



IMPACT OF ADJUSTMENT ON TEACHER EFFECTIVENESS OF PUPIL TEACHERS

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Abstract

Teachers are the backbone of the nation and guardians of the past. Their contribution can never be ignored in the context of Nation building. In any educational set up teachers occupy the pivotal position in the educational machinery. It is the teachers who shape the destiny of the learners through constant care and instruction. It is therefore pertinent for them to have proper training and proper infrastructural facilities for effectively teaching the young learners. Teacher effectiveness is an essential component which can be inculcated in the minds of trainee teachers not only through proper training but also minimizing the individual problem of the teacher. Adjustment is one such area that contributes a great deal in bringing teacher effectiveness. It is learnt that, a well adjusted teacher always delivers effective teaching and handles students problems more effectively than the teachers who have adjustment problems. This study is an attempt to investigate as to whether there is any relationship between “Adjustment and Teacher Effectiveness”.

Keywords: *Teacher effectiveness, adjustment, Intelligence, creativity, Learning ability, Academic performance.*



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Introduction

Education plays a pivotal role in the development of human potentials and National Development. Every country develops its own system of education to meet the challenges of changing times. In the present day situation, the developing educational system must build upon the gains of the past and the present for a better future of our people in particular and mankind in general. It is possible to reach out to all our people with the benefits of our economic and technical developments through a well planned and well implemented system of education. Life in the coming decades is likely to bring us both challenges and opportunities. Coming generations must be well prepared to face the challenges and take advantage of the opportunities that come their way. They must develop the ability to think and apply new ideas constantly and creatively. Their actions should be guided by a strong commitment to human values and social justice. The only way to achieve this is “better education”. For better education we should have adequate number of well qualified, well

informed and well trained teachers who can bring out changes in the thought process of our people. Teacher Training Institutions are therefore established and specialized skill training is imparted to them to achieve the desired objectives. Of late it was felt that not all teachers in spite of the fact that they are very skillful and qualified come up to the expectation of the learners. Experts opine that this may be due to adjustment problem or due to some serious social issues. The present study is therefore designed to find out as to whether there exists any relationship of Teacher effectiveness with adjustment of the practicing teachers of two significant Districts (Sambalpur and Bolangir) of Odisha. These two districts share a common boundary and are in the western part of Odisha state with same cultural and social identity.

Teacher Effectiveness:

Teacher effectiveness is the ability to understanding the strengths and weaknessess of each and every learners and thereby ensuring better learning. Teacher training programmes therefore are to be practical and realistic. The Education **Commission (1964-66)** criticized the Teacher Training Programmes heavily saying that they are traditional, rigid and divorced from the realities of schools. Reorganisation is needed at all levels and in all training programmes. The commission further felt that most of the professional subjects contain great deal of matter which is either out of date or has little relevance to the teachers work in schools. Such dead matter should be eliminated or replaced by what is directly related to personal and professional needs of student teachers. While the over crowding of content should be avoided, there is need to coordinate and integrate the different courses and to root the entire curriculum in Indian conditions.

V.S.Mathur in his article “ The one year Training Course” while writing about the effectiveness, questions whether the Training Institutions do really bring about some useful orientations in the would be teachers. The acid test of Teacher Training therefore lies in evaluating how far the trained teachers prove effective in the class room and social situation. Although no empirical investigation in this direction is available, yet what **Dr.S.S.Adaval** says seems to be true. In his opinion our training colleges at present, train teachers more or less for some imaginary school situations which may not exist. As a result the trained teachers are not able to follow in practice what they learn in the course of their training and feel all the more frustrated.

Adjustment:

The concept of Adjustment is originally biological as propounded by **Darwin** in his theory of “Natural Selection and Adoption”. This concept of adoption was borrowed by psychology and named as adjustment. But the psychologists are more concerned with psychological survival than just as a person adapts to physical demands arising from living or inter dependability with others. According to **Dunn**, Adjustment is a continuous process of maintaining harmony among the attributes of the individual and the environmental conditions which surround him. From this definition it is clear that adjustment is a continuous process rather than a static goal. This also suggests that characteristics of the individual will be determinants of adjustment but environmental factors will also have their influence. Adjustments take place when there is reasonable harmony, balance or equilibrium between demands of the environment and the balance or equilibrium which we call adjustment is consistently sought. It is clear that in the question of adjustment, environment is the most important factor. Environment means all the social, emotional, moral, physical, and intellectual conditions which influence the development of the individual. So consciously or unconsciously environment moulds the behavior and personality of the child.

SIGNIFICANCE OF THE STUDY:

The main aim of education is the development of the wholesome personality of the learners. To achieve this aim, the teacher should know all the abilities, including intelligence, creativity, adjustment, interest and other personality traits of the students. As the teaching learning process depends upon the relationship between the teacher and the taught, it is important for the teacher to know the different areas of adjustment of the students. The most challenging problem faced by the teachers today seem to be an accurate prediction of the adjustment problem of pupil teachers at different levels. This problem has attracted the attention of many educationists and psychologists. It is assuming greater importance day by day as our society is advancing industrially and technologically and the pattern of society is going more or more complex. Need of education implies need of good teachers. Not only the quantity of teachers but also the quality of teachers will have to be taken in to consideration for solving the educational problems of the nation. It is realized by most of the educationists that majority of the problems of education namely indiscipline, lack of religious and moral faith, low standard of achievement, lack of clear thinking and improper attitude towards life are all due to inefficient teachers. Proper ways and means should be

devised for selecting suitable personnel for the teaching profession and make the teaching learning process more effective.

On the above premise the investigator took up the present study with a view to find out the effectiveness of teachers in relation to adjustment. The main Objectives of the study are as follows:

OBJECTIVES:

1. To study the Teaching Effectiveness of pupil teachers
2. To study the level of Adjustment of pupil teachers
3. To find out as to whether there exists significant difference in the Adjustment and Teacher Effectiveness of pupil teachers.

DELIMITATIONS:

This study is delimited to ;

1. Only two Teacher Training Colleges (Sambalpur and Bolangir) of Odisha State
2. Only Pupil Teachers (B.Ed Students) of the Govt. Training Colleges (Sambalpur and Bolangir)

REVIEW OF STUDIES:

Some of research studies conducted on Teacher effectiveness and Adjustment by noted researchers are reviewed in order to get a wholesome picture about the relationship of the above two variables. One such study is by **Mangal, S.K. (1979)**, on common factors in teacher adjustment. He found that teacher adjustment consisted of so many factors. They are in relationship with adjustment and academic and general environment of the institution, professional relationship adjustment and personal life adjustment. **Saxena (1995)** made a study of teacher effective in relation to adjustment, job satisfaction and attitude towards teaching profession. The major findings were: (a) Both effective and ineffective teachers were found to be well adjusted derive satisfaction from their work and had positive attitude towards teaching profession (b) Effective urban, government, female, older more experienced, untrained and science teachers had relatively better adjustment compared to rural, private, male, younger, less experienced, trained and arts teachers respectively while reverse was true in case of ineffective teachers. Gupta (1997), in his study on the role of induction program in teacher effectiveness, found induction program to be a period of adjustment that helps the new teachers to be more effective and can bring in teacher's positive attitude towards teaching, job satisfaction and teacher effectiveness.

Hota (2000) explored a highly significant positive relationship of organizational health with home adjustment, health adjustment, social adjustment, emotional adjustment and occupational adjustment. **Sonia (2008)** found that male rural teacher are more adjustment in comparison to male urban teachers and female rural teachers and female teachers are equally adjusted. **Sunita (2008)** concluded that teacher adjustment is correlated with age of the teacher, sex, locality. **Kaur and Shikha (2015)** revealed that there is gender difference in adjustment of secondary school teachers. **Ahmad and Khan (2016)** shows that there is no significant difference found in the adjustment of secondary school teacher in relation to their Educational Qualification, Experience and Locality.

DESIGN OF THE STUDY:

The present study is designed to test the relationship of Teacher effectiveness and adjustment of pupil teachers. In order to find out the desired result, the researcher randomly selected two government Teacher Training Colleges of two districts of Odisha, namely Sambalpur and Bolangir. Again only **300 student teachers** were selected randomly for the study and on whom questionnaire was administered and their responses were collected.

For collection of data on **Teacher effectiveness**, a five point **Rating scale** was prepared and the supervisor of the student teacher was requested to assess the effectiveness of the teacher . The scale used by the researcher is as under:

A	B	C	D	E
VERY GOOD	GOOD	AVERAGE	POOR	VERY POOR
1	2	3	4	5

Every pupil Teacher was rated by his/her supervisor on the above scale and those rated “**A**” and “**B**” are said to be **Effective teachers**. Those with “**D**” and “**E**” are said to be **Non-effective teachers** and teachers having “**C**” are **Average Teachers**.

For studying the **level of Adjustment** of the pupil Teachers, the researcher adopted “Bells Adjustment Inventory (Student Form) which is a standardised tool for assessing adjustment having 140 items. This inventory has four dimensions, such as:

- 1.Home Adjustment,**
- 2.Health Adjustment,**
- 3.Social Adjustment and**
- 4.Emotional Adjustment.**

Each dimensions have 35 item based on practical aspects of the student teachers. The respondents are required to reply either in “Yes” or “No”. Scoring of this questionnaire is purely based on the instructions in the manual. Every right answer gets a score of “ 1” and accordingly all 140 items are scored. . **A teacher with a score of 0-23 is considered with less adjustment problem, 24-44 with moderate adjustment problem and 45 and above is considered with more adjustment problem.**

ANALYSIS OF DATA:

After collection of data, through the above described questionnaires the researcher analysed them with the help of appropriate statistical technique. In the present study “t-test” was applied in order to find out the relation of teacher effectiveness with Adjustment. Each dimensions of adjustment was analysed separately which are presented below:

Home Adjustment and Teacher Effectiveness:

	Effective teachers	Non-effective teachers
Mean	13.19	12.80
S.D.	5.46	5.57

SED=.930

‘t’ value =.417

“df” at .05 level =1.97

“df” at .01 level=2.60

} **INSIGNIFICANT**

On the above table it is clear that there is no significant difference between effective teachers and non-effective teachers in their **Home Adjustment**. It means **both** effective and Non-effective teachers confronted with various problems at home face same kind of difficulty in teaching in their school.

Health Adjustment and Teacher Effectiveness:

	Effective teachers	Non-effective teachers
Mean	11.80	11.84
S.D.	5.29	5.52

SED=.916

‘t’ value =.044

“df” at .05 level =1.97

“df” at .01 level=2.60

} **INSIGNIFICANT**

The “t” ratio calculated by the investigator was found to be insignificant as it was less than the value at both .05 and .01 level of significance. Hence it is proved that , on Health Adjustment there is no difference between effective and non effective teachers. Health factors do play a significant role in teaching effectiveness of all teachers.

Social Adjustment and Teacher Effectiveness:

	Effective teachers	Non-effective teachers
Mean	14.69	15.56
S.D.	5.57	4.89

SED=.86 ‘t’ value =1.01

“df” at .05 level =1.97 }
 “df” at .01 level=2.60 } **INSIGNIFICANT**

The “t” ratio is found to be 1.01 which is less than the value at both .05 and .01 level of significance. Hence on Social Adjustment there is no difference between effective and non effective teachers. Man being social animal has to behave socially. Any deviation in it makes him/her unsocial or anti social. The teachers too face the same situation in school. Hence social adjustment must be given top priority by all teachers.

Emotional Adjustment and Teacher Effectiveness:

	Effective teachers	Non-effective teachers
Mean	12.325	13.990
S.D.	5.625	5.189

SED=.897 ‘t’ value =1.85

“df” at .05 level =1.97 }
 “df” at .01 level=2.60 } **INSIGNIFICANT**

From the above calculation, it is apparent that there is no difference between effective teachers and non-effective teachers in the area of Emotional Adjustment as the “t” value is less than the significance level at both .05 and .01. Everybody including teachers are emotional beings. They have to control all emotions such as anger, fear, love etc. so as to have a balanced state of mind which is required for effective teaching.

FINDINGS AND CONCLUSIONS:

After carefully analyzing the data and taking in to consideration the findings of each dimensions of Adjustment, it is quite clear that Adjustment has the same kind of bearing on both Effective Teacher and Non-effective teacher. Researchers have proved that, Adjustment is an important determinant in the personality of primary school teachers. It is also proved that, any adjustment problem on the part of a teacher tend to impact negatively the entire teaching learning process of the school. More over the young learners who are associated with the ill-adjusted teacher face enormous problems and some of them even prefer to drop out from the primary stage due to the ill treatment of the teacher. A teachers behavior is the reflection of his /her adjustment and therefore every teacher regardless of the fact that he

is effective or non-effective need to solve all sorts of adjustment problems in order to be successful in his/her profession.

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