

PERSEVERANCE BEHAVIOUR AMONG B. Ed. STUDENTS IN THENI DISTRICT

R. Azhagu Ganesan

*Ph.D. Scholar (Part time), Centre for Educational Research
Madurai Kamaraj University Madurai - 21*

Dr. R. Annadurai

*Assistant Professor & Director i/c, Centre for Educational Research
Madurai Kamaraj University, Madurai - 21*

Abstract

The importance of perseverance has got signified many fold in the contemporary competition-ridden society in general and among the secondary school pupils particular. In view of the academic load and cut-throat competition among the schooling system the concept perseverance gain a lot of importance. The nature of the same is determined as till date nobody has attempted to study their phenomenon. The need for this type of study will be useful for the pupils and the teachers, parents and the public to make this education system function effectively. Perseverance behaviour among B.Ed. student is found to be above the average level. It should be improved further in order to maximize the perseverance attitudes of the students. So that, their achievement in learning as well as in their various activities of life will be effective. Female students have more perseverance behaviour than male; it is a well come aspect that in most of the cases the girls excel boys while their level should be maintained on a par with male pupils so that balance perseverance among sex is desirable in the society. In this study an attempt has been made to construct and standardize a scientifically useful instrument to measure the perseverance of the B.Ed. students. This will be highly useful for the policy makers in their activities, especially in framing the syllabus, transacting the curriculum, conducting examinations etc. This will be also useful for parents, public, teachers and learners in their daily as well as academic activities.

Introduction

Success is not one of those phenomena that come to people without systemized and untried work. Anyone, who has experienced any kind of success, can tell about the encountered problems and difficulties along the way. The only way that one makes it through these tough times is sheer perseverance. Perseverance means everything to one's success. If one is always giving up when things get clumsy or when one faces impossibilities, it will be very difficult for him to achieve success. Without perseverance, one will never be successful. That is why perseverance is must for anyone who wants to succeed in life. The more one learns to persevere when growing and developing physically and mentally, the success one will easily reap.

Need for the Study

Perseverance is surely one of the most important traits to possess by an individual in his/her life, especially in this modern society. It is essential to achieve one's goals, dreams and everything else that is worth striving for. It is a necessity due to the fact that most things rarely work out perfectly first time. Many doubt if a thing is accomplished first time and try to reason out for its successors. Now-a-days in academic work it is very difficult to complete the various function in one stroke. Because, it's completion is dependent on many factors and

personnels. Time and energy at times are wasted and most of the time the individuals effort may not fetch the desired result. Anyhow perseverance is needed on the part of individuals in their academic efforts to place him or herself in a desirable position. Nowadays dropout rate is very high among the pupils of secondary school system. They are not able to complete their course within the stipulated period. Of the many reasons, the most important being the quality of perseverance. So, the investigator is interested to take up the study entitled “**Perseverance Behaviour among B.Ed. Students in Theni District**”.

Objectives of the Study

The specific objectives of the study are listed below:

1. To measure the level of Perseverance behaviour among B.Ed. College Students.
2. To find out whether there is a significant difference in Perseverance behaviour among B.Ed. College Students in terms of select independent variables viz. Sex, Residence, Family Works, Food Habit, and Family Size.

Terms and Definitions

Perseverance Behaviour– refers to the continuous course of action to achieve a plan of action successfully.

B.Ed. Students – refers to those who are studying B.Ed. degree under Tamil Nadu State Board syllabus in Theni District.

Variables of the Study

Dependent Variable: Perseverance Behaviour

Independent Variables

1. Sex : Male / Female
2. Residence : Day Scholar / Hosteller
3. Family Works : compulsory / Not Compulsory
4. Food Habit : Vegetarian / Non-Vegetarian
5. Family Size : Less than 5 / 5 and above

Hypotheses of the Study

The following hypotheses have been formulated for verification in this study.

1. Perseverance Behaviour of the B.Ed. Students is above average.
2. Sex exerts a significant influence on perseverance behaviour among B.Ed. college students.
3. Residence exerts a significant influence on perseverance behaviour among B.Ed. college students.
4. Family Works exerts a significant influence on perseverance behaviour among B.Ed. college students.
5. Food Habit exerts a significant influence on perseverance behaviour among B.Ed. college students.

6. Family Size exerts a significant influence on perseverance behaviour among B.Ed. college students.

Methodology – In – Brief

Design: Descriptive, **Method**: Normative, **Technique**: Survey

Sample

A random sample of 400 B.Ed. students in Theni district with due representation to the variables Viz. Sex, Residence, Family works, Food habit, Family size.

Tools used

The tools used for data collection are as follows:

1. General Information sheet structured by the Investigator.
2. Perseverance Inventory constructed and standardized by Mala Parameshwaran,(2011).

Statistical Treatments

't'- test for significance of difference between the means of large and small independent samples.

Related Studies

Tino (1999), At the personal level, motivations, aspirations, objectives and commitment to one's choice of program as well as the student's trust in his own strengths and capacities are determinants in their decision to, persevere. Under this category, the scholarly level of parents is also identified as important in students' perseverance.

Coulon (2005), recommends preparatory courses for those who have abandoned their studies for a long time as well as a rapid identification by professors and university personnel of students in need of help so that strategies can be quickly put in place in order to offer relevant support for these students.

Debeurme, Fornier, Fontaine and Wright (2006), Some studies which have examined the concepts of perseverance and success among the general post-secondary student population of Canada by sauve, Debeurme, Fornier, Fontaine and Wright (2006) reveal the definition of perseverance which includes that of success that is, the completion of studies obtaining a diploma. In this perception perseverance is the continual pursuit of a student in a program taking him to its completion is the continual pursuit of a student in a program taking him to its completion and getting a diploma.

Sauve et al (2006), At the learning level, knowledge already accumulated, learning style, learning strategies, management strategies and, again, motivation, are important factors of perseverance.

Hypotheses Verification

Hypothesis 1

Perseverance Behaviour of the B.Ed. Students is above average.

The average score of Perseverance Behaviour among B.Ed. students is found to be 57, while the theoretical average is 37. This shows that Perseverance Behaviour among B.Ed. students is above the average level. It means that the B.Ed. students level of Perseverance behaviours is extensive. Hence the hypothesis is accepted.

Hypothesis 2

Sex exerts a significant influence on perseverance behaviour among B.Ed. college students.

The statistical measures and the results of test of significance of difference between the mean scores of Perseverance behaviour among B.Ed. students in terms of sex are presented in Table 1.

Variable	Sub Variables	N	Mean	SD	't' value	Significance At 0.05 Level
Sex	Male	230	55.47	11.61	-3.003	Significant
	Female	170	58.82	10.55		

The calculated 't' value -3.003 is greater than the table value 1.96 at 0.05 level of significance. This shows that there is a significant difference between the male and the female pupils in possession of perseverance. It can be inferred from the above finding that the B.Ed. female students possess more perseverance than the male students. Hence the hypothesis is accepted.

Hypothesis 3

Residence exerts a significant influence on perseverance behaviour among B.Ed. college students.

The statistical measures and the results of test of significance of difference between the mean scores of Perseverance Behaviour among B.Ed. students in terms of Residence is presented in Table 2.

Variable	Sub Variables	N	Mean	SD	't' Value	Significance At 0.05 Level
Residence	Day scholar	316	56.69	11.24	-0.676	Not Significant
	Hosteller	84	57.64	11.46		

The calculated 't' value (-0.676) is lesser than the table value (1.96) at 0.05 level of significance. This shows that there is no significant difference between day scholar and hostel pupils in the possession of perseverance. From the above finding it can be inferred that,

Residence does not play a vital role in the possession of Perseverance Behaviour among B.E d. students. Hence the hypothesis is rejected.

Hypothesis 4

Family Works exerts a significant influence on perseverance behaviour among B.Ed. college students.

The statistical measures and the results of test of significance of difference between the mean scores of Perseverance Behaviour among B.Ed. students in terms of Family works is presented in Table 3.

Variable	Sub Variables	N	Mean	SD	't' Value	Significance At 0.05 Level
Family works	Compulsory	181	56.48	11.18	-0.669	Not Significant
	Not-Compulsory	219	57.24	11.37		

The calculated 't' value (-0.669) is lesser than the table value (1.96) at 0.05 level of significance. This shows that there is no significant difference in family works between compulsory and not-compulsory pupils in the possession of perseverance. From the above finding it can be inferred that, Family works does not play a vital role in the possession of Perseverance Behaviour among B.Ed. students. **Hence the hypothesis is rejected.**

Hypothesis 5

Food Habit exerts a significant influence on perseverance behaviour among B.Ed. college students.

The statistical measures and the results of test of significance of difference between the mean scores of Perseverance Behaviour among B.Ed. students in terms of Food habit is presented in Table 4.

Variable	Sub Variables	N	Mean	SD	't' Value	Significance At 0.05 Level
Food habit	Vegetarian	161	56.22	11.14	-0.990	Not Significant
	Non-Vegetarian	239	57.35	11.37		

The calculated 't' value (-0.990) is lesser than the table value (1.96) at 0.05 level of significance. This shows that there is no significant difference between vegetarian and non-vegetarian pupils in the possession of perseverance. From the above finding it can be inferred that, Food habit does not play a vital role in the possession of perseverance among secondary school pupils. Hence the hypothesis is rejected.

Hypothesis 6

Family Size exerts a significant influence on perseverance behaviour among B.Ed. college students.

The statistical measures and the results of test of significance of difference between the mean scores of Perseverance Behaviour among B.Ed. students in terms of Family size is presented in Table 5.

Variable	Sub Variables	N	Mean	SD	't' Value	Significance At 0.05 Level
Family size	Less than 5	280	57.50	11.19	1.631	Not Significant
	5 and above	120	55.48	11.39		

The calculated 't' value (1.63) is lesser than the table value (1.96) at 0.05 level of significance. This shows that there is no significant difference in family size between less than 5 members and 5 & above members' pupils in the possession of perseverance. From the above finding it can be inferred that, Family size does not play a vital role in the possession of Perseverance Behaviour among B.Ed. students. Hence the hypothesis is rejected.

Conclusion

The major conclusions emerged out of the present study are as follows:

1. Perseverance Behaviour among B.Ed. students is found to be above the average level.
2. Perseverance Behaviour among B.Ed. students is found independent upon their Residence, Family works, Food Habit, and Family size.
3. Perseverance Behaviour among B.Ed. students is found dependent upon their Sex only.

References

1. Aggarwal, Y.P. (1986). Statistical Methods: Concepts, Application and Computation. New Delhi: Sterling Publishers Pvt. Ltd.
2. Arthur, T. Jersid (1957). The Psychology of Adolescence. New York: The Macmillan Co.
3. Best, John W. and Kahn, James V. (1989). Research in Education (6th ed.) New Delhi: Prentice Hall of India Pvt. Ltd.
4. Bhattacharya, S. (1972). Psychometrics and Behavioural Research. New Delhi: Sterling Publishers Pvt. Ltd.
5. Boring, E.B. and Longfield, H.S. (1973). Foundation of Psychology. New Delhi: Asia Publishing House.
6. Brown, S.C. (Ed.) (1974). Philosophy of Psychology. Great Britain: Redwood-Burn Ltd.
7. Chaplin, James P. and Karawiec, T.S. (1974). Systems and Theories of Psychology (3rd ed.). New York: Holt, Rimehart and Winston, Inc.
8. Chaster, Haries W. (Ed.) (1960). Encyclopaedia of Educational Research (3rd ed.). New York: The Macmillan Co.