



A STUDY OF RELATIONSHIP BETWEEN ADJUSTMENT, TEACHING COMPETENCE AND ATTITUDE TOWARDS TEACHING PROFESSION OF TEACHERS WORKING IN MURARJI DESAI RESIDENTIAL SCHOOLS

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ABSTRACT

Education is a dynamic resource of change for a better of education tomorrow. In the process of making education more meaningful, or a question of improving its quality or even making it more accessible to children, one thing that always prominently matters is the teacher, as the teacher is the heart of the school system. Money, materials, time, space, facilities and curricula all these are important too . Ultimately the ability of the teacher to perform is crucial. Apparently, this is a period of rapid changes, resulting both from demands outside of the educational world, such as the pressures of national interest, and from the demands research and development.

KEYWORDS: *Education, teacher, materials, time, space, teacher's attitudes,*

INTRODUCTION

Education is a dynamic resource of change for a better of education tomorrow. In the process of making education more meaningful, or a question of improving its quality or even making it more accessible to children, one thing that always prominently matters is the teacher, as the teacher is the heart of the school system. Money, materials, time, space, facilities and curricula all these are important too . Ultimately the ability of the teacher to perform is crucial. Apparently, this is a period of rapid changes, resulting both from demands outside of the educational world, such as the pressures of national interest, and from the demands research and development.

Teacher education with its pre-service, induction and in-service programs make every possible efforts to stimulate teacher's attitudes, teaching competence and adjustment to education (Aggarawal, 2000), and produce competent teachers (Pandey, 2005). For this various commissions and committees have been set up by the Government of India from time to time to review the policies, programs and role of teacher education in the light of the goals of national development and priorities. The Secondary Education Commission 1952-53 viewed teacher education as inevitable for professional development. In the light of it the Education Commission 1964-66 acknowledged that "of all the different factors which influence the quality of education and its contribution to national development, the quality, the competence and characters of teachers are undoubtedly the most significant. Nothing is more important than securing a sufficient supply of high quality recruits to the teaching profession, providing them with the best possible professional preparations, and creating satisfactory condition of work in which they can be fully effective."

The first National Policy on Education-1968 recognized the continuity and inseparability of pre and in-service teacher education and recommended permanent education mechanisms for it. This policy was followed by the National Policy on Education -1986. It calls for substantial improvement in the condition of work and accountability of teachers. It too recommended improving the quality of teacher education is through the establishment of District Institutes of Education and Training (DIETs) to organize pre and in-service courses and the creation of National Council for Teacher Education to accredit institutions of teacher education. So, if fully qualified ideally competent teachers are available, time would gradually erode that competence.

In the Indian context, the developments such as 10+2+3 scheme, the making of science compulsory up to the class 10 standard new practices in evaluation like internal assessment, question banks, continuous and comprehensive evaluation and grading, and presenting lesson through Constructivist Strategy (5-E'S Model), introduction of new topics like environmental education, population education, computer education etc demanded continuous pre-service and in-service training of teachers. A key problem associated with the content of teacher education courses is that teachers are both perceived as and trained to be transmitters of information from text books rather as professionals who can teach students to think, find answers and understand concepts on their own- a conceptualization which provides continued impetus to poor quality schooling. Changing the latter therefore, demands substantial attention to the content and process of teacher education. So the constant training is more effective and more direct than the training provided before entry in to the teaching profession. In this direction, pre and In-Service Teacher Education is of key importance to the maintenance of

standards in the schools, teacher should not be expected to implement new methods of teaching or tackle new curriculum without proper training programmes. The Yashpal committee Report points out, existing programmes of teacher education is inadequate to deal with the teaching and learning, implying that the programme content should be revised, keeping in view the changing requirements of school education. The emphasis is on these programmes should be on enabling the teachers to acquire the ability for self-learning and independent thinking.

OBJECTIVES OF THE STUDY

Following are the objectives of the present study.

- 1 To compare the relationship between TGT and PGT teachers working in Murarji Desai Residential Schools with respect to their Adjustment, teaching competence and attitude towards teaching profession.
- 2 To compare the relationship between Male and female teachers working in Murarji Desai Residential Schools with respect to their Adjustment, teaching competence and attitude towards teaching profession.
- 3 To compare the relationship between arts and science faculty teachers working in Murarji Desai Residential Schools with respect to their Adjustment, teaching competence and attitude towards teaching profession.

HYPOTHESES OF THE STUDY

Keeping the objectives in the mind, Following Null hypotheses are formulated.

1. There is no significant difference between TGT and PGT teachers working in Murarji Desai Residential Schools with respect to their adjustment, teaching competence and attitude towards teaching profession scores.
2. There is no significant difference between Male and female teachers working in Murarji Desai Residential Schools with respect to their adjustment, teaching competence and attitude towards teaching profession scores.
3. There is no significant difference between arts and science faculty teachers working in Murarji Desai Residential Schools with respect to their adjustment, teaching competence and attitude towards teaching profession scores

DESIGN OF THE STUDY

The Investigator finds that the Descriptive survey method was suitable to study the relationship between, Teaching competence, Attitude towards teaching profession and Adjustment of teachers working in Murarji Desai Residential Schools.

- **Population of the Study:** The teachers working in Murarji Desai Residential Schools of Karnataka State.
- **Sampling Technique:** stratified random sampling technique was used for selection of samples from selected districts
- **Sample Size:** 300 Teachers working in Murarji Desai Residential Schools
- **Tool used: Following are the tools used for collection of data**
- Teachers Profile developed by investigator.
- Teaching Competence Scale Developed and Standardized by Dr.U.K.Kulkarni (2011).
- Attitude Towards Teaching Profession Scale Developed and Standardized by Dr.Ummu Kulsum.
- Teacher Adjustment Questionnaire developed by Investigator

The investigator developed a questionnaire for collecting data pertaining to Teaching Competence, Attitude towards Teaching Profession and Adjustment.

Statistical Techniques used: to find out the significant difference between various

Moderate variables the Descriptive and Differential Analysis, i.e Mean, S.D and t-test Were used.

ANALYSIS AND INTERPRETATION OF DATA

Hypothesis 1: *There is no significant difference between TGT and PGT teachers working in Murarji Desai Residential Schools with respect to their Adjustment, teaching competence and attitude towards teaching profession scores*

To test or accomplish above hypothesis, the independent t test was performed and the results are presented in the table given below.

Table 1: Independent t test between TGT and PGT teachers working in Murarji Desai Residential Schools with adjustment, teaching competence and attitude towards teaching profession scores.

Variable	Teachers	Mean	SD	t-value	P-value	Signi.
Adjustment	TGT	91.14	15.99	-11.4432	0.0001	S
	PGT	116.95	20.78			
Teaching competence	TGT	277.28	16.72	-9.9815	0.0001	S
	PGT	305.90	27.97			
Attitude towards teaching profession	TGT	173.55	21.30	-7.1358	0.0001	S
	PGT	191.28	20.79			

The results of the above table clearly indicated that,

- The TGT and PGT teachers working in Murarji Desai Residential Schools differs statistically significant with Adjustment ($t=-11.4432$, $p<0.05$) at significance level of 5 percent. Hence, the H_0 is

rejected and H_1 is accepted. The PGT teachers have significant higher Adjustment as compared to TGT teachers working in Murarji Desai Residential Schoolst.

- The Non -TGT and TGT teachers working in Murarji Desai Residential Schools differs statistically significant with teaching competence ($t=-9.9815$, $p<0.05$) at significance level of 5 percent. Hence, the H_0 is rejected and H_1 is not rejected. The PGT teachers have significant higher teaching competence as compared to TGT teachers working in Murarji Desai Residential Schools.
- The TGT and PGT teachers working in Murarji Desai Residential Schools differs statistically significant with attitude towards teaching profession ($t=-7.1358$, $p<0.05$) at significance level of 5 percent. Hence, the H_0 is rejected and H_1 is not rejected. The PGT teachers have significant higher attitude towards teaching profession as compared to TGT teachers working in Murarji Desai Residential Schools.

Hypothesis 2: There is no significant difference between Male and Female teachers working in Murarji Desai Residential Schools with respect to their adjustment, teaching competence and attitude towards teaching profession scores.

To test or accomplish above hypothesis, the independent t test was performed and the results are presented in the table given below.

Table 2: Independent t test between male and female teachers working in Murarji Desai Residential Schools with adjustment, teaching competence and attitude towards teaching profession scores

Variable	Teachers	Mean	SD	t-value	P-value	Signi.
Adjustment	Male	103.33	24.38	-2.7225	0.0069	S
	Female	110.43	20.63			
Teaching competence	Male	292.22	27.81	-1.5645	0.1188	NS
	Female	297.25	27.92			
Attitude towards teaching profession	Male	181.32	25.33	-2.3418	0.0198	S
	Female	187.41	19.28			

The results of the above table clearly indicated that,

- The Male and female teachers working in Murarji Desai Residential Schools differs statistically significant with Adjustment ($t=-2.7225$, $p<0.05$) at significance level of 5 percent. Hence, the H_0 is rejected and H_1 is not rejected. The female teachers have significant higher Adjustment as compared to male teachers working in Murarji Desai Residential Schools.
- The Male and female teachers working in Murarji Desai Residential Schools do not differs statistically significant with teaching competence ($t=-1.5645$, $p>0.05$) at significance level of 5 percent. Hence, the H_0 is not rejected and H_1 is rejected. The male and female teachers working in Murarji Desai Residential Schools have similar teaching competence.

- The Male and female teachers working in Murarji Desai Residential Schools differs statistically significant with attitude towards teaching profession ($t=-2.3418$, $p<0.05$) at significance level of 5 percent. Hence, the H_0 is rejected and H_1 is not rejected. The female teachers have significant higher attitude towards teaching profession as compared to male teachers working in Murarji Desai Residential Schools.

Hypothesis 3: There is no significant difference between Arts and Science faculty teachers working in Murarji Desai Residential Schools with respect to their adjustment, teaching competence and attitude towards teaching profession scores

To test or accomplish above hypothesis, the independent t test was performed and the results are presented in the table given below.

Table 3: Independent t test between arts and science faculty teachers working in Murarji Desai Residential Schools with adjustment, teaching competence and attitude towards teaching profession scores

Variable	Faculty	Mean	SD	t-value	P-value	Signi.
Adjustment	Arts	108.68	23.25	1.2756	0.2031	NS
	Science	105.31	22.40			
Teaching competence	Arts	296.74	29.00	1.1604	0.2468	NS
	Science	292.99	26.92			
Attitude towards teaching profession	Arts	185.81	22.32	1.0368	0.3007	NS
	Science	183.09	22.98			

The results of the above table clearly indicated that,

- The Arts and science faculty teachers working in Murarji Desai Residential Schools do not differ statistically significant with Adjustment ($t=1.2756$, $p>0.05$) at significance level of 5 percent. Hence, the H_0 is not rejected and H_1 is rejected. The Arts and science faculty teachers working in Murarji Desai Residential Schools have similar Adjustment score.
- The Arts and science faculty teachers working in Murarji Desai Residential Schools do not differ statistically significant with teaching competence ($t=1.1604$, $p>0.05$) at significance level of 5 percent. Hence, the H_0 is rejected and H_1 is not rejected. The Arts and science faculty teachers working in Murarji Desai Residential School have similar teaching competence.
- The Arts and science faculty teachers working in Murarji Desai Residential Schools do not differ statistically significant with attitude towards teaching profession ($t=1.0368$, $p>0.05$) at significance level of 5 percent. Hence, the H_0 is not rejected and H_1 is rejected. The Arts and science faculty teachers working in Murarji Desai Residential Schools have similar attitude towards teaching profession.

DISCUSSION AND CONCLUSION

The present study is supported by some of the important similar studies conducted by Kulkarni U.K (2011), Jane Courtney(2007), Abbey M.Mathekga(2008), S.Sabu(2010) have found that, different programmes of pre and In-service training are relevant to the teachers' own subject area.

- In table no 1, Results reveals that the significant difference was found between TGT and PGT Teachers with respect to Adjustment, Teaching Competence and Attitude towards teaching Profession, and further it is clear that all PGT teachers' scores are higher than the TGT. Hence TGT teachers need to advanced Pre and In-service Teacher Training.
- In table no 2, Results reveals that the significant difference was found between Male and Female Teachers with respect to Adjustment, and Attitude towards teaching Profession and Teaching Competence. And further it is clear that all Female teachers' scores are higher than the Male Teachers. Hence there is need of special training for Male teachers working in Murarji Desai Residential schools to develop positive attitude towards teaching and Adjustment

- In table no 3, Results reveals that the non-significant difference was found between Arts and Science Teachers with respect to Adjustment, Teaching Competence and Attitude towards teaching Profession. And further it is clear that all Arts teachers' scores are higher than the Science Teachers. Hence there is urgent need to give proper in-service training to the science teachers who are working in the Murarji Desai Schools.
- The teachers felt that the skills to be used during classroom teaching.
- There is urgent need of professional Training for all teachers to update the Knowledge, Skill and Positive Attitude towards Teaching Profession.
- New teaching methods and techniques like pupil centered education; teachings with low-cost teaching aids etc were dealt within only few teachers, hence proper in-service training is needed.

EDUCATIONAL IMPLICATIONS

There is a need to change the present training programmes and it should become 'a catalyst for change in school practice'. Higher Education, Gender and Faculty are the moderate variables which inversely affects the teaching interest, Adjustment and Teaching competence. The teachers training (In-service) has to be still refined and has to be technically advanced then only teachers will develop interest in teaching and favorable attitudes which will in turn help them to become better and effective teachers in the classroom.

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