

Adjustment and Teacher Effectiveness of School Teachers in Relation to Type of School and Gender.

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ABSTRACT

The present study was conducted to examine empirically the main and interactive effect of type of school and gender on adjustment and teacher effectiveness of school teachers. A sample of 100 teachers was selected randomly from Rohtak and Sonipat districts and were administered Teaching Adjustment Inventory by S. K Mangal(1984). Teacher Effectiveness scale by Unnme Kulsum. In accordance with the analysis done and interpretation made of the data. The findings suggested that there is a significant correlation between adjustment & teacher effectiveness of male & female teachers.

INTRODUCTION

The progress of a nation depends largely on education. Education is a human process which involves the teacher and the taught. The teacher is the kingpin of the process. Teaching effectiveness depends on what the teacher actually does in the classroom. They should not only possess the desirable qualities but also bring them into action according to the demands of different situational characteristics. This means that those teachers have attained the needed competence in their roles and functions. It may be perceived that the most effective and least effective teachers could form the continuum and in between these two ends lie those teachers who are moderately effective.

The effectiveness of the educational system largely depends upon the active, resourceful and competent teachers. An effective teacher not only imparts the entire educational curricula allotted to him in the best and most efficient manner but also ensures the best possible academic performance and an optimum development of the personalities of the students. In the present scenario when there is a fierce competition in every sphere of life, effectiveness of teachers become imperative to empower the students for facing the emerging challenges of global world. Effective teaching is a pre excellence attribute of quality education. There are many factors, which influence

the effectiveness of the teacher one way or another viz. intelligence, academic qualification, personality, mental health etc. **Adjustment:** - Adjustment is the process by which living organism maintains a balance between its need and the circumstances that influence the satisfaction of these needs. According to **Webster (1995):** - "Adjustment is the establishment of a satisfactory relationship, as representing harmony, conformance, adaptation or the like. "

- **Teacher Effectiveness:** There is some teacher's behaviour in the classroom which has resulted in pupil growth. These behavior, are those extra things that describe teacher effectiveness.

Objectives: -

- To study the adjustment of school teachers.
- To study the teacher effectiveness of school teachers.
- To compare the adjustment of male and female school teachers.
- To compare the teacher effectiveness male and female school teachers.
- To find out the relationship in adjustment and teacher effectiveness of school teachers.

Hypotheses: -

- There is no significant difference in adjustment of male and female school teachers.
- There is no significant difference in teacher effectiveness of male and female school teachers.
- There is no significant relationship in adjustment and teacher effectiveness of male and female school teachers.

Research Methodology: -

- **Design:** In the present investigations, descriptive survey method was employed to find relationship between adjustment and teacher effectiveness
- **Sample** The present study was conducted on a samples of 100 teachers (50 male 50 female) from Rohtak district.
- **Tools: - Mangal Teacher Adjustment Inventory by S. K Mangal.** was used to gather the data of teachers regarding the adjustment or maladjustment of teachers. In this Inventory 41 items are such where the response 'yes' shows adjustment for the remaining 212 items the response 'no' shows adjustment. In the scoring scheme, score 2 for adjustment, score 1 for the undecided response and zero for Maladjustment.
- **Kulsum Teachers Effectiveness Scale (KTES) by Unnme Kulsum.** was used to indicate teacher effectiveness, 70 statements in terms of the step number on the time- dimensions namely 'now' (present) and 'in the next three years (future) was the same as frame of reference for the 'present' 'now'

effectiveness

- **Statistical Techniques:** The statistical techniques used in this study are correlation and t-test.

Results and discussions:

TABLE 4. 1: Mean, σ , σ_M , of the school teachers related to their adjustment.

Variable	N	Mean	S. D.	S. E_M
Adjustment	100	453. 32	109. 09	10. 9

The above table shows that mean of the variable adjustment is 453. 32 and S. D. is 109. 09. Hence according to classification of Teachers Adjustment Scores into five categories, the mean of this variable comes under third category i. e. average adjustment. Therefore total adjustment of the school teachers taken in this study is average.

TABLE 4. 2: Mean, σ , σ_M , of the school teachers related to their teacher effectiveness.

Variable	N	Mean	S. D.	S. E_M
Teacher Effectiveness	100	368. 99	74. 64	7. 46

The above table shows that mean of the variable teacher effectiveness is 368. 99 and S. D. is 74. 64. Hence according to the categories that is in the terms of the rungs of the ladder the effectiveness of the school teachers is placed under the category i. e. above average. Therefore total effectiveness of the school teachers taken in this study is above average.

TABLE 4. 3: Genderwise M , σ , σ_M , z-value, of the school teachers related to their adjustment.

Variable	Gender	N	Mean	S. D.	S. E_M	z- value
Adjustment	Male	50	468. 9	105. 17	21. 99	1. 41*
	Female	50	437. 7	114. 6		

It is evident from the table 4. 3 that the computed “z”-value of male and female school teachers related to their adjustment is 1. 41 which is less than critical ”z”-value i. e. 1. 98. Hence the null hypothesis is retained. From the above discussion we can say that both male and female school teachers are equally adjusted.

TABLE 4. 4: Genderwise Mean, σ , σ_M , z-value of the school teachers related to their teacher effectiveness.

Variable	Gender	N	Mean	S. D.	S. E_M	z- value
Teacher Effectiveness	Male	50	368. 16	69. 3	14. 91	0. 11*
	Female	50	369. 8	79. 5		

It is evident from the table 4. 4 that the computed “z”-value of male and female school teachers related to their teacher effectiveness is 0. 11 which is less than critical “z”-value. Hence the null hypothesis is retained. From the above discussion we can say that both male and female school teachers are equally effective.

TABLE 4. 5: r, z-value, of school teachers related to their adjustment and teacher effectiveness

Variable	N	r	z-value
Adjustment	100	0. 27	2. 88*
Teacher Effectiveness	100		

The coefficient of correlation value between adjustment and teaching effectiveness is 0.27 and calculated “z”-value is 2.88. Here calculated “z”-value is higher than critical “z”-value i. e. 2.60. Therefore the null hypothesis is rejected. Therefore it may be concluded that adjustment and teacher effectiveness are correlated with each other.

Findings and Conclusions: -

- It is observed that there is no significant difference between the Male & Female School Teachers Adjustment.
- There is no significant difference between the Male & Female School Teachers regarding Teacher Effectiveness.
- There is slight relationship between adjustment & teacher effectiveness scores of school teachers.
- It is observed that all school teachers of this study are averagely adjusted.
- It is observed that all school teachers of this study have above average teacher effectiveness.
- It is found that both male and female school teachers are averagely adjusted.
- It is found that male school teachers have good teacher effectiveness.
- It is found that female school teachers have above average teacher effectiveness.

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