

A STUDY OF ACADEMIC ACHIEVEMENT IN RELATION TO APTITUDE, ATTITUDE, AND ANXIETY OF PUPIL-TEACHERS OF DELHI

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ABSTRACT

According to Albert Campus (a French philosopher)-“Every achievement is a servitude. It compels us to a higher achievement”. No doubt, every achievement is based on the healthy environment and positive attitude but anxiety affects the academic achievement of learner’s. It shows a negative influence on learners' learning performances. This study is helpful to establish the role of anxiety as yet another variable in pre-service pupil-teachers. The sample was selected from different colleges of University of Delhi (Central University of Delhi Region). The data were analyzed with the help of reliable and most suitable statistical techniques. It highlights the academic achievement in relation to aptitude, attitude, and anxiety of pupil-teachers.

KEYWORDS: Academic Achievement, Aptitude, Attitude, Anxiety & Pupil-Teachers

1. INTRODUCTION

India is a developing country. It needs competent teachers to build up a strong foundation for its growth and development. It is believed that a nation can develop with the help of good citizens and their qualitative education and life. In the words of Dr. Radhakrishnan, former President of India and Chairman of the UGC (1949), “*The Teacher’s place in the society is of vital importance. He acts as the pivot for the transmission of intellectual traditions and technical skills from generation to generation and helps to keep the lamp of civilization burning.*” Teachers are the custodians of every stage of life.

Gone are the days when the teacher was the supreme master of the educational arena. He was the school, the textbook and he was the moral force. Nobody was there to rival, to share his responsibility and to supplement his efforts. But the conditions have changed and the situations have improved. Many agencies of education have come, several media have emerged and a variety of materials are being used for education. There are radios, television, newspapers and other materials, there are meetings, conferences, and congregation of all kinds, political, social, cultural, literary and religious and all these also have educational roles to play and individuals are all exposed to such learning. It is here that importance of personality parameters like Attitude, Aptitude, and Anxiety of the teacher comes into the picture. The teacher should have an interest and inclination and then only he will be able to do justice with the profession. Teachers are responsible for shaping future citizens. In recent years, there has come to be a gradual recognition of the fact that personality and motivational variables are important correlates of scholastic achievement along with the intellectual aptitudes. In the above

context, it is pertinent to seek correlates of the achievement of teacher-trainees in the college of education. The researcher wanted to know whether the teacher who has a high score at the end of completion of training had a high teaching attitude and aptitude.

In this study, the researchers collected the data on aptitude, attitude and anxiety level of the pupil-teachers to study the relationship of these dependent and independent variables to their academic achievement. Researchers believed that this study is helpful to establish the role of anxiety as yet another variable in the pre-service graduate teachers training program.

2. NEED & SIGNIFICANCE OF THE STUDY

Teacher training should be provided to those students who apart from excelling in their studies also have favorable attitude and aptitude to be a competent teacher. Therefore the researcher wants to study the relationship between teaching aptitude and attitude of the pupil-teachers with academic achievement.

Anxiety is generally considered a psychological problem and left behind and never considered prevalent. But considering the fast-paced life and other responsibilities, high anxiety is a very common phenomenon. Hence cannot be ignored in the present time and this study provides an insight into the role of anxiety in academic achievement.

The researchers feel that by understanding the correlates of academic achievement, the study is helpful in recognizing the importance of personality parameters like attitude and aptitude towards teaching profession and anxiety level in the field of teacher training.

The researchers studied so many past researches which are related to teaching aptitude, teaching attitude and anxiety studies.

Teaching aptitude and teaching attitude is an important parameter several studies have been conducted in this area of research. Previously conducted studies indicated that aptitude towards the teaching showed the positive correlation in relation to academic achievement (Kaur, D. 2007 and A. 2013) and outcomes showed that significant relationship in relation to academic achievement (Kumari, U. 2008). The relationship between Teaching Attitude & academic achievement was not finding significantly (Garg, M. & Gakhar, S. 2009). The study of Ganoje, 2011 represented that the aptitude towards the teaching of female and male significantly varies where female trainees have higher aptitude regarding teaching than male trainees (Devi, A. 2013 and Arya, S. 2013).

There was no significant relationship between job satisfaction and teaching aptitude (Singh, R.K. 2013) but, job satisfaction and attitude towards teaching were positively related to each other (Singh, 2002). Teaching aptitude was found to be significantly positively correlated to English Language Teaching Ability, motivation and teaching competence (Prasad, K. 2013).

In a study to examine pre-service teachers' practicum-based mathematics classroom teaching experiences and its contribution to their anxiety, it was found that locus of control played an integral part in increasing vs. decreasing mathematics teaching anxiety (Brown, A.; Arla, W. and Patricia, M. 2012). The teaching effectiveness and anxiety were negatively correlated.

These studies are conducted mostly for students and very few studies are related to teacher educators and pupil-teachers. Also despite some significant studies on teaching attitude and aptitude on pre-service and in-service teacher

trainees, anxiety and its effect were not extensively studied for the teacher education students. So, researchers conducted this study on pupil-teachers of teacher training programs.

3. STATEMENT OF THE PROBLEM

The problem was stated as- "*A Study of Academic Achievement in relation to Aptitude, Attitude, and Anxiety of Pupil-Teachers of Delhi*".

4. OPERATIONAL DEFINITIONS

Academic Achievement: The percentage of marks obtained by the pupil-teachers.

Aptitude: The score will obtain on the standardized 'Teacher Aptitude Test Battery' (TATB) developed by Jai Prakash and R.P. Shrivastava.

Attitude: The score will obtain on the standardized 'Teacher Attitude Inventory' (TAI) designed by Dr. S.P. Ahluwalia.

Anxiety: The score will obtain on the standardized 'Comprehensive Anxiety Test' (CAT) by Sharma, Bharadwaj, and Bhargava.

5. OBJECTIVES OF THE STUDY

The investigators framed the following objectives to conduct the study:

- To study the levels of aptitude, attitude, and anxiety in pupil-teachers.
- To study the aptitude, attitude, and anxiety of pupil-teachers gender-wise.
- To study the correlation of aptitude score of pupil-teachers with their academic score.
- To study the correlation of attitude score of pupil-teachers with their academic score.
- To study the correlation of anxiety score of pupil-teachers with their academic score.
- To study the relationship among academic achievement and attitude, aptitude and anxiety of pupil-teachers.

6. HYPOTHESIS OF THE STUDY

The researcher formulated the following hypothesis:

- There exists no significant correlation between aptitude and academic achievement of pupil-teachers.
- There exists no significant correlation between attitude and academic achievement of the pupil- teachers.
- There exists no significant correlation between anxiety and academic achievement of pupil-teachers.
- There exists no significant difference between the aptitude of male and female pupil-teachers.
- There exists no significant difference between the attitude of male and female pupil-teachers.
- There exists no significant difference between the anxiety of male and female pupil-teachers.

7. RESEARCH METHODOLOGY

The researchers conducted Quantitative research using descriptive methodology. The research method was the survey method.

8. TOOLS USED FOR THE STUDY

The Investigators collected the data with the help of following standardized tools from the pupil-teachers:

- Teacher Aptitude test (TAT) developed by Jai Prakash and R.P. Shrivastava
- Teacher Attitude Inventory (TAI) developed by S.P. Ahluwalia
- Comprehensive Anxiety Test (CAT) developed by Sharma, R. L. Bharadwaj, and M. Bhargava

9. POPULATION & SAMPLE

The population for this study was the students enrolled in B.Ed. & M.Ed. course in different teachers training institutions affiliated to the University of Delhi. 200 pupil-teachers were selected with the help of stratified random sample technique. Volunteer sampling was used as the students volunteered to participate in the research after being informed about its nature and intent.

10. DATA COLLECTION & ANALYSIS

The researchers, for this study, have collected the data using above mentioned standardized tools. The academic achievement score and gender of pupil-teachers were collected using a self-made form. Suitable statistics were used for data analysis and hypothesis testing.

11. MAJOR FINDINGS

The major findings of the study were-

- There was no significant difference in the Aptitude of Male and Female pupil-teachers.
- There was no significant difference in the Attitude of Male and Female pupil-teachers.
- There was a significant difference in the Anxiety of male and female pupil-teachers.
- The Anxiety of male students was higher than that of female pupil-teachers.
- The correlation between achievement and aptitude was positive.
- The correlation between achievement and attitude was positive.
- The correlation between achievement and anxiety was negative.
- Scores of aptitude and anxiety are significant predictors of achievement score but attitude score was not a significant predictor.

12. CONCLUSIONS

The teaching aptitude and attitude are not related to gender but the anxiety level is significantly different among male and female students. Though teaching attitude and aptitude are positively correlated to academic achievement, teaching attitude is not a significant predictor of academic achievement. The anxiety is negatively correlated to academic achievement and significant predictor.

The present study showed that teaching aptitude has a positive and significant relationship with academic achievement so it is recommended that efforts are made to test the teaching aptitude more comprehensively in the admission test and its weight-age may also be increased.

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