CHAPTER - 1

CONCEPTUAL FRAMEWORK

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CHAPTER- I CONCEPTUAL FRAMEWORK

1.1 Introduction:

Since the beginning of ancient period till today if a study is made, it becomes clear that there is an important role of education in the development of human civilization. According to time and place changes have been taking place in the pattern of education, In India there was 'Gurukul' system in ancient days. There was a change in this pattern in medieval time and in the present age its pattern has been decided for all-round development of the personality of human beings. Fundamentally there is no difference between human being and animal and human being is also a kind of animal. It is education which makes him (human being) different from animal. In his famous book 'Neeti Shatak' Bhartahari has said.

"विद्या विहीन पशुः समानः:"

Education is a process which goes on throughout the life and it helps the human beings in developing their personality according to the tradition of society, country and time.

"Education is defined as a process of development which consists of the passage of human being from infancy to maturity and the process by which he adopts himself gradually in various ways to his physical, social and spiritual environment"

- T. Raymont
Every human being takes birth with many talents. These talents are present in human being in undeveloped or a little developed form. Education prepares human beings suitable to the condition by developing these talents. In this context, Mahatma Gandhi has said.

"By education I mean alround drawing out of the best in child and man's body, mind and soul."

Every human being is an unit of the society. Therefore social qualities should be developed in all the human beings. Development of social qualities in human being is necessary for human being him self and the society both.

According to Skinner -

"Education is a process of socialization."

Thus education helps in the development of human being with the help of socialization.

Progress of society depends on the adjustment of human being. Therefore quality of benevolence, tolerance and mercy etc. should be developed in every human being. Every man must have the quality of making adjustment with others, only then welfare and progress of society is possible. There is an important role of education in proper development of these virtues.

Education is the basis of alround development of the nation. But alround development is possible only when there is a proper adjustment of education
with life. After independence, realizing the importance of education, Indian government have made many plans. According to 45th article of Indian constitution, it has been established, free and compulsory education should be provided to each and every child up to the age of 14 years.

Secondary education commission (1952-53) has kept three main aims before Indian republic -

"Three aims fit in democracy are (i) the training of character to fit the student to participate creatively as citizens in the emerging democratic social order (ii) the improvement of their practical and vocational efficiency so that they may help their part in building up the economic prosperity of their country and (iii) the development of their literacy, artistic and cultural interests which are necessary for self expression and for the full development."

Secondary Education Commission (1952-53)

Going a step forward Education Commission 1964-66 (Kothari Ayog) has decided, education as basis of national security.

"No nation can leave its security only on the police and the army, to a large extent national security depends upon the education of citizens, their knowledge of affairs, their character and sense of discipline and their ability to participate effectively in security measures."

India is primarily an agricultural nation with large number of villages and it can not hope to become self-sufficient in food unless the formers move
out of age long conservatism and increase food production with the help of
science based general and agriculture education. Similarly, the economic growth
can be achieved by educating the whole population in the new way of life,
thought and work. Thus it is seen that the prosperity and development of
India can come only with the help of good science based education related to
the need and life of the Indian masses.

When we think of education as essential for our existence and prosperity
envisaged by the nation, our attention is focussed on the 'Teacher' who is the
master key and if well prepared and qualified, can unlock the doors of
knowledge, as well as of material uplift of the people of India.

Mathur (1975) says, "No system of education and no technique of education
can rise above level of its teachers. A system succeeds or fails, a technique
proves useful or otherwise in the hands of the teachers who implement the
same. It is therefore, the teacher who is the pivot of all work in education."

The long journey of a person from infancy to adulthood is accomplished
with the help of the teachers. The first teacher of a child is mother, then his/
er her father and other family members. In the society other children, men,
women coming in contact with the child, numerous other activities, inanimate
objects and incidents happening in the community and society, all act as
teachers for him/her. In schools the teachers teach the children, directing their
experiences and behaviors so as to enable them to develop and function according to the expectations of the community and society and according to the limitation of their capabilities.

According to Josheph (1929) the children learn the rudiments of living and though every such child is subject to the limitations of his home and neighbourhood he entered into and been subject to enormous range of experiences before he ever starts to school. Education does not begin with schooling. Schooling takes up the task long after it begins.

According to Adams the education is a bipolar process, where one's (teacher's) personality influences others (students). The interaction between the persons is full of feelings, the relationships which people develop are also full of feelings and are not devoid of emotions. In view of this the relationships with teachers are always linked with emotions. Our memories may be coloured some what by reactions we have for teachers which involve feelings which are pleasant or unpleasant, secure or fearful, positive or negative.

"A teacher effects eternity, he can never tell where his influence stops." So observed the philosopher, Henry Adams (1959). Psychologists and sociologists have revealed after thorough study and research that each of us achieves status and identity as a person on account of the influence of
significant persons with whom one is associated. Parents, family members, come under the primary group and influence our lives very significantly. The degree of influence depends on the duration of contact, quality, nature and psychological reaction between individuals concerned, "Teachers, therefore, may be significant person's in the lives of their student's and they may influence the developments of these students in important way." says Grambs & Morris (1964).

The teachers are of great variety and have various kinds of personalities and characters. Some are enthusiastic and some are apathetic. But it is certain that the influence of teachers on their students is great. Similarly it is also very difficult for a teacher to know for sure what aspect of his teaching or activities will be influential.

It is very difficult to say what exactly is the influence of ones personality over the things. But to develop and produce great individuals, the continued intervention of other humane and great personalities is essential. Here comes the function of teacher and it is why teachers and schools are necessary. Though Evan Elich speaks of 'deschooling society' and desires the abolition of the present systems of schools on account of various reasons, the influence that teachers exercise as important and significant persons can't be denied. It is impossible to avoid the influence of teachers.
Bode B.H. (1979) said, "Teacher is the most important element in education, it is true. Teacher can create and foster the spirit of open minded inquiry and an attitude of sympathetic yet critical interest in all matters of human concern which is the finest fruit of education."

Thus it becomes very significant that quality of education and its contribution to national development more or less, much depends on the quality of teachers, their competencies and character.

Hence, priority in the means and ways of recruitment must be evaluated so that only genuinely interested persons enter in the field of teaching profession. It is, on account of this, that it is essential to know how and what kind of qualities of teachers affect children in schools. There is a general belief that the teaching aptitude of teachers has close relationship with the student's academic achievement and if a person is satisfied with his job, he gives his best to the work and thus job-satisfaction is directly related to the performance. Satisfaction arises either directly or indirectly from work.

In this view, it is considered necessary to study scientifically the relationship between the teaching aptitude and job-satisfaction of teachers and its affect on their students' academic achievement. Such a study is also very important due to established correlation between teaching aptitude, job-satisfaction and student's academic achievement. This can work as a powerful criteria for the selection of teachers and can help the administrators in recruiting better teachers.
1.2 EXPLANATION OF THE PROBLEM:

Though there has been the importance of education in all the places and ages, its importance has become more and more necessary in the democratic society of today. Along with this, there is a great need of special kind of education for the development of science and technology. But it is felt that there is scarcity of suitable education and good teachers. In this reference it may be said that somewhere there is any defect in the selection of teachers and management of education. If there are good schools, good atmosphere in those schools, good material aids and able and expert teachers, there is no reason that our education is not impressive. This will cause the development of nation and society and feeling of happiness and prosperity will take place in human beings.

The teachers in the past, were the personalities who decided and guided the course of their times. During the Vedic period the teacher who was called 'Acharya' was 'God'. 'Fire' (Agni) and 'Indra' were two main Acharyas. Fire was called प्रणेता (having super knowledge), विश्ववेत्ता (a man having omni-knowledge) विश्वविज्ञानि विद्वान (Knowing various branches of knowledge) etc. Similarly, 'Indra' was called न त्व वां असि देवता विद्वान (There is no god intelligent like you), शिक्षार्थ (Leader of teaching) etc. These adjectives given to 'Fire' and 'Indra' indicate that in those days they were assigned very high place in society. Their character and behaviour was of very high order. This made the status of the teacher in society very high, respectable and commanding.
The famous teachers like Yagyawalkya, Vashishtha, Bhardwaj and Sandeepani etc. in the East specially in India and Socrates, Plato and Aristotle in the West were very highly placed and respected in society so much so that they have become, immortal in the history of mankind. In our country the teacher was highly respected and worshipped for his knowledge, supreme guidance and worthy advice. The teacher, like God, was really omni-present and omni-potent in the real sense. When we talk of Ram automatically we remember his great gurus Vashistha and Vishwamitra who shaped him. When we talk of Chandra Gupta, we can not forget Chanakya. Similarly when we talk of Alexander, his teacher Aristotle is there to be remembered.

When we talk of Shiwavji automatically the name of Samantha Guru Ramdas comes to our mind. Every personality is the creation of some great teachers. Thus we see that the teacher is really most important. It is he who has shaped the destiny not only of persons but of the society and influenced the course of human beings, history of nations and of the world. In the field of spiritualism it was the teacher who guided and helped to realise the eternal truth. It is why Kabir, the great sage has expressed -

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"गुरु गोविन्द दोऊ खड़े, काके लागूँ पाय।
बलिहारी गुरु आपकी, गोविन्द दियो बताय।"
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Hence the Guru has been regarded more than God because Guru shows the way to realize God. These were the old glorious days when the centre of education was spiritualism and the aim of human existence was to realize salvation and to unite with the 'Almighty' or God.
But with the changes and the progress of science and technology the materialistic view point has gained superiority in the world and the position and status of the teacher has fallen. Education is social service of a high order and is invaluable for the progress in life. The teacher today is no more a parallel to this counter-part of the ancient days. Now the teacher is assigned limited responsibilities in the present formal system and has become a bread earner like other workers trading in services. Like others in different walks of life, he is now trading in lectures and class room teaching to earn his bread to maintain and bring up his family. This has naturally degraded him and he has lost pedestal of great Guru. Our society is also responsible for this situation. Today a teacher has not to do only teaching work but also the election, census and so many other official and non-official works. Even at the primary level of government schools, there are no clerks to maintain different funds and no body to manage and operate various students welfare schemes like mid day meal, school building construction etc. These all works are being done by the teachers along with teaching. The moneyed and materialistic society also not pay him as much respect as he was paid in the ancient times. Now everything is viewed in terms of money which is the source of materialistic gains. Not only things but services are also now brought and sold on the basis of their practical and instant utility, making immediate gain the highest priority. The services of the teacher bear fruits after a long lapse of time, nearly after a generation, when there is explosion of knowledge. But no body and materialistic society is ready to wait for such a long time. All these various circumstances
have made teacher a subject teacher and that too of a particular class or section. The total impact of the personality of a teacher on student cannot be very clearly identified or analytically assessed as was the case in the post old days of great Gurus. The stature of the teacher has, therefore, shortened. His social behaviour, his philosophy and his hunger for money have lowered him in the eyes of students and the society both. He has also begun to shirk his responsibilities but there are some good teachers who are working as ideals and are receiving high respect but their number is very small.

The present world is changing very fast. Everybody, including Teacher wishing to live life effectively and fruitfully, has to keep up with this change. Keeping in view the present fast moving world of knowledge and scientific advancement, the teachers cannot afford to be unconcerned and unaware. The life in this changing situation with the mass media has made it imperative that one should be alert, critical and well informed. There is too much of international exchange of men and materials and the common man today participates in a wider cultural life. These and few other factors made necessary for teacher know the techniques of imparting education with the use of such mass media resources. This is why Rao V.K.R.V. has remarked that "More than building, libraries and laboratories, it is the technical competence and human qualities of teacher that play largest part in the case with which the student acquires knowledge, builds up skills and develops the right attitude to work and enterprise."

Thus it becomes very significant that quality of education and its
contribution to national development more or less, much depends on the quality of teachers, their competency and character.

The present world needs highly effective teachers which very much depends on Teaching Aptitude. The researcher believes that a teacher having high Teaching Aptitude can give best Academic Achievements to his students but here another factor of Job-Satisfaction also effects because only a job satisfied person can gives his best to his job. The efforts made so far to correlate knowledge, students opinion and opinion of administrators have not shown very high correlation and there are numerous difficulties in judging the teacher’s effectiveness on the basis of these criteria. It is hoped that with the present study it will be possible to find out if there is high correlation between Teaching Aptitude, Job-Satisfaction with Academic Achievement. Such a knowledge will help tremendously the society and other concerned with the education of children and also for the selectors and administrators.

**Need and Importance:**

Many studies measuring directly the qualities which are supposed to be associated with teaching success have been made in the United states of America. In one study, the Commonwealth teacher training study, a five year project directed by W.W. Charters and Douglas Wapes, a group of competent judges listed and defined eighty three teacher traits, and by grouping these
reduced the number to twenty-five. The list included the following traits: adoptability, attractive personal appearance, breadth of interest, carefulness, considerateness, co-operation, dependability, enthusiasm, fluency, forcefulness, good judgement, health, industry, leadership, magnetism, neatness, open-mindedness, originality, progressiveness, promptness, refinement, honesty, scholarship, self control and thrift.

Interesting results are obtained when pupils are asked what qualities they like in teachers. Studies show that pupils like teachers best who are helpful in school works, cheerful, happy, good natured, human friendly and companionable, who explain lessons and assignments clearly, using examples in their teaching, who can take a joke and have a sense of humour. Students also believe that the teachers are most effective who are exacting in standards of work, strict in marking and who explain lesson well, plan their work and know their subject thoroughly.

A study involving fifty training colleges in the United States of America reveals that the following factors were most frequently taken into consideration for the admission procedures: a minimum scholastic average, courses followed in school and college, health, performance on comprehensive examination, character, principal's rating and score in a teaching aptitude test. Professor Chothia has suggested that solution of the problem probably lies in the
direction of the new Gestalt psychology, one of the fundamental principles of which is that the whole is more than the sum of its parts. Instead of, as it were dissecting the teacher's personality into components and considering specific traits such as intelligence, social adoptability etc., the teacher's personality as a whole should be considered in relation to its impact on the personalities of the pupils.

To become effective and good teacher one requires various qualities but Teaching Aptitude is one of the potent and influential quality for a person desirous of becoming a good and effective teacher. Teaching Aptitude is considered to be very valuable criterion for becoming a good effective teacher. Generally when one does not possess the aptitude for any particular work, one does not take interest in that work or profession and so he or she fails to put necessary efforts in acquiring minimum requisites essential for the job. Similarly one is not satisfied with one's job, he or she can't give his or her best even having the best qualities for the job. Hence Aptitude and Satisfaction both are necessary to get best result from anyone.

It is seen that the persons who have done superbly very well in schools and colleges; do not always exhibit traits of good efficient teachers and those who have been mediocres academically often do very well as teachers in schools. It is also seen that there are teachers who used to dream of going in any other profession in their student life but in spite of high education and hard labour were not successful in getting their desired profession due to
social, economical or family reasons and become teachers unwillingly. They become the victim of depression. Consequently in spite of their ability and skill they are not successful in using their ability in the classroom teaching. Thus here Job-Satisfaction directly effects teaching effectiveness and hence Academic Achievement of students.

It is therefore, natural that the researcher has considered it very essential to know the relationship among Teaching Aptitude, Job Satisfaction of Teachers and Academic Achievement of students and correlation among them. To become effective and good teacher, one requires various qualities but Teaching Aptitude is one of the potent and influencial quality for a person desirous of becoming a good and effective teacher. The present research will give an idea whether the teachers having very high degree of Teaching Aptitude teach effectively or not. The present work will also help to know the effect of Job-Satisfaction of teachers on the Academic Achievement of their students.

These were the reasons which compelled the researcher to take up this research work, 'A study of Teaching Aptitude and Job-Satisfaction of teachers in relation to the Academic Achievement of their students.'
1.3 DISCISSION OF VARIABLES:

1.3.1 Aptitude:

The term aptitude is generally used both by layman and by vocational psychologists and counsellors. This term is constantly used in different contexts and with different emphases. Its meaning varies not merely due to diverse usage but even according to speaking or writing of a given psychologist or educator.

In the dictionary of Education Aptitude is described as "Pronounced innate capacity or ability in a given line of endeavour such as a particular art, school subject or vocation."

H.C. Warren (1934) stated, Aptitude as

"A condition or set of characteristics, regarded as symptomatic of an individual's ability to acquire with training some (usually specified) knowledge, skill or set of responses such as the ability to speak a language, to produce music etc."

Thus the present condition or a pattern of traits, deemed to be indicative of one's potentialities are stressed here.

Bingham (1937) stated, "Aptitude, moreover, connotes more than potential ability in performance, it implies fitness, suitabiliity for the activities in question."
According to Super (1949), Aptitude is not necessarily an entity but rather a constellation of entities, the set of characteristics which enable one person to learn something may even be different from that which enable another person to learn something.

According to Haha and Maclean (1955), Aptitudes are correctly referred to as latent potentialities, undeveloped capacities to acquire abilities and skills and to demonstrate achievements.

Thus it is seen that, an Aptitude is that part of a person's mental equipment which gives him a special fitness for any kind of endeavour. Such an aptitude may be the result of either an innate endowment or of special training or both.

In short we can say that Aptitude are potentialities which can be trained in the special skills.

**Teaching Aptitude:**

Teaching Aptitude can be defined as one's success in teaching. This can be defined also as abilities, traits and qualities, that contribute towards success in teaching.

When we say that a person possesses an aptitude for teaching, it is presumed that he has a good proportion of traits required for becoming
successful teacher. The magnitude of these traits may differ from one person to another and even the number of traits possessed by each person may vary.

In life we see that the teachers who have left impression on their pupils are those who not only have knowledge on their subject but an infectious enthusiasm for it, not only a real liking for children in their classes but also a wise understanding of how to awaken their mind and win their cooperation and respect.

In the society and among the experts there are various misconceptions as to precisely what is required of a teacher. Planning and preparing daily notes or exercises, correcting pupils homework and classwork, keeping records, administering achievement tests, maintaining discipline, counselling with pupils, parents and other individuals on all sorts of educational, vocational and personal matters, participation in activities of school and community, continuously making efforts for professional advancement etc. various works, the teachers are supposed to do. Thus the teacher have to play various roles - role as an executive and administrator, role as an initiator, director and evaluator of learning experiences, role as a transmitter of values and standards of the culture and the community, role as a subject matter expert, disciplinarian, clerk, as co-curricular activities expert, role as an interpreter to the public, role as a mediator between parents and school etc. In addition to these roles the teachers are supposed to perform various psychologically oriented and self oriented roles.
The teachers have to perform various self oriented roles which make them different from people who perform other professional roles. Many, if not all, persons become teachers, as this profession offers them opportunities to help others, to build better world, or to give something of themselves to further the common good. 'Learner and Scholar' is another role which attracts many people to join the profession of teachers. Scholars are persons who are interested in study. They have interest and respect for books and ideas. Many people join the profession of teaching because of their genuine interest in learning and enjoyment in reading. The most effective teachers are those who are able to grow not only in the knowledge of their subject but in their understanding of life both in and out of the classroom. For many teachers the classrooms are fascinating laboratories of life, where in they grow ability to understand more about their subject, more about their children and how they learn, and more about themselves as teachers and as individuals.

Still another role that distinguishes teachers from persons in other occupations is that of the 'Parent-figure'. Children tend to look upon teachers somewhat as they would upon a substitute parent. Their attitudes toward teachers tend to be some what similar to the attitudes they have toward their own parents, and they expect teachers to react and believe more or less as their parents do. In addition to the 'parent figure' role the teachers have to play the role of the 'Power-seeker' as they have to control and direct students. Teaching is a job where power wielding i.e. directing, controlling, judging,
rewarding, punishing and limiting etc., is found to cope up with problems of classroom.

Many teachers have become attracted to the profession because it provides a high degree of financial and psychological security.

The list of roles described above does not constitute a complete catalogue, but it does reveal some of the ways in which teachers behave differently from other professional workers and it does provide some clues to the kind of satisfactions and frustrations, that the teachers find in their work.

Lindgren H. Clay (1960) stated, "teaching satisfies a broad range of basic human need. It provides opportunities to do work that is creative and important, to achieve status, to give something of oneself, to attain financial security, to make a contribution to the lives of children, and to attain greater personal growth." In view of this teaching ranks high in the estimation of great number of people.

George Herbert Palmer in his book 'The Teacher' had described four traits of a teacher -

1. Sympathetic imagination.

2. Broad background of knowledge.

3. Power to kindle interest to invigorate the productive activity of pupils as only a stimulating person can do and

4. Disinterestedness - indifference to praise and recognition.
The various roles that the teachers have to perform and the numerous qualities that Palmer has expected of teachers are indicative of the aptitude necessary for teaching profession.

A number of traits are required for being successful in teaching and this as a whole is called 'the aptitude for teaching'. Thus, the high or low aptitude for teaching is in proportion to the number of traits, possessed by a person.

The operational definition of the term, as used, such as Teaching Aptitude is not necessarily a entity but rather a constellation of entities like directing, controlling, judging, rewarding, punishing and limiting etc.

1.3.2 Job Satisfaction:

People spend a sizeable portion of their working life in their working environment. Thus on humanitarian grounds also this condition of their working life should be more or less pleasant, agreeable and fulfilling. Most of them have to work for economic reason, very few have the option as where to work. Under these constraints, people would find little satisfaction in their lives if the work place is not too congenial. Essentially, Job-Satisfaction is a person's attitude towards the job. Like any other attitude, it represents a complex assemblage of cognitions, emotions and behavioral tendencies.

Job Satisfaction has been defined by Smith, Kendall and Hullin (1969), "as an affective response to the facts of the situation........associated with a perceived difference between what is expected and what is experienced."
"Job Satisfaction can also be viewed as a "physical affective state which arises in the individual as a function of the perceived characteristics of the job in his selection of his frame of reference." - Sinha and Agarwal (1971)

Every job has got some specific requirements. In case the particular job finds a suitable person cope with the requirement, the job florisises and the man involved, enjoys Job-Satisfaction. In case it is not, the job does not progress and the man is dissatisfied.

In deep, it can be understand through this way as if there is "A round peg into round hole," it gives maximum satisfaction to the job which he or she undertakes. But it is found generally. "A square peg into the round hole; indicates the dissatisfaction among the incumbents.

Locks (1976) has defined Job-Satisfaction as "a pleasurable or positive emotional state resulting from the appraisal of one's job or job experience."

Job Satisfaction must be assumed to be the result of the operation of situational and personality variables so as to reveal the complex nature of the interactions of these two sets of factores. People's reports of their satisfaction with their jobs are, in fact, directly related to the extent to which their jobs provide them with such rewarding outcomes as pay, variety in stimulation,
consideration from their supervisor, a high probability of promotion and control over their pace of work.

Keeping in view the above conceptual framework, Job-Satisfaction has been taken as a summation of employee's feelings in four important areas. Two of these areas encompass on the job-factors, i.e. those directly connected with the job. The other two include off the job factors, i.e. not directly connected with the job but which are presumed to have bearing on Job Satisfaction. These areas are:

(i) Job: Nature of work, hours of work, fellow workers, opportunities on the job, etc.

(ii) Management: Supervisory treatment, participation, reward and punishment etc.

(iii) Social Relation: Neighbours, friends and associates, attitude towards people etc.

(iv) Personal Adjustment: Emotionality, Health, Home and living conditions etc.

Providing on the Job-Satisfaction is not a simple matter for two reasons: first, the principle difficulty lies in meeting needs for social contracts, self-expression and psychological security. Fulfilling each of these needs calls for the active participation and often the initiative of worker himself. Secondly, on the Job Satisfaction should arise only while men do the work that is necessary to meet company goals.
Satisfaction arises either directly or indirectly from the work. If a person is satisfied with his job, he gives his best to the work and thus Job-Satisfaction is directly related to the performance.

Most of the literature in economics and scientific management stresses financial, or off the job compensation. But behavioral scientists have insisted and this is one of their major contributions, that on the Job Satisfaction are also highly important.

The operational definition of the term, as used, such as Job-Satisfaction is the result of various attitudes possessed by an employee (teacher) towards his teaching profession. These attitudes are related to different areas of job as interesting chance for progress, use of ability, authority, co-workers, chance to be creative independence, social status, security, variety in teaching work, service conditions, personal recreation, moral values and identification.

1.3.3 Academic Achievement:

Academic Achievement means a person’s level of skill, range or breadth of information and what he/she has accomplished in designated area of learning and behavior or in other words Academic Achievement means accomplishment or proficiency or performance of the students in various subjects of the curriculum.
According to the Random Hours dictionary of English language, Academic-Achievement has been defined some thing accomplished especially superior ability, special effort and great values.

According to Wolman dictionary of behavioral science, "Academic Achievement is the level of proficiency attainded in scholastic work."

Good (1959) has defined it as knowledge obtained or skills developed in the school subjects usually designated by test scores or by marks assigned by teachers or by both.

Kinkas and Others pointed out that Academic Achievement is an aspect of behaviour and an important aspect to students who are engaged in the process of education and it depends upon its degree of effectiveness for maximum performance. Generally the Academic Achievement is defined as the accomplishment the individual or the student in all school or college subjects.

According to Crow & Crow, "achievement means the extent to which a learner is profiting from instruction in a given area of learning i.e. achievement is reflected by the extent to which skill of knowledge has been acquired by a person from the training imparted to him."

The degree of positive effect that children feel about their own
performance would seem to be important not only in maintaining positive attitude towards school, Academic-Achievement and learning but also in promoting competence and self-worth. Academic-Achievement helps in declaring examinees successful or unsuccessful, choosing students for various professional and academic courses and selecting candidates for different jobs. It's a common practice now, to promote students from one class to another on the basis of Academic Achievement.

The students learn a no. of informations under the course prescribed in their classroom situations. Academic Achievement as such generally refers to the scores obtained in the annual examination. Now a days acquiring a degree/diploma and obtaining a good job depends upon the Academic Achievement. Each student is expected to strive for success in school examination. This expectation is naturally obvious because students are supposed to score good marks (good performance in the Academic Achievement) in examination as ultimately their individual advancement depends more significantly on these scores. Thus Academic-Achievement is the synonym of academic performance and it cover knowledge, understanding and skill of the students.

The operational definition of the term, as used, such as Academic Achievement is the level of ability, attained by the students in school examination.
1.4 A Brief Review of the Related Literature

In India the post independence period is very important so for educational researches in universities and research institutes are concern. The Teaching Aptitude is an area of research which is concerned with relationships between the characteristics of teachers, teaching acts and their effect on the educational outcomes of class room teaching.

Studies of several types have been made in this connection in India and abroad. Some of which are worthy of mentioning here are as follows -

**Early attempts to measure Teaching Aptitude in foreign countries:**

*Castlemen et al* (1950) constructed an aptitude test for teacher based on traits judged necessary for success in teaching profession.

*Henry Bowers* at Normal School Stratford, Ontario has constructed and standardised the aptitude test for Elementary school teachers in training.

*N.L. Bossing* (1950) designed a Teacher aptitude test. The test used are

(i) cadot teaching grades.

(ii) Education grades.

(iii) All academic grades exclusive of those in professional subjects.
Early Attempts to measure Aptitude for Teaching in India

Jyamma (1962) constructed a inventory for predicting teaching efficiency for the primary school teachers of Mysore state.

Shah (1965) also constructed an Teaching Aptitude test Aptitude test for Higher Secondary School teachers. The 120 items test was standardised on a sample of 530 school teachers of Basic Teacher training colleges of Bombay and Baroda.

Shrivastava (1965) developed the Teaching Aptitude test for primary and Junior high school teachers. The 150 items scale was standardized on a representative sample of Basic Training Institution of Vidarbh region.

Pandey (1968) also devised a tool for use of Teaching Aptitude test for selection of teachers in Hindi Medium institutions of teacher’s education at primary school level.

Roy S. studied (1971) the teachers attitude and its relationship with teaching efficiency. The purpose of the study was to investigate into the possible nature of relationship among teachers attitude, teaching adjustment of teaching efficiency. Positive relationship between teacher’s attitude and teaching efficiency was found thereby showing that superior efficiency
goes with favourable attitude and vice versa, it also affirmed that superior efficiency goes with good adjustment and vice-versa.

Upadhyay (1976) constructed and standardized a Teaching Aptitude test for secondary school teachers. He found the sex and socio-economic background were not related to this aptitude for teaching.

Saxena K. (1978-79) made a study of relationship between Teaching Aptitude and educational success of the pupils and teachers under B.Ed. training. She used T.A.T. standardized by Dr. Jai Prakash and Dr. R.P. Shrivastava. It was found that the Teaching Aptitude consists of curricular activities and community life services. The relationship between Teaching Aptitude and educational success is found to be low as educational success in connection with curricular activities and community life services are out of scope.

Tiwari G. (1983) constructed a Teaching Aptitude test for college teachers. She found that there is no significant difference between the male and female college teachers and science teachers have higher aptitude than the arts teachers.

Bhasin C. (1988) made a study about Teaching Aptitude and its relationship with Teaching Effectiveness. She found teaching aptitude has
significant positive correlation with teaching effectiveness. And the
difference between Male and Female teachers was not significant in the
area of Teaching Aptitude and Teaching Effectiveness.

**Early Studies about Job Satisfaction of Teachers:**

At various time the concept of Job-Satisfaction has been defined as
dependent variable, an independent variable, a covariate and a moderator
variable. The significance of work experience and how it affects attitudes and
values about work is becoming increasingly clear.

Job-Satisfaction is the perception of internal responses (i.e. feelings). Job
satisfaction consists of filtered art processed perceptions, perception filtered
through the individual's system of norms, values, expectations and so forth.

Job-Satisfaction of a person is highly important to understand his interest
about his current job, because it directly affects his performance.

Many researches in this concern have been made some of them are
mentioning here as follows-

**Shah K. (1982)** made a sociological study about socioeconomic
background of primary school teachers and job-satisfaction. Some of the
major findings of the investigation were -

(i) Most of the women teachers (88.2%) were satisfied with their job.
Most of the teachers were dissatisfied with their low pay scales.

Almost all the women teachers had a sense of satisfaction in performing the dual role of a housewife and a teacher.

Amar Singh (1985) correlated Job-Satisfaction among different professionals and he found the job-intrinsic variable correlated positively and significantly with Job-Satisfaction of professionals like teachers, engineers, doctors etc. But he also found no significant relationship between experience and Job-Satisfaction on the case of teachers and engineers.

Srivastava Shobha (1986) made a study of Job-Satisfaction and professional honesty of primary school teachers. She found high Job satisfaction and professional honesty among primary teachers. Female teachers were significantly higher in Job-Satisfaction and professional honesty as compared to male teachers.

Dixit M. (1986) made a comparative study of Job Satisfaction among primary school teachers and secondary school teachers. He found female teachers were more satisfied than male teachers both at the primary and the secondary levels.

Balwinder Kaur (1986) made a study about Job-Satisfaction of home
science Teachers. She found personal variables like age, intelligence socio-economic status etc. to be a correlate of Job Satisfaction while professional characteristics like experience, salary and qualifications did not act as a correlate of Job Satisfaction.

Rippe (1983) demonstrated that in case of teachers, high role conflict and role ambiguity are more strongly related to lower Job-Satisfaction than in case of admisters.

Gray (1985) noted that teachers, who were satisfied with their participation in decision making also perceived greater intrinsic and extrinsic Job Satisfaction and less role ambiguity than the teachers who were not as involved as they wanted to be in making decisions.

Agrawal V. (1983) found that stress, proneness, adjustment and Job- Satisfaction of principals combined together where found, to be significant predictors of their administrative effectiveness.

Sharma Y.K. (1999) found in his investigation the female teachers are more job satisfied than the male teachers in secondary school. He also indicated that the trained male and female teachers are better than untrained male and female teachers in the area of Job-Satisfaction.
Studies Related To Academic Achievement:

Academic Achievement of a student is generally referred to the scores obtained in the examination. There are various factors which affect Academic Achievement of a student like socio-economic status, individual differences, intelligence quotient (I.Q.) etc. Many researches of this concern have made in India and abroad, some of them are mentioning here as follows:

Early studies on Academic Achievement in Foreign Countries:

Guster (1962), Ford (1979) and Learned and Muller (1979) have found negative correlation between Academic Achievement and emotional control.

A negative correlation was found between Academic-Achievement and neuroticism by a group of several investigators, Savages (1966), Butcher (1969), Eliot (1972), Bar (1976).

The positive correlation was found between extraversion and Academic Achievement in the studies of Rudding (1979), Janson (1973), Walsh and Walsh (1978).

Finlayson (1970) found negative correlation among Academic-Achievement, emotional-control and social-adaptability.

The negative correlation was also found between psychoticism and Academic-Achievement by Mehryar, Khajavi and Hussni (1973) and Upmanyer et al (1980). They also found that people who scored high on psychoticism were low on Academic Achievement.
Cockburn (1979) has found that boys scored higher than girls in maths and science subjects.

Aguero (1982) confirmed that there is a positive and significant relationship between self perception and Academic success.

Early Studies on Academic Achievement in India

Adisai G.A. (1978) found in his study that there existed significant difference between the students of high socioeconimic status and more creative thinking that the students from lower socio-economic status. He also found that high creative students had higher Academic Achievement.

Sudhir Kumar (1980) found in his study significant difference in the Scholastic Achievement between socially and economically backward and non-backward children, He also found high creatives have high scholastic achievement than low creatives.

Vijaylakshmi and Nair (1980) found significant difference between high and low creatives in Academic Achievement, High creatives are aspired for higher achievement than the low creatives. They do not find any sex difference.

Zargar Ali (1980) revealed that the high academic achievers had a high degree of verbal creativity whereas the low academic achievers had low degree of verbal creativity whereas the low academic achievers had low degree of
Bhadauria S.P. (1980) concluded that the gifted students showed significantly greater creative potential than the non gifted students. High creatives were significantly differed from low creatives in self confidence and Academic Achievement.

Ramanna Sood (1988) studied the cattells personality factors as predictors of Scholastic Achievement. He found that the children with higher super ego strength, self-assured, self-confident, protension, outgoing, emotionally matured and intelligent have high Scholastic Achievement.

Dixit S.K. (1989) revealed that certain personality factors are positively and significantly correlated with educational achievement. Out of these personality factors, self concept, level of aspiration and adjustment influence the achievement.

Bhogayata Chandrakant (1989) found positive and significant relationship between locus of control and Academic Achievement.

Chanda NK and Chandna Sunanda (1990) found in their study that creativity, values and Scholstic Achievement have significant correlation with creativity.

Nayak B.P. (1990) found significant difference in achievement motivation among high and low creatives. High creatives were more motivated for
Rajiv Kumar (1990) studied the children's curiosity, creativity the children's curiosity, creativity and Scholastic Achievement. The study reveals that there exists a significant positive relationship between curiosity, creativity and scholastic Achievement. He did not find any sex difference on these variables.

Kaur Parvinder (1990) studied, "The Relationship among Creativity, Intelligence and Academic Achievement in different subjects of grade X students," She reported that intelligence and Academic Achievement are related to creativity. She also found positive correlation between literature and verbal creativity.

Harikrishna M. (1992) studied the Academic Achievement of the student of higher secondary stage in relation to achievement motivation and SES. He found significant difference in Academic Achievement of students of high and low achievement motivation, but there was insignificant difference between students of high and low SES.

Lata Manju (1992) found insignificant difference in Academic Achievement in relation to performance of high school subjects of tribal boys and girls.
1.5 OBJECTIVES:

It is essentially admitted fact that objective for any investigation has got very important role to find out salient and adequate findings there of. The objectives of any investigation increase the knowledge and directs to find out the information regarding the unknown. By this the old theories are mordified with present findings of the investigation. It is really true that the knowledge which has applicable utility is useless and meaningless.

The objective, as envisaged for the present study are to find out the operational meaning of the variables, to have to significant differences between the variables. The objective are so framed that the investigator may not go away from the path of researching purposes.

The main objectives under this study are as follow:

1. To find out the Teaching Aptitude of the both sections, Male and Female.
2. To ascertain the significant difference between Male and Female teachers in field of Teaching Aptitude.
3. To compare between teachers of both sexes in Teaching Aptitude.
4. To know Job-Satisfaction of the Male and Female teachers working in their respective schools.
5. To differentiate significantly between teachers of the both sexes in Job Satisfaction.
(6) To compare between Male and Female teachers in the area of Job-Satisfaction.

(7) To find out Academic Achievement of boy and girl students.

(8) To differentiate significantly between boy and girl students in their academic performance.