

Relation between teaching effectiveness and adjustment of teachers teaching visually impaired children of secondary schools with respect to Gender and Age

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Abstract :

The present study aims to find out the teaching effectiveness of teachers teaching visually impaired children of secondary schools in relation to adjustment with respect to Gender and Age. The sample consists of 122 teachers teaching visually impaired children of secondary schools of Mumbai and Thane city of Maharashtra state. Researcher - developed Teaching Effectiveness Tool for Teachers Teaching Visually Impaired Children (TETTTVI) in English and Standardized tool of S.K. Mangal's Mangal Teacher Adjustment Inventory (MTAI Short Form) English was used for collecting data. Results of the study reveal that there exists significant difference in the correlation between Teaching Effectiveness and Adjustment of teachers teaching visually impaired children of secondary schools with respect to Gender (Male/Female) and Age (Below 40 years/Above 40 years).

Key words: Teaching Effectiveness; Adjustment; visually impaired children

Introduction:

The role of a teacher teaching visually impaired children assumes greater importance than being a parent of the child whose involvement with the child demands utmost care and extraordinary levels of patience. The role encompasses multifaceted skills to shape up the visually impaired child, to make it learn, all that the world expects from it even from the basic life skills like eating, dressing up etc. On a day-to-day basis, teachers of students with visual impairments work in assorted partnerships with staff members and families to maximize access to the curriculum, engagement in learning, and educational outcomes for students with visual impairments. These circumstances led to a research agenda to understand and investigate the nature and relationship of teaching effectiveness and adjustment as a well-adjusted teacher is better able to withstand psychological stress and social pressures than the one who is mal-adjusted. A well-adjusted teacher possesses good mental health and, hence, is able to maintain balance between his/her biological, psychological and social needs and thus his/her teaching becomes effective.

Need and Justification of the study:

The changing role and practice of teachers of students with visual impairments has created interest as well as concern by the researcher. Though there are number of factors which may be considered extremely important and which influence the teachers teaching visually impaired children of secondary schools and their teaching yet on the basis of personal experience as a teacher and on the basis of related studies, the researcher considered teaching effectiveness, and adjustment of these teachers as some very important areas to be focused on. These circumstances led to a research agenda to understand and investigate the nature and relationship of teaching effectiveness and adjustment of teachers teaching visually impaired children of secondary schools. A teacher's adjustment has a direct effect on his/her students and thus to the motive of teaching effectiveness. Therefore it is imperative to know 'Do the teachers teaching visually impaired children of secondary schools teach effectively?' 'Do they adjust in these working conditions?' Therefore, study has been taken up to explore the nature and relationship of teaching effectiveness and adjustment of teachers teaching visually impaired children of secondary schools.

Title of the Problem:

"A study on the relation between teaching effectiveness and adjustment of teachers teaching visually impaired children of secondary schools with respect to certain background variables"

Objective of the Study

To find out the difference in the correlation of teaching effectiveness and adjustment of teachers teaching visually impaired children of secondary schools with respect to certain background variables like **Gender (Male/Female) and Age (Below 40 years/Above 40 years).**

Hypothesis of the study

There is no significant correlation between teaching effectiveness and adjustment of teachers teaching visually impaired children of secondary schools with respect to certain background variables like

- a) **Gender (Male/Female) and**
- b) **Age (Below 40 years/Above 40 years).**

Operational Definition of the Terms Used:

Visually impaired students:

"Students who have total absent of sight, partial absent of sight or low vision"

Teaching Effectiveness:

Operationally Teaching Effectiveness can be defined as Effectiveness in Instructional strategies, Classroom management, Personal dispositions, Evaluation, Inter-personal relations, Job involvement, Initiatives and enthusiasm, Professional values and Innovations in the everyday teaching learning situations by a teacher rated by herself/himself.

Adjustment:

In the present study adjustment refers to 'A state of satisfaction when emotional, social and educational needs are satisfied and to continue it'.

Research Design and Methodology :

'Descriptive survey' method was used.

Population:

The population in this study refers to all the teachers teaching visually impaired children at secondary schools in Thane and Mumbai city.

Sample:

Researcher investigated all the (government (Aided), Unaided and non-government organisations (NGOs), Marathi Hindi and English medium) schools of Thane and Mumbai city of Maharashtra where visual impaired students are enrolled and are in secondary level i.e. studying in VIII, IX and X standard. Thus all the teachers teaching visually impaired children at secondary level in Thane and Mumbai city of Maharashtra are included in the sample. Only the teachers who had taken long leave like maternity leave, sick leave or any other leave during the collection of data were excluded from the sample. Hence, total Sample for the present study is consisted of 122 teachers teaching visually impaired children at secondary level.

Sampling Technique:

The Sample technique used for the present study is "**Purposive Sampling**".

Tools:

The instruments employed by the researcher for the present study were:

1. Researcher-developed Teaching Effectiveness Tool for Teachers Teaching Visually Impaired Children (TETTTVI) in English.
2. Standardized tool of S.K. Mangal's Mangal Teacher Adjustment Inventory (MTAI Short Form) English.

Procedure of Collection of Data:

The researcher sought permission of the head of her department and then she approached the principals, coordinators of SSA, Director of NAB where visually impaired children are studying. After that the subjects (teachers) were approached and were explained the purpose of the present study. Prior administering the tools the researcher cleared out the instructions and gave necessary guidelines regarding the patterns of response to be made in each tool. When it was sure that they have understood the mode of recording their responses, the researcher then asked them to fill in the required information. So, in total 122 data were collected.

Analysis of the Data:

Testing of Hypotheses:

There is no significant difference in the relationship between Teaching Effectiveness and Adjustment of teachers teaching visually impaired children of secondary schools with respect to

- a) Gender (Male/Female) and
- b) Age (Below 40 years/Above 40 years).

Table showing difference in the relationship between Teaching Effectiveness and Adjustment of teachers teaching visually impaired children of secondary schools

Variables	Category	N	Pearson's Co-efficient Correlation 'r' value	z-value	
Teaching Effectiveness and Adjustment	Gender	Male	37	0.096	0.17*
		Female	85	0.131	
	Age	Below 40 years	78	0.161	1.39*
		Above 40 years	44	0.107	

* significant at .05 level

Interpretation:

The Table, shows that the correlation (Pearson's Co-efficient Correlation) between Teaching Effectiveness and Adjustment of Male teachers teaching visually impaired children of secondary schools is 0.096 and of Female teachers is 0.131. The z value of these correlations was 0.17. The correlation (Pearson's Co-efficient Correlation) between Teaching Effectiveness and Adjustment of teachers teaching visually impaired children of secondary schools with age below 40 years is 0.161 and with age above 40 years is 0.107. The z value of these correlations was 1.39. Both the z-values are significant at 0.05 level. Hence the null

hypothesis 'There is no significant difference in the correlation between Teaching Effectiveness and Adjustment of teachers teaching visually impaired children with respect to gender and age' is not accepted. Therefore there exists significant difference in the correlation between Teaching Effectiveness and Adjustment of teachers teaching visually impaired children of secondary schools with respect to Gender (Male/Female) and Age (Below 40 years/Above 40 years).

Major Findings

There exists significant difference in the correlation between Teaching Effectiveness and Adjustment of teachers teaching visually impaired children of secondary schools with respect to Gender (Male/Female) and Age (Below 40 years/Above 40 years).

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