



A STUDY ON TEACHING APTITUDE OF PROSPECTIVE TEACHERS AS RELATED TO THEIR ACHIEVEMENT MOTIVATION

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Abstract

The purpose of this study was to find out the relationship between teaching aptitude and Achievement motivation of prospective teachers. Hundred prospective teachers were taken from two teacher training colleges of district Mohali and teaching aptitude test battery by Psy-chom Services and Achievement motivation Scale by Bhargava and Shah were administered on them. It was found that teaching aptitude and its variable are significantly related to Achievement motivation which shows the importance of these variables in the selection of teaching profession.

Variables Used: teaching aptitude and Achievement motivation

1. Introduction:

In most walks of life, past performance is the best predictor of future performance in the same realm of activity. The effectiveness of education depends upon the quality of teachers working in an institution which in turn depends upon the quality of training received by them in different training institutions. It is well known that the teaching profession is one of the most important arts of guiding students through a variety of selected teaching methods and methodologies which attract the brightest minds, finest personalities and most committed young people. Teaching profession requires people who have right type of aptitude for teaching and bound to be a successful teacher in future.

2. Achievement motivation:

Personal investment theory appears to provide sport psychology researchers with the opportunity to examine achievement motivation that accounts for the influence of social incentives. This theory focuses on the study of motivation according to behavior and the meaning of the situation. The meaning of a situation involves three interrelated components: (a) personal incentives; (b) sense of self; and (c) perceived options. Personal incentives are defined as facets of the environment that are attractive or unattractive to an individual. The sense of self component is defined as "the more or less organized collection of perceptions, beliefs, and feelings about which one is" (Maehr & Braskamp, 1986). Finally, Maehr & Braskamp (1986) characterized perceived options as the alternatives that participants recognize as available and acceptable.

Achievement motivation is "conceived as a series of more or less independent motives, each reflecting general dispositional tendencies or traits that are relatively enduring over time and remain latent until engaged or aroused by particular tasks or situations" (Spence & Helmreich, 1983).

3. Teaching Aptitude:

Teaching is the process of changing the behavior and developing desirable skills in learner for his all round development. The process of teaching to be conducted effectively depends upon effective teachers. No development of new technology can revolutionize the classroom teaching unless capable and committed teachers are there in teaching profession. The success of a teacher depends on his self-control, good teaching aptitude and work oriented mind. Singh (2015) believed that no nation can rise above the level of its teachers and it is the teacher who plays pivotal role in the educational system and is a catalytic agent of change in the society. A teacher should not only be competent in his subject, teaching methods, understanding the learner but also has a favourable aptitude towards teaching profession. It is well said that if aptitude refers to "quality of being fit for a purpose or position", then teaching aptitude is the quality of being fit for teaching profession. That is why, it is considered as the introductory determinant factor of effective teaching. Babu and Rao (2007) suggested that if the teachers are empowered with necessary skills and competencies, they can inculcate the skill in other persons and mainly in pupils.

A teacher with teaching aptitude encourages students to use active techniques to create more knowledge and then to reflect on and talk about what they are doing and how their understandings are changing. Researchers suggest that teacher's knowledge of subject matter, student's learning and teaching methods are important elements of effective teaching, which are very much related to teaching aptitude. Although an educational system has excellent resources, but if the teachers are lacking teaching aptitude and are incompetent or indifferent to their responsibilities, the whole program is likely to be ineffective and largely wasteful. Anees (2005) has provided substantial evidence favouring teaching aptitude, for quality education. A modern view of teaching aptitude includes professional activities on the school level, such as co-operating in teams, building professional learning communities, participating in school development, and evaluating and changing working conditions. These activities shape the learning environment on the school level, i.e. the school climate, ethos and culture, and thus directly and indirectly (via classroom-level processes) affect student learning.

Dictionary in English (2011) enumerated that teaching aptitude means probability of success in teaching. Whereas, Kumar (2012) considered the teaching aptitude means an interest in the teaching work orientation, implementing teaching principles and methods. Kaur (2014) described teaching aptitude as a specific capacity or special ability, distinct from the general intellectual ability of an individual, indicative of his probable success in a particular field after receiving appropriate opportunity for learning or training. A constructivist teacher's role is to foster and direct his work on the part of students. A teacher with teaching aptitude encourages students to use active techniques to create more knowledge and then to reflect on and talk about what they are doing and how their understandings are changing. Research indicates that everyone does not have the ability or the aptitude to take up teaching. Certain minimum requirements in the way of intelligence, temperament, and personality are observed to be highly critical.

Hence, teaching aptitude is considered as the determinant factor for choosing the teaching profession. When we say a person possesses an aptitude for teaching, it is assumed that he has a good proportion of the traits required for becoming successful in teaching. Ghatvisave (2012) also stated that the success in teaching and satisfactory preparation of teaching profession is only possible to those people who have remarkable aptitude in teaching.

Teaching aptitude and Achievement motivation are two important variables of teaching learning process which directly or indirectly influences the teaching behaviour of all the teacher trainees. Aptitude is considered to be an important characteristic of an individual, which predicts the future success or failure of teachers.

4. Review of Literature:

1. **Jose Augustine (2010):** studied the teaching aptitude, competency, academic background and achievement in Educational Psychology. A sample of 200 student teachers from 5 colleges of teacher education in Kottayam Revenue district in Kerala were taken for the study. Teaching aptitude scale (TAS) structured and validated by M/s. Psycom Services was used for the study. The findings of the study were: (1) There was a significant relationship between teaching competency and teaching aptitude of student teachers. (2) There was no consistent positive relationship between academic background and teaching of student teachers. (3) There was no significant difference between men and women student teachers in teaching competency and teaching aptitude.

2. **Goel (2008):** made a comparative study of teaching aptitude of pre-service and in-service teachers. The major findings were: (1) No significant difference has been found in the mean achievement scores of the pre-service teachers with respect to their streams of study, teaching experience, gender and marital status. (2) The mean achievement score of the in-service teachers on teaching aptitude had been found significantly higher than that of the pre-service teachers.

3. **Ergene (2011):** studied the relationships among study habits, test anxiety, achievement motivation, and academic success in a Turkish tenth grade high school, sample consisting of 510 participants, 267 (52.4%) of whom were females and 243 (47.6%) were males. A positive relationship between study habits

scores and achievement motivation level was found. No correlation was observed between achievement motivation and academic success. Test anxiety and study habits were associated positively with academic success and there was no association with achievement motivation.

4. **Maleki, Mohammadzadeh, SeyedAmeri & Sani (2011):** investigated the relationship between self-esteem and achievement motivation among successful and unsuccessful athletes in West Azerbaijan Province. Two-hundred athletes were divided into two groups of successful athletes (n=100, 50 males and 50 females) and unsuccessful athletes (n=100, 50 males and 50 females). The results showed that there is a significant correlation between self-esteem and achievement motivation in both studied groups. Moreover, successful and unsuccessful athletes significantly differed in terms of self-esteem and achievement motivation so that self-esteem and achievement motivation were significantly higher in successful athletes compared to unsuccessful athletes.

5. **Title of the Study:**

TEACHING APTITUDE OF PROSPECTIVE TEACHERS AS RELATED TO THEIR ACHIEVEMENT MOTIVATION

6. **Objectives of the Study:**

The objective of the study gives direction to the study and keeps the investigator focused in due course of time. The study was conducted to attain the following objective:

- To study the relationship between different variables of teaching aptitude and Achievement motivation of prospective teachers.

7. **HYPOTHESES:**

- There exists no significant relationship between different variables of teaching aptitude and Achievement motivation of prospective teachers.

8. **Design of the Study:**

The study aimed at studying the relationship between Achievement motivation and teaching aptitude of prospective teachers. In this study, the independent variable is the teaching aptitude and dependent variable is Achievement motivation.

8.1. **Sample:**

The sample for the present study consisted of hundred prospective teachers. They were drawn from two education colleges of Davanagere district which were affiliated to Davanagere university, Davanagere and were recognised by NCTE and state government.

8.2. **Tools used:**

The following tools were used to conduct the present study:-

- Achievement Motivation Scale (n-Ache) by Deo and Mohan (2011)
- Teaching aptitude test battery by Psy-Com Services (1996).

8.3. **Procedure of the Study:**

The investigation started by administering the teaching aptitude scale and Achievement Motivation Scale on all prospective teachers. The scoring was done of both these scales on the basis of instructions given in the manual.

8.4. Statistical Techniques Used:

The following statistical techniques were employed to analyze the data

- Descriptive statistics i.e. mean, median, Standard Deviation, skewness, kurtosis were used to know the nature of the sample of distribution of scores with respect to various variables taken for study.
- Coefficient of correlation was calculated to find out the relationship between variables teaching aptitude and Achievement motivations.

9. ANALYSIS AND INTERPRETATION OF DATA:

1. Descriptive statistics for teaching Aptitude scores of prospective teachers.

Frequency Distribution of scores of Achievement motivation of prospective teachers

Statistics Variables	N	Mean	S.E. of Mean	Median	Standard Deviation	Skewness	Kurtosis
Statistics Values	100	5.46	0.17	5.00	1.71	0.33	0.13

Interpretation and discussion of above table:

The above table depicts that mean score of Achievement motivation of prospective teachers is 5.46 and median is 5. The frequencies pile up slightly on left side of the curve which is supported by the value of skewness (0.33) which is slightly lofty. The value of kurtosis (0.13) also indicates the very much leptokurtic nature of data which is also shown by the frequency polygon shown in figure. Thus scores of Achievement motivation are distributed slightly away from normal distribution of scores among the sample of prospective secondary school teachers.

2. Descriptive statistics for teaching Aptitude scores of prospective teachers.

- Table Frequency Distribution of Teaching Aptitude (Total) of prospective teachers

Statistics Variables	N	Mean	S.E. of Mean	Median	Standard Deviation	Skewness	Kurtosis
Statistics Values	100	117.73	2.20	117.00	22.00	0.001	-0.69

Interpretation and discussion based on table:

The mean scores of teaching aptitude of prospective teachers is 117.73 and median 117 which are quite close to each other indicating nearly normal distribution of the scores. The values of skewness (0.001) indicates that the distribution is almost normal and the value of kurtosis (-0.69) indicates a leptokurtic curve. The scatter diagram shown in figure above also affirms the same and indicates a close to normal curve as frequencies do not pile up on either side. The same is supported by frequency polygon shown in figure. Thus teaching aptitude is normally distributed the sample of prospective secondary school teachers.

3. Relationship Interpretation and discussion of data:

Objective: To study the relationship between teaching aptitude and Achievement motivation level of prospective teachers.

Hypothesis: There exists no significant relationship between teaching aptitude and Achievement motivation level of prospective teachers.

Coefficients of correlation for the Dimensions of teaching aptitude and Achievement motivation for prospective teachers (N=100)

Variables	Pearson Correlation	Sig. (2-tailed)
Communication Skill and Achievement motivations	0.701**	.000
General Intelligence and Achievement motivations	0.447**	.000
Maturity and Achievement motivations	0.762**	.000
Perceptive and Achievement motivations	0.717**	.000
Persistence and Achievement motivations	0.749**	.000
Receptive and Achievement motivations	0.588**	.000
Social Warmth and Achievement motivations	0.668**	.000
Teaching Interest and Achievement motivations	0.600**	.000
Teaching Aptitude (Total) and Achievement motivations	0.956**	.000

*Correlation is Significant at 0.05 level **Correlation is Significant at 0.01 level

The above table reveals the Pearson coefficient of correlation on dimensions of teaching aptitude and Achievement motivation of prospective teachers. The perusal of table shows that all the dimensions of teaching aptitude positively and very highly significantly correlate with Achievement motivations. This implies that teaching aptitude affects the Achievement motivations and in turn gets affected by the Achievement motivations of the prospective teachers. Thus the hypothesis that there exists no significant relationship between teaching aptitude and Achievement motivations of prospective teachers is not accepted. The data did not support the hypothesis.

Findings and conclusion:

Finding 1: It was found that all the variables of teaching aptitude are positively and significantly related to level of Achievement motivation teachers.

Educational implications:

It is well known that training in every field results in improving the performance of the learner. It not only improves his/her skills but also build confidence among the person. In our daily life we always try to learn new things by getting knowledge and training in the respective field. Without getting necessary information or knowledge no one can become efficient and this efficiency can be acquired through appropriate training. The theory behind this study reiterates the predictions to become successful teachers; prospective teachers should have positive relation between their Achievement motivations and teaching aptitude. By analyzing the whole results, the researcher found out that there was high significant and positive relationship between teaching aptitude and Achievement motivation showing the importance of these variables during the teacher training course. The students should get admission in teacher training courses after checking their entry behaviour by administering teaching aptitude and Achievement motivation scale in order to find out how much they are serious in adopting the teaching profession and so that after the completion of training, they would be able to become efficient, confident and qualified teachers.

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