

**PROFESSIONAL ADJUSTMENT OF SECONDARY
SCHOOL TEACHERS IN RELATION TO THEIR
TEACHING APTITUDE**

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ABSTRACT

Quality education is the most important requirement for national, regional and global development. The main aim of providing quality education is to bring out hidden talents of the child and thus lead to overall development of the child. Imparting education can be success only if the learner is willing to learn and the teachers are competent enough to teach. For teachers to be good teachers only competency is not the condition, they should have the required teaching aptitude, teaching attitude, should be willing to teach and should be well adjusted in the profession because maximum time is spent by an individual at his work place and if an individual is not well adjusted it creates stress, not only physically but also mentally which directly or indirectly affects the performance of an individual. Many a times it is the professional adjustment of the teachers what creates the problem.

This study was conducted to assess the professional adjustment of secondary school teachers in relation to their teaching aptitude. Descriptive survey method was used in the study of obtain the precise and pertinent information. It was found that the teaching aptitude of the male and female teachers teaching in secondary schools was above average and also that the teaching aptitude of the teachers teaching in private and government secondary schools was above average. The professional adjustment of both the male and female teachers teaching in government and private schools was poor. It is also seen that there is no significant difference in the teaching aptitude of male and female teachers. It is also seen that the teachers those who have high professional information and have interest in profession are better adjusted than the teachers those who are not interested in teaching profession.

Key Words: Professional adjustment, teaching aptitude, Teachers

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INTRODUCTION

Education plays very important role in the life of every individual. It is only through education that every individual is able to achieve his aims and goals of life. The main of education is to bring out the hidden talents of an individual and nourish them with the help of training.

Professional adjustment means that one is very well adjusted in his profession. Individual should have in-depth liking for the particular profession and should be aware of the pros and cons of that particular profession and even after knowing its pros and cons he should be willing to get into that profession. It not only needs the competency for that particular profession but also hard work, cooperation with the colleagues, attitude and aptitude. A person who is professionally adjusted does not want to switch to any other profession. Job satisfaction and professional commitment are very important factors for professional adjustment.

In teaching profession, professional adjustment of the teachers depends on many factors like pay scales of the teachers, qualification of the teachers, teaching attitude, kind of relation with their colleagues, teaching aptitude.

Teaching aptitude means ones interest in teaching. According to The Hindu, (2002, Sep 3) teaching needs knowledge about the content that teacher is going to teach, communication skills so that she can put forward the content in front of students in the way they understand and the required teaching aptitude. It is hereditary but it can also be developed with the help of training that is being provided to the pre service teacher trainees. It is seen that aptitude also depends on the qualification of the teachers.

A teacher with good teacher aptitude must be aware of the following essentials of teaching that are lesson planning, motivating the students, curricular statements related, learning materials, teaching-learning strategies, teaching learning principles, consolidation, elaborations, group activities to be conducted , continuous and comprehensive evaluation of the students, discipline, multi-level and multi grade activities, effective communication and interaction

The learning experiences provided by the teachers must be according to the needs of students otherwise the school will be experienced as an unreal world with outdated activities and knowledge. Teacher Aptitude is not something a teacher acquires at one moment in his

professional development and then maintains in that same form thereafter. Rather it is an ever-changing requirement based on professional development and reflection about one's own teaching.

Studies have shown that various researches have been conducted on professional adjustment of the teachers and teaching aptitude of the teachers but the interdependence of these two factors on each other have never been studied by the researchers. A research conducted by Leigh (2012) shows the relation of teachers pay with their teaching aptitude. A study conducted by Anju Goyat shows the professional adjustment of primary school teachers.

Dr. Shri Krishna Mishra, Badri Yadav has conducted research to find relation between the job anxiety and professional adjustment of the teachers. Dr. Afroz Haider (2012) has conducted the research work to find relationship between the academic qualification and professional adjustment of teachers. The above studies suggest that not much work is done to find relationship between professional adjustment and teaching aptitude of the teachers teaching in Secondary Schools.

Thus the present study is an effort to find out how the two variables are related to each other. If we are aware about how these two variables are related, efforts can be made to help the teachers teaching in Secondary Schools to adjust better professionally. This can be done by recruiting teachers with high teaching aptitude and thus making teaching learning process success. It will also help to understand the teachers and their requirements well and will help the policy makers, education planners and teachers to bring improvements which will help teachers to properly adjust in their profession so that they can give their best which will in turn yield better learning outcome in the students and also help teachers to grow professionally.

This study will help us to understand the factors that contribute in the adjustment of the teachers and efforts can be made to help teachers adjust in their profession and give their best so that they can contribute in building of nation. The present study is an attempt to see how professional adjustment of the teachers of secondary schools is related to their teaching aptitude.

OBJECTIVES OF THE STUDY

- To find out the difference in the professional adjustment of government and private

secondary school teachers.

- To find out the difference in the professional adjustment of male and female secondary school teachers.
- To find out the difference in the teaching aptitude of government and private secondary school teachers.
- To find out the difference in the teaching aptitude of male and female secondary school teachers.
- To find out the relationship between the professional adjustment and teaching aptitude to secondary school teachers.

METHOD AND PROCEDURE

Descriptive Research Method was used for the study The sample used in this study will be 100 Secondary School Teachers from the schools of Jalandhar district which were selected with the help of stratified random sampling.

TOOLS USED

The tools that were used for the study are:

- 1) Mangal Teacher Adjustment Inventory by Dr. S.K. Mangal
- 2) Teaching Aptitude Test Battery (T.A.B.A) by Dr. R.P. Singh and Dr. S.N. Sharma.

ANALYSIS AND INTERPRETATION

RESULTS PERTAINING TO DIFFERENCE IN PROFESSIONAL ADJUSTMENT OF GOVERNMENT AND PRIVATE SECONDARY SCHOOL TEACHERS.

TABLE 1

TABLE FOR MEAN DIFFERENTIALS IN PROFESSIONAL ADJUSTMENT OF GOVERNMENT AND PRIVATE SECONDARY SCHOOL TEACHERS

DIMENSION	TYPE OF SCHOOL	MEAN	SD	T VALUE	Level of Significance

Adjustment with academic and general environment of the institute	Private	75.04	15.64	0.65	P < 0.05 P < 0.01
	Government	73.52	17.43		
Socio- psycho-physical environment	Private	109.08	69.91	0.48	P < 0.05 P < 0.01
	Government	101.72	19.88		
Professional relationship adjustment	Private	55.98	15.88	0.93	P < 0.05 P < 0.01
	Government	55.72	13.83		
Personal life adjustment	Private	43.5	11.85	0.37	P < 0.05 P < 0.01
	Government	45.78	13.4		
Financial adjustment and job satisfaction	Private	47.04	12.04	0.93	P < 0.05 P < 0.01
	Government	46.82	12.62		

Since the t value is not significant at 0.05 levels which mean that the above hypothesis “there exists no significant difference between professional adjustment of government and private secondary school teachers” is accepted. If any difference is there it may be due to the chance factor.

3.3 RESULTS PERTAINING TO DIFFERENCE IN THE PROFESSIONAL ADJUSTMENT OF MALE AND FEMALE SECONDARY SCHOOL TEACHERS.

TABLE 2

TABLE SHOWING DIFFERENCE IN THE PROFESSIONAL ADJUSTMENT OF MALE AND FEMALE SECONDARY SCHOOL TEACHERS

DIMENSION	GENDER	MEAN	SD	T VALUE	Level of Significance
Adjustment with academic and general environment of the institute	Male	69.8	14.4	0.0066	P < 0.05
	Female	78.76	17.4		P < 0.01
Socio- psycho-physical environment	Male	110.22	69	0.35	P < 0.05
	Female	100.58	19.92		P < 0.01
Professional relationship adjustment	Male	53.1	13.24	0.06	P < 0.05
	Female	58.6	15.32		P < 0.01
Personal life adjustment	Male	41.28	11.71	0.37	P < 0.05
	Female	48	12.54		P < 0.01
Financial adjustment and job satisfaction	Male	44.4	9.75	0.04	P < 0.05
	Female	49.49	12.15		P < 0.01

Since t value for any parameter of the professional adjustment of teacher is not significant at 0.05 level this signifies that the hypothesis “there exists no significant difference between professional adjustment of male and female teachers” is accepted.

RESULTS PERTAINING TO DIFFERENCE IN THE TEACHING APTITUDE OF GOVERNMENT AND PRIVATE SECONDARY SCHOOL TEACHERS.

TABLE 3

TABLE FOR MEAN DIFFERENTIALS IN TEACHING APTITUDE OF GOVERNMENT AND PRIVATE SECONDARY SCHOOL TEACHERS

DIMENSION	TYPE OF SCHOOL	MEAN	SD	T VALUE	LEVEL OF SIGNIFICANCE
Mental ability	Private	13.52	7.08	0.09	P < 0.05
	Government	15.8	6.36		P < 0.01
Attitude towards children	Private	13.04	3.51	0.11	P < 0.05
	Government	11.68	4.68		P < 0.01
Adaptability	Private	10.02	4.48	0.60	P < 0.05
	Government	10.52	4.93		P < 0.01
Professional information	Private	18.4	4.94	0.29	P < 0.05
	Government	17.3	5.28		P < 0.01
Interest in profession	Private	5.42	3.20	0.68	P < 0.05
	Government	5.18	2.60		P < 0.01

From the above it is clear that the t value for all the parameters of teaching aptitude is not significant at 0.05 level and thus the hypothesis” There exists no significant difference in the teaching aptitude of government and private secondary school teachers” is accepted. If any difference is there then it may be due to the chance factor.

RESULTS PERTAINING TO DIFFERENCE IN TEACHING APTITUDE OF MALE AND FEMALE SECONDARY SCHOOL TEACHERS.

TABLE 4

TABLE SHOWING MEAN DIFFERENTIALS IN TEACHING APTITUDE OF MALE AND FEMALE SECONDARY SCHOOL TEACHERS

DIMENSION	GENDER	MEAN	SD	T VALUE	LEVEL OF SIGNIFICANCE
Mental ability	Male	69.8	14.37	0.01	P < 0.05
	Female	78.76	17.04		P < 0.01
Attitude towards children	Male	110.22	69	0.35	P < 0.05
	Female	100.58	19.92		P < 0.01
Adaptability	Male	53.1	13.24	0.06	P < 0.05
	Female	58.6	15.32		P < 0.01
Professional information	Male	41.28	12.54	0.01	P < 0.05
	Female	48	12.54		P < 0.01
Interest in profession	Male	49.4	9.76	0.04	P < 0.05
	Female	49.49	12.15		P < 0.01

From the above it is clear that the t value for all the parameters of teaching aptitude is not significant at 0.05 level and thus the hypothesis "There exists no significant difference in the teaching aptitude of government and private secondary school teachers" is accepted. If any difference is there then it may be due to the chance factor

RESULTS PERTAINING TO RELATIONSHIP BETWEEN PROFESSIONAL ADJUSTMENTS AND TEACHING APTITUDE OF SECONDARY SCHOOL TEACHERS.

TABLE 5

TABLE FOR CORRELATION OF PROFESIONAL ADJUSTMENT AND TEACHING APTITUDE OF SECONDARY SCHOOL TEACHERS

Dimension	N	Mean	Correlation
Total teaching aptitude	100	60.44	0.12
Total Professional adjustment	100	327.1	

Data presented in the table indicate that the calculated correlation between teaching aptitude and professional adjustment of teachers teaching in secondary school is 0.12. This shows positive correlation and the value of correlation is negligible. This means that the teaching aptitude does influence the professional relationship adjustment of the teacher.

CONCLUSIONS

- Teaching aptitude of teachers can be increased by increasing the pay scale of the teachers teaching in both private and government schools. Leigh. A (2005) in his study showed that less pay in teaching profession lowers the aptitude of the potential teachers. It leads to the wastage of the potentials and capabilities of the teacher. Teachers can be made to adjust well in the profession by increasing their pay scales so that they are satisfied and thus can give their best and help in bringing out the talents of the child.

2. Teaching aptitude of the teachers can be increased by providing training to the teachers. Therefore in service programs should be organized for the teachers who are in service so that training can be provided to them. Freeman (1971) also stated the same that teaching aptitude can be increased by training. Therefore training programs are necessary for teachers that will help to increase their teaching aptitude.
3. Professional adjustment of the teachers can be increased by providing them suitable training. A.K. Markov, M.A.Dmitrieva (2005) and others consider that professional adjustment of teachers is a process, which does not finish with the professional training, but starts with it.
4. It is seen from the above study that there is positive relation between teaching aptitude of the teacher and their behaviour towards the children. Therefore teachers with high teaching aptitude should be employed so that they show positive attitude towards the needs and interest of the children
5. Working conditions for the teachers teaching in schools should not be rigid and there should be job security for them only then they will be able to give their best. Studies have showed that the teachers that have no job security in their job have very poor professional adjustment. Anjenyulu (1968) in his study “The job satisfaction of secondary school teachers in Andhra Pradesh” stated that the job satisfaction and professional adjustment of the teachers teaching in private school is poor due to lack of security, rigidity and orthodox working conditions.

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