

# A STUDY OF ACHIEVEMENT MOTIVATION AND APTITUDE OF PUPIL TEACHERS IN RELATION TO GENDER AND LOCALITY

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## Abstract

These days education has become highly professional, utilitarian as well as commercially there are very few institutions and individuals who adhere to the afore mentioned ideals of education. This may be due to information explosion and fast changing life on this planet. Education has now a day acquired such a dimension that a high academic achievement is considered a hallmark of successful education. In this study the researcher has tried to findout the various degrees of influences on achievement motivation of the students particularly in aptitude in teaching. In the present study researcher studied the achievement motivation and aptitude of pupil teachers. For this purpose researcher selected one hundred students was selected from privately managed teacher training institutes by random sampling technique. Rao's Achievement Motivation Test and Teaching Aptitude Test Battery Dr. R.P Singh and Dr. S.N. Sharma was used. A significant and positive correlation between achievement motivate and aptitude of pupil teachers was found in this study. It reveals that the pupil teachers have scored high in aptitude lead to score higher achievement motivation.

## SIGNIFICANCE OF THE STUDY

The world is becoming more and more competitive. Quality of performance has become key factor for personal progress. Parents desire that their children climb the ladder of performance to as high a level as possible this desire for a high level of achievement puts alot of pressure on students, teachers, schools and in general, the educational system itself. In fact, it appears as if the whole system of education revolves round the achievement motivation of trainees, though various other outcomes are also expected from the system. Thus a lot of time and effort of the schools are used for helping students to achieve better in their scholastic endeavors. A school going youth need to be made realistic as far as his aspirations are concerned. If he knows the quality and magnitude of his aptitude at the school stage, his aspirations will be consistent with his capabilities. Teachers are backbone of a country, so producing good teachers are the responsibility of a teacher training institution. The role of teacher is crucial in any programme of education. We should have well qualified teachers who have not only academic and professional competencies of a higher order but also earnest responsibility and commitment to constantly strive for achieving all the development goals of education without such teachers, it is not possible to improve the quality of education. In order to fulfill these developmental goals of education through a programme of professional education is required for the prospective teachers. The main aim of teacher training is to develop professional. The education of teachers has not substantially addressed the issue of the non-academic qualities required of teacher. It is difficult to address because we do not have adequate ways of thinking about counseling adults act of teacher education when we believe, based on their participation in our classes and in internship that they would not be good models for children. Teaching profession refers to all the activities in

which teachers, educators and research workers are engaged in pursuance of the aims and objective of education. While going through the related literature investigator came across many studies relating to achievement motivation with number of other variables but very few studies appeared to have been done relating aptitude of pupil teachers and their achievement motivation. This prompted the investigator to take up the present problem of achievement motivation and aptitude of pupil teachers in relation to gender and locality.

## OBJECTIVES OF THE STUDY

The following objectives are stated for the present study:-

1. To find out the extent of achievement motivation of pupil teachers.
2. To ascertain the aptitude of pupil teachers.
3. To study the relationship between achievement motivation and aptitude of pupil teachers
4. To find out gender difference if any, in the achievement motivation and aptitude.
5. To find out locality difference if any, in the achievement motivation and aptitude.

## HYPOTHESES OF THE STUDY

1. There is no significant difference in achievement motivation of male and female pupil teachers
2. There is no significant difference in aptitude of male and female pupil teachers.
3. There is no significant difference in achievement motivation of rural and urban pupil teachers.
4. There is no significant difference in aptitude of urban and rural pupil teachers.
5. There exists no significant relationship between achievement motivation and aptitude of pupil teachers.

## DELIMITATIONS OF THE STUDY

- The study was confined to pupil teachers institution Muktsar district of Punjab.
- The study was delimited to a sample of 100 pupil teachers .
- Further, the study was confined to the variable achievement motivation, aptitude, gender and locality.

## RESEARCH METHOD

Keeping in mind the nature and objective of the present study, the descriptive survey method has been employed in the present investigation.

## DESIGN OF THE STUDY

The present investigation was primarily designed to find difference of the variables in relation to gender and locality. Further, the study was extended to find out the relationship of achievement motivation and aptitude of pupil teachers.

## SAMPLE

In the present study, a sample of one hundred students was selected from privately managed teacher training institutes.

## TOOLS USED

1. Rao's Achievement Motivation Test.
2. Teaching Aptitude Test Battery Dr. R.P Singh and Dr. S.N. Sharma.

## STATISTICAL TECHNIQUES USED

After the collection of Data the following statistical technique was used for the analysis and interpretation of data.

1. Descriptive Statistics such as mean, median, standard deviation, and 't' test was used to study the significance difference between achievement motivation scores and aptitude scores pupil teachers in relation to gender and locality .
2. Product moment correlation 'r' was used to determine the relationship between achievement motivation scores and aptitudes scores of pupil teachers.

## TESTING HYPOTHESES

**H1. There is no significant difference in achievement motivation of male and female pupil teachers**

**Table-1.1**

Sr. No.	Achievement Motivation	N	Mean	Standard Deviation	t – value
1	Male	50	29.94	6.235	0.001 NS
2	Female	50	31.07	6.725	

Not Significant at 0.01 Level

Table 1.1 exhibited that there was no significant different between achievement motivation of male and female pupil teachers. This shows that the variable of gender does not create difference in achievement motivation among pupil teachers. So hypothesis there was no significant different between achievement motivation of male and female pupil teachers is accepted.

**H2. There is no significant difference in aptitude of male and female pupil teachers.**

**Table-1.2**

Sr. No.	Aptitude	N	Mean	Standard Deviation	t – value
1	Male	50	33.27	6.41	3.255
2	Female	50	29.00	7.04	

Significant at 0.01 Level

Table 1.2 exhibited that there was a significant difference between aptitude of male and female pupil teachers shows that the variables of gender create difference in aptitude of among pupil teachers. So hypothesis number two rejected.

**H3. There is no significant difference in achievement motivation of rural and urban pupil teachers.**

**Table-1.3**

Sr. No.	Achievement Motivation	N	Mean	Standard Deviation	t – value
1	Urban	50	28.94	6.553	1.361 NS
2	Rural	50	30.78	6.952	

Not Significant at 0.01 Level

Table 1.3 exhibited that there was no significant difference between achievement motivation of urban and rural pupil teachers. This shows that the variable of locality does not create differences in achievement motivation among pupil teachers. So hypothesis number three accepted.

#### H4. There is no significant difference in aptitude of urban and rural pupil teachers.

**Table-1.4**

Sr. No.	Aptitude	N	Mean	Standard Deviation	t – value
1	Urban	50	33.27	7.04	1.295 NS
2	Rural	50	31.47	6.85	

Not Significant at 0.01 Level

Table 1.4 exhibited that there was no significant difference between aptitude of urban and rural pupil teachers trainees. This shows that the variables of locality do not create differences in aptitude among pupil teachers. So hypothesis accepted.

#### H5. There exist no significant relationship between achievement motivation and aptitude of pupil teachers.

**Table-1.5**

Variables	N	'r' value
Achievement Motivation	100	0.193
Teaching Aptitude	100	

Table 1.5 exhibited that there was significant positive correlation between achievement motivate and aptitude of pupil teachers. It reveals that the pupil teachers have scored high in aptitude lead to score higher achievement motivation.

## MAIN FINDINGS

In the light of the results of the present study, following conclusions can be laid down:

1. There was no significant different between achievement motivation of male and female pupil teachers. This shows that the variable of gender does not create difference in achievement motivation among pupil teachers.
2. There was a significant difference between aptitude of male and female pupil teachers shows that the variables of gender create difference in aptitude of among pupil teachers.
3. There was no significant difference between achievement motivation of urban and rural pupil teachers. This shows that the variable of locality does not create differences in achievement motivation among pupil teachers.
4. There was no significant difference between aptitude of urban and rural pupil teachers trainees. This shows that the variables of locality does not create differences in aptitude among pupil teachers
5. There was significant positive correlation between achievement motivate and aptitude of pupil teachers. It reveals that the pupil teachers have scored high in aptitude lead to score higher achievement motivation.

## EDUCATIONAL IMPLICATIONS

1. In the light of findings: the school curriculum may be according to the different type of student like high, average and low.
2. The findings of the present study may be helpful to parents, teachers and counselors in dealing with family, social, emotional and health adjustment of the students.
3. New technologies methods and equipments should be used for better development and academic achievement of the students.
4. Educational Guidance could be provided to the students with the knowledge of their aptitude and Motivational level which means help could be provided to the students in choosing their streams.
5. Vocational Guidance could be provided by the knowledge of aptitude and motivational level of the students.

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