

The Relationship Between Teacher Effectiveness And Adjustment Level of Secondary School Teachers

Abstract

Teacher effectiveness is considered as the optimum level of efficiency and productivity on the part of the teacher. It is the ability of teacher to relate the learning activities to the developmental process of learner and to their current and immediate interests and needs. Effective teachers are perceived to be fully equipped naturally and professionally to lead the students to success in competitive World, as well as inculcate in them, values that would make them exhibit behavior that are generally desirable and acceptable. The teachers adjustment level vary in different situations. In this study a sample of 150 teachers has been selected and efforts has been done to find whether adjustment affects teacher effectiveness. Data was analyzed through t-test and it was found that there exists a significant relationship between teacher effectiveness and adjustment level of secondary school teachers..

Keywords: Teacher effectiveness, Teacher Adjustment Level



Manjeet K. Saini

Associate Prof.
Deptt. of Education
Government College of
Education
Jalandhar



Aarti Joshi

Assistant Prof.
Deptt. of Education
Lyallpur Khalsa College
of Education for Women,
Jalandhar

Introduction

In this globalised hi-tech economy teachers still plays a very important role in transforming of younger generation as teacher is one who is believed to have direct influence on the students and shaping of the society. For upliftment of the society we need effective teacher. Teacher effectiveness is considered as the optimum level of efficiency and productivity on the part of the teacher. It is the ability of teacher to relate the learning activities to the developmental process of learner and to their current and immediate interests and needs. Effective teacher are perceived to be fully equipped naturally and professionally to lead the students to success in competitive world, as well as inculcate in them, values that would make them exhibit behavior that are generally desirable and acceptable.

Chhaya (1974) held the view that an effective teacher possessed better personality adjustment and favourable attitudes. Vijayalakshmi (2002) studied the impact of some variables like sex, age ,marital status, qualification, experience ,subject of teaching, designation, status of college,and type of management on teacher effectiveness and found that they didn't have any significant influence. Rothstein (2008), however, sounds a cautionary note, arguing that there is strong non-random sorting within schools, and that in some cases the estimated teacher effects do not have persistent effects on attainment. So whether adjustment level or maladjustment of teachers in any given situation actually effects the teacher effectiveness in any given situation is a big question?

Objectives of the study

1. To study and compare teacher effectiveness of male and female secondary school teachers.
2. To study and compare adjustment level of male and female secondary school teachers.
3. To explore the relationship between teacher effectiveness and adjustment level of secondary school teachers.

Hypotheses:

1. There exists a significant difference between teacher effectiveness of male and female secondary school teachers.
2. There exists a significant difference between adjustment level of male and female secondary school teachers.
3. There exists a significant relationship between teacher effectiveness and adjustment level of secondary school teachers

Tools Used:

- Teacher Effectiveness as measured by Teacher Effectiveness Scale (TES) P.Kumar and D.N. Mutha (1985)
- Adjustment of teachers as measured by Mangal Teacher Adjustment Inventory (MTAI) by S.K.Mangal (1982).

Analysis And Interpretation Of Data:

**Table 1:
Showing Significance Of Difference Of Means Of Teacher Effectiveness Of Male And Female Secondary School Teachers.(N=75)**

	Gender	M	SD	S.Error Deviation	t-ratio
Teacher Effectiveness	Male	264.50	35.78	4.13	.265
	Female	262.90	38.01	4.38	

*Not- significant at .05 level

Interpretation:

Table-1 shows the mean scores of teacher effectiveness of male and female secondary school teachers as 264.50 and 262.90 respectively and their standard deviation as 35.78 and 38.01 respectively. The t-ratio was calculated as .265 which is less than the table value 1.96 and is not significant at .05 level of confidence. This reveals that there exists no significant difference between teacher effectiveness of male and female secondary school teachers.

Therefore the hypothesis 1 stating that there exists a significant difference between teacher effectiveness of male and female secondary school teachers stands rejected.

**Table 2:
Showing Significance Of Difference Of Means Of Adjustment Level Of Male And Female Secondary School Teachers (N= 75)**

MTAI	Gender	M	SD	Std. Error Deviation	t-ratio
	Male	43.25	16.52	1.90	1.459
	Female	47.01	15.01	1.73	

*Not- significant at .05 level

Interpretation:

Table-2 shows the mean scores of adjustment level of male and female secondary school teachers as 43.25 and 47.01 respectively and their standard deviation as 16.52 and 15.01 respectively. The t-ratio was calculated as 1.459 which is less than the table value 1.96 and is not significant at .05 level of confidence. This reveals that there exists no significant difference between adjustment level of male and female secondary school teachers.

Therefore the hypothesis 2 stating that there exists a significant difference between adjustment level of male and female secondary school teachers stands rejected.

**Table 3:
Showing Coefficient Of Correlation Between Teacher Effectiveness And Adjustment Level Of Male And Female Secondary School Teachers**

Correlations		
	DF	Correlation(r)
Teacher Adjustment and Effectiveness	148	0.765

A Pearson's r for the correlation between teacher effectiveness and teacher adjustment is 0.765. So there is a strong, positive correlation between teacher effectiveness and teacher adjustment. Because of this, we can conclude that there is a statistically significant correlation between teacher effectiveness and adjustment level of teacher.

Conclusion:

- No significant difference has been found in the teacher effectiveness of male and female teachers.
- No significant difference has been found in the teacher adjustment level of male and female teachers.
- There exists a significant relationship between teacher effectiveness and adjustment level of secondary school teachers.

Educational Implications:

As the results of present study reveal that there is significant relationship between teacher effectiveness and teacher adjustment level of male and female secondary school teachers. The study also found that gender does not suggest teacher effectiveness, thereby, suggesting no gender biases. Also no significant difference was found in adjustment level of male and female teacher. The findings of the present study may form a part of refresher courses, seminars, workshops for in-service teachers and efforts should be made to develop their positive self-concept.

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