

## Teacher Adjustment in Relation to Teaching Aptitude of Secondary School Teachers in Shillong

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### Abstract:

Man, among the living beings, has the highest capacities to adapt to new situations. Man as a social animal not only adapts to physical demands but he also adjusts to social pressures in the society. Similar such adjustments are made by teachers while pursuing the teaching profession (Chauhan, 2001). At every point of time, a teacher has to be effective enough so as to be able to deal with the various issues that crop up in his or her work area and then adjust to the situations as required. At times, a teacher had to exhibit skillful adjustable behavior whereby he or she has to sometimes curb one's own desires just to facilitate a proper teacher-learning or work environment. Such a task, at times is not a very easy job and it requires a teacher to have enough psychological proficiency to be able to handle all the various work situations and still teach effectively and bring about the progress of students in an apt manner. Teaching aptitude may surely help to be better adjusted in teaching job. The study was conducted on secondary school teachers of Shillong, Meghalaya. The study found that training has impact on the adjustment of teachers. The trained teachers reflected higher adjustment than untrained teachers.

**Keywords:** Teacher adjustment, Teaching Aptitude, Secondary school, teachers

Life is a long continuous activity of adjustment to the social and physical environment. Every living organism right from its emergence to its disappearance strives to adjust itself to the surrounding conditions. The individual is born in society and lives in society. The society provides him with an environment of a particular type which has its own tempo and own peculiarities. The process of adjustment to this particular type of environment begins at the first moment of his life's emergence. The individual strives to adapt to his surroundings but there are situations in which his needs are thwarted and the adjustment fails. He gets maladjusted and a state of disharmony gets in between the child and the environment (Johari, 2005). Every one of us strives hard for the satisfaction of our needs. While struggling to achieve something if one finds that results are not satisfactory, one either changes one's goal or the procedure. By restoring to such means, one protects oneself from the possible injury to one's ego, failure or frustration. It is a sort of shifting to a more defensive position in order to face the challenge of circumstances after failing in earlier attempt or attempts. This special feature of the living beings is termed as adjustment (Mangal, 2010).

### I. TEACHER ADJUSTMENT

It is universally agreed upon by all persons who are concerned with social welfare and progress of a country that the teacher plays a crucial role in building of a nation and truly he is called nation builder. He is charged with an important responsibility of modifying and shaping the personality of children in accordance with national objectives of life. The responsibility of the teacher becomes more in developing nations that are engaged in exploiting their

physical and human resources for the all round development of the nation. Teachers have to play their own role in the process of national development. The greatest contribution of teachers will be channelizing the energy of the youth to undertake the task of reconstruction in all walks of social life. Hence, under such lines, it can be said that it is imperative for teachers of today and particularly in India, that they should be able to demonstrate a great amount of Teacher Adjustment levels. The teacher of today not only has to focus on academic matters but also has to at all times, focus on sound psychological development of students and at the same time keep himself updated with the new proceedings in the teaching profession. For a teacher, to be able to maintain all such duties in the teacher profession class for a lot and is surely an uphill task manageable only with the prowess of a strong mind endowed with great adjustable features.

Teaching has become increasingly challenging and complex under the present changing situations. One of the various challenges hurled at teachers in the recent past, is of maintaining the physical and mental health of children and youth of the nation. The teacher of today has to emphasize the harmonious development of children so that they can contribute to the maximum for national development and social welfare of the country (Chauhan, 2001). A sound knowledge of Teacher Adjustment processes is essential under the present situations, not only on order to enable a teacher to function well but also, in order to pave the way for a better adjustment and healthy progress of students.

Just as in any other profession, school, college or university work environment is not smooth with all teachers. Some of the teachers' mode of response to their work place is detrimental to themselves, to society or to both.

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It has been found at times that certain teachers may not be able to adjust themselves well and as a result they appear to be indecisive, aggressive, getting into crisis situations, finding life purposeless, suffering from deep-rooted inferiority complex, finding difficulty in socialization, achieving deplorably low, indulging in avoidance of school duties and so on. It has also been seen most of the teachers' desires or goals are not within their reach-at times they have conflicting desires regarding their career moves lead to severe dilemmas in their minds. Some even show evidence of serious emotional problems in various other ways. In extreme cases some are out to destroy the very fabric of our way of life and try to damage the very institution. It needs hardly any emphasis that teachers with adjustment problems often prove to be of no comfort to themselves. They are hard to get along with, their behavior does not seem reasonable. People around them cannot understand why they act as they do, often against their own best interests. Their conduct is irrational and lacking in common sense. Lecturing, punishment and even well meaning advice proves to be ineffective methods of dealing with adjustment problems. A worrier by being told he should not worry. A shiftless person is aided very little by preaching or threats. Such attempts make matters worse by convincing the maladjusted of his own weaknesses. The individual has an additional social thwarting to bear (Kochchar, 1989).

It is true that every teacher is unique and every effort needs to be made for helping a teacher to save whatever talents he may have both for his own sake and for mankind.

## II. NATURE OF TEACHER ADJUSTMENT

Adjustment has been defined as 'The process by which the individual attempts to maintain a level of physiological and psychological equilibrium' (Mouly 1967). It can also be described as an attempt on the part of a teacher to strike harmonious relationship between himself and his environment. It is, thus, a form of interaction between the teacher and the environment in which he lives. Promoting adjustment on the part of the teacher simply means developing a teacher's capacity for adjusting to the various needs related to the teaching profession. This also includes a teacher's learning capacities and abilities which can equip him to face in an adequate manner, the challenges of the teaching profession. Adjustment is directly connected with the concept of needs. In this field of teaching, it refers to the adequacy of behavior patterns which a teacher adopts for satisfying his needs within the framework of the rules, regulations and modes of social group in which he finds him. If he fails to do so, he involves himself in conflict with the social order and lands himself in the midst of many more problems of adjustment.

When the problem becomes uneasily severe, a teacher is likely to become desperate and a deviant behavior is likely to result. Even in the teaching profession, the process of adjustment is continuous and complex. It depends upon an organization of a number of interacting elements within the individual. It is the total personality which must be considered in the study of Teacher Adjustment. A well adjusted teacher is one "who is happy, free of all complexes and worries and efficient in his surroundings". To make it

more complete, a well adjusted teacher is one whose needs and satisfaction in life are integrated with a sense of social feeling and an acceptance of social responsibility (Johari, 2005).

## III. APTITUDE

The word Aptitude is derived from the word 'aptos' which means 'fitted for'. Aptitude is thus considered to be a unique or unusual potential or ability of an individual to acquire general knowledge and skill in many fields, to acquire specific knowledge and skill in one field. High or low aptitude in a given area does not mean good or bad. It just means that an individual fits into the requirements of one job better than into another (Kochchar, 1989). So, in many spheres of everyday life, we come across individuals who under similar circumstances outperform others in acquiring certain knowledge or skills and prove more suitable and efficient in certain jobs. Such persons are said to possess certain specific abilities other than intelligence, which helps them in achieving success in some specific occupations or activities. Therefore, in a simple way, aptitude maybe considered a special ability or a specific capacity besides the general intellectual ability which helps an individual to acquire a required degree of proficiency or achievement in a specific field (Mangal, 2010).

## IV. TEACHING APTITUDE

Aptitude of any kind refers to capabilities present within an individual. These capabilities, either innate or acquired, provide a person, an extra edge in terms of putting up a good performance. The profession of teaching too calls for certain characteristic potentials which need to be present within any individual harboring the desire to teach. These potentials can be collectively termed as Teaching Aptitude. Basically, a good teacher must have a dynamic personality. He should have in him a collection of aptitudes which are needed to equip him to face the challenges in teaching and meet the requirements that a teaching job desires.

However, it must be known that Teaching Aptitude and Teaching Ability are not the same. Teaching Ability signifies that an individual may be able to carry out teaching but presence of Teaching Aptitude signifies that a person has high chances of becoming a successful teacher if he receives proper training in teaching. Thus, Teaching aptitude can be said to be having a future reference and tries to predict the degree of attainment or success of an individual in the area of teaching. An individual may be said to be having a good Teaching Aptitude if he possesses various qualities like being articulate, being able to attract and command attention, being able to explain any topic clearly and precisely, being language proficient, being creative( so as to be able to use a variety of teaching methods to grasp students' attention), being sensitive and aware of students' needs and having a drive to remain updated about current progresses in the field of teaching and various other nuances of teaching.

At present, society is undergoing a large number of changes. Such changes make it imperative that a teacher should have in him a good Teaching Aptitude. This will enable a teacher to not only teach the various subjects but also tap the problems that children face today and direct them towards positive

thinking and develop in a healthy and progressive manner. Also, with the passage of time, a teacher's duties have increased voluminously. With so many duties to perform, a teacher may get stressed and under such circumstances, presence of a good Teaching Aptitude will enable a teacher to handle all the proceedings in teaching in an apt manner.

It was found that about 75% of student-teachers were below average in aptitude and intellectual ability. An insignificant difference was found in teaching aptitude ability in sex-wise and discipline-wise comparison. A positive correlation was found between teaching aptitude, intellectual level and morality of prospective teachers (Sharma, 1984).

Adjustment of teachers was related to their sex and not with the level of their schools. Males adjusted better than females (Prasad, 1985).

A study of the Adjustment of Trainees of Teachers Training Colleges in Gujarat' found that female trainees were more adjusted than male trainees. Socially backward trainees were more adjusted than non-backward trainees. Trainees coming from the science faculty had the lowest adjustment (Donga, 1987).

No significant difference was found between rural and urban, government and non-government, male and female teachers with regard to their aptitude and effectiveness (Bhasin, 1998).

The high-aptitude group and low-aptitude group differed significantly in four behavioral components (Meera, 1988).

The total adjustment was concerned effective arts teachers were significantly superior to effective science teachers (Gupta, 1988).

Found that teaching of education courses affected the development of Teaching Aptitude (Kahlon & Saini, 1989).

Female respondents performed relatively better in the Teaching Aptitude Test. Experienced teachers and teacher awareness exhibited a statistically superior performance over student teachers (Reddy, 1991).

Found that elementary teacher educators have more Teaching Aptitude as compared to secondary teacher educators (Tasleem & Hamid, 2012).

## V. NEED OF THE STUDY

In today's times, survival has become tougher and every phase of life poses many challenges. Major aspect of one's professional life is connected to the person's emotional and mental satisfaction.

A teacher has to deal with various professional pressures, hazards and anomalies besides looking only at the teaching-learning domain. The entire process of dealing with an educational set-up has become quite complex as the whole educational system has undergone a big change over a period of time. Under such circumstances, a teacher has to make several adjustments in his or her work place. Besides this, in order to excel in his teaching proficiency, a teacher must possess remarkable teaching aptitudes. Furthermore, it can also be said that, besides being a knowledge giver, a teacher must possess a dynamic personality. For this, it is imperative for a teacher to harbour good adjustment levels and enhance the teaching aptitude as well.

When the talk veers towards Teacher Adjustment, it may be mentioned here that teachers often need to face turbulent

times in terms of handling their relationships with school administrators, colleagues and even the students. There have been numerous cases where teachers have expressed facts of themselves being in a state of dilemma regarding the modes of coping up with the work environment. Since the teaching profession encompasses within itself numerous tasks, sometimes, teachers and educational institutions overlook the adjustment problems of teachers at their onset considering such problems to be miniscule. It is these miniscule problems which keep accumulating within the teacher's mind and in due course of time manifest themselves as major problems which threaten the mental and emotional stability of the teachers.

The teaching profession is also full of incompetent teachers who have been found to be not proficient enough in executing various teaching procedures. This poses a major threat in reality, as a teacher is the force that propels excellence in a learner. A teacher's poor aptitude in teaching can be detrimental for the learners.

Shillong houses a number of schools. In earlier times, the education system in Shillong was quite apt in terms of the teachers' job satisfaction or adjustment in the teaching profession. Also, the teaching aptitude of majority of the teachers was praiseworthy. However, of late, there has been witnessed a dip, in the entire education system. It has been noticed that most teachers are finding it quite difficult to adjust themselves to the demands of the profession. This problem has been found to be more prevalent in private schools where the school administration executes strict and tougher dealings with their employed teachers. With regards to the teaching aptitudes, it has been seen that many teachers have proven themselves in being the 'wrong choice' for a interactions and hampering the wholesome development of learners and the education system in totality.

Hence, in view of the above issues, the investigator is interested to conduct a study on Teacher Adjustment in relation to Teaching Aptitude among the secondary school teachers of Shillong.

## VI. STATEMENT OF THE PROBLEM

Adjustment is an important feature that a teacher needs to exercise in every realm of his professional life. It provides ability to the teacher to be able to maneuver his teaching tactics in the classroom as well as go about smoothly in dealing with the other teaching duties in an institution. Proper Teacher Adjustment also endows a teacher with an inner desire to give more input to his Teaching competencies and helps strengthen the Teaching Aptitude of a teacher greatly. Based on the above viewpoint, the investigator has carried out a study on Secondary school teachers with regards to Teacher Adjustment and Teaching Aptitude. The study undertaken has been stated as – "Teacher Adjustment in relation to Teaching Aptitude of Secondary School Teachers of Shillong".

## VII. OBJECTIVES OF THE STUDY

1. To study the Teacher Adjustment and Teaching Aptitude of Secondary School Teachers in Shillong.
2. To find out the Teacher Adjustment among the following groups-

- (a) Male and female teachers
  - (b) Government-aided and Private Schools
  - (c) Trained and untrained teachers
3. To find out the Teaching Aptitude among the following groups-
- (a) Male and female teachers
  - (b) Government-aided and Private Schools
  - (c) Trained and untrained teachers
4. To find out the relationship between Teacher Adjustment and Teaching Aptitude.

**VIII. HYPOTHESES**

- H<sub>0</sub>– There is no significant difference in Teacher Adjustment between male and female teachers
- H<sub>0</sub>– There is no significant difference in Teacher Adjustment between teachers of Government-aided and Private schools
- H<sub>0</sub>– There is no significant difference in Teacher Adjustment between trained and untrained teachers
- H<sub>0</sub>– There is no significant difference in Teaching Aptitude between male and female teachers
- H<sub>0</sub>– There is no significant difference in Teaching Aptitude between teachers of Government-aided and Private schools
- H<sub>0</sub>– There is no significant difference in Teaching Aptitude between trained and untrained teachers
- H<sub>0</sub>– There is no significant relationship between Teacher Adjustment and Teaching Aptitude of teachers teaching at Secondary levels in terms of Teacher Training

**IX. DELIMITATION OF THE STUDY**

The Study was conducted on 100 school teachers teaching at Secondary level in the schools of Shillong.

**X. METHOD**

The method used was Descriptive Research. Descriptive research studies are designed to obtain pertinent and precise information concerning the current status of phenomena and whenever possible, to draw valid general conclusions from the facts discovered. The descriptive research method has undoubtedly been the most popular and the most widely used research method in education. It helps to explain educational phenomena in terms of the conditions or relationships that exist, opinions that are held by the students, teachers, parents and experts, processes that are going on, effects that are evident, or trends that are developing (Koul, 2011).

**Population:** The population for this study included all the school teachers from Deficit and Private schools of Shillong teaching at the Secondary level. In this study, the technique used to select a representative sample from the population under study was Random Sampling. The sample size of the study was 100 teachers teaching at Secondary levels in the schools of Shillong.

**Tools:** The tools used for the study were the Mangal Teacher Adjustment Inventory prepared by S.K. Mangal for studying Teacher Adjustment and A Teaching Aptitude Test prepared by S.C.Gakhar and Rajnish for studying Teaching Aptitude.

The data collected was analysed quantitatively.

**Teacher Adjustment of secondary school teachers of Shillong**

The first objective was to study the Teacher Adjustment of Secondary School teachers of Shillong. The analysis and interpretation of this objective has been done by calculating the frequency distribution of scores and percentages in Teacher Adjustment of the male and female teachers. It has been presented in Table No.1.

**Table No. 1 :** Teacher Adjustment of Secondary School Teachers of Shillong

Level	Male		Female		Interpretation
	Frequency	Percentage	Frequency	Percentage	
555 and above	0	0	0	0	Very Good
463-554	9	20.4%	4	7.14%	Good
369-462	14	31.8%	19	33.9%	Average
277-368	16	36.3%	22	39.2%	Poor
276 and below	5	35.7%	11	19.6%	Very Poor

Looking at Table No.1 it can be said that none of the male and female teachers have a ‘Very Good’ Teacher Adjustment. 20.4% of the male teachers and 7.14% of female teachers have ‘Good’ Teacher Adjustment. Almost similar 31.8% and 33.9 % of male and female teachers have ‘Average’ Teacher Adjustment. 36.3% and 39.2% of the male and female teachers have ‘Poor’ Teacher Adjustment and 35.7% and 19.6% of male and female teachers have ‘Very Poor’ Teacher Adjustment. Thus, major populations of the teachers possess ‘Poor’ and ‘Very Poor’ Teacher Adjustment. Moderate populations of the teachers have ‘Average’ Teacher Adjustment levels. Hence, it can be said that Secondary School teachers of Shillong are not well adjusted to their teaching profession.

**Teaching Aptitude of secondary school teachers of Shillong**

The analysis and interpretation of this objective has been done by determining the frequency distribution of scores and percentages in Teaching Aptitude of Secondary School Teachers. It has been presented in Table No.2 as follows-

**Table No. 2:** Frequency distribution of Teaching Aptitude scores of Secondary School Teachers of Shillong

Level	Male		Female		Interpretation
	Frequency	Percentage	Frequency	Percentage	
24-35	22	50%	34	60.7%	High
12-23	22	50%	21	37.5%	Average
0-11	0	0	1	1.78%	Low

From Table No.2 it can be seen that 50% of the male teachers and 60.7% of female teachers , possess ‘High’ Teaching Aptitude. 50% of the male teachers and 37.5% possess ‘Average’ Teaching Aptitude. None of the male teachers possess ‘Low’ Teaching Aptitude whereas 1.87% female teachers possess low teaching aptitude. Thus, this trend can be said to be beneficial for the students. The female teachers seem to possess slightly higher Teaching Aptitudes than their male counterparts. In the light of this observation, it may be stressed that if the Secondary Schools provide proper facilities, decent salary and encourage them to develop professionally as well as personally, then surely, the teachers’ level of adjustment will improve.

**Teacher Adjustment of male and female secondary school teachers**

In order to find out the difference in Teacher Adjustment amongst the group of male and female teachers, a null hypothesis was formulated as “There is no significant difference in Teacher Adjustment between the male and female teachers.”

**Table No. 3:** The Number, Mean, Standard Deviation and t-value of mean scores in Teacher Adjustment of male and female teachers

Teacher Adjustment	Gender	Number	Mean	Standard Deviation	t-value	Significance
	Male	44	372.30	86.89	0.42	Not significant at 0.05 level
	Female	56	365.54	67.34		

From Table No.3, the mean scores of Teacher Adjustment of male teachers is 372.30 and the mean score of Teacher Adjustment of female teachers is 365.64. The t-value was 0.42, which was not significant at 0.05 level with df = 98. In the light of this result, it can be interpreted that there is no significant difference in Teacher Adjustment between male and female teachers. Thus, the null hypothesis was retained. This indicates that gender does not affect Teacher Adjustment.

**Teacher Adjustment of teachers from government-aided and private schools**

In order to find out the difference in Teacher Adjustment amongst the group of government-aided and private school teachers, a null hypothesis was formulated as follows-“There is no significant difference in Teacher Adjustment between the teachers of Government-aided and Private Schools.

**Table No. 4:** The Number, Mean, Standard Deviation and t-value of mean scores in Teacher Adjustment of Government-aided and Private School teachers

Teacher Adjustment	School Management	Number	Mean	Standard Deviation	t-value	Significance
	Government-aided	51	368.92	70.49	0.05	Not significant at 0.05 level
	Private	49	368.08	82.49		

From Table No. 4, it was observed that the mean scores of Teacher Adjustment of teachers in the government-aided and private schools is 368.92 and 368.08 respectively. This indicates that the Teacher Adjustment of the teachers in both the sets of schools does not differ much. The teachers in the government-aided schools have a slightly better Teacher Adjustment. The ‘t-value’ was 0.05, which was not significant at 0.05 level with df= 98. In the light of this result, it can be interpreted that there is no significant difference in Teacher Adjustment between teachers of Government-aided and Private schools. Thus, the null hypothesis was retained. This indicates that type of school management does not affect Teacher Adjustment.

**Teacher adjustment of trained and untrained teachers**

In order to find out the difference in Teacher Adjustment amongst the trained and untrained teachers, a null hypothesis was formulated as There is no significant difference in Teacher Adjustment between trained and untrained teachers

**Table No. 5:** The Number, Mean, Standard Deviation and t-value of mean scores of Teacher Adjustment of Trained and Untrained teachers

Teacher Adjustment	Teacher Training	Number	Mean	Standard Deviation	t-value	Significance
	Trained	39	389.13	80.10	2.15	Significant at 0.05 level
	Untrained	61	355.33	71.20		

From Table No.5 it can be said that the mean scores of Teacher Adjustment of trained and untrained teachers is 389.13 and 355.33. This indicates that trained teachers have better Teacher Adjustment than untrained teachers. This shows that Teacher Training does help in preparing teachers with greater teaching competencies and enhances their abilities. The ‘t-value’ was 2.15, which was significant at 0.05 level with df=98. In the light of this result, it can be interpreted that there is significant difference in Teacher Adjustment between trained and untrained teachers at 0.05 level. Thus, the null hypothesis was not rejected at 0.05 level. This indicates that Teacher Training does influence Teacher Adjustment to some extent. A Teacher Training course exposes the teacher trainees to various subject matters and techniques related to teaching procedures.

**Teaching Aptitude of male and female secondary school teachers**

In order to find out the difference in Teaching Aptitude amongst the group of male and female teachers, a null hypothesis was formulated as There is no significant difference in Teaching Aptitude between male and female teachers.

**Table No. 6:** The Number, Mean, Standard Deviation and t-value of mean scores in Teaching Aptitude of male and female teachers

Teaching Aptitude	Gender	Number	Mean	Standard Deviation	t-value	Significance
	Male	44	23.34	3.99	-1.14	Not significant at 0.05 level
	Female	56	24.18	3.15		

From Table No.6, it can be said that the mean scores of Teaching Aptitude of male and female Secondary School teachers is 23.34 and 24.18 respectively. This indicates that female teachers have better Teaching Aptitude than the male teachers. The t-value was -1.14, which was not significant at 0.05 level with df = 98. In the light of this result, it can be interpreted that there is no significant difference in Teaching Aptitude between male and female teachers. Thus, the null hypothesis was retained. This indicates that gender does not affect Teaching Aptitude in individuals.

**Teaching Aptitude of teachers from Government-Aided and Private Schools**

In order to find out the difference in Teaching Aptitude amongst the government-aided and private school teachers, a null hypothesis was formulated as There is no significant difference in Teaching Aptitude between teachers of Government-aided and Private Schools.

**Table No. 7:** The Number, Mean, Standard Deviation and t-value of mean scores in Teaching Aptitude of Government-aided and Private School teachers

	School Management	Number	Mean	Standard Deviation	t-value	Significance
Teaching Aptitude	Government-aided	51	23.00	3.84	-2.39	Not significant at 0.05 level
	Private	49	24.65	3.04		

From Table No.7, it can be said that the mean scores of Teacher Adjustment of teachers of Government-aided and Private Schools is 23.00 and 24.65 respectively. This indicates that teachers in Government schools have a lesser Teaching Aptitude as compared to the Private school teachers. This maybe because in Government schools the teachers have a secure job and hence, they generally have a laidback attitude towards improving their teaching competencies whereas in Private schools, the teachers always have to prove their abilities to the school authorities at all times. It was observed that the ‘t-value’ was -2.39, which was not significant at 0.05 level with df= 98. In the light of this result, it can be interpreted that there is no significant difference in Teaching Aptitude between teachers of Government –aided and Private schools. Thus, the null hypothesis was retained. This indicates that type of school management does not affect Teaching Aptitude.

**Teaching Aptitude of trained and untrained teachers**

In order to find out the difference in Teaching Aptitude amongst the trained and untrained teachers, a null hypothesis was formulated as there is no significant difference in Teaching Aptitude between trained and untrained teachers

**Table No. 8:** The Number, Mean, Standard Deviation and t-value of mean scores of Teaching Aptitude of trained and untrained teachers

	Teacher Training	Number	Mean	Standard Deviation	t-value	Significance
Teaching Aptitude	Trained	39	24.38	3.753	1.27	Not significant at 0.05 level
	Untrained	61	23.44	3.394		

From Table No.8, it can be said that the mean scores of Teaching Aptitude of trained and untrained teachers is 24.38 and 23.44. The ‘t-value’ was 1.27, which was not significant at 0.05 level with df=98. In the light of this result, it can be interpreted that there is no significant difference in Teaching Aptitude between trained and untrained teachers at 0.05 level. Thus, the null hypothesis was retained. This indicates that Teacher Training does not influence Teacher Adjustment to a great extent. Here, it may be said that Teacher Training courses are nevertheless important and in general such training does help in improving one’s teaching prowess. However, in the present study, the results seem to differ from the general observation. Furthermore, it can be added here that teaching abilities are inborn and teachers with good Teaching Aptitude will have an inherent capability to understand the requirements of various teaching-learning situations and they will thus be able to deliver their teaching skills effectively even in they are not trained. With training, their abilities will just be more polished.

**Relationship between Teacher Adjustment and Teaching Aptitude**

The objective was to find out the relationship between Teacher Adjustment and Teaching Aptitude. In order to determine this relationship, a null hypothesis was formulated as “There is no significant relationship between Teacher Adjustment and Teaching Aptitude of teachers teaching at secondary schools”. The analysis and interpretation of the data related to this hypothesis was done with the help of Pearson Correlation test. It has been presented in Table No.15

**Table No. 9:** Correlation between Teacher Adjustment and Teaching Aptitude

Variables	R	Significance
Teacher Adjustment	0.36	Significant at 0.01 level
Teaching Aptitude		

The ‘r’ value between Teacher Adjustment and Teaching Aptitude is 0.361 which is significant at 0.01 level. This indicates that there is a significant relationship between Teacher Adjustment and Teaching Aptitude. Hence, it can be interpreted that there is a positive relationship between Teacher Adjustment and Teaching Aptitude of Secondary School teachers of Shillong. The higher the Teacher Aptitude, the higher will be the Teaching Adjustment. Teachers who are well adjusted will be able to work better. A well adjusted mindset will enable the teachers to be at ease, enjoy the teaching profession and contribute towards efficient and effective teaching and enhance their personalities too.

**XI. CONCLUSION**

The concept of teaching has undergone a number of changes during the last few years. Till recently teaching was equated with just instruction. Now the new dimension nemelt imparting of skills was added to the process of teaching. As the boundaries of knowledge and skills started bursting, the definition of teaching has changed. Teaching is something

which facilitate others to learn, for which teaching aptitude is necessary. The teachers can do their best when they are well adjusted. The study highlighted that the gender and management do not affect the teacher adjustment, whereas training does. Those who are well trained are better adjusted than those who are untrained. The teaching aptitude is not affected by gender, management and training, which shows that aptitude is inner quality which may improve with training. The study brings to the light the importance of training of teachers and also shows its impact on their well being and adjustment.

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