CHAPTER-V

SUMMARY AND CONCLUSION

5.1 INTRODUCTION:

The present study was designed to know whether teaching aptitude is related to the job satisfaction, Social Adjustment and Personality factors of secondary school teachers in their job. Aptitude looks to the future and on the basis of the teacher 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 Social adjustment as social beings. We live in a society we from opinions about others and others have opinions about us. Everybody wants acceptance and recognition from within society we try to behave according to the norms of the society. So that we can adjust with others But it is not an easy task as the Personality of each individual is a unique organization has to make special efforts to adjust with others unique organizations which we call.

The importance of the knowledge about job Satisfaction studying of an individual is being increasingly released by the research workers in the field of behavioral aspects. A few relevant references could be the economists studying the economic behavior, psychologists harping on occupational behavior educationists examining role of aspiration expectation and achievement and sociologists probing the various fabrics of socio culture origin which affect directly or indirectly the human behavioral potential. Umstott (1985) and Zibrin (1985) found a positive relationship between job satisfaction of
administration and their administrative Performance a personality traits, in the words of Woodworth (1930) is “some particular quality of behavior such as cheerfulness or self-reliance, which character is some fairly the individual in a wide range of his activities and is fairly consistent over a period of time”. The present study was designed to know that teaching aptitude influence of job satisfaction and personality factors to secondary school teachers in their job satisfaction and social adjustment.

The study was to find out whether some of the TATB parts could be stratified into one, and if so, would they reveal information more or less similar in nature, thus saving time for test-administration for secondary teachers personnel involved in teaching profession from the elementary linkage analysis.

Dissatisfaction of the individual, whatever may be the occupation in which is engaged, results in frustration and professional stagnation. A dissatisfaction teacher is lost not only to himself but also to the entire society. Dissatisfaction among the workers is undesirable and dangerous in any profession. It is just suicidal if it occurs in the teaching profession.

Now days, there is general feeling that the teachers do not have satisfaction in their job as a result of which standards of education are falling. The study of Social Adjustment seeks to discover the reasons for a wide range of human behavior, to account for their occurrence and to assess their roles in the total person when the demographic and situational factors are capable of influencing the individual’s satisfaction in either way. One’s personality will
certainly play a vital role in determining the job satisfaction / dissatisfaction. Hence the present study.

5.2 STATEMENT OF THE PROBLEM:

“A Study of Teaching Aptitude of Secondary School Teachers in Relation to Their Job Satisfaction, Social Adjustment and Personality Factors”

5.3 OBJECTIVES OF THE STUDY:

The following objectives are framed for the present study:

1. To identify the teaching aptitude of secondary school teachers of Bagalkot District.

2. To identify the job satisfaction of Secondary school teachers of Bagalkot District.

3. To identify the Social adjustment of Secondary school teachers of Bagalkot District.

4. To identify the Personality factors of secondary school teachers of Bagalkot District.

5. To identify the relationship between teaching aptitude and job satisfaction of secondary school teachers of Bagalkot District.

6. To identify the relationship between teaching aptitude and Social adjustment of Secondary school teachers of Bagalkot District.

7. To identify the relationship between teaching aptitude and Personality factors of Secondary school teachers of Bagalkot District.
8. To identify the significant Predictors of teaching aptitude of secondary school teachers of Bagalkot District.

5.4 DESIGN OF THE STUDY:

The study undertaken may be termed as Survey type of descriptive method. The present study was designed to know that teaching aptitude influence of job satisfaction, Social adjustment and personality factors to secondary school teachers in their job.

5.5 THE SAMPLE:

The total sample comprised of 355 teachers, drawn from 52 secondary schools of Bagalkot District from the institutions of Jamakhandi and Mudhol -6 Taluka is selected. The total population of the study consists of rural, urban, government, Aided and unaided secondary schools from Jamakhandi and Mudhol -6 Taluka. The sample consisted of 187 male and 168 female teachers of secondary schools. The sample is drawn with the help of stratified sampling technique.

The sample represented the variations in Age, (below 35 years, and above 35 years) Gender (Male and Female) Type of Institution, (Government, aided, unaided) Teaching-Experience, (below 10 years and above 10 years) Medium-(Kannada and English) and Subject (Arts and Science) in order to know the relationship between factor and teaching aptitude, job satisfaction of teachers from each type of management secondary school have been called for the purpose of the study.
5.6 TOOLS OF THE STUDY:

The data has been collected on different aspects of teaching aptitude having relationship with job satisfaction, social adjustment and 16 P.F personality Factors of secondary school teachers by using different questionnaires.

The data were collected with the help of the following tools:

1) Teaching Aptitude Test Scale.

2) The Job Satisfaction scale.

3) The Social Adjustment Inventory.

4) The 16P.F Test (Forms A+B).

5.7 COLLECTION OF DATA:

For the purpose of collecting data all the four tools were personally administered by the researcher to the respondents, teaching aptitude scale which was constructed and standardized by R.P Singh and S.N. Sharma (2011) and Job satisfaction scale standardized by Meera Dixit (1993) and Social Adjustment Inventory standardized by Roma Pal (1985) and 16 P. F Questionnaire standardized by Cattel .R.B. (1970). First the investigator got multiple copies of all the above mentioned tools and circulated to the 52 secondary school teachers, of each school who are working in Bagalkot district personally and requested for their responses, ultimately the investigator was able to get responses of teachers. The responses received were subjected to further analysis.
5.8. HYPOTHESES OF THE STUDY:

1. There is no significant difference between male and female teachers of secondary schools with respect to Teaching aptitude and its dimensions scores i.e.
   - Mental ability
   - Attitude Towards Children
   - Adaptability
   - Professional Information
   - Interest in Profession

2. There is no significant difference between male and female teachers of secondary schools with respect to their job satisfaction and its dimensions scores i.e.
   - Intrinsic aspect of the job
   - Salary, Promotional avenues, and service condition
   - Physical facilities
   - Institutional plans and policies
   - Satisfaction with authorities
   - Satisfaction with social status and family welfare
   - Rapport with students
   - Relationship with co-workers

3. There is no significant difference between male and female teachers of secondary schools with respect to Adjustment and its dimensions scores i.e.
   - Emotional Adjustment
   - Social Adjustment
4. There is no significant difference between male and female teachers of secondary schools with respect to Personality and its dimensions scores i.e.

- Reserved Vs Outgoing
- Less Intelligent Vs More Intelligent
- Affected by feelings Vs Emotionally Stable
- Humble Vs Assertive
- Sober Vs Happy go lucky
- Expedient Vs Conscientious
- Shy Vs Venturesome
- Tough minded Vs Tender minded
- Trusting Vs Suspicious
- Practical Vs Imaginative
- Forthright Vs Shrewd
- Placid Vs Apprehensive
- Conservating Vs Experimenting
- Group Dependent Vs Self-sufficient
- Un Disciplined Vs Controlled
- Relaxed Vs Tense

5. There is no significant difference between age groups (below 35-yrs and above 35-yrs) of teachers of secondary schools with respect to Teaching aptitude and its dimensions scores i.e.

- Mental ability
- Attitude Towards Children
6. There is no significant difference between Age groups (below 35-yrs and above 35-yrs) of teachers of secondary schools with respect to their job satisfaction and its dimensions scores i.e.

- Intrinsic aspect of the job
- Salary, Promotional avenues, and service condition
- Physical facilities
- Institutional plans and policies
- Satisfaction with authorities
- Satisfaction with social status and family welfare
- Rapport with students
- Relationship with co-workers

7. There is no significant difference between Age groups (25-34yrs, 35-44yrs, and 45+ yrs) of teachers of secondary schools with respect to Adjustment and its dimensions scores i.e.

- Emotional Adjustment
- Social Adjustment

8. There is no significant difference between Age groups (below 35-yrs and above 35-yrs) of teachers of secondary schools with respect to Personality and its dimensions scores i.e.

- Reserved Vs Outgoing
- Less Intelligent Vs More Intelligent
• Affected by feelings Vs Emotionally Stable
• Humble Vs Assertive
• Sober Vs Happy go lucky
• Expedient Vs Conscientious
• Shy Vs Venturesome
• Tough minded Vs Tender minded
• Trusting Vs Suspicious
• Practical Vs Imaginative
• Forthright Vs Shrewd
• Placid Vs Apprehensive
• Conservating Vs Experimenting
• Group Dependent Vs Self-sufficient
• Un Disciplined Vs Controlled
• Relaxed Vs Tense

9. There is no significant difference between teaching experiences (below 10 yrs, and above 10yrs) of teachers of secondary schools with respect to Teaching aptitude and its dimensions scores i.e.

• Mental ability
• Attitude Towards Children
• Adaptability
• Professional Information
• Interest in Profession
10. There is no significant difference between Teaching experiences (below 10 yrs, and above 10yrs) of teachers of secondary schools with respect to their job satisfaction and its dimensions scores i.e.

- Intrinsic aspect of the job
- Salary, Promotional avenues, and service condition
- Physical facilities
- Institutional plans and policies
- Satisfaction with authorities
- Satisfaction with social status and family welfare
- Rapport with students
- Relationship with co-workers

11. There is no significant difference between teaching experiences (below 10 yrs, and above 10yrs) of teachers of secondary schools with respect to adjustment and its dimensions scores i.e.

- Emotional Adjustment
- Social Adjustment

12. There is no significant difference between Teaching experiences (below 10 yrs, and above 10yrs) of teachers of secondary schools with respect to Personality and its dimensions scores i.e.

- Reserved vs outgoing
- Less intelligent vs more intelligent
- Affected by feelings vs emotionally stable
- Humble vs assertive
- Sober vs happy go lucky
• Expedient vs conscientious
• Shy vs venturesome
• Tough minded vs tender minded
• Trusting vs suspicious
• Practical vs imaginative
• Forthright vs shrewd
• Placid vs apprehensive
• Conservating vs experimenting
• Group dependent vs self-sufficient
• Un disciplined vs controlled
• Relaxed vs tense

13. There is no significant difference between Teachers of aided, unaided and government secondary schools with respect to Teaching aptitude and its dimensions scores i.e.

• Mental ability
• Attitude Towards Children
• Adaptability
• Professional Information
• Interest in Profession

14. There is no significant difference between Teachers of aided, unaided and government secondary schools with respect to their job satisfaction and its dimensions scores i.e.

• Intrinsic aspect of the job
• Salary, Promotional avenues, and service condition
• Physical facilities
• Institutional plans and policies
• Satisfaction with authorities
• Satisfaction with social status and family welfare
• Rapport with students
• Relationship with co-workers

15. There is no significant difference between teachers of aided, unaided and government secondary schools with respect to adjustment and its dimensions scores i.e.

• Emotional Adjustment
• Social Adjustment

16. There is no significant difference between teachers of aided, unaided and government secondary schools with respect to Personality and its dimensions scores i.e.

• Reserved vs outgoing
• Less intelligent vs more intelligent
• Affected by feelings vs emotionally stable
• Humble vs assertive
• Sober vs happy go lucky
• Expedient vs conscientious
• Shy vs venturesome
• Tough minded vs tender minded
• Trusting vs suspicious
• Practical vs imaginative
• Forthright vs shrewd
• Placid vs apprehensive
• Conservating vs experimenting
• Group dependent vs self-sufficient
• Un disciplined vs controlled
• Relaxed vs tense

17. There is no significant difference between Kannada and English medium teachers of secondary schools with respect to Teaching aptitude and its dimensions scores i.e.

• Mental ability
• Attitude Towards Children
• Adaptability
• Professional Information
• Interest in Profession

18. There is no significant difference between Kannada and English medium teachers of secondary schools with respect to their job satisfaction and its dimensions scores i.e.

• Intrinsic aspect of the job
• Salary, Promotional avenues, and service condition
• Physical facilities
• Institutional plans and policies
• Satisfaction with authorities
• Satisfaction with social status and family welfare
• Rapport with students
• Relationship with co-workers
19. There is no significant difference between Kannada and English medium teachers of secondary schools with respect to Social Adjustment and its dimensions scores i.e.

- Emotional Adjustment
- Social Adjustment

20. There is no significant difference between Kannada and English medium teachers of secondary schools with respect to Personality and its dimensions scores i.e.

- Reserved vs outgoing
- Less intelligent vs more intelligent
- Affected by feelings vs emotionally stable
- Humble vs assertive
- Sober vs happy go lucky
- Expedient vs conscientious
- Shy vs venturesome
- Tough minded vs tender minded
- Trusting vs suspicious
- Practical vs imaginative
- Forthright vs shrewd
- Placid vs apprehensive
- Conservating vs experimenting
- Group dependent vs self-sufficient
- Un disciplined vs controlled
- Relaxed vs tense
21. There is no significant difference between Arts and Science Subject teachers of secondary schools with respect to Teaching aptitude and its dimensions scores i.e.

- Mental ability
- Attitude Towards Children
- Adaptability
- Professional Information
- Interest in Profession

22. There is no significant difference between Arts and Science Subject teachers of secondary schools with respect to their job satisfaction and its dimensions scores i.e.

- Intrinsic aspect of the job
- Salary, Promotional avenues, and service condition
- Physical facilities
- Institutional plans and policies
- Satisfaction with authorities
- Satisfaction with social status and family welfare
- Rapport with students
- Relationship with co-workers

23. There is no significant difference between Arts and Science Subject teachers of secondary schools with respect to Adjustment and its dimensions scores i.e.

- Emotional Adjustment
- Social Adjustment
24. There is no significant difference between Arts and Science Subject teachers of secondary schools with respect to Personality and its dimensions scores i.e.

- Reserved vs outgoing
- Less intelligent vs more intelligent
- Affected by feelings vs emotionally stable
- Humble vs assertive
- Sober vs happy go lucky
- Expedient vs conscientious
- Shy vs venturesome
- Tough minded vs tender minded
- Trusting vs suspicious
- Practical vs imaginative
- Forthright vs shrewd
- Placid vs apprehensive
- Conservating vs experimenting
- Group dependent vs self-sufficient
- Un disciplined vs controlled
- Relaxed vs tense

25. There is no significant relationship between teaching aptitude and its dimensions scores (i.e. mental ability, attitude towards children, adaptability, professional information, interest in profession) with job satisfaction and its dimensions scores (i.e. intrinsic aspect of the job, salary, promotional avenues, and service condition, physical facilities, institutional plans and policies, satisfaction
with authorities, satisfaction with social status and family welfare, rapport with students, relationship with co-workers) of teachers of secondary schools.

26. There is no significant relationship between teaching aptitude and its dimensions scores (i.e. mental ability, attitude towards children, adaptability, professional information, interest in profession) with adjustment and its dimensions scores (i.e. emotional adjustment and social adjustment) of teachers of secondary schools.

27. There is no significant relationship between teaching aptitude and its dimensions scores (i.e. mental ability, attitude towards children, adaptability, professional information, interest in profession) with personality and its dimensions scores (i.e. reserved vs outgoing, less intelligent vs more intelligent, affected by feelings vs emotionally stable, humble vs assertive, sober vs happy go lucky, expedient vs conscientious, shy vs venturesome, tough minded vs tender minded, trusting vs suspicious, practical vs imaginative, forthright vs shrewd, placid vs apprehensive, conservating vs experimenting, group dependent vs self-sufficient, un disciplined vs controlled and relaxed vs tense) of teachers of secondary schools.

28. There is no significant relationship among dimensions of teaching aptitude scores (i.e. mental ability, attitude towards children, adaptability, professional information, interest in profession) of teachers of secondary schools.

29. There is no significant relationship between dimensions of job satisfaction scores (i.e. intrinsic aspect of the job, salary, promotional avenues, and service condition, physical facilities, institutional plans and policies, satisfaction with
authorities, satisfaction with social status and family welfare, rapport with students, relationship with co-workers) of teachers of secondary schools.

30. There is no significant relationship among dimensions adjustment scores (i.e. emotional adjustment and social adjustment) of teachers of secondary schools.

31. There is no significant relationship among dimensions of personality scores (i.e. reserved vs outgoing, less intelligent vs more intelligent, affected by feelings vs emotionally stable, humble vs assertive, sober vs happy go lucky, expedient vs conscientious, shy vs venturesome, tough minded vs tender minded, trusting vs suspicious, practical vs imaginative, forthright vs shrewd, placid vs apprehensive, conservating vs experimenting, group dependent vs self-sufficient, undisciplined vs controlled and relaxed vs tense) of teachers of secondary schools.

32. Job satisfaction, adjustment and personality are not significant predictors of teaching aptitude of teachers of secondary schools.

33. Job satisfaction, adjustment and personality are not significant predictors of teaching aptitude of male teachers of secondary schools.

34. Job satisfaction, adjustment and personality are not significant predictors of teaching aptitude of female teachers of secondary schools.

35. Job satisfaction, adjustment and personality are not significant predictors of teaching aptitude of above 35 yrs of aged teachers of secondary schools.

36. Job satisfaction, adjustment and personality are not significant predictors of teaching aptitude of below 35yrs of aged teachers of secondary schools.
37. Job satisfaction, adjustment and personality are not significant predictors of teaching aptitude of teachers of aided secondary schools.

38. Job satisfaction, adjustment and personality are not significant predictors of teaching aptitude of teachers of unaided secondary schools.

39. Job satisfaction, adjustment and personality are not significant predictors of teaching aptitude of teachers of government secondary schools.

40. Job satisfaction, adjustment and personality are not significant predictors of teaching aptitude of above 10yrs of experienced teachers of secondary schools.

41. Job satisfaction, adjustment and personality are not significant predictors of teaching aptitude of below 10yrs of experienced teachers of secondary schools.

42. Job satisfaction, adjustment and personality are not significant predictors of teaching aptitude of Kannada medium teachers of secondary schools.

43. Job satisfaction, adjustment and personality are not significant predictors of teaching aptitude of English medium teachers of secondary schools.

44. Job satisfaction, adjustment and personality are not significant predictors of teaching aptitude of Arts teachers of secondary schools.

45. Job satisfaction, adjustment and personality are not significant predictors of teaching aptitude of Science teachers of secondary schools.

5.9 MAJOR FINDINGS OF THE STUDY:

Teaching Aptitude:

1. Female teachers have significant higher teaching aptitude as compared to male teachers of secondary schools.
2. Male and female teachers of secondary schools have similar mental ability, attitude towards children, professional information and interest in profession scores.

3. Female teachers of secondary schools have significant higher adaptability scores as compared to male teachers of secondary schools.

**Job Satisfaction:**

4. Female teachers have significant higher job satisfaction, salary, promotional avenues, service condition, physical facilities, institutional plans, policies, satisfaction with authorities, satisfaction with social status and family welfare rapport with students’ and have higher relationship with co-workers scores as compared to male teachers of secondary schools.

**Social Adjustment:**

5. Female teachers have significant higher adjustment, emotional adjustment, and social adjustment as compared to male teachers of secondary schools.

**Personality Factors:**

6. Male teachers have significant higher personality, less intelligent vs more intelligent and placid vs apprehensive and un disciplined vs controlled scores towards personality as compared to female teachers of secondary schools.

7. Male and female teachers of secondary schools have similar reserved vs outgoing, feelings vs emotionally stable, humble vs assertive, sober vs happy, tough minded vs tender minded, trusting vs suspicious, forthright vs shrewd, conservating vs experimenting, group dependent vs self-sufficient and relaxed vs tense towards personality scores.

8. Female teachers have significant higher expedient vs conscientious and shy vs venturesome and practical vs imaginative scores towards personality as compared to male teachers of secondary schools.

**Age and Teaching Aptitude:**
9. Teachers of secondary schools belong to different age groups (below 35 yrs, and above 35 yrs) have similar teaching aptitude, mental ability, attitude towards children, adaptability, professional information and interest in profession scores.

**Age and Job Satisfaction:**

10. The teachers of secondary schools belong to different age groups (below 35 yrs, and above 35 yrs) have similar job satisfaction, intrinsic aspect of the job, salary, promotional avenues, and service condition, physical facilities, institutional plans and policies, satisfaction with authorities’, satisfaction with social status and family welfare, rapport with students’ and relationship with co-workers scores.

**Age and Social Adjustment:**

11. Teachers of secondary schools belong to different age groups (below 35 yrs, and above 35 yrs) have similar adjustment, emotional adjustment and social adjustment scores.

**Age and Personality Factors:**

12. Teachers of secondary schools belong to different age groups (below 35 yrs, and above 35 yrs) have different personality scores.

13. Teachers of secondary schools belong to different age groups (below 35 yrs, and above 35 yrs) have similar reserved vs outgoing, less intelligent vs more intelligent, affected by feelings vs emotionally stable, humble vs assertive, sober vs happy, expedient vs conscientious, shy vs venturesome, tough minded vs tender minded, tough trusting vs suspicious, and forthright vs shrewd scores.

14. Teachers of secondary schools belong to different age groups (below 35 yrs, and above 35 yrs) have different practical vs imaginative, placid vs apprehensive, conservating vs experimenting, group dependent vs self-sufficient, un disciplined vs controlled and relaxed vs tense scores.
15. Teachers of secondary schools belong to above 35yrs of age group have higher personality scores as compared to teachers of secondary schools belong to below 35yrs of age group.

16. Teachers of secondary schools belong to above 35yrs of age group have higher practical vs imaginative, placid vs apprehensive, dependent vs self-sufficient scores as compared to teachers of secondary schools belong to below 35yrs of age group.

17. Teachers of secondary schools belong to different teaching experiences (below 10 yrs and above 10 yrs) have different teaching aptitude, mental ability scores.

18. Teachers of secondary schools belong to different teaching experiences (below 10 yrs and above 10 yrs) have similar attitude towards children, adaptability, professional information, interest in profession, job satisfaction, intrinsic aspect of the job, salary, promotional avenues, and service condition, physical facilities, institutional plans and policies, satisfaction with authorities, satisfaction with social status and family welfare, rapport with students, relationship with co-workers scores.

19. Teachers of secondary schools belong to different teaching experiences (below 10 yrs and above 10 yrs) have different adjustment, emotional adjustment, social adjustment scores.

20. Teachers of secondary schools belong to different teaching experiences (below 10 yrs and above 10 yrs) have similar personality, reserved vs outgoing, less intelligent vs more intelligent, affected by feelings vs emotionally stable, humble vs assertive, sober vs happy, expedient vs conscientious, shy vs venturesome, trusting vs suspicious, practical vs imaginative, forthright vs shrewd, placid vs apprehensive, conserving vs experimenting, group dependent vs self-sufficient, un disciplined vs controlled, and relaxed vs tense scores.
21. Teachers of aided, unaided and government secondary schools have different teaching aptitude, mental ability, attitude towards children, adaptability, interest in profession scores.

22. Teachers of aided, unaided and government secondary schools have similar professional information scores.

23. Teachers of aided secondary schools have higher teaching aptitude, mental ability, attitude towards children, and adaptability scores as compared to unaided secondary schools.

24. Teachers of aided secondary schools have higher adaptability, and professional information scores as compared to government secondary schools.

25. Teachers of aided, unaided and government secondary schools have different job satisfaction, salary, promotional avenues, and service condition scores.

26. Teachers of aided, unaided and government secondary schools have similar intrinsic aspect of the job, physical facilities, institutional plans and policies, satisfaction with authorities, satisfaction with social status and family welfare, rapport with students scores.

27. Teachers of aided, unaided and government secondary schools have different relationship with co-workers scores.

28. Teachers of aided secondary schools have higher job satisfaction scores as compared to teachers of unaided secondary schools.

29. Teachers of aided secondary schools have higher salary, promotional avenues, and service condition scores as compared to teachers of unaided secondary schools.

30. Teachers of government secondary schools have higher relationship with co-workers scores as compared to teachers of unaided secondary schools.
31. Teachers of aided, unaided and government secondary schools have different adjustment, emotional adjustment and social adjustment scores.

32. Teachers of aided secondary schools have higher adjustment, emotional adjustment and social adjustment scores as compared to teachers of unaided secondary schools.

33. Teachers of government secondary schools have higher emotional adjustment scores as compared to teachers of unaided secondary schools.

34. Teachers of aided, unaided and government secondary schools have different personality scores.

35. Teachers of aided, unaided and government secondary schools have similar reserved vs outgoing, less intelligent vs more intelligent, sober vs happy go lucky, expedient vs conscientious, shy vs venturesome, trusting vs suspicious, forthright vs shrewd placid vs apprehensive conservating vs experimenting, un disciplined vs controlled and relaxed vs tense scores.

36. Teachers of aided, unaided and government secondary schools have different affected by feelings vs emotionally stable, humble vs assertive, affected by tough minded vs tender minded, affected by practical vs imaginative, group dependent vs self-sufficient scores.

37. Teachers of government secondary schools have higher personality, group dependent vs self-sufficient scores as compared to teachers of aided secondary schools.

38. Teachers of aided secondary schools have higher affected by feelings vs emotionally stable, humble vs assertive, tough minded vs tender minded, practical vs imaginative scores as compared to teachers of government secondary schools.

39. Teachers of unaided secondary schools have higher tough minded vs tender minded scores as compared to teachers of aided secondary schools.
40. Teachers of aided secondary schools have higher practical vs imaginative scores as compared to teachers of unaided secondary schools.

41. Kannada and English medium teachers have similar teaching aptitude, mental ability, attitude towards children, adaptability, professional information, interest in profession scores.

42. Kannada and English medium teachers have similar job satisfaction, salary, promotional avenues, and service condition, physical facilities, institutional plans and policies, satisfaction with social status and family welfare, rapport with students’, relationship with co-workers scores.

43. Kannada medium teachers have significant higher satisfaction with authorities, adjustment, emotional adjustment, social adjustment as compared to English medium teachers of secondary schools.

44. Kannada and English medium teachers have similar personality, reserved vs outgoing, less intelligent vs more intelligent, affected by feelings vs emotionally stable, humble vs assertive, sober vs happy, expedient vs conscientious, shy vs venturesome, tough minded vs tender minded, trusting vs suspicious, practical vs imaginative, forthright vs shrewd, placid vs apprehensive, conservating vs experimenting, group dependent vs self-sufficient, un-disciplined vs controlled, and relaxed vs tense towards personality scores.

45. Science faculty teachers have significant higher teaching aptitude, adaptability as compared to Arts faculty teachers of secondary schools.

46. Arts and Science faculty teachers of secondary schools have similar mental ability, attitude towards children, and interest in profession scores.

47. Arts and Science faculty teachers of secondary schools have different professional information scores.
48. Science faculty teachers have significant higher job satisfaction, salary, promotional avenues, service condition, and physical facilities scores as compared to Arts faculty teachers of secondary schools.

49. Arts and Science faculty teachers have similar institutional plans and policies scores.

50. Science faculty teachers have significant higher satisfaction with authorities, satisfaction with social status and family welfare, rapport with students’, relationship with co-workers, adjustment, emotional adjustment and social adjustment as compared to Arts faculty teachers of secondary schools.

51. Arts and Science faculty teachers of secondary schools have different reserved vs outgoing, affected by feelings vs emotionally stable and sober vs happy go lucky, forthright vs shrewd, conserving vs experimenting, group dependent vs self-sufficient and relaxed vs tense scores towards personality.

52. Arts and Science faculty teachers have similar less intelligent vs more intelligent, humble vs assertive tough minded vs tender minded, trusting vs suspicious un-disciplined vs controlled scores towards personality.

53. Arts and Science faculty teachers have significant higher expedient vs conscientious, shy vs venturesome scores towards personality.

54. Arts faculty teachers have significant higher practical vs imaginative scores towards personality as compared to Science faculty teachers of secondary schools.

55. Science faculty teachers have significant higher placid vs apprehensive scores towards personality as compared to Arts faculty teachers of secondary schools.

**Correlation analysis:**
56. Teaching aptitude, job satisfaction and its dimensions i.e. Intrinsic aspects of the job, salary, promotional avenues, and service condition, physical facilities, satisfaction with authorities, satisfaction with social status and family welfare, rapport with students and relationship with co-workers scores of teachers of secondary schools are dependent on each other.

57. Dimension of teaching aptitude i.e. Mental ability and job satisfaction and its dimensions i.e. Intrinsic aspects of the job, salary, promotional avenues, and service condition, physical facilities, satisfaction with social status and family welfare, rapport with students and relationship with co-workers scores of teachers of secondary schools are dependent on each other.

58. Dimension of teaching aptitude i.e. Attitude towards children and job satisfaction and its dimensions i.e. intrinsic aspects of the job, salary, promotional avenues, and service condition, satisfaction with social status and family welfare and relationship with co-workers scores of teachers of secondary schools are dependent on each other.

59. Dimension of teaching aptitude i.e. Adaptability and job satisfaction and its dimensions i.e. Salary, promotional avenues, and service condition, physical facilities, satisfaction with social status and family welfare, rapport with students and relationship with co-workers scores of teachers of secondary schools are dependent on each other.

60. Dimension of teaching aptitude i.e. Professional information and intrinsic aspect of the job satisfaction scores of teachers of secondary schools are dependent on each other.

61. Dimension of teaching aptitude i.e. Professional information and satisfaction with authorities, rapport with student’s scores of teachers of secondary schools are dependent on each other.
62. Teaching aptitude and adjustment & its dimensions i.e. emotional adjustment, social adjustment scores of teachers of secondary schools are dependent on each other.

63. 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.

64. 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.

65. 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.

66. 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.

67. 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.

68. Dimensions of teaching aptitude i.e. mental ability and adaptability scores of teachers of secondary schools are dependent on each other.

69. Dimensions of teaching aptitude i.e. mental ability and interest in profession scores of teachers of secondary schools are dependent on each other.
70. Dimensions of teaching aptitude i.e. Attitude towards children and interest in profession scores of teachers of secondary schools are dependent on each other.

71. Dimensions of teaching aptitude i.e. Adaptability and interest in profession scores of teachers of secondary schools are dependent on each other.

72. Dimensions of teaching aptitude i.e. Interest in profession and interest in profession scores of teachers of secondary schools is dependent on each other.

73. Emotional adjustment and social adjustment scores of teachers of secondary schools are dependent on each other.

Regression analysis:

74. Combined effect of job satisfaction (x1), adjustment (x2) and personality (x3) on teaching aptitudes of teachers of secondary schools is found to be positive and significant.

75. Combined effect of adjustment (x2) and personality (x3) on teaching aptitudes of male teachers of secondary schools is found to be positive and significant.

76. Combined effect of job satisfaction (x1), adjustment (x2) and personality (x3) on teaching aptitudes of female teachers of secondary schools is found to be positive and significant.

77. Combined effect of adjustment (x2) and personality (x3) on teaching aptitudes of below 35yrs of aged teachers of secondary schools is found to be positive and significant.

78. Combined effect of adjustment (x2) and personality (x3) on teaching aptitudes of above 35yrs of aged teachers of secondary schools is found to be positive and significant.
79. Combined effect of adjustment (x2) and personality (x3) on teaching aptitudes of teachers of aided secondary schools is found to be positive and significant.

80. Combined effect of job satisfaction (x1), adjustment (x2) and personality (x3) on teaching aptitudes of teachers of unaided secondary schools is found to be positive and significant.

81. Combined effect of adjustment (x2) and personality (x3) on teaching aptitudes of teachers of government secondary schools is found to be positive and significant.

82. Combined effect of adjustment (x2) and personality (x3) on teaching aptitudes of below 10yrs teaching experienced teachers of secondary schools is found to be positive and significant.

83. Combined effect of adjustment (x2) and personality (x3) on teaching aptitudes of above 10yrs teaching experienced teachers of secondary schools is found to be positive and significant.

84. Combined effect of job satisfaction (x1), adjustment (x2) and personality (x3) on teaching aptitudes of Kannada medium teachers of secondary schools is found to be positive and significant.

85. Combined effect of job satisfaction (x1), adjustment (x2) and personality (x3) on teaching aptitudes of English medium teachers of secondary schools is found to be positive and significant.

86. Combined effect of adjustment (x2) and personality (x3) on teaching aptitudes of arts faculty teachers of secondary schools is found to be positive and significant.

87. Combined effect of adjustment (x2) and personality (x3) on teaching aptitudes of science faculty teachers of secondary schools is found to be positive and significant.

5.10. DISCUSSION ON MAJOR FINDINGS:
1) The results show that female teachers have significant higher teaching aptitude as compared to male teachers of secondary schools. It is because female teachers having mentally alert, highly sensitive, work continued, job involvement, mental ability, attitude towards children, adaptability, interest in profession, etc. related to teaching aptitude.

2) Female and male teachers of secondary schools have similar mental ability; it is because there is no difference between in word Analogy, Number series and Reasoning problem solving ability related to teaching aptitude.

3) Female and male teachers of secondary schools have similar attitude towards children scores; because it is there is no difference between in feel to togetherness, affection, Behavior of the teacher, given freedom, free to criticize etc. related to teaching aptitude.

4) Female teachers of secondary schools have significant higher adaptability scores as compared to male teachers of secondary schools. Because it is, female teachers having suggest the service somewhere else, coming to school in time, enquire the students problems, friendly moving, good management, keep the good relations with the colleagues, try to learn other language and more positive adaptability related to teaching aptitude.

5) Male and female teachers of secondary schools have similar professional information scores because it is, there is no difference between in know the difficulties and try to remove the difficulties, know the essential and have latest information, teaching methods, child psychology, using mother tongue in teaching, school time table run satisfactorily, group division on intelligence level, knowledge of objects of teaching, intellectual development basis competition of speech, essay, story, poetry, cultural programs, etc. professional information related to teaching aptitude.
6) Male and female teachers of secondary schools have similar interest in profession because it is, there is no difference between in adopted teaching profession, sufficient education, view that teaching profession is that very good, like the techniques of teaching, enjoy the service, strong desire to donate the knowledge, arrange the parents meetings etc interests in related to teaching aptitude.

7) Female teachers have significant higher job satisfaction as compared to male teachers of secondary schools because it is, suitable for working, salary, work with a spirit of co-operation, students are respectful to teachers, rapport with colleagues, standard of living maintain the comfort, security of job, Intrinsic aspect of the job, Salary, Promotional avenues, and service condition, Physical facilities, Institutional plans and policies etc to related the more job satisfaction of teachers.

8) Female teachers have significant higher, salary, promotional avenues, and service condition scores as compared to male teachers of secondary schools. Because it is ; getting salary commensurate the work, regular teaching, suitable working hours, security of job as good work, easy reach the school etc related to more service condition.

9) Female teachers have significant higher physical facilities scores as compared to male teachers of secondary schools because it is suitable locality, institution neat and clean, the laboratory of well equipped, well classrooms, easy reach the institution, related to the more Physical facilities.

10) Female teachers have significant higher institutional plans and policies scores as compared to male teachers of secondary schools because it is institution is teacher oriented, opportunities for expressing opinion, freedom for plan working in job, good discipline and academic achievement, various co-curricular activities more related to institutional plans and policies.
11) Female teachers have significant higher satisfaction with authorities’ scores as compared to male teachers of secondary schools because it is, suitable head and impartial person, institution take care of welfare, appreciation for good work etc related to more satisfaction with authorities’.

12) Female teachers have significant higher satisfaction with social status and family welfare scores as compared to male teachers of secondary schools because it is, this job respectful place in the community, providing suitable education to children, care the family welfare, standard of living able to maintain the total emoluments and comfortable life leading etc more related to satisfaction with social status.

13) Female teachers have significant higher rapport with students’ scores as compared to male teachers of secondary schools because it is, students are respectful, smoothly teaching learning process in classroom, as a teacher liked the pupils, good relationship exists between students and teachers, develop proper understanding with the parents of pupils, able to building character and developing study habit in students etc more related to rapport with students’.

14) Female teachers have significant higher relationship with co-workers scores as compared to male teachers of secondary schools because it is, majority of teachers a spirit of co-operation of work, able to develop rapport with colleagues, co-workers as equals, any work responsible perform, etc related to relationship with co-workers.

15) Female teachers have significant higher adjustment as compared to male teachers of secondary schools because it is, active part in social customs and rituals, afraid talking with others, respecting the aged people of the society, agree the lead a gainful life, ideals and theories match with others, mixing the low caste people, try the help, interest to take active part in cultural programs, team work, competition and co-operation is
essential for the upliftment of the society, emotional adjustment and social adjustment etc more related to adjustment.

16) Female teachers have significant higher emotional adjustment as compared to male teachers of secondary schools because it is, afraid talking with others, anybody supersedes feel jealousy, fear the anybody situation, things are not wishes get the angry, do not accept the advice get angry, get nervous burden for family, anybody insult become very much excited, run away from home in mind, friends criticize without any cause feel sad, and upset several days, complete work in time, can’t speak frankly in front of unknown people, upset on seeing others progress, get the desired thing become so angry that even loose self control, anybody is annoyed feel dejected etc more related to emotional adjustment.

17) Female teachers have significant higher social adjustment as compared to male teachers of secondary schools because it is, active part in social customs and rituals, afraid talking with others, respecting the aged people of the society, agree the lead a gainful life, ideals and theories match with others, mixing the low caste people, try the help, interest to take active part in cultural programs, team work, competition and co-operation is essential for the upliftment of the society etc more related to social adjustment.

18) Male teachers have significant higher personality as compared to female teachers of secondary schools because it is, ready to answer each question as truthfully, criticizing ability, think deserve, enjoying, generally put up with conceited people, honesty, try to reach the goals, project work requiring quick action, focus of attention, social attitude, engage tough physical activity, people criticize in a group, good manners, keep quite presence in the senior persons, good sense of direction, mature in most things, involved social functions, handling the dangerous situation, diplomacy, capacity of constructing the committee’s, social contacts etc more related to personality.

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19) Male and female teachers of teachers of secondary schools have similar reserved vs outgoing towards personality scores because it is, there is no difference between, out dated law changing, requiring project work for quick action, useful invention, more interesting to work, normal interesting attitude, etc related to reserved and outgoing personality.

**5.11. EDUCATIONAL IMPLICATIONS:**

1) To create a good skillful, knowledgeable, good mental ability, adaptability. Extraordinary thinking capacity and Professional informative, and a good citizen and eminent teachers of our country, teaching aptitude of secondary school teachers is very important because a teacher affects the classroom situations and students. Individuals with inherited aptitude and proficiency in teaching, strong and dynamic accountable personality should enter in this noble profession which has always been a hallmark of successful school.

2) Education is a social process by which accumulated knowledge, values and skills is transferred to students through the intermediaries, the teachers. Only effective teachers can materialize policies and plans of education in the classroom. The effectiveness of a teacher is considered to be associated with his personality and mental health.

3) In order to perform his role effectively a teacher should be intelligent and satisfied in profession, because a teacher is the hope for an individual and the nation. Teaching is a very sensitive profession and is linked with the other teachers, pupils, society etc. 4) Today teachers have multifaceted roles to play. They are expected to uphold the highest standards in professional commitment, communication skills, interpersonal skills, classroom personality and academic integrity. The good personality must strive to improve human condition through reflective study of human development, society development, learning and diversity employ appropriate curricular decisions to provide effective instruction, design, deliver, evaluate and refine instruction, act as an example of a reflective teacher, administrator scholar, communicator, and
advocate serving the interests of students and society. The educational planners, who are able to establish mutual trust, respect and a certain warmth and rapport with members of their group will be more effective. Thus teaching aptitude and, social adjustment, personality preference, variables are very much important for teaching profession.

4) So the teachers should have good democratic skills and high qualifications and acquired personality quality in this profession to enhance the teaching aptitude. Government’s attention towards the educational field is very necessary.

5) It has been observed on the basis of the study that teaching aptitude age, gender, teaching experience, type of institutions, medium and subject job satisfaction of teachers. However, in our educational system, while selecting teachers most of these factors are not kept in mind. This study serves as an eye-opener to the educational planners.

6) Play hobbies, excursions, discussions etc. provide excellent opportunities to explore and express their feelings. These should be organized for developing good mental health of teachers and their healthy adjustment.

7) Teachers and pupils meet frequently to diagnose emotionally maladjusted cases and take remedial measures.

8) Teachers are in the continual interaction with their students. Their behavior affects them directly. So, teachers should show correct behavior of emotional maturity to prove a model for their pupils.

9) Teacher should appreciate accomplishments of the pupils. Undue criticism and ridicule should be avoided as these may lead to a sense of inferiority and anxiety.

10) Good services should be arranged to assist secondary school Principals for healthy adjustment in schools and life.
11) Teacher should be sensitive to the feelings and problems of individual pupils.

12) Teachers should provide intellectual, social and emotional support to children at the time of stress and tension.

13) Emotional stability has been found to be an important factor in healthy adjustment in all the aspects. So, proper emotional development is necessary.

14) Teachers should be given an opportunity to express their ideas and discuss their problems with school authorities. It develops self-confidence and mental satisfaction.

15) Social service would develop desirable social qualities considerate and cooperation which in turn help them to adjust well.

16) Primary level is given the basic knowledge, like reading, writing, listening, and talking. But secondary level built the concepts, ideas and this is the backbone of the higher level education and whole educational system. So, teacher’s aptitude, job satisfaction, social adjustment and personality are very important in the development of nation, person’s values, whole society and education system. Therefore, this whole secondary level education system in the central government under is very necessary. (Remove the aided, unaided, private this split of the system).

5.12. SUGGESTIONS FOR THE FURTHER STUDY:

1. It will also be worthwhile to study and identify the relationship between Aptitude Test in all subject teachers; primary teachers, college teachers etc and various variables like mental ability and general awareness and social ability, career creativity may be conducted.

2. It will also be worthwhile to study and identify the relationship between personality on the one hand and various variables like
adjustment in family, socio-economic status, academic career creativity etc on the other hand.

3. The same study may be undertaken using large sample of secondary schools teachers.

4. A comparative study of job satisfaction and personality among primary and secondary schools teachers may be conducted.

5. The same study may be conducted for teacher working in residential schools.

6. The study like this may be conducted for teacher working in training institutes.

7. This study does not include interview method further research can be undertaken by using interview method.


9. The same study may be conducted for teacher working in central schools.

10. A comparative study of teaching aptitude and social adjustment of primary, secondary and college teachers.

11. A comparative study on social Adjustment and personality of married and unmarried teachers can also be conducted in the other states of the country.

12. A comparative study of the teaching aptitude and personality of educational qualifications of secondary, degree and college teachers can be conducted.

14. The same study may be conducted for teacher working in public schools graduate and Post-graduate colleges.

15. The same study may be conducted for teacher working in north-eastern region secondary schools.

16. The same study may be conducted for University teachers.

17. The same study may be conducted for North or South region secondary school principals.

18. A comparative study of social adjustment, personality and job satisfaction of physical instructors in secondary, degree and college teachers can be studied.

19. The same study may be conducted for Panchayat schools and corporation schools for secondary schools principals/Teachers.