



ADJUSTMENT OF SECONDARY SCHOOL TEACHERS IN RELATION TO ATTITUDE TOWARDS TEACHING

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Abstract

The purpose of the present study is to investigate the relationship between adjustment and attitude towards teaching of secondary school teachers of Amritsar city. The study also examined the differences in adjustment and attitude towards teaching of secondary school teachers with respect to gender and type of school. For this, 200 respondents from Amritsar city of Punjab state were selected. The results of the investigation revealed that there is significant difference in scores of adjustment and attitude towards teaching of males and females with respect to type of school. The study further revealed that there is gender difference in adjustment of secondary school teachers but this difference is insignificant in attitude towards teaching. However significant relationship between adjustment and attitude towards teaching of secondary school teachers is found.

Keywords: adjustment, attitude towards teaching, gender

Introduction:

Educational organizations are the best training ground to teach individuals to become agents for change and become productive members of the society. And the most important factor in achieving these goals is teaching personnel (teacher) who is considered as an architect. It is the teacher who shapes the destiny of future generation and plays a crucial role in the upliftment of society. Teachers not only function as a guide and facilitator for acquisition of knowledge but also an inculcator of values and transformer of inner being (Kaur & Singh, 2015). In the emerging Indian society, teacher has a very pivotal role in the social reconstruction and transmission of wisdom from one generation to another. For

carrying out these responsibilities, he must be active, resourceful, competent and effective. Combination of knowledge, skills and personal characteristics makes an effective teacher (Katz, 1993). Gupta and Jain (2007) mentioned that good knowledge of subject matter, ability to organize learning materials, ability to communicate his knowledge to the students successfully and to deal with classroom situations are the characteristics which are correlated with effectiveness. Personal characteristics such as enthusiasm, effective communication, adaptable to change, a life long learner, competent, accepting of others, patient, willingness to take risks, flexibility, creativity, hardworking and sense of humour are also essential ingredients for a teacher to be an effective (Taylor & Wash, 2003; Colker 2008).

An effective teacher helps the students in the development of basic skills, understanding, proper work habits and desirable attitude, value judgment and adequate personal adjustment (Ryan, 1969). To imbibe these qualities in the students, teachers must be well adjusted, satisfied with his job and has positive attitude towards teaching. The relevance of adjustment and favourable attitude towards teaching are very crucial to the long-term growth of any educational system. Attitude, job-satisfaction and occupational adjustment among teacher educators were associated with one another (Goyal, 1980).

But today, the teachers face new challenges in the education due to poor adjustment, lack of confidence in their own competence and respect towards their vocation. Adjustment helps a person in maintaining a balance between its need and the circumstance and influence the satisfaction of their needs (Shaffer, 1961). Adjustment is as psychological survival in the same way as biologist uses the term adaptation to describe physiological (Vonhaller, 1970). The success in teaching is significantly related to adjustment in various spheres of life including profession life (Gupta, 1977). There were differences in personality characteristics, adjustment and attitude towards teaching of successfully and unsuccessful teachers.

There are a number of factors that affect the adjustment of teachers. In view of Mangal (1979), there are five common factors in teacher adjustment- adjustment with academic and general environment of the institution, socio-psycho-physical adjustment professional relationship adjustment, personal life adjustment and financial adjustment and job-satisfaction. Favorable organizational climate is considered as a factor of better adjustment (Martin, Jones & Callen, 2005). Job stress is an important factor of adjustment among teachers.

Attitude is also considered as most important factor that predicts the success in profession in order to provide satisfactory adjustment. It is very important because it is reflected in his teaching. The student can sense this attitude a number of researchers conducted on the attitude of teaching. (Capa and Cil,2000). Attitude is made affective, behavioural and cognitive components hence acts as a yardstick of the individual behaviour (Feldman, 1985). Teachers having favourable attitude towards their profession are generally successful, properly adjusted and well satisfied with their job. There are factors which bear influence on the attitude of the teachers such as school status, school infrastructure, safety conditions in the school, social and professional status all these factors are vital in casting impression on the teachers attitude(Barros & Ela 2008).

Teachers who are qualified, skilled and competent cannot improve education unless they possess the healthy professional attitude. A positive favorable attitude makes the work, not only easier but also more satisfying and professionally rewarding. Attitude towards teaching is correlated positively and significantly with their job-satisfaction (Umme, 1999), adjustment and efficiency of a teacher (Samantaray, 1971). A negative unfavorable attitude makes the teaching task harder more tedious, and unpleasant (Ahluwalia, 1978).

From the above literature review, the present study was undertaken to achieve the following

Objectives:

- To study the adjustment and attitude towards teaching of secondary school teachers with respect to type of school (Govt. and Private).
- To study the adjustment and the attitude towards teaching of secondary school teachers with respect to gender.
- To study the relationship between adjustment and attitude towards teaching of secondary school teachers.

Methodology

Research Design

The quantitative approach is applied in this study.

Participants

200 secondary school teachers were randomly selected from (Private. and Govt.) schools of Amritsar city of Punjab state. The sample consisted 100 private (50 male and 50 female) and 100 government (50 male and 50 female) secondary school teachers.

Measures

1. Teacher adjustment inventory (Mangal, 2003).
2. Teacher attitude scale (Kumar, 2012).

FINDINGS AND CONCLUSION

Descriptive statistics were used to describe the relationship with respondents and gender differences of the variables.

Comparison of Means

- t-test analysis was conducted to study the difference in adjustment and attitude towards teaching of secondary school teachers with respect to type of school (Govt. and Private). The results in table 1 display the difference in scores of adjustment and attitude towards teaching with respect to type of school.

TABLE 1: DIFFERENCE IN SCORES OF ADJUSTMENT AND ATTITUDE TOWARDS TEACHING WITH RESPECT TO TYPE OF SCHOOL

Variables	Type of School	N	Mean	S.D.	t-value
Adjustment	Govt.	100	456.43	42.53	14.64*
	Private	100	358.06	51.99	
Attitude towards Teaching	Govt.	100	101.45	4.9	8.7*
	Private	100	95.40	4.7	

* Significant at 0.01 level of confidence.

The above findings indicate that the mean score of adjustment of government secondary school teachers is 456.43 and S.D is 42.53. The means score of adjustment of private secondary school teachers is 358.06 and S.D is 51.99. The 't' value came out to be 14.64 which is significant at 0.01 level of confidence. It reveals that there is significant difference in mean score of adjustment of secondary school teachers working in government and private schools. It means that government teachers are more adjusted than private teachers. The reason of above finding is that government institutions provide opportunity for the teachers working in government school to participate in various aspect for their development and

allow them to express their views freely. The interaction among the teachers and the favorable environmental absolutely lead to good adjustment.

The results are supported by the finding of the Thilagauathy, 2013.

Table 1 further reveals that the mean score of attitude of government secondary school teachers towards teaching 101.45 and S.D is 4.9. The mean score of attitude towards teaching of private teachers is 95.40 and S.D 4.7. The 't' value between two variable is 8.7 which is significant. It means that there is significant difference in mean score of attitude towards teaching of government and private teachers. The result reveals that government teachers have more attitude toward teaching as compared to private teachers.

- To study the difference in adjustment and attitude towards teaching of secondary school teachers with respect to gender, t-test was employed. The results of t-analysis is depicted in table 2.

TABLE 2: DIFFERENCE IN SCORES OF ADJUSTMENT AND ATTITUDE TOWARDS TEACHING WITH RESPECT TO GENDER

Variables	Gender	N	Mean	S.D.	t-value
Adjustment	Male	100	427.18	64.37	4.3*
	Female	100	387.31	66.77	
Attitude towards Teaching	Male	100	98.42	5.87	0.01
	Female	100	98.43	5.62	

* Significant at 0.01 level of confidence.

Table 2 reveals that the mean score of adjustment of secondary school male teachers 427.18 and S.D is 64.37. The mean score of adjustment of secondary school female teachers 387.31 and S.D is 66.77. The 't' value for the gender difference on the variable of adjustment is 4.3 which is significant at 0.01 level of confidence. It means that there is significant difference in mean score of adjustment of male and female secondary school teachers. The reason for the above finding is that the male teachers are more emotionally strong as compared the female teachers. The results are supported by the finding of Malik, 2006 and Pal (2000)

Table 2 reveals that mean score of attitude towards teaching of male teachers 98.42 and S.D is 5.87. The mean score of attitude towards teaching of female teachers 98.43 and S.D 5.62. The 't' value between two variable is 0.01 which is insignificant. It means both male and female have same attitude towards teaching.

CORRELATIONAL ANALYSIS

Pearson correlation was used to examine the relationship between adjustment and attitude towards teaching of secondary school teachers and the results are reported in table 3. The data reveals relationship between adjustment and attitude towards teaching of secondary school teachers.

TABLE 3: SHOWING THE CO-EFFICIENT OF CO-RELATION BETWEEN ADJUSTMENT AND ATTITUDE TOWARDS TEACHING OF SECONDARY SCHOOL TEACHERS

Variable	N	Co-efficient correlation	Inference
Adjustment	200	0.529	Significant
Attitude			

'r' value (vide table 3) between adjustment and attitude of secondary school teachers came out to be 0.529 which is significant at 0.01 level of confidence. The result reveals that if teachers are more adjusted than they show more attitude toward teaching. The result is supported by finding of the Kaur, 2012.

CONCLUSIONS

From the above results, the following conclusions are drawn.

1. There is significant difference in adjustment as well as attitude towards teaching of secondary school teachers with respect to type of school (Govt. and Private).
2. There is significant difference in adjustment of secondary school teachers with respect to Gender.
3. There is no significant difference in attitude towards teaching of secondary school teachers with respect to gender.

4. There is significant relationship between adjustment and attitude towards teaching of secondary school teachers.

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