5.0 SUMMARY

The focus of the present study was to identify the teaching aptitude, attitude and values of secondary school teachers in Kashmir Valley.

Teaching is a profession which provides highly specialized intellectual services, representing a high degree of creative thought and contributing to the development of a wide range of research specialists. Teaching is a profession which makes the human being, a true professional within an organization that regulates the admission of members, exerts control over them and secures for them certain rights and privileges. The human development index (HDI) in any country, directly and indirectly, depends on the sound education system. It is possible only through the new and innovative techniques, strategies and many skills that can help us to shape the personality and character of young growing children of a country and prepare them for facing the challenges of future. It is only an effective teacher who can really take a nation to the glory of progress and prosperity. No nation develops beyond the quality of its education system, which is highly dependent on the quality of its teachers. Teachers should be given the most appropriate tools during and after their training, including content, knowledge, and skills as well as teaching methodology to be able to do their work professionally. It is the main duty of a teacher to arouse interest in his pupils for the subject which he teaches. The teacher is the yardstick that measures the achievements and aspirations of the nation. A nation's well-being depends upon its teacher's well-being. The teachers are considered to be the custodians of future. If we take into consideration the pyramid of the education system, teacher has a vital role
to play in the process of education and dissemination of knowledge. Teacher manages all the activities and affairs in the school. Teacher's role is special in different situations of teaching-learning process; it should be supportive in every domain of life. The teacher recognizes the needs of the students and to develop their potential. This is only possible when the teacher uses professional and teaching skills. The success of any educational programme mainly depends upon the teacher and his profession. The teacher must influence the pupil's behaviour. So, teacher education is of utmost importance in this competitive world. It is the teacher education that makes a teacher professional in his teaching-learning process. It is the teacher who is the moulder and finisher of precious resource on earth i.e., students. Now, the need is to realize that if there is any fault in the teacher who is trying to shape the future of a nation, this would definitely help us to locate the fault in our entire system of life. 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 programmes 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). Teachers may adopt various rules in the process of fostering or developing certain values in their students (Demirhan and Iscan, 2011). The trend report highlights the importance of conducting studies in comparison of attitudes of teachers viz., government and private schools, male and female, rural and urban, primary, secondary and different school subject (sixth survey of educational research 1993-2000). But, no such study on teaching attitude, aptitude, and values of trained and un-trained teachers of secondary schools in Kashmir Valley was conducted. In trend report of the sixth survey of educational research (1993-2000), a good number of researchers have focused on teacher's attitude towards teaching. Some attempts have been made to identify the factors, which influence the teaching aptitude, attitude and values
of the teachers. These are by Jarrar, (2006); Kant, (2011); Balakrishnan, (2012); Jena, (2012); Kumar, (2013); Devi, (2013); Reddy (2013); Sindhu, (2013); Ali, (2014); Devi, (2014); Kaur, (2014); Santwana, (2014); Srivastav, (2014); Appadurai, (2015); Gondi, (2015); Rani, (2015); Sindhu, (2015); Ummender, (2014). Keeping in view the above research gap and to fill this vacuum the investigator was interested to investigate the problem. Through this study, the investigator highlights the teaching aptitude, attitude, and values of trained and un-trained, male and female secondary school teachers in Kashmir Valley.

In this investigation, there were 22 objectives framed concerning the proposed investigation. 16 hypotheses were formulated and empirically tested.

5.1 SAMPLE

In the state of Jammu and Kashmir, there are three provinces – Jammu, Kashmir, and Ladakh. However, for the present study, Kashmir province was taken for the investigation. There are ten districts in Kashmir valley. Six districts were chosen for the purpose of data collection. The districts were first arranged in an alphabetic order. Two districts were chosen from each zone of Kashmir i.e. Central Kashmir, North Kashmir, and South Kashmir. The selection of districts was made on the basis of the alphabets with which the name of district begins. Sample for the present study consisted of 400 secondary school teachers (of which 200 were trained secondary school teachers and 200 were un-trained secondary school teachers) and (140 were male secondary school teachers and 260 were female secondary school teachers) working in different secondary schools of District Anantnag and Kulgam (South Kashmir), District Bandipora and Baramulla (North Kashmir) and District Budgam and Ganderbal (Central Kashmir) of Jammu and Kashmir State. The sample has been selected through probability sampling technique. The investigator selected his sample by using stratified random sampling technique in which the strata were formed on the basis of training and gender.
The list of teachers was obtained from the Chief Education Offices in the concerned districts of the study.

5.2 TOOLS

The following tools were selected and administered to collect the data for the present investigation. Teaching Aptitude Test Battery (TATB) by Smt. Karim, S., and Prof. Dixit, A. K., Teacher Attitude Scale by Goyal, J. C. and Teacher Values Inventory by Reddy, N. Y.

5.3 PAIRS OF GROUP COMPARED

The two groups were formulated for comparison on different variables viz.,

- Trained secondary school teachers and un-trained secondary school teachers.

5.4 STATISTICAL ANALYSIS

Various statistical techniques viz., Percentage, Mean, Standard Deviation and t-test were used to analyze the data and draw inferences.

5.5 MAJOR FINDINGS

The major findings of the present study are as under:

1. Trained secondary school teachers have better teaching aptitude than the un-trained secondary school teachers.
2. Trained secondary school teachers have been found to be more cooperative than un-trained secondary school teachers.
3. Trained secondary school teachers are more considerative than un-trained secondary school teachers.
4. Trained secondary school teachers possess more wide interest and scholarly taste in comparison to un-trained secondary school teachers.
5. Trained secondary school teachers show more fair-mindedness and are impartial than un-trained secondary school teachers.
6. Trained secondary school teachers have been found to have high moral character and discipline as compared to un-trained secondary school teachers.
7. Trained secondary school teachers possess more optimistic attitude in comparison to un-trained secondary school teachers.

8. Trained secondary school teachers have the high degree of motivational power than un-trained secondary school teachers.

9. Trained secondary school teachers are having more dynamic personality in comparison to un-trained secondary school teachers.

10. Trained secondary school teachers were found to have better attitude towards their teaching profession than their un-trained secondary school teachers.

11. Trained secondary school teachers have high theoretical and religious values than the un-trained secondary school teachers.

12. Un-trained secondary school teachers have high aesthetic and political values than that of trained secondary school teachers.

13. Male secondary school teachers have more teaching aptitude that female secondary school teachers.

14. Male secondary school teachers are more cooperative and considerative aptitude than female secondary school teachers.

15. Male secondary school teachers possess more wide interest and scholarly taste, fair-mindedness and are impartial in comparison to female secondary school teachers.

16. Male secondary school teachers possess high moral character and discipline, optimistic attitude as compared to female secondary school teachers.

17. Male secondary school teachers have higher degree of motivational power than female secondary school teachers.

18. Male secondary school teachers have more dynamic personality in comparison to female secondary school teachers.

19. Male secondary school teachers have high attitude towards their teaching profession than their female counterparts.
20. Female secondary school teachers have higher aesthetic values than male secondary school teachers.

21. Male secondary school teachers have higher social values than female secondary school teachers.

5.6 CONCLUSION

The conclusion of the present study is the intervention of training which leads to high aptitude and attitude of teaching in trained teachers. The study is supported by the following education commissions of India that recommends the introduction of a sound programme for professional teachers on the basis of training. The recommendations of various education commissions are as under:

Woods Dispatch (1854) recommended that teacher training schools should be established for the growth of professional teachers. Stanley's Dispatch (1859) provided a salary grant for schools with trained teachers only for the job satisfaction. Indian Education Commission (1882) recommended that women should be encouraged for teaching profession and incentives should be provided for professional training. In 1904, Govt. of India Resolution recommended highly qualified trained staff for training colleges that developed the competency of trained teachers. In 1913, Education Policy by the then Govt. laid emphases upon teacher training and declared that no teacher should be allowed to teach without teacher training certificate. In 1917, Calcutta University Education Commission gave special attention to teacher training and made all efforts for increasing the output of trained teachers. In 1929, Hartog Committee recommended training period should be extended. Sergeant Report 1944 recommended that only suitable persons should be selected for teaching job i.e., one who have teaching aptitude, attitude towards teaching is fit for teaching job. In 1948, Central Institute of Education was established in Delhi and Central Pedagogical Institute at Allahabad in order to improve the teaching skills and pedagogical theory in teachers. In 1948-49, University Education Commission suggested that teachers having teaching experience should be encouraged to do M.Ed. In 1952-53, Secondary
Education Commission recommended the professional training of teachers and the place he occupies in the school as well as community should be reflected in educational reconstruction. In 1961, NCERT was established to organize pre-service and in-service induction programmes. In 1964-66, Indian Education Commission recommends that sound programme of professional education for teachers was essential for the qualitative improvement of educators. In 1972, The International Education Commission recommended that training should include management and organization along with complete teacher training so that they become fully professional teachers. 4th-5th five-year plan laid emphasis on training teachers through the coordination between NCERT, NCTE and SIEs. In 1983, National Commission Teachers recommended that selection of teacher trainees for teacher education programme should be made through combination of objective tests i.e., mandatory teaching aptitude tests for entering the profession of teaching. National Policy of Education 1986 emphasized that the system of teacher education will be overhauled in every domain. Yashpal Committee Report 1993 recommends that B.Ed. programme should offer the possibility of specialization in secondary or elementary or nursery education. National Curriculum Framework (NCF) 2005 emphasized the quality and learner achievements are determined primarily by teacher competence, sensitivity and teacher motivation is possible only through training of teachers. National Curriculum Framework for Teacher Education (NCFTE) 2009 recommends the preparation of teacher through the pedagogical inputs in teacher education programmes and the manner in which they are transacted to realize their intended objectives depend largely on the professional competence of teachers. The National Knowledge Commission (NKC) 2009 suggested that there is an urgent need to restore the dignity of school teaching as a profession and provide more incentives for qualified and committed teachers.

The training of teachers is a major area of concern at present. Justice Verma Commission (2012) evolved standard and norms for evaluating teacher
performance. The commission recommended that further reforms are necessary to improve quality of teachers through the training and strengthening regulatory functions by NCTE to raise the quality and growth of professional teachers.

5.7 EDUCATIONAL IMPLICATIONS

1. The present study indicates that training has a significant impact on teaching aptitude, attitude, and values of the teachers; therefore, teachers with training may produce the desired outcome in the education process. So, government should appoint only trained teachers and those who are un-trained should be trained in the department through the orientation and refresher courses and also be sent for training at departmental level.

2. With the systematic training of teachers, the teaching aptitude and attitude towards teaching are learned and developed. In training programme, many pleasant experiences are provided to student teachers who can develop among them a favourable attitude towards themselves, their profession and their students.

3. The aptitude of teaching and proficiency in skills require more practice. Many specific skills can be developed in the teacher through systematic training programmes in teacher education institutions. So, those programmes need to be organised.

4. Teaching aptitude, attitude and values of teachers are very important aspects of teaching profession which plays a major role in teacher effectiveness. The training should be given in order to become professionals in the art of teaching and develop a balanced personality.

5. The study would compel the policymakers in the educational system to select the right candidates for an admission to teacher education institution on the basis of teaching aptitude test.

6. The study may facilitate the recruitment agencies and other selection bodies who deal with the recruitment of teachers at different levels by giving due consideration for teaching aptitude portion in the syllabus which may add to the competency of the teaching profession.
7. Teachers having a good teaching aptitude and teaching attitude become more conscious of their duties and responsible towards their profession.

8. The study can reinforce the organizational commitment of teachers dealing with the teaching profession. Teaching is a very insightful profession and is linked with the pupils, society and the national development.

9. Teaching aptitude, attitude and values are the operational part of teaching which affects the teaching-learning process to a great extent.

10. This research will thus assist policy makers to draw an outline of improved strategies such as training system and management system. Only effective teachers can implement the policies and tactics of education in the classroom.

11. The study may help us to develop cooperative nature, wide interest, scholarly taste, and motivational aspect among teachers which can help them to show their high strength in their work. It will also assist them to participate actively in school performance or judgment making.

12. The study may help the teachers highlight their strengths, weaknesses, threats and opportunities and accordingly draw appropriate strategies for successful teaching and learning.

13. The expected outcome of the study is sound judgments which can be effectively used in teacher education.

14. The findings of the study may be useful for those who are associated with policy-making and deciding different types of teacher training programmes. They may include teaching aptitude, attitude and values for reorganizing teacher training programmes.

15. Based on the findings of the study an orientation programme for the teacher educators may be developed in which they should be acquainted with teaching aptitude, attitude, and values.

16. For policy planners and administrators, the study will go a long way to understand teaching aptitude, attitude and values of trained and un-
trained secondary school teachers so that the remedial measures can be initiated by educators, administrators, Policy planners and counsellors for the betterment of the educational setup.

5.8 SUGGESTIONS FOR FURTHER RESEARCH

1. It will be worthwhile to mention that similar studies can be conducted on the larger sample and in different regions to have in-depth research of the factors affecting teaching aptitude, attitude towards teaching profession and values of teachers.

2. The study suggests further research on rural/urban secondary school teachers, cross-cultural of similar nature and comparative study on teachers working in Govt. and Privately managed institutions may be extended for wider generalization.

3. A comparative study may be conducted to look into the teaching aptitude, attitude and values of teachers working in professional and academic higher education institutions, different streams belonging to +2 lecturers.

4. In order to validate the results, this study may be replicated by assessing the teaching aptitude and personality traits with the help of other standardized tools.

5. It would be desirable to study the relationship between organizational climate and teaching aptitude of teachers.

6. Variables which have not been considered under the domain of present study may be taken up for further research.

7. The particular research should be conducted individually and collectively over the entire state, entire country, primary teachers, senior secondary school teachers, college teachers, university teachers and professional and non-professional teachers.