

TEACHING APTITUDE OF HINDI LANGUAGE TEACHERS AND ITS PSYCHOLOGICAL ASPECTS

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Abstract: It is the Aptitude that indicates as to how effectively and successfully an individual can perform a task. Teachers are very responsible resource persons for development of society. If a teacher has positive psychological aptitude, he will enjoy his work and this will surely develop students and bring about achievement. It is essential to create an academic environment and psychological mindset in which teachers inculcate positive and healthy aptitude for their profession. In the present study, researchers have undertaken survey of Hindi and English medium teachers of higher secondary schools. Teacher Aptitude Inventory of Ahluwalia is used and modified according to specific condition and given to selected teachers teaching Hindi language subject. Findings indicate that teachers of both medium have almost similar and positive Aptitude for their profession.

IndexTerms - Aptitude, Inventory, Develop, Survey, psychological, Environment etc

I. INTRODUCTION

Quality teachers and teaching only can be the strong agents of social reengineering and national reconstruction. Educationists, no matter, how different their educational philosophies and ideologies may be admit that the ultimate test of nation's greatness is the quality of her citizens which depends upon the quality of her teachers. For teachers to be more effective and quality professionals, teacher education must be brought into the mainstream of the academic life of our institutions at all levels. Planning and implementation of futuristic, exhaustive and farsighted reforms and recommendations can make a real breakthrough and vitalise teacher education. The study is designed with Teacher Aptitude and its select four constructs viz., Instructional Awareness, Educational Problem Solving, Creativity and Mental Ability as criterion variable and Academic Achievement in Teacher Education and the select four psychological teacher variables viz., Teaching Interest, Attitude towards Teaching Profession, Teacher Perception of Teacher Effectiveness and Self Concept in Teaching as predictor variables. Aptitude test attempts to predict the capacities or the degree of achievement that may be expected from individuals in a particular activity. Aptitude tests measure and describe special abilities, capacities or talents which are supposed to determine the level of achievement that can be expected from individuals in specific fields of study and activity. A variety of factors seems to go along with Teacher Aptitude and is depended upon certain personal traits, intellectual and temperamental and these often will enable the teacher to get over even drastic constraints imposed on his performance. The National Policy on Education (NPE-1986-92) emphasised the improving of quality of teacher education. There exists no significant difference between male and female secondary school teachers in their attitude towards six selected aspects (teaching profession, classroom teaching, child centered practices, educational process, pupil and teachers) of teaching-learning process. There exists no significant difference between government and private secondary school teachers in their attitude towards six selected aspects of teaching-learning process. There exist no significant associative effects of sex and management of school on secondary school teachers' attitude towards six selected aspects of teaching-learning process.

Definitions of an Aptitude: The term 'aptitude' is generally used loosely both by laymen and by vocational psychologists and counselors. Its meaning varies from person to person and time to time. Unfortunately there is no definition of 'aptitude' found acceptable in to by all psychologists.

II. BEHAVIORAL ASPECT OF ATTITUDE

The behavioral aspect of attitude deals with the way one behaves and reacts in particular situations. In fact, the successful language learning enhances the learners to identify themselves with the native speakers of that language and acquire or adopt various aspects of behaviors which characterize the members of the target language community. Cognitive Aspect of Attitude This aspect of attitude

involves the beliefs of the language learners about the knowledge that they receive and their understanding in the process of language learning. The cognitive attitude can be classified into four steps of connecting the previous knowledge and the new one, creating new knowledge, checking new knowledge, and applying the new knowledge in many situations Emotional Aspect of Attitude Feng .R and Chen .H (2009) stated that, “Learning process is an emotional process. It is affected by different emotional factors. The teacher and his students engage in various emotional activities in it and varied fruits of emotions are yield.” Attitude can help the learners to express whether they like or dislike the objects or surrounding situations. It is agreed that the inner feelings and emotions of learners influence their perspectives and their attitudes towards the target language (Choy S.C & Troudi .S, 2006).

III. RELATIONSHIP BETWEEN TEACHER ATTITUDE & TEACHING APTITUDE

Several studies have proved that attitude of teacher influences the behaviour of the student. The teachers have to perform a very responsible job of predicting the features of future society and preparing individuals to fit in that society. Hence teachers are expected to possess positive attitude towards teaching profession. Similarly teachers have always played a major role in social and national reconstruction and will continue to do so in future too. The teachers to fulfill these responsibilities and obligations should have good teaching aptitude. The need of the hour is to have competent, committed and professionally well qualified teachers who can meet the demands of the society.

In this context the researcher felt the need to study the relationship between Teacher attitude and Teaching aptitude of prospective secondary school teachers, as today’s teacher trainees are our tomorrow’s teachers. This study will also stimulate the academic bodies and teacher educators to plan and prepare the prospective secondary school teachers based on the findings of the study. The teacher as such is expected to function not only as a purveyor of knowledge but also as a ‘moulder’ of child’s total personality. In our country and culture, a teacher is held in great honour and respect. He is considered as a fountain of all knowledge and source of great ideas. He is the torch - bearer to the society. Students look up to him with faith and hope and they seek his counsel in matter of temporal and transcendental. Hence the teacher should have keen sense of values, positive attitude and good aptitude for teaching, so that he can guide the whole generation. How a teacher performs his duty as a teacher is dependent to a great extent on his attitudes and beliefs.

IV. CHARACTERISTICS OF A POSITIVE SCHOOL

- Students, staff members and parents feel – and are – safe, included and accepted;
- All members of the school community demonstrate respect, fairness and kindness in their interactions, and build healthy relationships that are free from discrimination and harassment;
- Students are encouraged and given support to be positive leaders and role models in their school community for example, by speaking up about issues such as bullying;
- Students, the principal, staff members, parents and community members engage in open and ongoing dialogue. All partners are actively engaged;
- Principles of equity and inclusive education and strategies for students and staff related to bullying prevention and intervention and awareness-raising are reinforced across the curriculum;
- The learning environment, instructional materials, and teaching and assessment strategies reflect the diversity of all learners;
- Every student is inspired and given support to succeed in an environment of high expectations.

V. STRATEGIES TO ENHANCE SCHOOL

Strategies to enhance school climate include those that strengthen relationships and those that foster self-regulation and autonomy. Build relationships. Take time to build relationships with students and families and make time for students and other school personnel to build relationships with one another. Engage students in informing their families about the work in the classroom through newsletters, video reports, family interviews, teacher-family conferences, and community activities. Guide students through problem-solving steps or scripts that prompt respectful conversations about solutions that satisfy the goals of other students and teachers as well as their own. Minimize conflicts by modifying adult supervision practices and promoting productive work and enjoyable interactions among students.

VI. POSITIVE PSYCHOLOGY AND THE WORKPLACE

The impact on the current economic recession on the US workforce has been devastating. Consider the following indicators: The unemployment rate is about 8%, and over the last year, it has risen by 2.3% points. Nearly 4.5 million jobs have been lost since the recession began around January 2008. Beyond job loss, the number of workers forced to work part-time, because they cannot find full-time work, has risen by 3.4 million thus fueling a rise in the underemployment rate to 13.5% in December of 2008 compared to 8.7% a year earlier (Romer and Bernstein 2009). Behind these grim statistics are workers and their families. The challenges that families face noted earlier combine to paint a dark and unnerving picture of today's realities for a growing percentage of the population. Among the mental health consequences of unemployment is loss of self-esteem (Bartley 1994) and anxiety and depression that can interfere with a person's ability to engage in constructive and adaptive behaviors (Linn et al. 1985).

In a discussion of positive emotions, Fredrickson (2009) describes the forms it can take, ranging from joy, gratitude, serenity, and interest, to hope, pride, inspiration, awe, and love. Though there's much to be said about each of these emotions, the focus of this section will be on the emotions of hope, joy, gratitude, interest, inspiration, and pride. The capacity to experience these emotions is a highly individualized process that depends largely on such dispositional tendencies as personality, character, and cognitive interpretations. However, and consistent with the workplace theme of this article, these emotions can also be triggered and sustained by supportive organizational environments. How these two broad factors, dispositional and organizational, interact to shape the attitudes, and behaviors of people in the workplace is a fundamental question to be examined throughout the article. Hope is an essential ingredient in nurturing the human spirit. It provides us with emotional strength. As noted by Fredrickson: Deep within the core of hope is the belief that things can change. No matter how awful or uncertain they are at the moment, things can turn out better. Possibilities exist. Hope sustains you. It keeps you from collapsing into despair. It motivates you to tap into your own capabilities and inventiveness to turn things around. It inspires you to plan for a better future (Fredrickson 2009). "Psychology should be able to help document what kinds of families result in children who flourish, what work settings support the greatest satisfaction among workers, what policies result in the strongest civic engagement, and how people's lives can be most worth living". Although a variety of positive experiences, traits, and states-joy, anticipation, optimism, compassion, curiosity, inspiration, gratitude, awe-have been the focus of research in positive psychology, the majority of studies have examined happiness, or subjective well-being. Consequently, this chapter focuses on methodological advancements in the area of well-being. However, as we argue later, such methods are ripe to be extended and applied to other positive psychological constructs as well.

VII. OTHER POSITIVE PSYCHOLOGY CONSTRUCTS

Positive psychology researchers aim to understand a variety of positive states. To this end, online measures may serve as a valuable tool in investigations of other positive psychological constructs. An important distinction between happiness and other positive psychology constructs is worth noting. People can fairly easily report on their affective state much of the time. Indeed, what makes ESM possible is that people are seldom feeling nothing, affectively speaking (Diener, Sandvik, & Pavot, 1991). By contrast, because other types of positive experiences, such as inspiration, do not occur frequently in everyday life, obtaining a random sample of moments throughout the day is likely to miss such experiences. The first brief, global trait measure of inspiration, created by Thrash and Elliot (2003), includes items such as "I experience inspiration" and "I am inspired to do something". This scale has been shown to correlate in the predicted direction with a number of positive constructs, such as intrinsic motivation, openness to experience, positive affectivity, and creativity. The researchers also examined the extent to which people are inspired in everyday life, using a daily diary method. Over 2 weeks, participants received a daily e-mail containing a prompt and a questionnaire. They reported the extent to which they felt inspired throughout the day, as well as a number of correlates of inspiration, such as creativity, positivity, competence, openness, and freedom. When frequencies of these experiences were aggregated over the course of the 2-week study, the findings revealed that these constructs often co-occur. Moreover, the diary method allowed for testing directional relationships between constructs.

VIII. CONCLUSION

In recent years, researchers' understanding of happiness and other positive constructs has grown rapidly. In a discussion of positive emotions, Fredrickson (2009) describes the forms it can take, ranging from joy, gratitude, serenity, and interest, to hope, pride, inspiration, awe, and love. Though there's much to be said about each of these emotions, the focus of this section will be on the emotions of hope, joy, gratitude, interest, inspiration, and pride. In this context the researcher felt the need to study the relationship

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