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Title of the Study: “A STUDY OF SOCIO-ECONOMIC STATUS AND MOTIVATION OF PRE-SERVICE TEACHERS IN RELATION TO THEIR ACHIEVEMENT AND ATTITUDE TOWARDS TEACHING”

ABSTRACT

The present study was undertaken to assess the socio-economic status, motivation, achievement and attitude of secondary teacher education level pre-service teachers and to investigate the interrelationship amongst these variables. Education is considered as the most effective instrument of transforming a society and the teachers are the most important agent of this transformation process. All the individuals reconstruct their experiences continuously as a social unit and develop all plausible capacities required in future course of life actions through the process of education. And, in this educational process, teachers are the real backbone of transacting knowledge to the learners through teaching. It has been universally observed that teachers are the role models for the students. The psycho-social traits of a teacher is very closely observed and imitated by the students especially at school level education. Such traits of a teacher are not formed in a single day. These traits are very closely related to the place of their upbringings in different societies, communities, situations and environments. Their needs, motives, inner feelings, attitude, intelligence, achievement, self satisfaction, conscience etc also get developed in different ways in different environmental set ups. Such diversified psycho-social traits of teachers, are, not only related to their professional outcomes but also leave impact on the learners. Therefore, present researcher found it interesting to study the interrelationships of such traits of pre-service teachers. The study in hand covered only four self financing B.Ed. colleges affiliated to Guru Gobind Singh Indraprastha University, New Delhi. Basically it was a descriptive survey research study conducted to answer the following research questions:

- 1) What is the level of SES, Motivation, Achievement and Attitude of Pre-Service Teachers?
- 2) How Motivation of Pre-Service Teachers does is related to their Attitude?
- 3) How Motivation of Pre-Service Teachers does is related to their Achievement?
- 4) How Attitude of Pre-Service Teachers is related to their Achievement?
- 5) How Socio-Economic Status of Pre-Service Teachers is related to their Achievement?
- 6) How Socio-Economic Status of Pre-Service Teachers is related to their Attitude?
- 7) What is the joint contribution of Socio-Economic Status and Motivation on Achievement of Pre-Service Teachers?
- 8) What is the joint contribution of Socio-Economic Status and Motivation on Attitude of Pre-Service Teachers?

The above research questions were probed under following specific **OBJECTIVES:**

- 1) To study the Socio-Economic Status (SES) of Pre-Service Teachers
- 2) To study the Motivation of Pre-Service Teachers
- 3) To study the Achievement of Pre-Service Teachers
- 4) To study the Attitude of Pre-Service Teachers
- 5) To study the Relationship between:
 - A. Motivation and Attitude of Pre-Service Teachers towards Teaching.

- B. Motivation and Achievement of Pre-Service Teachers
- C. Attitude and Achievement of Pre-Service Teachers
- D. Socio-Economic Status and Achievement of Pre-Service Teachers
- E. Socio-Economic Status and Attitude of Pre-Service Teachers
- 6) To study the specific and joint contribution of SES and Motivation on Achievement of Pre-Service Teachers
- 7) To study the specific and joint contribution of SES and Motivation on the Attitude of Pre-Service Teachers

DATA ANALYSIS:

Data was analyzed by Mean, Median, Mode, SD, Percentage, Partial Correlation, ANOVA, t-test and Multiple Regression Analysis.

FINDINGS OF THE STUDY:

On the basis of data analyzed toward SES, motivation, achievement and attitude of pre service teachers, the following findings were unstressed.

- 1) Majority of Pre Service Teachers were from High Socio-Economic Status.
- 2) High Socio-Economic Status Pre-Service Teachers were the Largest Group.
- 3) Average Socio-Economic Status Pre-Service Teachers were the Second Largest Group.
- 4) Very High Socio-Economic Status Pre-Service Teachers were the Third Largest Group.
- 5) Low Socio-Economic Status Pre-Service Teachers were the Smallest Group.
- 6) Very Low Socio-Economic Status Pre-Service Teachers of were none.
- 7) Very High Socio-Economic Status Pre-Service Teachers had the Highest Level of Motivation.
- 8) Low Socio-Economic Status Pre-Service Teachers had Lowest Level of Motivation
- 9) Low Socio-Economic Status Pre-Service Teachers had Highest Level of Attitude
- 10) Average Socio-Economic Status Pre-Service Teachers had Lowest Level of Attitude
- 11) Very High Socio-Economic Status Pre-Service Teachers had the Highest Level of Achievement.
- 12) Average Economic Status Pre-Service Teachers had the Lowest level of Achievement:
- 13) Majority of Pre-Service Teachers had less than Average Level of Motivation.
- 14) Only 2.10% Pre-Service Teachers had Very Low Attitude towards Teaching.
- 15) There was no Significant Correlation between Motivation and Attitude.
- 16) There was a Significant Correlation between Motivation and Achievement.
- 17) There was a Significant Correlation between Attitude and Achievement.
- 18) There was a Significant Correlation between Socio-Economic Status and Achievement
- 19) There was no Significant Correlation between Socio-Economic Status and Attitude
- 20) There was a 12% association between SES and motivation in the prediction of achievement of pre-service teachers,
- 21) Regarding joint contribution of SES and motivation in the prediction of Achievement of Pre-Service Teachers, SES was more significant factor than Motivation.
- 22) There was a 09% Association between SES and Motivation in the Prediction of Attitude of Pre-Service Teachers.
- 23) Regarding joint contribution of SES and Motivation in the prediction of Attitude of Pre-Service Teachers, SES was more significant factor than Motivation