



A STUDY OF PUPIL TEACHERS PERSONALITY ADJUSTMENT IN RELATION TO THEIR ACADEMIC STREAM, CASTE CATEGORY, LOCATION & SEX

Narendra Singh, Ph. D. & Dileep Kumar, Ph. D.

*Dept. of Education, R.N. Institute of Modern Management Education & Research Center,
Meerut (U.P.)*

Abstract

This study is related with pupil teachers in personality adjustment in relation to their academic stream, caste category, location and sex. Objective of this study is to compare the personality adjustment of pupil teachers in relation to their academic stream, caste category, location & sex and hypothesis is that there is no significant difference in the personality adjustment of pupil teacher trainees in relation to academic standard. This study is delimited to pupil teachers of Meerut district. In the present study a sample 140 pupil teachers (70 Girls & 70 Boys) of Meerut district were selected. Adjustment Inventory developed by Dr. A.K.P Sinha & Dr. R.P. Singh have been used in this research work was used to collect data for the present study. Researcher has concluded that all pupil teachers of personality adjustment is similar in relation to their academic stream, caste category, location and sex.



Scholarly Research Journal's is licensed Based on a work at www.srjis.com

Introduction:

The role of human development was very much recognized in ancient civilization. India was accepted and regarded as the most civilized country in the world, for it education has played very important role. Before independence the education was in hands of British government. In that time the aim of education was to prepare clerks for their motives. Just after independence the whole frame of society requires a change and it was a period of renaissance in India. Indian society was restless to see the dynamic change in every sphere of life and education could not be an exception. The Union Government and that of state visualized that it was the timely call of nation to give increasing attention of education as factor vital to national progress.

** Dept. of Education, R.N. Institute of Modern Management Education & Research Center, Meerut (U.P.)

Education has been recognized as the most powerful mean of national constructions. It is a dynamic and continuous process which flows from beginning. It is a mother of civilization, without it man is no more than an animal.

In the present system of Democracy while our India is diversified in many castes, religion, communities, lingual groups, and cultural faiths, education is the most effective tool to bring a unity among these varieties, so the aim of education is to develop fraternity, harmony and responsible citizen which can exercise their right for the formation of a powerful nation. Another most important aim of education is to develop the ideals of secularism, socialism and democratic outlook so that every citizen of India may enjoy social, political and economic justice. So the education is backbone of democratic system.

Education is the function of Teacher, Principal, Government & the Society. In these variables, teacher is the most important one. The teacher has supposed to be a key position in the field of education and competent nation builder. It is said that, as was the teacher so was the teaching. So the national development directly propotional to the teachers skills and qualities. Thus the result is that the whole machine of education depends on teacher.

In the pyramid of education the teacher at the apex and controls the objective of education and his pupils at the same time. Therefore teacher's dynamicity is always at the root of success or failure of any and every plan of education proposed or the policy of education declared by the government. Lately Kothari Commission 1964-65, Education Policy 1968, Five Year Plan Report On Education and the recent new education policy all of these recognized the importance of the position of a teacher.

Teaching is the profession where one can make real contribution to the lives of the people. No other profession provides such deep personal satisfaction. They are the key pins who affect the students and in turns the whole society, if a pupil teacher trainees is not efficient and responsible and has no positive attitude towards his profession, he can justice with his job.

The teacher in the school is one of the essential element of the whole process. In a teaching learning situation it is the teacher who manipulates all the elements. A pupil teacher trainees who do not possess desirable personality and behavior pattern can not make adequate efforts for classroom.

Personality may be defined as the pattern of characteristics and ways of behavior which accounts for an individual adjustment: to his total environment; it includes major traits, interests, values, attitudes, self concept, self importance and adjustment etc.

The studies have been conducted to find out the factors associated with pupil teachers personality. The factors such as intelligence, attitude, skill, ability, interest etc contributes to the teacher's personality. But quite a number of other factors can hypothesized as affecting pupil teacher personality. The association of other factors with the success or functioning of teachers require for the study in this direction.

Teacher is the important part of the society. If the pupil teacher trainee has worries, dissatisfaction, financial inadequacy, he or she may be misplaced and maladjusted in the society. This study has an important place in the field of research in the sense that it reveals the way and methods to keep a teacher efficient, responsible and mentally well adjusted, socially uplifted.

Coming across the related literature we find enough work has been done in India and abroad on the "teacher adjustment" but our present study is on pupil teachers adjustment. The study is unique itself as it provides a new direction for improving the adjustment of personality.

Statement of the problem

A Study of Pupil Teachers Personality Adjustment in Relation to their Academic Stream, Caste Category, Location & Sex.

Objective Of the Study:

Every research work is written with some objectives, goals or purpose. The present research study has also certain objectives as has been outlined below.

1. To compare the personality adjustment of pupil teachers in relation to their academic stream.
2. To compare the personality of pupil teachers in relation to their castes.
3. To compare adjustment of pupil teachers in relation to their location.
4. To compare the personality adjustment of pupil teachers in relation to their sex.

Hypotheses of the study

To achieve the above mentioned objectives following hypotheses were made:

1. There is no significant difference in the personality adjustment of pupil teacher trainees in relation to academic standard.

2. There is no significant difference in the adjustment of pupil teacher trainees in relation to caste.
3. There is no significant difference in the adjustment of pupil teacher trainees in relation to location.
4. There is no significant difference in the personality adjustment of pupil teacher trainees in relation to sex.

Delimitation of the study

This study has the following delimitations:

1. This study is confined to Meerut district only.
2. The study is confined to 140 pupil teacher trainees of Meerut district.
3. There is only one variable i.e. Adjustment of Personality.
4. The sample consists of four-degree college of Meerut district.
5. The study is confined to pupil teacher trainee colleges of Meerut district.

Method of the Study

In the present investigation all the steps have been followed which are essential for survey method of research for the present study.

Population of the Study

The population for the present study is considered of the pre-service teachers who were studying in training colleges of Meerut.

Sample of the Study

As the total number of teacher training institutions in Meerut are four and it was not possible to include all the B.Ed. students of City. Initially 50% teachers were randomly selected in the sample by using systematic random sampling trainees out of which boys number is 70 and girls 70.

Sampling Technique

In the present study the Systematic random sampling technique was used to select the school of the total population.

Tools Used:

Adjustment Inventory developed by Dr. A.K.P Sinha & Dr. R.P. Singh have been used in this research work.

Statistical Technique:

Mean, Median, Standard Deviation, 't' test and other appropriate statistical technique

were used in the study.

Table-1: Comparison between Science & Arts stream pupil teacher trainees in relation to personality Adjustment

Variables		Since Pupil Teacher Trainees N=70		Arts Pupil Teacher Trainees N=70		CR t	Level of Significance	
		Mean	SD	Mean	SD		at .01= 2.61	at .05= 1.98
1.	Home	3.45	1.95	4.15	1.99	2.12	Insign	Sign
2.	Health	5.40	2.27	5.70	2.61	0.75	Insign	Insign
3.	Social	7.3	2.53	6.50	2.94	1.77	Insign	Insign
4.	Emotional	12.1	4.72	10.80	4.11	1.75	Insign	Insign
5.	Education	10.90	4.4	8.60	3.79	3.38	Sign	Sign
	Total	39.15	15.87	35.75	15.44	1.28	Insign	Insign

First Hypothesis: In the following section, a comparison has been made to discover the difference between science & arts group pupil teacher trainees. In that content the first hypothesis is analyzed which is “there is no difference in adjustment of pupil teacher trainees of science group & art group.

Discussion

Table 1 shows that both the group i.e. pupil teacher trainees belonging to science group & art group do not differ significantly for their areas of personality adjustment at both the level i.e. .01 & .05. The areas are health, Social & emotional adjustment. There is significant difference in the area of education adjustment at both the levels while for home adjustment it is significant at .05 level only.

The mean value of science pupil teacher trainees for personality areas i.e. social (7.3), emotional (12.1) & Education (10.90) is higher than that of pupil teacher trainees belongs to art group who have the following mean values for personality adjustment areas i.e. social (6.5), Emotional (10.8) & Education (8.60). This shows that science pupil teacher trainees are better adjusted in these areas than the art pupil teacher trainees.

Mean value of Art pupil teacher for home & health areas is 4.15 & 5.70 respectively which is higher than the mean value of science pupil teacher trainees for the same areas. This

shows that Arts pupil teachers are better adjusted in these areas than the science pupil teachers.

For total personality adjustment of science & art group pupil teacher trainees the C.R. Value i.e. 1.28 is insignificant at both the levels which shows that the personality adjustment of pupil teacher is not affected by subject group.

Table-2: Comparison between General & Backward Caste Pupil Teacher trainees in relation to Personality Adjustment

Variables Adjustment		General Caste Teacher		Backward Caste Teacher		CR t	Level of Significance	
		Mean	SD	Mean	SD		at .01= 2.61	at .05= 1.98
1.	Home	3.98	1.81	4.39	2.23	2.85	Sign	Sign
2.	Health	3.55	2.33	4.50	2.74	2.11	Insign	Insign
3.	Social	6.20	2.80	7.90	2.46	3.86	Sign	Sign
4.	Emotional	10.66	4.16	12.86	4.28	4.00	Sign	Sign
5.	Education	5.40	2.27	5.71	2.61	0.73	Insign	Insign
Total		29.79	13.37	35.36	14.32	2.26	Insign	Insign

Second Hypothesis: In order to test the second hypothesis that “there no difference in adjustment of pupil teacher trainees in relation to caste”. We have taken general & backward class.

According to caste there are 90 pupil teacher trainees who belongs to general caste and 50 pupil teacher trainees belongs to backward class. Mean, S.D. & C.R. values are calculated & arranged in the form of table 2.

Discussion

Table 4.2 shows that both the group i.e. pupil teacher trainees belongs to general caste & backward class do not differ significantly for the area education & for the area of health at .01 only. There is significant difference in the areas i.e. Home, Social and Emotional at both the level. In the area of health it is significant at .05 level only.

The mean value of pupil teacher trainees from backward class for personality areas i.e. Home (14.39), Health (4.50), Social (7.90), Emotional (12.86) & Education is higher than that of pupil teachers belongs to general caste. Who have following mean value for personality adjustment areas i.e. Home (3.98), Health (3.55), Social (6.20), Emotional (10.66), and Education (5.40). This shows that pupil teachers trainees belong to backward class are better adjusted in these areas than the general caste pupil teacher trainees.

For total personality adjustment of General & Backward class pupil teacher trainees, the C.R. value i.e. 2.66 is Insignificant at .01 level & Significant at .05 level which shows that it is partly affected & party not affected by the caste.

Table-3: Comparison between Urban & Rural Teacher Trainees in Relation to Personality Adjustment

Variables		Urban Pupil		Rural Pupil		CR	Level of	
		Teacher N=100		Teacher N=40			Significance	
Adjustment		Mean	SD	Mean	SD	t	at .01=	at .05=
1.	Home	4.61	1.62	4.70	2.72	0.20	Insign	Insign
2.	Health	3.47	2.36	4.55	2.40	2.51	Insign	Insign
3.	Social	7.00	4.21	6.86	2.52	0.25	Insign	Insign
4.	Emotional	8.60	3.79	10.90	4.03	3.15	Sign	Sign
5.	Education	5.25	2.44	5.83	2.44	1.34	Insign	Insign
Total		28.93	14.42	32.84	14.11	1.47	Insign	Insign

In the following section, a comparison has been made between the pupil teachers who belongs to urban and rural location in relation to their personality adjustment. In this content third hypothesis is analyzed which is “there is no difference in adjustment of pupil teachers belongs to urban & rural location area. According to location, there are 100 pupil teachers who belongs to the urban area & 40 pupil teacher trainees belongs to the rural area.

Discussion

Table 3 that both the groups of pupil teacher trainees belongs to urban and rural area do not differ significantly for three areas of personality adjustment i.e. Home, Social and Education at both the levels and for Health it is insignificant at .01 level only. There is significant difference in the area of Emotional adjustment at both the level while for health adjustment it is significant at .05 level only. The mean value of pupil teacher trainee belongs to urban location for personality area i.e. Social (7.00) is higher than that of pupil teacher trainees of rural location who have mean value (6.00). This shows that pupil teacher trainee of urban location in the area of social is better adjusted than the pupil teacher of rural location. While the mean value of rural pupil teacher trainees in the personality area i.e. Home (4.70), Health (4.55), Emotional (10.90) & education (5.83) is higher then that of pupil teacher trainees of urban area. Whose mean value are as follows Home (4.61), Health (3.47), Emotional (8.60) & Education (5.25). The shows that rural area pupil teacher trainees are better adjusted in these areas than the pupil teacher located in urban.

For total personality adjustment of pupil teacher trainees from urban & rural location, the C.R. Value is 1.47 which is insignificant at both the levels which shows that personality adjustment of pupil teacher trainees is not affected by location.

Table-4: Comparison between Male & Female Pupil Teacher Trainees in Relation to Personality Adjustment

Variables		Male Pupil Teacher N=70		Female Pupil Teacher N=70		CR	Level of Significance	
		Mean	SD	Mean	SD		t	at .01= 2.61
1.	Home	4.2	2.12	4.2	1.81	0	Insign	Insign
2.	Health	4.1	2.76	3.7	2.19	1	Insign	Insign
3.	Social	6.86	2.59	5.0	3.13	4.04	Sign	Sign
4.	Emotional	11.25	4.43	11.57	45.28	0.43	Insign	Insign
5.	Education	5.9	2.25	6.7	3.11	1.81	Insign	Insign
Total		32.31	14.15	31.17	14.52	0.47	Insign	Insign

In order to test the fourth hypotheses we have taken 70 male pupil teacher trainees & 70 female pupil teacher trainees. A comparison has been made between the Male and Female pupil teacher trainees. The fourth hypotheses is analysed that “There is no difference in the adjustment of pupil teacher trainees in relation to sex”.

Discussion

Table 4 shows the groups i.e. Male pupil teacher trainees & female pupil teacher trainees do not differ significantly for the area of personality adjustment i.e. Home, Health , emotional and Education at both the levels. While there is significant difference in the area of social adjustment at both the levels. The mean values of Male pupil teacher trainees for personality areas i.e. Health (4.1) and Social (6.86) is higher than the female pupil teacher trainees for Health (3.7) and social (5.0). This shows the Male pupil teacher trainees are better adjusted in Health & Social adjustment than the Female pupil teacher trainees. While the mean values of Female pupil teacher trainees for personality areas i.e. Emotional (4.43) and Education (6.7) is higher than Male pupil teacher trainees whose mean values for Emotional adjustment is 11.25 and for Educational adjustment it is 5.9, which shows that Female pupil teacher trainees are better adjusted in the areas Education and Emotional adjustment. Mean values for the area of Home adjustment is 4.2 for both Male and female pupil teacher trainees which shows that both are equally adjusted in this area.

For the total personality adjustment of Male and Female pupil teacher trainees the C.R. Value is 0.47 which is insignificant at both the levels which shows that the personality adjustment of Male and Female pupil teacher trainees is not affected by sex.

Conclusion

1. The stream wise comparison, science and art group of teachers do not differ significantly in adjustment areas i.e. Health, Social and Emotional. The Social, Emotional and Education areas of personality adjustment of Science pupil teachers are better than the Art pupil teacher trainees. But for Home and Health adjustment Art pupil teachers are better adjusted than science group. They differ significantly in Education adjustment and in Home adjustment at .05 level. For total adjustment of Science and Art group pupil teachers do not differ significantly at both levels therefore the null hypothesis is rejected.

2. According to caste, we found that pupil teacher trainees belongs to General and Backward class do not differ significantly for the area of education at both the levels and for health adjustment it is insignificant at .01 level only. For Social, Emotional and Home adjustment, it is significant and for Health adjustment it is significant at .05 level.

3. We can say that the pupil teacher trainees from backward class are better adjusted in Home, Health, Social , Emotion and Education areas of adjustment. For total personality adjustment it is partly affected and partly not affected by caste group.

So far as location is concerned, urban and rural pupil teacher trainees do not differ significantly for three areas i.e. Home, Social and Education at both the levels and for health at .01 level. It is significant for the area of Emotional adjustment at both the levels.

4. It shows that urban pupil teacher trainees are poorly adjusted in the areas of Home, Health , Emotion and Education than the rural pupil teacher.

Pupil teacher trainees do not differ significantly for total personality adjustment which shows that it is not affected by the location.

5. So far as the sex is concerned, there is significant difference in the area of social adjustment at both the levels for Male & Female pupil teacher trainees. They do not differ significantly for the areas of Home, Health, Emotion and Education at both the level.

6. Male pupil teacher trainees are better adjusted in the areas of Health and Social than the Female pupil teacher trainees. While in the areas of Emotion and Education Female pupil teacher trainees are better adjusted than the Male teachers.

7. Male pupil teacher trainees are better adjusted in the areas of health and social than the Female pupil teacher trainees. While in the areas of Emotion and Education Female pupil teacher trainees are better adjusted than the Male teachers.

For home adjustment both the Male and Female teachers are equally adjusted because mean value of both group is equal.

8. Male and Female pupil teacher trainees do not differ significantly for total personality adjustment which shows that it is not affected by sex therefore null hypotheses is rejected.

References:

- Agarwal, J.C., *ducational Administration, Inspection Planning and Financing in Indian*”, New Delhi, Arya Book Depot, 1972.
- Anastosi, A., *Psychological Testing* “New York, The Momillan Company, 1956.
- Bakhshi, G.L., *Towards Better Education*”, S.Chand & Co., Ram Nagar, New Delhi, 1977.
- Best, J.W., *Research in Education*”. Prentice Halls Pvt. Ltd. New Delhi, 1963.
- Bhatnagar Meenakshi, Book Dept. Meerut, Meenakshi, 1992.
- Bhatnagar, A.P.& Chauhan, S.S., “Measurement and Evaluation.” T. Lal, “Advanced Emotional Psychology” Vahi Education Publishing House Pvt. Ltd. 1978.
- Rai, Parasnath, “An Introduction to Research Methods” Laxmi Narayan Agarwal Publication House, Agra, 1973.
- Chhaya (1974) *Compared effective and ineffective and teachers with respect to personality adjustment attitude, interest in teaching, emotional stability.*
- G.K. Samanta Roy (1971) “A study of Teacher attitude Teacher adjustment and teaching efficiency.
- Gupta, B.P. (1978) *Study of personality Adjustment in Relation to intelligence, sex, socio-Economic Background and Personality Dimensions.*
- I.P. Verma (1986) “A study of values, attitudes personal problems and adjustment of teacher”.
- N.A. Kuchay (1986) *A study of Adjustment and personality under rural and urban background.*
- N.S. Danga (1987) *A study the adjustment of trainees of teacher training college of Gujrat.*
- S. Khan (1987) *A comparative study of personality of characteristics of general Education Teachers and Physical Education Teachers.*
- Sharma, G.R. (1978) *A study of factors underlying Adjustment problems of Professional and non-professional college Student.*
- Sharma, M.C. (1978) *Conducted a study on self-concept adjustment and values of teachers.*
- Singh, V.P. (1987) *A study of the extent and the patterns of Reactions to frustration of Reactions to Frustration and personality Adjustment of Secondary School teacher.*
- Tiwari, S.N. (1977) *Comparative Study of personality Adjustment of high school Boys and Girls.*