

A STUDY OF TEACHING APTITUDE OF SECONDARY SCHOOL TEACHERS IN RELATION TO THEIR SOCIAL ADJUSTMENT

Gondi.Sadhana.Mallappa

Research Scholar

And,

Dr, Venkoba, Narayanappa

Research Guide

Abstract :

This study investigated Secondary School Teachers Teaching Aptitude and Social Adjustment at Bagalkot District. The population of the research is chosen from the secondary teachers in the different schools at the Jamakhandi and Mudhol taluka's in Bagalkot District. The research sample consisted of 350 secondary teachers from 52 secondary schools in Bagalkot District at different institutions of Jamakhandi and Mudhol taluka' is selected. To make the study worthwhile a representative of the sample of teachers from secondary schools selected and using stratified sample of the total population has been taken. The total population of the study consists of 16 government secondary schools 21 Aided and 15 Unaided secondary schools in Jamakhandi Taluka and Mudhol Taluka both rural and urban areas from all the regions of District. The sample consisted of 184 male teachers of secondary schools and 166 female teachers of secondary schools. The Teaching Aptitude Test Battery developed by Singh and Sharma (2011). The present study assessed and compared the adjustment level and Teaching Aptitude level of the respondents is assessed using the standardized tool of Adjustment Inventory by Dr. Roma Pal (1985). In the present study, is administered and teaching aptitude is found to be similar, even though teachers scored, significantly Female teachers have significant higher teaching aptitude as compared to male teachers of secondary schools on adaptability components of the test. Male and female teachers of secondary schools have similar mental ability scores on attitude towards children, professional information and interest in profession, Female teachers have significant higher emotional adjustment as compared to male teachers of secondary schools. The results indicated that Female teachers have significant higher Teaching Aptitude and social adjustment as compared to male teachers of secondary schools. A positive relationship was observed between teaching aptitude and adjustment. Correlation statistically significant difference was found in that, the teaching aptitude and adjustment & its dimensions i.e. (emotional adjustment, social adjustment) scores of teachers of secondary schools are dependent on each other.

INTRODUCTION:

Teaching aptitude is a most part of every profession. Especially among to do their holy job a successful one. Without having considerable amount of teaching aptitude, any teacher cannot perform his/her duty properly identifying the very role of teaching aptitude of teaching profession. Adjustment is a popular expression used by people in day to day life. adjustments, they are important to maintain personal as well as social peace Social Adjustment and harmony. Thus adjustment maintains peace and harmony in home, school, and society and in the country. Social adjustment can be defined as a psychological process. It frequently involves coping with new standards and values. In the technical language of psychology, This study reviews the literature on the impact of structural adjustment on the quantity, quality and sustainability of secondary school teachers in Baglkot District. The aim is to assist in understanding the role of policy reforms in achieving sustainable and secure on Teaching Aptitude. The study is concerned with three main questions. What are the main effects of adjustment measures on Teaching Aptitude and their sustain ability ? To what extent have these policy measures been successful in helping mental ability and emotional adjustment? What are the implications for social adjustment strategies? The review starts by looking at the aims, contents and sequence of stabilization and structural adjustment measures, together with methodological issues concerning assessment of adjustment impacts. This is followed by definitions of sustainability and an examination of the linkage between Adjustment measures and Teaching Aptitude focusing on research findings, this study reviews in more detail the impact of adjustment measures on key issues determining Teaching Aptitude and Social Adjustment.

Teaching : Teaching refers to activities that are designed and performed to produce change in student behavior.

Aptitude: An aptitude is a condition or combination of characteristics indicating of an individual's ability to acquire with training some specific knowledge, skill. Or set of responses, such as the ability to speak a language, to become a musician, to do mechanical work, etc



Social Adjustment : We try to behave according to the norms of the society so that we can adjust with others. social adjustment is the direction , the teachers, try to instill adjustment skill in our students.

OBJECTIVES OF THE STUDY:

For, the present study following the objectives are framed:

1. To identify the teaching aptitude of secondary school teachers.
2. To identify the correlation between teaching aptitude and Social adjustment of Secondary school teachers.

HYPOTHESES:

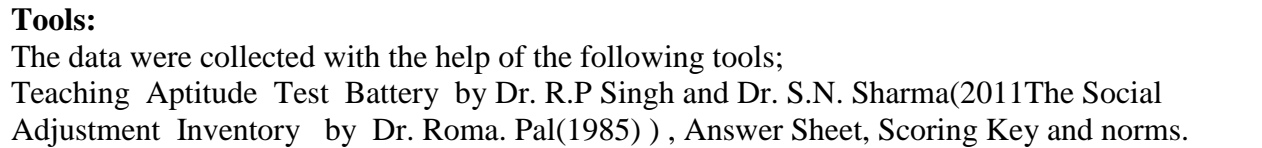
-  There is no significant difference between male and female teachers of secondary schools with respect to Teaching aptitude and its dimensions scores i.e.
-  There is no significant difference between male and female teachers of secondary schools with respect to Adjustment and its dimensions scores i.e.

STATEMENT OF THE PROBLEM:

“A Study of Teaching Aptitude of Secondary School Teachers in Relation to Their Personality factors”

RESEARCH METHOD:

Sample:



The purpose of the convenience, the different sections of Statistical Techniques of the study has been organized under the following sections:

- The results of the study are presented in the following Tables;

Variables	Male		Female		T-value	p-value	Signi.
	Mean	SD	Mean	SD			
Teaching aptitude	115.61	2.80	116.88	2.67	-4.3722	0.00001*	S

Mental ability	14.60	2.37	15.04	2.27	-1.7809	0.0758	NS
Attitude Towards Children	65.82	1.39	66.08	1.39	-1.7363	0.0834	NS
Adaptability	15.30	1.16	15.53	0.94	-2.0085	0.0453*	S
Professional Information	15.40	1.42	15.47	1.34	-0.4503	0.6528	NS
Interest in Profession	4.18	1.39	4.47	1.66	-1.8001	0.0727	NS

*P<0.05

From the results of the above table, it can be seen that, the following 1.A significant difference was observed between male and female teachers of secondary schools with respect to teaching aptitude scores ($T=-4.3722$, $p<0.05$) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is not rejected. It means that, the female teachers have significant higher teaching aptitude as compared to male teachers of secondary schools.

2.Non-significant difference was observed between male and female teachers of secondary schools with respect to dimension of teaching aptitude i.e. mental ability scores ($T=-1.7809$, $p>0.05$) at 5% level of significance. Hence, the null hypothesis is not rejected and alternative hypothesis is rejected. It means that, the male and female teachers of secondary schools have similar mental ability scores.

3.Non-significant difference was observed between male and female teachers of secondary schools with respect to dimension of teaching aptitude i.e. attitude towards children scores ($T=-1.7363$, $p>0.05$) at 5% level of significance. Hence, the null hypothesis is not rejected and alternative hypothesis is rejected. It means that, the male and female teachers of secondary schools have similar attitude towards children scores.

4.A significant difference was observed between male and female teachers of secondary schools with respect to dimension of teaching aptitude i.e. adaptability scores ($T=-2.0085$, $p<0.05$) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is not rejected. It means that, the female teachers of secondary schools have significant higher adaptability scores as compared to male teachers of secondary schools.

5.Non-significant difference was observed between male and female teachers of secondary schools with respect to dimension of teaching aptitude i.e. professional information scores ($T=-0.4503$, $p>0.05$) at 5% level of significance. Hence, the null hypothesis is not rejected and alternative hypothesis is rejected. It means that, the male and female teachers of secondary schools have similar professional information scores.

6.Non-significant difference was observed between male and female teachers of secondary schools with respect to dimension of teaching aptitude i.e. interest in profession scores ($T=-1.8001$, $p>0.05$) at 5% level of significance. Hence, the null hypothesis is not rejected and alternative hypothesis is rejected. It means that, the male and female teachers of secondary schools have similar interest in profession scores. The mean scores of teaching aptitude of male and female teachers of secondary schools are also presented in the following figure

Table: Results of T test between male and female teachers of secondary schools with respect to Social Adjustment scores and its dimensions

Variables	Male	Female	T-	p-value	Signi
-----------	------	--------	----	---------	-------

	Mean	SD	Mean	SD	value		.
Adjustment	100.26	4.73	103.67	5.91	-6.0381	0.00001*	S
Emotional Adjustment	45.95	3.07	48.34	3.71	-6.6348	0.00001*	S
Social Adjustment	54.30	2.00	55.34	2.41	-4.4274	0.00001*	S

* $p < 0.05$ From the results of the above table, it can be seen that, the following

1. A significant difference was observed between male and female teachers of secondary schools with respect to adjustment scores ($T = -6.0381$, $p < 0.05$) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is not rejected. It means that, the female teachers have significant higher adjustment as compared to male teachers of secondary schools.

2. A significant difference was observed between male and female teachers of secondary schools with respect to dimension of adjustment i.e. emotional adjustment scores ($T = -6.6348$, $p < 0.05$) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is not rejected. It means that, the female teachers have significant higher emotional adjustment as compared to male teachers of secondary schools.

3. A significant difference was observed between male and female teachers of secondary schools with respect to dimension of adjustment i.e. social adjustment scores ($T = -4.4274$, $p < 0.05$) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is not rejected. It means that, the female teachers have significant higher social adjustment as compared to male teachers of secondary schools. The mean scores of adjustment of male and female teachers of secondary schools are also presented in the following figure

Correlation analysis : In the present study, the teaching aptitude and its dimensions scores of teachers of secondary schools is taken as dependent variable and adjustment and its dimensions. The correlation coefficient is calculated by using the Karl-Pearson's correlation coefficient method.

Table: Results of correlation coefficient between teaching aptitude and its dimensions scores with adjustment and its dimensions scores of teachers of secondary schools.

Variables	Teaching aptitude	Mental ability	Attitude Towards Children	Adaptability	Professional Information	Interest in Profession
Adjustment	$r = 0.5918$ *	$r = 0.4284$ *	$r = 0.1865$ *	$r = 0.1795$ *	$r = 0.0229$	$r = 0.1178$ *
Emotional Adjustment	$r = 0.5388$ *	$r = 0.3949$ *	$r = 0.1589$ *	$r = 0.1753$ *	$r = 0.0127$	$r = 0.1124$ *
Social Adjustment	$r = 0.6063$ *	$r = 0.4309$ *	$r = 0.2074$ *	$r = 0.1671$ *	$r = 0.0364$	$r = 0.1129$ *

* $p < 0.05$

From the results of the above table, it can be seen that,

- A significant and positive relationship was observed between teaching aptitude and adjustment ($r=0.5918$, $p<0.05$), teaching aptitude and dimension of adjustment i.e. emotional adjustment ($r=0.5388$, $p<0.05$), teaching aptitude and dimension of adjustment i.e. social adjustment ($r=0.6063$, $p<0.05$) scores of teachers of secondary schools at 5% level of significance. Hence, the null hypothesis is rejected. It means that, the teaching aptitude and adjustment & its dimensions i.e. emotional adjustment, social adjustment scores of teachers of secondary schools are dependent on each other.
- A significant and positive relationship was observed between dimension of teaching aptitude i.e. mental ability and adjustment ($r=0.4284$, $p<0.05$), dimension of teaching aptitude i.e. mental ability and dimension of adjustment i.e. emotional adjustment ($r=0.3949$, $p<0.05$), dimension of teaching aptitude i.e. mental ability and dimension of adjustment i.e. social adjustment ($r=0.4309$, $p<0.05$) scores of teachers of secondary schools at 5% level of significance. Hence, the null hypothesis is rejected. It means that, the dimension of teaching aptitude i.e. mental ability and adjustment & its dimensions i.e. emotional adjustment, social adjustment scores of teachers of secondary schools are dependent on each other.
- A significant and positive relationship was observed between dimension of teaching aptitude i.e. attitude towards children and adjustment ($r=0.1865$, $p<0.05$), dimension of teaching aptitude i.e. attitude towards children and dimension of adjustment i.e. emotional adjustment ($r=0.1589$, $p<0.05$), dimension of teaching aptitude i.e. attitude towards children and dimension of adjustment i.e. social adjustment ($r=0.2074$, $p<0.05$) scores of teachers of secondary schools at 5% level of significance. Hence, the null hypothesis is rejected. It means that, the dimension of teaching aptitude i.e. attitude towards children and dimension of adjustment & its dimensions i.e. emotional adjustment, social adjustment scores of teachers of secondary schools are dependent on each other.
- A significant and positive relationship was observed between dimension of teaching aptitude i.e. adaptability and adjustment ($r=0.1795$, $p<0.05$), dimension of teaching aptitude i.e. adaptability and dimension of adjustment i.e. emotional adjustment ($r=0.1753$, $p<0.05$), dimension of teaching aptitude i.e. adaptability and dimension of adjustment i.e. social adjustment ($r=0.1671$, $p<0.05$) scores of teachers of secondary schools at 5% level of significance. Hence, the null hypothesis is rejected. It means that, the dimension of teaching aptitude i.e. adaptability and dimension of adjustment & its dimensions i.e. emotional adjustment, social adjustment scores of teachers of secondary schools are dependent on each other.
- A non-significant and positive relationship was observed between dimension of teaching aptitude i.e. professional information and adjustment ($r=0.0229$, $p>0.05$), dimension of teaching aptitude i.e. professional information and dimension of adjustment i.e. emotional adjustment ($r=0.0127$, $p>0.05$), dimension of teaching aptitude i.e. professional information and dimension of adjustment i.e. social adjustment ($r=0.0364$, $p>0.05$) scores of teachers of secondary schools at 5% level of significance. Hence, the null hypothesis is not rejected. It means that, the dimension of teaching aptitude i.e. professional information and dimension of adjustment & its dimensions i.e. emotional adjustment, social adjustment scores of teachers of secondary schools are not dependent on each other.
- A significant and positive relationship was observed between dimension of teaching aptitude i.e. interest in profession and adjustment ($r=0.1178$, $p<0.05$), dimension of teaching aptitude

i.e. interest in profession and dimension of adjustment i.e. emotional adjustment ($r=0.1124$, $p<0.05$), dimension of teaching aptitude i.e. interest in profession and dimension of adjustment i.e. social adjustment ($r=0.1129$, $p<0.05$) scores of teachers of secondary schools at 5% level of significance. Hence, the null hypothesis is rejected. It means that, the dimension of teaching aptitude i.e. interest in profession and dimension of adjustment & its dimensions i.e. emotional adjustment, social adjustment scores of teachers of secondary schools are dependent on each other.

CONCLUSION:

The present investigation is a pioneering study conducted in a District of Bagalkot in Karnataka State and hence this study has contributed to the field of secondary level by giving the Teaching Aptitude and Social adjustment. Female teachers have significant higher teaching aptitude. Female teachers have significant higher Adjustment of social adjustment and emotional adjustment as compared to male teachers of secondary schools. Therefore, really significant will guide or activities in teaching and learning process is necessary.

REFERENCES:

- **Alexander, E. Joseph and Rajendran, K. (1992)**, *Influence of self Concept, Six Area and Parents on Students Adjustment Problems of Ciombatore*; *Journal of Educational Research and Extraversion* Vol, 28 (3)
- **Atwater, E (1995)**, *Psychology For Adjustment Growth and Behavior*, New Delhi; Prantice Hall of India Ltd.
- **Asmita, Dyani. and Ritu, Singh. (2011)**, *A Study of Adjustment Level of Adolescents from Foster Home and Biological Families*; *Bhartiyam International Journal of Education and Research* Volume 1 Issue 2011 ISSN
- **Buch, M. B. (Ed.) (1987)**, *Third Survey of Research in Education*, New Delhi: NCERT
- **Cattell R B (1950)**, *Personality A Systematic, Theoretical and Factual Study*, New York; McGraw Hill.
- **Deepshika, Bhnot. (2014)**, *Role of Family Environment on Socio- Emotional Adjustment of Adolescent Girls in rural Areas of Eastern Uttar Pradesh* *Journal of Psychology*, 2; 53-56
- **Ekstorm, Ruth, B. (1974)**, *Aptitude and Cognitive Style; Their Relation to Pupil Performance*, ED 100496. ERIC
- **Goerge, E.J. (1966)**, *A Comparative Study of Adjustment of Ten Year and Eleven Year Schooling in Kerala State in Buch, M.B. (Ed) Second Survey of Research in Education*, Baroda, CASE
- **Kothari, C.R. (2007)**, *Research Methodology Methods and Techniques*, New Age International (P) Limited, New Delhi.
- **Dr. Roma, Pal, (1985)**, *Social Adjustment Inventory*, Pub ; Agra Psychological Research Cell- Agra
- **Singh, R.P. & Sharma, S.N (2011)**. *Teaching Aptitude Test Battery*. Agra (India): National Psychological Corporation.

Contact Address

Smt. Sadhana.M.Gondi

A/P: Mahalingpur - 587312

Tq: Mudhol

Dist: Bagalkot

Karnataka State

Email: sadhana.gondi@gmail.com

Ph.No: 9916058168

9590849449

[Note : This National/ International Article publish in journal of Review, Research or Global Values]