CHAPTER 1
THEORETICAL BACKGROUND

1.1 INTRODUCTION

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 fitness 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 people 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.
1.2 EDUCATION IN MEGHALAYA

The state of Meghalaya was established in 1973. The state covers an area of 22.429 square kilometers. The population of the state is around 29, 64,007. The capital of the state is Shillong. Major languages spoken in Meghalaya are Khasi, Pnar, Garo and English. The percentage of literacy in Meghalaya is around 75.48%. Tucked away in the hills of eastern sub-Himalayas is Meghalaya, one of the most beautiful State in the country. Nature has blessed her with abundant rainfall, sun-shine, virgin forests, high plateaus, tumbling waterfalls, crystal clear rivers, meandering streamlets and above all with sturdy, intelligent and hospitable people.

Emergence of Meghalaya as an Autonomous State on 2nd April 1970 and as a full-fledged State on 21st January 1972 marked the beginning of a new era of the geo-political history of North Eastern India. It also marked the triumph of peaceful democratic negotiations, mutual understanding and victory over violence and intrigue.

The State of Meghalaya is situated on the north east of India. It extends for about 300 kilometres in length and about 100 kilometres in breadth. It is bounded on the north by Goalpara, Kamrup and Nowgong districts, on the east by Karbi Anglong and North Cachar Hills districts, all of Assam, and on the south and west by Bangladesh. Shillong, the capital of Meghalaya is located at an altitude of 1496 metres above sea level. Shillong, which was made Assam's capital in 1874, remained so till January 1972, following the formation of Meghalaya. Shillong derives its name from the manifestation of the creator called Shyllong.¹

Meghalaya is subject to vagaries of the monsoon. The climate varies with altitude. The climate of Khasi and Jaintia Hills is uniquely pleasant and bracing. It is neither too warm in summer nor too cold in winter, but over the plains of Garo Hills, the climate is warm and humid, except in winter. The Meghalayan sky seldom remains free of clouds. The average annual rainfall is about 2600 mm over western Meghalaya, between 2500 to 3000 mm over northern Meghalaya and about 4000 mm over south-eastern Meghalaya. There is a great variation of rainfall over central and southern Meghalaya. At Sohra (Cherrapunjee), the average annual

rainfall is as high as 12000 millimetres, but Shillong located at a distance of about fifty kilometres from Sohra receives an average of 2200 mm of rainfall annually.²

Figure 1- MAP OF MEGHALAYA³
1.2.1 Education & Literacy

The history of formal education in Meghalaya has been a recent one commencing with the formulation of a Khasi Alphabet in 1842 by Mr. Thomas Jones, a Welsh missionary. Similarly for the Garo Hills areas, a Garo Alphabet was evolved in 1902 by American missionaries using the Roman script. With requirements for a literate society not being high in colonial times, only a few elementary schools were functioning in what is now known as Meghalaya.

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Figure 2 - MAP OF SHILLONG

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The first college in fact was established in Shillong only in 1924 by the Christian Brothers of Ireland. Being a hill station blessed with bracing weather and having a strong colonial influence, several quality colleges and Public schools have been established over the years. The alumni of these schools are spread all over the country and their footprints are also found all over the world. Some of them hold very distinguished positions and occupy high offices in foreign countries, as well.\(^5\)

Shillong has also been a favourite retreat of well known intellectuals and luminaries and in particular, Nobel Laureates Rabindranath Tagore and Dr. C.V. Raman. This historical legacy coupled with an enabling environment has been instrumental in the state being able to host several National Institutes of repute like the North Eastern Hill University which is a Central University, The North Eastern Indira Gandhi Regional Institute of Health & Medical Science (NEIGRIMS), the Indian Institute of Management (IIM), National Institute of Fashion Design (NIFT), Indian Institute of Hotel Management, Central Institute of English & Foreign Languages (CIEFL) and various other Prominent Institutes of Higher Learning. A new National Institute of Technology is also being set up in the world famous Sohra (Cherrapunji) town. Six private universities have also been permitted to open their campuses in the state. One little known feature in the State’s education scenario is the large number of out of state students who contribute significantly not only to the vibrancy and cosmopolitan nature of the student community but also to the State’s Domestic Product figures.

Meghalaya is perhaps the first state in the region to adopt a ‘communitisation’ model of education at the elementary levels. All the school managing committees, whether government or government aided include heads of traditional institutions and prominent citizens. Despite the slow start in the education front, literacy rates of the state has seen a rise in the literacy rate from 26.92% in 1961 to 63.31% in 2001. With the implementation of flagship programmes like SSA and RMSA, the educational profile of the state is expected to improve further. The Education Department is also presently gearing up to meet the challenges of Human Resource Development in the light of the Right to Free & Compulsory Education(RTE), 2009 to foster a conducive

climate for the development of the much required critical mass, which is expected to contribute significantly to the state and the nation’s growth and development. Efforts are also on to develop the existing institutions as cradles of potential excellence. Apart from resources drawn from Central and State Budgets, the Department of Education is also drawing up strategies to generate resources from other areas as well.⁶

Although the state of Meghalaya does not occupy a mammoth portion of the Indian turf but it is developing into one of the most advanced and technically sound states. Meghalaya education has played a major role in this metamorphosis. In fact, according to the data collected in the 2001 census, approximately 63.31% of the occupants of the state of Meghalaya are literate. This is a humongous achievement in itself despite of the limited number of resources.

The central University that coordinates the actions of all the smaller educational institutions of the state of Meghalaya is located in its functional capital of Shillong. To add that touch of modernization and sophistication to education in Meghalaya, quite a few number of colleges are being put up to provide a platform to the youth of the state. These colleges are equipped with the latest state of the art facilities to procure assistance to the students in all the various fields. They include 'Shillong Engineering and Management College' positioned at Mawlai.⁷

To keep up with the other neighboring states of India, the policy of free and compulsory education for all the children under the age group of 14 years has also been espoused by the state of Meghalaya in the sphere of education of Meghalaya. The 10+2 system of education that exists in all the other states of India has also penetrated into the state of Meghalaya. A list of the various educational institutions of Meghalaya are mentioned below as counted in 2005:-

- Primary and Junior Basic- 5851
- Colleges for Arts, Science and Commerce- 54
- Basic and Non-basic Training Schools- 7

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Middle and Senior Basic- 1759
Universities- 1
Polytechnics-1
High and Higher Secondary - 711.
Teacher's Training Colleges - 2.

The most important schools at Meghalaya are mentioned below:-

- Assam Rifles Public School Laitkor, Shillong, Meghalaya - 793 010
- Kendriya Vidyalaya has three branches across Meghalaya. They are situated at the following places - Upper Shillong, Laitkor Peak, Shillong, NEHU, Shillong and Happy Valley, Shillong
- St. Edmund's School Shillong, Meghalaya
- Laban Bengali Boys' High School Shillong, Meghalaya
- Pine Mount Shillong, Meghalaya
- Jail Road Government Boys High School Shillong, Meghalaya
- Mawkhar Christian High School Shillong, Meghalaya
- St. Peter School Shillong, Meghalaya
- Gorkha High School Shillong, Meghalaya

Meghalaya Colleges have made their mark in terms of providing quality education to the various aspiring doctors, engineers and businessmen who desire to make their mark. The colleges in Meghalaya procure all various sorts of courses that aids them to choose between different options. They can also seek the advise of elite professors in these colleges to choose the

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correct and most suitable stream for them. The different colleges of Meghalaya are enlisted below:

1. Engineering Colleges: The state of Meghalaya only houses a sole college dedicated to the engineering students known by the name of Shillong Engineering and Management College. The AICTE or All India Council of Technical Education has also approved all the courses offered by this college.

2. Management Institutes in Meghalaya: Shillong Engineering and Management College that is located at Mawlai.

3. Nursing Colleges at Meghalaya: Rapsbun School of Nursing is the sole nursing school in the state of Meghalaya. It is located in East Khasi Hills.

4. Polytechnic Institutes: There three polytechnic institutes including Jowai Polytechnic, Shillong Polytechnic and Tura Polytechnic. All these colleges at Meghalaya are AICTE approved.

5. Law Colleges : Department of Law, Northeastern Hill University, Khad-Ar-Doloi Law College, Tura College and Shillong Law College.

6. Biotechnology Colleges: St. Anthony's College and Department of Biotechnology

7. Hotel Management: Institute of Hotel Management in Shillong is the only college that offers a course in Hotel Management.

8. Computer Institutes: St. Edmund's College and St. Anthony's College at Shillong.

9. Mass Communications: Department of Mass Communications in St. Anthony's College in the venue of Shillong provide courses in Mass Communication.9

The two major Meghalaya universities are the North Eastern Hill University and the Indira Gandhi National Open University.

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1.2.1.1 Education under NEHU

The North Eastern Hill University is one of the leading universities in Meghalaya established on 19th July, 1973. The North Eastern Hill University is counted among the most renowned universities of Meghalaya, as its main campus is located in the capital city of Shillong. An additional campus was set up at Tura in February 1996. NEHU is also a great attraction for the research scholars because of their M.Phil and Ph.D. Programs. The university offers courses in almost all the major branches of education. The university is divided into seven schools and all the departments of the university come under these schools. There are as many as fifty-three undergraduate colleges that are affiliated to this renowned university.

1.2.1.2 Distance Education in Meghalaya

The Shillong regional center of Indira Gandhi National Open University is as old as 1998. Currently the Shillong regional center manages all the curricular activities across Meghalaya.

Indira Gandhi National Open University is one of the most popular Meghalaya universities. The courses offered here are varied – diploma, certificate and degree courses. The educational activities of the Indira Gandhi National Open University at Meghalaya spans to various training programs, research oriented work and extension education. Education is offered at the Indira Gandhi National Open University of Meghalaya in two different ways - open learning and distance education. Both these modes of education have become very popular among the young professionals of the state.¹⁰

Meghalaya distance education is gradually gaining in popularity after initial circumspections following their introduction within the academic structure of the state. The inhabitants of Meghalaya have slowly but surely awoke to the fact, that pursuing higher education with some other vocation is almost always a wonderful option. Apart from the major Universities, there are many institutions for distance education in Meghalaya that specialize in distance learning.

Like everywhere else in India, distance education at Meghalaya was not greeted with great enthusiasm at its inception. Students were doubtful about its worth. Most preferred a regular education system to distance education in Meghalaya and often left for universities outside the state, to be able to pursue some job alongside their education. However, soon a change in the mindset was noticed, as the inhabitants of the state realized the fact that the same facilities could be availed from within the state. The distance education of Meghalaya opened up the possibilities of education for all interested students who were not able to take up education as a full time engagement because of various constraints. Indira Gandhi National Open University and the distant program of the North Eastern Hill University (NEHU) are the most popular of all Meghalaya distance education programs. While IGNOU offers a wide range of courses for the students to choose from, the NEHU course offer degrees and diplomas more on the lines of the University curricula. Most universities of India have been presently forced to offer distance learning courses as a part of the diversification programs of their operations.

1.3 ADJUSTMENT

Life is a long continuous activity of adjustment to the social and physical environment. Every living organism right from its emergence to its disappearance strives to adjust itself to the surrounding conditions. The individual is born in society and lives in society. The society provides him with an environment of a particular type which has its own tempo and own peculiarities. The process of adjustment to this particular type of environment begins at the first moment of his life’s emergence. The individual strives to adapt to his surroundings but there are situations in which his needs are thwarted and the adjustment fails. He gets maladjusted and a state of disharmony gets in between the child and the environment.\(^{11}\)

Every one of us strives hard for the satisfaction of our needs. While struggling to achieve something if one finds that results are not satisfactory, one either changes one’s goal or the procedure. By restoring to such means, one protects oneself from the possible injury to one’s ego, failure or frustration. It is a sort of shifting to a more defensive position in order to face the

challenge of circumstances after failing in earlier attempt or attempts. This special feature of the living beings is termed as adjustment.\(^{12}\)

The dictionary meaning of the word adjustment is to fit, make suitable, adapt, arrange, modify, harmonize or make correspondents. Thus, when we make an adjustment between two things, we adopt or modify one or both of them to correspond to each other. In some situations, one of the factors may not be changeable and so, the one which is, has to be modified in some way to suit the other. The extension of a ladder by a suitable length to reach an upper storey window is a good example of such an adjustment.

There has been a continuous struggle between the needs of the individual and the external forces since time immemorial. According to Darwin’s (1859) theory of evolution, those species which adapted successfully to the demands of living, survived and multiplied while others who did not, died out. Therefore, the adaptation or changing of oneself or one’s surroundings according to the demands of the external environment became the basic need for our survival. It is as true today with all of us as it was with Darwin’s primitive species. Those of us who can adapt or adjust to the needs of changing conditions can live happily and successfully, while others either vanish lead miserable lives or prove to be a nuisance to society. However, the concept of adjustment is not so simple as adaptation. Psychologists and scholars differ considerably in interpreting its meaning and nature such as the definitions given by James Drever (1952), “Adjustment means the modification to compensate for or meet special conditions” and Carter.V.Good (1959), “Adjustment is the process of finding and adopting modes of behavior suitable to the environment or the changes in the environment.”\(^{13}\)

The concept of adjustment is as old as human race on earth. Systematic emergence of this concept starts from Darwin. In those days, the concept was purely biological and he used the term adaptation. The adaptability to environmental hazards goes on increasing as we proceed from the lower extremes to the higher extremes of life.

Man, among the living beings, has the highest capacities to adapt to new situations. Man as a social animal not only adapts to physical demands but he also adjusts to social

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pressures in the society. Similar such adjustments are made by teachers while pursuing the teaching profession. At every point of time, a teacher has to be effective enough so as to be able to deal with the various issues that crop up in his or her work area and then adjust to the situations as required. At times, a teacher had to exhibit skillful adjustable behavior whereby he or she has to sometimes curb one’s own desires just to facilitate a proper teacher-learning or work environment. Such a task, at times is not a very easy job and it requires a teacher to have enough psychological proficiency to be able to handle all the various work situations and still teach effectively and bring about the progress of students in an apt manner.

1.3.1 SPHERES OF ADJUSTMENT

For an adequate adjustment one has to make oneself adjusted firstly to oneself and then to one’s environment. The same goes for a teacher where he has to be first comfortable with himself and then at ease with the school environment. On this ground, one can talk about the various spheres or dimensions or aspects of adjustment. These spheres maybe divided into two categories-personal and environmental.

For a teacher, personal adjustment comprises of his physical and mental health and also satisfaction of his emotional and personal needs. At the same time, it is also essential that a teacher should be well-adjusted to the social and the work environment around him. A teacher needs to deal with a number of people in the teaching arena and it would do good to him and to his career if he can put up well with all the various people he needs to come across with on a daily basis. Thus, in totality Teacher Adjustment may be said to be comprising of a teacher’s personal adjustment, social adjustment and also occupational adjustment.

Personal Adjustment -

Personal adjustment is concerned with an individual teacher’s adjustment to his ‘self’. The total individuality incorporating various aspects of a teacher’s growth and development, personality traits and characteristics and satisfaction of his basic needs may essentially be included in the body of the term ‘self’. In this sense, the extent to which a teacher remains satisfied with what he owns in terms of his physical and mental development and other

personality characteristics and his basic needs remain gratified, he may be called adjusted within the sphere of personal adjustment.

Social Adjustment -

In case of Teacher Adjustment, this sphere is concerned with a teacher’s adjustment to his social surroundings. Such adjustment is much essential as one’s adjustment with his self. In all circumstances, a teacher should feel reasonably satisfied with what he gets in terms of his social environment. By doing so, he may get along well with others and keep himself in the category of a socially adjusted person, but if it does not happen he may become a socially maladjusted person. In such conditions, either he may cut himself off from the society or may turn in to an anti-social personality. In this sense, even for a teacher, adjustment with his social set-up started from his parents, home and family and extended to the neighborhood and his work environment. This is quite essential for the welfare of his own and the society.

Occupational Adjustment -

How far are we satisfied with our world of work and means of livelihood decides, to a great extent, our state or adjustment or maladjustment to our self and the environment. This postulate also olds very strong and apt for a teacher. Entering into the profession by one’s own choice or being in tune with the abilities and capacities for teaching depend on a lot of factors. Whatsoever it may be, once chosen on should learn to adjust and adapt to the needs and requirements of the profession. Success in the field of work will depend to a large extent on the sense of satisfaction one feels in performing various duties in the teaching job. A teacher must be quite satisfied and should get along well with the men and material resources available in the world of teaching. Such satisfaction, adaptation and adjustment to the occupation automatically help in attaining the desired objectives in the personal and social life leading to the overall adjustment to one’s self and the environment. The possible traits and characteristics generally found in a vocationally well-adjusted teacher may be as follows:

1. The person feels no regret about being in the teaching job
2. The person demonstrates a sense of job satisfaction through the performance of various duties regarding the teaching job.

3. The person feels satisfied with the working conditions and facilities available for carrying out the teaching procedures.

4. The person is not in the habit of unnecessarily complaining about limitations and non-availability or resources.

5. The person gets along well with his colleagues and the officials in the institution. The person tries to maintain cordial relationship and harmony with them for attaining desired proficiencies in his job.

6. The person remains committed and has a very positive attitude towards the various proceedings in teaching and values the occupation.

7. The person does not unnecessarily dream or plan of entering into other occupations. While respecting the teaching job, the person always strives to achieve a sense of satisfaction by performing his duties honestly and sincerely.

8. The person remains content with the opportunities provided in the teaching job for promotion and other achievements. He does not get must worried despite not getting early chances of promotions and other incentives and believes that his work will be rewarded in one way or the other.

9. The person usually engages in bringing about necessary improvement and modification in the methods and processes related to teaching for qualitative improvement. He has creative sparks in him which is often reflected through his style of functioning.

10. The person remains content in terms of economic returns. He is not found comparing his salary and financial returns with others and complaining about their chosen occupation.

11. The person maintains a sense of accountability for the assigned duties and tries to maintain the image and respect of his profession by extending desired co-operation to colleagues and administrators.\textsuperscript{15}

1.3.2 TEACHER ADJUSTMENT

It is universally agreed upon by all persons who are concerned with social welfare and progress of a country that the teacher plays a crucial role in building of a nation and truly he is

called nation builder. He is charged with an important responsibility of modifying and shaping the personality of children in accordance with national objectives of life. The responsibility of the teacher becomes more in developing nations that are engaged in exploiting their physical and human resources for the all round development of the nation. Teachers have to play their own role in the process of national development. The greatest contribution of teachers will be channelizing the energy of the youth to undertake the task of reconstruction in all walks of social life. Hence, under such lines, it can be said that it is imperative for teachers of today and particularly in India, that they should be able to demonstrate a great amount of Teacher Adjustment levels. The teacher of today not only has to focus on academic matters but also has to at all times, focus on sound psychological development of students and at the same time keep himself updated with the new proceedings in the teaching profession. For a teacher, to be able to maintain all such duties in the teacher profession class for a lot and is surely an uphill task manageable only with the prowess of a strong mind endowed with great adjustable features.

Teaching has become increasingly challenging and complex under the present changing situations. One of the various challenges hurled at teachers in the recent past, is of maintaining the physical and mental health of children and youth of the nation. The teacher of today has to emphasize the harmonious development of children so that they can contribute to the maximum for national development and social welfare of the country. A sound knowledge of Teacher Adjustment processes is essential under the present situations, not only on order to enable a teacher to function well but also, in order to pave the way for a better adjustment and healthy progress of students.

Just an in any other profession, school, college or university work environment is not smooth with all teachers. Some of the teachers’ mode of response to their work place is detrimental to themselves, to society or to both. It has been found at times that certain teachers may not be able to adjust themselves well and as result they appear to be indecisive, aggressive, getting into crisis situations, finding life purposeless, suffering from deep-rooted inferiority complex, finding difficulty in socialization, achieving deplorably low, indulging in avoidance of school duties and so on. It has also been seen most of the teachers’ desires or goals are not within

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their reach-at times they have conflicting desires regarding their career moves lead to severe dilemmas in their minds. Some even show evidence of serious emotional problems in various other ways. In extreme cases some are out to destroy the very fabric of our way of life and try to damage the very institution. It needs hardly any emphasis that teachers with adjustment problems often prove to of no comfort to themselves. They are hard to get along with, their behavior does not seem reasonable. People around them cannot understand why they act as they do, often against their own best interests. Their conduct is irrational and lacking in common sense. Lecturing, punishment and even well meaning advice proves to be ineffective methods of dealing with adjustment problems. A worrier by being told he should not worry. A shiftless person is aided very little by preaching or threats. Such attempts make matters worse by convincing the maladjusted of his own weaknesses. The individual has an additional social thwarting to bear.\textsuperscript{18}

It is true that every teacher is unique and every effort needs to be made for helping a teacher to save whatever talents he may have both for his own sake and for mankind.

1.3.3 NATURE OF TEACHER ADJUSTMENT

Adjustment has been defined as ‘The process by which the individual attempts to maintain a level of physiological and psychological equilibrium’ (Mouly 1967). It can also be describes as an attempt on the part of a teacher to strike harmonious relationship between himself and his environment. It is, thus, a form of interaction between the teacher and the environment in which he lives. Promoting adjustment on the part of the teacher simply means developing a teacher’s capacity for adjusting to the various needs related to the teaching profession. This also includes a teacher’s learning capacities and abilities which can equip him to face in an adequate manner, the challenges of the teaching profession. Adjustment is directly connected with the concept of needs. In this field of teaching, it refers to the adequacy of behavior patterns which a teacher adopts for satisfying his needs within the framework of the rules, regulations and modes of social group in which he finds him. If he fails to do so, he involves himself in conflict with the social order and lands himself in the midst of many more problems of adjustment.

Adequacy of adjustment depends on the severity of the problem. Severe and continued frustration of needs is likely to lead to maladjustment. Severity of the adjustment problems depends on such factors as –

1. The nature of the need being denied
2. The extent to which the need is denied
3. The possibility of substitute goals in partial satisfaction is the individual’s basic security and his degree of awareness of the frustration of his needs.

When the problem becomes uneasily severe, a teacher is likely to become desperate and a deviant behavior is likely to result. Even in the teaching profession, the process of adjustment is continuous and complex. It depends upon an organization of a number of interacting elements within the individual. It is the total personality which must be considered in the study of Teacher Adjustment. A well adjusted teacher is one “who is happy, free of all complexes and worries and efficient in his surroundings”. To make it more complete, a well adjusted teacher is one whose needs and satisfaction in life are integrated with a sense of social feeling and an acceptance of social responsibility.19

1.3.4 PROCESS IN TEACHER ADJUSTMENT

The process in Teacher Adjustment is similar to the process in adjustment in general. The process is similar to the process of learning. The individual teacher learns and experiences behaviors (maladjusted or adjusted, desirable or undesirable) while dealing with members of his institution. The sequence of steps in the process of adjustment is as follows –

1. The individual is motivated by some temporarily unsatisfied need.
2. The individual looks to some goal as a potential satisfier
3. Progress towards this goal is blocked by a barrier. This barrier maybe physical, psychological, societal, personal or cultural or it may be a conflict between incompatible goals.
4. This causes emotional tension. The individual makes attempts on reducing the tension and teaching the goal. He makes varied responses

5. The individual, then reaches the goal. This goal maybe original or its substitute but the equilibrium is reached.

6. The responses and reactions which help in reducing the tension and reaching the equilibrium are learned. Those not effective in this process are dropped. Thus, the mechanism of adjustment involves a satisfactory and successful interaction between two kinds of forces, the subjective and objective, the innate and environmental. The individual is a bundle of drives, impulses, urges, motives, cravings, desires, wants and wishes, etc. At one time or another, the individual wishes, interests and convictions are bound to collide with those of others around him. There maybe clash between his own self and the environment. This may cause a clash within his innermost self. This may result in some kind of disorder of adjustment. The personality becomes maladjusted. Thus, maladjustment is caused by two factors, the inability or certain incapability or inherent defects of the individual and secondly, the stiff conditions of the environment which are hard to be overcome.  

Adjustment can be interpreted as both, process and the outcome of that process in the form of some attainment or achievement. Adjustment as an achievement means how the effectiveness with which a teacher can function in changed circumstances and is, as such, related to his adequacy and regarded as an achievement that is accomplished either badly or well (Lazarus, 1976). Adjustment as a process describes and explains the ways and means of a teacher’s adaptation to his self and his environment without reference to the quality of such adjustment or its outcome in terms of success or failure. It only shows how individuals or a group of people cope under changing circumstances and what factors influence this adjustment. The process of Teacher Adjustment is continuous. It starts the day a teacher joins the teaching profession and goes on without stop till retirement. A teacher as well as his environment are constantly changing as also are is needs in accordance with the demands of the changing teaching-leaning environment. Consequently, the process or terms of a teacher’s adjustment can be expected to change from situation to situation and according to Arkoff(1968), there is nothing like satisfactory or complete adjustment which can be achieved once and for all times. It is something that is constantly achieved and re-achieved by us. Adjustment is a two-way process

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and involves not only the process of fitting oneself into available circumstances but also the process of changing the circumstances to fit one’s needs.\textsuperscript{21} In teaching, adjustment implies a constant interaction between the teacher and his environment, each making demands on the other. Sometimes adjustment is accomplished when the teacher yields and accepts conditions which are beyond his power to change. Sometimes it is achieved when the environment yields to the teacher’s constructive activities. In most cases, adjustment is a compromise between these two extremes and maladjustment is a failure to achieve a satisfactory compromise.

\textbf{1.3.5 CAUSES OF TEACHER MALADJUSTMENT}

The various causes of Teacher Maladjustment are as follows-

1. Sometimes the causes of maladjustment of the teacher may be deep in his personality which has been affected by some of his hereditary factors. His bitter childhood experiences pertaining to his family and school might be another reason of his maladjustment. Moreover there are some teachers who do not like their work. They are usually found grumbling and cursing their lot as teachers. They complain of poor pay, bad working conditions and lack of minimum amenities of life. it appears that such persons happen to be teachers simply because other avenues were not open to them due to their own inadequacies or other factors.

2. Overwork maybe another cause of maladjustment in certain teachers. It is seen that some teachers of the school are required to do more work than what falls to their legitimate share. Whereas there are some more privileged teachers who have to do less and the principal has no courage to speak to them on their undutifulness, therefore overworked teachers are also maladjusted.

3. There are some other teachers who keep themselves over busy in matters which are not related with teaching. Such teachers are usually teacher-politicians. They never teach in the school. They keep running here and there even when the school is in session. If they are in school, they seldom go to teach any class. Such teachers draw their salaries regularly and are not ashamed of their undutifulness. \textsuperscript{22}

\textsuperscript{21} Mangal.S.K.2011.\textit{Advanced Educational Psychology}. New Delhi: PHI Learning Private Limited. Page no.492-493

4. Inspection by relevant authorities or supervision by the principal maybe another causative factor for effecting maladjustment in certain teachers. They come to school like officers and write their inspection report according to their whimsical notions. Similarly, some principals are unduly unjust and harsh in their remarks as they are not convinced about the justification of the same. This results in maladjustment on their part.

5. It may happen that a teacher’s family life is not happy. He has too many children and has to support a large family. Consequently, he fails to do his school job well and becomes maladjusted.

6. The society expects that the teacher must be an idle human being. Therefore, for a very common lapse on his part, the teacher is criticized whereas for the same lapse another person is ignored. For example, if a teacher smokes or eats something while going on the road, he is criticized whereas others are ignored. The point here is why the teacher should be particularized.  

1.3.6 CLUES FOR BETTER ADJUSTMENT OF TEACHERS

Some basic considerations for this are as follows-

1. The above account should not lead one to construe that the teacher community if faultless. There are many teachers who should not have entered the teaching profession. The teacher should also realize that his profession is not bad. If he does his job well, the students respect him. Frustration may be found in any profession. So it is not surprising that it is found in the teaching profession also. So the demand of the situation is that we should try to create a feeling of confidence and satisfaction in the teacher. This feeling will lead him to better adjustment.

2. The teacher essentially is desirous of getting respect from the students and the society. If he continues getting it, he is likely to be adjusted. The teacher should also know what type of behavior is expected from him. The teacher should deal with students and others in an ideal manner as far as possible.

3. If the teacher feels that he has certain inadequacies, then he should realize the same and try to overcome them. This effort on his part will be reflected in his modified behavior and as a result he will continue to grow into a well-adjusted personality day by day.

4. The teacher must not quarrel with the principal or any other authority under which he works. He has to go ahead performing his duties to the best of his capacity. The teacher has to see that his activities do not go against the educational purpose as required. This will make him well-adjusted to his job.

1.4 APTITUDE

The word Aptitude is derived from the word ‘aptos’ which means ‘fitted for’. Aptitude is thus considered to be a unique or unusual potential or ability of an individual to acquire general knowledge and skill in many fields, to acquire specific knowledge and skill in one field. High or low aptitude in a given area does not mean good or bad. It just means that an individual fits into the requirements of one job better than into another. So, in many spheres of everyday life, we come across individuals who under similar circumstances outperform others in acquiring certain knowledge or skills and prove more suitable and efficient in certain jobs. Such persons are said to possess certain specific abilities other than intelligence, which helps them in achieving success in some specific occupations or activities. Therefore, in a simple way, aptitude maybe considered a special ability or a specific capacity besides the general intellectual ability which helps an individual to acquire a required degree of proficiency or achievement in a specific field.

Van Dusen says, “Aptitude is a measure of the probable rate of learning which results in interest and satisfaction and is relatively specific and narrow.”

Traxler says, “Aptitude is a condition, a quality or a set of qualities in an individual which is indicative of the probable extent to which he will be able to acquire under suitable training, some knowledge, skill or composite of knowledge, understanding and skill such as

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ability to contribute to art or music, mechanical ability, mathematical ability or to read and speak a foreign language”. 28

Freeman says, “An aptitude is a combination of characteristics indicative of an individual’s capacity to acquire (with training) some specific knowledge, skill, or set of organized responses, such as the ability to speak a language, to become a musician, to do mechanical work”. 29

All these definitions reveal the predictive nature of aptitudes. When we say that an individual has an aptitude for teaching, we mean that he or she has the capacity or ability to acquire proficiency in teaching under appropriate conditions. Similarly, when we say an individual has an aptitude for music, we mean that his present condition or ability reveals that of he is to learn music, he will succeed in this line. In this way the knowledge of aptitude helps us in predicting the future success of an individual, under suitable training or experience, in a particular area of activity. Like so many other personality traits or characteristics, it is difficult to say that aptitude is an absolute product of heredity or environment. Certain aspects of many aptitudes may be inborn. Therefore, it is safer to conclude that the aptitude of an individual at a particular moment is in all probability dependent upon both heredity and environment. 30

1.4.1 CLASSIFICATION OF APTITUDES

Any manifestation of life is activity. We can manifest ourselves in too many ways and forms. Therefore, there is no end for our manifestations and as a result, the list of the activities which may be undertaken by the human beings is limitless. One may have aptitude for one activity and the other may demonstrate an aptitude in something else. In other words, we can say as the numbers of activities that can be undertaken by the human beings are limitless, so is the number of aptitudes. In this sense, it is quite impossible to have a fixed classification of human aptitudes. However, for the sake of their measurement and application in the field of education and professions, aptitudes can be classified as under:

Sensory Aptitudes -

In this category, we can include all those aptitudes that are related to the sensory capacities and abilities. One may have aptitudes in the tasks involving the use of sense of hearing; other may have aptitude in tasks involving the use of sight, smell, taste or touch. Here, depending upon the present ability regarding a particular sensory capacity, we can have an idea of the future success in the area of professions where the use of such capacity is most demanded.

Mechanical Aptitudes -

Some persons have a specific bent of mind for the tasks related to the use of mechanical abilities and thus demonstrate such aptitudes. On testing the abilities, it may be found that someone may have aptitude for the use and innovations in instrument making and other sophisticated appliances, etc. In this way, human beings can have different mechanical aptitudes varying in their nature and sophistication.

Artistic Aptitudes -

All the aptitudes related to the expression of artistic abilities and capacities are included in this category. These activities are mostly related to the affective domain of human behavior. The aesthetic sense is exhibited in such activities. All that is beautiful and the things that are to be appreciated belong to the demonstration of such aptitude. Generally, the following types of aptitudes are kept in this category of artistic aptitudes: Musical aptitude, Aptitude for dance, Aptitude for graphic art, Aptitude for photography, Poetic aptitude, Aptitude for acting, Debating aptitude, Writing aptitude, Aptitude for designing, etc

Professional Aptitudes -

The aptitudes related to the activities of various professions and occupations are included in this category. These aptitudes are able to help in predicting the future success of an individual in the field or profession related to these aptitudes. For example, if one has the aptitude for teaching, we can say that he or she will be a successful teacher provided he or she gets appropriate opportunities and training for doing so. The examples of aptitudes included in this category are Clerical aptitude, Legal aptitude, Training aptitude, Pilot aptitude, Navigation aptitude, Banking aptitude, Military aptitude, Teaching aptitude.

Scholastic Aptitude -
The aptitudes of the scholastic and academic nature are included in this category. These aptitudes demonstrate and predict the future success of an individual in the learning of a particular subject or course in the capacity of a student. The examples of such aptitudes are Scientific aptitude, Engineering aptitude, Medical aptitude, Commercial aptitude, Sports aptitude and Linguistic aptitude.31

1.4.2 TEACHING APTITUDE

The concept of teaching has undergone a number of changes during the last few years. Till recently teaching was equated with telling. The knowledge aspect of teaching was considered most important. This worked till the quantity of knowledge to be imparted was manageable. A little later, a new dimension, namely imparting of skills was added to the process of teaching. The process of teaching was completely controlled by the teacher. As the boundaries of knowledge and skills started bursting, the definition of teaching had to be changed.32

In the next stage, teaching was defined as stimulation, direction, guidance and encouragement of learning. Even here, the stimulator, the guide, the director, is the teacher and the learner is expected to comply with the teacher’s directives. A new definition of teaching was subsequently evolved. Teaching is something that facilitates others to learn. However, all definitions of teaching stress on the helping role of the teacher, which also indicates that the teacher’s role is still dominating the classroom process.

Two more definitions of teaching pointing to the new concept follow:

1. Teaching is a process of interaction between the teacher and the taught.
2. Teaching is a series of interactions between the learner and the teacher with the explicit goal of changing the behavior of the learner.

Here, for the first time, the process of teaching-learning and the interaction between the teacher and the taught have been stressed. In the second definition there is added emphasis on the goal namely changing the behavior of the learner. In the old approach to teaching namely, ‘impacting

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knowledge and skill’, the emphasis, was on content, ‘what is to be taught’ and on method, ‘how the matter is to be taught’. However, both these approaches are teacher-centered and the subject matter is forced upon the learner. The modern emphasizes on the method of teaching-learning. When we talk of the process of interaction between the teacher and the taught, the factors which affect this process, namely, the classroom group, the classroom dynamics, the teacher’s role perception, his self-concept, etc become prominent and will have to be understood while developing a proper concept of teaching. The pupil as a learner is an equally important factor in the process.\textsuperscript{33}

Aptitude of any kind refers to capabilities present within an individual. These capabilities, either innate or acquired, provide a person, an extra edge in terms of putting up a good performance. The profession of teaching too calls for certain characteristic potentials which need to be present within any individual harboring the desire to teach. These potentials can be collectively termed as Teaching Aptitude. Basically, a good teacher must have a dynamic personality. He should have in him a collection of aptitudes which are needed to equip him to face the challenges in teaching and meet the requirements that a teaching job desires.

However, it must be known that Teaching Aptitude and Teaching Ability are not the same. Teaching Ability signifies that an individual may be able to carry out teaching but presence of Teaching Aptitude signifies that a person has high chances of becoming a successful teacher if he receives proper training in teaching. Thus, Teaching aptitude can be said to be having a future reference and tries to predict the degree of attainment or success of an individual in the area of teaching. An individual may be said to be having a good Teaching Aptitude if he possesses various qualities like being articulate, being able to attract and command attention, being able to explain any topic clearly and precisely, being language proficient, being creative( so as to be able to use a variety of teaching methods to grasp students’ attention), being sensitive and aware of students’ needs and having a drive to remain updated about current progresses in the field of teaching and various other nuances of teaching.

At present, society is undergoing a large number of changes. Such changes make it imperative that a teacher should have in him a good Teaching Aptitude. This will enable a teacher to not only teach the various subjects but also tap the problems that children face today and direct them towards positive thinking and develop in a healthy and progressive manner.

Also, with the passage of time, a teacher’s duties have increased voluminously. With so many duties to perform, a teacher may get stressed and under such circumstances, presence of a good Teaching Aptitude will enable a teacher to handle all the proceedings in teaching in an apt manner.

1.4.3 CHARACTERISTICS OF TEACHING APTITUDE

Teaching Aptitude has the following characteristics-

1. It is symptomatic or indicative of one’s ability for the teaching job
2. It encompasses in itself a myriad of qualities. It implies fitness and suitability for the activities in teaching. A teacher, who cannot develop a liking for teaching along with proficiency in it, cannot properly be said to have an aptitude for it because he lacks the necessary drive.
3. It implies a present condition but with a forward reference.
4. Teaching aptitude is not a developed competence rather a potential ability to excel in the art of teaching.
5. It is the result of the interaction of heredity and environment. Some individuals are born with certain potential abilities in teaching and begin to further grasp its nuances immediately when they realize their passion for it. Thereafter, everything a teacher learns enables him to learn more.
6. It embraces any characteristic which predisposes to learning. Teaching Aptitude also includes within it the characteristics of intelligence, personality, interest and special skills. It is just not limited to specialized learning. A teacher has to have a wholesome possession of strong abilities in order to possess a good teaching aptitude.
7. Teaching Aptitude is simply a capacity to learn.
8. Teaching Aptitude also means the capacity to handle all works related to teaching with speed. This is a relatively specific attitude. It refers to the capacity to complete the duties
in teaching efficiently. In a way, Teaching Aptitude comprises of a combination of aptitudes.

9. It does not comprise of only one’s readiness to acquire proficiency.

10. A teacher’s readiness to develop an interest in exercising his teaching potentials plus the ability to acquire a genuine absorption in the teaching work plus satisfactory level of competence, are all required in a Teaching Aptitude.

1.5 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 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.

1.6 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”.

1.7 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.

1.8 Research Questions
1. What role does Adjustment play in the teaching profession?
2. Do the teachers, teaching at secondary levels, in the schools of Shillong possess enough Teaching Aptitudes?
3. Does gender have any role to play with regard to Adjustment level of teachers?
4. Whether is it, the female or the male teachers, who possess better Teaching Aptitudes?
5. Are the Adjustment problems of the teachers in different schools of Shillong similar or different?
6. Do the teachers, in various schools of Shillong, undergo any training or workshops to enhance their Teaching Aptitudes?
7. Does long term teaching experience have any role to play in Teacher Adjustment and Teaching Aptitudes?
8. Amongst the Government-aided and Private schools which set of teachers face greater Adjustment problems?
9. Amongst the Government-aided and Private schools, which set of teachers possess better Teaching Aptitudes?
10. Which factor poses a greater problem for teachers – Adjustment to the teaching job or Adjustment towards dealing with the students and colleagues?

1.9 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.
1.10 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
1.11 DELIMITATION OF THE STUDY

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

1.12 ORGANIZATION OF THE STUDY

The Dissertation has been organized into six chapters. Chapter I comprises of the Theoretical Background. Chapter II comprises of the Review of Related Literature. Chapter III comprises of the details regarding the Methodology that was used for carrying out the Dissertation work. Chapter IV comprises of the Analysis and Interpretation of Data. Chapter V comprises of the Major Findings and Suggestions and Chapter VI comprises of the Summary.