CHAPTER - 1

INTRODUCTION
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INTRODUCTION

'If you plan for a year, plant a seed; if you plan for ten years, plant a tree; if you plan for hundred years, teach the people. When you sow a seed once, you will reap a single harvest, but when you teach the people, you will reap hundred harvests (K'uan-Tzu, 551-479 B.C.).' It is in this context, today, a teacher occupies a unique and significant place in any society of modern world. Choicest metaphors are used to highlight the role that school teachers are supposed to play in shaping the destiny of a nation. Teachers are called the 'torch-bearers' of any society. If we say that the destiny of our country is being shaped by its teachers, it will not be an exaggeration.

Historically, teachers played a vital role in shaping the destiny of society and promoting the causes of peace in different classes. In ancient India, 'Teacher' or 'Guru' was called a spiritual leader and was looked upon as an ideal in the society. He was the leader of the society and even a 'King' came to him for guidance.

In any society, a teacher has a very respectable place. He is the source of morality and ideals and regulator of life values. The teacher must be an embodiment of eternal values. Values that remain the same, however much the circumstances may change. Truth, love and goodness are values that are admired across creeds, cultures and religions.

The teacher should be a sheet anchor to society amidst the tumult of social change. 'Being a teacher', he is to be a change agent transforming ideas into ideals and ideals into institutions which may spread the light of knowledge and wisdom into eternity. It is the teacher who helps to transform an individual into a person of imagination, wisdom, human-love and enlightenment; the
institutions into lamp-posts for posterity; and the country into a learning society. It is fortunate for us to have been born in a country of great teachers like Mahaveer, Buddha, Shankara, Ramanuja and Mahatma Mohandas Karamchand Gandhi, the father of Indian nation.

A teacher should always be fair in his dealings with students, a sense that a teacher treats all students equally, that he does not show favour to any student for reasons of caste, sex, relationship with influential people or any other consideration. Fair dealing with students is a very important point, particularly in case of co-education. This is because many teachers show a lenient attitude towards girls. Students, whether boys or girls, should be equally and fairly treated.

The question of uprightness is very important for any teacher. A teacher not only imparts knowledge which a bright student in any case can get directly from books, he also presents a role model before the students. Students come to a teacher after the classroom to seek guidance, normally regarding the subject matter in hand but often on non-academic matters also. The student believes that, because of his scholarship as well as his comparative maturity, the teacher can put him on the right path.

The relationship between a teacher and students is very important. A student can really learn from a teacher only when he commands his respect, and if he wishes to have his respect, he has to be worthy of it. One of the important preconditions for commanding the respect of students is upright behaviour.

One of the important lacunas in the teaching system is the absence of the job description of a teacher. What are the responsibilities of a teacher is a question that has been asked by many but a proper answer has been difficult to get. In this context, the University Grants Commission has suggested three important activities for a teacher. These are teaching, research, and extension
work. But, this is not a complete list of activities of a teacher, for example to organize students in healthy groups for sports, cultural activities and similar other joyful occupations are also important. Many teachers are long remembered by their students not because of what they taught, even how they taught but what advice did the teacher give to the student in times of difficulty or how helpful the teacher was to them in various non-academic matters. It is, therefore, difficult to define qualities of a good teacher in an absolute manner. A good teacher is said to be one who is an interesting man or woman, a determined person with a sense of humour, good memory and kindness, and he must know his subject and live in and like his pupils (G. Highet, 1952).

The role of a teacher widens when he is interacting with his students, and a free and frank discussion between teacher and pupils decides the future fate of students. The development of the modern psychological theories has placed the child in a special position and it is the duty of every teacher to pay respect to the right and dignity of student in expressing his opinion. The teacher should deal justly and impartially with students regardless of their religion, caste, political, economic, social and physical characteristics, recognise the difference in aptitude and capabilities among students and strive to meet their individual needs, encourage students to improve their attainments and develop their personality and, at the same time contribute to community welfare. He should inculcate among students scientific outlook and respect for physical labour and ideals like democracy, patriotism and peace, be affectionate to the students and not behave in a vindictive manner towards any of them for any reasons. The teachers should pay attention to only the attainment of the student in assessment of merit, make themselves available to the students even beyond their class hours and help and guide students without any remuneration or reward, aid students to develop an understanding of our national heritage and national goals and refrain from inciting students against other students, colleagues or administration.
Schools in a democracy have very important responsibilities. Society sets up educational institutions to disseminate among its members those attitudes and dispositions which enable them to participate efficiently and effectively in the life of the community and its different activities. Teachers in a society, therefore, have to take upon themselves the responsibility of training young students for efficient citizenship in that society and, so, foster in them those skills and attitudes by which they can contribute towards the development of society. To quote the report of Secondary Education Commission (1953), "The school will, no doubt, be a community but it will be a small community within a larger community and its success and vitality will depend on the constant interplay of healthy influences between it and the larger community outside. What we should like to see is a two-way traffic so that the problems that arise in the home and community life and the realistic experiences gained there should be brought into school so that education may be based on them and be intimately connected with real life, and on the other hand, the new knowledge skills, attitudes and values acquired in the school should be carried into the home life to solve its problems, to raise its standards, and link up the teachers, parents and children into one compact and naturally helpful group".

Teachers should recognise that education is a public service and strive to keep the public informed of the educational programmes which are being provided. They should work to improve education in the community and strengthen the community's moral and intellectual life. Teachers should be aware of social problems and take part in such activities as would be conducive to the progress of society and hence the country as a whole. They should perform the duties of citizenship, participate in community activities and shoulder the responsibilities in public offices, and restrain from taking part in or subscribing to or assisting in any activities which tend to promote feeling of hatred or enmity among different communities, religions or linguistic groups but actively work for national integration.
Several educationalists in India and abroad have stressed the importance of promoting values in society through education, which is facing the crisis of character in different spheres of life. Radhakrishnan Commission (1949) held the view in addition to the search for truth through scientific and scholarly pursuits an important task of education is a concern with values. The National Policy on Education (1986) observes. “The growing concern over the erosion of essential values and an increasing cynicism in society has brought to focus the need for readjustment in the curriculum in order to make education a forceful tool for the cultivation of social, moral and national values”. In this context, the role of teachers has remained important throughout.

The teachers have to perform a very responsible job of predicting the features of future society and preparing individuals to fit in that society. Due to tremendous scientific and technological development and highly efficient media, our globe is shrinking into a global village; shrinking of globe will bring the people together and, therefore, chances of conflicts among ideas, values, emotions, etc., will increase. Hence, we need individuals who can tackle these interpersonal conflicts successfully in future society. Thus, educating the individuals for such purpose is of great importance for future teachers.

If we wish teachers to have a place of honour in the community, the teachers have to continuously upgrade their professional skills, and have a code of conduct for the discharge of their duties. They must have commitment to their subject, to their students and to the nation. Teachers are often criticized for doing very little work and for having too many holidays. There is no doubt that some teachers do give room for such comments to be made about them. A teacher should remain a student throughout his life and take interest in people and social issues as well as things. Teachers have always played a major role in the social and national reconstruction and will continue to do so in future too.
EDUCATION

Education is not only a lantern or torch which enlightens but also strengthens the internal capacities of a child and fulfills the needs of the society. The term, education is used in such a broad sense that its definition cannot be confined to two or three lines. Although various educators of different ages have tried to define the term, yet, their definitions are only partly true and touch only the coast of the ocean.

In the word Education, the alphabet 'E' stands for 'Internal' and 'DUCA' stands for 'to lead'. The word Education is derived from the Latin word "Educare" which means 'to nourish and bring up'. According to John Dewey, the analysis of the word education means development of all those capacities in the individual which will enable him to control his environment and fulfill his responsibilities.

The word education has a very wide connotation and it is very difficult to give its precise definition. A biologist, a priest, a psychologist, a statesman, a teacher, all of them will give widely different definitions. Philosophers and thinkers from Socrates and Dewey in the west and Yajnavalkya to Gandhi in the East have defined education in accordance with their philosophy of life, with the result, there emerged divergent concepts and definitions of education. The concept of education is like a diamond which appears to be of a different colour when seen from a different angle.

Education is a means through which society perpetuates and spreads its own culture. It is indispensable for understanding social problems and coping with social stresses and changes. It is also considered to be the means through which the general productivity of the population is raised leading to better standards of living. The quality of life in terms of good health, general personality growth and better social living is also closely associated with the
educational status of the individual. Education is the process of bringing out the potentialities of an individual and unfolds the natural abilities and interest before the society.

The subject matter of education is the development of personality of an individual. The personality of an individual is a complex one. It has different aspects such as social, physical, intellectual, moral, spiritual, aesthetic, etc. Emphasis on one or the other aspect has led to different definitions. A spiritualist stresses the self-realization aspect of education. A moralist thinks that education is a process which leads to the formation of character.

There are various schools of psychology which have influenced the interpretation of the educative process. Some psychologists thought that a child's mind was a clean slate and a teacher could write anything on it. Others were of the view that a child was just like clay and a teacher like a potter could make any thing out of it. All these different opinions have led to different interpretations or definitions of education.

As there are different philosophies of life, different philosophers have defined education in terms of their own philosophy of life. Some of them are as follows.

Education is that which makes a man of good character and useful for the world. (Yajnavalkya)

Education means an expansion of the man's complete individuality. It is the manifestation of divine perfection already present in man. (Swamy Vivekananda)

By education I mean an all-round drawing of the best in the child and man - body, mind and spirit. (Mahatma Gandhi).
Natural, harmonious and progressive development of man's innate powers is education. (Pestolozzi).

The complete development of individuality so that he can make an original contribution to human life according to his best capacity. (Sir Percy Nunn).

Education is not learning, it is the exercise and development of the powers of mind. (The Princeton Review).

Education creates a sound mind in a sound body. (Aristotle).

After examining the above definitions, one can arrive at a balanced definition of education as suggested by Redden and Pyres: “Education is the deliberate and systematic influence exerted by the mature person upon the immature through instruction, discipline and the harmonious development of all the powers of human being, physical, social, intellectual, aesthetic and spiritual, according to their essential hierarchy, by and for individual and social uses, and directed towards the union of the educated with his creator as the final end”.

Thompson defines education as “the influence of environment on the individual with a view of producing a permanent change in his habits, behaviour, of thought and of attitude”.

The root meaning of education is given as bringing up or leading out or making manifest the inherent potentialities in a pupil. Broadly speaking, education refers to any act or experience that has formative effect on the personality of an individual.

Education is a product of experience. It is the process by which and through which the experiences of the race, i.e., knowledge, skills and attitudes, are transmitted to the members of the community. Education proceeds from
birth to death and the school exerts a powerful influence in educating the child. Other social agencies like home, religion, press, radio, library, cinema, television, etc., supplement its work. The best type of education is that which guides the immature child to live his life richly and abundantly, contributing its mite to social betterment.

The Education Commission (1964-66) observes that education must serve as a powerful instrument of social, economic and cultural transformation necessary for the realization of the national goals.

And this is made a reality by effective teaching.

TEACHING

"There is nothing more inspiring than having a mind unfold before you. Let people, teach who have a calling. It is never just a job". (Abraham Kaplan).

Teaching is a thankless job, comes the reaction from a teacher who has not put his heart and soul to learn the noble art of teaching. It is a skill like any other skill, it can be acquired and refined with the help of methods and techniques peculiar to it. So, quality of education is largely determined by the effectiveness of the practicing teachers. The teachers decide the fate of the pupils and progress of the nations. They can also make education a thing of joy and success and or a matter of frustration and failure.

And what is teaching? Ah! There you have the worst paid and the best reward of all vocations. By mercenary standards, teaching is poorly paid. Its riches are of another order, less tangible but more lasting, the satisfaction of personal fulfillment. There is little reward in teaching for those who worship Mammon. There is much for those who worship God. Teaching is thus not everybody's cup of tea. It is not a soft option. It requires blood, sweat and tears.
Teaching is more than standing before a class and applying a few specific techniques. It is not merely presenting textbook information and then testing the students' ability to repeat it. There is no magic formula for transforming knowledge from the teacher's mind to align with the pupil's. Teaching is not a mechanical process. It is an intricate, exacting, challenging job.

Teaching is not a monologue but a dialogue, a dialogue in which one partner is vocal, but the other partner may, by simple expressions on the face, by some gesture of exclamation or by brief participation in the form of a query, partake of the dialogue.

Most other professionals who deal with children can afford some amount of specialization much of the physician's attention is given to the diseased body; the psychiatrist is concerned largely with the disordered personality, the teacher must pay attention to the entire complex organism. He is concerned with the development of the whole child-intellectually, emotionally, socially, spiritually and in some degree, physically.

In the light of this requirement, the modern teaching process stresses three fundamentals.

(a) Emphasizing the learner;
(b) Guiding the learner;
(c) Promoting learner's development.

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"Teaching is a system of actions intended to produce learning".

(B.O. Smith, 1961).
"Teaching is an arrangement and manipulation of a situation in which there are gaps and obstructions which an individual seeks to overcome from which he will learn in the course of doing so". (John Brubacher, 1939).

"Teaching is the task of the teacher which is performed for the development of child". (Thomas F. Green, 1971).

"Teaching is the simulation, guidance, direction and encouragement of learning". (Burton).

"Teaching refers to activities that are designed and performed to produce changes in students’ behaviour”. (Clarke, 1971).

"Teaching is the means where by society trains the young in a selected environment as quickly as possible to adjust themselves to the world in which they live”. (Yoakan Simpson).

"Teaching is considered as an art as well as a science”. (Silverman, 1966) because teaching can be studied objectively and scientifically.

Teaching has a scientific foundation. This has evolved the concept of teaching technology. Silverman has termed it as constructive educational technology.

Teaching is considered to be an art. Children are the raw material with which the teacher has to deal. Addison pointed out that as sculptor is to a block of marble, education is to the human soul. The teacher unconsciously designs the child entrusted to him. The teacher has a purpose and he modifies the child accordingly.
Teaching is a sublime art. It is impossible to separate the teacher and teaching. The teacher, in fact, mirrors himself into the child, he puts an indelible stamp on the young, growing plastic minds of the child. The child generally takes after the teacher.

To be sure teaching - like the practice of medicine - is very much an art which is to say, it calls for exercise of talent and creativity. But like medicine, it is also a science, for it involves a repertoire of techniques, procedures and skills that can be systematically studied and described and improved. A great teacher, like a great doctor, is one who adds creativity and inspiration to the basic repertoire.

**THE TEACHER**

"The teacher is a person whose job is to teach, especially, by giving lesson at school". (MacMillan).

Mukherji (1957) observed that four terms are used to refer to the teacher, viz., 'Acharya', 'Guru', 'Sikshak', and 'Upadhyaya'. It may be noted that the term 'Acharya' was reserved by Patanjali for application to the highest type of teacher, an original thinker and a master like Panini, while the other terms were used with reference to the ordinary teachers.

Radhakrishnan, the former president of India, says, "The teacher's place in society is of vital importance. He acts as the pivot of the transmission of intellectual traditions and technical skills from generation to generation and helps to keep the lamp of civilization burning. He not only guides the individual but also, so to say, the destiny of the nation".

The importance of a teacher in the educational process is unquestionable. However, the entire edifice of education becomes shaky if the teacher is weak and ineffective. An effective teacher is amongst the foremost
factors contributing to educational improvement, which we are trying hard to achieve. After independence, hundreds of crores of rupees have been spent to open new schools and provide them with adequate equipment and other facilities. Lakhs of rupees have been spent on committees and commissions to deliberate and recommend methods for bringing about qualitative improvement in education. As a result of those working in the field of education, India has endeavoured to develop better curriculum, text books and teaching aids. Considerable efforts have been made to devise better means of techniques of teaching and assessing students’ achievements. But this is of no use if developmental targets are bound to remain unachieved unless schools are staffed with effective teachers. It is they who influence and shape the competence and character of boys and girls. If 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 and text books and curricula may be appropriately adopted to community requirements, if the teachers are misfit or indifferent to their responsibilities, the whole programme is likely to be ineffective. It will be just a waste of human and material resources.

The improved physical facilities, teaching techniques, etc., no doubt, supplement a teacher's efficiency, but these cannot be substitutes for effective teachers. The importance of an effective teacher in the educational process is indeed indisputable.

Education is a tripolar process. At the one end, stands the educator, on the second, the educated and on the third, the content what transpires between the teacher and the taught. It, basically, affects modifications in the natural endowment of the child, who is the learner.
The teacher is obliged to transplant the best into the pupil in order to make him a better human being, who can suitably fit himself to the socio-cultural milieu of the country. One who does it more usefully and forcefully can claim to be an effective teacher and who fails to do so is of little consideration as such. Thus, a teacher claiming effectiveness in his calling must pass on the contents of the learning matter to the learner and show its result in an obvious manner. It causes change in the behaviour of the learner, for learning is nothing but a change in the behaviour of the pupil suiting the social and cultural expectations and norms of the society of which he is a member. The better and more manifest this cause in the students the more effective is the teacher.

To quote Gupta (1973), "As teachers, we tend to forget that our roles are determined to a large extent by the expectation of the pupils". One might ask what ideals or qualities a teacher should develop and possess so as to fit in with his changing roles. One can not but recall the dictum laid down in the 13th chapter of the 'Bhagavad-Gita' about the characteristics of a real teacher; absence of pride, freedom from hypocrisy, non-violence, forgiving nature, straight forwardness, service of the preceptor, purity of mind and body, steadfastness and self control. (Bhaskara Rao and Ramakrishnaiah)

The Teacher and the Teaching Profession

The teacher is the pivot of the educational system. According to H.G. Wells, "the teacher is the real maker of history". Manu, the ancient Indian sage, observes that "a teacher is the image of Brahma". According to an Indian prayer, "The teacher is Brahma, the creator, he is God Vishnu, he is God Maheshwara, he is the entire universe, salutation to him". He is, undoubtedly the torch bearer of progress of civilization.

Humayun Kabir states, "Without good teachers, even the best of systems is bound to fail; with good teachers, even the worst of system can be
largely overcome". There is a need of really good teachers who have some unique qualities about them. We don't need such teachers who consider imparting of information to be their only duty. They are also expected to act as social reformers, moralists, national integrators, etc. The teacher is an important figure and he is expected to remain important.

In the following words, we can find that the teacher has been compared with god, to bring home his importance.

"Teacher and God, both are standing before me
To whom should I pay obeisance?
I bow to you, my teacher
Who guided me to God"

Sir John Adam says, "The teacher is the maker of man". Another educationist Tyndall puts forth the view that "if there is any profession of paramount importance, I believe, it is that of school master".

Secondary Education Commission (1952-53), which functioned under the chairmanship of Laksmana Swamy Mudaliar, put forward the following view point, "We are, however, convinced that the most important factor in the contemplated educational reconstruction is the teacher - his personal qualities, his educational qualifications, his professional training and the place that he occupies in the school and in the community. The reputation of a school and its influence on the life of the community invariably depend on the kind of teachers working in it".

We need really good teachers who have some basic qualifications of teachers in them. In this context, the words of Education Commission (1964-66) are worth quoting: "of all different factors which influence the quality of education and its contribution to material development, the quality, competence and character of teacher are undoubtedly the most significant".
The teacher is the custodian of our future. Former Indian Prime Minister, Late Indira Gandhi, said that "The nation's well being depends on teacher's well being. Our two million teachers are the custodians of our future. We have no right to hold teachers alone to a vow of self sacrifice. The teacher is the architect of our future. No society can afford to neglect him". The teacher, above all, is the social engineer and social worker. So, the teacher should join the teaching profession not under compulsion but on the basis of his interest and choice. Only then, he can bring a good name to the profession.

**Teacher's Role and Importance**

"The future of India is now being shaped in her class room" was the statement with which the Education Commission (1964-66), which functioned under the chairmanship of D. S. Kothari, opened its report, Democracy and Education. It emphasized that to make any process of education a success, the quality, competence and character of the teachers were the most important aspects.

First Asian as well as Indian Nobel Laureate, Rabindranath Tagore, has rightly said, about the role of the teacher, as “A teacher can never truly teach unless he is still learning himself. A lamp can never light another lamp unless it continues to burn its own flame”. It is the teacher that moulds the most precious material of the land, viz., the boys and girls in their most impressionable period of development in the required shapes. The teacher has a powerful and abiding influence on the formation of the character of every future citizen. He acts as a pivot for transmission of intellectual and technical skills and the responsibility of the teacher is, therefore, great.

Every teacher and educationist of experience knows that the most perfect syllabus remains dead unless quickened into life by the right method of teaching and the right kind of teachers. (Secondary Education Commission, 1952-53).
Essential Qualities of a Teacher

The essential qualities of a teacher may be classified under the following heads:

I. The Personality Traits which will further include:
   a) external appearance,
   b) physical health,
   c) intelligence and intellectual qualities,
   d) mental health and emotional stability,
   e) character and moral qualities,
   f) social traits, and
   g) other personality traits.

II. General Academic Achievement which will further include:
   a) his calibrations,
   b) his general knowledge,
   c) his thirst for knowledge, reading habits,
   d) his literary tastes, hobbies and pursuits,
   e) his expression.

III. Professional Efficiency or Qualities which will further include:
   a) pre-requisite qualifications,
   b) professional training,
   c) selective academic training,
   d) supervised practice teaching,
   e) in-service training,
   f) professional activities,
   g) school activities,
   h) subject organizations,
   i) departmental duties
   j) administrative duties,
   k) community activities.
No teacher can do a thoroughly good job of teaching unless he is willing to make a careful analysis of his job and to be guided by that analysis.

A teacher is more like a gardener, who tends each plant, gives water and sees that the plant may take its own nourishment. The teacher should be a guide, helper and friend.

A teacher is an integral part of the process of education. He imparts education and teaches his students the subject matter prescribed for them. He has to perform a difficult job. In addition to teaching in classroom he has to look after various extra-curricular activities.

Functional Qualities of a Good Teacher

The following are some of the qualities of a good teacher.

I. Qualifications

The teacher teaching any class should possess the minimum qualifications laid down by the authority.

II. Qualities Concerning Professional Requirements

i. Interest in Learners: The teacher should be interested not only in the subject that he is to teach but also in the learners.

ii. Knowledge of Psychology: In order to teach well, the teacher should have adequate knowledge of psychology.

iii. Research-Minded: The teacher should not be a rigid follower of one and the same method in all types of situations. He should experiment with several things.

iv. Democratic Outlook of Life: In this age of democracy, there is a need of teachers with democratic attitude. Only teachers having a democratic outlook towards life can succeed these days.
v. **Mastery of Subject Matter:** The teacher should have mastery over the subject matter that he has to teach to the students.

vi. **Command over Techniques of Teaching:** The teacher should be well conversant with various techniques of teaching.

vii. **Interest in Co-curricular Activities:** In the present day school curriculum, co-curricular activities occupy a very important place. So, he should show interest and participate in various co-curricular activities.

viii. **Ready for Self-analysis:** A good teacher is ever ready to improve himself through self analysis.

ix. **Punctual:** The teacher has to be with the students and be amidst the students all the time.

x. **Respecting the Individuality of the Child:** The teacher should show due regard for every child.

xi. **Co-operative Attitude:** Every teacher should have co-operative attitude. He/she should be co-operative with students, colleagues and Headmaster.

xii. **Free from any type of Prejudices:** The teacher should remain free from any type of prejudices.

xiii. **Preparation for Classroom Teaching:** A teacher can do justice to his profession or job if he/she comes well prepared for the classroom teaching.

xiv. **A true Patriot:** The teacher is truly a nation builder. His services help in making others true patriots of the nation.
III. Qualities pertaining to Personality

a) **Personal Appearance:** In appearance, the teacher should look like a teacher. Here we can't limit down his physique and status.

b) **Sound mind:** The teacher should have an alert and sound mind. That is possible only if he has good health.

c) **Voice and Pronunciation:** The teacher should have a clear voice. The teacher should have good pronunciation.

d) **A Man of Character:** The teacher should be a man of high moral character. The teacher should not be a slave of passions and emotions.

e) **Qualities of Leadership:** The teacher should lead his students in every aspect.

f) **A Smiling Face:** The teacher should always have a smiling face.

IV. Relationship with others

1. **Relationship with Pupils:** The teacher should have healthy relationship with the pupils. The teacher should understand them well. The teacher should first of all show respect to them and they, in turn, will show all the more respect to him.

2. **Relationship with the Colleagues:** The teacher should consider other members of the staff to be like members of the same family.

3. **Relationship with the Head of the Institution:** The head of the institution is like the head of a family. He is the leader of a social group. It is expected out of every member of that teaching group that due regard must be shown to him.
4. **Relationship with Parents of the Children:** The teacher should develop a good relationship with the parents of the children. Every teacher should understand the child, his social and economic background.

5. **Relationship with the Community:** Every teacher should understand the child, his social area and the representatives of the community who come to school to receive education from the teacher. The teacher should understand the community through the children and make efforts for its improvement.

**General Qualities of a Good Teacher**

1. Thorough knowledge of his subject,
2. Knowledge of teaching methods,
3. Interest in the subject,
4. Love for the students,
5. Impressive personality,
6. Knowledge of educational psychology,
7. Capacity to inspire confidence in his students,
8. Proper habits and attitudes,
9. Awareness of aims,
10. Originality,
11. Knowledge of application of his subject,
12. Organizing ability,
13. Capacity of analysis and comprehensive description,
14. Up-to-date knowledge of the subject,
15. Capacity to improve things more by action than by words,
16. Studiousness,
17. Presence of mind,
18. Aesthetic and artistic outlook.
Teacher as a Manager

The teacher is usually considered a philosopher, guide and friend, but Davies argues that a teacher is also a manager. He assumes that teacher makes efforts for effective and economical teaching learning process. Generally, there are three major problems of teaching.

1. Who should teach? This problem is concerned with the abilities and skills of a teacher.
2. What should be taught? It relates to the structure of the content.
3. How should it be taught? This problem relates to the behaviour of the students.

The first problem is related to the characteristics of an effective teacher. An effective teacher should possess the following characteristics:

1. He must have mastery over the content or topic.
2. He should have knowledge and skill about teaching strategies and tactics.
3. He should have the confidence in teaching.
4. He should not teach wrong things.
5. He should develop the habit of using the black board.
6. He should use essential aids of teaching.
7. He should not lose temper in the classroom while teaching and dealing with the problems of the students.
8. He should employ appropriate techniques of motivation in class room teaching.
9. He should come to the class with full preparation and with specific cognitive map.
10. He should maintain a good rapport with the students.
According to Davies, the teacher has to perform two main activities: first is to organize learning resources and second is to use these learning resources in his teaching. These two tasks can be performed by employing the four steps, viz., Planning, Organizing, Leading and Controlling.

In the first step planning, the teacher as manager has to formulate learning objectives. He analyzes the content and classifies it into elements which are arranged in a logical sequence. He prepares the instructions for teaching and organizes the teaching aids. The teacher uses his imagination and creativity in planning teaching activities.

In the second step, organization, the teacher has to generate learning conditions for achieving the objectives. This step is considered the major source for realizing the learning goals. The teacher organizes and manipulates the learning resources in his teaching. He considers the individual differences in organizing the teaching activities.

The third step, leading, includes the appropriate techniques of motivation to be used in the teaching process. Teacher encourages and praises the students' activities for leading the teaching process. He observes and guides the students' activities in such a way that learning objectives may be achieved.

The fourth step, controlling, consists of difficult tasks to be performed by the teacher. The teacher as manager has to perform the following activities: evaluating and observing the learning system, developing the criterion test, and modifying the teaching learning system.

**Status of the Teacher**

In a noble profession like teaching, very often people are heard saying that there is no status for teachers. Their status, in fact, is going down day by day. The teacher of today is not respected much. There has come a huge
difference between the status of the teacher that he possessed in the past and the one that he has got now. Seen from various angles such as self-respect, monetary position, social status, etc., a marked deterioration has been noticed.

Apparently realizing the whole situation from the actual stock of things, there is no denying the fact that the status of the teacher is going down day by day. There could be many reasons behind the low status of the teacher. The various alternatives could be (1) the teacher himself, (2) the student community, or (3) the policies of the country.

The social status, the salaries and the general service conditions of teachers are far from satisfactory. Generally, we find that the persons of high caliber join some other professions and not the teaching line. Mostly, the mediocre type of students are seen joining teacher training courses for getting training in teaching.

The following points, in this regard, are worthy of consideration.

1. The teacher is overburdened with work. According to the norms of the government department of education, every school teacher has to teach at least 36 periods per week. Teaching six periods a day and many a time, seven periods a day, is quite a tough job. This quantum of work makes him physically and mentally fully exhausted at the end of the school hours.

2. Apart from teaching work, every teacher has to attend to the register work, record work, games, co-curricular activities, etc. That means, he is busy with school routine almost every minute of the school.

3. The class that a teacher is generally required to teach consists of about fifty to eighty students. In such a class the teacher has to speak very loudly. The language teacher's condition is all the more pitiable. He is also required to correct the note books of the students over and above his classroom teaching.
4. Compared with other professions, teacher's economic condition is not very sound.

5. Frustration prevails in the minds of the teachers as the society does not recognise their worth. The teaching profession is considered to be a lower type of profession. The international team headed by Dr. E.A. Pyres, in its report on the teachers and curricula in secondary schools, gave this verdict: "We believe that unless the teaching profession creates a status for itself which is reflected both in the personnel and the kind of work that is done, it can not hold its own either economically or worth to get the recognition it needs. We must face the fact that the teachers and educators themselves are mainly responsible for the professional status of teaching".

**Improving the working conditions of the teacher**

Teaching has been considered to be the least attractive profession. An analysis of this phenomenon has been made by Shrimali, who says that "A general survey of the teaching profession will reveal that a large majority of teachers do not enter the profession by choice but are forced into it by circumstances. It will also be found that people who go into the profession come mostly from families belonging to lower middle and lower income groups in the community. The children of administrators, professional men such as doctors, lawyers, engineers and businessmen or land lords rarely enter the teaching profession but children of farmers, small businessmen and clerks are found in abundance".

Improvement in the present conditions of the teacher is essential. The Secondary Education Commission is of the view that unless the present conditions are improved upon, education is doomed. Some one also pleads, "It is therefore essential to attract and retain the right type of men or women into the profession and give them the necessary training to increase their efficiency and create conditions in which enthusiasm for work is maintained throughout the professional life".
Improvement in the following directions is needed

1. Social Status and Recognition

a) The position of a teacher and the services that he renders in the uplift of the nation by educating the children should be recognised by one and all. In the developed countries, the teacher has been given great recognition. It is on the basis of respect and recognition gained by the teacher that they have advanced so much. A man of caliber attracted towards teaching profession is able to flourish more and more when he works in the human laboratory and comes out with his latest and useful thoughts on the basis of which all others can make better progress.

b) Awards given by the President of India on account of meritorious services rendered by the teachers should be given in increasing number.

c) Let the teachers be given a fair representation in the legislative assembly, university bodies, etc. It will automatically give them a lot of satisfaction and recognition.

d) In the framing of educational policies and decision making, generally the teachers working in the field are not consulted. All decisions are taken at the higher levels which, many a time, are not suitable even. This leaves the teachers all the more frustrated and confused. The teachers should be consulted on such important issues. Their experience and research mindedness should not be left unveiled of.

2. Providing Fair Load of Work

a) The teachers working in the schools should not be overburdened with work. Their periods of teaching should be reduced. The time devoted by the language teacher to correction work should also be considered as load of work. Duties allotted apart from teaching hours, should be considered as working hours.
b) Each class or section should have reasonable number of students so that the teacher is able to teach with his normal pitch of voice.

3. Increasing Pay scales

Better monetary conditions of the teachers would earn them more respect and recognition from the community. It is very essential that the economic conditions of the teachers be improved considerably. Periodic revision of pay scales of teachers will improve their economic conditions.

Thus, by improving the working conditions of the teachers, we can make them happy and satisfied. A satisfied teacher can discharge his responsibilities to his satisfaction and to the satisfaction of the society.

TEACHING APTITUDE

The word 'aptitude' is derived from the word 'aptos', which means 'fitted for'.

The term aptitude is differently defined by different psychologists, as many cases do happen, but these different definitions agree in certain essentials such as 'present ability', 'role of training', 'case of acquiring proficiency', 'interest in activity' and so on.

In the Dictionary of Education (Good, 1959), aptitude is defined 'as a pronounced innate capacity for or ability in a given line of endeavour such as a particular art, school subject or vocation'. Thus, in this definition, an aptitude refers to an individual's inborn capacities or potentialities which are indicative of some special abilities. According to English and English (1958), it may be regarded as 'the capacity to acquire proficiency with a given amount of training'. Aptitude, in Great Illustrated Dictionary (1984), is defined as a 'natural talent, skill or ability, quickness in learning and understanding'. Here, in the above definitions, it has been emphasized that aptitude refers to the
capacity of an individual to be skilled in some work receiving formal or informal training.

Freeman (1965) has defined aptitude as a “combination of characteristics indicative of an individual's capacity to acquire (with training) some specific knowledge, skill or set of organised responses such as the ability to speak a language, to become a musician, to do mechanical work”. He has also pointed out that aptitude is different from skill and proficiency.

"Aptitude refers to those qualities characterizing person's ways of behaviour which serve to indicate how well he can learn to meet and solve certain specified kinds of problems". (Bingham).

According to Traxler, "Aptitude is a condition, a quality or a set of qualities in an individual which is indicative of the probable extent to which he will be able to acquire under suitable training some knowledge, skill or composite of knowledge, understanding and skill, such as ability to contribute to art or music, mechanical ability, mathematical ability or ability to read and speak a foreign language". In other words, the most important factor in an aptitude is the capacity to acquire proficiency. On the other hand, if an individual has no aptitude for a particular type of task, he will not be skilled or proficient in that task in spite of training given to him.

According to Jones, “Aptitude is defined as a measure of probability of the success of an individual with training in certain type of situation, a job in school, or in such activities as playing the violin or learning a language”.

According to Bennett, Seashore and Weisman, “Aptitude embraces any characteristic which predisposes to learning-including intelligence, achievement, personality, interests and special skills".
According to Hann and Macheam, "Aptitudes are correctly referred to as latent potentialities, undeveloped capacities to acquire abilities and skills and to demonstrate achievements".

According to Van Dusen, "Aptitude is a measure of the probable rate of learning which results in interest satisfaction and is relatively specific and narrow".

Bingham states that the concept of aptitude rests upon three assumptions.

1. An individual's potentialities are not equal.
2. Individuals differ from one another in their potentialities.
3. Many of these differences are stable.

It may be noted here that, according to Bingham, a person does not possess equally strong potentialities of all kinds. In other words, a person may do certain things with greater ease and efficiency than he might do some other things.

Another point emphasized by Bingham is that as individuals differ in terms of their intelligence, likewise differences in their aptitudes are also found. Thus, there cannot be two individuals who have equal potentialities.

Another important point emphasized by Bingham is that the differences in aptitudes cannot be changed. They are more or less constant.

Nevertheless, he accepts the possibility of some change in them due to social and cultural factors.
Nature of Aptitude

The following aspects explain the nature of aptitude.

1. Innate or Acquired: The first question is: Are aptitudes innate or acquired? The answer to this question is still debated, but the majority opinion is that aptitudes are innate. Nevertheless, it is also realised that aptitudes are influenced by the environment in which the individual lives. In other words, though aptitudes are innate and mostly governed by hereditary factors, nevertheless environmental factors also play an important role. As a matter of fact, in all psychological activities of an individual, the biological and cultural factors are involved.

2. Constant or Variable: The second question which is generally raised is: Are aptitudes constant or variable? This question is related to the controversy over the constancy of the IQ. It is generally believed that the IQ of a person is more or less constant. Likewise, aptitudes are also regarded as constant. Variation occurs within the framework of environmental factors.

3. Unitary or Pluralistic: Another question is: Are aptitudes unitary or pluralistic? The answer to this question has been discovered by the application of factor analysis. Now, it is believed that aptitudes are pluralistic and unitary. Here, we may note that when it is said that an aptitude is unitary, it implies that it is a single general characteristic. But when we say that aptitudes are pluralistic, it means that an individual has a number of mental characteristics and they can be identified through the application of factor analysis. T.L. Kelley (1928) was able to identify seven types of abilities which were indicative of pluralistic aptitudes. They were: verbal, numerical, spatial, motor, musical, social, and mechanical. These abilities are also included in the general intelligence of a person. Nevertheless, they are indicative of an individual's aptitude in different types of activity. Likewise, L. L. Thurstone (1935)
discovered through factor analysis the following factors: verbal fluency, number, memory, spatial, reasoning, deduction, and induction. Thus, it is accepted that an individual may have more than one aptitude.

**Characteristics of Aptitude**

1. It is symptomatic or indicative of one's ability for a particular work or job.

2. It connotes more than potential ability in performance and implies fitness and suitability for the activities in question. A person who cannot develop a liking for an occupation along with proficiency in it, cannot properly be said to have an aptitude for it because he lacks the necessary drive.

3. It is a present condition but with a forward reference. It is not a developed competence such as skill in solving mathematical problems or operating a tractor; rather it is a potential ability to do something.

4. Aptitude is the result of the interaction of heredity and environment. An individual is born with certain potentialities and begins to learn immediately. Thereafter, everything that he learns enables him to learn still more.

5. Aptitude embraces any characteristic which predisposes learning including intelligence, achievement, personality, interest and special skills.

Teaching aptitude is the aptitude concerned with teaching having all the above explained aspects of aptitude.
SOCIAL ADJUSTMENT

Adjustment is the process of finding and adopting modes of behaviour suitable to the environment or the changes in the environment. (Carter V. Good)

Adjustment is the satisfactory relationship, as representing harmony, conformance, adaptation or the like. (Webster)

Adjustment refers to any operation whereby an organism or organ becomes more favourably related to the environment or to the entire situation – environmental and internal. (Warren)

Adjustment is the process by which a living organism maintains a balance between its needs and the circumstances that influence the satisfaction of these needs. (L.F. Shaffer)

Adjustment is a continuous process in which a person varies his behaviour to produce a more harmonious relationship between himself and his environment. (Gates and Jersild)

An individual’s adjustment is adequate, wholesome or healthy to the extent that he has established harmonious relationship between himself and the conditions, situations and persons who comprise his physical and social environment. (Crow and Crow)

The relationship which becomes established among the biological heritage or organism, the environment, and the personality is adjustment. Those of us who can adapt or adjust to the needs of changing conditions can live happily and successfully. We can think of adjustment as psychological survival in as much the same way as the biologists use the term adaptation to describe physiological survival.
Sometimes, the man reduces his needs and as a result he may feel satisfied within the limits of environment. He thus tries to maintain a balance between his needs and his capacity of realizing these needs and as long as this balance is maintained, he remains adjusted. As soon as this balance is disturbed, he drifts towards maladjustment.

Life presents a continuous chain of struggle for existence and survival, says Darwin. This observation is very correct as we find in our day-to-day life. Every one of us strives hard for the satisfaction of needs. In struggling to achieve something, if one finds that the results are not satisfactory, one either changes one’s goal or the procedure.

By resorting to such means one protects one’s self from possible injury to one’s ego failure or frustration. It is a sort of shifting to more defensive position in order to face the challenges or circumstances after failing in earlier attempt or attempts. This special factor of the living organism is termed as adjustment.

Adjustment is a signal of harmonious relationship between a man and his environment. One has to adjust one-self to the prevailing circumstances. When we adjust ourselves by this means we are changing in some way to adapt or accommodate ourselves in order to meet certain demands of our environment. The conditions in the environment are in a continuous realm of changes. We change our nature in order to fit ourselves in the realm of nature. Thus the process of adjustment is a continuous one.

We try to change or modify our behaviour for bringing a perfect understanding between ourselves and our environment. For example, if an urban girl is married to a rural boy and made to live a village life, she has to change her behaviour, her habits and her way of life for accommodating herself in the changed circumstances.
The individuals who are able to adjust themselves in changed situations in their environment can live in perfect harmony and lead a happy life. In this way, adjustment, as a psychological term, is a new name for the term adaptation used in biological world. Basically, adjustment implies a satisfactory adaptation to the demands of day-to-day life.

**Characteristics of a well-adjusted Person**

A well adjusted person is supposed to possess the following characteristics.

1. **Awareness of his own strengths and limitations**: A well adjusted person knows his own strengths and weaknesses. He tries to make capital out of his assets in some area by accepting his limitations.

2. **Respecting himself and others**: The dislike for one self is a typical symptom of maladjustment. An adjusted individual has respect for himself as well as for others.

3. **An adequate level of aspiration**: His level of aspiration is neither too low nor too high in terms of his own strengths and abilities.

4. **Satisfaction of basic needs**: His basic organic, emotional and social needs are fully satisfied or in the process of being satisfied. He does not suffer from emotional cramming and social isolation. He feels reasonably secure and maintains his self-esteem.

5. **Absence of a critical or fault-finding attitude**: He appreciates and goodness in objective persons or activities. He does not try to look for weaknesses and faults. His observation is scientific rather than critical or punitive. He likes people, admires their qualities and wins their affection.
6. **Flexibility in behaviour:** He is not rigid in his attitude or way of life. He can easily accommodate or adopt himself to changed circumstances by making necessary changes in his behaviour.

7. **The capacity to deal with adverse circumstances:** He is not easily over-whelmed by adverse circumstances and has the will and the courage to resist and fight odds. He has an inherent drive to master his environment rather than to passively accept it.

8. **A realistic perception of the world:** He holds a realistic vision and is not given to flights of Fancy. He always plans, thinks and acts pragmatically.

9. **A feeling of case with his surrounding:** A well adjusted individual feels satisfied with his surroundings. He fits well in his home and family, neighbourhood and other social surroundings. If a student likes his school, school-mates and teachers; he feels satisfied with his daily routine. When he enters a profession, he has a love for it and maintains his zeal and enthusiasm despite all odds.

10. **Balanced philosophy of life:** A well adjusted person has a philosophy which gives direction to his life while keeping in view the demands of changed situations and circumstances. This philosophy is centered on the demands of his society, culture and his own self so that he does not clash with environment or with himself.

**Social Adjustment**

Social adjustment means the success with which people adjust to other people in general and to the group with which they are identified in particular.

Well adjusted people have learned such social skills as the ability to deal diplomatically with others. People who are capable of good social adjustment, usually develop favourable social attitudes such as willingness to help others.
Criteria of Social Adjustment

1. **Over Performance**: When social behaviour of individuals as judged by the standards, well to the different groups with which they come in contact adult as well as peer groups are regarded as socially well adjusted.

2. **Social Attitudes**: Individuals must exhibit favourable attitudes towards people, towards social participation, and towards their roles in the social groups if they are to be socially well adjusted.

3. **Personal Satisfaction**: To be socially well adjusted, individuals must be reasonably satisfied with their social contacts and with the roles they play in social situations, whether that of leader or follower.

**JOB SATISFACTION**

Job satisfaction is an integral component of organisational climate and an important element in management-employee relationship. Job satisfaction is a positive emotional state that occurs when a person's job seems to fulfil important job values provided these values are compatible with one's needs. Job satisfaction, in simple words, is an individual's emotional reaction to the job itself. It is a person's attitude towards the job.

Job satisfaction is very difficult to define because it is an intangible, usable, unobservable variable and a complex assemblage of cognitions and emotional feelings and such other behavioural tendencies. According to P.C. Smith, et al., job satisfaction is the persistent feeling towards distainable aspects of the job situation.

Job satisfaction may be general or specific. Sometimes job satisfaction is referred to as overall feeling of satisfaction, i.e., satisfaction with the situation as a whole. At some other point of time, job satisfaction refers to a person's feelings towards specific dimensions of the work environment.
The different dimensions of job satisfaction can be understood by the work done in the areas of industry, business, education, etc.

Importance of Job Satisfaction

1. Job satisfaction has some relation with the mental health of the people. Dissatisfaction with one's job may have especially volatile spillover effects. For instance, people feel bad about many things such as family life, leisure activities, sometimes even life itself. Many unresolved personality problems and maladjustments arise out of a person's inability to find satisfaction in his life. Both scientific study and casual observation provide ample evidence that job satisfaction is important for the psychological adjustment and happy living of an individual. A classic study by Arthur Kornhausen provides empirical evidence for the relationship between job satisfaction and mental health. In fact, job satisfaction and the life satisfaction are inextricably.

2. Job satisfaction has some degree of positive correlation with physical health of individuals. Palmore, by a study, has come to the conclusion that people who like work are likely to live longer. Here, the logic behind such thinking is that people with greater satisfaction tend to have greater incomes and more education and thus coincidentally enjoy greater benefits which promote longevity. On the other side of the coin, it was contended that chronic dissatisfaction with work represents stress which, in turn, eventually takes its toll on the organization. Emotional stress, as physicians contend, has been implicated as a contributory factor in the genesis of hypertension, coronary artery disease, digestive ailments and even some kinds of cancer. Therefore, job satisfaction is essential to maintain physical health also.

3. Job satisfaction spreads goodwill about the organization from the point of view of an organization. People who feel positively about their work life are more apt to voice favourable sentiments about the organization to the
community at large. When the goodwill of the organization goes up, new, qualified and dynamic entrants show their interest in joining the organization. Organization thus will be in a position to enjoy the talents of people as job satisfaction fosters a pervasive residue of public goodwill towards the organization.

4. Individuals can live with the organization when they have job satisfaction. A happy and satisfied individual can find it easy to live with the organization as well as outside it. On the contrary, a chronically upset individual makes organizational life vexatious for others with whom he interacts.

5. Job satisfaction reduces absenteeism and turnover. These calculable cost-employee turnover and absenteeism are sufficient to accept the importance of job satisfaction. Higher job satisfaction reduces labour turnover and absenteeism and the managers are compelled, if they are unconvinced about the merits of job satisfaction, to give priority and adequate weightages to job satisfaction. A serious consequence of job satisfaction can be the employee turnover.

**Consequences of Job Dissatisfaction**

1. **Absenteeism**: There exists a relationship between the job satisfaction and frequency of absence of employees whether unexcused absence due to minor ailments or total long absence. Absenteeism is inversely related to the level of job satisfaction. Job dissatisfaction produces a lack of will to work and this forces the employee to be alienated from work as far as possible.

2. **Turnover**: Research has clearly established that the satisfied worker is less likely than his dissatisfied counterpart to quit the job over time. In other words, satisfied worker tends to stay and dissatisfied one tends to leave. It is
reasonable to argue that since workers derive levels of satisfaction from their work roles, job dissatisfaction forces an individual to leave the job and seek satisfaction elsewhere.

3. Negative Publicity: Another frequently noticeable consequence of job dissatisfaction is 'bad mouthing' the organization. That is, disgruntled employee verbalizes his discontent to others in the community and makes the organization unpopular. Such negative publicity can lead to difficulty in recruiting new employees. It may also result in loss of business to a certain extent.

**Job Satisfaction and Productivity**

'A satisfied worker is a productive employee' is a popular but discredited view. Does dissatisfaction in jobs result in curtailment of output? Does increased job satisfaction lead to higher output and, hence, productivity. These are haunting questions that have been nagging both industrial psychologists and managers in organization without discrimination for several decades. Briefly let us review some studies pertaining to this controversial aspect.

1. In one study by researchers at the University of Michigan in 1950s, it was found that the productive groups showed no greater job satisfaction than did the less productive work groups. These results are substantiated by two other studies - one regarding the three hundred rail road workers and second one that of six thousand workers at a tractor factory.

2. A review of about twenty studies by Victor Vroom in 1964 disclosed only the barest evidence supporting a direct link between satisfaction and productivity. While job attitudes bear a discriminable relationship such as absenteeism and labour turnover, valuable evidence, suggests that strong positive relationship with productivity is lacking virtually.
Determinants of Job Satisfaction

Many factors influence job satisfaction of employees. Review of research reveals the following important determinants of job satisfaction.

1. Supervision: The first and foremost important determinant of job satisfaction is supervision and the style of leadership. Generally, employee-centered leadership style enhances a great amount of job satisfaction as the leader looks after the subordinates carefully, displays friendship, shows respect and warmth, etc., towards employees. On the other hand, production-oriented leader may cause low job satisfaction to employees and may affect the turnover and absenteeism adversely. Of course, it all depends on the situation. For instance, Trow and Sanford have found that authoritarian subordinates are likely to be more satisfied under supervision of high status and strong leaders.

2. The Work Group: Perhaps one strong human characteristic is the man's desire to be continuously associated with other, according to Elton Mayo. It has been found empirically that isolated workers dislike their jobs. In other words, the work group also exerts a tremendous influence on the satisfaction of employees at work place. In one study by Richards and Dobryn, it was found that morale of a group in an insurance company was significantly lower by a physical change which restricted the opportunity of their members for social interaction.

3. Job Content: Another influential factor of job satisfaction is the job content. Job content refers to the factors such as recognition, responsibility, advancement, achievement etc., in the jobs employees perform. Herzberg, Mausner and Snyderman contend that job content factors like achievement, responsibility, etc., lead to greater job satisfaction. They had postulated this theory after interviewing a large chunk of accountants and engineers. Some research studies have shown that security, supervision and social relationships were job content factors leading to job satisfaction. In one study by Walder and
Guest, it has been found that at least one job content factor is very significant from the viewpoint of job satisfaction. They found that repetitive nature of task is the most dissatisfied factor and pay and security were satisfying factors.

4. **Occupational Level:** Ample research suggests that people in higher level jobs experience the highest levels of satisfaction. One significant reason for this is that high level jobs carry most prestige and self esteem will be enhanced to the extent that other people view our work as important. High level jobs are satisfying for many other reasons too: (i) They offer excellent opportunities for the expression of the needs for power and autonomy, (ii) They reduce financial stringency of the employees, and (iii) They offer task diversity and job enrichment. According to Glimmer, professional people receive the greatest job satisfaction, followed by salaried workers. Factory workers are the least satisfied with their jobs. Porter substantiated the same fact when he made a study on job satisfaction of managers at various levels in the hierarchy. He found that, at each successive lower level, the managers were less satisfied. Anecdotal evidence from a variety of sources also continues to suggest that blue-collar workers are often the victims of severe dissatisfaction.

5. **Specialization:** The relationship between job specialization and job satisfaction is complex. Specialization leads to greater efficiency in general, but, at the same time, it lowers the job satisfaction in the case of some people. While increasing initially after a particular point, it starts falling. That is to say, after a certain point, specialization leads to dissatisfaction. In one study by Walker and Guest, it has been found when people have worked on a number of operations they were satisfied. Of the workers who performed only one operation and repeated it quite a number of times in a work study, two thirds reported their jobs to be uninteresting. Enlarging the job by adding diverse, totally unrelated activities or job rotation of workers from one job to another, unrelated job may not produce intended positive consequences of job satisfaction.
6. Age: The relationship between age of the employees and their satisfaction from the job is both complex and fascinating. Research reveals that old workers are satisfied workers. Job satisfaction usually tends to be high when people enter the work force; it plummets and then plateaus for several years after which there will be gradual increase in satisfaction. Finally, in the case of many, due to pre-retirement apprehension, job satisfaction may have a slight dip at the end. With their experience over a period of time, they realize their disillusionment and have accurate expectations because of which job will be seen in a positive perspective resulting in higher job satisfaction. Another plausible reason could be people, when they begin their job life, have a tendency of over estimating themselves and seek flexibility and want to be placed in good organizations. After some period when they get settled down in a particular job, they become realistic and may be content with it, but certainly just before retirement, satisfaction may fall due to the fear of future. A retiring person may feel that he is treated like a machine and discarded as obsolete and useless. These feelings make him dissatisfied at work. Dissatisfaction is more evident when his application for extension is rejected.

7. Race and Sex: Sex and race also affect job satisfaction. In one study by Quinn, et al., it has been found that job satisfaction among blacks and other minority groups has been consistently lower than that of whites in America. When sex difference in job satisfaction were investigated, Charles N. Wearch found no significant difference in job satisfaction when males and females were equally affected by such determinants of job satisfaction as wages, prestige and supervisory positions. In the study of Quinn, et al., it has been found that women workers, by and large, are about as contented with their jobs as men. For instance, a woman placed in a prestigious position derives the same satisfaction as does a man in a comparable position. Harrlock, however, contends that females are more dissatisfied than males because females have less job and pay opportunities than males.
8. **Educational Level**: Keeping the occupational level as constant, a negative correlation was found between the level of education of employees and their satisfaction. One plausible explanation could be that people with higher educational level have a tendency to set higher expectations from their jobs. Dissatisfaction will be more when educated persons are employed in lower rungs. In practice, since many people with high background of education are usually placed in respectable higher positions, the conflict resolves itself.

**How to Improve Job Satisfaction?**

To mitigate dissatisfaction or to improve job satisfaction, a number of interventions can be undertaken. Some of the most important of them are:

1. **Improving the Working Conditions**: One simple prescribed solution to increase job satisfaction is to improve those conditions which are organizational sore parts. In one company, job enrichment raised the morale of electronic technicians. Thus, by identifying the root cause of job dissatisfaction, the management can evolve a strategy for remedial action.

2. **Transferring Discontented Workers**: In some cases, it is also possible to mitigate dissatisfaction by transferring the disgruntled employee to another job matching his tastes and preferences. This transfer achieves a better fit between individual job characteristics and promotes job satisfaction. This kind of transfer may not be without certain constraints. The dissatisfied person may be unwilling to move from the existing position or he may be incompetent to hold other challenging jobs.

3. **Changing the Perceptions of Dissatisfied Employees**: Employees sometimes have misconceptions about many aspects of job. Dissatisfactions stem from the misperceptions about the organization. Employees may be misinformed about certain issues. The management can change the perceptions of dissatisfied employees and restore job satisfaction by furnishing the correct information, and because of this, the discontent gets subsided over a time.
4. Initiating Morale Building Programmes: Organization conducts programmes of development wherein morale building becomes a major part. Even the successful organizations also conduct new programmes to keep the morale and job satisfaction at higher level. For instance, in USA, the effective organization from the view point of profitability and having record of good service to public and with high morale among employees has introduced a programme called 'Van Pooling' which increased job satisfaction of a larger number of employees.

Quality of Work Life

Today's employees are looking for more humanized jobs, better work environment, challenging jobs, and also satisfaction of higher order needs such as autonomy, participation, corporate status, etc. Through his two factor theory of motivation, Fredrick Herzberg advocated that organizations should pay increasing attention to job content factors such as achievement, recognition, responsibility and work itself as key motivators for employees. If a job contains these enriching elements, Herzberg believed, it would improve the job satisfaction in particular and quality of work life in general for the individual employees and improve performance.

But, when compared with job satisfaction, the meaning and scope of the term "quality of work life" (QWL) has wide variation and implications. While some consider it as an extended version of job satisfaction, some others equate QWL to a philosophy of corporate working life encompassing numerous functions ranging from those that may affect the personal life of employees to those that affect corporate working life in a society.

According to Richard E. Walton, the term quality of work life has come to mean far more than the needs satisfied by 40 hour week, workmen's compensation laws, and job guarantees through collective bargaining even more
than equal employment opportunity and job enrichment schemes. The term also includes other human needs and aspirations.

The quality of work-life is also considered by some authors as a social issue facing business. It is suggested that a business firm that really wants to be socially responsible may well address itself to this fact. Organizations that promote higher quality of life for the society by providing funds for public service but impose dull, boring and frustrating tasks and work environment upon their own employees are in great contradiction in their corporate philosophy and credibility. Edward E. Lawer III, therefore, argues that government may have to interfere and provide legislative measures for a better quality of work-life. He feels that, in many situations, there is presently no clear motivation for organizations to provide employees with opportunities for personal growth and development to see that employee needs are satisfied.

As the success of educational process is primarily dependent on the job satisfaction of teachers, the present study on teaching aptitude, social adjustment and job satisfaction of secondary school science teachers has been taken up for a detailed study subject to availability of financial resources.

**STATEMENT OF THE PROBLEM**


**NEED OF THE STUDY**

Teaching is not a mechanical process, but it is an intricate, exacting, and challenging job. The modern teaching-learning process emphasizes, guides and promotes learner development. Teaching, if highly developed, is an art. The art of teaching calls for a high degree of flexibility, adaptability and nobleness of mind that goes far beyond the mechanical application of step by step procedures.
Gone are the days, when teachers in ancient times were paid the highest reverence by all people including the rulers. The teachers were glorified in the true sense of the word. Now the situation relating to the teacher status, especially secondary school science teachers, and the teacher-pupil relationship seen today is quite contrary to what was prevailing in those days. Anjaneyulu (1971) pointed out that, in addition to the loss of special recognition, the profession has been infested with a number of other evils. Enormous rise in the work load, lack of security in service especially in private managements, growing indiscipline among the students, and too much domination by the non-official politician bosses are only some of the evils.

It is said that a large number of teachers of the present day have no interest in their profession and they continue in the profession only as mechanical wage earners. The facilities and incentives offered in this profession are so meager that many of the talented persons do not think of becoming teachers but seek positions elsewhere. Lack of recognition of the teachers in this country is a very sore point. They have not yet been given the same footing as a doctor, a lawyer, or an administrative officer in the society. Especially, as far as the secondary school teachers are concerned, their position is being downgraded to the bottom level day by day, though teachers are said to lay the foundations of any society or civilization. The significance of the role the teacher is to play is hardly recognised, though it has become a fashion to observe the teacher's day. The teachers today suffer from neglect, indifference and insecurity. The society or the nation always expects a lot from a teacher who has so little power and alarmingly meager facilities.

The net result is the appearance of widespread dissatisfaction at present in the teaching profession as a whole. In this connection, it is befitting to quote the often quoted quotation of Henry Van Dyke: "He (the teacher) lives in obscurity and contends with hardship. For him no trumpets blare, no chariots,
no golden decorations are decreed, patient in his duty, he quickens the
indolence, encourages the eager and steadies the unstable. He lights many
candles which in later years will shine back to cheer him. This is his reward".

Dissatisfaction of any individual, whatever may be the occupation in
which he is engaged, results in professional stagnation. A teacher without
teaching aptitude is lost not only to himself but also to the entire society. The
entire superstructure of the educational setup of a nation rests upon secondary
education. It is on the start that the entire growth development and enhancement
of mental as well as physical potentialities of the child will depend. In this
situation it is needed to study any significant remark on teaching aptitude of the
secondary school science teachers.

Social adjustment is the success with which people adjust to other people
in general and to the group with which they are identified in particular. Socially
well adjusted people settle well in the society, do their best to the public, and
achieve well in every walk of life. So, the teachers should also have better
social adjustment as they have to do the best to their students and to the
educational institution.

Education plays an important role in the development of any nation.
Hence, it is required to give top priority for educational system which is
possible mainly through teachers, in whose hands the destiny of our coming
generation is placed. Thus, teachers who are shaping our children's future
should invariably possess job satisfaction along with other good qualities. This
is because a teacher is more effective in his job only when he is satisfied with
his job. Job satisfaction of teachers is therefore the utmost important factor in
making the teaching profession more useful for the nation.
Hence, this study is undertaken to study the level of teaching aptitude, social adjustment and job satisfaction of secondary school science teachers and association among teaching aptitude, social adjustment and job satisfaction of secondary school science teachers.

**SCOPE OF THE STUDY**

The present study is intended to measure the teaching aptitude, social adjustment and job satisfaction of secondary school science teachers, and also to study the level of teaching aptitude, social adjustment and job satisfaction of men secondary school science teachers versus women secondary school science teachers, urban secondary school science teachers versus rural secondary school science teachers, private secondary school science teachers versus government secondary school science teachers, residential secondary school science teachers versus non-residential secondary school science teachers, English medium secondary school science teachers versus Telugu medium secondary school science teachers, more-experienced secondary school science teachers versus less-experienced secondary school science teachers, aged above 40 years secondary school science teachers versus aged below 40 years secondary school science teachers. The present study is confined to the secondary school science teachers of Chittoor District, Andhra Pradesh, India.

**OBJECTIVES OF THE STUDY**

The objectives of the present study entitled “A Study of Teaching Aptitude, Social Adjustment and Job Satisfaction of Secondary School Science Teachers” are

1. To find out the teaching aptitude, social adjustment and job satisfaction of secondary school science teachers.

2. To find out the difference in the teaching aptitude, social adjustment and job satisfaction of men and women secondary school science teachers.
3. To find out the difference in the teaching aptitude, social adjustment and job satisfaction of rural and urban secondary school science teachers.

4. To find out the difference in the teaching aptitude, social adjustment and job satisfaction of government and private secondary school science teachers.

5. To find out the difference in the teaching aptitude, social adjustment and job satisfaction of residential and non-residential secondary school science teachers.

6. To find out the difference in the teaching aptitude, social adjustment and job satisfaction of English medium and Telugu medium secondary school science teachers.

7. To find out the difference in the teaching aptitude, social adjustment and job satisfaction of more-experienced and less-experienced secondary school science teachers.

8. To find out the difference in the teaching aptitude, social adjustment and job satisfaction of aged above 40 years and below 40 years secondary school science teachers.

9. To find out the association among teaching aptitude, social adjustment and job satisfaction of secondary school science teachers.

10. To find out the association among teaching aptitude, social adjustment and job satisfaction of men and women secondary school science teachers, rural and urban secondary school science teachers, government and private secondary school science teachers, residential and non-residential secondary school science teachers, English medium and telugu medium
secondary school science teachers, more-experienced and less-experienced secondary school science teachers, and aged below 40 years and above 40 years secondary school science teachers.

EDUCATIONAL IMPLICATION

The major educational implication of the present study would be to develop the teaching aptitude, social adjustment and job satisfaction among the secondary school science teachers, if found less. Necessary suggestions will be for the same based on the past experiences and research results.