Chapter 5
Discussion of the Results
DISCUSSION OF THE RESULTS

5.1 Important Findings

As per the design of the study, the investigator collected the data using standardized tools and then analyzed them with the help of proper statistical techniques to verify the tentative hypotheses for achieving the objectives of the present investigation. This chapter deals with the rational explanation of the results, which have been presented in tabular form in preceding chapter. For the convenience of the understanding and clarity in the presentation, the results of the study have been discussed and interpreted in accordance with the hypotheses framed in the first chapter of the thesis.

**HO 1: There would be no significant difference between high academic background and low academic background prospective teachers on the measure of teaching aptitude.**

When the respondents of high academic background and low academic background were compared on the measure of teaching aptitude and its components namely mental ability, attitude towards children, adaptability, professional information and interest in profession, it was observed that high academic background group is significantly different from low academic background group on mental ability, attitude towards children, interest in profession and total teaching aptitude (Table: 4.8). It can be concluded safely that higher the levels of academic background higher will be the level of mental ability, attitude towards children, interest in profession and total teaching aptitude. The result of this study are quite interesting and can be
justified on the ground that the respondents having high academic background are expected to possess higher mental ability and interest in profession keeping in view of their higher achievement motivation. Respondents having high academic background are also considered to have interest and desire to achieve academic success in their life. Thus, they take their studies with a positive frame of mind, which is being reflected in their personality as they have shown significantly high positive attitude towards children in present study. It is because of these reasons the high academic background prospective teachers are found possessing higher positive aptitude in teaching as compared to low academic background respondents. This finding is also supported by the results of the studies conducted by Malik (1999); Shah (1991); Tapodhan (1991; Maurya (1990); Kahton (1989); Meenakshi (1988); Vyas (1982); and Saron (1975). However, some researches e.g. Zuberi (1984); Gupta (1977); reported contradictory results. Hence the hypothesis no (1) is rejected.

**HO 2:** There would be no significant difference between high academic background and low academic background prospective teachers on the measure of achievement motivation.

Table 4.9 reveals that high academic background and low academic background groups were found differing significantly on the measure of achievement motivation. The calculated ‘t’ value is 5.44, which is significant at 0.01 level of confidence. It is also obvious from the same table that the mean score of high academic background group is 144.15, which is higher than the mean score of the low academic background group being 127.71. Therefore it can be inferred that the respondents with high academic background also have
higher achievement motivation than the low academic background respondents. The result of this investigation seems to be on expected lines and justifying the positive influence of academic background on the performance of the respondents on achievement motivation. Thus, the second hypothesis is rejected. This finding is also corroborated by the findings of Sangeeta (1998); Srinivasa (1997); Kodi (1997); Christian (1977); and Pathak (1974). However, the results of the study conducted by Gangte (2001) contradict with the findings of the present investigation.

**HO 3:** There would be no significant difference between high academic background and low academic background prospective teachers on the measure of adjustment.

In order to testify this hypothesis, the investigator compared the high academic background and low academic background groups on the measure of total adjustment as well as with its components namely home, health, social, emotional and educational adjustment with the help of ‘t’ test as depicted in table 4.10 of previous chapter. It is found that high academic background group is significantly higher on components social, emotional and educational adjustment as well as on total adjustment from their low academic background counterparts. The results of this study are on expected lines as the high academic background respondents might have utilized their mental ability to adapt themselves to the social situations satisfactorily. They are also expected to adjust to educational setting, as it is extremely difficult for a person to maintain high academic background without proper adjustment to the school situation. Level of adjustment is the key of success in every endeavour of a
person, because maladjustment reduces the inner motivation and leads to frustration, which detrimentally affects the entire personality of the candidate and makes him under-achiever. If a person is well adjusted to educational setting, then, he is supposed to show emotional stability too. Thus, the person showing better social, emotional and educational adjustment can be considered as highly adjusted person. This finding is also corroborated with the findings of researches carried out by Sharma (1981) and Badami (1973). Thus, the third hypothesis is rejected.

**HO 4: There would be no significant difference between male and female prospective teachers on the measure of teaching aptitude.**

As far as sex differences on teaching aptitude and its components are concerned, a markedly significant difference is found between male and female prospective teachers regarding total teaching aptitude as well as on three of its components- mental ability, attitude towards children and professional information as can be seen from the table 4.17 presented in preceding chapter. The male subjects are found having a higher level of teaching aptitude as well as mental ability and professional information than their female counterparts. While in respect to attitude towards children the female subjects supersedes the male counterparts. The same results were almost repeated when the male and female prospective teachers were compared in the high academic background group and low academic background group shown in the tables 4.20 and 4.23 respectively, internally validates the result discussed above. This result may not be too surprising keeping in view the fact that much of the quality work related
to mental ability done in different fields like arts, literature, philosophy, religion, science and architecture along the whole span of life belongs to male subjects. In addition to other professions teaching is also a profession where male teachers are seen to be having a long history of success than their female counterparts. It may be due to their better mental ability, professional information and total teaching aptitude. The findings of the present investigation are also quite interesting keeping in view of the popular belief that teaching is becoming a feminine profession in our country particularly in elementary and secondary school levels. But quite a few researches in this particular field have reported that a preference to select teaching profession by female candidates does not confirm the belief that they have better teaching aptitude. Thakur (1978) finds out that female candidates joined teaching profession mainly for economic reasons. However, a kind of social approval persists in our Indian society particularly in favour of girls to make them self-reliance and to secure their future by opting teaching profession. As far as the significant difference in favour of female respondents on the variable ‘attitude towards children’ is concerned, it is due to natural tendency possessed by the women to deal with the problems of children during their developmental stages. Thus, significant difference in their attitude towards children as compared to male respondents is quite understandable. In the light of the above discussion fourth hypothesis regarding teaching aptitude is rejected because difference occurs in total teaching aptitude and three of its components i.e. mental ability, attitude towards children and professional information. This
finding is also corroborated by Patel (1993); Pandya (1993); Tapodhan (1991); Meenakshi (1988); and Sharma (1984); who reported gender differences in their studies regarding teaching aptitude. However findings of the work done by Chanchal (1988) contradict with the present findings.

**HO 5:** There would be no significant difference between male and female prospective teachers on the measure of achievement motivation.

When the sex differences were explored on the achievement motivation of prospective teachers, the difference occurred quite obviously as has been depicted in table 4.17. Female sample is found to have higher level of achievement motivation than their male counterparts. Results of this study are understandable on the basis of the fact that in general the girls are more concerned about their future career. They feel insecure in our male dominated society. However, they have the desire and potential to excel in all walks of life. In order to fulfill their own aspirations and aspirations of their parents, they work harder with full dedication and devotion. In this way they always show high achievement motivation. But when the male and female prospective teachers were compared with high academic background group and low academic background group as can be seen from the table 4.21 and 4.24, no significant difference was observed between these groups. It can be concluded on the basis of the above findings that achievement motivation is influenced by sex differences of the respondents as well as by their academic background. The present finding is also supported by the findings of the studies conducted by Kodi (1997) and Ojha (2002). On the other hand studies conducted by
Dutta (1973) and Srivastva (1987) do not support the findings of the present investigation. Thus, the fifth hypothesis regarding achievement motivation is accepted partially.

**HO 6: There would be no significant difference between male and female prospective teachers on the measure of adjustment.**

Table 4.19 presented in the preceding chapter revealed that no significant difference between male and female prospective teachers in relation to adjustment variable was found. Moreover, no significant difference was observed for all the components of adjustment variable e.g. home, health, social, emotional and educational adjustment between the above mentioned groups of male and female respondents. The same results were also found when the male and female prospective teachers having high academic background as well as male and female respondents with low academic background were compared as can be seen from the tables 4.22 and 4.25 respectively. Thus, on the basis of all above three comparisons it can safely be concluded that male and female prospective teachers are almost similar with regard to adjustment. This result is also corroborated by Gupta (1971) who reported that male and female pupil teachers do not differ in their mean adjustment. Hence the sixth hypothesis relating to adjustment is accepted.

### 5.2 Suggestions for Further Studies

1. There exists a need to explore the teaching aptitude of teachers working at higher education level as the appointment of university teacher is made without any formal professional training as required by the school teachers.
2. A comparative study of prospective teachers pursuing their training in central universities, state universities and private colleges may be of paramount importance. Such comparisons can be observed by selecting a number of variables like SES, intelligence, personality characteristics, creativity, adjustment, achievement motivation and teaching aptitude.

3. Levels of aspiration, achievement motivation, sense of satisfaction, insecurity, anxiety, adjustment, creativity, intelligence etc. are the important variables, which play significant role in success of the candidates. A comparison of students belonging to different professions—teaching, medical, engineering, management etc in respect to above mentioned variables may yield interesting results.

4. In India there exists a disparity between rural and urban population in respect to their mode of thinking, life style and attitudes towards various issues. A comparative study of rural and urban population regarding attitude towards teaching and other professions in relation to a number of other related variables can be of paramount importance in understanding the social acceptance of the teaching profession.

5. Similarly, cross-cultural studies regarding aptitude in teaching profession and its associated variables might be conducted to understand the problem in a more comprehensive manner.

6. Magnitude of academic background may be comparatively studied among respondents of different professional courses like medical,
engineering, management and teaching profession on aptitude in their respective profession, achievement motivation and adjustment.

7. This study may be replicated on a large sample of teachers or prospective teachers in order to ensure superior validity for findings.

5.3 Educational Implication

1. The present study indicates that academic background plays a prominent role in affecting the teaching aptitude, achievement motivation and adjustment of the teachers, therefore, students with good academic background maybe encouraged to come in teaching profession.

2. Teaching aptitude, achievement motivation and adjustment of the teachers are the vitally important aspects of teaching profession which play a significant role in affecting the work performance of the teachers. It is essential to study them thoroughly and deeply in order to plan a strategy for helping the teachers as well as entire teaching learning process.

3. Quality and competency of any educational institution is determined by the role played by its teachers. Therefore, it is must for the university and concerned authorities to be impartial in recruiting the quality faculties on purely merit basis. Efforts should be made to update their knowledge through regular intervals. There is also a need to plan and organize orientation and refresher courses for school teachers.
4. The existing training programme has partially failed to provide adequate opportunities to student teachers to develop competency to face the varied types of situations in their real teaching life. It seems that the entire teacher education programme in our country lacks in professional attitude, which is extremely essential for a sound programme of teacher education.

5. Teaching is considered to be a noble profession. It is one of those professions, which confer special privileges and obligations on those who practice it. Therefore, the teaching profession ought to attract candidates who are professionally sound, having keen interest, capability and commitment to the profession. He must not confine his role to mere transfer of knowledge from the old brittle pages of his notebook to the student’s notebook without touching their minds. A real teacher leaves no stone unturned through his hard work to stimulate interest and desire for learning among students. The commitment to the profession is directly related to healthy adjustment, positive attitude towards teaching profession and achievement motivation of the teachers.

6. The teacher educator should make clear to the students the importance of achievement motivation in life by means of telling the stories of great men and their achievements in all walks of life.

7. This study maybe also helpful in constructing test materials for selection of the candidates in admission to teacher education institutions.