CHAPTER-I

INTRODUCTION

1.1 INTRODUCTION:

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. The teacher is the pivot of the educational system. According H.G Well’s “the teacher is the real make of history”. Teaching aptitude is a most important part of every profession. Especially among to do their holy job a successful one. Without having considerable amount of teaching aptitude, any teacher cannot perform his/her duty properly identifying the very role of teaching aptitude of teaching profession. According to super “An aptitude in terms of four characteristics specificity, unitary composition, facilitation of teaching activity or type activity and constancy, So this study has been undertaken to identify the teaching aptitude of secondary school teachers. The successful running of an secondary educational system depends upon mainly its teachers special ability, teachers adjustment, involvement, personality is main reason and teachers personality factors of education should be in tune with time and needs of society. The study of the problem it is hopped will be useful for the teaching aptitude and performing of teachers, administrator and research scholars in their day-to-day work in the field of secondary education “personality as a stable and enduring combination of a person’s various physical and mental aspects”, teaching aptitude is very necessary in teaching field, teaching
as an art (Eysenk. H.J.) Teaching it means who providing the knowledge to students from teacher or school teacher is a person who provides education for pupils and students the role of teacher is often formal and ongoing, carried out at a school or other place of formal education). “A poor teacher tells; a good teacher teaches; an excellent teacher demonstrates; an outstanding teacher motivates “. Time and again we hear these proverbial sayings from various sources at different occasions. A teacher’s role may vary among cultures. Teachers may provide instruction in literacy and numeracy, craftsmanship or vocational training, the arts religion, civics, community roles, or life skills, or professional duty a teacher who facilitates education for an individual may also be described as a personal tutor, or largely historically, a governess. Formal education can take place through informal education may be assisted by a teacher occupying a transient or ongoing role.

“Teaching is a complex activity conditioned by an equality complex matrix of abilities of which intellectualized verbal ability would appear to be one or one group of abilities”.

__A.s.Barr__

Job satisfaction can be indicative of work behaviors such as organizational citizenship, and withdrawal behaviors such as absenteeism and turnover. Further, job satisfaction can partially mediate the relationship of personality and social adjustment variables and deviant work behaviors. The present research importance is that job satisfaction is correlated with life satisfaction. This correlation is reciprocal, meaning teachers’ who are satisfied with life tend to be satisfied with their job and teachers who are satisfied with their job tend to be satisfied with life. However, this research has found that job satisfaction is significantly related to life satisfaction when other variables such as work
satisfaction and core self-evaluations are taken into the study. Almost every day we describe and assess the personalities of the teachers around us. Whether we realize it or not, these daily musings on how and why teachers behave as they do are similar to what personality psychologists do. Personality psychology looks at the patterns of thoughts, thinking, adjustment, attitude, interest, feelings, and behavior that make a person unique. Some of the best known in psychology are devoted to the subject of personality or personality factors, so on.

1.2 CONCEPT OF TEACHING:

The definition of teaching is very straightforward: i) imparting knowledge or skill ii) an activity iii) Intended behavior to induce learning iv) A family of activities, training, indoctrinating and conditioning and my personal favorite,” perhaps the most provocative definition are simply stated__ the act, or art of teaching can be quite difficult.

Teaching: Teaching refers to activities that are designed and performed to produce change in student behavior. Profession of those who give instruction especially in an elementary or secondary school or in a university (Concise Encyclopedia), the teaching profession is a relatively new one. Traditionally, parents, elders, religious leaders, and sages were responsible for teaching children how to behave and think what to believe. Germany introduced the first formal criteria for the education of teachers’ in the 18th century. In the 19th century as society became more industrialized, the concept of schooling became more universal. In industrialized nations today, most teachers are university graduates. Teacher-training programs usually include both general and specialized academic, cultural, or
vocational courses; the study of educational principles; and a series of professional courses; combined with practical experience in a typical school setting. Most countries also require professional certification following formal training. Teaching is a very professional career where an individual is held accountable through a series of tests, assessments and tools to gauge the achievement of students and their learning. Teachers utilize their skills to convey a variety of teachable subjects to students within the classroom from math, science, history, social studies, to music, art and life skills. The list of subjects that are put into the hands and creative minds of educators could go for great lengths. Teaching is a partnership between schools, community, and parents to help children succeed in their academic careers. Each time a teacher has exposure to a student, they have the opportunity to provide building blocks for students to take with them to new studies and plateaus. Teaching is such a rewarding and challenging career, as teacher reach outside the box, and often outside their range of knowledge to help students overcome academic, social and emotional challenges to ensure success. It is incredibly rewarding when individuals have worked diligently with success in reaching students and allowing them to reach their potential growth. It can be a struggle to know that we are planting seeds in the youth that we are influencing and not see cultivated change—but know that the changes will come in the near future. Teachers are a valuable resource to communities worldwide, nationwide, and communitywide. They provide an essential role of helping provide the best possible means of education to a group of students that they possibly can. In becoming a teacher, individuals learn a variety of tools in their education. Aspiring teachers have a criterion of classes that will help shape their knowledge base to become outstanding have a criterion of classes that will help shape their knowledge base to become outstanding educators. With schooling training, internships, student teaching
and opportunities to hone their skills, educators are constantly learning and growing with education. There are multitudes of opportunities in the field of education and individuals with a knack for working with children and utilizing their skills to help others can find the perfect fit for their skills and talents. The supply of teachers will always be in high demand, as the number of youth needing quality education continues to grow, making education a wise career path for individuals that seek a position with a lot of stability and opportunity for exploration. Many individuals struggle with the pros and cons of teaching, stating low salary is not desirable or that they do not have patience or therefore the ability to work well with others. However, teachers are pretty savvy in their ability to select a position that their aptitude, skill and desirability. Teaching can be considered an opportunity to serve others which to me personality is a lot more valuable than a monetary figure in comparison to the outcome. However also believe that the starting salaries in area are fair and that with experience they will continue to increase. They also enjoy the flexibility that teaching provides, time wise as have children of any own. By having the same schedule as they do, and able to spend more family time with others- and help to others become better students and individuals. This flexibility is very important and allows more facility for other areas of importance believe teaching is a rewarding career matching teachers’ skill with the needs of students to succeed. Teaching has great potential for many individuals to leave a mark on society and benefit their lives and self-worth. Teachers have excellent resource, skills and tools to achieve their goals and to reach out to numerous students in their careers. The act, practice or profession of a something taught; especially the teachings of Confucius see teaching defined. Teaching the profession of those who give instruction, especially in an elementary or a secondary school or in a university measured in terms of its members.
Teaching is the world’s largest profession. In the late 20th century it was estimated that there were 30 million teachers throughout the world. Though their roles and functions vary from country, the variations among teachers are generally greater within a country than they are between countries. Because the nature of the activities that constitute teaching depends more on the persons being taught than on any other one thing, it is useful to recognize three subgroups of teachers; primary school, or elementary school teachers; secondary school teachers; and university teachers. Elementary school teachers are by far the most numerous worldwide, making up nearly half of all teachers in some developed countries and three-fourths or more in developing countries.

**Nature of Teaching:**

a) Teaching is a doing the effective learning  
b) Teaching is maintenance the discipline  
c) Teaching is given the good guidance  
d) Teaching developed the teacher pupil relationship  
e) Teaching is understanding the subject  
f) Teaching is stimulate the students previous knowledge  
g) Teaching is specific character  
h) Teaching as an art and skillful  
i) Teaching as an continuous process.  
j) Teaching is a formal and informal.  
k) Teaching is basically training and guidance.  

The entire teaching corps, wherever its members may be located, shares most of the criteria of a profession, namely (1) a process of formal training, (2) a body of specialized knowledge, (3) a procedure for certifying, or validating, membership in the profession, and (4) a set of standards of performance—inTELlectual, practical, and ethical—that is defined and enforced by members of the profession. Teaching young children and even adolescents could hardly have been called a profession anywhere in the world before the 20th century. It was instead an art or a craft in which the relatively young and untrained women and men who held most of the teaching positions “kept school” or “heard lessons”
because they had been better-than-average pupils themselves. They had learned the art solely by observing and imitating their own teachers. Only university professors and possibly a few teachers of elite secondary schools would have merited being called members of a profession in the sense that medical doctors, lawyers, or priests were professionals; in some countries even today primary-school teachers may accurately be described as semiprofessionals. The dividing line is imprecise. It is useful, therefore, to consider the following questions: (1) what is the status of the profession? (2) What kinds of work are done? (3) How is the profession organized?

1.3 CONCEPT OF 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 individuals’ 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 is a “combination of characteristics indicative of an individuals’ capacity acquire (with training) some specific knowledge, 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 persons’ ways of behavior which serve to indicate how well he can learn to meet and solve certain specified kinds of problem”- (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 demonstrate of achievement”.

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 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 realized 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 constancy of the IQ. It is generally believed that the IQ of a person is more or less constant. Likewise, aptitudes are also regarded social 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 (935) 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 forward reference. It is not a developed competence such as skill in solving mathematical problems or operating a tractor; rather it is 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.

6) Teaching aptitude is the aptitude concerned with teaching having all the above explained aspects of aptitude.

1) “In its original, broad definition aptitude means aptness, inclination, tendency, propensity, predisposition, fitness, or suitability for performance in some situation, usually involving formal or informal learning. Its meaning is akin to the concepts of susceptibility (to treatment or to persuasion) and proneness (as in accident proneness). This definition admits motivational, volitional, affective, social and psychomotor, as well as cognitive, characteristics of learners as part of the concept of aptitude (although I deal only with the
cognitive here). It also carries the strong implication of readiness for some particular learning situation and mutual person / situation compatibility in this condition. The notion of cultural compatibility of the first examples of teaching adaptation above fits this view of aptitude nicely.” (From: Aptitudes and symbol systems in adaptive classroom teaching”). The potential ease of learning particular skills or knowledge, Aptitudes are inferred through the observation of an individuals’ current skills or knowledge, generally through ability tests (Carroll, 1993) “ “An aptitude is generally thought of as an ability to acquire a specific type of skill or knowledge. An aptitude is a condition or combination of characteristics indicating of an individual’s ability to acquire with training some specific knowledge, skill or set of responses, such as the ability to speak a language to become a musician, to do mechanical work etc - Freeman

Hann and maclean define aptitudes as latent potentialities developed capacities to acquire abilities and skills and to demonstrate achievement. Aptitude about be distinguished from general mental ability the latter is usually and popularly referred to as intelligence. While aptitude and intelligence are related, they are not the same. Aptitude is a psychological potentiality of a specific nature or character which with necessary and appropriate training helps bring about improvement in the performance of that particular type: for example, musical aptitude, and engineering aptitude, accounting aptitude. Aptitude is a potentiality which can be drawn out and developed through suitable training. It is inborn can be assessed only in terms of the development of constituent capabilities. Once assessed it can be a powerful predictor of learning efficiency, achievement and / or success in the related field of study or work. It strongly indicates such probabilities. Aptitude is differentiated skill and proficiency. ‘Skill’ means the capability to perform a given task efficiency with ease and
precision. Proficiency has much the same meaning, except that it is more comprehensive and complete; for it includes not skills in certain types of motor and manual activities as shown by the extent of one’s competence—as in language, book keeping, history, economics, mathematics, driving, swimming etc. An aptitude is a composite of different component of abilities that together make for success in learning / performance in a particular field. The higher aptitude the chances of success is more; lower the aptitude the less the probability of achievement. However, recently aptitude has been interpreted in terms of time as well. The higher aptitude the less the time required for learning or mastery. The lower the aptitude the more the time required. This is true particularly of scholastic aptitude or the aptitude for academic learning.

Teaching aptitude is a most part of every profession. Especially among to do their holy job a successful one. Without having considerable amount of teaching aptitude, any teacher cannot perform his / her duty properly identifying the very role of teaching aptitude of teaching profession. According to super “An aptitude in terms of four characteristics specificity, unitary, composition, facilitation of teaching activity or type activity and constancy, So this study has been undertaken to identifying the teaching aptitude of secondary school teaching. The successful running of an secondary educational system depends mainly upon its teachers special ability, teachers adjustment, involvement, personality is main reason and teachers personality factors of education should be in tune with time and needs of society. The researcher sets out to study four components of these secondary school teachers’ aptitudes in school and organization health performance, second one adjustment, job satisfaction and personality factors quality of education depends on the quality and efficiency of its teachers’. The study of the problem it is hopped will be useful
for the teaching aptitude and performing of its teachers’ administrator and research scholars in their day-to-day work in the field of secondary education “personality as a stable and enduring combination of a person’s various physical and mental aspects” __Eysenck. H.J.

Researcher has taken this research problem, the teaching aptitude is very necessary in teaching field, teaching as an art, teaching it means who providing the knowledge to students from teacher or school teacher is a person who provides for pupils (children) and students. A teachers’ role may vary among cultures. Teachers’ may provide instruction in literacy, craftsmanship or vocational training, the arts, religion, civics, community roles or life skills or professional duty a teacher who facilities education for an individual may also be described as a personal tutor or largely historically, a governess formal education can take place through informal education may be assisted by a teacher occupying a transient or ongoing role. Teaching aptitude is necessary for the teachers’ to do their holy job a successful one. Without having considerable amount of teaching aptitude in teaching profession, this study has been undertaken to identify the teaching aptitude of teachers. The teachers are holding high teaching aptitude and they are considered as most efficient teachers. The gender of the teacher, locality of the school, management of the school, experience of the teacher and age of the teacher have influence on the teaching aptitude of teachers, though they high teaching aptitude. This study will help the administrators and teachers in performing their job well. In its original, broad definition aptitude means Aptness inclination Tendency, propensity, predisposition, fitness or suitability for performance in some situation, usually involving formal or informal learning. Its proneness (as is accident proneness). This definition admits motivational, volitional, affective, social and psychomotor as well as cognitive, characteristic of learners as part of the concept of aptitude (although
deal only with the cognitive here). It also carries the strong implication of readiness of some particular learning situation and mutual person / situation compatibility in this condition. The notion of cultural compatibility of the first examples of teaching adaptation above fits this view of aptitude nicely”.

1.4 TEACHING APTITUDE THROUGH MENTAL ABILITY:

An important point regarding teaching aptitude and mental ability is that successful teaching; profession may not be strong in all the components of aptitude and can still succeed at learning and teaching of subjects or specific subjects. For example, some individuals may have strong memories but only average abilities in the other components of aptitude the social psychological factor of motivation has been proven to account for differential success in mental ability and teaching. A motivated teacher can be defined as someone who: "Expends effort, is persistent and attentive to the tasks at hand, has goals, desires and aspirations, enjoys the activity, makes attributions concerning success or failure, is aroused and makes use of strategies to aid in achieving goals and objectives. It makes sense that those individuals who are motivated to teach based the mental ability will learn faster and to a greater degree than those who are not. Considering most secondary schools now have a compulsory the action research program, this can result in either resenting or being enriched by the learning. This is supported by Gass (1993): If the students only reason for motivation may be minimal and result in success Furthermore, if teachers feel that they are not going to need the ability in their lives, students may not be motivated and attitudes towards learning. Mental Ability, Adaptability Interest in Profession attitude towards children, Professional information, capability and achievement these terms are frequently
used with regard to intelligence. The term ‘Mental Ability’ is the most inclusive of the three. Mental Ability is potential ability, the inherited potential an individual receives from his parents through the genes. Ability represents the actualized or developed potential. Ability is the power to perform a designated kind of task; it is measured or inferred – from relevant performances. Many psychologists refer to intelligence tests as tests of scholastic ability or aptitude. A term that tends to underline the interaction of environment and heredity – as the ability to learn the kind of things ordinarily expected to be learnt capabilities are more specific and limited to particular skills are performance on a given test at a given time achievement tests are usually used to determine the degree of mastery on subject-matter content are skills. However, the score on an intelligence test, which attempts to measure mental ability, is of necessity a measure of aptitude.

1.5 TEACHING APTITUDE THROUGH ATTITUDE TOWARDS CHILDREN:

Aptitude means Aptness inclination Tendency, propensity, predisposition, fitness, or suitability for Performance in some situation, usually involving formal or Informal learning. Its meaning is akin to the concepts of susceptibility (to treatment or to persuasion) and proneness (as is accident proneness). This definition admits motivational, volitional, affective, social, and psychomotor, as well as cognitive, characteristics of learners as part of the concept of aptitude (although deal only with the cognitive here). It also carries the strong implication of readiness for some particular learning situation and mutual person/situation compatibility in this condition. The notion of cultural compatibility of the first examples of teaching adaptation above fits this view of aptitude nicely.” A prod is position or a tendency to respond positively or negatively towards a certain idea, object, person, or situation.
Attitude influences an individual's choice of action, and responses to challenges, incentives, and rewards (together called stimuli). Four major components of attitude are (1) Affective: emotions or feelings. (2) Cognitive: belief or opinions held consciously. (3) Cognitive: inclination for action. (4) Evaluative: positive or negative response to stimuli. Attitudes are enduring dispositions; they represent relatively stable tendencies to behave in particular ways in relation to particular ‘objects’. The objects may be persons, places, things, events, systems, even abstract ideas [like secularism and social justice]. Attitudes are essentially affective-in the sense that feelings are central or crucial; it may not be one simple or clear feeling about an object, but a complex of different feelings, they have cognitive and co-native dimensions as well. They depend on one’s knowledge and beliefs about the object in question, which in turn would depend on one’s experience with it. They also stimulate and determine one’s behavior toward the object. Attitudes may be positive or negative, that is favorable or unfavorable, and strong or weak –seen as a bi-polar continuum with extreme positive and extreme negative at the two ends; a mental range middle is also possible.

The term ‘attitude’ is defined by Freeman as ‘a dispositional readiness to respond to certain situations, persons, objects or ideas, in a consistent manner which has been learned and has become one’s typical mode of response “these are the ways in which an individual ‘thinks’, ‘feels’, and ‘acts’. Attitudes are not directly perceived. These are inferred from the opinions expressed and actions performed. Therefore we may look upon attitudes as hypothetical constructs rather than objective entities. Whenever attitudes become rigid and inflexible and negativistic they are termed ‘prejudices’. In other words these are antithetical to reason and commonsense. ‘Prejudices’ are attitudes, but not all attitudes are prejudices.
Both involve pre-judgment, but prejudices involve misjudgments. Prejudices are unhealthy and always biased.

Interests just like attitudes, are mostly acquired and cultivated. One of the aims of education is the cultivation of many-sided interests. Diversity of interests makes life enjoyable. At school every pupil must participate in sports and games, fine arts like music, dance and painting, elocution and essay writing, and also in rendering social service, parental support, peer-group influence, teacher’s guidance as well as community encouragement would go a long way in the acquisition of varied interests. A given interest varies in degrees among individuals. Broadly speaking these consists of our likes and dislikes. These may range from downright aversion through a neutral zone to complete absorption. It is represented on a continuum. A boy may be ‘very much interested’ in science, making mechanical toys reading encyclopedia etc, ‘moderately interested ’in outdoor games, watching T.V. etc; slightly interested in politics. Healthy interests are called hobbies when pursued regularly. Merely asking a pupil, ‘what are your Interests? May not reveal much, moreover expressed interests need verification. Quite often a pupil might say that he is interested in studying medicine or engineering, influenced by parental pressure and peer-group competition. Interests are linked with one’s aptitudes; only when these two combine, an individual is likely to succeed in an area and achieve his goals. A well- maintained cumulative record is a longitudinal register of one’s interests, among other things, and might indicate the stability of interests. Interests are measured by inventories.
1.6 JOB SATISFACTION:

Job satisfaction refers to the way one feels about events, people and things. It describes the feelings and the emotional aspects of experience, the emotional aspects of experience, as distinguished from intellectual and rational aspects, though the two aspects can never be completely separated. "Job satisfaction is the result of various attitudes the person holds towards his job towards related factors and towards life in general" (Mohanty, 1983). Satisfaction are not permanent, a satisfaction only achieved, ordinarily remains a satisfaction for a comparatively short time and only under certain conditions. Satisfaction may be seen to be contingent upon the individuals idiosyncratic internal structure, the specific set of job tasks in the workplace; the managerial process that direct the activities; the organizational policies regarding rewards and so on, including all combinations of the above. In an organizational surrounding two employees report identical levels of satisfaction, yet experience their jobs in radically different ways. One employee may be influenced predominantly by the salary and advancement aspects of the job, while the other may be most influenced by the action and variation features of the job.

1.7 CONCEPT OF JOB SATISFACTION:

The concept of job satisfaction is a many faceted one. Some researchers consider it is a generalized affective orientation to all aspects of the work situation. Such a view express the resultant of a whole host or orientations to specific aspects of the job satisfaction is the sum total of the individual attitudes towards job (Vroom 1964).
Job satisfaction is a widely studied concept. It has been variously used as synonym of industrial morale and attitudes. Such an approach has been subjected to severe criticism from many researchers. The attitudes and job satisfaction can be used interchangeably as both of the concepts indicate “affective orientations on the part of individuals towards work roles which they are presently occupying, positive attitudes to the job are equivalent to job satisfaction and negative attitudes towards the job equivalent to job dissatisfaction” (Vroom 1964).

Need satisfaction is not to be confused with job satisfaction though both are closely interrelated. Need satisfaction refers to the process of fulfillment of various needs of the individuals; while job satisfaction is a generalized attitude resulting from many specific attitudes in three areas, namely; specific job factors, individual adjustment and group relationship. Though need satisfaction is a basic condition for job satisfaction, the two are not be equated. Job satisfaction is much wider and complex process and is not entirely the function of the satisfaction of various needs of the individual. As Morse (1953) states, “Job satisfaction is the function of the strength of need and amount of environmental return.”

1.8 MEANING AND DEFINITIONS OF JOB SATISFACTION:

A) **Meaning:** It is very difficult to define job satisfaction though it is very easy to feel satisfied at a job of otherwise. However, an acceptable definition of job satisfaction runs like this “Job satisfaction is the whole matrix of job factors that make a person like his work situation and be writing to head for it without distaste at the beginning of his work day”.
This means that job satisfaction includes two things:

- Linking and enjoying the job.
- Going to one’s work without anger, feelings of frustration going, to one’s job with head erect and cut all smiles.

B) Definitions:

i) Smith, Kendall and Hulin (1969) define, “Job satisfaction is a feeling towards descriminable aspects of job situations.”

ii) Singhal (1973) defines job satisfaction as the “Test”, an employee displays in his harmonious relationship on the jobs as a result of his adjustment on three dimensions; personal, social and work.

iii) Blum and Naylor (1968) define job satisfaction as a general attitude which is the result of many specific attitudes in the three areas; namely, specific job factors, individual; characteristics and group relationship outside the job.

iv) Sinha (1971) defines job satisfaction is the effect and attitudes produced by individuals perception it of fulfillment of his needs in relation to his work and the situation surrounding.

v) Hoppock (1935) defines job satisfaction constitutes a combination of many psychological and environmental circumstances.
vi) Locke (1976) job satisfaction is pleasurable or positive emotional state resulting from the appraisal of one’s job or job experience.

vii) Chaterjee (1970) defines that job satisfaction is characterized as the degree of satisfaction obtained by the individual employee from performing the tasks which constitute the content of his job.

Job satisfaction is how content an individual is with his or her job. Scholars and human resource professionals generally make a distinction between affective job satisfaction and cognitive job satisfaction. Affective job satisfaction is the extent of pleasurable emotional feelings individuals have about their jobs overall, and is different to cognitive job satisfaction which is the extent of individuals’ satisfaction with particular facets of their jobs, such as pay, pension arrangements, working hours, and numerous other aspects of their jobs. At its most general level of conceptualization, job satisfaction is simply how content an individual is with his or her job. At the more specific levels of conceptualization used by academic researchers and human resources professionals, job satisfaction has varying definitions. Affective job satisfaction is usually defined as unit dimensional subjective construct representing an overall emotional feeling individuals have about their job as a whole hence, affective job satisfaction for individuals reflects the degree of pleasure or happiness their job in general induces. Cognitive job satisfaction is usually defined as being a more objective and logical evaluation of various facets of a job. As such, cognitive job satisfaction can be unit dimensional if it comprises evaluation of just one aspect of a job, such as pay or maternity leave, or multidimensional if two or more facets of a job are simultaneously evaluated. Cognitive job satisfaction does not assess the degree of pleasure or
happiness that arises from specific job facets, but rather gauges the extent to which those job facets are judged by the job holder to be satisfactory in comparison with objectives they themselves set or with other jobs. While cognitive job satisfaction might help to bring about affective job satisfaction, the two constructs are distinct, not necessarily directly related, and have different antecedents and consequences. Affective; Relating to resulting from or influenced by emotions. Cognitive;The part of mental functions that deals with logic, as opposed to affective functions which deal with emotion.

1.8 FACTORS INFLUENCING ON JOB SATISFACTION:

Perhaps the best discussion on factors relating to job satisfaction has been provided by Thomas Willard Harrell in his book Industrial psychology (1958) According to Harrell, it is not one factor, alone which influences job satisfaction is caused by many interrelated factors and it is very difficult to isolate these factors. Sometimes one and sometimes all these factors work and importance of the various factors appear to change from one situation to another. Another, we can only list some important factors. Harrell believes that job satisfaction is dependent upon three major categories of factors –personal factors, factors, inherited the job and factors controlled by the management, So, Let us examine five factors.

- Personal factors
- Factors Inherent in the Job
- Factors Controlled by Management Authority
- Environmental factors
• Individual factors

A) Personal factors:

1) Sex: one’s sex influences one’s job satisfaction. It has been found on the basis of large number of studies conducted in the field that are more satisfied with their jobs than are men. May be that women’s ambition and financial needs are less

The research evidence about possible differences in job satisfaction between men and women employees is inconsistent and contradictory. Even when differences in work values and job satisfaction have been shown, there is disagreement about the causes. A large-scale questionnaire study of more than 6000 employees in nine western countries, Found no clear pattern of differences between males and females In job satisfaction (Devaus and McAllister, 1996) Other studies have shown that the sources of job satisfaction differ for women choose a career in the business would and women who are forced to enter the work force to support their families. It may not be, as much, that relates to job satisfaction as much as the group of factors that vary with sex. For example, women are typically paid less than men for the same work, and their opportunities for promotion are fewer. Most women employees believe that they have to work harder and be more outstanding on the job than men employees before they receive comparable rewards, obviously these factors influence job satisfaction.
2) **Number of Dependents**: Job satisfaction is inversely proportional to the number of dependents one has. The more of the dependents, the lesser the job satisfaction. It is a well known fact.

3) **Age**: Researcher has been found out that age is related to job satisfaction for all employees but it is important in some job situations. In fact in some groups job satisfaction is higher with increasing age; in other groups job satisfaction is lower, and in others there is no difference.

4) **Job Experience**: During the initial stage of employment, new workers tend to be satisfied with their jobs. This period involves the stimulation and challenge of developing skills and abilities and the work may seem attractive employees just because it is new. This early satisfaction wanes unless employees receive evidence of progress and growth. After a few years on the job discouragement is common, often being brought in by the feeling that advancement in the company is tools] Research on the first 4 years of employment for 625 British Engineers found that those who changed jobs reported significantly greater job satisfaction than those who remained with their initial employer. Changing jobs brought feedback on progress and growth and provided increased opportunities for advancement (Newton and Kennan 1991). A study of 124 sales persons form seven companies showed that they become more dissatisfied with their jobs over time more experienced. Workers did not believe that job performance led to rewards. Their sense of challenge and job involvement had diminished and they showed lower organizational commitment (Stout, Slocum,and Cron 1987) Job satisfaction appears to increase after a number of years of experience and to improve
steadily thereafter. The relationship between job satisfaction and length of work experience parallels the relationship with age they may be the same phenomenon under different labels.

5) **Time on the Job:** The more time you spend on the job, the more is the satisfaction; the highest morale is reached after 20th year according to Hull and Kolstud.

6) **Intelligence:** Level of one’s intelligence has great deal to do with job satisfaction. There is not always positive relationship between IQ and job satisfaction. An English investigation showed that the most intelligent girls employed in chocolate factory were most easily bored. In another investigation, however, there was no relationship between job-satisfaction and intelligence, according to Sharp and Kornheuser (1932).

7) **Education:** Again there is a great deal of evidence on the relationship between one’s education and one’s job satisfaction. One of the studies of white collar workers conducted by Morse indicated that those who had not completed high school were more satisfied. Other studies have shown no relationship. However, right placement of workers in the light of their professional. Education matters A, B.A. B. Ed it is working in proper grade is certainly satisfied as compared to one who is B.A.B.Ed, but works in a lower grade as a teacher.

8) **Personality:** Personal factor is the factor of personality exclusive of intelligence. Personality is a major cause of job dissatisfaction. One criterion of personality is the existence of neurotic behavior. Neurotic employees are more dissatisfied in yet another study it was found that persons who were rated high in interpersonal disability by their
fellow employees were the most satisfied with their job. It is an implication of general personality pattern of happiness. It is likely according to Harrell that personality maladjustment is the source of some job dissatisfaction but it is not clear how strong the relationship is.

B) Factors Inherent in the Job:

1) **Type of Work**: Type of work is the most important factor inherent in the job-varied work brings about more job satisfaction as compared to routine work. Hoppock found out that satisfaction varies almost from 0 to 100 percent depending upon the job. It has been however found out that personality trained people are more satisfied with their jobs than unskilled works.

2) **Skill Required**: Fairchild (1930): conducted a study of the of skill and job satisfaction and conducted where the skill exists to a considerable degree it tends to become the first source of satisfaction to the workman satisfaction in condition of workers is in wages becomes predominant only where satisfaction in skill has moderately decreased.

3) **Occupational status**: Occupational status is related to job satisfaction but it is not identical with job satisfaction. We must be clear about that a person who occupies a high rated job is not necessarily satisfied with his/her job. One important thing should be noted. This status depends not only on the way the employee regards the status of his job but also on the way it is regarded by others whose opinion he values. Occupational status varies from country to country. In Russia, medical profession occupies 4th
position (1927) and peasant i.e. rated first occupations are rated for their prestige value. It has been generally found out that employees are more dissatisfied in jobs that have less social status and prestige. And these values are constant but change only under compelling circumstances e.g. the status during a war.

4) **Size of Plant**: It has been found out that in small factor morale and job satisfaction of workers are higher than in large companies. Employees feel more secure; employees are optimistic about advancement in small companies and are in a person to make suggestion.

C) **Factors Controlled by Management Authority**:

1) **Security**: Just introspect and you will realize that security of service is a big factor, which contributes towards job satisfaction. Employees want to study work fear of insecurity hunts many. This is more so in a period of depression caused by calamities like war, flood, and etc, security of job means many things i.e. financial security, security for old age, security for family etc. and this security is an important factor. On other hand, it may be mentioned that security is of less importance to an exceptionally qualified person for there is always a job waiting for home.

2) **Pay**: Pay is an important factor in job satisfaction. But it is not a “cure-all” which makes all people happy in a company or a firm. Security, opportunities for advancement rate much higher than pay. Burt still better emoluments have a great deal of relationship with job satisfaction.
3) Fringe Benefits: Another factor which influences job satisfaction is fringe benefits namely bonus, free medical aid and provident fund etc. This factor is not of much importance of as it is not of immediate concern to the employee. But it still matters for fringe benefits or substances for security.

4) Opportunities for Advancement: Studies have shown that opportunity for advancement ranks above average in among importance workers. They are always on the lookout for higher avenues of work. Some is true of younger workers for they are yet to settle in life and they want to settle in a coveted job, despite the fact that one is not fit for promotion one aspires to be promoted.

5) Working Conditions: Another factor equally important is the working conditions in a concern or a plant working conditions includes many things like hours of work, place of work. Wealthier and proper lighting and ventilation it also includes the machine handled by one. It also includes the responsibility and supervision and attitude of supervisor towards the worker.

6) Co-Workers: Life is miserable. If co- workers at your place of work are hostile and inimical to you, this factor thus is of immediate importance to you, as you cannot enjoy a cordial atmosphere.

7) Downward flow of Importance: Several studies indicate a great desire of employees for information from management according to California Institute of Technology employees will like to know how they are doing and how they can improve. They also want to know about the company. Its plans process whether their jobs will
continue and possibility for promotion in short. The employees want to be kept well informed.

The above discussion regarding the factors which influence the job satisfaction of teachers reveals that among all the factors like sex, experience, pay of scale plan an important role in determining the level of job satisfaction and teacher’s social adjustment and personality factors.

1.16 SOCIAL ADJUSTMENT:

Adjustment is the process of finding and adopting modes of behavior 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 favorably 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 behavior 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)

**Characteristics of welll adjusted Person:**

- A well adjusted person is supposed to possess the following characteristics.
- Awareness of his own strength and limitations respecting himself and others
- An adequate level of aspiration
- Satisfaction of basic needs
- Absence of a critical or fault –finding attitude
- Flexibility in behavior
- The capacity to deal with adverse circumstances
- A realistic perception of the world
- A feeling of case with his surrounding
- Balanced philosophy of life

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 favorable social attitudes such as willingness to help others.
Adjustment is ad•just•ment: Pronunciation (ad-u-just’munt) (key)n 1) The act of adjusting; adaptation to a particular condition, position or purpose 2) The state of being adjusted; orderly relation of parts or elements 3) A device, as a knob or level, for adjusting: the adjustments on a television set 4) The act of bringing something in to conformity with external requirements: the adjustment of one’s view of reality. 5) Harmony achieved by modification or change of a position: They worked out an adjustment of their conflicting ideas. 6) Social a process of modifying, adapting, or altering individual or collective patterns, as with those provided by a cultural environment. 7) A change or concession, as in price or other terms, in view of minor defect or the like.

1.17 CONCEPT OF SOCIAL ADJUSTMENT:

The concept of Adjustment was first given by Darwin who used it as an adaptation to survive in Physical world. Human beings are able to adjust to the physical, social and Psychological Demands that arise from having inter dependability with other individual. Adjustment is an Organizational behavior in life situations at home, at school, at work in growing up and in ageing. It is the course of behavior; an individual follows in relation to the demands of internal, external and social environment. For this study, adjustment is a satisfactory relationship between individual and the environment in respect to three the three areas of adjustment – social Adjustment, emotional adjustment and educational adjustment.

Social Adjustment: Adjustment is a popular expression used by people in day to day life. For example, while, traveling in a bus or a train, we often hear or use this term; even when a guest comes to stay with-us for a few days we have to adjust him/her in our house. This is the
background image for an unknown creator of an in making these adjustments, they are important to maintain personal as well as social peace Social Adjustment and harmony. Thus adjustment maintains peace and harmony in home, school, and society and in the country. Social adjustment can be defined as a psychological process. It frequently involves coping with new standards and values. In the technical language of psychology getting along with the members of the society as best as one can is called adjustment.

1.18 NATURE OF SOCIAL ADJUSTMENT:

As social beings we live in a society, we form opinions about others and others have opinions about us. Everybody wants acceptance and recognition from and within society. We try to behave according to the norms of the society so that we can adjust with others. But it is not an easy task as the personality of each individual is a unique organization. This organization has to make special efforts to adjust with others unique organizations, which we call society. Actually adjustment is a wider term used in various spheres of life. For example if an individual is well-adjusted in his family environment, his family adjustment will be good. So before defining social adjustment it is necessary for us to restrict the area of social adjustment. In other words we can say that social adjustment is the direction, the teachers, try to instill adjustment skill in our students. As teachers we should emphasize on the adjustment of the student in the school. It is the teacher's responsibility to help the student cope with the existing situations of the school. For this we should contribute to improving the social environment of the school. Psychologists use the term adjustment of varying conditions of social and interpersonal relations in the society. Thus we see that adjustment means reaction to the demands and pressures of the social environment imposed upon the individual.
Whenever two types of demands come into conflict with each other and result in an adjustment being made, a complicated process for the individual, then some special problems of adjustment arise.

**Perception and Social Adjustment:**

Impartial perception is needed for social adjustment. The processes of behavior e.g. learning, maturation, sensation, perception and motivation are significant in our life because they contribute to the process of adjustment. The way we interact with people depends to a great extent upon how we perceive them and how we interpret their behavior. The perceptions about people what we think, what they are like -influence the way we respond to them. If you perceive that a student is hostile, you are unlikely to interact or adjust with him/her. The behavior in a group is certainly different from the behavior when in alone. Group affects an individual's behavior. The mere presence of others affects our performance. How do we come to know about other people? Our social perceptions of others are initially based on the information we obtain about them –in some instances the attribution (inferences) we make about the causes for their behavior. It is, of course, important to have accurate knowledge of others before deciding on the kind of possible interactions with them. Our perceptions of others’ personalities and feelings guide us in deciding the way we respond to the mind what sort of relationships we have with them. Knowledge about others influences our adjustment with them.

1.19 SOCIAL FEELINGS:

We all would like to live a happy, healthy and fulfilled life, yet few seem to be able to do just that. Why must we have so much suffering, failures and disappointments? We just
want to be secure in a loving relationship and a satisfying job with a good income and enjoy ourselves. Instead, our relationships turn sour all too soon, we have a job that we do not like or we do not have one at all, there is never enough money and generally there is not much joy to be found anywhere. As a result we feel resentment, hopelessness, depression, perhaps also anger and hatred. Where and why did it all go wrong? We can be happy or at least accepting in adversity and unhappy when we seem to have everything. What decides how we will react and how we will feel inside? It is no secret to psychologists that we are programmed since earliest childhood by everything that went on around us, but especially by the way our parents talked to us and to each other, by the way they felt and reacted and by the interactions with our siblings. We became programmed by observing and imitating our role models. If we were lucky and grew up in a happy and caring family, we probably have an inner program that makes it easy for us to lead a happy life in a good relationship. If, on the other hand, there was much worry, anger, resentment and other negativity in our childhood, chances are that we will have a hard time being happy and appreciation as adults. That probably applies to most of us; we are victims of negative programming, during childhood. If we really want to change, there is only one thing to do: we must change our subconscious programming from a negative outlook on life to a positive one. Unfortunately, we cannot simply decide that from now on we will be happy and appreciate. Such conscious decisions on their own have little influence on our subconscious programming. In fact, if there is a conflict between our subconscious programming and our conscious will, the subconscious will always win. Therefore, we must be clever and beat the subconscious at its own game. We must throw the old program out and devise a new one that allows us to be as we really want to be. However, it is not sufficient just to work with our feelings and
emotions because these do not arise out of a vacuum. Our emotions are conditioned by our beliefs. We react more to our beliefs than to facts or anything else. Therefore, we must adopt an appropriate belief system. Where do we find the beliefs we want? It is not sufficient trying to believe that we will be happy ever after. Our proposed new beliefs must be believable to be acceptable to both, our conscious and our subconscious mind. It must be something that gives meaning to our life that makes sense of it all. Meaning is the opposite to the inner emptiness that many of us try to fill with pleasure seeking and power games, causing so much emotional trouble in the end and depression if we fail. My solution is a spiritual philosophy of life that turns emptiness into meaning. In addition, there is also a strong influence of physical factors on our emotional life, such as nutrition and tense muscle structures. Therefore, in order to heal our emotions properly, we must work on all levels of our being, the biological, the emotional, the mental and the spiritual level.

1.20. PERSONALITY:

The word “Personality” is a much abused term. It has been defined in so many different descriptive functions that one can legitimately question the wisdom of continuing to use the word as a scientific term. For some psychologists, personality is synonymous with the organisms’ total behavior repertoire. For others, the word refers only to a certain selected aspects of psychological, functioning to compound the confusion there exists a well institutionalized popular concept of personality the referent here is the general manner of the person we speak in common parlance of someone having a ‘nice’ or ‘engaging’ personality if he relates caring to others. Someone else whose manner is characteristically antagonistic is an adjusted to have an “unpleasant” or even “offensive” personality.
In spite of the diversity of meaning that attends the use of the term ‘personality’ it is our intension to retain it as a descriptive category within the framework we have established the word can serve as eminently useful function. As employed here personality will refer to the organizational or integration aspect of behavior. It is a fundamental property of psychological functioning that except in the instance of extremely deviant conduct the various behaviors of the organism are not autonomous acts each response that a person performs is part of an overall pattern of activity that evolves as a function of his particular life experiences what we refer to as the psychological uniqueness of the individual is in large measure a matter of the distinctive way in which each person reactions are integrated to continue a behavior integration that given person evolves is what is designated by the term his personality.

An analysis of the dynamics of behavior integration is involved in part with the problem of the development of the self-image. It leads also to a discussion the latter question reduces ultimately to the problem of behavior predictability.

1.21 CONCEPT OF PERSONALITY:

The term personality actually comes from the Latin Word “Persona” which means used by actors on the stage but personality in the modern usage of the term means the real individual and not the disguised individual.

Personality covers the whole nature of the individual and is therefore difficult to define psychology does not regard personality as a positive entity but as that dynamic character of the individual which finds expression through his conduct and activities it does not enquire in to the words of wood worth personality means “the total quality of individuals
“behavior” personality is not however a more aggregate but is the unity or integration of manifold manifestations like pleasure comprehensive, hate activity in activity and despair of the individual.

**Definitions of Personality:**

We are in a better position to examine a representative sample of the definitions of personality that have been advanced by several eminent psychologists. The definitions differ in number of ways and especially with respect to how within organism processes and over behavior are emphasized in the definitions.

- Cattel R.B.(1967) “Personality is that which permits a prediction of what a person will do in a given situation.”

- Eysenck H.J. (1947): views personality “as a stable and enduring combination of a person’s various physical and mental aspects”. Personality consists of the following:
  - The way you look.
  - The way you dress.
  - The way you talk.
  - The way you walk.
  - The way you act.
  - The way skill with which you do things.
  - Your health.
- Zewin Kurt (1935): considers personality as a dynamic totality of systems.”
- M.C.Dougall J.N. (1932) defines personality as a synthetic unity of all mental features and functions in their interplay.
- Murrey H.D.(1933) Personality was a temporal configuration.

**1.22 CHARACTERISTICS OF PERSONALITY:**

From the definition given above following characteristics of personality emerge very clearly:

- Personality of each individual is unique.
• Personality is dynamic and not static.
• Personality functions as a unified whole.
• Personality is the product of both heredity and environment.
• Personality is through and through social.
• Personality is continually adjusting itself to environment.
• In rare cases, personality influences the environment.
• Personality is always striving for certain ends.
• Personality is self-consciousness. We do not attribute personality to animals.
• Personality is influenced by the school environment.
• It is only through the study of personality of individual students, that the relative. Differences among them can be known and their personality developed to the optimum level.

1.23 THE DYNAMICS OF PERSONALITY:

Freud was brought up under the influences of the strongly deterministic and positivistic philosophy of nineteenth century science and regarded the human organism as a complex energy system. Which derives its energy from the food it consumes and expends it for such various purposes as circulation, respiration, muscular exercise, perceiving thinking and remembering. Freud saw no reason to assume that the energy that furnishes the power for breathing or digesting is any different save in form. After all to be defined in terms of the work it performs. If the work consists of a psychological activity such as thinking then it is perfectly legitimate Freud believed to call thus from of energy psychic energy. According to
the doctrine of the conservation of energy may be transformed from one state to another state but can never be lost from the total cosmic system. It follows from this that psychic energy may be transformed into psychological energy and vice versa. The point of the personality is the Id and its instincts.

**Instinct:** Instinct is defined as an inborn psychological representation of an inner somatic source of excitation. The psychological representation is called wish and the bodily excitation from which it stems is called a need. Thus the state of hunger may be described in psychological terms as a condition of nutritional deficit in the tissues of the body whereas psychologically it is represented as a wish for food. The wish acts, as a motive for behavior will take. In other words, an instinct exercises selective control over conduct by increasingly one's sensitivity for particular kinds of stimulation. The hungry person is more sensitive to food stimuli the sexually aroused person is more likely to respond to erotic stimuli. An instinct is a quantum of psychic energy or as Freud put it “a measure of the demand made upon the mind for work”. All the instincts taken together constitute the sum total of psychic energy available to the personality. As previously pointed out the idea the reservoir of this energy and it is also the seat of the instincts. The id may be considered to be a dynamo that furnishes psychological power for running the manifold operations of personality. This power is derived of course from the metabolic process of the body.

An instinct has four characteristics features a source, an aim, an object, and an impetus. The source has already been defined as a bodily condition or a need. The aim is the removal of the bodily excitation. The aim of the hunger instinct for example is to abolish the nutritional deficiency which is accomplished of course by eating food. All of the activity that
intervenes between the appearance of the wish and its fulfillment is subsumed under the heading of project. That is object refers not only to the particular thing. The impetus of an instinct is its force or strength, which is determined by the intensity of the underlying need. As the nutritional deficiency becomes greater up to the point where physical weakness sets in the force of the instincts becomes correspondingly greater.

According to Freud’s instincts, the source and aim of an instinct remain constant throughout life unless the source is changed or eliminated by physical maturation. New instincts may appear as new bodily needs develop in contrast to this constancy of source and aim the object or means by which the person attempts to satisfy the need can and does very considerably during the life time of the person. This variation is object choice is possible because psychic energy is displaceable. In other words, objects can substitute for one another, which is definitely not the case with either the source or aim of an instinct. The behavior is said to be an instinct derivative. The replacements of energy from one object to another are the most important of a feature of personality dynamics. It accounts for the apparent plasticity of human nature and the remarkable versatility of human behavior. Practically all adult people’s interests, preferences, tests, habits and attitudes represent the displacement of energy from original instinctual object-choices. they are almost all instinct derivatives freud’s theory of motivation was based solidly on the assumption that the instincts are the sole energy sources for human behavior we shall have a great deal more to say about displacement in subsequent sections of this chapter.

1.25 STATEMENT OF THE PROBLEM:
“A Study of Teaching Aptitude of Secondary School Teachers in Relation to their Job Satisfaction, Social Adjustment and Personality Factors”

1.26 OBJECTIVES OF THE STUDY: Objectives of the present study are as follows:

1. To identify the teaching aptitude of secondary school teachers of Bagalkot District.

2. To identify the job satisfaction of Secondary school teachers of Bagalkot District.

3. To identify the Social adjustment of Secondary school teachers of Bagalkot District.

4. To identify the Personality factors of secondary school teachers of Bagalkot District.

5. To identify the relationship between teaching aptitude and job satisfaction of secondary school teachers of Bagalkot District.

6. To identify the relationship between teaching aptitude and Social adjustment of Secondary school teachers of Bagalkot District.

7. To identify the relationship between teaching aptitude and Personality factors of Secondary school teachers of Bagalkot District.

8. To identify the significant Predictors of teaching aptitude of secondary school teachers of Bagalkot District.

1.28 GENESIS OF THE PROBLEM:
Teaching as an art, teaching it means who providing the knowledge to students from teacher the views were expressed by the (Indian Education Commission 1964 – 66) regarding the role of the teacher. The commission opined that ‘of all different factors, which influence the quality of education and its contribution to national development, the quality, competence and character of teachers are undoubtedly the most significant’ in developing countries. Schools are the nurseries of the Nation’ and ‘Teachers are the Architects of the future’ are no mere figurative expressions but truthful statements, as significant as they are suggestive. Victories are won, peace is preserved, progress is achieved, civilization is built up and history is made in educational institutions, which are the seed beds of culture, where children in whose hands quiver the destiny of the future, are trained and from their ranks will come out when they grow up, statesman and soldiers, patriots and philosophers who will determine the progress of the land. In their attitude to life and their approach to problems they will bear the imprint and the influence of the training they received at the hands of their teachers. The teacher’s role is thus as important as his responsibility is onerous. Teaching is such a rewarding and challenging career, as teachers reach outside the box, and often outside their range of knowledge to help students overcome academic, social, and emotional challenges to ensure success. Teachers are a valuable resource to communities worldwide, nationwide, and community-wide.

Aspiring teachers have a criterion of classes that will help shape their knowledge base to become outstanding educators. With schooling, training, internships, student teaching, and opportunities to hone their skills, educators are constantly learning and growing with education. So teaching aptitude is a most part of every profession. Especially among to do
their holy job a successful one. Without having considerable amount of teaching aptitude, any teacher cannot perform his/her duty properly identifying the very role of teaching aptitude of teaching profession. An aptitude in terms of four points, specificity, unitary composition, facilitation of teaching activity or type activity and constancy. So this study has been undertaken the successful running of an secondary educational system depends mainly upon its teachers special ability, teachers adjustment, involvement, personality is main reason and teachers personality factors of education should be in tune with time and needs of society. Social adjustment, job satisfaction and personality factors quality of education depends on the quality and efficiency of its teachers. The study of the problem it is hopped will be useful for the teaching aptitude and performing of teachers, administrator and research scholars in their day-to-day work in the field of secondary education “personality as a stable and enduring combination of a person’s various physical and mental aspects”.

1.29 NEED AND SIGNIFICANCE OF THE STUDY:

Teaching is not a mechanical process, but it is an intricate, exacting, and challenging job. The teaching-learning process emphasizes guides and promotes learner development. Teaching, if highly developed, is an art. The art of teaching calls for a 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 world. Now the situation relating to the teacher status, especially secondary school
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 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 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 importance of the role the teacher is to play is hardly recognized, though it has become a fashion to observe the teachers’ 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 the 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 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 person well depend. In this situation it is needed to study any significant remark on teaching aptitude of the secondary school 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. R.B.Cattell ‘s defined the personality factors. It is Personality tests. The 16 factors approach to personality is one of the major theoretical areas in the study of personality. The 16 personality factors suggest that
individual personalities are composed broad dispositions. Consider how you would describe the personality of a close friend. Chances are that you would list a number of factors, such as outgoing, kind and even-tempered. A factor can be thought of as a relatively stable characteristic that causes individuals to behave in certain ways, the personality factors approach to personality is focused on differences between individuals. The combination and interaction of various factors forms a personality that is unique to each individual. A personality factor is focused on identifying and measuring these individual personality characteristics. The 16 Factor’s analyzing massive quantities of data to define and categorize the components of personality and to study their dynamic interaction scientific study of behavior as a social solution. Psychology tests including the personality motivation and abilities. Hence, this study is undertaken to study the level of teaching aptitude, social adjustment, job satisfaction and personality factors of secondary school teachers and association among teaching aptitude, social adjustment, job satisfaction and personality factors of secondary school teachers.

1.30 SCOPE OF THE STUDY:

The present study is confined to identify the teaching aptitude through job satisfaction, social adjustment and personality factors by secondary school teachers. The present study is also confined to the sample of secondary school teachers, of only Bagalkot District. This study also deals with correlation between job satisfaction, adjustment and personality factors of secondary school teachers in terms of teaching aptitude. Interest in teaching, aptitude towards teaching profession, teacher effectiveness and personality factors of secondary school teachers. Teaching aptitude influence of job
satisfaction and personality factors to secondary school teachers in their job satisfaction.

1.31 LIMITATIONS OF THE STUDY: The present study has following limitations;

1. The present study is confined to the sample of teaching aptitude of secondary school teachers in the area of Bagalkot District only.

2. The study considered only the self-development of teaching by secondary school teachers and its relationship with their perception towards teaching profession, teacher effectiveness, adjustment, job satisfaction and personality.

3. The present study is limited only to the selected variables of secondary school teachers.

4. The study employed only since selected statistical techniques i.e, mean score, ‘t’-test, one way ANOVA, Karl Pearson’s correlation and multiple regression analysis for outcome of results.