



Teaching Aptitude and Job Satisfaction of Secondary School Teachers

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Abstract: Every children life will be mould in the class room. Only teacher can plays an important role in the preparation of incoming generation for vocations, home making, civic and social life, leisure - time activities, healthful living, and other related aspects of life and work of mankind. The teacher draws the richest, finest and best in human thinking, feeling and transmits it to the younger generation to assist them in developing an appreciation and love of human thinking and building of their character. In order to keep alive and fresh, the teacher should become a learner from time to time; constant outpouring needs constant in-taking. The practice must be reinforced by theory and the old must be constantly tested by the new.

Key words: class room, teaching profession, discipline, optimistic

Introduction

Teaching profession requires people who have the aptitude of teaching because a person possessing high aptitude for teaching is bound to be a successful teacher in future. The persons entering in teaching profession should have cooperative nature, interest and scholarly taste, fair-mindedness and impartiality, moral character and discipline, optimistic attitude, motivational aspect and dynamic personality. Both the factors, teaching aptitude and job satisfaction may vary over a geographical boundary and especially in rural and urban areas. Therefore, it is very necessary to study these two factors and compare the results for rural and urban areas.

Essential qualities of a Teacher

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

I. The Personality Traits which include:

- a) external appearance,
- b) physical health,
- c) intelligence and intellectual qualities,
- d) mental health and emotional stability,
- e) character and moral qualities,
- f) social traits, and
- g) other personality traits.

II. General Academic Achievement which include:

- a) his calibrations,
- b) his general knowledge,
- c) his thirst for knowledge, reading habits,
- d) his literary tastes, hobbies and pursuits,



e) his expression.

III. Professional Efficiency or Qualities which include :

a) pre-requisite qualifications,

b) professional training,

c) selective academic training,

d) supervised practice teaching,

e) in-service training,

f) professional activities,

g) school activities,

h) subject organizations,

i) departmental duties

j) administrative duties,

k) community activities.

Teaching Aptitude

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

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

In the Dictionary of Education (Good, 1959), aptitude is defined 'as a pronounced innate capacity for or ability in a given line of endeavour such as a particular art, school subject or vocation'. Thus, in this definition, an aptitude refers to an

individual's inborn capacities or potentialities which are indicative of some special abilities. According to English and English (1958), it may be regarded as 'the capacity to acquire proficiency with a given amount of training'. Aptitude, in Great Illustrated Dictionary (1984), is defined as a 'natural talent, skill or ability, quickness in learning and understanding'. Here, in the above definitions, it has been emphasized that aptitude refers to the capacity of an individual to be skilled in some work receiving formal or informal training.

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

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



Objectives : Following objectives have been formulated for the present investigation:

1. To compare rural and urban in-service teachers on various dimensions of teaching aptitude.
2. To compare rural and urban in-service teachers on their job satisfaction.

Hypotheses: In order to carry out the present investigation, the investigator developed the following hypothesis. 1. Rural and urban in-service teachers differ significantly on various dimensions of teaching aptitude. 2. Rural and urban in-service teachers differ significantly on job satisfaction.

Review of Related Literature: The review summarizes and analyses previous research and shows how the present study is related to this research. The studies under review have been conducted for teaching aptitude as well as job satisfaction. Praveen Sharma (2011) used Teaching Aptitude: Singh's Test (SAT) General Teaching Competency GTC by Passi and Lalitha, Professional interest Inventory prepared by investigator.

Variables: The variables such as secondary school men teachers versus secondary school women teachers, urban secondary school teachers versus rural secondary school teachers, government secondary school teachers versus private secondary school teachers, residential secondary school teachers versus non-

residential secondary school teachers, English medium secondary school teachers versus Telugu medium secondary school teachers, more-experienced secondary school teachers versus less-experienced secondary school teachers, aged above 40 years secondary school teachers versus aged below 40 years secondary school teachers were selected considering their role in determining the level of teaching aptitude, professional attitude and job satisfaction of secondary school teachers.

Methodology and procedure: The present investigation is an attempt to study the teaching aptitude and job satisfaction of rural and urban in-service teachers and to compare the two groups on various dimensions of teaching aptitude and job satisfaction.

Selection of sample: The sample picked for the current investigation consisted of the lecturers of government higher secondary schools. Random sampling strategy was followed to draw the sample for the study

Tool: Teaching Aptitude Test Battery (TATB) constructed by Smt. Shamim Karim and Prof. Ashok Kumar Dixit and job satisfaction scale by Meera Dixit were administered on sample subjects for the purpose of data collection.

Conclusion: On the basis of analysis and interpretation of results reported in the preceding pages, it is interesting to note that rural and



urban in-service teachers are significantly different from each other so for their teaching aptitude is concerned. It has been found that urban inservice teachers are more co-operative, more considerative and have more wide interest and scholarly taste as compared to rural in-service teachers. Urban in-service teachers have also been found to be more fair-minded and impartial and also possess high moral character and discipline as compared to rural in-service teachers. However the urban and rural in-service teachers have been found to be similar in their optimistic attitude, motivational aspect and dynamic personality. Thus, it can be concluded that the rural-urban setting is a strong source of variation in teaching aptitude of inservice teachers.

Recommendations: the following recommendations emerged: 1) Electricity should be available always. This will enable the teachers and students work at all times 2) Library and teacher books should be adequately provided. This will encourage, promote and propel scholarly works and habits. 3) The school laboratory should be adequately equipped. This will make teaching and learning of science subjects more practical. 4) Efforts should be made to encourage young teachers stay on the job. This is because this class of teachers show more enthusiasm in the job and pursue their work schedule with greater zeal and energy. 5) Teachers

should be assigned duties and allowed to use their discretion to work. This will encourage greater commitment to the job. 6) Teachers should be consulted in matters concerning education. This will give them sense of belonging and guarantee their greater jobs satisfaction.

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