



Study of correlation of educational adjustment of academically backward children and teachers' aptitude of rural primary schools in district Ludhiana

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ABSTRACT

The research paper entitled, "Study of correlation of educational adjustment of academically backward children and teachers' aptitude of rural Primary Schools in district Ludhiana" aimed to assess the relation between educational adjustment of the Primary School children and teachers' aptitude in teaching. The study was based on a sample 120 rural Primary School children in the age range of 7-11 years and their class teachers. The sample was randomly drawn from Government Primary Schools. Respondents were selected purposively from rural areas of Dehlon block, Ludhiana District. Results of the study indicated that educational adjustment is significantly correlated with teachers' aptitude in teaching in primary schools.

INTRODUCTION

Almost, all the countries are putting their efforts to deliver the primary education to every child. This is accepted by one and all that education has indispensable role in society and in the nation as a whole. According to Pooja and Tanwar (2012) developing cognitive ability and psychomotor skill of youth has become very complex task. To make this task easier there is an urgent need of efficient and passionate teachers. They highlighted in

their study that teachers faces more problems than earlier time. That's why the capacity building of teachers to meet these challenges has become a priority. Keeping in view the present scenario it becomes mandatory that the resource material, infrastructure and develop should be according to the community based as well as need based. Goyat (2012) highlighted that if the teachers are insensitive and are misfit and are not skilled enough may hamper the objective of the educational programme. She also emphasized that their can be no substitute for a

competent teacher. Raju and Rahamtulla (2007) found that adjustment of school children is primarily dependent on the school variables like the class in which they are studying, the medium of instruction present in the school and type of management of the school. Education and occupation of parents of the school children also significantly influenced adjustment. Singh (2012) emphasized that students who perform poor in academics usually face problems related to their teachers and teaching styles, school environment, peer rejection, parent's neglect there results in poor academic performance. Consequently student suffers from poor self concept, labelling by peers and teachers their emotional problems and physical illness. Success in teaching learning process can be achieved if teachers are enthusiastic to teach, students are eager to learn and teaching learning environment is conducive. Singh (2012) emphasized on the need to sensitize the parents as well as the teachers of the backward students to root out the causes of the backwardness and create conducive environment where students take interest in educational activities and make their academic achievement high. Teachers play an important role in the teaching-learning process in fulfilling the direction of education (Malowitzky, 1980). Rural elementary education was poor due to inadequate facilities. It is a common observation that teachers specifically in villages are not able to provide quality education to their students because of many factors like inadequate staffing and staff whatever is available they are performing number of non-teaching duties (Verma *et al.*, 1993). Without any doubt it is generally believed that aptitude in teaching is necessary for anyone who aspires to work with children for building their career and future. Sharma (2011) also reported in her study that a single teacher cannot manage all the classes in the primary school and lack of teachers vitiates the atmosphere of the school. Evidences show that teachers are overburdened because they are engaged in some other tasks which are not directly related to the curriculum or co-curricular achievements of the students. If the teachers are given skill to identify who are backward in their studies definitely will improve learning outcomes among students. The discussion in the real classroom situation may help teacher to improve the skill of such children (Tyagi and Kumar, 2014). Progress of any society depends mainly on the utilization of the potential of its individuals and of the best educational

ideas in all disciplines of knowledge. This is only possible if we have a good academic system to educate our future generation and if any lacuna occurs, it has to be curbed out well in time.

Objectives:

- To assess educational adjustment of the primary school children.
- To assess teaching aptitude of teachers of academically backward children.
- To find out the relationship between educational adjustment and teachers' aptitude.

MATERIAL AND METHODS

The sample was selected from Dehlon block of Ludhiana District through incidental sampling. Total sample was comprised of 120 school going children aged 7-11 years studying in 3rd, 4th and 5th classes along with teachers of respective classes in Government Primary Schools. There were four teachers in School 1 and five teachers in School 2. Educational Adjustment Inventory (Rani and Singh, 2010) was used to assess educational adjustment of academically backward children interpretation of the scale was higher the score higher is the mal-adjustment and Teaching Aptitude Test Battery (Karim and Dixit, 1986) used to assess aptitude of teachers in teaching profession.

OBSERVATIONS AND ANALYSIS

In the Table 1 results indicated that in School 1, 40.0 per cent of the students in 3rd class were educationally adjusted and 60.0 per cent of students were educationally mal-adjusted. Results of School 2 revealed that 30.0 per cent of students were educationally adjusted, whereas, 70.0 per cent of the students were educationally mal-adjusted. In 4th class, of School 1, sixty per cent of the students were educationally adjusted and 40.0 per cent of students were educationally mal-adjusted. In School 2 only 20.0 per cent of the students were educationally adjusted and majority of students (80%) were educationally mal-adjusted and. In 5th class, of School 1 half proportion (50.0%) of the students were educationally adjusted and other half proportion (50.0%) of the students were educationally mal-adjusted. School 2 results indicated 40.0 per cent of the students were educationally adjusted, whereas, 60.0 per cent of the

students were educationally mal-adjusted.

Overall results :

In School 1, half proportion (50.0%) of the students were educationally adjusted and other half proportion of the students were educationally mal-adjusted.

In School 2, majority of the students (70.0%) were educationally mal-adjusted whereas only 30.0 per cent of the students were educationally adjusted.

When investigation was done in depth for student's mal-adjustment, it was revealed that coercive and aggressive behaviour, mishandling of students by the teachers were the main reasons. Students reported that they were afraid of coming to school, felt ignored by the teachers, not praised by the teachers, hesitant in asking questions from teachers. Students also reported that they like to sit in front row but teachers made them to sit at the back and worst was teachers usually didn't allow these

students to attend the class rather they were asked to go out of the class. It was observed that these students were mostly out of the class. Boys used to play in the ground, whereas, girls sit outside the class.

Class wise differences in mean scores of educational adjustment

Table 1 (a) shows class wise differences in mean score educational adjustment of 3rd, 4th and 5th class students. The results indicated that the mean scores of students in School 1 (Mean \pm SE= 1.60 \pm 0.16) were slightly less than their counterparts in School 2 (Mean \pm SE= 1.70 \pm 0.15). Educational mal-adjustment of all students of both schools were slightly towards higher side. In 4th class, mean scores of students in School 1 (Mean \pm SE= 1.40 \pm 0.16) were less than their counterparts in School 2 (Mean \pm SE= 1.80 \pm 0.13) which means students who belong to School 1 were

Classes	Educational adjustment			
	School 1 (%)		School 2 (%)	
	Educationally adjusted	Educationally Mal-adjusted	Educationally adjusted	Educationally Mal-adjusted
3 rd	40.0	60.0	30.0	70.0
4 th	60.0	40.0	20.0	80.0
5 th	50.0	50.0	40.0	60.0
Total	50.0	50.0	30.0	70.0

Classes	Educational adjustment		t-value
	School 1	School 2	
3 rd	1.60 \pm 0.16	1.70 \pm 0.15	0.44 ^{NS}
4 th	1.40 \pm 0.16	1.80 \pm 0.13	1.89 ^{NS}
5 th	1.50 \pm 0.16	1.50 \pm 0.16	0 ^{NS}

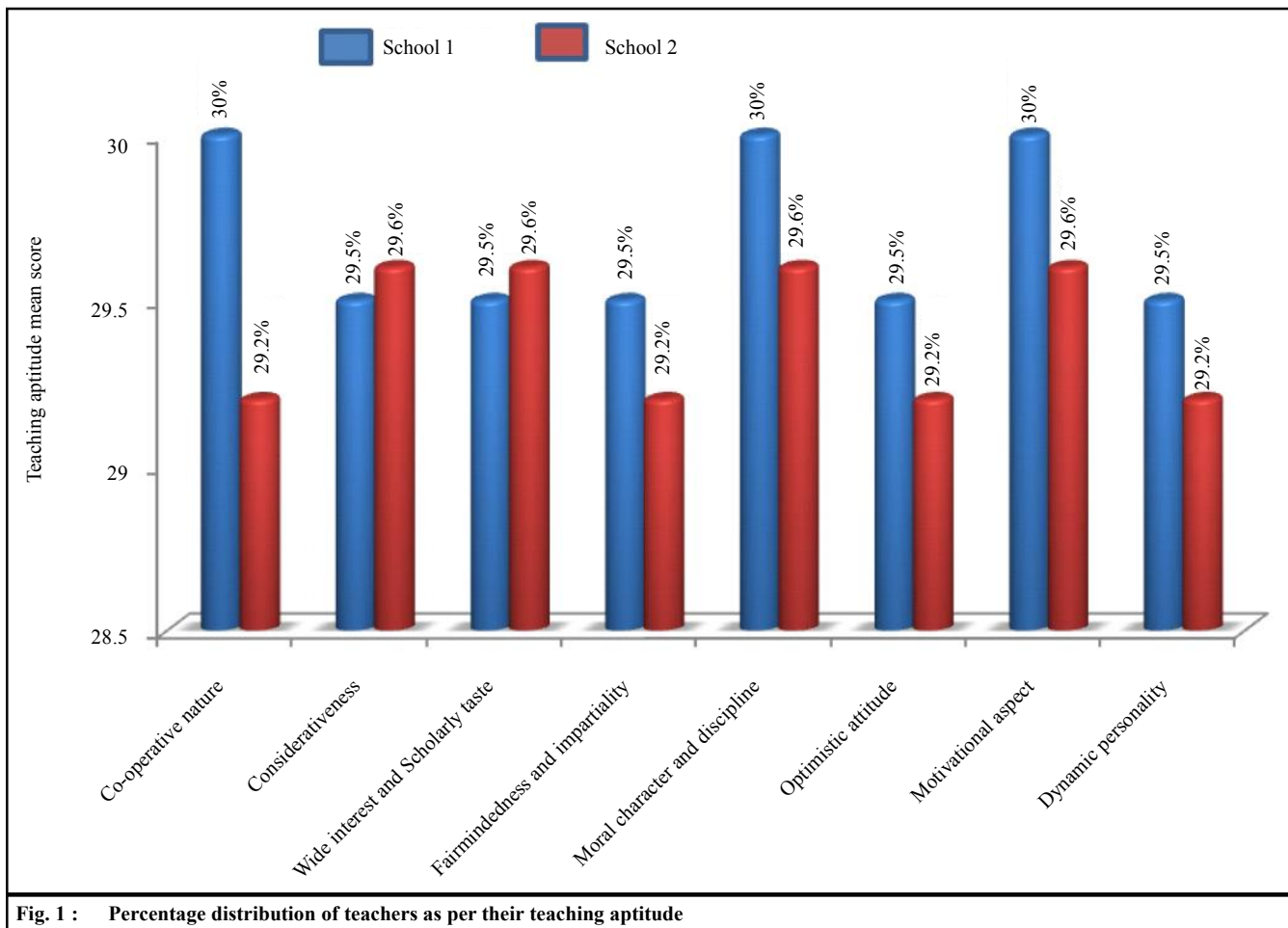
Note : Values are presented as Mean \pm SE
NS=Non-significant

Sr. No.	Sub-test of teaching aptitude	Average	
		School 1	School 2
1.	Co-operative nature	30.0	29.2
2.	Considerativeness	29.5	29.6
3.	Wide interest and scholarly taste	29.5	29.6
4.	Fair-mindedness and impartiality	29.5	29.2
5.	Moral character and discipline	30.0	29.6
6.	Optimistic attitude	29.5	29.2
7.	Motivational aspect	30.0	29.6
8.	Dynamic personality	29.5	29.2
	Total scores	237.5	235.2
	Category	The most efficient teachers	The most efficient teachers

Table 3 : Class wise correlation among variables among educational mal-adjustment and teachers' aptitude

Category	Educational Mal- adjustment	Teachers' aptitude
Educational mal-adjustment	--	-
Teachers' aptitude	0.62*	-

Note - * indicates significance of value at P=0.05



educationally better adjusted than students of School 2. In 5th class, mean scores of both schools students were equal (Mean ± SE= 1.50 ± 0.16) which means students of both schools were at the borderline of adjustment. The results were found to be statistically non-significant in School 1 and School 2.

Assessment of teachers' aptitude in teaching :

Table 2 and Fig.1 shows assessment of various dimensions of teaching aptitude. It was noted that teachers in School 1 had almost same scores as teachers of School 2 across all the dimensions. Figures in the table clearly indicated that teachers in School 1 were more

co-operative, fair-minded, impartial, had high moral character and disciplined attitude, was optimistic, motivated students and possessed dynamic personality. Teachers in School 2 were slightly better in being more considerative, had wide interest and scholarly taste.

Relationship between educational adjustment and teachers' aptitude in teaching :

Table 3 represents correlation between educational mal-adjustment and teachers' aptitude. Significant correlation exists between teachers' aptitude in teaching and educational adjustment of students. From the results it can be interpret that if teachers has good aptitude in

teaching their students will be educationally better adjusted in their schools which will further improve their academic performance.

Conclusion :

In schools, it was observed that classes in which most of the students were educationally mal-adjusted their teachers were found to be bad tempered, over strict in considerate and insensitive.

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