A Study of Teaching Aptitude and Adjustment of Senior Secondary School Teachers

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Aim: In this study, relationship was found between adjustment and teaching aptitude of the male and female, government and private senior secondary school teachers.

Method: This study was based on survey method. All government and private senior secondary school teachers of Sirsa and Kurukshetra districts in Haryana were considered as population in this study. The 100 teachers from 10 schools were considered as sample through convenience sampling method. After scoring both the tests, correlation coefficient by scatter diagram and 't' ratio was calculated.

Results and Conclusion: There existed no significant relationship between adjustment and teaching aptitude of the government and private, male and female senior secondary school teachers. In other words, degree of teaching aptitude does not influence the adjustment of the senior secondary school teacher whether he is male or female, government or private school teacher. Therefore, they are independent of each other. A person may be well adjusted but have no good teaching aptitude. Similarly a person may have high teaching aptitude but not well adjusted. Degree of teaching aptitude does not affect the teacher’s adjustment.

Keywords: Teaching Aptitude, Adjustment, Senior Secondary School Teachers.

INTRODUCTION

A teacher is the embodiment of honesty, courage, equanimity, justice, nobility and wisdom; above all, he is a karamayogi, who believes in purity of thought and action. The document challenge of education -- a policy perspective (1985) has highlighted teacher performance in the most crucial input in the field of education. No development of new technology can revolutionize the classroom teaching unless capable and committed teachers are in teaching profession. The success of a teacher depends not only what he does but also on what he is. A competent teacher has self control, good teaching aptitude and work oriented mind. Therefore, the well adjustment of teacher is necessary for good results in education.

Teacher’s Adjustment

Life presents a continuous chain of struggle for adjustment. The problem of adjustment starts right from the birth of child and continuous till his death. It is arriving at a balanced state between the needs of the individual and their satisfaction. An adjusted individual seems to be one who has established some reasonable goals in life with his interests and abilities and who has settled down to work towards those goals seriously and steadily but without tension.

A satisfactory adjustment is an essential in teaching. Teacher's adjustment is necessary to himself as well as his pupils. Probably the most satisfactory way of measuring whether or not a classroom is smooth running and effective would be to measure the degree of personal adjustment of teacher. Hence, the well adjustment of teacher is necessary for good results in the education.

Teaching Aptitude

Aptitude is derived from the word “apt” that means fitness for or capacity to acquire proficiency. It looks to the future. On the basis of habits, skills and abilities that an individual now has, it predicts what he, with training, may become and what success he may have in a given occupation or position. Aptitude refers to mental capacity and readiness to acquire proficiency, native or acquired with training or both.

Specific skills in teaching are named as teaching aptitude, which essentially plays a significant role to influence pupil's achievement. Teaching aptitude refers to cognitive, affective and psycho-motor abilities of individuals. According to Bingham, W.V.D., "Teaching aptitude is a specific ability, potentiality, interest, satisfaction and fitness in the teaching
profession”. Thus, teaching aptitude means a capacity in the teaching work orientation, implementing teaching principles or methods and continuous evaluation for the development of students.

Justification Of The Present Study
Teaching is a skill. A skilled teacher generally shows higher teaching aptitude. With the development and expanding education in the country, teaching aptitude has become an important factor and point in the concern of the present era. Today there is a great dearth of “real teacher”. Deterioration in the standards of education is the great problem.

For the solution of this problem, there is a need to study the teaching aptitude and adjustment of teacher. Teacher is the pivotal of educational system and an essential requirement for a progressive nation. If teacher is not well adjusted then his intellect, imagination and creative power may tend to deteriorate. So, well adjustment of teacher is necessary to take his best performance. Only well adjusted can work to his best. Hence, the present study will try to present a critical frame work for examining teaching aptitude and adjustment of teachers.

Statement of The Problem
The problem can be stated as:

"A Study of Teaching Aptitude And Adjustment Of Senior Secondary School Teachers”.

Objectives of The Study
1. To find out the correlation between adjustment and teaching aptitude of male and female, government and private senior secondary school teachers.
2. To study the difference between teaching aptitude of government and private, male and female senior secondary school teachers.
3. To study the difference between adjustment of government and private, male and female senior secondary school teachers.

Hypotheses Of The Study
It is hypothesized that:-

1. There exists significant positive correlation between teaching aptitude and adjustment of the male and female senior secondary school teachers.
2. There exists significant positive correlation between teaching aptitude and adjustment of the government and private senior secondary school teachers.
3. There exists a significant difference between teaching aptitude of the private and government senior secondary school teachers.
4. There exists significant difference between teaching aptitude of the male and female senior secondary school teachers.
5. There exists significant difference between adjustment of the Government and private senior secondary school teachers.
6. There exists significant difference between adjustment of the male and female senior secondary school teachers.

Delimitations Of The Study
1. The study was conducted only to the senior secondary school teachers.
2. The study was confined only at Sirsa and Kurukshetra districts in Haryana.
3. The sample was restricted to 100 teachers from 10 Schools through convenience sampling method.
4. This study was exclusively based on the self perception technique of data collection.

RESEARCH METHODOLOGY
This study was based on survey method. It went beyond the gathering and tabulation of data which involved interpretation, comparison, measurement, classification, understanding and solution of the problem.

Population And Sample
All government and private senior secondary school teachers of Sirsa and Kurukshetra districts in Haryana were considered as population in this study. The 100 teachers from 10 schools were considered as sample through convenience sampling method.
Tools Used

1. Teacher’s Teaching Aptitude Questionnaire by Dr. R.P. Srivastava et al. (1986) comprising 100 items with 10 dimensions to be measured on five point scale.
2. Adjustment Inventory by H.S. Asthana (1968) comprising 42 items of ‘yes’ or ‘no’ response type.

Collection Of Data
The investigator himself visited to all the selected schools for the sake of data collection. Both the Questionnaires were administrated individually. All the items in Questionnaires are filled by the teachers.

Scoring

### Scoring of the Teaching Aptitude Test

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Alternative</th>
<th>Positive Statement</th>
<th>Negative Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Strongly Agree</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>2.</td>
<td>Agree</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>3.</td>
<td>Undecided</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>4.</td>
<td>Disagree</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>5.</td>
<td>Strongly Disagree</td>
<td>1</td>
<td>5</td>
</tr>
</tbody>
</table>

In this test, the following items are positive statements:
2, 7, 10, 16, 19, 27, 29, 30, 35, 37, 41, 44, 48, 50, 54, 57, 60, 61, 66, 67, 70, 77, 80, 83, 91, 92, 94 and 97 and others are negative type statements.

### Scoring of the Adjustment Inventory

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Alternative</th>
<th>Positive Statement</th>
<th>Negative Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Yes</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>2.</td>
<td>No</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

In this test only 19, 37 and 42 items are positive statements and others are negative statements.

Statistical Techniques Used
After scoring both the tests, correlation co-efficient by scatter diagram and ‘t’ ratio was calculated.

Main Findings

(A) Findings Based on Correlation
1. There existed no significant relationship between adjustment and teaching aptitude of the government senior secondary school teachers.
2. There existed no significant relationship between adjustment and teaching aptitude of the private senior secondary school teachers.
3. There existed no significant relationship between adjustment and teaching aptitude of the male senior secondary school teachers.
4. There existed no significant relationship between adjustment and teaching aptitude of the female senior secondary school teachers.

(B) Findings Based on ‘t’-Test
1. There existed no significant difference between teaching aptitude of the government and private senior secondary school teachers.
2. There existed no significant difference between teaching aptitude of the male and female senior secondary school teachers.
3. There existed no significant difference between adjustment of the government and private senior secondary school teachers.
4. There existed no significant difference between adjustment of the male and female senior secondary school teachers.
EDUCATIONAL IMPLICATIONS

The present study has its own educational implications especially for senior secondary school teachers. It shows that adjustment of the teachers is not depending on their teaching aptitude. There is no significant relationship between them. In other words, degree of teaching aptitude does not influence the adjustment of the senior secondary school teacher whether he is male or female, government or private school teacher. Therefore, they are independent of each other. A person may be well adjusted but have no good teaching aptitude. Similarly a person may have high teaching aptitude but not well adjusted. It indicates that the teacher’s adjustment may be depending on the other variables. Degree of teaching aptitude does not affect the teacher’s adjustment. However, in this study both variables are taken as a whole and not dimension wise. There may be found significant relationship between their some dimensions. But as a whole both variables have no significant relationship.

Again, there is no significant difference between adjustment and teaching aptitude of the male and female teachers or the government and private teachers. Therefore, teaching aptitude does not influence to the adjustment of senior secondary school teachers.

SUGGESTIONS FOR THE FURTHER STUDY

The following suggestions are offered for conducting further studies:

1. Teacher's adjustment depends on many other factors like social economic status, intelligence, creativity etc. So the same study may be taken in relation to other factors.
2. This study was limited to Kurukshetra and Sirsa districts in Haryana with only 100 samples. Sample and area may be further extended.
3. The similar study can be conducted on the primary and college level teachers.
4. The same study can be analyses by different statistical techniques for verifying the results.
5. The present study may be extended to rural and urban areas separately.

REFERENCES