived Parental Support on Perceived Rectification Competency is significant at 0.01 level. The calculated ‘F’-value of the main effect of SES on Perceived Rectification Competency is 1.324. This value is less than (3.86) the table value of for (2,418) degrees freedom at 0.01 level of significance. It can be concluded that the main effect of SES on Perceived Rectification Competency is not significant at o.o5 level of significance.

The above results show that the variable Perceived Rectification Competency does not vary significantly for the categories Background Faculty and SES and significantly vary for the category Perceived Parental Support.

When the two- way interaction is considered the ‘F’-value obtained in the case of Background Faculty and Perceived Parental Support is 2.391. This value is less than (2.40) the table value of ‘F’ for (4,418) degrees of freedom at 0.05 level of significance. This indicates that the interaction effect of variable Background Faculty and Perceived Parental Support on Perceived Rectification Competency is not significant at 0.05 level of significance.

In the case of interaction effect of Background Faculty and SES, the ‘F’-value is .363. This value is less than (2.40) the table value of ‘F’ for (4,418) degrees of freedom at 0.05 level of significance. This indicates that the interaction effect of Background Faculty and SES on Perceived Rectification Competency is not significant at 0.05 level of significance.

In the case of interaction effect of Perceived Parental Support and SES, the ‘F’-value is .367, which is less than (2.40) the table value of ‘F’ for (4,418) degrees of freedom at 0.05 level of significance. This indicates that the interaction effect of Perceived Parental Support and SES on Perceived Rectification Competency is not significant at 0.05level of significance

From the analysis the investigator concludes that the Perceived Rectification Competency of Student teachers of does not vary significantly between relevant sub samples formed based on SES and Background Faculty, Background Faculty and Perceived Parental Support, and Perceived Parental Support and SES

In 3-way interaction of SES, Background Faculty and Perceived Parental Support, the ‘F’-value obtained is 1.556, it is less than (1.96) the table value of ‘F’ for (8,418) degrees of freedom at 0.05 level of significance. Since the calculated value is less than the table value, the interaction effect of SES, Background Faculty and Perceived Parental Support on Perceived Rectification Competency is not significant at 0.05 levels

From the analysis the investigator concludes that the Perceived Rectification Competency of Student Teachers does not vary significantly between relevant sub samples formed based on SES, Background Faculty and Perceived Parental Support at 0.05 level of significance.

**CHAPTER V**

**SUMMARY, CONCLUSION   
AND SUGGESTIONS**

* **Restatement of the Problem**
* **Variables selected for the study**
* **Objectives of the Study**
* **Hypotheses of the Study**
* **Methodology**
* **Major findings of the Study**
* **Tenability of Hypotheses**
* **Educational Implication**
* **Suggestions for Further research**

**SUMMARY, CONCLUSION AND SUGGESTIONS**

Thischapter provides a retrospective view of the study major findings, educational implications and suggestions for further research in this area.

**RESTATEMENT OF THE PROBLEM**

The present study is entitled as “PERCEIVED PARENTAL SUPPORT AND PERCEIVED RECTIFICATION COMPETENCY OF STUDENT TEACHERS IN TEACHER TRAINING INSTITUTES OF KERALA”.

**VARIABLES SELECTED FOR THE STUDY**

The independent variable selected for the present study is Perceived Parental Support and the dependent variable is Perceived Rectification Competency. The other classificatory variables are Gender, Faculty and SES.

**OBJECTIVES OF THE STUDY**

The investigator set the following objectives for the present study:

1) To find out the level of Perceived Parental Support and Perceived Rectification Competency of Student Teachers in the relevant subsample based on

1. Gender
2. Background Faculty
3. SES

2) To find out if there exists any significant relationship between Perceived Parental Support and Perceived Rectification Competency of Student Teachers for the total sample.

3) To find out if there exists any significant relationship between Perceived Parental Support and Perceived Rectification Competency of Student Teachers in the sub samples based on

1. Gender
2. Background Faculty
3. SES

4) To find out whether any significant difference exists in the mean scores of Perceived Parental Support and Perceived Rectification Competency of Student Teachers between relevant subsamples based on

1. Gender
2. Background Faculty
3. SES

5) To find out whether Gender, Background Faculty and Perceived Parental Support have any significant main and interaction effect on Perceived Rectification Competency of Student Teachers.

6) To find out whether Background Faculty, SES and Perceived Parental Support have any significant main and interaction effect on Perceived Rectification Competency of Student Teachers.

**HYPOTHESES OF THE STUDY**

The present study was designed to test the following hypotheses.

1) There exists significant relationship between Perceived Parental Support and Perceived Rectification Competency of Student Teachers.

2) There exists significant relationship between Perceived Parental Support and Perceived Rectification Competency of Student Teachers in the subsamples based on

a) Gender

b) Background Faculty

c) SES

3) There exists significant difference in Perceived Parental Support and Perceived Rectification Competency of Student Teachers between relevant subsamples based on

a) Gender

b) Background Faculty

c) SES

4) Gender, Background Faculty and Perceived Parental Support have significant main and interaction effect on Perceived Rectification Competency of Student Teachers.

5) Background Faculty, SES and Perceived Parental Support have significant main and interaction effect on Perceived Rectification Competency of Student Teachers.

**METHODOLOGY**

It deals with brief description of the methodology of the present study with the precise description of the samples used for the study, tools and statistical techniques used.

**Sample**

The present study was conducted on a representative sample of 418 Student Teachers in Teacher Training Institutes of Malappuram, Palakkad and Kozhikkod Districts. The sampling techniques used was stratified sampling method giving due representation to factors like Gender, Background Faculty and Socio Economic Status (SES).

**Tools used for the study**

The investigator used the following tools for the present study.

1. Perceived Parental Support Assessment Scale.
2. Perceived Rectification Competency Assessment Scale.

**Statistical Techniques Used for the Analysis of Data**

The following techniques were used for the analysis of data in the study.

* 1. Preliminary Analysis.
  2. Pearson’s Product Moment Coefficient of Correlation (r).
  3. Test of Significance of Difference between Means ‘t’ tests.
  4. Three-way ANOVA (2x3x3 and 3x3x3 factorial design)

**MAJOR FINDINGS**

The major findings of the study are following.

1. The level of Perceived Parental Support of male Student Teachers is medium.
2. The level of Perceived Parental Support of female Student Teachers is medium.
3. The level of Perceived Parental Support of Student Teachers belong to science background faculty is medium.
4. The level of Perceived Parental Support of Student Teachers belong to Commerce Background Faculty is medium.
5. The level of Perceived Parental Support of Student Teachers belong to Humanities Background Faculty is medium.
6. The level of Perceived Parental Support of Low SES is medium.
7. The level of Perceived Parental Support of Student Teachers with Medium SES is medium.
8. The level of Perceived Parental Support of Student Teachers with High SES is medium.
9. The level of Perceived Rectification Competency of Male Student Teachers is high.
10. The level of Perceived Rectification Competency of Female Student Teachers is medium.
11. The level of Perceived Rectification Competency of Student Teachers belong to Science Background Faculty is medium.
12. The level of Perceived Rectification Competency of Student Teachers belong to Commerce Background Faculty is medium.
13. The level of Perceived Rectification Competency of Student Teachers belong to Humanities Background Faculty is medium.
14. The level of Perceived Rectification Competency of Student Teachers with Low SES is medium.
15. The level of Perceived Rectification Competency of Student Teachers with Medium SES is medium.
16. The level of Perceived Rectification Competency of Student Teachers with High SES is medium.
17. There exists moderate relationship between Perceived Parental Support and Perceived Rectification Competency of Student Teachers in the total sample. (r=0.486)
18. There exists moderate relationship between Perceived Parental Support and Perceived Rectification Competency of Male Student Teachers. (0.652)
19. There exists moderate relationship between Perceived Parental Support and Perceived Rectification Competency of Female Student Teachers. (r=0.476)
20. There exists moderate relationship between Perceived Parental Support and Perceived Rectification Competency of Student Teachers belong to Science Background Faculty. (r=0.477)
21. There exists low relationship between Perceived Parental Support and Perceived Rectification Competency of Student Teachers belong to Commerce Background Faculty. (0.37)
22. There exists moderate relationship between Perceived Parental Support and Perceived Rectification Competency of Student Teachers belong To Humanities Background Faculty. (r=0.560)
23. There exists moderate relationship between Perceived Parental Support and Perceived Rectification Competency of Student Teachers with Low SES. (r=0.472)
24. There exists moderate relationship between Perceived Parental Support and Perceived Rectification Competency of Student Teachers with Medium SES. (r=0.502)
25. There exists moderate relationship between Perceived Parental Support and Perceived Rectification Competency of Student Teachers with High SES. (r=0.487)
26. There is no significant difference in Perceived Parental Support between Male and Female Student Teachers. (t=1.27)
27. There is no significant difference in Perceived Parental Support between Student Teachers belong to Science and Commerce Background Faculties. (t=1.13)
28. There is no significant difference in Perceived Parental Support between Student Teachers belong to Science and Humanities Background Faculties. (t=1.05)
29. There is no significant difference in Perceived Parental Support between Student Teachers belong to Commerce and Humanities Background Faculies. (t= .256)

30. There is no significant difference in Perceived Parental Support between Student Teachers with Low and Medium SES (t= .581).

31. There is no significant difference in Perceived Parental Support between Student Teachers with Medium and High SES (t= .309)

32. There is no significant difference in Perceived Parental Support between Student Teachers with Low and High SES. (t= .759)

33. There exists significant difference in Perceived Rectification Competency between Male and Female Student Teachers. (t= 2.35)

34. There is no significant difference in Perceived Parental Support of Student Teachers belong to Science and Commerce Background Faculties. (t= .457)

35. There is no significant difference in Perceived Rectification Competency of Student Teachers belong to Science and Humanities background Faculties. (t=1.84)

36. There is no significant difference in Perceived Rectification Competency of Student Teachers belong to Commerce and Humanities Background Faculties. (t=1.38)

37. There is no significant difference in Perceived Rectification Competency between Student Teachers with Low and Medium SES. (t= 1.2)

38. There is no significant difference in Perceived Rectification Competency of Student Teachers with Medium and High SES. (t= .024)

39. There is no significant difference in Perceived Rectification Competency of Student Teachers with Low and High SES (t=.469).

40. Perceived Parental Support has significant main effect on Perceived Rectification Competency of Student Teachers. (f=10.103,p<0.01 for (2,418) degrees of freedom)

41. Gender has no significant main effect on Perceived Rectification Competency of Student Teachers. (f=.668,p>0.05 for (1,418)degrees of freedom)

42. Faculty has no significant main effect on Perceived Rectification Competency of Student Teachers. (f=1.310, p>0.05 for (2,418) degrees of freedom)

43. The interaction effect of Gender and Perceived Parental Support on Perceived Rectification Competency of Student Teachers is not significant. (f=1.027, p>0.05 for (2,418) degrees of freedom)

44. The interaction effect of Perceived Parental Support and Background Faculty on Perceived Rectification Competency of Student Teachers is not significant. (f=1.133, p>0.05 for (4,418) degrees of freedom)

45. The interaction effect of Gender and Background Faculty on Perceived Rectification Competency of Student Teachers is not significant. (f=.981, p>0.05 for (2,418) degrees of freedom)

46. The interaction effect of Gender, Background Faculty and Perceived Parental Support on Perceived Rectification Competency of Student Teachers is not significant. (f=1.512, p>0.05 for (2,418) degrees of freedom)

47. Background Faculty has no significant main effect on Perceived Rectification Competency of Student Teachers. (f=1656, p>0.05 for (2,418) degrees of freedom)

48. Perceived Parental Support has significant main effect on Perceived Rectification Competency of Student Teachers. (f=35.397, p>0.01 for (1,418) degrees of freedom)

49. SES has no significant main effect on Perceived Rectification Competency of Student Teachers. (f=1.324, p>0.05 for (2,418) degrees of freedom)

50. The interaction effect of Background Faculty and Perceived Parental Support on Perceived Rectification Competency of Student Teachers is not significant. (f=2.391, p>0.05 for (4,418) degrees of freedom)

51. The interaction effect of Background Faculty and SES on Perceived Rectification Competency of Student Teachers is not significant. (f=.363, p>0.05 for (4,418) degrees of freedom)

52. The interaction effect of Perceived Parental Support and SES on Perceived Rectification Competency of Student Teachers is not significant. (f=.367, p>0.05 for (4,418) degrees of freedom)

53. The interaction effect of Background Faculty, Perceived Parental Support and SES on Perceived Rectification Competency of Student Teachers is not significant. (f=1.556, p>0.05 for (8,418) degrees of freedom)

**TENABILITY OF HYPOTHESES**

Hypothesis 1 states that there exists significant relationship between Perceived Parental Support and Perceived Rectification Competency of Student Teachers. The findings revealed that there exists significant relationship between Perceived Parental Support and Perceived Rectification Competency of Student Teachers. The correlation co-efficient obtained for the variables shows that it (r-0.486) is significant, therefore, hypotheses 1 is fully accepted.

Hypothesis 2(a) states that there exists significant relationship between Perceived Parental Support and Perceived Rectification Competency of Student Teachers in the sub sample based on gender. The findings revealed that there exists significant relationship between Perceived Parental Support and Perceived Rectification Competency of Student Teachers for the sub sample based on Gender. The co-efficient of correlation obtained for male Student Teachers (r=0.652) shows that the relationship is significant at substantial level and that for female Student Teachers (r=0.76) shows that the relationship is significant at moderate level. Therefore, hypothesis 2(a) is fully accepted.

Hypothesis 2(b) states that there exists significant relationship between Perceived Parental Support and Perceived Rectification Competency of Student Teachers in the sub sample based on Background Faculty. The findings revealed that there exists significant relationship between Perceived Parental Support and Perceived Rectification Competency of Student Teachers for the sub sample based on Background Faculty. The co-efficient of correlation obtained for Student Teachers belong to Science (r=0.477) and Humanities (r=.560) Background Faculties show that the relationship is significant at moderate and that for Student Teachers belong to Commerce (r=376) Background Faculty shows that the relationship is significant at low level. Therefore, hypothesis 2(b) is fully accepted.

Hypothesis 2(c) states that there exists significant relationship between Perceived Parental Support and Perceived Rectification Competency of Student Teachers in the sub sample based on SES. The findings revealed that there exists significant relationship between Perceived Parental Support and Perceived Rectification Competency of Student Teachers for the sub sample based on SES. The co-efficient of correlation obtained for Student Teachers belong to Low SES (r=0.472), Student Teachers belong to Medium SES (r=0.502) and Student Teachers belong to High SES (r=0.487) show that the relationship is significant at moderate level. Therefore, hypothesis 2(c) is fully accepted.

Hypothesis 3(a) states that there exists significant difference in mean scores of Perceived Parental Support and Perceived Rectification Competency of Student Teachers between relevant sub samples based on gender. The results of comparison of mean scores of Male Student Teachers and Female Student Teachers in Perceived Parental Support and Perceived Rectification Competency indicates that there exists no significant difference in Perceived Parental Support (t=1.27) and there exists significant deference in Perceived Rectification Competency(t=2.35) between Male and Female Student Teachers. Hence, a hypothesis 3(a) is partially accepted.

Hypothesis 3(b) states that there exists significant difference in mean scores of Perceived Parental Support and Perceived Rectification Competency of Student Teachers between the relevant sub samples based on Background Faculty. The results of comparison of mean scores of Perceived Parental Support between Student Teachers belong to Science and Commerce Background Faculties indicate that there is no significant difference in Perceived Parental Support (t=1.13) between them. The results of comparison of mean scores of Perceived Parental Support of Student Teachers belong to Science and Humanities Background Faculties indicate that there exists no significant difference in Perceived Parental Support (t=1.05) between them. The results of comparison of mean scores of Perceived Parental Support of Commerce and Humanities background Student Teachers indicate that there exists no significant difference in Perceived Parental Support (t=.256) between them.

The results of comparison of mean scores of Perceived Rectification Competency of Student Teachers belong to Science and Commerce Background Faculties indicate that there is no significant difference in Perceived Rectification Competency (t=.457) between them. The results of comparison of mean scores of Perceived Rectification Competency of Student Teachers belong to Science and Humanities Background Faculties indicate that there is no significant difference in Perceived Rectification Competency (t=1.84) between them. The results of comparison of mean scores of Perceived Rectification Competency of Student Teachers belong to Commerce and Humanities Background Faculties indicate that there exists no significant difference in Perceived Rectification Competency (t=1.38) between them. Hence, hypothesis 3(a) is fully rejected.

Hypothesis 3(c) states that there exists significant difference in mean scores of Perceived Parental Support and Perceived Rectification Competency of Student Teachers between the relevant sub samples based on SES. The results of comparison of mean scores of Perceived Parental Support for Student Teachers belong to Low and Medium SES indicate that there is no significant difference in Perceived Parental Support (t=.581) between them. The results of comparison of mean scores of Perceived Parental Support of Student Teachers belong to Low and High SES indicate that there exists no significant difference in Perceived Parental Support (t=.309) between them. The results of comparison of mean scores of Perceived Parental Support of Student Teachers belong to Medium and High SES indicate that there exists no significant difference in Perceived Parental Support (t=.759) between Student them.

The results of comparison of mean scores of Perceived Rectification Competency of Student Teachers with low and medium SES indicate that there is no significant difference in Perceived Rectification Competency (t=1.2) between them. The results of comparison of mean scores of Perceived Rectification Competency of Student Teachers with low and High SES Student Teachers indicate that there is no significant difference in Perceived Rectification Competency (t=.469) between Them. The results of comparison of mean scores of Perceived Rectification Competency of Student Teachers with medium and High SES indicate that there exists no significant difference in Perceived Rectification Competency (t=.024) between them . Hence, hypothesis 3(a) is fully rejected.

Hypothesis 4 states that Gender, Faculty and Perceived Parental Support have main and interaction effect on Perceived Rectification Competency of Student Teachers of Teacher Training Institutes. The findings revealed that the main effect of Perceived Parental Support on Perceived Rectification Competency is significant and Gender and Background Faculty have no significant main effect on Perceived Rectification Competency of Student Teachers.

The two way interaction effect of Perceived Parental Support and Gender, Perceived Parental Support and Background Faculty, and Gender and Background Faculty on Perceived Rectification Competency is not significant. The three way interaction effect of Perceived Parental Support, Gender and Background Faculty on Perceived Rectification Competency is not significant. Therefore, hypothesis 4 is partially accepted.

Hypothesis 5 states that Background Faculty, SES and Perceived Parental Support have significant main and interaction effect on Perceived Rectification Competency of Student Teachers. Findings revealed that the main effect of Background Faculty and SES on Perceived Rectification Competency is not significant but the main effect of Perceived Parental Support is significant.

The two way interaction effect of Background Faculty and Perceived Parental Support, Background Faculty and SES, and Perceived Parental Support and SES on Perceived Rectification Competency of Student Teachers is not significant. The three way interaction effect of Background Faculty, Perceived Parental Support and SES of Student Teachers on Perceived Rectification Competency is not significant. Therefore, hypothesis 5 is partially accepted.

**CONCLUSION**

Based on the analysis, the investigator reached on the following conclusions.

The level of Perceived Rectification Competency is high for the Male Student Teachers but the level of Perceived Parental Support of Male Student Teachers is medium. The level of Perceived Parental Support and Perceived Rectification Competency is medium for Female Student Teachers and for sub samples based on Background Faculty and SES.

There is moderately significant relationship between Perceived Parental Support and Perceived Rectification Competency of Student Teachers in the total sample and in the sub samples based on Gender, Background Faculty and SES. Since Perceived Rectification Competency is found to be increasing with increasing level of Perceived Parental Support, it can be concluded that Perceived Parental Support is a deliberate factor of Perceived Rectification Competency.

Perceived Parental Support is almost same for Male and Female Student Teachers. The Perceived Parental Support of Student Teachers belong to Science, Commerce and Humanities Background Faculties are almost equal. The Perceived Parental Support of Student Teachers belong to Low, Medium and High SES is almost same.

Perceived Rectification Competency is significantly high for Male Student Teachers than for Female Student Teachers. Perceived Rectification Competency is almost equal among the Student Teachers belong to Science, Commerce and Humanities Background Faculties. Among the Student Teachers with Low, Medium and High SES Perceived Rectification Competency is almost equal.

Perceived Parental Support has significant main effect on Perceived Rectification Competency. Gender, Background Faculty and SES have no main effect on Perceived Rectification Competency. Hence it can be concluded that Perceived Rectification Competency differs significantly among the Student Teachers with Low, Medium and High Perceived Parental Support. It can also be concluded that Perceived Rectification Competency have no difference between Male and Female Students, among Student Teachers belong to Science, Commerce and Humanities Background Faculties and among there with Low, Medium and High SES. Perceived Rectification Competency do not differ among the relevant sub sample based on Gender, Background Faculty and SES.

The two way interaction effect of Background Faculty and SES, Background Faculty and Gender, SES and Gender, Background Faculty and Perceived Parental Support, SES and Perceived Parental Support is not significant.

The three way interaction effect of Gender, Background Faculty and Perceived Parental Support, and SES, Background Faculty and Perceived Parental Support on Perceived Rectification Competency is not significant.

**EDUCATIONAL IMPLICATIONS**

The main intention of the study was to find out if there exists any significant relationship between Perceived Rectification Competency and Perceived of Parental Support of Student Teachers. The investigator had undertaken the study with the assumption that one of the important causes for lack of perception of Rectification Competency is lack of Parental Support. It is found that there is significant relationship between Perceived Parental Support and Perceived Rectification Competency of Student Teachers.

Based on the major findings of the study the investigator put forward the following suggestions to enhance the Rectification Competency of Student Teachers and Teachers and thereby contribute to the educational system as whole.

1. Student Teachers in Teacher Training Institutes may be given orientation classes to enable them perceive what their parents do for their welfare in its real sense.
2. Awareness class may be organized for parents of Student Teachers in Teacher Training Institutes to make them aware of the importance of parental support to their children’s Rectification Competency.
3. Personality development classes may be organized for Student Teachers in Teacher Training Institutes with a view to enhance their rectification competency.
4. Workshops may be organized for Female Student Teachers to enhance the Rectification Competency of Female Student Teachers.

**SUGGESTIONS FOR FURTHER RESEARCH**

Based on the findings of the present study the investigator put forward the following suggestions

1. A Study can be conducted to find out if there exists any significant relationship between Perceived Rectification Competency and Perceived Personal Success of Student Teachers.
2. A study can be conducted to find out if there exists any significant relationship between Perceived Teacher Support and Perceived Rectification Competency.
3. A program for Rectification Competency development can be prepared and validated.
4. Replication of the present study using samples from B.Ed and M.Ed students.
5. The same study can be conducted on Higher Secondary and College Students.
6. A study can be conducted to find out the relationship between Perceived Rectification Competency and Academic Achievement of Higher Secondary School Students.

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**APPENDICES**

**APPENDIX III**

**LIST OF TEACHER TRAINING INSTITUTES**

1. AWH Teacher Training Institute, Cheruvannur, Kozhikkod.

2. Bafakhi Yatheem Khana Teacher Training Institute, Kalpakanchery, Malappuram.

3. DIET Teacher Training Institute, Tirur, Malappuram.

4. Farook Institute of Teacher Education, Farook College, Kozhikkod.

5. Farook Teacher Training Institute, Kottakkal, Malappuram.

6. Govt. Teacher Training Institute for Men, Mananchira, Kozhikkod.

7. Ideal Teacher Training Institute, Cheruplassery, palakkad.

8. Majlis Teacher Training Institute, Vengad, Malappuram.

9. Markaz Teacher Training Institute, Karthala, Malappuram.

10. Raman Memorial Teacher Training Institute, Kottaram, Malappuram.

11. Sree Narayana College of Teacher Education, Kottappuram, Palakkad.

12. St. Vincent Colony Teacher Training Institute, St. Vincent Colony, Kozhikkod.

13. TTKM Teacher Training Institute, Tekkekulambu, Kottakkal, Malappuram.