1.0 INTRODUCTION

Teaching is considered to be one of the noblest professions in the world. The success of any country is determined by its system of education and teachers are the main stakeholders in the overall system of education. Thus, keeping the notion about the importance and centrality of teachers under consideration, teacher education is an indispensable sector in the educational and research context. Irrespective of the fact that education systems vary tremendously globally, but the esteem of teachers has been quite high all across the globe. Teachers have always enjoyed a special status and prestige since ancient times. But, one of the important glaring questions that are always striking the academic circles every now and then is that how many teachers are able to do justice to their profession. The second important dilemma in the world of teacher education is that whether teachers are born, or teachers are made. Although, there is a general consensus on the fact that teachers are born, but the percentage of such born teachers is quite dismal across the world (Chandel and Dhiman, 2014). A need is felt that sufficient training is required to acquaint the prospective and in-service teachers with sufficient skills so that they can deliver to their best in changing the educational scenario (Kanti, 2013). Keeping such a challenging need for providing training to teachers under consideration, a lot has been already done in this field, noteworthy to mention is the introduction of a set of courses including bachelors and masters level teacher training programmes, diploma
and certificate courses for teachers. Thus, it suffices to say that such initiatives have already shown us light and have been successful to a great extent in yielding the desired results. Researchers globally have always been curious to find out the efficiency and efficacy of such teacher training programmes in terms of various aspects of the teaching-learning process (Appadurai and Saraladevi, 2015). In this context, our focus of the study derives inspiration from the same global research trend.

Teaching is executed in classrooms. In such a situation, a teacher comes with some predetermined intentions in order to express it before students. He works tirelessly to make the students understand him. The success of a teacher lies largely if he is able to make the students understand what he has delivered in the classroom (Kalita, 2016). Teachers require two types of knowledge, i.e. content knowledge and pedagogical knowledge (Ahmad and Sharma, 2015). A good teacher prepares himself well in advance and tries his best to obtain the desired levels of satisfaction among the students. Facing the students boldly, a teacher tries to make the classroom more and more attractive and effective. Such a teacher is always dedicated and committed towards the fulfilment of desired objectives of the teaching-learning process (Anjali, 2015). There is more than usual and normal contact between students and teachers than classroom including the frequent contacts in corridors, playground, staffroom, canteen etc. This can be treated as informal or unconventional process of learning. In such an informal interaction between the teacher and the student, learning of values, norms and ethics takes place. Teaching in times immemorial was considered to be the sole business between two parties, the teacher and the taught. In this context, we say teaching holds a very significant and prominent place in the overall education system of the country. Good teachers are always a boon for their countries in general and the students in particular (Sharma and Bedi, 2016).

The fact is that teaching is not absolutely a mechanical process, but it is an intricate, exact and one of the most important and challenging jobs
(Thamarasseri and Parey, 2014). It cannot be taken as a structured and straight job. It is a complex interaction taking place between a mature and immature individual, wherein the focus is on guiding the pupils through a variety of different experiences for widening the horizon of pupils. In the modern times, teaching has gone through a number of stages, and each stage is modifying and refining it and more serious challenges are also confronting. The relation of teaching with training concepts is purposeful and moulds the simple behaviour. A trained person can do a number of jobs on some machines skilfully. Training helps in shaping, conducting and teaching various skills. Teaching, on the other hand, is the foundation stone of all skills. Thus, skills are developed through training and knowledge is inculcated through teaching. In training have come under a level of teaching which is given only to those who have a particular ability or interest in a definite field. A pragmatic society prefers training, because training is directly related to livelihood. It is an observable fact that people differ from one another and within themselves in their performance in one or the other field of human activity such as leadership, music, art, mechanical work, teaching etc. Teaching as a profession can be considered as a highly promising occupation which provides highly specialised intellectual services. Every nation develops on the basis of its education system and nothing beyond that. But the important concern here is that the quality of any education system depends on the quality of its teachers. Thus, it is sufficient to say that teachers form the cornerstone of any education system. There is also a need for maintaining and upgrading the set of skills of teachers at each and every level. The present study is an effort to come up with a knowledge base that facilitates us with various aspects like teaching aptitude, attitude and values of secondary school teachers of the Kashmir Valley. The study involves an understanding of the comparative scores of trained and untrained, male and female teachers of Kashmir Valley. A number of tools have been used for the study. Now, it is imperative to throw some light over the various dimensions of teaching like aptitude, attitude and values.
Aptitude refers to the composite ability in natural or acquired capacity, inclination to learn or understand (Webster's Medical Dictionary, 2002). It refers to a part of a person's mental equipment which gives him a special fitness for any kind of endeavour. Such an aptitude may be the result of either an innate intellectual endowment or of special training or both. The mental and physical qualities giving rise to differences in aptitude are difficult to distinguish. When we refer to a person's aptitude for mathematics or music we are referring to his future too. It is symptomatic or indicative of one's ability for particular work or job. It has predictive value. This assumption is not based on a single factor, but, a composite of several elements. Aptitudes are of different types like abstract or mechanical, concrete and social. Aptitude is further classified as verbal, numerical, spatial, motor, musical, social, intelligential, natural, mechanical, teaching, academic, learning, etc. Aptitudes stabilise in the early years of life, but there is no time of demarcation after which there is no effect on the formation of aptitudes. Generally, it is considered that aptitudes are formed up to puberty. Aptitude is thus a present condition with a forward reference. It is a condition or set of characteristics regarded as indication of potentialities, but we can't be judgemental to say that a person possessing a particular aptitude is going to succeed later in a job or occupation, calling for the use of aptitude, because aptitude as stated, is a present condition and it may be influenced by other factors. Aptitude is 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. However, the knowledge of aptitude helps us in predicting the future success of an individual, under suitable training or experience, in a particular area of activity. Aptitude of an individual at a particular moment is dependent upon both heredity and environment. The connotation aptitude is carrying strength for predicting one's success in a field. An aptitude is a composite of different component abilities that together make for success in a particular field. The lower the aptitude, the lower the probability of
achievement. Individuals having the same level of intelligence may not show the same results if they are put to the same work. The word aptitude is derived from the word “Aptos” which means fitted for. Thus, when we talk of a person's aptitude, we always look for a kind of job in which he can be better fitted. By testing aptitude, we are able to know to a great extent whether an individual has the potentiality to become a good teacher, a good leader, and a good musician etc. Aptitude test attempts to predict the capacities or the degree of achievement that is expected from individuals in a particular activity or the task. Aptitude tests measure and describe special abilities, capacities or talents which are supposed to determine the level of achievement that is expected from individuals in specific fields of study and activity (Aggarwal, 2009). Aptitude, like intelligence fall under the domain of mental measurement, but it is less confused and more specific in its nature. The most common forms of aptitude tests are those used to judge scholastic promise and are used in employment and educational counselling. Aptitude tests are measures of potential abilities that foreshadow success on a related task of some future time. The purpose is predictive and their focus often is narrowed to a single ability or small collection of related abilities. Aptitude tests, like intelligence tests, are not always easy to distinguish from achievement tests, because on the surface the content seems interchangeable. There are differences, sometimes subtle and sometimes gross, that help developers of aptitude tests accomplish purposes that achievement tests ordinarily are not intended to serve. Aptitude tests measure the ability to succeed in a particular kind of training. Scholastic aptitude tests measure the ability to succeed in college or school. Vocational aptitude tests measure the likelihood of success in vocational training or in an occupation. For constructing an aptitude test in music, for e.g., one has to consider the factors which enter into good musical performance, like, ability to remember between differences in pitch, rhythm, pattern, intensity, etc. The present level of achievement in these tasks must provide a predictive index. Teaching aptitude plays the vital role in teaching effectiveness (Kumar, 2014).
Teachers are the persons who could develop and mould the learners as good citizens. They should develop a higher attitude towards the teaching profession, do extremely well in their academic performance and enhance lifelong skills to face in future. The term "Attitude" has been defined in a number of ways by the psychologists. Attitude is a mental characteristic. The simplest definition is that it is a feeling for or against something. Allport (1935) defines it as a mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related. Thurstone (1946) has defined attitude as the degree of positive or negative affect associated with some psychological object. Professional attitude means a person's feelings, behaviours, and commitment to the profession. If the teacher is committed and has a positive attitude, then it is sure that his performance will be better and his effort will be fruitful. Attitudes have been defined as ideas with emotional content, important beliefs, prejudices, biases, predispositions, appreciations, and as states of readiness or set. Attitudes have intellectual, biological, social, and emotional components that are derived from experience, and exercise a determining influence on the individual's response to all objects with which it is related. Any definition that includes all of the connotative aspects implied by the term attitude must be broad and vague, yet it is necessary somehow to limit this discussion to a specific concept. For this purpose, an attitude is defined as a development state of organism valance, created by physical and biological processes, exerting a motivational influence upon the individual's responsive behaviour in the situation directly and indirectly related to it. Attitudes have four dimensions: intensity, direction, extensity, and duration. Each of these aspects is important in understanding attitudes and their influence on behaviour. Assessment of these characteristics is done most frequently by observations of behaviour, but attempts have been made to develop tests to evaluate attitudes. Behaviour patterns provide evidence of each of these
dimensions whereas most tests simply attempt to survey the attitudinal pattern and determine their positive or negative direction.

The intensity of an attitude is evidenced by the extent to which it motivates an individual's behaviour and the limits of intensity can be determined by the nature of the barriers needed to inhibit a response. Behaviour motivated by a weak attitude can be thwarted by obstacles that seem to have very little actual resistance, but an intense attitude is likely to find expression in the behaviour despite almost overwhelming obstacles. An observer must be aware that an attitude can be expressed in several ways, and that if it is intense there is likely to be a shift in mode of expression when severe obstacles are confronted. A child with an intensely negative attitude toward authority figures may be deterred from direct aggression toward them but he may write dirty remarks in public places, destroy property, and act out of these feelings indirectly. Although behaviour in a given direction frequently indicates a directly related attitude, there are numerous occasions when the opposite interpretation is in order. An individual having a negative attitude towards a given group may join them, outwardly seeming to have a positive attitude but by very subtle means he may try to bring about disruption and chaos in the group or divert it from its goal.

Extensity is observed in a broad survey of the patterns of attitudes within the individual. Some attitudes seem to have broad and pervading influences. These are probably developed from a wide variety of situations that have reinforced feelings until generalizations have occurred. A single potent incident of a sort that can be generalized may bring about an extensive influence. Other attitudes seem to be unique or at most related to only a small segment of behaviour. Actions that are uncommon in particular child may provide evidence of this type of limited attitude.

The duration of an attitude is another aspect that is important to educators. A function of education is the modification of existing negative attitudes and the creation of new ones that are positive and enduring. Attitudes
may endure for only a short time because they have not been reinforced by experiences. In fact, new experiences may bring about a complete reversal of a previous attitude. In general, it can be said that an attitude endures as long as it promotes the goal objectives of the individual. It is evident that attitudes are modified through experience. They may be changed from strongly positive to negative, or shades of change may occur between these extremes. Since attitudes are subject to change, it is important to look at the methods that have been found effective and ineffective in producing change. Attitudes are changed by school experiences. They may be changed by the influence of a particular teacher, another child, the peer group, a single event, curricular material, a series of extracurricular events, or any combination of these elements. Not all changes are in the desired direction. Schools not only attempt to solve problems but frequently present them, without intending to do so. There are several inconsistencies that are presented to the child during the educative process. Children are taught to be cooperative and at the same time placed in competition with each other. They are taught that it is good to achieve success, yet they may be given material beyond their capacity to achieve. Children are told they should like school, but school to them may mean very little because they do not feel involved in it. Life is filled with inconsistencies, but educators should not allow children to develop attitudes at random from those problems that school life presents. A deliberate effort should be given by providing experiences that are likely to aid in the development of desirable attitudes. No doubt, most of the attitudes developed during school hours are desirable and lasting. The big question at this point is, “What can be accomplished in changing attitudes when deliberate efforts are made?” close and extended contacts between children and teachers made possible in school camping may provide opportunities for observing attitude changes (Skinner, 2012).

The entire personality and development of a child is influenced by the nature of his attitudes. Learning about a subject and acquisition of habits and
other psychophysical disposition are all affected by his attitudes. Attitude is responsible for behaving in a particular and definite way; therefore, the attitude of a teacher should be to develop among the students the positive and favourable attitude towards the subject of their choice so that they may be attracted towards it, admire it and try to achieve it. On the other hand, if teacher adopts the negative or unfavourable attitude towards the students then they may feel reluctant to achieve their objective and even feel hostile towards it. His behaviour will speak about his attitude. In this way, we can say that all that teacher thinks, feels and the way he reacts to his students reflects his attitude towards them. Attitude therefore, is said to be a predisposition or tendency to behave in a particular and definite way to a particular situation. It is also suitable for the teaching profession, because the attitudes and perceptions of a profession affect the perceptions of professional competence and achievement; teacher’s attitudes towards their profession have a great importance in satisfying the requirements of the profession (Akbulut and Karakus, 2011).

In addition to having a positive and favourable attitude, the behaviour of a teacher must be characterised by well-defined and well-articulated values that he transmits them to his students who form an integral part of the society. The teachers are appreciated not only for their knowledge and pure technical skills but also for their attitude. Values represent what a person considers important in life or what is good or worthwhile. Value systems are likely to vary from society to society. However, society can survive only, when universal values such as the value of human life, freedom, justice, truth, non-violence etc. are safeguarded. Such values comprise the individual's philosophy of life. They make up his "do's" and "don'ts", "rights" and "wrongs". Out of these conceptions, we arrive at the ideas of morality and immorality. Operationally, the concept of values may be defined as factors, which affect human behaviour intellectually. A value may be defined as a concept, which is accepted by the subconscious mind, is understood by all and perceived by the individual. Teachers, therefore, have a powerful role in developing these values among the
students for the formation of character and development of good citizenship. **National Council for Teacher Education (1998)** has pointed out that the teacher education shall focus on competencies and commitment in much greater magnitude. It calls for a widespread transformation in the teacher training strategies as well as in behavioural changes in pupils under their charge. The present study is an attempt to analyse and assess the comparative similarities and differences between trained and untrained secondary school teachers in terms of their aptitude, attitude and values.

It is a globally accepted fact that quality education is very important factor for the overall development of a country. For such a service, quality teachers are needed as these are at the heart of the educational system. We need to build the capacities of the teachers through proper training courses. Quality teachers do form a base for the development of a sound educational system. At the core of any scheme of education, good teachers form an integral part. Irrespective of the wide differences in the ideologies and philosophies which different educationists of the world subscribe to, there is a greater consensus regarding the role of quality teaching in the overall educational setting, thus again appealing for quality teacher to be made in this context. It can be said that teacher training programmes should be given due importance at all levels of education keeping in view the unparalleled role of teachers in the educational system. Teacher education programmes should be effectively planned and managed properly with a focus on building of proper infrastructure. Despite the fact that even if an educational institute has a resourceful and vibrant infrastructure in place, if the teachers are not well trained and are lacking in teaching aptitude, this will ultimately lead to the wastage of all the resources. Thus, it should be borne in mind that teachers having multi-pronged qualities and abilities as required for the teaching profession should be developed effectively and should be made priority in any teacher training programme.
1.1 JUSTIFICATION OF THE STUDY

A nation's well-being depends upon its teacher's well-being. Our millions of teachers are the custodians of our future. It is well said that the future of our nation is being shaped by our teacher in the classroom (Kothari, 1964). The success of any educational programme mainly depends upon the teacher and his profession. No teacher can become professional and effective if the results are not impressive and productive for him. The teacher must influence the pupil's behaviour. So, teacher education is of utmost importance in this competitive world. It is the teacher education programme that makes a teacher professional in his teaching-learning process. It is a teacher who acts as the moulder and finisher of precious resource on earth i.e., child. If there is any fault in the teacher who is trying to shape the future of a nation, there would definitely be a fault in our entire system of life. There is a study on aptitude for teaching in which self-constructed and standardized teacher aptitude test was used to measure teaching aptitude of secondary school teachers of Gujarat in the context of some psycho-social variables like gender, area, vocational aspirations, leadership, emotional stability, radicalism/conservatism and socio-economic status (Pandya, 1993). In trend report of the Sixth Survey of Educational Research (1993-2000), sixteen researches have focused on teacher's attitude towards teaching; (Annamalai, 2000) measured the attitude of teachers towards teaching by using Ahluwalia's scale. (Reddy and Babu, 1994) analysed the attitude of residential and non-residential schools towards teaching. (Pandey and Maikhuri, 1999) examined the ‘attitude towards teaching profession' of effective and ineffective secondary schools of Garhwal. (Singh and Kumar, 1996) attempted to study the training needs of primary school teachers. Teacher boosts the average aptitude of students. It is examined that teachers attitude regarding classroom teaching improves the quality of education. The school offers prosperous programs for the quality of education through teachers. Modification and suggestions improve the quality of education that is proposed by the teacher. The attitude of novice teachers
towards professional development is more favourable than that of veteran teachers as observed by (Frels et al., 2013). The influence of values on the life of an individual is tremendous. It is particularly true of the younger generation; their satisfaction and productivity depend more on values which is an important phase of life. Values are criteria that help people on assessing their daily lives arranging their priorities, measuring the alternate course of action. Some of the studies which have been conducted in the country or elsewhere are either empirical or of descriptive in nature and have established that students have different theoretical, economic, aesthetic, social, political and religious concepts which shape and influence their values. The studies conducted by Dixit and Singh, 2015; Nitasha 2013; Ganie, 2012; Balakrihnan, 2012, are eye-opening revelation testifying that students have such values that have conflicting effect with their daily life. Teachers may adopt various rules in the process of fostering or developing certain values in their students (Demirhan and Iscan, 2011). Many young people openly reject some of the traditional values and question dogmatic beliefs held sacred for centuries. Often, it happens that such people do not find a replacement for the traditional values and hence a kind of vacuum is created in their life. This is not desirable because, in the absence of the values, they have no principles or foundation on the basis of which they can face life situations, make choices and decisions. A life without proper values is likely to become chaotic and disastrous. To guide our life on the right path and to establish our behaviour with good qualities we need values. Value change with the change in age, education, cultural mores and with respect to the changes in the social institutions keeping in view the impact of globalisation, adjustment, domestic pressure, modern lifestyle, competition among the students of all fields. Therefore, the present study is focused on assessment of values of secondary school teachers on the basis of training and gender (trained teachers and un-trained teachers, male teachers and female teachers).
The trend report of the sixth survey of educational research highlights the importance of conducting studies in comparison of attitudes of teachers viz; government and private schools, male and female, rural and urban, primary and secondary and different school subject. But, no such study on teaching attitude, aptitude, and values of trained and un-trained teachers of secondary schools in Kashmir Valley were conducted. A study of values of rural and urban secondary teacher was conducted by (Jan, 2007) the study suggested further research on male and female secondary school teachers, on rural and urban secondary school teachers, cross-cultural of similar nature, comparative study on teachers working in government and privately managed institutions.

After reviewing the related literature, the investigator found that no study has been conducted so far in which the teaching aptitude, attitude and values of secondary school teachers were studied. Keeping in view the above research gap and to fill this vacuum the researcher investigated the present problem. Through this study, the investigator has highlighted the teaching aptitude, attitudes and values of government trained and un-trained secondary school teachers. The study directly throw light on quality education as well as the need and importance of professional teachers, specialization on teacher education and teaching profession, growth and development of professional colleges and diploma courses. The study provides certain measures for the remedies of recruited un-trained teachers. This study shall act as a guide for the psychologists and policy planners while recruiting the teachers. The training should be given to them in order to develop a balanced personality. Such teachers develop teaching competency, inculcate real values in the students at various stages of education which is needed for the development of a nation.

1.2 STATEMENT OF THE PROBLEM

The problem chosen for the present study is stated as under:

‘A Study of Teaching Aptitude, Attitude and Values of Secondary School Teachers of Kashmir Valley’
1.3 OBJECTIVES OF THE STUDY

The following objectives were formulated for the present study:

1. To study the teaching aptitude of trained and un-trained secondary school teachers.
2. To study the teaching attitude of trained and un-trained secondary school teachers.
3. To study the teaching aptitude of male and female secondary school teachers.
4. To study the teaching attitude of male and female secondary school teachers.
5. To compare the teaching aptitude of trained and un-trained secondary school teachers.

The sub-objectives are:

5.1. To compare the cooperative nature dimension of teaching aptitude of trained and un-trained secondary school teachers.
5.2. To compare the considerativeness dimension of teaching aptitude of trained and un-trained secondary school teachers.
5.3. To compare the wide interest and scholarly taste dimension of teaching aptitude of trained and un-trained secondary school teachers.
5.4. To compare the fair-mindedness and impartiality dimension of teaching aptitude of trained and un-trained secondary school teachers.
5.5. To compare the moral character and discipline dimension of teaching aptitude of trained and un-trained secondary school teachers.
5.6. To compare the optimistic attitude dimension of teaching aptitude of trained and un-trained secondary school teachers.
5.7. To compare the motivational aspect dimension of teaching aptitude of trained and un-trained secondary school teachers.
5.8. To compare the dynamic personality dimension of teaching aptitude of trained and un-trained secondary school teachers.
6. To compare the teaching attitude of trained and un-trained secondary school teachers.
7. To compare the theoretical values of trained and un-trained secondary school teachers.
8. To compare the economic values of trained and un-trained secondary school teachers.
9. To compare the aesthetic values of trained and un-trained secondary school teachers.
10. To compare the social values of trained and un-trained secondary school teachers.
11. To compare the political values of trained and un-trained secondary school teachers.
12. To compare the religious values of trained and un-trained secondary school teachers.
13. To compare the teaching aptitude of male and female secondary school teachers.

The sub-objectives are:

13.1. To compare the cooperative nature dimension of teaching aptitude of male and female secondary school teachers.
13.2. To compare the considerativeness dimension of teaching aptitude of male and female secondary school teachers.
13.3. To compare the wide interest and scholarly taste dimension of teaching aptitude of male and female secondary school teachers.
13.4. To compare the fair-mindedness and impartiality dimension of teaching aptitude of male and female secondary school teachers.
13.5. To compare the moral character and discipline dimension of teaching aptitude of male and female secondary school teachers.
13.6. To compare the optimistic attitude dimension of teaching aptitude of male and female secondary school teachers.
13.7. To compare the motivational aspect dimension of teaching aptitude of male and female secondary school teachers.

13.8. To compare the dynamic personality dimension of teaching aptitude of male and female secondary school teachers.

14. To compare the teaching attitude of male and female secondary school teachers.

15. To compare the theoretical values of male and female secondary school teachers.

16. To compare the economic values of male and female secondary school teachers.

17. To compare the aesthetic values of male and female secondary school teachers.

18. To compare the social values of male and female secondary school teachers.

19. To compare the political values of male and female secondary school teachers.

20. To compare the religious values of male and female secondary school teachers.

1.4 HYPOTHESES OF THE STUDY

In light of the objectives enumerated above, the following hypotheses were formulated for the present investigation:

1. There is no significant difference between trained and un-trained secondary school teachers on teaching aptitude.

The sub-hypotheses are:

1.1. There is no significant difference between trained and un-trained teachers on cooperative nature dimension of teaching aptitude.

1.2. There is no significant difference between trained and un-trained teachers on considerativeness dimension of teaching aptitude.
1.3. There is no significant difference between trained and un-trained teachers on wide interest and scholarly taste dimension of teaching aptitude.

1.4. There is no significant difference between trained and un-trained teachers on fair-mindedness and impartiality dimension of teaching aptitude.

1.5. There is no significant difference between trained and un-trained teachers on moral character and discipline dimension of teaching aptitude.

1.6. There is no significant difference between trained and un-trained teachers on optimistic attitude dimension of teaching aptitude.

1.7. There is no significant difference between trained and un-trained teachers on motivational aspect dimension of teaching aptitude.

1.8. There is no significant difference between trained and un-trained teachers on dynamic personality dimension of teaching aptitude.

2. There is no significant difference between trained and un-trained secondary school teachers on teaching attitude.

3. There is no significant difference between trained and un-trained secondary school teachers on theoretical values.

4. There is no significant difference between trained and un-trained secondary school teachers on economic values.

5. There is no significant difference between trained and un-trained secondary school teachers on aesthetic values.

6. There is no significant difference between trained and un-trained secondary school teachers on social values.

7. There is no significant difference between trained and un-trained secondary school teachers on political values.

8. There is no significant difference between trained and un-trained secondary school teachers on religious values.
9. There is no significant difference between male and female secondary school teachers on teaching aptitude.

The sub-hypotheses are:

9.1. There is no significant difference between male and female teachers on cooperative nature dimension of teaching aptitude.

9.2. There is no significant difference between male and female teachers on considerativeness dimension of teaching aptitude.

9.3. There is no significant difference between male and female teachers on wide interest and scholarly taste dimension of teaching aptitude.

9.4. There is no significant difference between male and female teachers on fair-mindedness and impartiality dimension of teaching aptitude.

9.5. There is no significant difference between male and female teachers on moral character and discipline dimension of teaching aptitude.

9.6. There is no significant difference between male and female teachers on optimistic attitude dimension of teaching aptitude.

9.7. There is no significant difference between male and female teachers on motivational aspect dimension of teaching aptitude.

9.8. There is no significant difference between male and female teachers on dynamic personality dimension of teaching aptitude.

10. There is no significant difference between male and female secondary school teachers on teaching attitude.

11. There is no significant difference between male and female secondary school teachers on theoretical values.

12. There is no significant difference between male and female secondary school teachers on economic values.

13. There is no significant difference between male and female secondary school teachers on aesthetic values.

14. There is no significant difference between male and female secondary school teachers on social values.
15. There is no significant difference between male and female secondary school teachers on political values.
16. There is no significant difference between male and female secondary school teachers on religious values.

1.5 OPERATIONAL DEFINITIONS OF THE VARIABLES

Teaching Aptitude

Teaching aptitude is a person’s capacity to acquire proficiency in the teaching under appropriate conditions. It is the individual’s readiness to perform various acts and tasks related to teaching.

In this study, teaching aptitude means the scores obtained by the sample subjects on the Teaching Aptitude Test Battery (TATB) by Smt. Karim, S., and Prof. Dixit, A. K.

Teaching Attitude

Thurstone (1946) has defined attitude, as the degree of positive or negative effect associated with some psychological object. However, in the present investigation, attitude towards teaching profession refers score of sample subjects towards teaching profession as measured by the Teacher Attitude Scale by Goyal, J. C.

Values

Allport believed that an individual's philosophy is founded upon their values, or basic convictions that he holds about what is and is not of real importance in life (Hjelle and Ziegler, p.202-206). From this assumption, he began to work on the findings of Edward Spranger classification of Values. Allport studied his book "Types of Men" in which he outlined six major value-types (Hjelle and Ziegler p. 202-206).

Values for the present study are assessed through N.Y. Reddy’s Indian Adaptation Value Scale. It consists of six types of values viz., theoretical; economic; aesthetic; social; political and religious value.
Trained Secondary School Teachers

Trained secondary teachers are those teachers who are having teaching professional degree/degrees and are working as teachers in different secondary schools of Kashmir Valley.

Un-Trained Secondary School Teachers

Un-trained secondary teachers are those teachers who are not having any teaching professional degree/degrees and are working as teachers in different secondary schools of Kashmir Valley.

1.6 DELIMITATIONS OF THE STUDY

Keeping in view the time and resources at the disposal of the investigator, the present investigation was delimited to the secondary school teachers of Kashmir Valley (J&K) only.