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**PSYCHOLOGICAL CHARACTERISTICS OF SELECTED STUDENTS,
UNDERGOING TEACHER TRAINING COURSE IN DIFFERENT COLLEGES
OF RAJKOT DISTRICT, GUJARAT STATE**



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ABSTRACT

The main objective of the study was to know the psychological characteristics of selected students undergoing teacher training course in different colleges of Rajkot district, Gujarat State. The subjects of the present study were 200 college male students of concerned district the age of the subjects ranged between 24 to 30 years. The data pertaining to psychological characteristics were collected from the subjects with the help of respective questionnaire meant for the purpose of measuring these variables. For the purpose of the study Anxiety, Aggression, Achievement Motivation, Locus of Control was taken as psychological variables. The findings of the study revealed that insignificant relationship was found between anxiety and academic performance since the calculated coefficient of correlation (-0.01626) was found lower than the tabulated value (0.195) Insignificant relationship was found between locus of control and academic performance.

Keywords: Anxiety, Achievement motivation, Aggression & Locus of control.

INTRODUCTION

Psychosocial characteristics are a term used to describe the influences of social factors on an individual's mental health and behavior. A psychosocial approach to

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human behavior involves the relation between intrapersonal psychological and environmental aspects. Psychosocial characteristics are commonly described as an individual's psychological development in relation to his/her social and cultural environment. "Psychosocial" means "pertaining to the influence of social factors on an individual's mind or behavior, and to the interrelation of behavioral and social factors" (Oxford English Dictionary, 2012). Psychosocial factors, at least in the context of health research, can be defined as the mediation of the effects of social structural factors on individual health, conditioned and modified by the social structures contexts in which they exist (Martikainen, Bartley, & Lahelma, 2002).

OBJECTIVE OF THE STUDY

The main objective of the study was to know the psychological characteristics of selected students undergoing teacher training course in different colleges of Rajkot district of Gujarat State.

DESIGN OF THE STUDY

The subjects of the present study were 200 college male students of concerned district the age of the subjects ranged between 24 to 30 years. The data pertaining to psychological characteristics were collected from the subjects with the help of respective questionnaire meant for the purpose of measuring these variables. For the purpose of the study Anxiety, Aggression, Achievement Motivation, Locus of Control was taken as psychological variables.

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TEST ADMINISTRATION

1. Anxiety was measured by using questionnaire Anxiety Test developed Martin.
2. Aggression was measured by using Aggression Inventory, developed by Kumar and Shukla.
3. Achievement Motivation was measured by using Sports Achievement Questionnaire, developed by Dr. Kamlesh.
4. Locus of Control was measured by Locus of Control Questionnaire (LCQ) developed by Rotter.
5. The academic performance was measured by their marks obtained by the subjects during their schools and college studies. Percentage of marks was taken as criterion for this study.

STATISTICAL ANALYSIS AND INTERPRETATIONS OF THE DATA

Table No: I
Descriptive statistics in relation to Anxiety of B.P.Ed. &B.Ed. Students

Mean	18.8058
Median	19
Mode	21
Standard Deviation	2.8767
Range	13
Minimum	13
Maximum	26

It is evident from table -I that observed descriptive statistics related to Anxiety of students of State capital region where mean value found to be 18.8058, Median; 19 Mode:

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21, Standard Deviation: 2.8767 and Range 13 with minimum score 13 and maximum score 26.

Table No: II
Relationship between Anxiety and Academic Performance of B.P.Ed. & B.Ed. Students

Variable	Coefficient of correlation
Anxiety	-0.01626


Significant at 05 level at 101 df – 195

It is evident from table-II that insignificant relationship was found between anxiety and Academic performance of students of State capital region, since calculated coefficient of correlation (-0.01626) was found lower than tabulated value (0.195) at 0.05 level significance.


Table No: III
Descriptive statistics in relation to Aggression of B.P.Ed. & B.Ed. Students

Mean	-10.8640
Median	11
Mode	12
Standard Deviation	2.899031
Range	15
Minimum	2
Maximum	17


It is evident from table – III that observed descriptive statistics related to Aggression of students of State capital region, where the Mean value found to be 10.8640, Median; 11, Mode 12 Standard Deviation: 2.89031 and Range: 15 with score 2 and maximum score 17.




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Table No-IV
Relationship between Aggression and Academic Performance of B.P.Ed.& B.Ed. Students

Variable	Coefficient of correlation
Aggression	0.08163

Significant at .05 level at 101 df -195

It is evident from table -IV that observed insignificant relationship between aggression and academic performance of B.Ed. students of State capital region, since calculated coefficient of correlation (-0.08163) was found lower than the tabulated value (0.195) at 05 level of significance.

Table No: V
Descriptive statistics in Relation to Locus of Control of B.P.Ed. & B.Ed. Students

Means	11.0679
Median	11
Mode	10
Standard deviation	2.4625
Range	12
Minimum	4
Maximum	16

It is evident from table – V that observed descriptive statistics related to Locus of control of students of State capital region, where the Mean value was 11.0679, Median: 11, Mode: 10, Standard Deviation: 2.4625 and Range 12 with minimum score 4 and maximum score 16.



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Table No: VI

Relationship between Locus of Control and Academic Performance of B.P.Ed.& B.Ed. Students

Variable	Coefficient of correlation
Locus of control	0.01216

Significant at 0.05 level at 101 df-.195

It is evident from table-VI that insignificant relationship was found between locus of control and Academic performance of since calculated coefficient of correlation (0.01216) was found lower than the tabulated value (0-195) at 0.05 level of significance.

Table-No: VII


Descriptive statistics in relation to Achievement motivation of B.P.Ed.& B.Ed. Students

Mean	27.3595
Median	28
Mode	26
Standard Deviation	5.929
Range	24
Minimum	16
Maximum	40


It is evident from table -VII that observed descriptive statistics in relation to Achievement motivation of students, where were Mean 27.3592, Median 28, Mode 26, Standard Deviation 5.929 and Range 24 with minimum 16 and maximum 40.

CONCLUSIONS


- The finding of the study revealed that insignificant relationship was found between anxiety and academic performance since calculated coefficient of correlation (-0.01626) was found lower than the tabulated value (0.195) at 0.05 level significance.




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- The finding of the study revealed that insignificant relationship was found between aggression and academic performance since calculated coefficient of correlation (-0.08163) was found lower than the tabulated value (0.195) at .05 level of significance.
- The finding of the study revealed that insignificant relationship was found between locus of control and academic performance.
- The findings of the study revealed that insignificant relationship was found between Achievement Motivation and academic performance since calculated coefficient of correlation (-0.1829) was found lower than the tabulated value (0.195) at .05 level of significance.

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