

A Study of Teaching Aptitude and Adjustment of Primary School Teachers

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ABSTRACT

The destiny of India is being shaped in her classroom”- has been pointed out by the Education Commission (1964-66), and to that point it may be safely added that the destiny of these classroom is being by the teachers. Teacher is a flywheel of the whole educational machine. Modern school plans the best equipment, the newest of the new media or the most progressive methods will remain dead fossils unless there is the right use of teacher’s breath, life and spirit into them. Hence, the teacher occupies a pivotal position in all schemes of educational reconstruction. 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. So, the teaching aptitude is necessary for good results in education. Therefore, here all attempts have been taken to study the teaching aptitude and its affect on the performance of the primary school teachers.

KEY WORDS: - *Teaching Aptitude, Ability, Teacher’s Adjustment, Adjusted Individual, Areas of Balanced Adjustment.*

INTRODUCTION

TEACHING APTITUDE

Teaching

Traditional concept

Teaching is the act of improving instruction to the learners in the classroom situation. It is traditional classroom teaching in which the teacher gives information to students, or one of the students reads a text-book, while the other students silently follow him in their own text-books. This traditional concept of teaching is not acceptable to modern educators.

Modern Concept

The teaching is to make the pupil to learn and acquire the desired knowledge, skills and also desirable ways of living in the society. It is a process in which learner, teacher, curriculum and other variables are organized in a systemic and psychological way to attain some predetermined goals.

Definitions of Teaching

1. H.C. Morrison, 1934 “Teaching is an intimate contact between a more mature personality and a less mature one which is designed to further the education of the later.”
2. Clark. 1970 “Teaching refers to activities that are designed and performed to produce change in students’ behaviour”
3. Edmund Amidon, 1967, “Teaching is defined as an interactive process, primarily involving class room talk which takes place between teacher and pupil and occurs during certain definable activities.

APTITUDE

The word 'aptitude' is derived from the word 'aptos' which means fitness for. It is often used interchangeably with the term 'ability'. Ability refers to a general trait of an individual that may facilitate in the learning of a variety of specific skills; but aptitude is different from ability as under:

Ability is concerned with present. It indicates the combinations of skills, habits and powers which an individual now has and which enables him to do something. Aptitude looks to the future and on the basis of the habits, skills and abilities that an individual now has, predicts what he, with training, may become and what success he may have in a given occupation or position.

Aptitude refers to mental capacity, native or acquired. It is the part of a person's mental equipment which gives him a special fitness for any kind of endeavor. Such an aptitude may be the result of either an innate endowment or of special training or both.

In many spheres at everyday life, we usually come across the individuals who under similar circumstances excel the others in acquiring certain knowledge of skills and prove them more suitable and efficient in certain specific abilities. Individuals having the same level of intelligence may not show the same results if they are put to the same work. Something other than intelligence is also required to be successful and that something, other thing being equal, which enables an individual to learn the task more successfully, may be characterized as aptitude.

Definitions of Aptitude

According to encyclopedic dictionary: "Aptitude is a capacity to acquire proficiency in a given line with a given amount of training"

Bingham, W.V.D. (1937) "Aptitude is a condition or set of characteristics regarded as symptomatic of an individual's ability (fitness or capacity) of which one essential aspect is his readiness to develop an interest in exercising his ability."

Freeman, F.S. (1971) "An aptitude is a combination of characteristics indicative of an individual's capacity to acquire (with training) some specific knowledge, skill or set of organized responses, such as ability to speak a language, to become musician, to do mechanical work."

Basic Aptitude

It is very difficult to give the number of aptitudes that people possess. However, basic aptitudes with which educational institutions are primarily concerned may be stated as : Art aptitude, clerical aptitude, manual aptitude, mechanical aptitude, medical aptitude, scholastic aptitude, scientific aptitude, teaching aptitude.

Teaching Aptitude

Specific skill in teaching is named as teaching aptitude, which essentially plays a significant role to influence pupil achievement. Teaching aptitude refers to:

- 1) Cognitive abilities necessary to get along in school students and with teaching skills and other requirements of teaching behaviour.
- 2) Psycho-motor abilities including perceptual motor competent.
- 3) Connective abilities like love for reading, interest in people and events.

TEACHER'S ADJUSTMENT

Adjustment

Life presents a continuous chain of struggle for adjustment. The problem of adjustment starts right from the birth of the child and continues till his death. It is arriving at a balanced state between the needs of the individual and their satisfaction. It has been defined as under:

The dictionary of the education defines adjustment as "the process of finding and adopting modes of behaviour suitable to the environment or to the changes in the environment".

According to the dictionary of psychology: “The adjustment is only operation where by an organism or organ becomes more favorably related to the environment or to the entire situation environment and internal”

Shaffer, L.S. (1961) “adjustment is the process by which living organism maintains between its need and the circumstances that influence the satisfaction of these needs.”

Gates, A.B. and Jersild, A.T. (1970) “Adjustment is a continuous process by which a person varies his behaviour to produce a more harmonious relationship between himself and his environment.”

Traxler, A.E. (1957) “Occasionally in the use of the term adjustment we imply that the most desirable state of adjustment is one in which the individual is perfectly happy and satisfied with all aspects of his life and one in which he has reached the level in all his contacts with his environment that he would be glad to see persist through his life.”

The definitions of adjustment lead us to the following characteristics of adjustment

1. Adjustment is a process that takes a person to leads happy and well countered life.
2. Adjustment helps us to keep balance between our needs and the capacity to meet these needs.
3. Adjustment implies changes in our thinking and way of life to the demands of the situation.
4. Adjustment gives us the ability and strength to bring desirable change sin the state of our environment.
5. Adjustment is physiological as well as psychological.
6. Adjustment is multi-dimensional.
7. Adjustment brings us happiness and contentment.

A Well Adjusted Individual

From above, it may be inferred that 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.

Areas of Balanced Adjustment

1. Good physical health.
2. Emotionality balanced free from conflicts and frustrations.
3. Work efficiency or full use of one’s occupational skills.
4. Social acceptable behaviour such as obtaining sexual satisfaction through marriage.
5. Competence in interpersonal relations.
6. School adjustment.

Characteristics of a Well Adjusted Person

A well-adjusted person is expected to possess the following characteristics:

1. Adequate philosophy of life.
2. Awareness of one’s assets and limitations.
3. Balanced level of aspiration—neither too high nor too low.
4. Satisfaction of basic needs.
5. Rational and appreciative attitude.
6. Flexible behaviour.
7. Strong will to face challenges.
8. Rational and perception of life.
9. Respect for one and others.
10. Homely feeling with the environment.

Teacher's Adjustment

A satisfactory adjustment is an essential in teaching. Teacher's adjustment is necessary to himself as well as his pupils. The integrative behaviour of the teacher is satisfying to him as well as his students and it tends bring about integrative behaviour in the children. The democratize and receptive behaviour of the teacher leads to better emotional rapport in the class and develops positive attitudes in the students towards the teacher and the class-work.

REVIEW OF RELATED LITERATURE

Srivastava, M.B. (2014) study was concerned with the impact of in her evaluation of the impact of training found that it did improve teaching efficiency, which in turn influenced the attitude and aptitude of the student teachers.

Archana Hota, (2015) conducted a study of organizational health of primary school teachers of Orissa in relation to their adjustment problem. The major finding of the study was that there existed a high significant positive relationship of organizational health with home adjustment, health adjustment, social adjustment, emotional adjustment and occupational adjustment.

Kohalon, S.P. and Saini, S.K. (2016) study was concerned with the impact of teacher education on the teaching aptitude of education graduates of Punjab Agriculture University. The relationship between academic achievement and teaching aptitude was also investigated. All the 20 students of B.Ed. programme of Punjab Agriculture University participated in the study. Teaching aptitude was measured in terms of various personality traits. The researchers found that teacher education helps to develop teaching aptitude ($t=2.23$; $P=0.05$) and the academic achievement has low positive correlation ($r=0.21$) with teaching aptitude.

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William Wierasma, (2017) study was concerned with the impact of provides the background and context for researches problem. It establishes the need for the research. Motley writes,

“The review of literature promotes a greater understanding of the problem and its crucial aspect and it ensure the avoidance of unnecessary duplication of work.”

Thus, it is worth for an investigation to have comprehensive survey of what has already been done on the problem and its related aspects. In fact, this comprehensive survey on what has already been on the problem in concern is technically called

STATEMENT OF THE PROBLEM

A Study of Teaching Aptitude and Adjustment of Primary School Teachers

OBJECTIVES OF THE STUDY

The study is carried out by the investigator with the following objectives:-

1. To study the difference between teaching aptitude of the private and govt. teachers.
2. To study the difference between teaching aptitude of the male and female teachers.
3. To study the difference between adjustment of the private and govt. teachers.
4. To study the difference between adjustment of the male and female teachers.

5. To find the correlation between teaching aptitude and adjustment of male and female teachers.
6. To find the correlation between teaching aptitude and adjustment of govt. and private teachers.

HYPOTHESES

The study has been undertaken on the basis of following hypotheses:-

1. There exists a significant positive correlation between teaching aptitude and adjustment of the male and female teachers
2. There exists significant positive correlation between teaching aptitude and adjustment of the govt. and private teachers.
3. There exists significant difference between adjustment of the private and govt. teachers.
4. There is a significant difference between adjustment of the male and female teachers.
5. There exists a significant difference between teaching aptitude of the private and govt. teachers.
6. There exists a significant difference between teaching aptitude of the male and female teachers.

METHODOLOGY

In research there are various methods and procedures to be applied.

- (1) Historical method
- (2) Experiment method
- (3) Descriptive method

DESIGN OF THE STUDY

The present study is comprised to Normative Survey Design. Data was collected from Sirsa city with the help of a questionnaire. The responses were in multiple choices.

POPULATION

Population refers to any collection of specified group of human beings or non-human entities such as objects, educational institutions, and geographical areas.

The target population in the present study covers the all primary school teachers of Sirsa District.

SAMPLE

Most of the educational phenomena consist of a large number of units. It would be impracticable, if not impossible, to test, to interview or observe each unit of the population under controlled condition in order to arrive at the principle having universal validity. Sampling is the process by which a relatively small number of individuals, object or events are

selected and analyzed in order to find out something about the entire population from which it was selected. It is often desirable to reduce expenditure, save time and energy or produce greater precision and accuracy.

The logic of the theory of sampling is the logic of induction i.e. we proceed from particular (sample) to general (population) and all the results are expressed in the terms of probability. The representative item of the entire population is called a sample. A good sample must be as near tentative of the entire population as possible and ideally it must provide whole of the information about the population from which the sample has been drawn.

Owing to obvious constraints of field situation, it was not possible to encompass the entire population. Thus, ten schools of Sirsa District were selected by the convenient sampling method. From these three schools, a sample of 100 teachers was selected the institution-wise distribution of the sample.

TOOLS TO BE USED

After determining the sample of the study, the next step is to select suitable tool for the collection of the data. The success of the research depends upon how objectively and adequately the required and relevant data are collected. The selection of the tool for a particular study depends upon various considerations such as the objectives of the study, personal competence of the investigator, score and interpret the results and reliability and validity of the scale. Taking all these factors into consideration the investigator used the following tools-

1. Teacher's teaching Aptitude Questionnaire.
2. Teacher's adjustment questionnaire.

TEACHER'S TEACHING APTITUDE QUESTIONNAIRE:

For measuring the teaching aptitude of primary school teachers, the investigator used teachers 'Teaching Aptitude Test' constructed and standardized by Dr. R.P. Srivastava and Dr. (Smt.) Geeta Tiwari (1986) in Hindi. This questionnaire had 100 items consisted of 10 sub-tests in dimensions. It is a five-point scale test. A copy of the same is appended in the appendix. The dimensions included are:

- 1). Knowledge of Subject Matter A teacher who has up-to-date broad and accurate knowledge of subject matter can impress his students more easily than another who has a deficient and frequently in accurate and out of date type knowledge of subject matter.
- 2). Fairness the meaning of the word has been taken in the test to measure the impartiality of the teacher.
- 3). Sincerity Sincerity is a very important trait for a successful teacher. It means punctuality honesty of the teachers.
- 4). Faith in Democratic and Co-operative Way Democratic atmosphere or the discussion atmosphere characterized by freedom of expression respect for the worth of each student and equal opportunity to contribute to group discussion or activity
- 5). Optimism outlook of a school-teacher is very essential for successful teaching.
- 6). Strong Character Strong character of a teacher means there should be harmony in thinking, feeling and doing.
- 7). Flexibility in behaviour means teacher's adjustment with his students and classroom atmosphere, which is very essential for a right goal on right time.
- 8). Ability to Make Class Interesting It means the teacher's ability to organizing and conducting educational activities. This fact is essential for student's attendance in class.

9).Emotional and Social Adjustment Effective and control of the emotions are essential for good adjustment. A successful teacher is one who controls and balances his expression.

10).Scholarly Taste successful teacher is deeply interested in the teaching profession. He reads book, magazines and newspapers. He takes interest in the discussion of educational problems.

Reliability of the Scale The reliability of the test was estimated by the split half and test-retest methods. It was administered to the same group after an interval of 3 weeks. The reliability of split half method was 0.91 and in test-retest method 0.84. Thus, the test had high reliability in both these methods.

Validity of the Scale The validity of the test was secured by computing a coefficient of co-relation between scores of the test and the assessment mark obtained by principals, students and heads of department through ratings. The rating of principals was 0.46; students' rating was 0.52, H.O.Ds' Rating was 0.48 and combined weighed score was 0.45.

TEACHERS' ADJUSTMENT QUESTIONNAIRE

For measuring adjustment of primary school teachers, the investigator used the 'Adjustment Inventory' developed and standardized by 'Dr. H.S. Asthana' (1968) in Hindi. This questionnaire has 42 items which had 'yes' or 'no' type of responses. **Reliability of the Scale** Co-efficient of reliability was determined by the split half method and applying the Spearman-Brown correction formula. This yielded reliability co-efficient of 0.80. **Validity of the Scale** Initially only the highly valid items were selected from a study of Thurston's schedule. However, because of cultural difference, item analysis was done and validity coefficients were determined for each item by the Bacterial correlation method.

STATISTICAL TECHNIQUES USED

For the analysis of the data, it must be organized in a proper manner. In order to find out relationship among the variables viz. Teaching aptitude and performance of the male, female, govt. and private teachers, the correlation technique was used.

In order to find out the difference in the teaching aptitude of male and female teachers likewise the difference in teaching aptitude of the govt. and private teachers, the 't' test technique was employed. Similarly, to find out the difference in performance of the male and female teachers and of the govt. and private teachers also, the 't' test technique was employed.

MAIN FINDINGS

IN HYPOTHESIS No. 1

Correlation between Adjustment and Teaching Aptitude of the Govt. Teachers

N	df (N-2)	Corr. Coeff.	Level of Sig.
50	48	0.03	Not Sig.

Table value:

0.273 At 0.05 levels

0.354 At 0.01 levels

The co-efficient of correlation between adjustment and teaching aptitude of the private teachers was found to be 0.03 which is not significant at both 0.05 and 0.01 levels. It indicates that there is no significant relationship between adjustment and teaching aptitude of the govt. primary school teachers.

IN HYPOTHESIS No. 2

Correlation between Adjustment and Teaching Aptitude of the Private Teachers

N	df (N-2)	Corr. Coeff.	Level of Sig.
50	48	0.07	Not Sig.

Table value:

0.273 At 0.05 levels

0.354 At 0.01 levels

The coefficient of correlation between adjustment and teaching aptitude of the private teachers was found to be 0.07 which is not significant at both 0.05 and 0.01 levels. It indicates that there is no significant relationship between adjustment and teaching aptitude of private primary school teachers.

IN HYPOTHESIS No. 3

Correlation between Adjustment and Teaching Aptitude of the Male Teachers

N	df (N-2)	Corr. Coeff.	Level of Sig.
50	48	0.033	Not Sig.

Table value:

0.273 At 0.05 levels

0.354 At 0.01 levels

The coefficient of correlation between adjustment and teaching aptitude of the male teachers was found to be 0.033 which is not significant at both 0.05 and 0.01 levels. It indicates that there is no significant relationship between adjustment and teaching aptitude of the male primary school teachers.

IN HYPOTHESIS No. 4

Correlation between Adjustment and Teaching Aptitude of the Female Teachers

N	df (N-2)	Corr. Coeff.	Level of Sig.
50	48	0.054	Not Sig.

Table value:

0.273 At 0.05 levels

0.354 At 0.01 levels

The coefficient of correlation between adjustment and teaching aptitude of the female teachers was found to be 0.054 which is not significant at both 0.05 and 0.01 levels. It indicates that there is no significant relationship between adjustment and teaching aptitude of female primary school teachers.

The next step is to find out the differences between the groups for which we frame null hypotheses and assume that there if no difference.

IN HYPOTHESIS No. 5

Difference between Teaching Aptitude of the Private and Govt. Teachers

Group	N	Mean	S.D.	S.E.D.	't'-Ratio	Level of Sig.
Govt.	50	329.74	115	19.74	0.95	Not Sig.
Private	50	349.12	82			

Table Value:

1.96 At 0.05 levels

2.58 At 0.01 levels

The above table no. 4.5 shows that there is not significant difference between teaching aptitude of the private and govt. teachers. Mean and standard deviation of the 50 govt. are 330 and 115 respectively. Mean and standard deviation of 50 private teachers are 349 and 82 respectively. Standard error of difference between means is 20. The 't' ratio between the mean scores comes out to be 0.95, which is less than the table value at the both levels of significance i.e. 0.05 and 0.01 levels. So 't' ratio is not significant at the both levels. Therefore, null hypothesis (H₀) is accepted. It shows that there is no significant difference between teaching aptitude of govt. and private primary school teachers.

IN HYPOTHESIS No. 6

Difference between Teaching Aptitude of the Male and Female Teachers

Group	N	Mean	S.D.	S.E.D.	't'-Ratio	Level of Sig.
Govt.	50	349.16	83	2.516	0.11	Not Sig.
Private	50	349.44	94.5			

Table Value:

1.96 At 0.05 levels

2.58 At 0.01 levels

The above table shows that there is no significant difference between the teaching aptitude of the male and female teachers. Mean and standard deviation of the 50 male teachers are 349.16 and 83 respectively and of the female teachers are 349.44 and 94.5 respectively. SED is 2.516. The 't'-ratio between the means is 0.11 which is less than the table values at both the levels of significance. So, the 't'-ratio is not significant at both 0.05 and 0.01 levels. Therefore, null hypothesis (H₀) is accepted. It shows that there is no significant difference between teaching aptitude of the male and female primary school teachers.

IN HYPOTHESIS No. 6

Difference between Adjustment of the Govt. and Private Teachers

Group	N	Mean	S.D.	S.E.D.	't'-Ratio	Level of Sig.
Govt.	50	32	8.62	1.97	0.834	Not Sig.
Private	50	33.64	10.91			

Table Value:

1.96 at 0.05 level

2.58 at 0.01 level

The above table shows that there is no significant difference between adjustment of the govt. and private teachers. Mean and standard deviation of the 50 govt. teachers are 32 and 8.62 respectively and private teachers are 33.64 and 10.91 respectively. Standard error of their mean is 1.97. The 't'-ratio between their means is 0.834 which is less than the table values at both 0.05 and 0.01 levels of significance. So, the 't'-ratio is not significant at both the levels. Therefore, null hypothesis (H₀) is accepted. It shows that there is no significant difference between the adjustment of govt. and private primary school teachers.

IN HYPOTHESIS No. 6

Difference between Adjustment of the Male and Female Teachers

Group	N	Mean	S.D.	S.E.D.	't'-Ratio	Level of Sig.
Govt.	50	31.28	13.04	2.31	0.381	Not Sig.
Private	50	30.98	9.84			

Table Value:

1.96 at 0.05 level

2.58 at 0.01 level

The above table shows that there is no significant difference between the adjustment of the male and female teachers. Mean and standard deviations of the male teachers' are 31.86 and 13.04 respectively and of the female teachers are 30.98 and 9.84 respectively. Standard error of the means is 2.31. The 't'-ratio of their means is 0.381 which is less than the table values at both the levels i.e. at 0.05 and 0.01 of significance. So, the 't'-ratio is not significant the both the levels. Therefore, null hypothesis is accepted. It shows that there is no significant difference between the adjustment of male and female primary school teachers.

EDUCATIONAL IMPLICATIONS

The following educational implications have been drawn keeping in mind the results of the present study.

1. By knowing the teaching aptitude of a teacher, senior teachers and educationists can suggest him about his/her teaching behaviour. The teacher can improve his/her teaching process.
2. If a teacher is well adjusted and has a good level of teaching aptitude, he can impart the best quality of education. By knowing their teaching aptitude and adjustment one can improve himself or herself and provide better education.
3. Educationists and planners can suggest the problems of teachers related to their teaching aptitude and adjustment. They can make policies for better teaching.
4. It is recommended that pre-service and in-service programmes should be organized for school teachers to acquaint them with the teaching aptitude and adjustment. This type of programmes can improve the adjustment level of the school teachers.
5. The present study shows that degree of teaching aptitude does not influence the adjustment of the primary school teachers whether he is male or female and govt. of private school teacher. Therefore they are independent of each others.
6. 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 teachers' adjustment may be dependent on other variables. Degree of teaching aptitude is not only the one factor which effect the teachers' adjustment.
7. Through this study planners and educationists will know that both these variables, teaching aptitude and adjustment are independent with each other. One cannot influence the other. So they can make policies keeping in mind these things.

SUGGESTIONS FOR FURTHER RESEARCH

1. Teachers' adjustment depends upon many other factors like socio-economic status, intelligence, creativity etc. So, the same study may be undertaken in relation to more factors.

2. This study was limited to Hisar district of Haryana State with only a sample of 100 teachers. It may be extended to a large sample from other areas too.
3. The similar studies can be conducted on the secondary and college level teachers.
4. The same study can be analysed by different statistical techniques for verifying the results.
5. The present study may be extended to rural and urban areas separately.
6. Teaching aptitude is also related to other factors like intelligence, creativity, study habit etc. So it may be studied in relation to these factors.

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