

RELATIONSHIP BETWEEN TEACHING APTITUDE AND ADJUSTMENT OF TEACHERS OF SECONDARY & HIGHER SECONDARY SCHOOLS OF RAIPUR CITY ---A STUDY

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Abstract

This paper focuses on Teaching Aptitude and Adjustment of Secondary and Higher Secondary school teachers. The research was carried out in Raipur city on a sample of 440 Secondary and Higher Secondary school teachers out of which 240 are male and 200 are female teachers. The Secondary school teachers are 240 (male 130 and female 110) and Higher Secondary school teachers are 200 (male 110 and 90 female). Teachers Aptitude was measured by Teaching Aptitude Test by Dr. Jai Prakash and Dr. R.P.Shrivastava ,and teachers adjustment was measured by the Teacher adjustment Inventory (MTAI Short Form) prepared by Dr. S.K. Mangal.

The research findings reveal that there is positive but very low and negligible relationship between Teaching Aptitude and Adjustment of Secondary and Higher Secondary school teachers. The Teaching Aptitude of Secondary and Higher Secondary school teachers is found to be satisfactory whereas Adjustment of Secondary school teachers is found to be satisfactory and that of Higher Secondary school teachers is found to be excellent. No significance difference is found between Teaching Aptitude of Secondary and Higher Secondary school teachers whereas the difference is significant in relation to Adjustment. The difference between the Teaching Aptitude as well as Adjustment of Secondary and Higher Secondary school male and female teachers is not significant.

Keywords: Teaching aptitude, adjustment

INTRODUCTION:

The teachers "place in society is of vital importance. He acts as the pivot for the transmission of intellectual traditions and technical skills from generation to generation and helps to keep the lamp of civilization burning. He not only guides the individual but also shapes the destiny of the nation". The future of a nation is dependent on the kind of youth and this and quality of teachers. "We are convinced that the most important factor in the contemplated educational reconstruction is the teacher his personal qualities, his educational qualification, his professional training and the place that he occupies in the school as well as community".

Role of teachers in present educational scenario:-

- Teacher's role as an innovator.
- Teachers Role as a manager.
- Role of a teacher in information processing.
- Teacher's role in decision making.
- Teachers' role as a counselor.
- Teacher's role as a facilitator.

- Teacher as a source of knowledge.
- Teacher as a Social-Engineer.
- Role of teachers towards Education Technology.
- Teaching is a system of actions which intends to induce learning through interpersonal relationship.

Teaching is necessary to promote, guide & facilitate the learning process. Successful teaching is teaching that brings about effective learning. But do teachers have that aptitude is a question of concern.

MEANING OF ADJUSTMENT:

1. According to Crow and Crow (1956), "An individual's adjustment is adequate, wholesome or healthful to the extent that he has established harmonious relationship between himself and the condition, situations and persons who comprise his physical and social environment".
2. Adjustment means the modification to compensate for or meet special conditions---James Drever.
3. According to Kupuswamy, "Adjustment results in happiness

because it implies that emotional conflicts and tensions have been resolved.

4. Adjustment is the interaction between a person and his environment.
5. "Adjustment may be defined as a process of altering behavior to reach a harmonious relationship with the environment. When people say they are in an "adjustment period" they typically mean they are going through a process of change and are searching for some level of balance or acceptance with the environment, others, or themselves".
6. A small alteration or movement made to achieve a desired fit, appearance, or result. The process of adapting or becoming used to a new situation.

MEANING OF TEACHING APTITUDE:

1. According to Bingham - "As a condition symptomatic in his readiness to acquire proficiency his potential ability and another is his readiness to development an interest in exercising his ability. So that it can be said that teaching aptitude is a specific ability, potentiality, interest, satisfaction and fitness in teaching profession".
2. The teaching aptitude means an interest in the teaching work orientation, implementing teaching principles and methods. Under the gamut of teaching aptitude, teaching skill occupies a major place. Every student is a different entity from the viewpoint of his intelligence, aptitude and interest. Under a particular situation, different students may have different perceptions, actions and reactions to a given issue/subject.

Teaching is a social process in which teacher influences less experienced pupil behaviour of the and helps him develop according to the needs of the society.

Effecting coordination among them could be a very difficult task for a teacher and is put to test

only on such occasions. The aptitude of a teacher about a situation is the decisive one and the entire process of teaching is based on this. His aptitude can be measured by learning about his discretionary ability in the context of the following methods/parameters:

- Fulfilling the needs of highly intelligent student'
- Motivation and their appropriate use.
- Creation of problems related to discipline.
- Identification of these reasons and their elimination.

Teaching is an art and science as well. It is a professional activity involving teacher and student with a view to the development of the student. Teaching is a system of actions varied in form and related with content and pupil behaviour under the prevailing physical and social conditions.

Smith (1947)"considered teaching as a tripolar process involving (i) agent or source producing learning which may be human or material; (ii) a goal or target to be achieved; (iii) the intervening variables consisting of learning or teaching situation; involving human or physical conditions and instructional methods".

Amidon(1967)"Teaching as a process of interaction between the teacher and the taught as a cooperative enterprise, as a two-way traffic".

The manner of teaching should be such that it makes the pupils feel at home in his class room. The teacher has to ensure that the learner is well adjusted to the environment which includes his classmates, school mates and other members of his society at large.

REVIEW OF RELATED LITERATURE:-

Teacher education has remained a subject of intense discussion for more than two decades. Therefore it becomes necessary to go deep into the intricacies of the field. The investigator has found some studies which are directly or indirectly related to the topic. The studies are given below:

1. **Srivastava(1982)** "Effectiveness of the Teacher Education Program. The main objectives of study were: (1) To study the actual position of resources, (2) Existing conditions, (3) Working condition of teacher education program, (4) To study the qualitative and quantitative characteristics of the programs end-product (5) To study opinions regarding quality and sufficiency of existing conditions (6) Working of the program from the point of view of organization of professional education of secondary teachers and (7) To ascertain the most desirable changes needed for making the program effective. The study was a normative survey . All Teacher Education Departments of 10affiliated colleges of Avadh University were included in the study. Data was collected with the help of questionnaire. The major findings were: The ten colleges, having a teacher education department were unequal in size and facilities and none was initially opened with the intentions of providing facilities of Teacher Education. The colleges were on the government grant list; hence there was no problem of staff salary payment. Except SC & ST student trainees, all other were required to pay fees." The Teacher-Educator, Student-Teacher ratio was 1:14. Facilities for non-teaching staff were inadequate. Admission rules, as prescribes by the state government were followed, which had many drawbacks. The whole program comprised theory, teaching practice and sessional work. Average working days were only 118 . Immediately desired changes in the program were in its curriculum, organization of practice teaching, admission and evaluation procedures, establishment of independent colleges of education, teacher - educators "orientation and research facilities.
2. **Devi (1988)** attempted to evaluate the teacher-education programme of Agra University. The objectives of the study were: (1) to measure attitudes, values and adjustment of B.Ed. students in the beginning of the points against the attitude of student-teachers towards teaching profession in the beginning of the session, and (ii) to investigate into the nature of change in the professional attitude, teachers' values and personality adjustment of the students during the training period. The sample comprised 1,000 student-teachers studying in all teacher education departments of Agra University. The study followed the field experiment method with the pre-test and post-test approach. The concurrent correlation-cum-concurrent comparison of contrasting groups design was chosen. Admission Merit Scores, Teacher-Attitude Inventory (Ahluwalia), the Teacher Values Inventory (Ahluwalia), Personality Adjustment Inventory (Quadri) were the tools used. Mean, median, SD,skewness, product-moment correlation and 4t' test were computed. The findings of the study were: (1) there was low and significant correlation between the selection points and the teacher attitude scores of the student-teachers in the beginning of the session, (2)there was a positive trend of inter correlations between attitude, adjustment and values, (3) The correlation between teacher attitude and adjustment and teacher adjustment and teacher values was very low and not significant. (4) The teacher education programme did not contribute towards the teacher attitude of the student - teachers, (5) The overall trend of teacher values was positive but not significant, (6) There was significant gain in the case of aesthetic values but there was significant reduction in theoretical and social values.
3. **Nayak (1988)** studied the quality of prospective teachers and the selection procedure in practice for admission to the B.Ed.course in Orissa. The objectives of the study were: (1) To study the

quality of prospective teachers in terms of their attitudes towards the teaching profession and towards children, and their value pattern, mental health and socio-economic background, and (2) to study the selection procedures in practice for admission to the B.Ed.course in Orissa. The finding of the study were:

(1) It was found that there were 70% quality recruits as per the first three variables, i.e. motivation to join B.Ed.course, attitude towards the school teaching profession and attitude towards children, (2) there were approximately 50% quality recruits as per the next two variables of personality, namely, social values and mental health, and 57% of quality recruits according to the socio-economic status variable,(3) there was a tendency of a larger number of quality recruits being admitted by the private colleges as compared to government colleges, (4) the selection procedures of admission to the B.Ed. course adopted by all the teacher training colleges have not made it possible to recruit a significantly high number of quality recruits.

4. **Ifaera (1988)** explored the relationship between factors of teaching aptitude and teacher behavior components which may bring to light observations helpful to teacher-educators. The objectives of the study were: (i) To explore the classroom verbal behavior of student-teachers through Flanders technique, (ii) to find out if there is any relationship between teacher behaviour and teaching aptitude, (iii) to study the relationship between various aptitude factors and different components of classroom behaviour, (iv) to study if there is a significant difference among teacher behaviour of teacher-trainees in different disciplines, (v) to compare the behaviour of student-teachers who have secured high scores in the aptitude test with those who have low aptitude scores, and (vi) to estimate the statistical significance of relation and draw inferences.

The findings of the study were: (1) The average TTR, PTR and SCR of the sample closely followed the norms suggested by Flanders. (2) Large variations occurred in TOR, TRR and PIR. TQR and PIR were much less than the norm, (3) Teacher Talk Ratio was significantly correlated with three of the teaching aptitude factors and the total Teaching Aptitude Score. (4) There was a significant negative correlation between Silence, Confusion Ratio and the three aptitude factors and the total aptitude score.(5) There was a significant correlation between Teaching Aptitude Score and Content Cross Ratio. (6) Two of the aptitude factors, namely, Mental Ability and General Information, were significantly correlated with CCR. (7) The English teacher talked less and responded less than the mathematics teacher.

5. **Agarwal S . (1988)** "A study of adjustment problems and their related factors of more effectiveness and less effective teachers with reference to primary level female teachers.(Ph.d. Edu.Rohikhand U)

There was a significant difference between the adjustment problem of more effective and less effective female teachers at primary level, the more effective teachers were better adjusted than their less effective counterparts. Social factors were found more prominent in the adjustment problem of more effective teachers while in the case of less effective female teachers the emotional factors were found more influential".

6. **Anil Ambasana (2011)** studied University teachers attitude towards professionalism (Edutrack Vol.10., No. 5, pp 35-38)

The study aimed to find out whether there is any significant difference in attitude towards professionalism. Findings reveal that average attitude

towards professionalism was found reasonably high. Most of the teachers were possessing high attitudes towards professionalism and no gender difference was observed. It was also found that teachers working in various faculties such as social sciences, sciences and linguistics had equally high attitude towards professionalism.

7. **Bhasin,C.(1988)** "Teaching Aptitude and its relationship with teaching effectiveness of higher secondary school teachers in relation to the modern community"

The study aimed to find the relationship of teaching aptitude with teacher effectiveness of higher secondary school teachers.

Findings: (1) It was found that teacher aptitude had a significant positive correlation with teacher effectiveness ,but it had no direct relationship with teacher community participation.(2)A significant difference was found between Science and human sciences t e a c h e r i n r e l a t i o n t o t e a c h e r a p t i t u d e . (3) N o s i g n i f i c a n t difference was found between rural and urban ,government and non- government and male and female teachers with regard to their aptitude and effectiveness.

8. **Harmeet Kaur (2012)** studied "Attitude towards teaching profession in relation to adjustment of secondary school teachers". (Edutrack, Vol.11, No.7,pp 21-24)

Objective: (1) To find the attitude of secondary school teachers towards teaching profession.(2) To find out whether any relationship exists between attitude towards teaching profession and adjustment of teachers.(3) To examine whether attitude towards teaching profession differs at different levels of adjustment.(4) To compare the attitude of male and female teachers towards profession.

Study reveals that there was a lot of variation in attitude of teachers towards their teaching profession. 21% of teachers had high attitude, 59.5 teachers had average attitude, and 19.5% had low attitude. It means that majority of teachers had moderate attitude towards the teaching profession. There was a positive significant relationship between attitude towards teaching p r o f e s s i o n a n d a d j u s t m e n t o f teachers.($r=0.16$). It meant that higher the attitude better the adjustment towards teaching profession and vice-versa. Adjusted and maladjusted teachers differ significantly in their attitude towards teaching ($t= 7.55$). It further revealed that adjusted teachers had high attitude (mean= 252.30) when compared to maladjusted teachers (mean= 225.64). Male and female teachers did not differ significantly in their attitude towards teaching profession(0.83).

9. **Maurya , H. C.(1990)** " A study of the relationship between teachers attitude and teachers efficiency of University and pre- university lecturers." Ph.D., Psychology Agra U.

OBJECTIVE OF THE STUDIES WERE:

- (1) To find the attitude, teaching efficiency and adjustment of University and pre-university teachers and find their inter-relationship and (2) To see the sex difference in teaching efficiency and adjustment of University and pre-university teachers.

Findings of the study revealed that (1) External surrounding contributed a great deal in formulating teacher attitude.(2) Frequent changes in the curriculum adversely affected teaching efficiency.(3) the size of a class room affected adjustment and teaching efficiency.(4) Indiscipline and violence on the camper caused problem of adjustment.(5) Sex difference existed

both in teaching proficiency and adjustment.

10. **Pandey, G.S., (1973)** "A study of teachers adjustment in relation to Professional efficiency," Ph.D., Edn, Gor.U.

Findings reveal that the correlation studies of male and female teachers indicated positive relationship between all the five elements of adjustment. The strength of relationship showed that each element contributed something towards other in the process of adjustment. In the case of male teachers ,two factors are responsible for their adjustment were identified as institutional and physical , where as in the case of female teachers ,they were identified as physical and institutional.

OBJECTIVE OF THE STUDY

1. To find the relationship between Teaching Aptitude & Teachers Adjustment of Secondary & Higher Secondary Schools teachers of Raipur City.
2. To study the Teaching Aptitude of Secondary School Teachers of Raipur City.
3. To study the Teaching Aptitude of Higher Secondary School Teachers of Raipur City.
4. To study the Teachers adjustment of Secondary School Teachers of Raipur City.
5. To study the Teachers adjustment of Higher Secondary School Teachers of Raipur City.
6. To compare the Teaching Aptitude of Secondary & Higher Secondary School teachers of Raipur City.
7. To compare the Teachers adjustment of Secondary & Higher Secondary School teachers of Raipur City.
8. To compare the Teaching Aptitude of male & female Secondary & Higher Secondary School teachers of Raipur City.
9. To compare the Teachers Adjustment of male & female Secondary & Higher Secondary School teachers of Raipur City.

HYPOTHESIS:-

1. There is high and positive relationship between Teaching Aptitude & Teachers Adjustment of Secondary & Higher Secondary Schools Teachers of Raipur City.
2. The Teaching Aptitude of Secondary School Teachers of Raipur City is high.
3. The Teaching Aptitude of Higher Secondary School Teachers of Raipur City is high.
4. The Teachers Adjustment of Secondary School Teachers of Raipur City is high.
5. The Teachers Adjustment of Higher Secondary School Teachers of Raipur City is high.
6. There is no significant difference between the Teaching Aptitude of Secondary & Higher Secondary School Teachers of Raipur City.
7. There is no significant difference between the Teachers Adjustment of Secondary & Higher Secondary School Teachers of Raipur City.
8. There is no significant difference between the Teachers Adjustment of male & female teachers of Secondary & Higher Secondary School teachers of Raipur City.
9. There is no significant difference between the Teaching Aptitude of male & female teachers of Secondary & Higher Secondary School teachers of Raipur City.

POPULATION:-

Population is Secondary and Higher Secondary School Teachers in all English medium schools running in Raipur city.

SAMPLE: -

The sample for the present study was taken from all English medium schools running in Raipur city. Secondary and Higher Secondary School teachers will be randomly selected from various schools situated in Raipur city. The total number of sample is 440 out of which 240 are male teachers and 200 are female teachers. The Secondary school teachers are 240 out of

which 130 are male teachers and 110 are female teachers. The Higher Secondary school teachers are 200 out of which 110 are male teachers and 90 are female teachers.

METHOD: -

Survey method will be conducted by the researchers to collect relevant data regarding the research topic.

TOOLS:

1. Teaching Aptitude test by Dr. Jai Prakash and Dr. R.P.Shrivastava, which consists of 150 items to evaluate the teaching skills and beliefs related to it and is a five point scale. The validity of the scale is 0.5. The reliability of the scale is calculated by split half method which is found to be 0.94.

2. Teacher adjustment inventory (MTAI Short Form) By Dr. S.K. Mangal which consists of 70 items related to adjustment and maladjustment. Each item has two answers "Yes" or "No". The questionnaire shows that if ten questions are answered as yes they show the adjustment and remaining 60 items if answered no shows adjustment on the part of a teacher. The test has reliability coefficient as 0.969 and by split half method it is 0.987. The validity of the test has been done by calculating the correlation coefficient by other tests. The following table shows validity coefficient of the inventory:

Measures used	Bells Adjustment Inventory (Hindi version) N=150	Teacher Adjustment Inventory-MTAI (Long form) N= 150
Validity Co-efficient	0.848	0.906

ANALYSIS AND INTERPRETATION

The data was collected and analysis and interpretation was done.

Table1: Showing relationship between Teaching Attitude & Adjustment of Teachers of Secondary & Higher Secondary Schools of Raipur City.

Area	N	Variable	Mean (M)	S.D.	r	df (N-2)	0.01	0.05	Sig/Non Sig
Secondary	440	Teaching Aptitude	92.74	13.41	0.06	438	0.128	0.098	Not Sig.
Higher secondary		Teachers Adjustment	51.51	7.11					

Table2: Showing Teaching Aptitude of Secondary and Higher Secondary School Teachers of Raipur City.

Classification	Range	Mean of Secondary School Teachers	Mean of Higher Secondary School Teachers
Low	140-326	185.48	185.72
Average	327-512		
High	513-700		

Table3: Showing Teachers Adjustment of Secondary and Higher Secondary School Teachers of Raipur City.

Classification	Male Teachers	Female Teachers
Excellent Adjustment	63 and more.	65 and more.
Good Adjustment	54 to 62	56 to 64
Satisfactory Adjustment	43 to 53	45 to 55
Low Adjustment	33 to 42	35 to 44
Negligible Adjustment	32 or less than 32	34 or less than 34

Table 3.1 Showing mean scores of Secondary and Secondary School Teachers Adjustment.

	Secondary School Teachers	Higher Secondary School Teachers
Male	49.76	91.28
Female	51.5	94.44

Table 4: Showing difference between Teaching Aptitude of Secondary and Higher Secondary School Teachers of Raipur City.

Variable	Area	Group	(N)	Mean (M)	S.D.	T	Df (N-2)	0.01/0.05	Sig/Non Sig
Teaching	Secondary	Secondary	240	92.76	14.16	0.04	438	2.59	
Aptitude	Higher Secondary	Higher Secondary	200	92.71	12.49			1.97	Not sig

Table 5: Showing difference between Teachers Adjustment of Secondary and Higher Secondary School Teachers of Raipur City.

Variable	Area	Group	(N)	Mean (M)	S.D.	T	Df (N-2)	0.01/0.05	Sig/Non Sig
Adjustment	Secondary	Secondary	240	50.56	7.7	3.18	438	2.59	
Aptitude	Higher Secondary	Higher Secondary	200	52.66	6.16			1.97	Sig

Table 6: Showing difference between Teachers Adjustment of male and female teachers of Secondary and Higher Secondary School Teachers of Raipur City.

Variable	Area	Group	(N)	Mean (M)	S.D.	T	Df (N-2)	0.01/0.05	Sig/Non Sig
Adjustment	Secondary And High Sec	Male	240	51.04	7.55	1.55	438	2.59/	
Inventory	Secondary and High Sec	Female	200	52.08	6.52			1.97	Not Sig

Table 7: Showing difference between Teachers Aptitude of male and female teachers of Secondary and Higher Secondary School Teachers of Raipur City.

Variable	Area	Group	(N)	Mean (M)	S.D.	T	Df (N-2)	0.01/0.05	Sig/Non Sig
Adjustment	Secondary And High Sec	Male	240	92.29	12.82	0.76	438	2.59/	
Inventory	Secondary and High Sec	Female	200	93.28	14.1			1.97	Not sig

FINDINGS:-

1. Table 1 reveals that Coefficient of Correlation between the scores of Teachers Aptitude test & Teachers Adjustment test of secondary and higher secondary school teachers of Raipur city is **0.06**. Hence the hypothesis is rejected. The relationship between Teachers Aptitude test & Teachers Adjustment test is low, positive and negligible.
2. Table 2 reveals that the scores of Teaching Aptitude test of Secondary and Higher

Secondary School Teachers of Raipur City is **185.48** and **185.72** respectively. Hence the hypothesis is rejected. The Teaching Aptitude of Secondary and Higher Secondary school teachers of Raipur city is found to be low.

3. Table 3 reveals that the scores of Teachers Adjustment test of Secondary School Male and Female Teachers of Raipur City is found to be **49.76** and **51.5** respectively. Hence the hypothesis is rejected. The Teachers Adjustment scores of Secondary School Male and Female Teachers of Raipur City is found to be satisfactory.
4. Table 3.1 also reveals that the scores of Teachers Adjustment test of Higher Secondary School Male and Female Teachers of Raipur City is found to be **91.28** and **94.44** respectively. Hence hypothesis is accepted. The Teachers Adjustment scores of Higher Secondary School Male and Female Teachers of Raipur City is found to be excellent.
5. Table 4 reveals that t-value of the scores of Teaching Aptitude of Secondary and Higher Secondary school teachers of Raipur city is **0.04** which is much less than the table value at both **0.01** and **0.05** level. The difference in the scores of Teaching Aptitude of Secondary and Higher Secondary school teachers is not significant and hence the null hypothesis is accepted.
6. Table 5 reveals that t-value of the scores of Teachers Adjustment of Secondary and Higher Secondary school teachers of Raipur city is **3.18** which is greater than the table value at both **0.01** and **0.05** level. The difference in the scores of Teachers Adjustment of Secondary and Higher Secondary school teachers is significant and hence the null hypothesis is rejected.
7. Table 6 reveals that t-value of the scores of Teachers Adjustment of Secondary and Higher Secondary male and female teachers of Raipur city is **1.55** which is less than the table value at both **0.01** and **0.05**

level. The difference in the scores of Teachers Adjustment of Secondary and Higher Secondary male and female teachers is not significant and hence the null hypothesis is accepted.

8. Table 7 reveals that t-value of the scores of Teaching Aptitude of Secondary and Higher Secondary male and female teachers of Raipur city is **0.76** which is less than the table value at both **0.01** and **0.05** level. The difference in the scores of Teaching Aptitude of Secondary and Higher Secondary male and female teachers is not significant and hence the null hypothesis is accepted.

CONCLUSION:-

After analysis and interpretation the following conclusions were drawn:-

1. **Hypotheses H₀₁**: "There is high and positive relationship between Teaching Aptitude & Teachers Adjustment of Secondary & Higher Secondary Schools Teachers of Raipur City," is disapproved as coefficient of correlation between Teaching Aptitude & Teachers Adjustment is 0.06 which is insignificant at both 0.05 and 0.01 level of significance.
2. **Hypotheses H₀₂**: "The Teaching Aptitude of Secondary School Teachers of Raipur City is high," is disapproved as the Teaching Aptitude scores of Secondary school teachers of Raipur city is found to be low.
3. **Hypotheses H₀₃**: "The Teaching Aptitude of Higher Secondary School Teachers of Raipur City is high," is disapproved as the Teaching Aptitude scores of Higher Secondary school teachers of Raipur city is found to be low.
4. **Hypotheses H₀₄** : "The Teachers Adjustment of Secondary School Teachers of Raipur City is high," is disapproved as the Teachers Adjustment scores of Secondary school teachers of Raipur city is found to be satisfactory.

5. **Hypotheses H₀₅** : "The Teachers Adjustment of Higher Secondary School Teachers of Raipur City is high," is accepted as the Teaching Aptitude scores of Higher Secondary school teachers of Raipur city is found to be excellent.

6. **Hypotheses H₀₆** : "There is no significant difference between the Teaching Aptitude of Secondary & Higher Secondary School Teachers of Raipur City," is accepted as the t-value is 0.4 which is not significant at both 0.05 and 0.01 level of significance.

7. **Hypotheses H₀₇**: "There is no significant difference between the Teachers Adjustment of Secondary & Higher Secondary School Teachers of Raipur City," is disapproved as the t-value is 3.18 which is significant at both 0.1 and 0.05 level.

8. **Hypotheses H₀₈**: "There is no significant difference between the Teachers Adjustment of male & female teachers of Secondary & Higher Secondary School teachers of Raipur City," is accepted as the t-value is 1.55 which is not significant at both 0.01 and 0.5 level.

9. **Hypotheses H₀₉**: "There is no significant different between the Teaching Aptitude of male & female teachers of Secondary & Higher Secondary School teachers of Raipur City," is accepted as the t-value is **0.76** which not significant at both **0.01** and **0.5** level.

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