ABSTRACT

“The destiny of India is now being shaped in her classroom”.

*Indian Education Commission (1964-66)*

The purpose of the present study was primarily to identify the teaching aptitude, need achievement and adjustment of prospective teachers in relation to their academic background. The welfare and prosperity of a nation depends on its natural and human resources. Human resource is perhaps more important than the natural resource because the latter can only be profitably used if the former is efficient. Therefore, human resource is of paramount importance for the progress of a country. The teacher being a catalytic agent in the process of education, dispenses knowledge, forms time schedules, selects reading materials, plays the role of subject specialist and helps pupils to overcome their difficulties and provides learning support. If the teacher has a low level of teaching aptitude, achievement motivation and adjustment it can hardly be imagined how much damage it can cause to the progress of the new generation. Success of students in any course depends on the effectiveness of teachers. However, the entire structure of education is unsteady if the teacher is weak and ineffective. There appears to be general agreement on the fact that educational achievement of children depends to a large extent on teaching aptitude, achievement motivation and adjustment of the teachers. If the teacher has wholesome teaching aptitude, achievement motivation and adjustment, he teaches with interest, takes pains and makes efforts to provide problem solving and creative activities, assesses the needs of students and develops their
potential. He can help students not only to make progress in academic fields but also in other aspects of life. Naturally, a teacher with high level of teaching aptitude, achievement motivation and adjustment would help students to gain confidence, develop potentate skills in the field of education and work. An efficient teacher will motivate his students to find their capacities independently without waiting for teacher’s praise.

There is a common feeling among people that students enter in teaching profession as a last resort being defeated in all other glamorous professions. Therefore, they do not have teaching aptitude, which is extremely essential for their inner motivation leading to proper adjustment as well as achievement motivation. In the absence of dedicated and committed teachers any educational institution is bound to face a number of problems like student unrest, indiscipline, poor relationship between student and teachers, between teacher and administrator as well as with parents of the students. These problems adversely affect the total teaching-learning environment of the schools and colleges. If the teaching aptitude achievement motivation and adjustment are such important factors in making learning effective, a study of this kind will be useful and of great practical value for all those concerned with education. Some attempts have been made to identify the factors, which influence the teaching aptitude, achievement motivation and adjustment of the teachers. These are by Sharma (1984); Donga (1987); Joshi (1990); Maurya (1990); Shah (1991); Reddy (1991); Fontana (1993); Gupta (1994); Saxena (1995); Chopra (1996); Vasanthi (1997); Rao (1997); Bhattacharya (1998);
Watkins (2000); Busato (2000); Ocansy Fredrick (2000); Schutz (2001); Miller (2001); Robert (2001); Convington (2002); Yoon (2002); Verma (2002); Ahmet (2003); Gakher (2003); Vishwanathappa (2005); Nirmala (2005).

However, there are still many important factors, which are of great educational importance but could not be considered by the researchers. In order to bridge the gap in this particular field of the research, the investigator selected his study entitled “A Study of Teaching Aptitude, Need Achievement and Adjustment of Prospective Teachers in Relation to Their Academic Background”.

6.1 Objectives of the Study

The present study was planned with the following objectives.

(1) To examine the differences between high academic background and low academic background prospective teachers in relation to their teaching aptitude.

(2) To investigate the differences between high academic background and low academic background prospective teachers on the measure of achievement-motivation.

(3) To identify the differences between high academic background and low academic background prospective teachers on the measure of adjustment.

(4) To explore the differences between male and female prospective teachers in respect to their teaching aptitude.

(5) To find-out the differences between male and female prospective teachers in respect to their achievement motivation.
(6) To determine the differences between male and female prospective teachers in respect to their adjustment.

6.2 Hypotheses of the Study

Keeping in view the above objectives the following hypotheses were framed.

(1) There would be no significant difference between high academic background and low academic background prospective teachers on the measure of teaching aptitude.

(2) There would be no significant difference between high academic background and low academic background prospective teachers on the measure of achievement motivation.

(3) There would be no significant difference between high academic background and low academic background prospective teachers on the measure of adjustment.

(4) There would be no significant difference between male and female prospective teachers on the measure of teaching aptitude.

(5) There would be no significant difference between male and female prospective teachers on the measure of achievement-motivation.

(6) There would be no significant difference between male and female prospective teachers on the measure of adjustment.

6.3 Sample

The present study was conducted on sample of 496 prospective teachers from ten B.Ed. Colleges of Purvanchal University in eastern U.P.
6.4 Tools

In the present investigation the investigator employed the following standard tools and measures for the purpose of data collection.

1. Teaching Aptitude Test Battery developed by Dr. R.P. Singh and Dr. S.N. Sharma.

2. Deo-Mohan Achievement Motivation (n-ach) Scale by Mrs Pratibha Deo and Asha Mohan.

3. Adjustment Inventory for College Students (AICS) developed by A.K.P. Sinha and R.P. Singh.

4. For measuring Academic Background the percentages of marks from high school onwards e.g. intermediate, graduation and post graduation were obtained from the prospective teachers.

6.5 Pairs of Groups Compared

Following six groups were formulated for comparisons on different variables.

(I) High academic background vs. low academic background groups.

(II) High academic background male prospective teachers vs. low academic background male prospective teachers.

(III) High academic background female prospective teachers vs. low academic background female prospective teachers.

(IV) Male vs. female prospective teachers.

(V) High academic background male vs. high academic background female prospective teachers.
(VI) Low academic background male vs. low academic background female prospective teachers.

6.6 Statistical Techniques Employed

Pearson Product moment correlation was employed to identify the significance of relationship between variables. The ‘t’ test was employed to find out the significance of difference between the six pairs of groups. The results have been presented in the tables 4.1 to 4.25.

6.7 Conclusions

The findings of the present investigation may be summarized as follows.

(1) The high academic background group is found to be higher on mental ability, attitude towards children, interest in profession and total teaching aptitude than the low academic background group.

(2) There is no significant difference between the subjects having high and low academic background on the measure of adaptability and professional information.

(3) The subjects with high academic background are found to have higher achievement motivation than the subjects with low academic background.

(4) The high academic background subjects are significantly higher than low academic background subjects in respect to social, emotional, educational and total adjustment.
The subjects with high academic background and the subjects with low academic background are similar on the measure of home and health adjustment.

High academic background male prospective teachers are significantly higher on mental ability, attitude towards children and total teaching aptitude than low academic background male prospective teachers.

The high academic background male prospective teachers and the low academic background male prospective teachers are not differing significantly on the measure of adaptability, professional information and interest in profession.

High academic background male prospective teachers are measured to have a higher level of achievement motivation in comparison to low academic background male prospective teachers.

The high academic background male prospective teachers and low academic background male prospective teachers are almost similar on the measure of home, health, emotional, educational and total adjustment.

In regard to social adjustment high academic background male prospective teachers are better in comparison to low academic background male prospective teachers.

The high academic background female prospective teachers are found to be higher on mental ability, attitude towards children, professional
information and total teaching aptitude than the low academic background female prospective teachers.

(12) No significant difference is found between female prospective teachers with high academic background and female prospective teachers with low academic background on the measure of adaptability and interest in profession.

(13) High academic background female prospective teaches are found having greater achievement motivation than the low academic background female prospective teachers.

(14) High academic background female prospective teachers are more sound than low academic background female prospective teachers on the measure of total adjustment and two of its components-social and emotional adjustment.

(15) Both the groups i.e. female prospective teachers with high academic background and female prospective teachers with low academic background are not differing significantly on the measure of home, health and educational adjustment.

(16) Male prospective teachers have significantly greater mental ability, professional information and total teaching aptitude than female prospective teachers.

(17) Female prospective teachers are found to be higher on the measure of attitude towards children than their male counterparts.
(18) Male and female prospective teachers are similar on the measure of adaptability and interest in profession.

(19) On the measure of achievement motivation female prospective teachers scored significantly higher than the male prospective teachers.

(20) There is no significant difference between male and female prospective teachers on the measure of adjustment along with its components i.e. home, health, social, emotional and educational adjustment.

(21) High academic background male prospective teachers are found to be higher on mental ability than the high academic background female prospective teachers.

(22) High academic background female prospective teachers have significantly greater attitude towards children than their male counterparts.

(23) On the measure of adaptability, professional information, interest in profession and total teaching aptitude both the groups i.e. high academic background male prospective teachers and high academic background female prospective teachers are almost similar.

(24) There is no significant difference between high academic background male prospective teachers and high academic background female prospective teachers on the measure of achievement motivation.

(25) The high academic background male prospective teachers and high academic background female prospective teachers are not differing
significantly on the measure of home, health, social, emotional, educational and total adjustment.

(26) Low academic background male prospective teachers scored significantly higher than the low academic background female prospective teachers on the measure of mental ability, professional information and total teaching aptitude.

(27) There is no significant difference between the low academic background male prospective teachers and low academic background female prospective teachers on the measure of attitude towards children, adaptability and interest in profession.

(28) The low academic background male prospective teaches and the low academic background female prospective teachers are almost similar on the measure of achievement motivation.

(29) Both the groups i.e. the low academic background male prospective teachers and low academic background female prospective teachers are not differ significantly on the measure of home, health, social, emotional, educational and total adjustment.

(30) Teaching aptitude is positively and significantly correlated with achievement motivation, adjustment and academic background on total sample as well as on male and female sample.

(31) Achievement motivation is positively and significantly correlated with adjustment and academic background on total sample and on male and female sample.
There is a positive and significant correlation between academic background and adjustment on total sample and on male sample, but on female sample no significant relationship is found between academic background and adjustment.

There is a significant difference between high and low, high and average and low and average academic background groups.

Female prospective teachers are academically better than their male counterparts.

6.8 Suggestions for Further Studies

1. There exists a need to explore the teaching aptitude of teachers working at higher education level as the appointment of university teacher is made without any formal professional training as required by the school teachers.

2. A comparative study of prospective teachers pursuing their training in central universities, state universities and private colleges may be of paramount importance. Such comparisons can be observed by selecting a number of variables like SES, intelligence, personality characteristics, creativity, adjustment, achievement motivation and teaching aptitude.

3. Levels of aspiration, achievement motivation, sense of satisfaction, insecurity, anxiety, adjustment, creativity, intelligence etc. are important variables, which play significant role in success of the candidates. A comparison of students belonging to different professions – teaching,
medical, engineering, management etc in respect to above mentioned variables may yield interesting results.

4. In India there exists a disparity between rural and urban population in respect to their mode of thinking, life style and attitudes towards various issues. A comparative study of rural and urban population regarding attitude towards teaching and other professions in relation to a number of other related variables can be of paramount importance in understanding the social acceptance of the teaching profession.

5. Similarly, cross-cultural studies regarding aptitude in teaching profession and its associated variables might be conducted to understand the problem in a more comprehensive manner.

6. Magnitude of academic background may be comparatively studied among respondents of different professional courses like medical, engineering, management and teaching profession on aptitude in their respective profession, achievement motivation and adjustment.

7. This study may be replicated on a large sample of teachers or prospective teachers in order to ensure superior validity for findings.

6.9 Educational Implication

1. The present study indicates that academic background plays a prominent role in affecting the teaching aptitude, achievement motivation and adjustment of the teachers; therefore, students with good academic background may be encouraged to come in teaching profession.
2. Teaching aptitude, achievement motivation and adjustment of the teachers are vitally important aspects of teaching profession which play a significant role in affecting the work performance of the teachers. It is essential to study them thoroughly and deeply in order to plan a strategy for helping the teachers as well as entire teaching-learning environment.

3. Quality and competency of any educational institution is determined by the role played by its teachers. Therefore, it is must for the university and concerned authorities to be impartial in recruiting the quality faculties on purely merit basis. Efforts should be made to update their knowledge through regular intervals. There is also a need to plan and organize orientation and refresher courses for school teachers.

4. The existing training programme has partially failed to provide adequate opportunities to student teachers to develop competency to face the varied types of situations in their real teaching life. It seems that the entire teacher education programme in our country lacks in professional attitude, which is extremely essential for a sound programme of teacher education.

5. Teaching is considered to be a noble profession. It is one of those professions, which confer special privileges and obligations on those who practice it. Therefore, the teaching profession ought to attract candidates who are professionally sound, having keen interest, capability and commitment to the profession. He must not confine his role to mere transfer of knowledge from the old brittle pages of his
notebook to the student’s notebook without touching their minds. A real teacher leaves no stone unturned through his hard work to stimulate interest and desire for learning among students. The commitment to the profession is directly related to healthy adjustment, positive attitude towards teaching profession and achievement motivation of the teachers.

6. The teacher educators should make clear to the students the importance of achievement motivation in life by means of telling stories of great men and their achievements in all walks of life.

7. Most importantly this study maybe also helpful in constructing test materials for selection of candidates in admission to teacher education institutions.