

# PERSONALITY ADJUSTMENT – A DECIDING FACTOR FOR TEACHER EFFECTIVENESS

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## ABSTRACT

*Effective teachers play a significant role in students' achievement and hence the present investigator made an attempt to find out the level of personality adjustment which is one of the deciding factors for teacher effectiveness. The main objective of the present study was to find out the level of personality adjustment of higher secondary school teachers in Chengalpattu Educational district, Tamilnadu. The total number of 525 higher secondary teachers was randomly selected from the higher secondary schools. Investigator made tool was used to collect data from the sample and it was statistically treated for testing formulated hypotheses. It was found out that moderate level of personality adjustment was found among higher secondary school teachers.*

Keywords: Effective teachers, Personality adjustment, teacher effectiveness.

## I. INTRODUCTION

### PERSONALITY ADJUSTMENT

The concept of personality adjustment means adaptation to physical environment as well as to social demands. No human being can live apart from his physical environment. There is action and reaction chain going on between the individual and his environment. Adjustment is a very important factor for better academic performance and for effective educational pursuits. Individual's orientation towards academic achievement depends on various factors. One such factor, but very important is Personality adjustment. Hence in the present study the variable, "personality adjustment of teachers" is taken.

## II. LITERATURE SURVEY

**Dakshinamurthy. K (2010)** conducted a study on "Effect of teacher's personality, attitude towards profession and teaching effectiveness on academic achievement of students." The purpose of this study was to examine the relationship between teacher variables on academic achievement of secondary school students. In order to improve the quality of education, it is necessary to examine the academic achievement of students Furthermore, Reynolds (1998) and Wu (2002) both indicated that teaches play an important role in classroom activities. To ensure educational quality and improve academic achievement, it is necessary to investigate into the relationship between teacher factors like their personality, teaching effectiveness and attitude towards profession on academic achievement of students. This study collected data from 150 teachers and 450 students of 68 secondary schools in Karnataka State. Tools like Kundu's Introversion / Extroversion Inventory (KIEI) (1976), To test the Academic Achievement of Students, it was decided to construct a standardized test for students. Finally the data was analyzed by statistical methods; as there were three independent variables it was decided to use 3-way analysis of variance technique i.e., ANOVA.

**Mangala B. Ram, Anwar.G (2012)** conducted a study on "Relationship between Emotional Intelligence and personality adjustment among teacher-trainees." The present study reports about the relationship between Emotional Intelligence and Personality Adjustment among teacher-trainees in Mysore city. 900 (510 female + 390 male) student-teachers of I and II year D.Ed., Institutions which were Government, Government – Aided and Private were randomly selected for the study with their social, emotional, and health adjustments. Dalip Singh's "Emotional Intelligence Test" questionnaire was modified and translated into Kannada by the Investigator for testing their Emotional Intelligence. Bells Adjustment

Inventory” was modified and translated into Kannada by the investigator to test their Personality Adjustment. The results revealed that student-teachers with high level of Emotional Intelligence could easily get adjusted to home environment. Significant difference was observed among social, emotional and health adjustment. Home adjustment shows a higher value when compared with other scores. There was no significant influence of SES on Emotional Intelligence on teacher-trainees.

**Harmeet Kaur (2012)** conducted a study on “Attitude towards teaching profession in relation to adjustment of secondary school teachers.” The present investigation was undertaken to study the Professional attitude of secondary school teachers in relation to their adjustment. The researcher had selected 200 teachers teaching in government and non-government secondary schools of Gurdaspur district, Punjab. The Teacher Attitude Inventory (TAI) by S.P. Ahluwalia and Teacher Adjustment Inventory by S.R., Mangal were used as tools. In order to visualize the nature of score of distribution of the data collected, numerical determinants of like Mean, S.D were worked out. t-test was applied to find out significance of difference between different variables. The study found adjusted and maladjusted teachers different significantly in their attitude towards teaching ( $t = 7.55$ ). It further revealed that adjusted teachers had high attitude as compared to maladjusted teachers.

### III. NEED FOR THE STUDY

Teaching is primarily deemed as a rational, rhetorical and relational communication process in which teachers strategically use messages and relational cues to influence students and their behaviors. However teaching is a process related to personality adjustment in which teachers can manage, monitor and regulate their emotions to achieve teaching effectiveness and to create a positive learning environment. Ideal teachers are known to remote the feelings of enthusiasm, happiness, confidence, self assurance and passion about teaching. So whatever we want to achieve emotionally should already be present in the teachers. A part of the significance of this study is helpful in understanding the degree of influence of personality adjustment on teaching effectiveness and thereby the results of the study could help the school administration to improve the school with a weak adjustment environment for a free emotional expression by the teachers which may in turn may contribute towards healthy emotional development of the students. Compared to the teachers of the nineteenth and much of the twentieth century, today’s teachers are better educated, earn more money and are more highly respected members of the society than their earlier counterparts. Keeping all these significance aspects, the present study was undertaken to find out the level of personality adjustment of higher secondary teachers.

### IV. AIM OF THE STUDY

This study was attempted to:

1. To find out the level of Personality Adjustment of teachers at Secondary level in different dimensions.
2. To find out if there is any significant difference in Personality Adjustment of teachers at secondary level with respect to gender.
3. To find out if there is any significant difference in Personality Adjustment of teachers at secondary level with respect to type of management.

### V. METHODOLOGY

Method of the current study included the research method, sample and the instruments.

1. Method: The study was conducted through descriptive method of research. The descriptive method has been the most widely used research method in education. The method requires sample and certain research tools for the conduct of the study.

2. Population & Sample: This study was conducted in Chengalpattu Educational District in Kanchipuram revenue District. Kanchipuram. Sample of the present study consists of 525 teachers working in higher secondary schools and they were selected by following stratified random sampling technique.

3. Instrument: Personality Adjustment Inventory by M.Pavankumar and Dr.D.Baskaran (2019). The personality adjustment scale has 60 items and it has four dimensions. They are Self adjustment, Family Adjustment, Work Place adjustment and Social Adjustment. Each Dimension has fifteen items each. So, the maximum score for this tool is 300 and a minimum score is 60.

## VI. RESULTS AND DISCUSSION

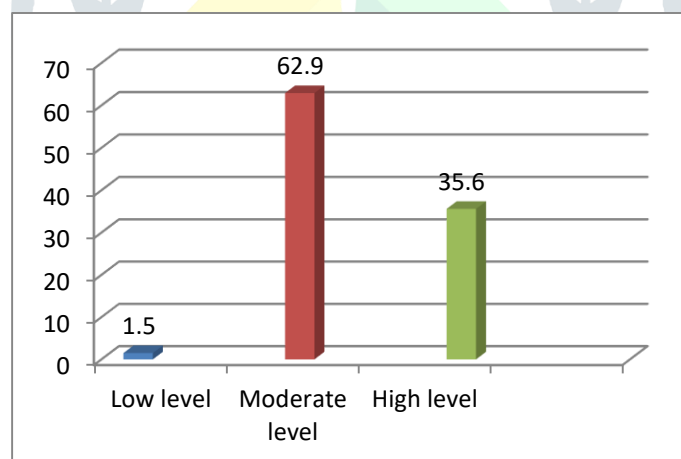
**Hypothesis 1: There is moderate level of personality adjustment found among higher secondary teachers.**

**Table 1: LEVELS OF PERSONALITY ADJSUTMENT**

Personality Adjustment				
	Low Level	Moderate Level	High Level	Total
Count	8	330	187	525
% of Total	1.5%	62.9%	35.6%	100.0%

It is observed from the table that only eight sample i.e. 1.5% of them have low level of personality adjustment, majority of the teachers i.e. 62.9% are having moderate level of personality adjustment and nearly one third of the teachers are having high level of personality adjustment. Adjustment is one of the important traits that will make the teachers to become effective. So, appropriate intervention strategies should be given to improve the personality adjustment of the teachers in the study area.

**Figure 1. Levels of Personality Adjustment**



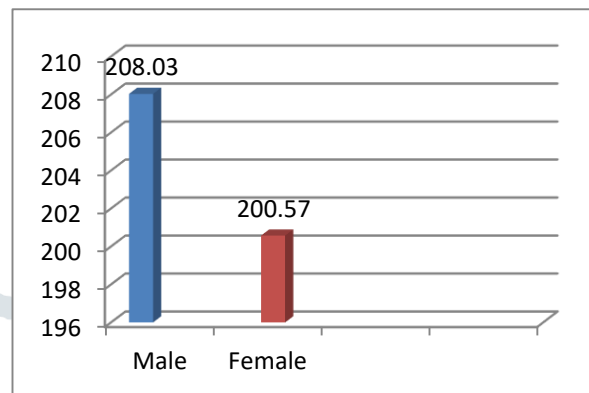
**Hypothesis 2: There is no significant difference in personality adjustment of teachers with respect to gender.**

**TABLE 2. MEAN DIFFERENCE BETWEEN MALE AND FEMALE TEACHERS IN THEIR PERSONALITY ADJUSTMENT**

Group Statistics	Gender	N	Mean	Std. Deviation	't' value	LS
Personality Adjustment	Male	179	208.03	41.01	2.04	Significant
	Female	346	200.57	36.95		

It is evident from the Table, the calculated critical ratio value is found to be 2.04 for personality adjustment and significant at 0.05 level. Hence, the framed null hypothesis is **rejected**. It is inferred that the male and female teachers differ significantly in their personality adjustment. Further the mean value of male is better than female in personality adjustment, which indicates that male has better personality adjustment than their counterpart female. It may be due to dual role played by the female and there is no cooperation and non existence of suitable work environment for female may be the reason for this finding.

**Figure 2. It shows the mean difference between male and female teachers in personality adjustment.**



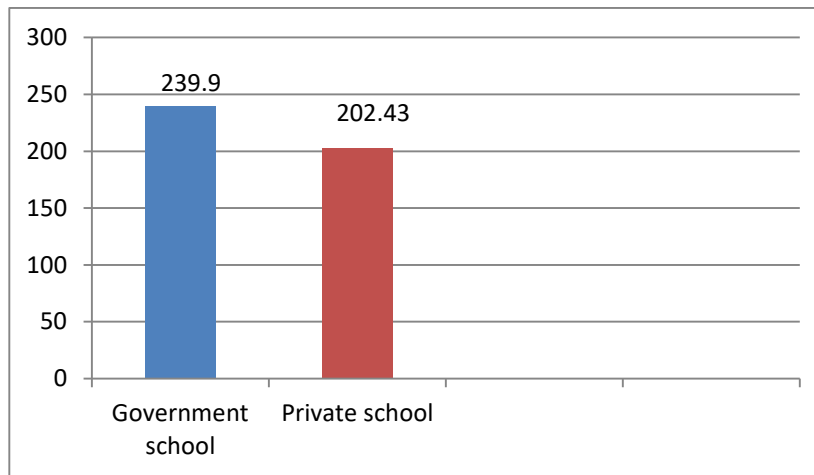
**Hypothesis 3: There is no significant difference in personality adjustment of teachers with respect to type of management.**

**Table 3: THE MEAN DIFFERENCE BETWEEN GOVERNMENT AND PRIVATE MANAGEMENT TEACHERS IN PERSONALITY ADJUSTMENT**

Group Statistics	Type of Management	N	Mean	Std. Deviation	't' value	LS
Personality Adjustment	Government	150	239.90	24.10	10.01	Significant
	Private	160	202.43	40.31		

It is evident from the Table, the calculated critical ratio value is found to be 10.01 for personality adjustment and significant at 0.05 level. Hence, the framed null hypothesis is **rejected**. It is inferred that the Government and private management teachers differ significantly in their personality adjustment. Further the mean value of Government school teachers is higher than private management teachers in personality adjustment. It indicates that government school teachers have better personality adjustment than their counterpart. The Government school teachers may have more cooperative environment than the private school teachers.

**Figure 3: Mean Difference between Government and Private Management Teachers In Personality Adjustment.**



## VII.CONCLUSION

The study will identify the possible strategies to develop quality education among school students. The study will explore the major reasons for personality adjustment problems among school teachers and also suggest proper remedies for the same. The study will draw the attention of the teachers, curriculum designers, and text book writers to look into the existing draw backs and implement desirable changes in the curriculum to develop a positive attitude towards teaching giving priority to the variables viz., personality adjustment.

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