



The Adjustment Of Secondary School Teacher's With Academic And General Environment In The Institution

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Introduction

The keystone of entire education enterprise is the teacher. Undoubtedly the teacher is the greatest single determinant of the school programme. Therefore the mental health of the teacher is very important in the context of effective teaching and learning process. The professional behaviour of teachers, personal characteristics, his environment and the tasks in which he is engaged are all important aspects necessary for the guidance and direction for the learning of the students. The relationships of teachers and students and their co-operation amongst each other cover the social behaviour of teachers. It is also influenced by socio- economic status and the personal adjustment of teachers in various fields like health, home, social, economic institutional and ethical etc.

Adjustment is a process that takes an individual to lead a happy and well contended life. It helps us in keeping a balance between our needs and the capacity to meet these needs. It persuades us to change our way of life according to the demands of the situation and gives us strength and ability to bring desirable changes in the conditions of our environment.

Review Of Related Literature

A detailed review of researches, pertaining to the variables of the study, has been presented in the following pages in order to strengthen the present researches showing significant or non- significant relationship between the predictors and criterion. The researchers have been reviewed and presented in a chronological order. All the studies have been mentioned in order of the year of investigation and studies conducted in India and abroad have been mentioned separately. While reviewing the researchers first and the studies showing high relationship between the problem and the criterion later. This symmetry has been maintained throughout the entire review of studies.

Chadda (1985) studied self-concept of teachers and the emotional adjustment found out by using Adjustment Inventory, that self-concept was significantly found out by using Adjustment Inventory, that self-concept was significantly different from emotional adjustment of teachers.

Rao (1986) studied the inter relationship of values adjustment and teaching attitude of pupil-teachers at various level of socio-economic status. He found out that female

teachers were better in their home adjustment than the males while males were better in the case of health and social adjustment and there was no sex difference in the case of educational adjustment.

Srivastava (1986) carried out a study on job-satisfaction and professional Honesty of Primary School teachers. He collected sample of random basis from the district of Fakirabad and Pratapgarh. Using the Job-satisfaction Inventory he found out that female teaches as compared to male teachers, unmarried to marry teachers and urban teachers compared to rural teachers were significantly higher in job-satisfaction. It was also found out that young teachers to older teachers, junior teachers to senior teachers, high academic achiever teachers to low achieving teacher's e were also significantly higher in job satisfaction.

Major Findings

Therefore the major findings of research are -

- a) There exists significant difference in the level of adjustment of male and female teachers.
- b) Qualification and academic stream has a greater role to play in the level of adjustment.
- c) Marital status plays vital role in the adjustment to the general and academic environment of the institutions.
- d) Teaching experience has no role to play in the level of adjustment of the teachers.
- e) Type of school has played a significant role in the level of adjustment teachers.

Rationale Of Selecting The Problem:

Having made a survey of the studies as mentioned above the investigator has proposed to undertake a study on adjustment of teacher's relation in use and develop a comparative study on the nature and criteria of adjustment between male and female teachers.

To adjust the study the investigator has laid stress on the given research problems such as:

- a) Do the male and female teachers show differential degrees o adjustment in their teaching profession?
- b) Is there any relationship between academic background and level of adjustment of male and female teachers, if so them who are better adjusted?
- c) Who are more adjusted among the male and female teacher is having science or non- science academic background?
- d) Does marital status play important role in adjustment of male and female teachers?

e) Is the type of school responsible for creating adjustment problem among male and female teachers?

Answers to all these questions need an investigation to be conducted along the proper lines; therefore the rationale of the study is strong in its scope.

Statement Of The Objectives:

After a systematic study the following objectives are formulated on the topic stated previously.

a) To prepare a profile of teachers on adjustment with the Academic and General Environment of the institution.

b) To find out the number and percentage of teachers in relation to their adjustment to the academic and general environment sex wise.

c) To find out significant differences, if any, in teachers in relation to the intra variables of sex, marital status, academic qualification, academic stream and teaching experience.

d) To access the significant differences in the teachers of Secondary Schools due to some institutional variables of school management type, medium of instruction and locality of the schools.

Formulation of the hypothesis:

Based on the above objectives of the study the following hypotheses have been formulated. All of these have been expressed in null form for the case of interpretation.

Ho1-- There does not exist significant difference in the adjustment of secondary school teachers due to sex variation.

Ho2-- There is no significant difference of adjustment of secondary school teachers due to marital status variation.

Ho3-- Teaching experience has no role to play in the adjustment of secondary school teachers.

Ho4-- There is no significant difference of adjustment of secondary school teachers due to medium of instruction variation.

Ho5-- There is no significant difference in the adjustment of secondary school teachers due to academic stream variation.

Delimitations Of The Study:

The study is delimited to only five schools of both English and Bengali medium schools of Murshidabad District of West Bengal. The sample is representative in respect to the geographical locality of Murshidabad District covering 30 villages. Other school could not be incorporated for paucity of funds and time.

Methology Of The Study

Design of the study:It is a normative survey method of investigation which was employed to find the general adjustment of the teachers with the secondary school environment. It is an ex-post facto type as the current status of phenomena what exists at present has been considered.

The other methods like historical, correlation or experimental study designs were not adopted on the following grounds.

Application of historical method of research has not been adopted in the context of the nature of research study that has interest in analysing a phenomenon, event or condition in the context of forces and factors that operated in the past. For this reason, primary and secondary sources of data as well as internal and external evidences are required. But the present research work is not a developmental study since it aimed at investigating the factors influencing the dependent variable under the present conditions.

The experimental method of research was not thought to be suitable because of its objectives. This method is used in a research study that analyses the effects of predictors on the criterion variables under controlled situations. In that case, the necessity of increasing or reducing variables under controlled situations. In that case, the necessity of increasing ore reducing the intensity of the independent variable would have been required. But the objectives of the present study do not show any increase or decrease in the strength of the independent variables. Therefore the use of experimental method in this study was not deemed to be proper.

Contrasted with the historical or experimental design, normative designs are more specific, that they direct attention to a particular aspects or dimensions of the research target. Therefore, it was decided to adopt a descriptive study design of ex-post facto type.

Sample: The sample for the study was drawn from 68 schools of Murshidabad District, selected randomly from 68 schools situated in Murshidabad Districts in West Bengal. The selected schools are of different types, out of which 56 are boys' schools, and 12 girls' school which are 42 Bengali medium and 26 English medium, coeducational schools of Murshidabad District. The sample consists of 400 teachers from secondary schools consisting of 200 male teachers and 200 female teachers. From each school teachers were selected randomly. There were 37 rural school and 31 urban schools in the selection. While selecting the sample the variations of sex, academic qualification, academic stream, teaching experience, locality of school, Type of school medium of instruction, marital status was taken as intervening variables.

Tools Used: A standardized tool has been used in the present investigation for determining the performance of the responses of the predicting variables. The criterion variable is the adjustment of secondary school teachers with academic and general environment of the institution. The instrument used for the predicting variables in MTAI. The Adjustment Inventory by Man gal (1971) to measure general adjustment of Male and Female teachers.

Procedure: In the present investigation the secondary school teachers of Murshidabad district have been selected as the sample, to be studied. The sample consist of teachers of both the sexes, marital status, teaching experience, locality of school, academic qualification, academic stream, types of school wise variation.

After planning about the sample, the investigator has planned about the tool to use. Mangle's teacher Adjustment Inventory has been adopted as the tool to find out the significant relationship between the predictor and the criterion.

The investigator has also planned about the procedure of treating the data. For systematic analysis and interpretation of data the investigator has planned to found out the central tendency and standard deviation from the raw score of each group between the predictor and the criterion , the mean difference have been found out and the inference are drown by referring to the table value.

A brief summary has given at the end by suggesting recommendation emerging out of the study. The scope for further research in the area has also been presented.

Analysis And Data Interpretation

Administration Of The Tool: The investigator had to take personal care in giving directions to the teachers for answering questions keeping track of time. The teachers were explained the significance of the work from research point of view and they were requested to extend their co-operation for a successful conduct of the study. The teachers' adjustment inventory scale was administered.

The following precautions were observed during administration:

- a) Each subject of sample of a particular institution was asked to assemble in the teachers' common room.
- b) Proper arrangement was made to see that there was sufficient light and air and the common room is free from general noise.
- c) All the subjects were provided with the answer sheets for responding to the test items.
- d) The test was administration before recess to make the respondents free from mental fatigue.
- e) After giving the teachers specific instructions they were asked to give their opinion in the answer sheets.

Scoring The Scales: All the scales were scored as per the scale manual. The data sheet was prepared accordingly where a detailed record of the respondents standing in different scales as determined. Then all the scores pertaining to different scales were studied in terms of the requirement as per the objectives and hypotheses stated earlier.

Conclusion

Teacher is a powerful personality in the learning process and personality development of students. The teacher has the most important place in the school for providing proper education. We require good and efficient teachers. The teacher must not simply be a person who has high mental abilities but he must be able to understand the psychology of the children. He should be able to put exemplary behaviour before the students. The teacher can do so, only when himself has an effective and well-adjusted personality. It is evident from many researchers that teacher's impact on pupils' personality development is tremendous and it is essential the schools should have mentally healthy and well-adjusted teachers. The whole concern with learners adjustment problems may be reflected in and promoted through the teachers own developing self -adjustment. As the teacher learns, so will he teach.

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