



Adjustment and teaching effectiveness of teachers in secondary schools

Dr. Shaikh Imran Ramzan

Associate Professor, Marathwada College of Education, Aurangabad, Maharashtra, India

Abstract

The present research was undertaken to study the adjustment and teaching effectiveness of private and government school teachers. A total of 150 teachers were selected randomly as sample (75 private school teachers and 75 government school teachers) from 9th and 10th of Aurangabad city. The study revealed that significant difference exists between teaching effectiveness of private and government school teachers.

Keywords: Teaching effectiveness, teachers, secondary schools

Introduction

It is globally accepted that teaching is one of the largest profession in the world. The teacher requires two types of knowledge, content knowledge and pedagogical knowledge. He also requires two types of qualities, adjustment and teaching efficiency. If a teacher combines both types of qualities then he can achieve his aim and may be called good teacher or an effective teacher in educational field. Teaching aptitude, classroom management, adjustment, personal qualities, teaching efficiency are the main basic qualities of an effective teacher. Effective teacher had a higher capacity for imaginative and original thinking.

The democratic receptive behaviour of the teacher leads to better emotional rapport in the class and develop positive attitudes among the class and develop positive attitudes among the students toward the teacher and the class work. The dominative behaviour of the teacher creates resistance in the children. A well-adjusted teacher is capable of showing mature attitudes toward the pupil's immature behaviour. Teaching efficiency and adjustment in institution had well developed value system and significantly influence the level of teaching effectiveness. The teacher can also rectify the mistakes of the student. The adjustment and teaching effectiveness are correlated with each other because an effective teacher is adjustable and also motivate the students to change their attitudes in a systematic manner.

Objectives of the study

1. To study the correlation of adjustment and teaching effectiveness of private school teachers.
2. To study the correlation of adjustment and teaching

effectiveness of government school teachers.

3. To measure significance of difference in adjustment of private and government school teachers.
4. To measure significance difference in teaching effectiveness of private and government school teachers.

Hypotheses

1. There exists positive correlation between adjustment and teaching effectiveness of private school teachers.
2. There exists positive correlation between adjustment and teaching effectiveness of government school teachers.
3. There exists significant difference in adjustment of private and government school teachers.
4. There exists significant difference in teaching effectiveness of private and government school teachers.

Method used by the Research:

The researcher used the survey method because it is concerned with the present and the attempts are made to find out the present position of the phenomena, which is being investigated. Its process involved description, reading, analysing and interpreting a condition that exists.

Sample

The sample selected by researcher is total ten schools. Total 150 teachers were selected randomly as sample in which 75 were private school teachers and 75 government school teachers.

Delimitation of the study

Teachers teaching in 9th and 10th class of government and private higher secondary schools only were selected. This study

was conducted in Aurangabad city.

For the study Teacher Effectiveness Scale (TES) was used.

Tools

For the study Mangal Teacher Adjustment Inventory was used.

Statistical Analysis

Table 1: Showing Mean, S.D and Correlation (r) of Adjustment and teaching Effectiveness

S. No	Variable	Type of school	N	r	Interpretation
1	Adjustment	Private	75	0.21	Positive low correlation
	Teaching Effectiveness	Private	75		
2	Adjustment	Govt.	75	0.35	Positive low correlation
	Teaching Effectiveness	Govt.	75		

Table 2: Showing Mean, S.D and t of Adjustment and teaching Effectiveness

S. No	Variable	Type of school	N	Mean	S.D	t	Significant/ Insignificant
1	Adjustment	Private	75	49.5	6.53	0.23	Insignificant
		Govt.	75	53.68	6.98		
2	Teaching Effectiveness	Private	75	313.66	6.98	6.89	Significant
		Govt.	75	302.15	9.56		

Statistical measures such as Mean, SD, t-test and correlation were used to interpret the obtained data. From Table-1 the r value is 0.21 which shows that there is a positive correlation in adjustment and teaching effectiveness of private school teachers.

From the above we can say that Hypothesis H1 is retained and it is accepted.

From the above Table-1, the r value is 0.35 which shows that there is a positive correlation in adjustment and teaching effectiveness in case of government school teachers also. This leads to the retention of our hypothesis H2. Thus, we conclude that our hypothesis is accepted.

From the above Table-1 the mean and SD of adjustment of private school teachers is 47.5 and 5.59 respectively. The mean and SD of adjustment of government school teachers is 53.68 and 6.98. The t-value is not significant at 0.05 level thus it is also not significant at 0.01 level. Hence, we can interpret that there is no significant difference in adjustment of Private and Government school teachers. This leads to the rejection of our hypothesis H3. Thus we conclude that our hypothesis is rejected.

From the above Table-2 the mean and SD of teaching effectiveness of private school teachers is 313.66 and 6.98 respectively. The mean and SD of teaching effectiveness of governments schools teachers is 302.15 and 9.56. The t-value is 6.89 which is significant at 0.05 level of significance. Thus we can interpret that there is significant difference in teaching effectiveness of private and government school teachers. This leads to the retention of our hypothesis H4. Thus, we conclude that our hypothesis is accepted.

Conclusion

Hence, from the above research study it is concluded that the adjustment and teaching effectiveness is positively correlated among teachers of government and private school. There exist a significant difference in adjustment among teachers of both government and private schools. There also exists a significant difference in effective teaching among the teachers of government and private schools.

Reference

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