



**GOVERNMENT AND PRIVATE SECONDARY SCHOOL TEACHERS IN DISTRICT  
SRINAGAR, KASHMIR**

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**Abstract**

*The present study was designed to compare government and private secondary school teachers on teaching competency and personality adjustment. The main objective of the investigation was to know the personality adjustment and teaching competences of Government and private Secondary School Teachers of District Srinagar, Kashmir. The major findings of the study depicts that there is significant difference between Private and Govt. Secondary School Teachers on their personality adjustment and significant difference was found between Private and Govt. Secondary school teachers on their teaching competency.*

**Keywords:** *Personality Adjustment, Teaching Competency, Government, Private, Teachers.*



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**INTRODUCTION:** Teacher is a very important person (VIP) in a student's life. He/she perfects him and leads him to his goal. Before providing education he/she should know the child and understand him properly. He/she should not only be a philosopher but a psychologist. A good teacher is a good psychologist. The child's mind is just like a book. He/ she should read this book, page by page. He /she should cast psychological insight or to say figuratively, cast x-ray light into the child and scan his whole being to know his assets and liabilities, strengths, weaknesses, and his powers and possibilities. It is well known saying that, "most of the persons would grow jealous", if one goes one step ahead to them in life, but there is only person who would be

happy and appreciate even go ahead him in life and that is of course a teacher. The students cannot learn anything from any source, what they learn from teacher. A teacher is thus a brilliant psychologist, he modifies the instincts of a students. It is not exaggeration to say, that we give hundred percent weightage to the teacher in the process of socialization. Teacher in fact should be taken as the corner stone of educational development. It is teacher who is responsible to carryout programmes of education and possesses a pivotal position in any educational system the destiny of educational system is directly linked with him, is an accepted fact. If he is himself fully involved with his job then success is ensured. The teacher involvement is not the only essential but indispensable factor for well performance of students. We can obtain not only tangible but also marvelous results if teachers are fully and solely involved in this profession. For this purpose of creating and cultivating in them certain qualities, skills, attitudes and behavior patterns, which determines the teachers teaching competency. Teaching competency will be defined as any knowledge, skill or professional value which includes: (i) A teacher may be said to possess, and; (ii) The possession of which is believed to be relevant to the successful practice of teaching. The level of complexity of which competency is defined is arbitrary and depends on the use to be made of them. The definition of competency accompanies two properties that need emphasis, one of them is that competencies must be defined in terms of process, or what the teacher does, not in terms of product, and second is the possession of some set of communication skills necessary for effective communication. Teacher competency on the other hand is conceived of a matter of degree, some teachers are more competent than others. Teachers grow in competence with training and experience. Teacher's competency is defined in terms of repertoire, how competent a teacher is depends upon the repertoire of competencies he or she possesses: because of the arbitrariness of the level of which individual competencies may be defined there is some flexibility in the way that a particular level of competencies may be specified. Personality adjustment is considered as the most important predictors of teacher competency. Research has shown that superior competency of a teacher goes with good adjustment and vice-versa Panda, (1973), in his study found that good adjustment in health, home, social, economic, institutional and ethical areas are closely related to teachers competency. . Singh, (1978), observed that teaching success is to a great extent dependent upon adjustment. Deva (1966) found that personality emerged as the most important predictor of teacher competency. Samantaroy (1971), showed that superior efficiency of a teacher goes with good adjustment and vice-verse thus

it has been revealed that superior efficiency goes with good adjustment and occupational adjustment is significantly related to success in teaching. There are significant differences in the personality factors of competent or successful and low competent and less successful teachers. The effective teachers are more conscientious, venturesome, experimenting, warm-hearted, emotionally stable assertive, adventurous and self controlled. Thus teacher must possess a sound teaching competency and good personality adjustment for becoming an effective teacher, particularly at the secondary stage, where he has to deal with adolescents, as we know adolescence is the most difficult period of one's life as mentioned by father of adolescence psychology Stanelly-Hall, it is the period of stress and strain, storm and strife. At this stage a slight mistake or misguidance can lead them on the wrong path. Therefore it is the duty of a competent teacher to develop the personality of the students especially at secondary level.

**OBJECTIVES:** The following objectives have been formulated for the present investigation.

1. To study the personality adjustment and teaching competences of Government Secondary School Teachers.
2. To study the personality adjustment and teaching competences of Private Secondary School Teachers.
3. To compare Private and Government Secondary School Teachers on Personality Adjustment.
4. To compare Private and Govt. Secondary School Teachers on Teaching Competences.

**HYPOTHESES:** Private Secondary School Teachers differ significantly on their Personality Adjustment then Govt. Secondary School Teachers.

- i. Private Secondary School Teachers differ significantly on their teaching competences than Govt. Secondary School Teachers.

**SAMPLE:** The sample for the present study consisted of 300 secondary school teachers (150 Govt. Secondary School Teachers and 150 Private Secondary School Teachers) selected randomly from the different schools of District Srinagar, Kashmir.

The breakup of the sample are as under:

| <b>Group</b>                      | <b>N</b> | <b>Total</b> |
|-----------------------------------|----------|--------------|
| Govt. Secondary School Teachers   | 150      | 300          |
| Private Secondary School Teachers | 150      |              |
| <b>Total</b>                      |          | <b>100</b>   |

**Selection of the Tools:** Selection of the tools is very important in any research study. If appropriate tools are not used, the investigator may be misled and the efforts of the investigator would go waste as he would not be able to achieve the objectives of the study. An investigator has to look for such procedural techniques and tools which will answer his pursuits or hypotheses objectively. A competent investigator, therefore, looks into the possible measures which can help him in arriving at the desired results. Accordingly the present investigator used the following tools for the collection of the data.

**Tools Used:** The data for the present study was collected with the help of General Teaching Competency Scale by B.K Passi and M.S. Lallitha and Adjustment Inventory by H.M. Bell.

**Table 4.1: Showing mean comparison of Private and Govt. secondary school teachers on various dimensions of personality adjustment.**

| Areas                   | Groups  | Mean  | S.D   | t-value | Level of Significance     |
|-------------------------|---------|-------|-------|---------|---------------------------|
| Home Adjustment         | Govt.   | 12.04 | 8.10  | 4.44    | Significant at 0.01 level |
|                         | Private | 8.44  | 6.29  |         |                           |
| Health Adjustment       | Govt.   | 11.20 | 7.20  | 3.04    | Significant at 0.01 level |
|                         | Private | 8.58  | 4.80  |         |                           |
| Social Adjustment       | Govt.   | 15.60 | 9.98  | 1.89    | Non-Significant           |
|                         | Private | 13.10 | 8.81  |         |                           |
| Emotional Adjustment    | Govt.   | 12.80 | 6.94  | 3.32    | Significant at 0.01 level |
|                         | Private | 9.84  | 5.07  |         |                           |
| Occupational Adjustment | Govt.   | 9.26  | 7.96  | 1.20    | Significant at 0.05 level |
|                         | Private | 8.10  | 5.57  |         |                           |
| Total adjustment        | Govt.   | 60.90 | 19.01 | 2.87    | Significant at 0.01 level |
|                         | Private | 48.06 | 14.70 |         |                           |

The above table reveals that the secondary school teachers (Government) and (Private) have significant difference at 0.01 level on Home, health, emotional and total adjustment. The same table further reveals that both the groups do not differ significantly on social adjustment. It was also found that Govt. secondary school teachers showed better adjustment than Private secondary teachers.

**Table 4.2: Showing mean comparison of Private and Government secondary schools teachers on their teaching competency.**

| <b>Group</b> | <b>Mean</b> | <b>S.D</b> | <b>N</b> | <b>t-value</b> | <b>Level of significance</b> |
|--------------|-------------|------------|----------|----------------|------------------------------|
| Private      | 79.6        | 31.4       | 100      | 3.75           | Significant at 0.01          |
| Govt.        | 64.5        | 25.5       | 100      |                |                              |

The above table 4.0 shows that the two groups Private and Government secondary school teachers differ significantly on teaching competency at 0.01 level of significance. The mean score of two groups differ significantly. Both the groups Private and Govt. secondary school teachers have not similar level of teaching competency. The Private secondary school teachers showed good teaching competency than Govt. secondary school teachers.

**DISCUSSION AND CONCLUSION:** The discussion of the results based on the analysis and interpretation of the data is presented in the foregoing pages. The results are discussed as under:

1. Comparison of Private and Govt. secondary school teachers on their various dimension of personality adjustment.
2. Comparison of Private and Govt. secondary school teachers on their teaching competency.

**1. Comparison of Private and Govt. secondary school teachers on their various dimension of personality adjustment:** Private and Govt. secondary school teachers were compared on various dimensions of personality adjustment viz. home, health social, emotional and occupational adjustment. It was found that Govt. secondary school teachers display better home, health and emotional adjustment. They showed better results in their home, health and emotional adjustment, whereas the Private secondary school teachers display low personality adjustment on these dimensions. The results displayed by the Private secondary school teachers indicates that they are not well adjusted in their home, social and emotional adjustment, but also shows equal adjustment on health and occupational dimensions of adjustment. It is revealed that there is a significant difference between Private and Govt. Secondary school teachers on overall dimension of personality adjustment. The results are in line with the investigations carried out by Prakash D (1988), Choudhary and Namita (1990) supported that teachers who secured high on the basis of teachers personality rating scale were found

competent and maintain class-room discipline, whereas the low score were found low competent. In view of the above discussed results the 1<sup>st</sup> hypotheses which reads, "*there is significant difference between Private and Govt. Secondary School teachers*", stands partially accepted.

**2. Comparison of Private and Govt. secondary school teachers on their teaching competency:** The Private and Govt. secondary school teachers were compared on their teaching competency. Both the groups viz. Private and Govt. showed significant difference on their teaching competency. It reveals that Govt. secondary school teachers are more competent than Private secondary school teachers. The results are in line with the investigation carried out by Prakasham (1988), Uperti, D. C. (1988) their findings are supported that Govt. teachers are more competent than Private teachers. In view of the above discussed results the 2<sup>nd</sup> hypotheses which reads, "*there is significant difference between Private and Govt. Secondary school teachers on their personality adjustment*", stands partially accepted.

**CONCLUSIONS:** On the basis of analysis, interpretation and discussion of the results presented in the forgoing chapter, certain meaningful conclusions have been drawn and these have been reported as under:-

1. There is significant difference between Private and Govt. secondary school teachers on their personality adjustment.
2. There is significant difference between Private and Govt. Secondary school teachers on their teaching competency

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