



## A Study on Motivation Skill Among Teacher Trainees of Second Year D.t.ed Students

### KEYWORDS

Emphatic, reinforcing, technical skill, achieve mastery.

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### ABSTRACT

The study has been conducted on a sample of 80 students to examine the motivation skill of teaching. The sample of the students has been taken of those students who are studying in second year D.T.Ed. Teacher trainees in District Institute of Education and Training, Madurai district. The random sampling technique was used in this study. The data were analyzed statistically by using mean, standard deviation and 't' test. The study revealed that there is no significant difference in the mean score of motivation skill with respect to gender, age, locality, marital status, staying, parent's educational qualification and parent's annual income. And also the study revealed that there is significant difference in the mean score of motivation skill with respect to newspaper reading.

### INTRODUCTION

"Teaching skill" is the most important quality of a teacher. It is acquired, sharpened and updated for making teaching emphatic. So it is necessary for a teacher to equip oneself with essential teaching skill particularly at primary school level, where the foundation of a pupil is shaped and moulded in proper way. Teachers working at the elementary stage may be well versed by the pedagogical principles that form the base of teaching at elementary education. So the student teachers must develop the teaching skills and the capacity to solve social, interpersonal and emotional problems of learners.

Motivation skill is the first and foremost skill of technical skills of teaching. Motivational skills including reinforcing student behaviour varying the stimulus, set induction, encouraging student involvement, accepting and supporting student feelings, displaying warmth and enthusiasm and recognizing and meeting students needs. So the investigator wants to study the motivation skill among teacher trainees of second year D.T.Ed. students.

### NATURE OF MOTIVATION

A vision that motivates is the standard constant for success across all social classes and/or lifestyles. It does not matter how many years a person spent in classrooms, a motivating vision is the common denominator for achievement. President Abraham Lincoln never went to school; he became President because he had a vision that motivated him. In addition, his vision was so powerful that it motivated everyone around him and that energy motivated the country.

### THREE ELEMENTS OF MOTIVATION

Motivation starts with the desire to be free, to be free from dependency on others, freedom to live the lifestyle we dream of, freedom to explore our ideas. Total freedom is not possible or desirable, but the struggle to achieve that ideal is the basis for motivation.

### SEVEN RULES OF MOTIVATION

**1 Set a major goal, but follow a path.** The path has mini goals that go in many directions. When you learn to succeed at mini goals, you will be motivated to challenge grand goals.

**2 Finish what you start.** A half finished project is of no use to anyone. Quitting is a habit. Develop the habit of finishing self-motivated projects.

**3 Socialize with others of similar interest.** Mutual support is motivating. We will develop the attitudes of our five best friends. If they are losers, we will be a loser. If they are winners, we will be a winner. To be a cowboy we must associate with cowboys.

**4 Learn how to learn.** Dependency on others for knowledge supports the habit of procrastination. Man has the ability to learn without instructors. In fact, when we learn the art of self-education we will find, if not create, opportunity to find success beyond our wildest dreams.

**5 Harmonize natural talent with interest that motivates.** Natural talent creates motivation, motivation creates persistence and persistence gets the job done.

**6 Increase the knowledge of subjects that inspires.** The more we know about a subject, the more we want to learn about it. A self-propelled upward spiral develops.

**7 Take risk.** Failure and bouncing back are elements of motivation. Failure is a learning tool. No one has ever succeeded at anything worthwhile without a string of failures.

### SIGNIFICANCE OF THE STUDY

To achieve mastery in a particular teaching-learning skill that is motivation skill is needed for the teacher trainee. So the teacher trainee must practice the motivation skill through micro teaching technique. Using motivation skill in a regular class room situation requires training and preparation in teaching a micro lesson as well as in the particular skill.

The essentiality of practice is reflected in one recommendation for the improvement of teaching: "Practice, Practice, Practice..... frequent interval, varied and criticised practice. Observation, immediate feedback and practice again to perfect the original performance., Practice in a variety of situations". While this quotation clearly implies means of controlling rather than simply providing practice, its spirit is familiar. A confidence in the efficacy of practice underlies the trend toward earlier, more extended, and more intensive field experience. The perceptions of teacher education students, tend to validate its essentiality. Field experience and particularly student-teaching experience generally are perceived by teacher education students to be the most valuable component of their professional training. So the investigator decided to study the motivation skill among second year D.T.Ed. students.

**OBJECTIVES OF THE STUDY**

- To find out the study of motivation skill among teacher trainees of second year D.T.Ed. students.
- To determine the significant difference between the motivation skill with reference to gender, age, locality, marital status, staying, parents educational qualification, parents income and newspaper reading.

**HYPOTHESIS OF THE STUDY**

**There is no significant difference in the mean scores of motivation skill of second year D.T.Ed teacher trainees with respect to**

- Gender (male and female)
- Age (17-19 and 19&above)
- Locality (rural and urban)
- Marital status (married and unmarried)
- Staying (hostel and day's scholar)
- Father's educational qualification (Educated and Illiterate)
- Mother's educational qualification (Educated and Illiterate)
- Parent's annual income (Below 25000 and Above 25000)
- Newspaper reading (Regularly and Rarely)

**METHOD**

The normative survey method was used to find out the motivation skill among second year D.T.Ed. Teacher trainees of District Institute of Education and training.

**SAMPLE**

80 second year D.T.Ed.teacher trainees will be selected from District Institute of Education and training, Madurai .

**TOOLS TO BE USED**

The investigator designed a tool in the name of motivation skill inventory and used for the present study.

**HYPOTHESIS**

**Table -1**

**Significant difference in the mean scores of motivation skill of second year D.T.Ed. Teacher trainees with respect to demographic variables.**

Sl. No.	Cat-egory	Group	N	Mean	S.D.	't' value	Level of significance at 5% level
1.	Gender	Male	20	1.514	13.37	1.035	NS
		Female	60	1.577	26.01		
2.	Age	17 - 19	53	1.549	13.90	0.652	NS
		19 & above	27	1.585	35.96		
3.	Locale	Rural	58	1.551	19.33	0.787	NS
		Urban	21	1.598	33.28		
4.	Marital Status	Married	13	1.495	16.01	1.124	NS
		Unmarried	67	1.575	24.66		
5.	Resi-dence	Hostel	37	1.565	21.48	0.099	NS
		Day's scholar	43	1.559	25.49		
6.	Father's quali-fication	Illiterate	27	1.566	22.58	0.102	NS
		Educated	53	1.559	24.28		
7.	Mother's quali-fication	Illiterate	38	1.582	20.28	0.732	NS
		Educated	42	1.543	26.31		

8.	Annual income	Below 25000	57	1.534	18.63	1.694	NS
		Above 25000	22	1.633	33.01		
9.	News-paper reading	Regularly	39	1.616	18.48	2.064	S
		Rarely	41	1.509	26.77		

NS - Non significant, S - Significant

From the above table shows that the calculated 't' value (2.064) is greater than the table value (1.96). Hence the null hypothesis, "There is no significant difference in the mean scores of motivation skill of second year D.T.Ed. students with respect to Newspaper reading" is rejected.

From the above table shows that the calculated 't' values (1.035, 0.652, 0.787, 1.124, 0.099, 0.102, 0.732, 1.694) are lesser than the table value (1.96). Hence the null hypothesis, "There is no significant difference in the mean scores of motivation skill of second year D.T.Ed. students with respect to gender, age, locality, marital status, staying, father's educational qualification, mother's educational qualification and parent's annual income" are accepted.

**FINDINGS**

- There is no significant difference in the mean scores of motivation skill of second year D.T.Ed teacher trainees with respect to Gender, Age, Locality, Marital status, Staying, Father's educational qualification, Mother's educational qualification and Parent's annual income.
- There is significant difference in the mean scores of motivation skill of second year D.T.Ed teacher trainees with respect to newspaper reading.

**DISCUSSION**

The mean score of regular newspaper reading is (1.616) and the mean score of rare newspaper reading is (1.509). Comparing the mean scores, regular newspaper reading is greater than the rare newspaper reading. This reveals that the teacher trainees of regular newspaper reading habit make them more motivated and updating their knowledge better than the students who were not reading the newspaper regularly.

The mean scores of motivation skill of second year D.T.Ed teacher trainees with respect to Gender, Age, Locality, Marital status, Staying, Father's educational qualification, Mother's educational qualification and Parent's annual income are not significant. This is because all the students always want to enrich their knowledge to develop themselves. Further, they may like to become effective teachers and they may attempt to empower themselves with proper knowledge and methodology methods in their subject for promoting the status. Further they may be spend much time in strengthen their motivation skill of teaching ability through wider participation in individual practice.

**EDUCATIONAL IMPLICATIONS**

Based on the findings, the investigator gives the following educational implications. The present investigation has clearly indicated and thrown much light on motivation skill of D.T.Ed. students of DIET, Madurai district. The following educational implications if implemented will go a long way in the development of motivation skill. So the lecturers want to improve their motivation skill through micro teaching technique. Teacher trainees must develop their teaching skills, because this is required for all the students'

placement in teaching profession. There by the teacher trainees were able to accomplish the task of attaining success by improving the skill of motivation and develop their level of teaching competency. This proves better students among the normal one and making our student fittest of the survival in a competitive world.

### CONCLUSION

Internal and external factors that stimulate desire and energy in people to be continually interested and committed to a job, role or subject or to make an effort to attain a goal. Acquiring Subject knowledge alone may not help a teacher to be competent but they need practice in the skills of teaching competency. Therefore they need to practice the motivation skill to achieve a goal (competent teacher). Even if the students are adult, they need motivation and all other psychological principles. So it is necessary to develop motivation skill among teacher trainees of D.T.Ed. So it is the duty of the lecturers to nurture the teacher trainees to improve the technical skills of teaching.

### REFERENCE

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