Abstract

The quality and effectiveness of any education system depends on the quality, commitment and expertise of its teachers who sustain it. The teacher plays an important role in developing the personality of the child and in shaping the society as they transfer not only education but a set of values that are carried forward by one generation to another. So, it is very important that the teacher should be effective. The teacher’s personality is reflected in their students as they are the ideals for the students to whom they follow consciously or subconsciously. When a teacher teaches, the kind of environment he provides will determine changes he produces in his students. Whatever he does, it will make a difference in the way they behave. The adjustment of teacher to his workplace determines teacher effectiveness to a large extent as her maladjustment with the profession not only has adverse effect on her personality but also produces maladjustment among children whom she teaches. Teachers having different personalities react differently to a given situation or adapt to a situation differently which affects their teaching competencies also. Teachers with varied personalities interact differently with the students which depend upon the degree of adjustment of the teacher with himself and his own environment. Adjusted teachers will do his work with best talent which will reflect the behaviour of a person whereas maladjustment will lead to mental tension and unrest leading to possibility of missing his class, misbehaving with students or teachers, complaining about the working conditions etc. The present study is an attempt to study Teacher Effectiveness in Relation to Personality Types and Adjustment of Secondary School Teachers. A sample of 400 teachers was selected. Further all the teachers were administered the research tools namely Teacher Effectiveness Scale, Adjustment Inventory and Personality type test. Statistical tools- mean, S.D., t-ratio and F- test were applied to analyze the data.

In the study, Chapter- I deals with the introduction of the term Teacher Effectiveness, Adjustment and Personality, Significance of the Study, Statement of the problem,
Objectives of the Study, Hypotheses of the Study. Chapter- II deals with Review of Related Literature. Chapter- III is related to methodology of the study. It involves sample, sample design, statistical techniques, tools and procedure. Chapter – IV is related to the analysis and interpretation of data. Chapter- V covers the summary, findings and suggestions for further study.

Investigator

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