



# Effect of Area on Educational Problems and Adjustments of Higher Secondary Science Teachers of Gujarat

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## Abstract:

In the present world Education is very important for any person. The science is becoming very important of the life to be made easy. so everyone is trying to get knowledge of it. But the base of learning science is to study with the help of teachers. There are many educational problems for the teachers to face while they are teaching science in school level. So, on the basis of previous study this research is carried out to find out what are the different factors that affects the higher secondary science teachers and what are the adjustments they have to do while teaching science at higher secondary levels which can help teachers to overcome those problems and with minimum adjustment they can provide better education to develop the future of the society.

**Key Word:** Rural area, Urban area, Educational Problems, Adjustment

## 1. Introduction

The argumentation of the present educational scenario cannot be ended unless we focus upon the teachers as the central figure in the whole education field. Because of demands from the socioeconomic, political, and other spheres, the role of the teacher is currently evolving.

There is no space for disagreement with the assertion that a teacher's effectiveness plays a key role in determining how effective a system of education is. One of the most crucial educational endeavors is the selection of competent and effective teaching personnel.

In present study, the researcher investigated about Educational Problems and Adjustment of Higher Secondary Science Teachers of Gujarat.

## 2. Objectives of the Study

Objectives of present study are as follows:

1. To study the Educational problems of higher secondary science teachers of Gujarat.

2. To study the Adjustment of Higher secondary science teachers of Gujarat.
3. To Study the Educational Problems of Higher secondary science teachers of Gujarat with respect to area of schools.
4. To study the Adjustment of Higher Secondary science teachers of Gujarat with respect to area of schools.

### 3. Hypothesis of the Study

**Ho1** There is no significant difference between mean score of higher secondary science teachers of Urban and Rural with respect to educational problems.

**Ho2** There is no significant difference between mean score of higher secondary science teachers of Urban area and Rural area with respect to adjustment.

### 4. Variables of the Study

In this study the following types of variables are selected.

#### 4.1 Independent Variable

In this study Area of School (Rural and Urban) has been taken as independent variable.

#### 4.2 Dependent Variable

In this study Educational problem and Adjustment has been taken as dependent variable.

### 5. Definitions of Keywords

#### Operational Definition of Educational Problems and Adjustment

The term "educational problems" in the present research refers to concerns that science teachers encounter when instructing students in the classroom and during practical's, problems with the curriculum and its content, issues with other teachers, principals, and management, as well as personal and institutional problems.

The term "adjustment" in the present research refers to alterations made by higher secondary science faculty in order to improve their teaching in the classroom, with the principal and other teachers, improve economically and socially conditions, to become a good family member, and generally a good person.

### 6. Delimitations of the Study

Delimitations of present study are as follows.

1. The present study was conducted on higher secondary science teachers of Gujarat state.
2. The present study was conducted on higher secondary science teachers of GSEB only
3. The present study was conducted on higher secondary science teachers of physics and chemistry only.

## 7. Research Method

The main objective of researcher was to study the Educational Problems and Adjustments of higher secondary science teachers of Gujarat. To obtain the data, the researcher constructed and standardized the Educational Problems Inventory as well as Adjustment Inventory for higher secondary science teachers. The researcher randomly selected different schools of Gujarat and higher secondary science teachers from selected schools were given data collection tool. Thus, as a data collection procedure, information regarding Educational Problems and Adjustment from a large sample was performed. The researcher had to collect information from a large sample. Therefore, **Survey Method** was used in present study.

## 8. Sample of the Study

The researcher selected 1200 higher secondary science teachers of Gujarat. Out of these, 600 higher secondary science teachers were selected from urban area and 600 higher secondary science teachers were selected from rural area.

## 9. Research Tool

The researcher constructed two tools, (i) Educational Problems Inventory and (ii) Adjustment Inventory for higher secondary science teachers of selected from Gujarat. There were 40 items in each inventory remained in final Educational Problems Inventory and Adjustment Inventory. Educational Problems Inventory items were distributed in five different factors while Adjustment Inventory items were distributed in seven different factors.

## 10. Data Collection

Data collection was the most important task of present research. The researcher selected 1200 higher secondary science teachers from Gujarat. The researcher visited to different schools to obtain permission for data collection in advance. The researcher met principals of different schools for taking the permission. Thus, a specific date and time were fixed for data collection. At a fixed time and date, the researcher again visited to different schools. The selected subject teachers of physics and chemistry teachers were given the Educational Problems Inventory and Adjustment Inventory and obtained their responses. The researcher explained everything about how to provide responses to each item. After completion of both the inventories, the researcher collected all the inventories.

## 11. Data Analysis and Results

The researcher constructed two hypotheses as mentioned above. These hypotheses were checked using t-tests. The results of t-tests were obtained as below.

**Ho1** There is no significant difference between mean score of higher secondary science teachers of Urban and Rural with respect to educational problems.

Table 1

**Result of t-test between higher secondary science teachers of Rural and Urban area with respect to their educational problems**

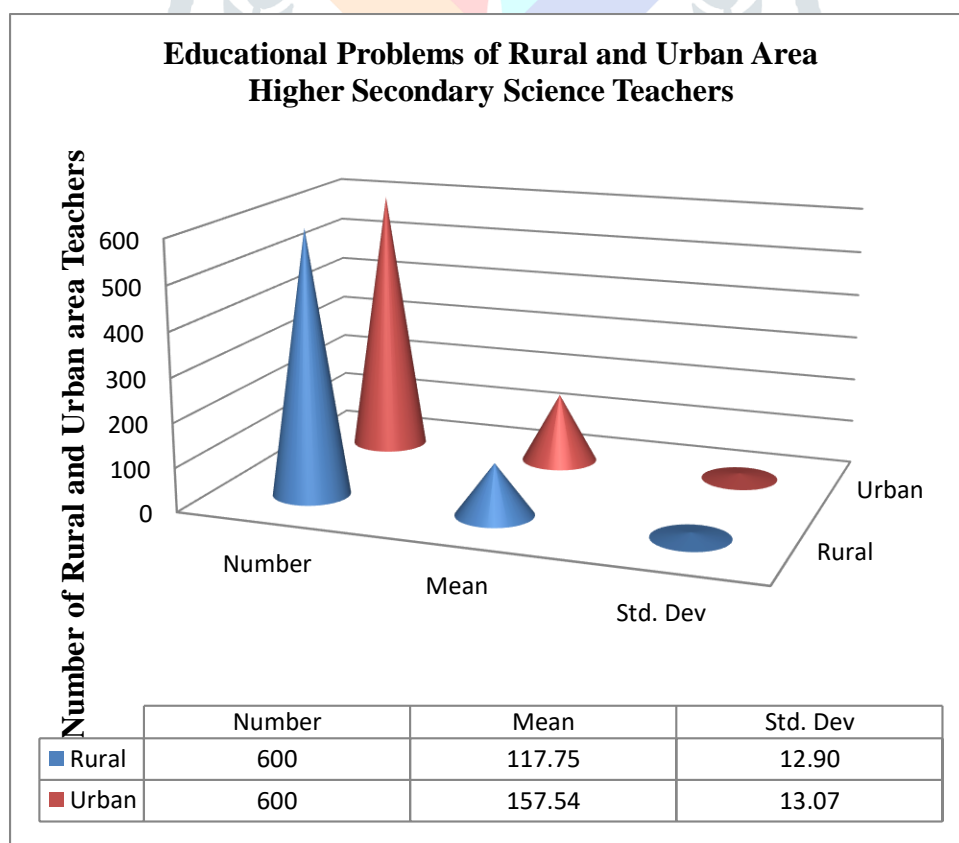
Area	N	Mean	Standard Deviation	t-value	Significance
Rural	600	117.75	12.90	53.08	Significant
Urban	600	157.54	13.07		
Df	0.05	0.01			
1200	1.96	2.58			

As mention in above table, the calculated t-value between mean scores obtained by higher secondary science teachers of Urban and Rural area is 53.08. Table t-value is 1.96 at 0.05 and 2.58 at 0.01 levels. Calculated t-value is higher than table t-values at both levels. Therefore, Ho1 is rejected and there is a significant difference between mean scores obtained by higher secondary science teachers of Urban and Rural area.

Here, mean score of higher secondary science teachers of Urban area is higher than mean score of higher secondary science teachers of Rural area. So, it is revealed that the higher secondary science teachers of Urban area have more Educational Problems than higher secondary science teachers of Rural area.

Graph 1

**Plotted graph for educational problems in comparison to Area of School for higher secondary science teachers**



**Ho2** There will be no significant difference between mean score of higher secondary science teachers of Urban area and Rural area with respect to adjustment.

Table 2

**Result of t-test between higher secondary science teachers of Rural and Urban area with respect to their Adjustment**

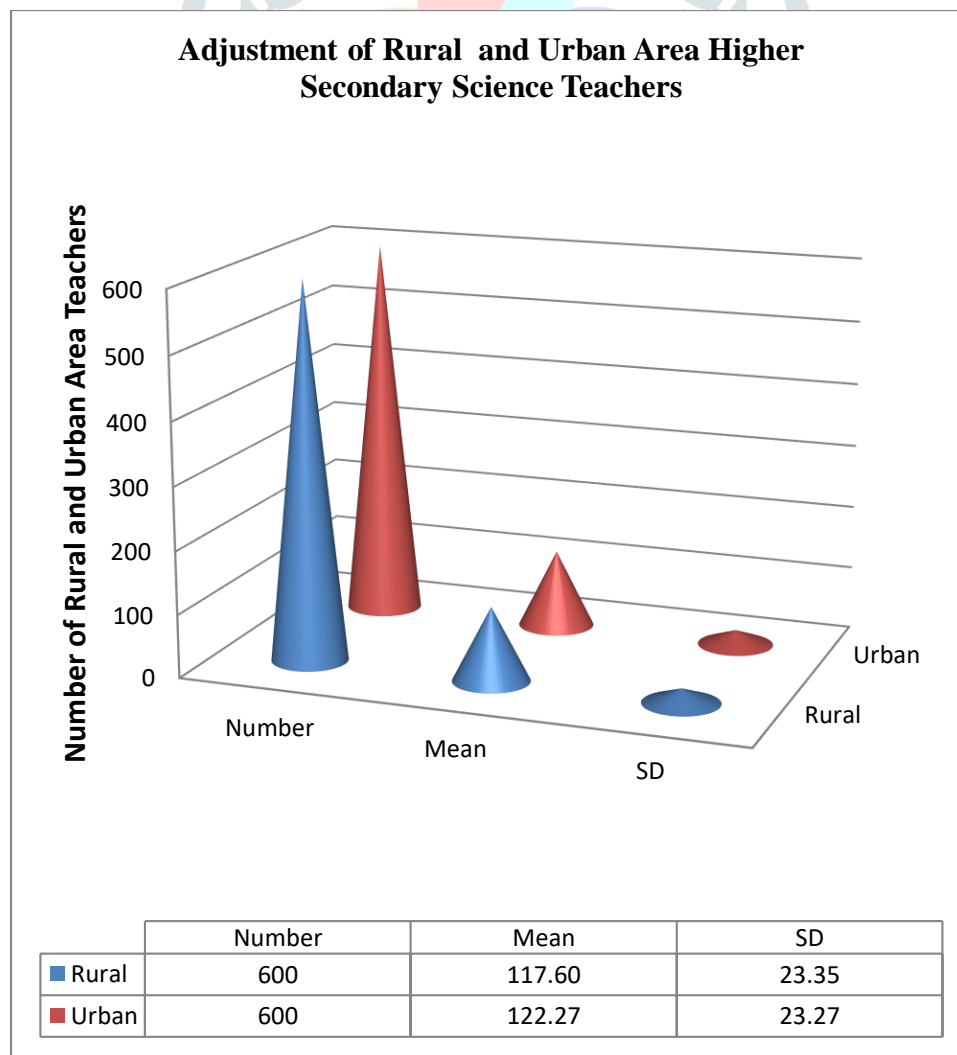
Area	N	Mean	Standard Deviation	t-value	Significance
Rural	600	117.60	23.35	3.47	Significant
Urban	600	122.27	23.37		
df	0.05	0.01			
1200	1.96	2.58			

As mention in above table, the calculated t-value between mean scores obtained by higher secondary science teachers of Urban and Rural area is 3.47. Table t-value is 1.96 at 0.05 and 2.58 at 0.01 levels. Calculated t-value is higher than table t-values at both levels. Therefore,  $H_0$  is rejected and there is a significant difference between mean scores obtained by higher secondary science teachers of Urban and Rural area.

Here, mean score of higher secondary science teachers of Urban area is higher than mean score of higher secondary science teachers of Rural area. So, it is revealed that the higher secondary science teachers of Urban area have to adjust more than higher secondary science teachers of Rural area.

Graph 2

**Plotted graph for Adjustment in comparison to Area of School for higher secondary science teachers**



## 12. Findings

Major findings of present study are as follow,

1. The higher secondary science teachers of Urban area have more Educational Problems than higher secondary science teachers of Rural area.
2. The higher secondary science teachers of urban area have to adjust more than higher secondary science teachers of Rural area.

## 13. Conclusion

The researcher studied the Educational Problems and Adjustment of higher secondary science teachers of Gujarat. After research, it has been revealed that higher secondary science teachers of urban area have more educational problems compare to higher secondary science teachers of rural area. As well as, the higher secondary science teachers of urban area have to adjust more than higher secondary science teachers of Rural area.

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