

Training Wise Professional Adjustment of Teachers

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ABSTRACT

Training wise professional adjustment status of teachers was examined by the investigator on a sample of 792 teachers. Teachers have been classified into two categories viz. trained and untrained teachers. To evaluate the status of professional adjustment of teachers, a tool viz. "Manual on Teachers Professional Adjustment" was used which was prepared and standardized by the investigator. The reliability and validity of the tool were found 0.89 and 0.66 respectively. On the basis of percentile rank and professional adjustment scores, professional adjustment status of teachers have been classified into three levels viz. well-adjusted, average-adjusted low-adjusted. Analysis of data was done by t-test and χ^2 test through SPSS version 13.0 and Prism 3.0. This study reveals that there is no significant difference between professional adjustment of trained and untrained teachers. But, there is significant difference of proportions (percentages) between trained and untrained teachers at three levels of professional adjustment. In well adjusted level, highest percentage is of trained teachers, while lowest percentage is recorded for untrained teachers. In mediocre group, higher proportion is reported for untrained teachers, while lowest proportion is recorded for married teachers. The trained teachers are ahead of others in low adjusted count, while untrained group to be lowest.

Keywords: *Professional Adjustment, Teacher, Training status, Adjustment level*

Psychologists use the term 'adjustment' for varying conditions of social or interpersonal relations in the society. Thus one sees that adjustment means reaction to the demands and pressures of social environment imposed upon the individual. The demand may be external or internal to which the individual has to react. When the life of a child is observed, he is asked to do this and not that, he has to follow certain beliefs and set of values which the family follows and thus his personality develops in the continuous process of interaction with his family environment. There are other demands which may be termed as internal as hunger, water, oxygen and sleep etc. If the individual does not fulfill these internal demands, he feels uncomfortable. These physiological demands go on increasing and become more and more complex. These two types of demands sometimes come into conflict with each other and resultantly make the adjustment a complicated proves for the individual.

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Professional adjustment means being adjusted to his profession. The person must have in-depth liking, awareness of pros and cons of his profession. Liking not only by its exterior appearance but also by work culture, duty hours, hardship and nature of working is vital. For example, a person is very much interested in teaching profession observing the prestige and comfortable life of teachers. No sooner does he join, than he starts feeling uncomfortable because his presentation is not good enough, and he is unable to teach especially academically weak students. Though he has sound knowledge in his subject area, he is devoted to his profession yet he may dislike it. For example a person is very much interested in army viewing the dress and discipline. No sooner does he join the army than he is terminated from services because he is unable to cope up the hardship of army.

Hurlock in his book “*Adolescent Development*” has mentioned twenty qualities of a well adjusted person given by **Lawton**. The important one can be elaborated as –

- Well adjusted person is happy and has an effective personality.
- He is getting the satisfactions he needs.
- He is only rarely troubled by unpleasant emotions.
- Change is not a source of great discomfort to him. His frustration does not leave him embittered and disagreeable and without the dissatisfaction, he needs.
- He is not bothered by suspicious self mistrust, worry or prolonged regret and self condemnation over the minor mistakes, he makes.
- The well-adjusted person also makes others happy.
- He is friendly and possessed with friends.
- He is happy and optimistic.
- He is not aggressive and unkind.
- He is not easily depressed and does not loose temper easily.

Shaffer has defined maladjusted behavior in terms of non-integrative behavior, to quote him.....

“Maladjusted or inadequate behavior can be defined more precisely as non-integrative, unable to resolve his present conflict, the than finds other tension reducing outlets.”

Studies by **Naidu (1974)** and **Bhandarkar (1980)** admit the positive contribution of the training process and programmes in the development of professional attitude and spirit. **NCERT (1971)** however concedes this hesitatingly and continuously.

OBJECTIVE

- To investigate and compare professional adjustment status of trained and untrained teachers
- To ascertain and compare proportions of level of trained and untrained teachers at three levels of professional adjustment.

Hypotheses

- There will be no significant difference between means of professional adjustment status of trained and untrained teachers.
- There would be no significant difference between proportions of trained and untrained teachers at three levels of professional adjustment.

METHODOLOGY

Population

This study was confined to the teachers of private (recognized and non-recognized) and government primary to junior, secondary to higher secondary schools and higher and technical education teachers of Uttar Pradesh (INDIA) constitute the population of the study.

Sample

The sample of the present study consists of 792 teachers from pre-primary to higher education stage selected from ten districts of Uttar Pradesh. Out of 792 teachers, 414 were trained teachers and 378 were untrained teachers. However he had to resort to stratified random method whereby the institutions of various levels were selected by computer determined randomness and the teachers were selected by the cluster system.

Tools

Teachers Professional Adjustment Inventory (TPAS) was constructed and standardized by the investigator. This scale has 100 items; this test was standardized on a sample of 792 teachers from pre-primary to higher education stage. Its validity was found to be 0.66, while reliability was found to be 0.799 and corrected by Spearman Brown prophecy formula, then, it was found to be 0.89. Norms were calculated on the basis of percentile rank and three broad and distinct levels of professional adjustment viz. well-adjusted, average-adjusted and low-adjusted were ascertained.

Statistical Analysis

Teachers professionals adjustment scores (TPA scores) of two groups were compared by t-test. The proportions between groups were compared by χ^2 (chi square) test. A two-tailed ($\alpha=2$) $p<0.05$ was considered statistically significant. Analysis was done on Graph Pad Prism 5.0.

Data Analysis and Interpretation

In this study, significance level of mean difference between trained and untrained teachers has been tested.

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Table-1, Assessment Summary ($\bar{X} \pm SD_N$) of teachers professional Adjustment

Scores of two groups

		Trained	Untrained
$(\bar{X} \pm SD_N)$		(47.51±19.02 ₄₁₄)	(47.06±17.31 ₃₇₈)
t- value = 0.35, p- value = 0.72			

In **Table 1**, (t-value=0.35, p-value=0.72) reveals that there is no significant difference between mean values of trained and untrained teachers. The observed difference between mean scores could be by chance. Thus, there is no real difference between professional adjustment of trained and untrained teachers.

The process of training and all that goes with it- selection procedure- theory and practical work, subsequent placement strategy etc is unable to make the trained group feel any better adjusted professionally than their untrained colleagues at work with them, despite the pay packet differences that accompany their identical working conditions.

Table-2 , Comparison of level of professional adjustment by Training of the teachers

Training status	No. of teachers	Level of professional adjustment					
		Low adjusted		Average adjusted		Well adjusted	
		No.	%	No.	%	No.	%
Trained	414	66	15.9	272	65.7	76	18.4
Untrained	378	56	14.8	276	73.0	46	12.2

$\chi^2=6.60, p=0.04$ (Significant)

Examination of the **Table 2 reveals** that χ^2 -value ($\chi^2 = 6.60, p = 0.04$) for difference between proportions (percentages) among three groups of teachers are significant statistically at three levels of professional adjustment.

In well adjusted level, highest percentage (18.40%) is of trained teachers, while lowest percentage (12.20%) is recorded for untrained teachers. In mediocre group, higher proportion (73%) is reported for untrained teachers, while lowest proportion (6.70%) is recorded for married teachers. The trained teachers (15.90%) are ahead of others in low adjusted count, while untrained group to be lowest. (14.80%)

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The picture as described in this foregoing paragraph is also borne out by the proportionate number of teachers under trained vs. untrained categories. The differences are very nominal so far as their percentages are concerned under Well-adjusted, Average adjusted and Low adjusted status groups. This might be a rather discomforting position for educational set up as a whole but the observed mark is patently reinforced by analysis of results separately for the two forms and also for their combined whole.

Findings

- Similarly, the professional training of different kinds, B.T.C, B.Ed., L.T., C.T. Special training for the handicapped or mentally retarded etc. does not facilitate the growth of professional adjustment among the trained teacher groups. It clearly indicates the ineffective role of all such training schemes and programmes in producing the symptoms of professional adjustment. Though by itself the training factor leads to no betterment in professional adjustment status it proves definitely more effective when combined with postgraduate qualifications of the general academic achievement. That again strongly suggests choosing of prospective teacher training cadets from among the postgraduate qualified lot.
- But, there is significant difference of proportions (percentages) between trained and untrained teachers at three levels of professional adjustment. In well adjusted level, highest percentage is of trained teachers, while lowest percentage is recorded for untrained teachers. In mediocre group, higher proportion is reported for untrained teachers, while lowest proportion is recorded for married teachers. The trained teachers are ahead of others in low adjusted count, while untrained group to be lowest.

CONCLUSION AND IMPLICATION

It may sound strange and even alarming that the teachers with different kinds of professional training are not significantly different in professional adjustment aspect from their untrained colleagues. Leaving aside the comparable percentage of the very well adjusted and the quite well adjusted sectors of professional adjustment territory, the not well adjusted or inadequately or poorly adjusted section includes 15.9% of the trained teachers versus 14.8% of the untrained teachers. Training effort has hardly done any job in producing or preserving the professional adjustment syndrome among the teacher community. Hence the urgent need for immediate reform in the professional preparatory programs from that point of view. The training is observed to make a greater impact when combined with higher academic qualifications e.g. post graduate and doctoral etc. This becomes amply clear in comparing their professional adjustment condition with the trained and untrained graduate and under graduate teacher groups.

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