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A STUDY ON TEACHING APTITUDE IN RELATION TO ACHIEVEMENT MOTIVATION OF STUDENT-TEACHERS OF COLLEGES OF EDUCATION AFFILIATED TO GULBARGA UNIVERSITY, KALABURAGI

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1. Introduction:

Schooling is just about as old as human race. Its period extends from 'support to grave'. Man gets the hang of something regular and each second. Henceforth, instruction is a ceaseless and dynamic cycle. It is consistent association and mix of exercises and encounters. Instruction in genuine sense is to acculturate mankind and to make life reformist, social and socialized. It is vital for the advancement of individual and society. Training is the whole course of discovering that widens an individual's psychological skylines. It gives information to the individual by the encounters he gains. The individual who bestow such instruction is instructor. Thus we have worry about educators quality and his own ability. This examination uncovers the relationship of showing fitness corresponding to Achievement Motivation of understudy educators

2. Rationale of the problem:

The present study will have educational implications for pupil teachers and all who are interested in improving conditions, which affect teaching aptitude. It will relate the Achievement Motivation with the teaching aptitude i.e. this factor affect teaching aptitude in positive or negative direction and up to which extent or one variable in one direction and other in opposite direction. By knowing affect of these factors, we can draw conclusion or get information how these factors help in improving teaching aptitude.

Teaching aptitude found as significant predictor of teacher effectiveness. In most of the studies teaching aptitude has been studied in relation to variables like gender, students achievement, teaching behavior, self- esteem and teaching success. Achievement Motivation found positively correlated with teaching aptitude and intelligence has found as component of teaching aptitude in most of the studies. Hence, the need for a study like the one in hand will be purported to see the relationship of teaching aptitude with other variable like Achievement Motivation of Student teachers. The problem selected for the study intends to find out the different ways to improve teaching aptitude and its relation with Achievement Motivation . Although the independent work on these variables are available but not many co-relational studies on these variables conducted in India as yet. Most of the work has been done in foreign countries and empirical work is still wanted in India.

3. Title of the study:

A STUDY ON TEACHING APTITUDE IN RELATION TO ACHIEVEMENT MOTIVATION OF STUDENT TEACHERS.

4. Objectives of the study:

1. To find out the level of teaching aptitude and Achievement Motivation of Student teachers
2. To study the Geographical factors (Sex and Locale of Schools) affecting on teaching aptitude and Teaching competence of Student teachers
3. To study the Geographical factors (type of management of Schools) affecting on teaching aptitude and Teaching competence of Student teachers
4. To study the difference and relationship between Teaching aptitude and Achievement Motivation of Student teachers.

5. Hypotheses:

1. H₀₁: There is no significant difference and relationship between teaching aptitude of Male and Female Student teachers.
2. H₀₃: There is no significant difference and relationship between teaching aptitude of Urban and Rural Student teachers.
3. H₀₅: There is no significant difference and relationship between teaching aptitude of Government, aided and Private TTIs' Student teachers
4. H₀₇: There is no significant difference and relationship between Achievement Motivation of male and female Student teachers.
5. H₀₉: There is no significant difference and relationship between Achievement Motivation of Urban and Rural Student teachers.
6. H₀₁₁: There is no significant difference and relationship between Achievement Motivation of Government, aided and Private Student teachers.
7. H₀₄₃: There is no significant difference and relationship between teaching aptitude and Achievement Motivation of Student teachers.

6. Studies related to Teaching Aptitude:

- **Kaur (2014)** examined “a comparative study of teaching aptitude of B.Ed.(general) pupil teachers of Kurukshetra district in relation to their gender, location, stream and professional experience. It is experimental truth that effectiveness of a student’s learning is largely dependent on teaching skills of a teacher .the Twenty first century has witnessed a phenomenal change in every aspect of life due to knowledge information and population Explosion. to cope up with these changes, teachers have to be prepared to keep abreast with latest developments and time To time evaluations should be there to check the specific abilities gained by them in their field .in the present study, an Attempt has been made to test specific capacity of pupil teachers by using teaching aptitude test battery and a comparative Study has been done in relation to gender, location, stream and professional experience. data collected reveals that there Is no significant difference in teaching aptitude of pupil teachers in relation to gender, location, stream but a significant Difference has been identified in relation to their professional experience as a teacher before joining B.ed. Training course”.
- **Kaur, Singh and Sangha (2014)** conducted “a study on teaching aptitude and attitude towards teaching as predictors of teaching skills of prospective science teachers. The Study was intended to predict the Teaching Skills on the basis of Teaching Aptitude and Attitude towards Teaching. Sample of the study consisted of 100 Prospective Science Teachers from Colleges of Education having permanent affiliation with Panjab University Chandigarh. The results of the study showed that teaching aptitude and attitude towards teaching conjointly predicted teaching skills significantly higher as compared to their separate prediction for prospective science teachers”.

8. Studies related to Teaching Competence:

- Keefe and Jenkins (1993) add, “Authentic human achievement, on the other hand, is concerned with what is significant, worthwhile, and meaningful in the lives of successful adults from all walks of life - artists, business people... Authentic academic achievement, then, should concern itself with accomplishments that are significant, worthwhile, and meaningful for students preparing for adulthood” (p. 55). Jenkins (1997) includes, “Children are born motivated to learn. Children enter Kindergarten still possessing this enthusiasm for learning. Educators need not motivate children to learn; this was accomplished at birth. The responsibility of educators is to eliminate the loss of innate enthusiasm” (p. 111). Keefe and Jenkins (1993) continue, “ Most children begin school with enthusiasm for learning. School is firmly fixed in their positive system of values. Over time, however, the importance begins to diminish as school experiences fail to connect with their lives” (p. 154).
- Haasen and Shea (1979) state, “If we accept the notion of intrinsic motivation, it implies that there is a powerful potential for self - actualization within each of us” (p. 94). This potential is based on the intensity of our need to achieve, as well as our enjoyment of achieving. Students who are intrinsically motivated participate in learning activities for their own sake; they desire the outcome. They do not need rewards or praise; they find satisfaction in knowing that what they are learning will be beneficial

later. They want to master the task, and they believe it is under their control to achieve mastery. The work may reflect personal interest or be a new challenge. “Academic intrinsic motivation has been shown to be positively and significantly related to students’ achievement and perception of their academic competence, and inversely related to their academic anxiety” (Eskeles-Gottfried, Fleming, Gottfried, 1998, p. 1448)

9. Design of the study:

1) Population:

The Secondary Schools of Bidar district constitutes the population of the study.

2) Sample:

Stratified sampling technique has been adopted in this study. The sample of the study consisted of 600 teachers from the Secondary Schools of Bidar district. Out of them, 300 were male and 300 were female. On the basis of locality out of 600 teachers, 300 were belonged to rural area and 300 belonged to urban area.

3) Variables:

a) Dependent Variables

- Achievement Motivation

b) Independent Variables:

- Teaching Aptitude
- #### c) Demographic variables:
- Gender
 - Location
 - Type of management

4) Tools used:

1. Teaching Aptitude Test Battery (TATB) by R.P. Singh and S.N. Sharma
2. Achievement Motivation Scale (AMS) by R Rajeshwari

5) Statistical techniques applied for data analysis:

1. Means and Standard Deviations were calculated for the entire sample with respect to all variables.
2. The t- test and One way ‘Analysis of Variance (ANOVA)’ was applied to test whether there is any significant difference exists between dependent variables and independent variables
3. Pearson’s Product Moment Correlation is employed to find out the relationship between Teaching aptitude and Achievement Motivation of student teachers
4. The raw data obtained from the tools were coded. For the statistical treatment of the above data Microsoft Excel package and SPSS (Statistical Package of Social Sciences) IBM version 20.0 was used.

10. Delimitations of the study:

- 1) The study had been confined to Bidar district
- 2) The study was limited to secondary schools only
- 3) The study was limited to teachers of Social Studies only

11. Data Analysis and Interpretation:

Analysis of the whole data was made in two sections:

Section-I: Descriptive analysis

Section-II: Inferential analysis (With help of t- test and F-test)

Section-I: Descriptive analysis

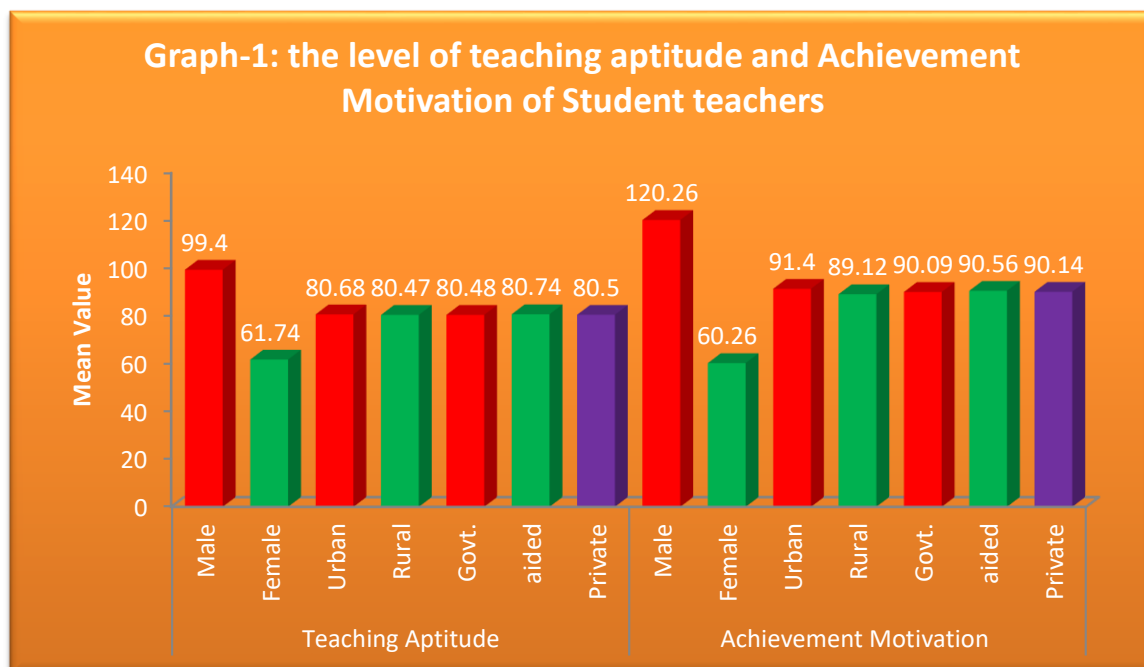
Objectives-1: To find out the level of teaching aptitude, Achievement Motivation of Student teachers

Table-1: the level of teaching aptitude and Achievement Motivation of Student teachers

Variable	Type of Sample	N	Mean	SD
Teaching Aptitude	Male	300	99.40	12.795
	Female	300	61.74	12.672
	Urban	300	80.68	22.902
	Rural	300	80.47	22.608
	Government	200	80.48	22.635
	aided	200	80.74	22.844
	Private	200	80.50	22.845
Achievement Motivation	Male	300	120.26	20.026
	Female	300	60.26	18.324
	Urban	300	91.40	34.939
	Rural	300	89.12	36.322
	Government	200	90.09	35.679
	aided	200	90.56	35.574
	Private	200	90.14	35.801

From above Table we can come to the conclusion that;

1. Male Student teachers were having more teaching aptitude than that of female teachers, urban and rural school teachers and different management school teachers are having almost equal Teaching aptitude
2. Male Student teachers were having more Achievement Motivation, female student teachers having lowest Teaching competence, urban and rural school student teachers and different management school student teachers are having almost equal Achievement Motivation.



Variable	Type of Sample	N	Mean	SD	't' Value	r-value
Teaching aptitude	Male	300	99.40	12.795	70.393	0.735
	Female	300	61.74	12.672		
	Urban	300	80.68	22.902	8.606	0.654
	Rural	300	80.47	22.608		
Achievement Motivation	Male	300	120.26	20.026	66.167	0.785
	Female	300	60.26	18.324		
	Urban	300	91.40	34.939	3.229	0.789
	Rural	300	89.12	36.322		

From above table - 4.1, it can be seen that all 't' and 'r' values were significant. Therefore the null hypothesis H_0 1 to H_0 4 were rejected and alternate hypotheses is accepted.

Objectives-3: To study the Geographical factors (type of management of Schools) affecting on teaching aptitude and Teaching competence of Student teachers

Table-4: Mean, S.D. f-value and r-value of scores of teaching aptitude of Government, aided and Private Student teachers.

Variable	Type of Sample	N	Mean	SD	'f' Value	r-value
Teaching aptitude	Government	200	80.48	22.635	5.465	0.991 (1&2)
	aided	200	80.74	22.844		0.985 (1&3)
	Private	200	80.50	22.845		0.935 (2&3)
Achievement Motivation	Government	200	90.09	35.679	8.342	0.991 (1&2)
	aided	200	90.56	35.574		0.985 (1&3)
	Private	200	90.14	35.801		0.935 (2&3)

From above table -4, it can be seen that calculated values of 'f' values and r-values greater than table values hence hypotheses H_05 and H_06 were rejected and alternate hypotheses were accepted.

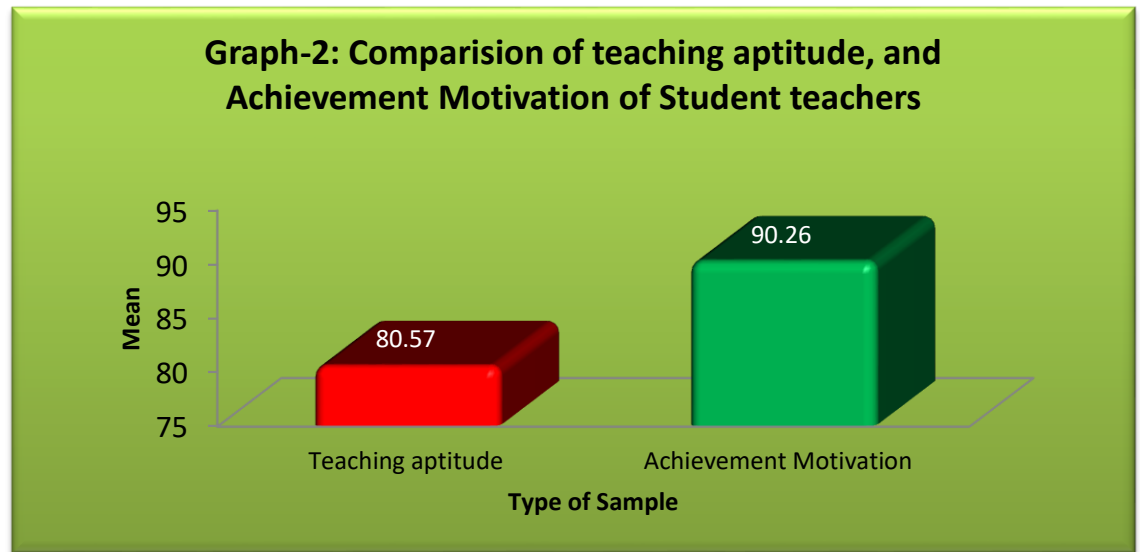
Objectives-4: To study the difference and relationship between Teaching aptitude and Achievement Motivation Student teachers.

H_07 : There is significant difference between teaching aptitude and Achievement Motivation of Student teachers.

Table-4.35: Mean, S.D., t- value and r-value of scores of teaching aptitude, and Achievement Motivation of Student teachers

Type of Sample	N	Mean	SD	't' Value	'r' Value
Teaching aptitude	600	80.57	22.737	15.333	0.985
Achievement Motivation	600	90.26	35.626		

From above table and graph, it can be seen that 't' value is 15.333, which is significant. Therefore the null hypothesis, H_07 that there is no significant difference between Teaching aptitude and Achievement Motivation of Student teachers, is rejected. Further from above table we can see that mean and SD scores of both the groups are not similar. It can thus be concluded that there is significant difference between Teaching aptitude and Achievement Motivation of Student teachers.



12. Findings:

1. There is significant difference and relationship between teaching aptitude of Male and Female Student teachers.
2. There is significant difference and relationship between teaching aptitude of Urban and Rural Student teachers.
3. There is significant difference and relationship between teaching aptitude of Government, aided and Private Student teachers
4. There is significant difference and relationship between Achievement Motivation of male and female Student teachers.
5. There is significant difference and relationship between Achievement Motivation of Urban and Rural Student teachers.
6. There is significant difference and relationship between Achievement Motivation of Government, aided and Private Student teachers.
7. There is significant difference and relationship between teaching aptitude and Achievement Motivation of Student teachers.

8. Educational Implications of the Study:

The following educational implications could be drawn from the findings of the study:

1. In-service programmes should be organized and carried out in a systematic way during the year to possess needed teacher competencies. Acquiring competencies depends on practice and time should be provided. The in-service training content, material, methodology and transactional approaches should be periodically updated as per the needs of the time.
2. Classroom instruction needs to be specific rather than general. The teachers should be given scope for developing initiative and dynamism which should lead to individual skill development.
3. Teacher competencies are stimulus for both in-service and pre-service. The acquisition and application of these mostly depends upon individual's aptitude.

4. There is relationship between teaching aptitude and Achievement Motivation among Student teachers hence teachers' teaching aptitude was directly effecting on his Achievement Motivation .

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