Chapter 1

Introduction
INTRODUCTION

Education is the key to improving the living standards of people and a potential instrument of development in almost every field of a country. Thus, education is extremely essential for accelerating the pace of development of the country by nurturing all its available human resources. Every human being is a positive asset and a precious national resource, which needs to be cherished, nourished and cultivated with tenderness and care coupled with dynamism. Unprecedented progress made by developed nations in scientific and technological developments can be attributed to the importance accorded to education by them. Swami Vivekananda has said “I see it before my eyes; a nation is advanced in proportion as education and intelligence spread among masses”. Emphasizing the importance of education Kothari Commission (1964-66) also stressed that education is the only instrument that can be used to bring about a change towards the social and economic betterment of India. It further stressed that in a world based on science and technology, it is education that determines the level of prosperity, welfare and security of the people. UNESCO Commission on education (1972) declared that “education is a lifelong process and its purpose is to establish a learning society”. It is the process of instruction aimed at all round development of boys and girls. It dispels ignorance and is the only wealth that cannot be robbed. The importance of education is basically for two reasons. The first is that the training of a human mind is not complete without education. Education makes man a
thinker; it tells him how to think rationally and how to take decisions. The second reason for the importance of education is that through education man is enabled to receive information from external world, to acquaint him with the past history and receive all necessary information regarding present. Without education man is as if he is in a closed room and with education he finds himself in a room with all its windows open towards the outside world. It is important not only for ensuring that you make a great career, but also for inculcating accepted values and principles in your life. Respect for elders and love for younger ones, knowing about your country and your life, knowing about mysterious world of science and math is all possible only if education is a reality in your life. It is only education that lays the ground for human beings to behave in civilized manner with fellow human being that differentiates human beings from animals. It is the education and only education that will pave the way for a better future for mankind. That is why Article 26 of the Universal Declaration of Human Rights proclaimed by the general assembly of the U.N.O. in 1948 in its opening paragraph stated, “Everyone has the right to education”. Article 45 of the Indian constitution states that “the State will endeavour to provide within a period of ten years from the commencement of this constitution for free and compulsory education to all children until they reach the age of 14 years”. In order to fulfill the constitutional obligation to provide free and compulsory education government of India through its 93rd Amendment Bill (1997) has made education a Fundamental Right. In our country education is just like a highway to achieve its long cherished goals, a
panacea to overcome its problems and a crucial input in its development. The strength of a country lies in transforming its people into a productive and useful resource, rather than leaving them to continue to be a liability. International Commission on Education for the Twenty First Century (1993-96) headed by Jacques Delors also emphasized that education is a basic human right and a universal human value. It further says that learning and education are ends in themselves, to be aimed at by both individuals and societies, and to be promoted and made available over the entire lifetime of each individual. Education throughout life is based on four pillars: learning to know, learning to do, learning to live together and learning to be. The National Policy on Education (1986) asserts education to be a unique investment in terms of its return. Highlighting the importance of education Dr. A.P.J. Abdul Kalam has rightly said that “if the majority of the people become enlightened citizens they will spread righteousness in right earnest; if they do I am very confident that we will have a developed nation before 2020”.

India has one of the largest systems of education ranging from early childhood education to higher education. Adult education intended to eradicate illiteracy mainly in the 15-35 years age group, non-formal education intended to supplement the efforts of universalisation of elementary education and vocational education envisaged to diversify education at the plus 2 and the plus 3 stages are also its components. Education at school level comprises pre-primary, primary, secondary and higher secondary levels. School education component is the largest in terms of its numbers in the hierarchy of education.
The contribution of higher education to manpower development and through it to the national development in India is an established fact. There is an awakening in the policy makers and planners that education at school level is also crucial for the country’s development. The importance of education at this stage is well justified from the point of view of the equity it promotes, the higher rates of returns it has, the role it plays in increasing agricultural productivity and the effects it has in decreasing fertility and thus slowing population growth. On other ground also education at school level merits significance. It leads to better family health. School education perpetuates the benefits from one generation to next generation. School education has become a major agenda in the development of all nations. The argument to promote school education stems from many concerns. It has been observed that the world is moving towards democratic societies. All democratic societies drive towards developing a literate society, since literacy is an essential basic skill to improve access to information in a world dominated by print media and a necessary condition to promote meaningful participation in any democratic process. School education not only implies for imparting formal learning but also implies to develop in the child desirable habits, values, behaviour, and patterns of character, knowledge, social attitudes, understanding, interest and dynamic personality. The renowned educationist K.G. Saiyedain has remarked on school education that it touches life at every point and it has to do more with the formation of a national ideology and character than any other single activity- social, political or educational.
1.1 Sanctity of Teachers

In a pluralistic and developing society like India equity and quality of education are two important concerns particularly in a globalized world. The maintenance of quality education at school level without the support of a good teacher is a misnomer and that is the reason that in the long history of its traditions in India, teachers have always been much revered. Teacher is a telescope through which people can see the distant tomorrows of the students. He is the moderator between the past and future. The teacher makes the students aware of the limitations and values of the past. A competent and caring teacher can defeat time by speaking the right words and by communicating a right idea to the students in the classroom. The Education Commission (1964-66) reposed a great deal of confidence in teachers when it said that “of all the different factors which influence the quality of education and its contribution to national development, the quality, competence and characters of teachers are undoubtedly the most significant. Nothing is more important than securing a sufficient supply of high quality recruits to the teaching profession, providing them with the best possible professional preparation and creating satisfactory conditions of works in which they can be fully effective”. Recognizing the importance of teachers The NPE (1986) has also said that “the status of teacher reflects the socio-cultural ethos of a society; it is said that no people can rise above the level of its teachers”. Jacques Delor’s Commission (1996) characteristically suggests “the role of the teacher as an agent of change, promoting understanding and tolerance has never been
more obvious than today. It is likely to become even more critical in the twenty first century. The need for change from narrow nationalism to universalism, from ethnic and cultural prejudices to tolerance, understanding and pluralism, from autocracy to democracy in its various manifestations, and from a technologically divided world where a high technology is the privilege of the few to a technologically united world places enormous responsibilities on the teachers who participate in moulding of the minds and characters of the new generation”.

A.P.J. Abdul Kalam and Y.S. Rajan rightly observed, “if you are a teacher in whatever capacity, you have a very special role to play. Because more than anybody else you are shaping generation”. The entire structure of education is unsteady if the teacher is weak and ineffective. In the field of education or in a specific teaching-learning situation, he is the ultimate agent, who dispenses knowledge, frames the time schedule, selects reading material, plays the role of subject specialist and helps pupils to overcome their difficulties and personal problems. He influences his pupils by what he says, and even more by what he does. A teacher is the single most important factor in the success of pupils and thereby the entire society. Teachers still provide valuable and unique professional service to the nation by guiding students in the development of high ideals and true appreciation of the freedom and responsibilities of any citizenship and by assisting them to develop the skill of clear and critical thinking. Teachers contribute significantly to the character of the adults who will determine the future of the nation. In the words of Ryan (1960) if a
competent teacher can be obtained, the likelihood of attaining desirable educational outcome is substantial. On the other hand, although schools may have excellent material resources in the form of equipment, buildings, textbooks and although curricula may be appropriately adapted to community requirements, if the teacher is misfit or indifferent to his/her responsibilities, the whole programme is likely to be ineffective and largely wasted. Rightly it has been said:

“A teacher affects eternity, he can never tell where his influence stops”

(Henry Adams)

A good teacher who is skillful in developing understanding of the world in which man lives, able to stimulate intellectual appetites, and capable of patience, understanding and sincere feelings for others may pave the way for an enlightened and productive society. Poor teaching vice-versa would seem to be a significant contributor of its unfortunate share to the perpetuation of ignorance, misunderstanding and intellectual and cultural stagnation.

The teacher is responsible for the transmission of the technical components of the skills to students enabling them to fulfill their adult roles in works and other aspects of life. He must also seek to secure that his students develop the capacity for the inter-personal behaviour appropriate to their future roles. Thus, it can be said that there is no substitute for a good teacher. The teacher leaves an indelible impression upon their students. Naturally, a good teacher assumes the role of nurturing, gardening, building scholarship, and dynamism.
1.2 Role of the Teacher in the India of Tomorrow

Teachers are expected to play the role of agents of social change and modernization. In a country like India, conservatism, superstitions, exploitations, poverty, inequality and many others maladies have been continuing for centuries. Teachers are expected to change this disorganized social order. They have to take up the role of reformer in our society, developing modern values and attitude in students and masses, work for the building up of an egalitarian, secular and socialist society. The teacher of future is expected to organize curricula, innovate educational ideas, practices and systems, write T.V. and Radio programmes, be a resource person in the propagation of ever expanding knowledge, and motivate learners in many creative and unconventional ways. At the same time he will have to communicate effectively, organize learning and be a democratic group leader. Authors like Reimer and Illich have pointed out several weaknesses of existing school systems and pronounced the ‘death of the school’ and have gone to the extent of advocating ‘de-schooling society’. They have advocated a radical change in education; consequently, the teacher’s role will have to undergo a lot of change. The Indian society is fast changing. Several processes of change are underway to modernize and change the nature and working of our institutions. Educationists and social planners are now thinking seriously on the shape of society and education in future India. The future society in India will be different from the present society in many respects. The role of the teacher will have to be shaped in the light of changing demands on the schools.
1.3 Purpose of the Study

The Secondary Education Commission (1952-53) pointed out that “Every teacher and educationist of experience knows that even the best curriculum, and most perfect syllabus remains dead unless quickened in life by the right method of teaching and right kind of teachers” therefore a teacher qualifying for the teaching post, no doubt should be academically competent but he should also have other attributes such as good character and conduct, sound teaching aptitude, accountability, sympathy, love for children, liking for jobs and a high level of achievement motivation and be well adjusted to himself and the society as a whole. Teaching aptitude means a teacher’s ability or capacity to acquire skills or knowledge in teaching profession which includes motives for teaching, emotional stability, social values, ability to communicate, ability to establish rapport, attitude towards teaching besides general and professional information essential to success in teaching. Achievement motivation is a combination of psychological forces, which initiates, directs and sustains behaviour towards successful attainment of some goal, which provides a sense of significance. Achievement motivation is very important for the individual and the society in terms of educational and economic development. An individual with motive to achieve is spurred by his needs to satisfy his drives to know and understand to acquire feelings of personal adequacy and self esteem and to receive approval from others as part of a desire to master his environment. Adjustment in its most general term denotes the process whereby an organism or individual entity enters into a
relationship of harmony or equilibrium with its environment; and the condition of having attained such a relationship (Julius Gould William L. Kolb)

Teaching aptitude, achievement motivation and adjustment are the functions of a set of variables such as intelligence, socio-economic status, gender differences, personality characteristics, social acceptance, academic background etc, but the academic background (the degree of attainment of pupils after a period of learning exercise) is considered a very important affecting variable of the teaching aptitude, achievement motivation and adjustment of the teachers. Some studies in India and abroad have been conducted on teaching aptitude, achievement motivation and adjustment of the teachers, which have revealed interesting results. Sharma (1984); examined teaching aptitude, intellectual level and morality of prospective teachers and found positive correlation between these variables. Yeung (2000); studied Hong Kong student teachers’ personal construction of teaching efficacy and revealed that teaching efficacy was viewed in terms of the dimension of concern from instructional participation and learning needs of pupil communication and relationship with pupils’ academic knowledge and teaching aptitude. Shah (1991); examined the determinants of teacher’s effectiveness by using the variables of aptitude, job motivation, attitude, job satisfaction etc and found positive correlation in teaching aptitude, and educational qualification. Malik (1999); Meenakshi (1988); Saron (1975); Vyas (1982); Kohlan (1989) also supported the above results. But Tapodhan (1991); Gupta (1977); Zubery (1984); were of the view that teaching aptitude and academic performance is
not positively correlated. The studies on achievement motivation revealed that there is a positive and significant relationship between achievement motivation and teacher efficacy as well as school performance. Rao (1976); Lakshmai (1977); Dutta. (1973). Busato (2000) found an integration of intellectual abilities, learning styles, personality and achievement motivation as predictor of academic success in higher education. Accordino (2001) revealed that student’s personal standards were significant predictors of academic achievement and achievement motivation. Vasanthi and Anandhi (1997) investigated some factors affecting teacher effectiveness of prospective teachers and found significant correlation between teacher effectiveness, intelligence and achievement motivation. As far as adjustment is concerned, it is a true fact that as an individual, teacher should be a well-adjusted person who is able to realize the maximum of personal satisfaction from life and to contribute to the fullest extent of his capabilities towards the improvement of the society. He must be able to participate in social groups of varying sizes and kinds from the small simple organization of the family to the large complex organization of the government. There are also few studies on adjustment as predictor of success in teaching profession. Donga (1987) and Joshi (1990) examined the adjustment of trainees of teachers’ training college in Gujarat and found that female trainees were more adjusted than male counterparts. Ocansey (2000) studied about career compromise and adjustment among non professional graduate teacher and revealed that satisfaction with prestige attached to jobs, relationship with co-workers, opportunities of self
development, job management and opportunities to use one’s intellect related most strongly to predictions of compromise. Sharma and Gupta (1993) made a study on adjustment and burn out of teachers teaching at secondary level and concluded that the teachers who are fully adjusted with all its components were likely to be less burnt out than teachers whose adjustment was poor.

1.4 Rationale of the Study

There appears to be general agreement on the fact that educational attainment of the children depends to a large extent on the quality of the teacher. Teacher is the backbone of the society. He actively shares the responsibility for reconstructing a social order, the values and traditional beliefs, which are being eroded by the surge of new ideals and practices. He is always concerned with individuals who are the potential leaders of tomorrow. Tomorrow’s nation will depend upon the type of citizen trained and educated today in the temples of learning. Humayun Kabir said so well “teachers are literally the arbiters of a nation’s destiny”. Among the group of teachers the roles of primary and secondary schools’ teachers are very important. They are like potters moulding the habits and behaviour of a child according to needs and aspirations of the society. The National Council of Teacher Education (NCTE) document of 1998 stressed that teachers are the torchbearers in creating social cohesion and national integration by revealing and elaborating the secrets of attaining higher values in life. Only enlightened and emancipated teachers lead communities and nations in their march towards better and higher
quality of life. Traditionally, people believe that a good teacher is born, but in modern times a teacher is also trained by mastering the skills of teaching. Teacher can be made proficient with well-planned and imaginative pre-service and in-service training programmes. Kothari Commission (1964-66) pointed out that the essence of a programme of teacher education is quality and in its absence, the teacher education becomes not only a financial waste but a source of overall deterioration in educational standards.

Hence we must be very careful at the time of admission of prospective teachers and should select those individuals for training who adopt this profession as their best choice, taking it as a challenge and not as a last resort after getting defeated in other fields of life. They must be acquainted with all the essential qualities of teachers, such as high level of teaching aptitude, achievement motivation and adjustment, besides personal qualities, like grooming personality, psychological information concerning child growth and development, good physical and mental health, intelligence, creativity, open mindedness, subject knowledge, emotional stability etc. Teaching aptitude is a function of mental ability attitude towards children, adaptability, professional information and interest in profession.

If a teacher has all these qualities, he will teach with interest, take pains and make efforts. It will be his utmost effort to see that his students not only make progress in academic field but also in other aspects of life. Such a teacher will not only to be popular among his students and their parents but will greatly
influence the personality of his students. Naturally, a teacher with positive teaching aptitude, achievement motivation and adjustment is expected to do justice to his noble profession of teaching.

But today's teachers are somewhat different. Every year our government spends crores and crores of rupees to acquaint the prospective teachers with latest methods and techniques of teaching in order to make them proficient to face modern challenges of teaching confidently. Contrary to it, teachers produced from teacher education institutions have been looked at with suspicion in respect to their teaching aptitude, achievement motivation and adjustment, and the present school environment can be produced in the verification of this suspicion. Today's schools have failed to provide a wholesome atmosphere essential for teaching learning process. There is a feeling of uneasiness in the minds of both teachers and taught, as we notice the ever increasing unrest among the students community due to influence of politics and other influences, not only of our country but perhaps of the whole world. Having their roots, very often, in undefined feelings of frustration, these are bursting forth today in various forms of indiscipline, discarding of old values and even in violence, endangering lives and properties. Students prefer to sit at tea stalls and going to cinema halls instead of attending the classes. Teachers come in the classroom for making his salary justified. Neither teachers nor students are bothered about teaching and learning process. Teachers' responsibility is limited only to delivering occasional lectures and in majority of cases dictating notes. The role of teacher has been confined to the
transfer of knowledge from books to students’ notebooks without touching their minds. They are very poor in respect to quality of their competency, subject knowledge, preparedness, will power and vision. The reason for this weakness is that they have come in the teaching profession as a last resort after getting defeated in other glamorous professions. It is extremely difficult for such teachers who do not have positive attitude towards teaching profession to deliver their best. This leads to frustration and stress to students. If the teaching aptitude, achievement motivation and adjustment are such important factors then a study of it will be useful and of great educational value for prospective teachers and to all others concerted with teaching profession.

Research on teacher education in India has so far been concentrated mainly on issues and problems regarding management curriculum, guidance and teaching indiscipline etc. There have been hardly any effort to study the sociological and psychological problems of teachers, therefore there is an urgent need to examine and solve certain basic issues regarding teacher community with special reference to teaching aptitude, achievement motivation and adjustment of prospective teachers in relation to their academic background. A review of researches conducted in this particular area has been revealed that teaching aptitude, achievement motivation, and adjustment are affected by a number of variables such as socio-economic status, sex differences, personality characteristics, social acceptance, academic background etc. But academic background is considered one of the most significant variables to affect teaching aptitude, achievement motivation and
adjustment. In this study an attempt has been made by the researcher to examine the influence of academic background on the teaching aptitude, achievement motivation and adjustment of prospective teachers.

1.5 Statement of the Problem

The title of the present investigation is "A Study of Teaching Aptitude, Need Achievement and Adjustment of Prospective Teachers in Relation to their Academic Background".

For a better cognizance of the phenomena the investigator seeks to explain the conceptual aspects of the problem as follows.

1.6 Teaching Aptitude: Concept and Definition

The term intelligence, aptitude and achievement are commonly used in the field of psychological and educational testing. It is therefore essential to make a distinction among these terms. Intelligence refers to a general set of mental ability. On the basis of this mental ability child performance in future can be predicted. Aptitude on the other hand is a person’s ability, acquired or innate, to learn or develop knowledge of a skill in some specific area. While the achievement refers to what a person has acquired or achieved after the specific training.

Some definitions of aptitude are being presented for the purpose of clarifying the concept.
In Warren’s dictionary aptitude is defined as “a condition or set of characteristics regarded as symptomatic of an individual’s ability to acquire with training some knowledge, skill, or set of responses such as ability to speak a language, to produce music etc”.

Bingham (1937) defined aptitude as “a condition symptomatic of a person’s fitness, of which one essential aspect is his readiness to acquire proficiency in his potential ability and another in his readiness to develop an interest in exercising his ability”.

According to Traxler (1957) “Aptitude is a condition, a quality or set of qualities in an individual which is indication of the probable extent to which he will be able to acquire, under suitable training, some knowledge, skill such as ability to art or music, mechanical ability, mathematical ability or ability to read and speak a foreign language”.

Freeman (1962) has defined aptitude “as a combination of characteristics indicative of an individual’s capacity to acquire (with training) some specific knowledge, skill of set of organized responses such as ability to speak a language, to become a musician, to do mechanical work”.

Kelly (1969) says, “an aptitude is a potential ability to perform. Conceptually, even before they have had an opportunity to acquire a particular type of skill or achievement”.

Tuckman (1975) has defined aptitude, as “a combination of abilities and other characteristics whether native or acquired, known or believed to be
indicative of an individual’s ability to learn or to develop proficiency in some particular area”.

International Dictionary of Education (1977) explains aptitude as “innate or acquired skill or ability, which is assumed to underlie and is conducive to an individual’s capacity to learn and attain a level of achievement in a specific field”.

In the words of Skinner (1984) “Aptitudes are the special skills, knowledge, and interest. Aptitude test attempts to measure the potential of these special abilities. The test cannot be used to predict success accurately. They can only indicate the presence of abilities or talents”.

Obviously all these definitions intend to say the same thing regarding the meaning of aptitude, and that is the capacity or ability to acquire skill or knowledge in a particular area. On the basis of such abilities future performance of a child can be predicted. Thus, teaching aptitude may be defined as the ability of an individual, innate or acquired by training, to deal successfully with the day-to-day problems of teaching profession. Teaching aptitude is the function of five variables namely mental ability, attitude towards children, adaptability, professional information and interest in profession.

Mental Ability

Mental ability means a degree of ability represented by performance on a group of test selected, because they have proved their practical value in the prediction of success in academic work and in some vocations. It is not without
sound reason that the more discerning leaders have insisted on the teacher’s
capacity for intelligent behaviour being commensurate with the importance of
his work. Faith in intelligence as the primary instrument in meeting the
problems of living is important, but the teacher should also be a living example
of the intellectual approach to life. The dull and unimaginative teacher, lacking
intellectual resourcefulness and control of the tools of critical thinking and
hampered by a value system that quenches intellectual curiosity is not the kind
of person to induct young people into an expanding and dynamic culture.

**Attitude towards Children**

For the professional preparation of the teachers the study of the attitude
towards children is very important. How a teacher performs his duty, as a
teacher is dependent to a great extent on his attitude, values and beliefs. A
positive favourable attitude makes the work not only easier, but also more
satisfying and professionally rewarding. A negative unfavorable attitude makes
the teaching work harder, more tedious and unpleasant. In addition, a teacher
attitude not only influences his behaviour in the classroom but also influences
behaviour of his students, Moreover, effective and productive learning on the
part of the students can be achieved by appointing teachers with positive
attitude to children or by shaping their attitude in desired direction. Knowledge
of the nature of the child growth and development is not enough; the teacher
must have a sympathetic understanding of the child as an individual and an
active concern for his welfare.
Adaptability

Adaptability means the power of an individual to adjust himself to the environment or to change in the environment. The adaptive person is sociable, friendly, vivacious and outgoing in manner. He has what is often called good social intelligence. Usually he is well groomed and has great physical vitality. He fits readily into almost any social situations and seems to conform naturally to the expectation of the people with whom he is associated.

Professional Information

George Gould has used the term professional education in place of professional information. According to him professional education of the teacher means to prepare him to engage expertly in the task of determining the needs of young people and to assist him in developing skills in relating subject matter bearing on these needs in the most effective way. The emphasis is upon the specialized attitudes, knowledge, and skills needed by the teacher to engage successfully in his instructional duties.

Interest in Profession

Interest refers to the motivating force that impels us to attend a person, a thing or an activity or it may be an affective experience that has been stimulated by the activity itself. In other words interest may be the cause of an activity and the result of participation in an activity. Interest in profession is one of the basic conditions to achieve higher in teaching profession.
1.7 Need Achievement: Concept and Definition

The study of motivation gained importance since early fifties with the efforts of McClelland and his associates at Wesleyan University, U.S.A. The term motivation refers to any organismic state that mobilizes activity, which is in some sense selective or directive with respect to the environment (Newcomb, 1964). Achievement motivation, which is an acquired tendency and is one of the most important social needs has been defined by McClelland (1953) and his associates and also by Decharms (1968) mainly as a disposition to strive for success in competition with others with some standard of excellence, set by the individual.

Murray (1938) conceived a need as a construct (a convenient fiction or hypothetical concept) which stands for a force (The physio-chemical nature of which is unknown) in the brain region force which organizes perception, apperception, intellection, conation and action in such a way as to transform in a certain direction an existing, unsatisfying situation. He defined need for achievement as “a desire or tendency to overcome obstacles, to exercise power, to strive to do something difficult as well and as quickly as possible”.

In the words of Judson, S. Brown (1961) “Achievement motive is learned affective anticipation of the pleasurable consequences of success in situation where the quality or efficiency of one’s performance is to be evaluated”.
In the words of Atkinson and Feather (1966) “The achievement motive is conceived as a latest disposition which is manifested in overt striving only when the individual perceives performance as instrumental to a sense of personal accomplishment”.

According to Irving Sarnoff (Mangal, 1989) “Achievement motive is defined in terms of the way an individual orients himself towards objects or condition that he does not possess. If he values those objects and conditions and he feels that he ought to possess them he may be regarded as having an achievement motive”.


It can be concluded on the basis of definitions presented above that the achievement motive moves or drives an individual to strive to gain mastery of difficult and challenging situations or performance in the pursuit of excellence. It comes into the picture when an individual knows that his performance will be evaluated, the consequence of his actions will lead either to success or failure and that good performance will produce a feeling of pride in accomplishment. The achievement motive may thus be considered to be a disposition to approach success or the capacity to take pride in accomplishment when success is achieved in an activity.
1.8 Adjustment: Concept and Definition

Adjustment is an important characteristic of living organism. Every individual develops his own unique way of treating with various societal and natural constraints. It seems to be influenced by various psychosocial factors and reflected in terms of behavioural activity. The term adjustment may be defined as the process of findings and adapting modes of behaviour suitable to environment or to change the environment. Adjustment can be viewed from two angles: the first view being ‘adjustment as an achievement’ means how efficiently an individual can perform his duties in different circumstances such as military, education, business and other social activities. The second view is ‘adjustment as a process’ which is of major importance to psychologists, teachers and parents. The process of adjustment starts from birth of the child and continues till death. Adjustment consists of two types of process, the first one is fitting oneself in given circumstances and the second one is changing circumstances to fit one’s needs. Hence adjustment is important in one’s life.

A number of researchers (Dexter, 1927 Symonds, 1943, Young, 1947 attempted to define adjustment with a common emphasis on “environment” both internal and external.

(i) Dexter (1927) wrote about adjustment that in a wider sense the word adjustment is practically synonymous to adaptation.

(ii) Symonds (1943) defined adjustment “as satisfactory relations of an organism to its environment”.

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(iii) Young (1947) defined adjustment “as the effort of a person to meet his needs and adapt to his internal and external environment”.

According to him adjustment is not only a social function of an individual but it also demands physiological adaptation within an individual.

(iv) Kale (1970) opined that when the relationship between an individual and his environment is according to established norms, then, that relationship is considered as normal adjustment.

(v) According to Encyclopedia Britannica (1970) “Adjustment is the process of behaviour by which men and other animals as well maintain equilibrium among their various needs or between their needs and the obstacles of their environment”.

(vi) Sinha (1971) maintains that the adjustment of an individual is a composite of five aspects of adjustment namely – Home, health, emotional, social and educational adjustment.

(a) Home adjustment implies adjustment in the family, which is considered a basic unit of the society. It is generally agreed upon that as the home is, it will define the larger social group in the same way.

(b) Educational adjustment means a young person’s degree of successful adjustment in his learning experiences as affected by educational aspect.
(c) Social adjustment: It means participation in organized or informed group activity in a test of individual power to adjust his own attitudes and interest to the interest, need or right of other people. Social needs are not likely to be fulfilled without interaction among the numbers of a group. Guilford (1965) suggested four major categories of social needs, namely gregariousness, benevolence, need for discipline and aggressiveness in relation to social adjustment.

(d) Emotional adjustment: An emotion is an effective experience that results from generalized adjustment. Emotions are great assets to the individual giving richness and fullness to his life. (Crow and Crow, 1962).

1.9 Academic Background: Concept and Definition

Academic achievement, academic background and academic performance are used interchangeably. Good’s dictionary (1945) defined the academic achievement as “the knowledge attained or skills developed in the school subjects, usually designated by test scores or by marks assigned by teachers or by both”. In the present study academic background is considered to the overall academic performance of individuals in their respective examinations throughout the academic career i.e. high school, intermediate, graduation and post graduation
1.10 Prospective Teacher: Concept and Definition

According to Good's dictionary (1945) The term prospective teacher or pupil-teacher refers to one who is acquiring practical teaching experience and skills under the guidance of a critical teacher or another supervisor in the special laboratory or practice school of a teacher training institution or in the classes of the public or private school; usually an advanced student who has had no other teaching experience.

In the present study, the term Prospective Teachers has been used to denote those graduate and post graduate individuals who are undergoing a teacher training course in order to acquire practical teaching experience and skills. The purpose of such training is to acquaint them with the required skills and pedagogy to face the modern challenges of teaching profession at elementary and secondary stages of school education.

1.11 Objectives of the Study

The present study has been 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.

1.12 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.