



A STUDY OF PROFESSIONAL ADJUSTMENT OF HIGH SCHOOL TEACHER IN RELATION TO THEIR ATTITUDE TOWARDS TEACHING IN THIRUVALLUR DISTRICT

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ABSTRACT

This study examined the relationship between professional adjustment of high school teachers in Relation to their Attitude towards teaching in Thiruvallur District. This study adopted survey method of research. Participants were 175 high school teacher's randomly selected from various high school sin thiruvallur District. The research instruments used for data collection was adjustment questionnaire developed and standardized by S.K. Mangal and Attitude Questionnaire developed by Dr. S.P. Ahluwal tested at 0.05 and 0.01 level of significance. The finding indicated that there is no relationship between professional adjustment and attitude towards in high school Teachers.

Keywords: Professional Adjustment, Attitudes Teaching, Teacher, Random, Survey.

Introduction

Attitude plays a vital role in shaping the behaviour of human beings towards any object. Attitude towards religion and morality gains much more importance in a civilized society, since religion and morality are the products of any modern society.

The growth and differentiation of society, its internal development and the relation between different societies combine to shape the development of religion. The religious ideas extended to all are for the preservation. Hence food supply, livelihood, trade, war and government are commonly found associated with religious ideas.

The teacher creates culture in human beings. He preserves and also promotes culture and civilization. The nature of his work, therefore, demands characteristics like dedication and sacrifice on his part.

If we look into the history of our country a few centuries back, we can find that the teacher was given high respect. He was called "Guru", "Acharya" and was given the highest position among all the professions.

The place and importance of the teacher in a society can never be over estimated. In the field of education or in a specific teaching learning situation, he is the ultimate agent who- dispenses knowledge, frames the time schedule, selects reading material, plays the role of subject specialist, evaluates learning outcomes and helps pupils to overcome their difficulties and personal problems. It is he who sets the standard, builds up desirable attitudes and approves or disapproves of pupil behaviour. He influences his pupils by what he says and even more by what he does. His attitude towards his pupils, towards his world of work and life in general, his philosophy of education put into practice, his interests, ideals and aptitude condition learning and are therefore important for pupil growth.

Professional adjustment:

"Adjustment is a continuous process by which a person varies his behavior to produce a more harmonious relationship between himself and his environment". Arther | Gates and others (1958)

"The concept of adjustment was biological and originally it was termed adaptation. The type of adjustment with which biologists were concerned was nothing but physical adoption. The term 'adaptation' which now stands for psychological survival in which psychologists are more interested that is the subject of their interest is individual's adjustment to social are interpersonal pressure and not only adaptation to physical world (lazarus 1961). The process of adjustment is more complex then biological adaption."

One adjustment is an achievement and another adjustment is a process. The first point of view emphasis the quality are efficiency of adjustment and the second lays emphasis on the process by which an individual adjusts in his external environment. Now let us examine adjustment as an achievement means how efficiently an individual can perform his duties in different circumstances like business, military, education and other social activities need efficient and well adjusted man for the progress of nation.

Adjustment plays a important role to determine the success of failure of a person. Our world is a rapidly changing and each change makes new demands of our ability to adopt. The adaptation of an individual to his physical and social environment is considered important for survival. Thus adaptation as a biological concept formulation the base for physiological concept of adjustment.

Statement of the Problem:

A Study of Professional Adjustment of High School Teacher in Relation to their Attitude towards Teaching in

Thiruvallur District

Objectives of the study:-

The following were the objectives of the study:-

1. To study the professional adjustment of high school teachers.
2. To study the attitude towards teaching of high school teachers.
3. To study the significant difference in professional adjustments among high school teacher with respect to their age.
4. To study the significant difference in attitude towards teaching among high school teacher with respect to their age.
5. To study the significant difference in professional adjustments between male and female high school teacher.
6. To study the significant difference in attitude towards teaching between male and female high school teachers.
7. To study the significant difference in professional adjustments between rural and urban high school teacher.
8. To study the significant difference in attitude towards teaching between rural and urban high school teacher.
9. To study the significant difference in professional adjustments among high school teacher with respect to type of family.
10. To study the significant difference in attitude towards teaching among high school teacher with respect to type of family.
11. To study the significant difference in professional adjustments among high school teacher with respect to their experience.
12. To study the significant difference in attitude towards teaching among High school teacher with respect to their experience.
13. To study the significant difference in professional adjustments among high school teacher with respect to their subjects.
14. To study the significant difference in attitude towards teaching among High school teacher with respect to their subjects.

15. To study the significant difference in professional adjustments among high school teacher with respect to type of school.
16. To study the significant difference in attitude towards teaching among high school teacher with respect to type of schools.
17. To study the significant difference in professional adjustments among high school teacher with respect to income.
18. To study the significant difference in attitude towards teaching among high school teacher with respect to income.
19. To study the significant correlation between professional adjustments and attitude towards teaching of high school teacher

Hypotheses of the study:-

1. There is no significant difference in professional adjustments among high school teacher with respect to their age.
2. There is no significant difference in attitude towards teaching among high school teacher with respect to their age.
3. There is no significant difference in professional adjustments between male and female high school teacher.
4. There is no significant difference in attitude towards teaching between male and female high school teachers.
5. There is no significant difference in professional adjustments between rural and urban high school teacher.
6. There is no significant difference in attitude towards teaching between rural and urban high school teacher.
7. There is no significant difference in professional adjustments among high school teacher with respect to type of family.
8. There is no significant difference in attitude towards teaching among high school teacher with respect to type of family.
9. There is no significant difference in professional adjustments among high school teacher with respect to their experience.
10. There is no significant difference in attitude

towards teaching among High school teacher with respect to their experience.

11. There is no significant difference in professional adjustments among high school teacher with respect to their subjects.
12. There is no significant difference in attitude towards teaching among High school teacher with respect to their subjects.
13. There is no significant difference in professional adjustments among high school teacher with respect to type of school.
14. There is no significant difference in attitude towards teaching among high school teacher with respect to type of schools.
15. There is no significant difference in professional adjustments among high school teacher with respect to income.
16. There is no significant difference in attitude towards teaching among high school teacher with respect to income.
17. There is no significant correlation between professional adjustments and attitude towards teaching of high school teacher

Research Design:

Methodology;

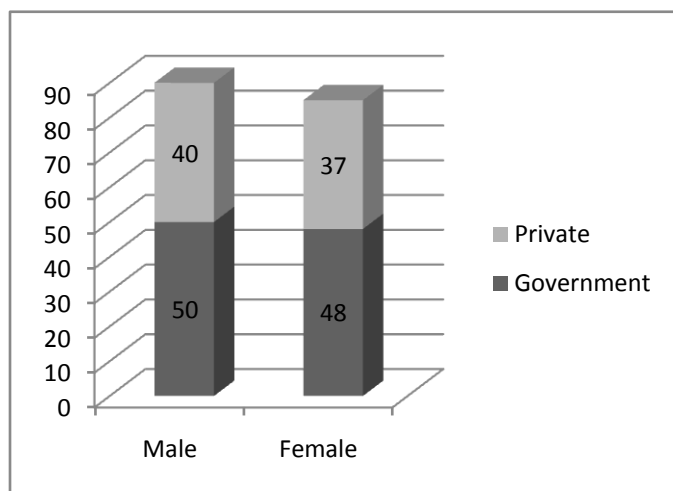
The study was conducted through survey method of research and it is most suitable for the present study.

Sample:

A stratified random sampling technique was adopted for the selection of sample. 175 high school teachers were taken for the study.

Type of School and Sex Wise Distribution of Teachers

Locality	Male	Female	Total
Government	50	48	98
Private	40	37	77
Total	90	85	175



Research Tools:

To verify the hypothesis formulated in the study the following tools have been used.

- a) Teacher Adjustment inventory was developed and standardized by **S.K Mangal**.
- b) Attitude inventory developed and standardized by **Dr. S.P. Ahluwalia**

Statistical Techniques:

Suitable descriptive and interential statistical techniques were used in the interpretation of the data to draw more meaningful pictures of results from the collected data. In the present study the following stastical techniques were used.

- Percentage
- Mean
- SD
- T-test
- ANOVA

Major findings

1. Professional adjustments are not influenced by their age of high school teacher.
2. Attitude towards teaching is not influenced by their age of high school teacher.
3. Male and female high school teacher were found to possess equal attitude towards teaching.
4. Female high school teacher were found to possess high favorable attitude towards teaching than the

male high school teachers.

5. Urban and rural high school teacher were found to possess equal professional adjustments.
6. Urban high school teacher were found to possess higher attitude towards teaching than the rural high school teacher.
7. High school teacher belonging to joint and nuclear family were found to possess equal attitude towards teaching.
8. High school teacher belonging to nuclear family were found to possess significantly higher attitude towards teaching than the high school teachers belonging to joint family.
9. Professional adjustments are not influenced by experience of high school teacher.
10. Attitude towards teaching is not influenced by experience of high school teacher.
11. Professional adjustments are influenced by subjects of high school teacher.
12. Attitude towards teaching is not influenced by subjects of high school teacher.
13. High school teacher belonging to government and private schools were found to possess equal professional adjustments.
14. High school teacher belonging to government school were found to possess significantly higher attitude towards teaching than the private high school teachers.
15. High school teacher belonging to up to 10000 and above 10000 incomes were found to possess equal professional adjustments.
16. High school teacher belonging to up to 10000 and above 10000 incomes were not found to possess equal attitude towards teaching.
17. Professional adjustments and attitude towards teaching are not significantly correlated to each other.

Table-I

Professional adjustments and age

Sources of variance	Sum of squares	df	Mean sum of squares	F value	Level of significance
Between groups	230.04	3	76.68	1.43	Not Significant
Within groups	9147.46	17	53.49		
Total	9377.50	17			

Sources of variance	Sum of squares	df	Mean sum of squares	F value	Level of significance
Between groups	627.05	3	209.01	0.66	Not Significant
Within groups	53777.77	17	314.49		
Total	54404.83	17			

Graph I

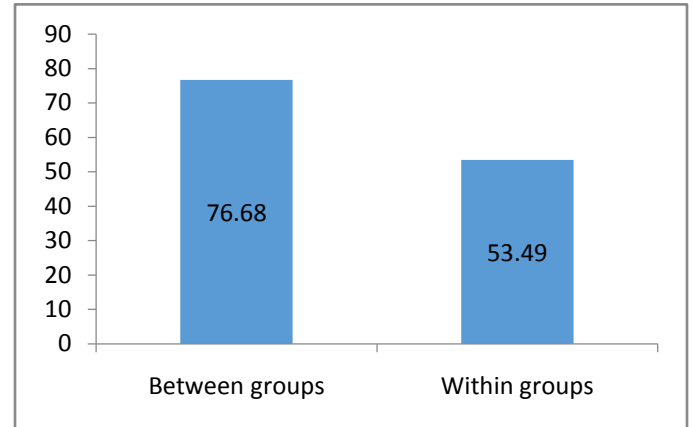


Table-II

Attitude towards teaching and age

Sources of variance	Sum of squares	df	Mean sum of squares	F value	Level of significance
Between groups	209.01	3	76.68	1.43	Not Significant
Within groups	9147.46	17	53.49		
Total	9377.50	17			

Graph II

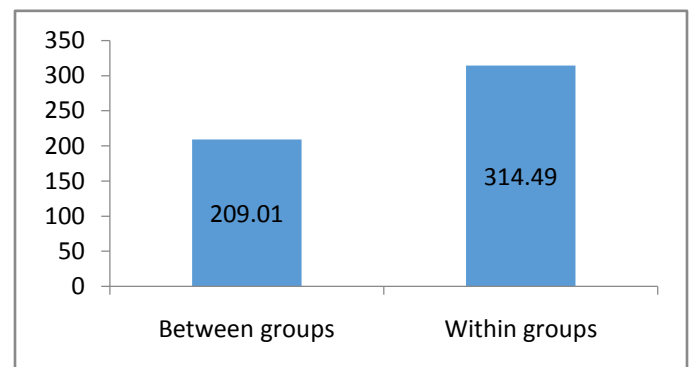


Table III

Sex wise N, M, SD, df and t-value of adjustments

Sex	N	Mean	SD	df	t-value	Level of significance
Male	90	35.64	7.18	173	0.33	Not significant
Female	85	35.27	7.53			

Graph III

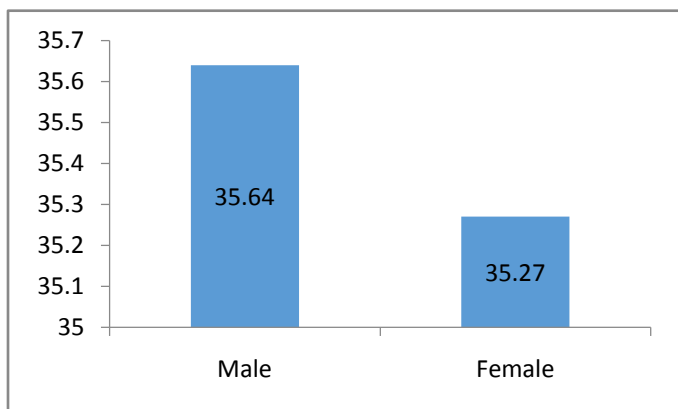


Table IV

Sex wise N, M, SD, df and t-value of attitude towards teaching

Sex	N	Mean	SD	df	t-value	Level of significance
Male	90	233.85	24.06	173	2.58	Significant at 0.05 level
Female	85	240.64	3.14			

Graph IV

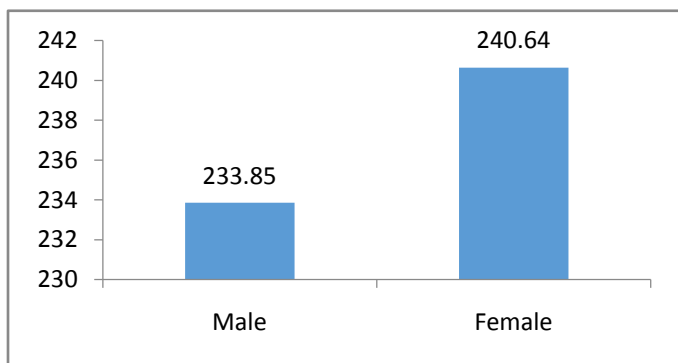


Table 4.17

Inter Correlation Between professional adjustments and attitude towards teaching

	professional adjustments	Attitude towards teaching
professional adjustments	----	-0.023
Attitude towards teaching	-0.023	---

Educational Implications

In view of the results of the present study the investigator laid down the following educational implication certain programmes such as seminars, workshops and refresher courses must be arranged for in-service teachers to improve their attitude towards teaching profession. There should be reasonable workload (teaching as well as non teaching workload) on teachers, so that they may not feel over burdened. Focus should be on improving school climate which will help the teachers to perform better in teaching learning process. There should not be much interference in the work of teachers by higher authorities so that they can prove their potentialities and learns to be independent. Social status and economic conditions of private school teachers should be improved so that they have no other goal but teaching. For the attainment of good mental health and adjustment of teacher it is necessary to provide them with personal them personal and group guidance too.

Conclusion

The investigator concluded that the teacher training students have good and high positive attitude towards teaching. Only locality has influence on the attitude towards teaching other variables i.e. sex, marital status, and socio-economic status have no influence on attitude towards teaching. Academic achievement and attitude towards teaching are positively correlated. Teaching profession is respected and it has more stability, values, job satisfaction, less work tension and stress these factor may attract the student teachers to develop the positive attitude towards teaching.

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