CHAPTER VI
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SUMMARY, SUGGESTIONS AND CONCLUSION

6.1 SUMMARY

Life offers a volley of experiences which play an important role in shaping the personality and even the behavior of an individual. Nature, in general, has endowed man with an innate ability of being able to deal with various experiences, whether good or bad. All such situations necessitate within an individual, the need to attain a degree of inner harmony and competence regarding his professional life. Such requirements can be attained through one’s adjustment levels and aptitude levels respectively.

Adjustment is often viewed as the degree of fit between the demands from environment and a person’s capacity to meet those demands successfully. The level of adjustment achieved by a person and the level of mental health attained by a person go hand in hand. Adjustment is found to be a multiple determined phenomenon. Studies show that several factors contribute to the degree of adjustment among individuals. Education researchers have shown keen interest in this area. The life conditions also influence the degree of adjustment. Researchers have found the relationship between hosts of psychological variables with adjustment.

In the teaching profession, there is an ardent requirement that a teacher should possess teaching aptitudes which enable him or her to work towards achieving the highest satisfaction levels. It is also necessary for a teacher to have the ability to adjust to the teaching profession and to be able to deal with various circumstances.

Teacher Adjustment can be said to be a continuous process by which a teacher varies his or her behavior to generate a harmonious relationship between oneself and the work environment which comprises of the students, colleagues and the school administration. Teacher Adjustment greatly depends on the prowess possessed by a teacher and also to a great extent relies on a proper and conducive teaching environment. A well adjusted teacher is an asset to any institution, particularly when it comes to dealing with students at secondary levels. It enables a teacher to discharge the teaching procedures effectively and contribute towards a joyful teaching-learning set up.
Aptitude might be thought of as a potential ability. Traits are determined and assessed with regard to certain future ends without considering underlying talents and its development. H. Ministerberg (1863-1910) was one of the first to suggest aptitude tests which were used in First World War for pilots and lorry drivers and then in industries. Consequently aptitude studies were also used to assess work aptitudes of individuals in various professional fields.

Teaching Aptitude, on the other hand, speaks voluminously about the qualities present within a teacher and also gives a clear picture of how skillful is the teacher in terms of using his abilities to handle the various dimensions that the teaching-learning process holds within it. Teaching Aptitudes refer to specific and special abilities that maybe present in teachers which add that extra zest to a teacher for teaching. It enables teachers to present themselves as dynamic personalities whom students can idolize and learn a lot from.

Determination of Teaching Aptitudes involves carrying out various aptitude tests. These tests give a clearer picture about the capabilities present within a teacher and also reflect a lot about how far is the school administration concerned about honing the teaching skills within a teacher. Teaching Aptitude studies can help researchers to know about the various areas in which beginning teachers need to be looked into so as to make the teaching process an enjoyable job for the starter teachers and at the same time it will help to let teachers know about the areas of teaching in which they need to strengthen themselves. An overview of Teaching Aptitudes of their teachers will also enable schools to arrange for various in-service teacher training programs for overall improvement in the teaching-learning set up. Thus, it can be said that in totality, the factors of Teacher Adjustment and Teaching Aptitude greatly determine the performance of teachers and enable them to realize and execute their responsibilities in a far better and innovative manner.
6.1.1 NEED OF THE STUDY

In today’s times, survival has become tougher and every phase of life poses many challenges. Major aspect of one’s professional life is connected to the person’s emotional and mental satisfaction.

A teacher has to deal with various professional pressures, hazards and anomalies besides looking only at the teaching-learning domain. The entire process of dealing with an educational set-up has become quite complex as the whole educational system has undergone a big change over a period of time. Under such circumstances, a teacher has to make several adjustments in his or her work place. Besides this, in order to excel in his teaching proficiency, a teacher must possess remarkable teaching aptitudes. Furthermore, it can also be said that, besides being a knowledge giver, a teacher must possess a dynamic personality. For this, it is imperative for a teacher to harbour good adjustment levels and enhance the teaching aptitude as well.

When the talk veers towards Teacher Adjustment, it may be mentioned here that teachers often need to face turbulent times in terms of handling their relationships with school administrators, colleagues and even the students. There have been numerous cases where teachers have expressed facts of themselves being in a state of dilemma regarding the modes of coping up with the work environment. Since the teaching profession encompasses within itself numerous tasks, sometimes, teachers and educational institutions overlook the adjustment problems of teachers at their onset considering such problems to be miniscule. It is these miniscule problems which keep accumulating within the teacher’s mind and in due course of time manifest themselves as major problems which threaten the mental and emotional stability of the teachers.

The teaching profession is also full of incompetent teachers who have been found to be not proficient enough in executing various teaching procedures. This poses a major threat in reality, as a teacher is the force that propels excellence in a learner. A teacher’s poor aptitude in teaching can be detrimental for the learners.

Shillong houses a number of schools. In earlier times, the education system in Shillong was quite apt in terms of the teachers’ job satisfaction or adjustment in the teaching profession. Also, the teaching aptitude of majority of the teachers was praiseworthy. However, of late, there
has been witnessed a dip, in the entire education system. It has been noticed that most teachers are finding it quite difficult to adjust themselves to the demands of the profession. This problem has been found to be more prevalent in private schools where the school administration executes strict and tougher dealings with their employed teachers. With regards to the teaching aptitudes, it has been seen that many teachers have proven themselves in being the ‘wrong choice’ for a interactions and hampering the wholesome development of learners and the education system in totality.

Hence, in view of the above issues, the investigator is interested to conduct a study on Teacher Adjustment in relation to Teaching Aptitude among the secondary school teachers of Shillong.

6.1.2 STATEMENT OF THE PROBLEM

Adjustment is an important feature that a teacher needs to exercise in every realm of his professional life. It provides ability to the teacher to be able to maneuver his teaching tactics in the classroom as well as go about smoothly in dealing with the other teaching duties in an institution. Proper Teacher Adjustment also endows a teacher with an inner desire to give more input to his Teaching competencies and helps strengthen the Teaching Aptitude of a teacher greatly. Based on the above viewpoint, the investigator has carried out a study on Secondary school teachers with regards to Teacher Adjustment and Teaching Aptitude. The study undertaken has been stated as – “A study of Teacher Adjustment in relation to Teaching Aptitude of Secondary School Teachers of Shillong”.

6.1.3 OPERATIONAL DEFINITION OF TERMS

Teacher Adjustment

Teacher Adjustment is a continual process in which a teacher varies his behavior to produce a harmonious relationship between himself and his environment.

Teaching Aptitude
Teaching Aptitude refers to the capacity of a teacher to acquire teaching proficiency and indicate the potentialities present in a teacher as revealed by his performances.

6.1.4 OBJECTIVES OF THE STUDY

1. To study the Teacher Adjustment and Teaching Aptitude of Secondary School Teachers in Shillong.

2. To find out the Teacher Adjustment among the following groups-
   (a) Male and female teachers
   (b) Government-aided and Private Schools
   (c) Age group (25-30) and (31-40)
   (d) Age group (31-40) and (41-50)
   (e) Age group (25-30) and (41-50)
   (f) Trained and untrained teachers

3. To find out the Teaching Aptitude among the following groups-
   (a) Male and female teachers
   (b) Government-aided and Private Schools
   (c) Age group (25-30) and (31-40)
   (d) Age group (31-40) and (41-50)
   (e) Age group (25-30) and (41-50)
   (f) Trained and untrained teachers

4. To find out the relationship between Teacher Adjustment and Teaching Aptitude.

6.1.5 HYPOTHESES
1. $H_0$ – There is no significant difference in Teacher Adjustment between male and female teachers
2. $H_0$ – There is no significant difference in Teacher Adjustment between teachers of Government-aided and Private schools
3. $H_0$ – There is no significant difference in Teacher Adjustment between teachers of age group (25-30) and (31-40)
4. $H_0$ – There is no significant difference in Teacher Adjustment between teachers of age group (31-40) and (41-50)
5. $H_0$ – There is no significant difference in Teacher Adjustment between teachers of age group (25-30) and (41-50)
6. $H_0$ – There is no significant difference in Teacher Adjustment between trained and untrained teachers
7. $H_0$ – There is no significant difference in Teaching Aptitude between male and female teachers
8. $H_0$ – There is no significant difference in Teaching Aptitude between teachers of Government-aided and Private schools
9. $H_0$ – There is no significant difference in Teaching Aptitude between teachers of age group (25-30) and (31-40)
10. $H_0$ – There is no significant difference in Teaching Aptitude between teachers of age group (31-40) and (41-50)
11. $H_0$ – There is no significant difference in Teaching Aptitude between teachers of age group (25-30) and (41-50)
12. $H_0$ – There is no significant difference in Teaching Aptitude between trained and untrained teachers
13. $H_0$ – There is no significant relationship between Teacher Adjustment and Teaching Aptitude of teachers teaching at Secondary levels

6.1.6 DELIMITATION OF THE STUDY

The Study was conducted on 100 school teachers teaching at Secondary level in the schools of Shillong.
6.1.7 METHODOLOGY

The present study has been conducted by using ‘Descriptive Study Method’.

6.1.8 POPULATION

The population for this study included all the school teachers from Government-aided and Private schools of Shillong teaching at the Secondary level.

6.1.9 SAMPLE

The sample size of the study was 100 teachers teaching at Secondary level in the schools of Shillong.

6.1.10 TOOLS

The tools used for the study were the Mangal Teacher Adjustment Inventory prepared by Dr.S.K.Mangal for studying Teacher Adjustment and A Teaching Aptitude Test prepared by Prof.S.C.Gakhar and Dr.Rajnish for studying Teaching Aptitude.

6.1.11 SUMMARY OF THE FINDINGS AND INTERPRETATIONS

The findings of the study along with their respective interpretations are as follows-

1. There was no significant difference in Teacher Adjustment between male and female teachers. This indicates that gender does not affect Teacher Adjustment.

2. There was no significant difference in Teacher Adjustment between teachers of Government-aided and Private Schools. This indicates that type of school management does not affect Teacher Adjustment. Generally, the type of school management does have an impact on the adjustment levels of teachers, but in this present study it has been seen that school management is not having a dominant affect on Teacher Adjustment.

3. There was no significant difference in Teacher Adjustment between teachers of age group (25-30) and (31-40). Here, it can be said that both the age groups comprise of young teachers and hence there is not much difference in them in terms of dealing with the
teaching job requirements. Both the groups of teachers are novices in the field of teaching and are often witnessed learning the ropes of teaching.

4. There was no significant difference in Teacher Adjustment between teachers of age group (31-40) and (41-50). This could be because of the reason that both the teachers of the different age groups are somewhat still adjusting to their teaching job requirements. While the teachers of age group (41-50) have been in the teaching profession for quite sometime, they maybe still learning to adjust to the new techniques and technologies in teaching whereas the teachers of age group (31-40) may have an expertise in dealing with technologies in teaching but maybe still in the process of adjusting to the requirements of the teaching profession.

5. There was no significant difference in Teacher Adjustment between teachers of age group (25-30) and (41-50). This observation can be again justified by stating the reason that both the teachers of the different age groups are somewhat still adjusting to their teaching job requirements.

6. There was a significant difference in Teacher Adjustment between trained and untrained teachers. This indicates that Teacher Training does influence Teacher Adjustment to some extent. A Teacher Training course exposes the teacher trainees to various subject matters and techniques related to teaching procedures. These exposures develop the Teaching Competencies of teachers.

7. There was no significant difference in Teaching Aptitude between male and female teachers. This indicates that gender does not affect Teaching Aptitude in individuals.

8. There was no significant difference in Teaching Aptitude between teachers of Government-aided and Private Schools. This indicates that teachers in Government schools have a lesser Teaching Aptitude as compared to the Private school teachers. This maybe because in Government schools the teachers have a secure job and hence, they generally have a laidback attitude towards improving their teaching competencies whereas in Private schools, the teachers always have to prove their abilities to the school authorities at all times.

9. There was no significant difference in Teaching Aptitude between teachers of age group (25-30) and (31-40). This indicates that type of school management does not affect Teaching Aptitude. Here, it can be said that both the age groups comprise of young
teachers and hence there is not much difference in them in terms of their teaching competencies. Both the groups of teachers are new to the field of teaching and are seen using the various skills of teaching on the basis of their competencies in order to master the nuances of teaching and classroom management.

10. There was no significant difference in Teaching Aptitude between teachers of age group (31-40) and (41-50). This indicates that there is no remarkable variation of Teaching Aptitude amongst young teachers and middle aged teachers. This could be because of the reason that both the teachers of the different age groups have to maneuver their Teaching Competencies according to the teaching trends and requirements of students of today’s times. Over the years, teaching styles, classroom interactions and students behaviors have changed and so, teachers of all groups have to alter their teaching competencies to handle the students and execute effective teaching accordingly.

11. There was no significant difference in Teaching Aptitude between teachers of age group (25-30) and (41-50). This observation can be again justified by stating the reason that both the teachers of the different age groups have to always devise new methods of teaching and classroom management.

12. There was no significant difference in Teaching Aptitude between trained and untrained teachers. This indicates that Teacher Training does not influence Teacher Adjustment to a great extent. Here, it may be said that Teacher Training courses are nevertheless important and in general such training does help in improving one’s teaching prowess.

13. There is a significant relationship between Teacher Adjustment and Teaching Aptitude. Hence, it can be interpreted that there is a positive relationship between Teacher Adjustment and Teaching Aptitude of Secondary School teachers of Shillong. The higher the Teacher Adjustment, the higher will be the Teaching Aptitude.

6.2 SUGGESTIONS TO IMPROVE TEACHER ADJUSTMENT AND TEACHING APTITUDE

The present study has revealed that Teacher Adjustment has a significant relationship with Teaching Aptitude. In this regard, it can be said that if the Teacher Adjustment of the Secondary School teachers of Shillong is favorable then even their teaching Aptitude will be enhanced.
Thus, the following suggestions may help in improving the Teacher Adjustment and the Teaching Aptitude of the secondary School teachers of Shillong-

1. All untrained teachers should go for the Teacher Training course. The Teacher Training courses help in the personality development of teachers and in turn make them well prepared to handle the requirements of the teaching profession. As a result the teachers will be well adjusted of this; the teachers will be well adjusted to their teaching profession. The Teacher Training course will also train the teachers in teaching skills and this will help in the betterment of Teaching Aptitude.

2. Teachers who have undergone Teacher Training in the past should be sent for further in-service Teacher Training programs. Such programs will expose the teachers to the present day teaching requirements and train them for the same.

3. Orientation programs for teachers can be organized by the respective schools and various Education Departments. These orientation programs should be designed in such a manner so that the teachers can be enlightened about the various ways in which they will be able to be more adjusted to their teaching jobs.

4. Workshops can be organized for teachers by the respective schools, various Education Departments and by the Colleges of Teacher Education. These workshops should focus on training the teachers in the various techniques and technologies in teaching. Such attempts can help in enhancing Teaching aptitude of teachers.

5. One major factor that hampers Teacher Adjustment is the improper treatment meted out by the school authorities to the teachers, especially in Private Schools. Therefore, the Government should establish governing bodies which can look into such issues and thereby ensure a healthy working environment to teachers.

6. In the present times, educational set-ups have become quite demanding. As a result of this, the workload on teachers has become very heavy. The situation even grimmer when the workload of teachers in Private Schools is taken into consideration. Under such situations, the teachers are never able to handle the pressure. This proves to be detrimental to the Teacher Adjustment and Teaching Aptitude of the teachers. Hence, the Government, various Education Departments and School Administrators should address this problem and provide a fitting solution.
7. All schools should have a Counseling Centre which counsel teachers on issues pertaining to Teacher Adjustment factors like academic and general adjustment, socio-psycho physical adjustment, professional relationship adjustment, personal life adjustment, financial adjustment and job satisfaction.

6.3 SUGGESTIONS FOR FURTHER STUDIES

1. A Study on Teacher Adjustment in relation to Teaching Aptitude of Elementary School Teachers of Shillong can be conducted.

2. A Comparative Study on Teacher Adjustment in relation to Teaching Aptitude of Secondary School Teachers in purely Government, Government-aided and Private Schools of Shillong may be carried out.

3. A Study on Teacher Adjustment in relation to Teaching Aptitude of College Teachers of Shillong may be conducted.

4. A Detailed Study on the various dimensions of Teacher Adjustment (Academic and General Adjustment, Socio-psycho Physical Adjustment, Professional Relationship Adjustment, Personal Life Adjustment, Financial Adjustment, Job Satisfaction) of Secondary School Teachers of Shillong may be executed.

5. The Effects of Classroom Environment on Teacher Adjustment of Secondary and Higher Secondary School Teachers of Shillong may be studied.

6. The Effects of Classroom Environment on Teaching Aptitude of Secondary and Higher Secondary School Teachers of Shillong may be studied.

7. An Investigation on Role of Schools in Shillong towards facilitating Teacher Adjustment and promoting Teaching Aptitude of their Teachers may be undertaken.

8. A Comparative Study on Financial Adjustment and Job Satisfaction of Secondary Level Teachers serving in Private, Government-aided and purely Government Schools of Shillong may be conducted.

9. A Comparative Study on Teacher Adjustment of Male and Female Secondary School Teachers of Shillong may be carried out.

10. A Comparative Study on Teaching Aptitudes of Male and Female Secondary School Teachers of Shillong may be carried out.
6.4 CONCLUSION

Teachers are the torch bearers of a nation who are entrusted with the responsibility of bringing about an all round development of the youth. For this feat to be achieved, the teachers should be well provided. It is essential that teachers should be at ease in their teaching professions. Teacher Adjustment, in its entirety, governs the proper functioning of teachers to a great extent. A well adjusted teacher always makes a greater contribution towards the development of the students. A positive onset of Teacher Adjustment makes a teacher more focused towards fulfilling his duties and also boosts the Teaching Aptitude immensely. In the present day scenario, teachers are a neglected lot and this negligence shown towards the teachers reflects in their poor fulfillment of their duties. This has been a major cause for the dip in the standard of education of late. The study has found that majority of the teachers have good Teaching Aptitude but they are not having a good Teacher Adjustment. It is important for the school authorities as well as the Government to find out the causes leading to the maladjustment of the teachers. Thus, it is about time that efforts should be made by the concerned authorities to promote Teacher Adjustment and Teaching Aptitudes so as to enable an upheaval of teachers thereby paving the way for a bright and promising future for the nation as a whole.