

ISSN 2319 - 359X
AN INTERNATIONAL
MULTIDISCIPLINARY
HALF YEARLY
RESEARCH JOURNAL

IDEAL

Single Blind Review

**Ajanta
Prakashan**

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7. A Study of Occupational Adjustment Amount Government School's Teachers

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Abstract

From time immemorial teaching has been considered a noble profession. According to madam montessori. " the teacher is an active observer and supervisor of children who direct and guides wherever and whenever necessary" methodology the response of all 240 teachers. These scores were tabulated under adequate subgroups $2 \times 2 \times 2$. And source of variation $a \times b \times c$. occupational adjustment mangalteachers adjustment inventory. Though the term 'effectiveness' is used frequently is numerous defined formal context such as organization administration industry. school university act.

Introduction

Form time immemorial teaching has been considered a noble profession. According to Madam Montessori. "The teacher is an active observer and supervisor of children who directs and guides wherever and whenever necessary" But teacher should be effective because it is generally believed effective teacher are the effective instrument for developing effective human resources in terms of student growth in desirable direction cartographer by the guardians of the society and planned by the movement policy-makers. Though the term 'effectiveness' is used frequently in numerous defined formal context such as Organization Administration industry, School University etc. or in informal setting like family. The contemporary literature has avoided to define it because of its inherent ambiguity and complexity. Teachers are required to be acceptable to their students. An effective teacher is amongst the foremost factors contributing to education improvement. Krishnan (1994) reported that an effective teacher could create the environment that motivates the students. Flanders and Simon (1969) expressed that teacher-effectiveness concerned with the characteristic of teachers. Teaching-aids, their effects on the education, outcomes of class room teaching. Deva (1966) found trough his research study that predictors of performance in teaching skill are as to the ascendance of extroversion, and early academic achievement

Definition of Adjustment

Laurence Shaffer "Adjustment is the process by which a living organism maintains balance between his needs and the circumstances that influence the satisfaction of his needs"

Adjustment 'is of fit, make suitable, adapt, arrange, modify, harmonize or make correspondent. Thus, when we make an adjustment between two things, we adapt or modify one or both of them to correspond to each other. In some situation, one of the factors may not be changeable and so the one which is, has to be modified in some way to suit the other.

Objective

1. To study and compare Government schools teachers with regards to various areas of their adjustment such as adjustment with academic and general environment of the institution, socio-psycho-physical adjustment, professional relationship adjustment, personal life adjustment, financial adjustment and job satisfaction.
2. To study and compare below 15 years experience teachers and above 15 years teachers with regards to various areas of their adjustment such as adjustment with academic and general environment of the institution, socio-psycho-physical adjustment, professional relationship adjustment, personal life adjustment, financial adjustment and job satisfaction.
3. To study and compare male and female teachers with regards to various areas of their adjustment such as adjustment with academic and general environment of the institution, socio-psycho-physical adjustment, professional relationship adjustment, personal life adjustment, financial adjustment and job satisfaction.

Hypotheses

1. There will be no significant difference between Government schools teachers with regards to various areas of their adjustment such as adjustment with academic and general environment of the institution, socio-psycho-physical adjustment, professional relationship adjustment, personal life adjustment, financial adjustment and job satisfaction.
2. There will be no significant difference between below 15 years experience teachers and above 15 years teachers with regards to various areas of their adjustment such as adjustment with academic and general environment of the institution, socio-psycho-

physical adjustment, professional relationship adjustment, personal life adjustment, financial adjustment and job satisfaction.

3. There will be no significant difference between male and female teachers with regards to various areas of their adjustment such as adjustment with academic and general environment of the institution, socio-psycho-physical adjustment, professional relationship adjustment, personal life adjustment, financial adjustment and job satisfaction

Variables

Following variable were studied in present research work.

1. Independant Variable
 - A. Types of School
 - B. Gender

2. Dependent Variable

"A Study of Occupational Adjustment Among Government School Techers"

Sample

	Government School		Total
	Below 15 years experience	Above 15 years experience	
Male	30	30	60
Female	30	30	60
Total	60	60	120

Mangal Teacher Adjustment Inventory

By S K Mangal it contains 253 YES/NO and Question Mark Types of Question asked in the questionnaires, it contains 6 various areas of adjustments.

Statistical Analysis

The find out main and interaction effects of all three independent on scores of each dependent variable. Three way Analysis of variance (Three way ANOVA) was done with the help of SPSS.

Table -1 : Summery Of Anova Of Occupational Adjustment Var Of Various Teacher 'S

Source of Variation	DF	VARIOUS AREAS OF TECHER'S ADJUSTMENT					
		A F-VALUE	B F-VALUE	C F-VALUE	D F-VALUE	E F-VALUE	OVERALL F-VALUE
ASS	1	5.27*	7.54**	181.19**	7.28**	24.28**	20.37**
BSS	1	4.78*	4.28*	5.12*	16.23**	4.33*	8.84**
CSS	1	4.86*	0.19	0.79	3.71	0.03	0.39
A * B	1	0.81	8.19**	6.72**	1.96	14.75**	0.00
A * C	1	0.03	6.81**	7.56**	0.66	1.79	5.25*
B * C	1	0.39	0.21	4.59*	0.69	18.48**	6.14*
A * B * C	1	5.56*	0.50	3.47	4.71*	1.02	0.20

** Signification At 0.01 Level

* Significant At 0.05 Level

- A- Adjustment With Academic And Genral Environment Of The Institution .
- B- Socio-Psycho Physical Adjustment
- C- Professional Relationship Adjustment
- D- Personal Life Adjustment
- E- Financial Adjustment And Job Satisfaction

The results of ANOVA on adjustment with academic and general environment of the institution of Various groups of teacher's shows that f ratio for type of school of teacher on adjustment with academic and general environmentof the institution (Ass) is 5.27 which is significant at 0.05 level. It means significant difference is existed between government school's teacher and private school's teacher on adjustment with academic and general environment of the institution.

By the same point of view Table No. 4.10 shows that the mean scores of adjustment with academic and general environment of the institution of teachers of government school is 51.01 and teachers of private school is 53.95. It is clearly said that significant difference is existed between teachers of government schools and private school on adjustment with academic and general environment of the institution. Here we can say that private school teachers have better adjustment with academic and general environment of the institution than government school teachers.

F-ratio for experience of teacher on adjustment with academic and general environment of the institution is (Bss) 4.78. Which is significant at 0.05 level. It means significant difference is existed between below 15 years experience of teachers and above 15 years of experience teachers on adjustment with academic and general environment of the institution F-ratio for Gender on adjustment with academic and general environment of the institution is (C_{ss}) 4.86. Which is significant at .05 level. It means significant difference is existed between male and female teachers on adjustment with academic and general environment of the institution F-ratio for type of school and experience of teacher on adjustment with academic and general environment of the institution (A x B) is 0.81. Which is not significant. It means significant interaction effect is not existed between type of school and experience of teacher on adjustment with academic and general environment of the institution. F-ratio for type of school and gender on adjustment with academic and general environment of the institution (A x C) is 0.03. Which is not significant. It means significant interaction effect is not existed between types of school and gender of the teacher on adjustment with academic and general environment of the institution . F-ratio for type of school, experience and gender of teacher on adjustment with academic and general environment of the institution (A x B x C) is 5.56. Which is significant at .05 level. It means significant interaction effect is existed between type of school, experience and gender of teacher on adjustment with academic and general environment of the institution.

Conclusions

- Signification difference is existed between government school's teacher and private school's teacher on occupational adjustment.
- Significant difference is existed between below 15 years experience of teacher and above 15 years of teachers on occupational adjustment.
- Significant difference is not existed between male and female teachers on occupational adjustment.

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