CHAPTER-I
INTRODUCTION

“Education is a process, a social function carried on and by the society for its own sake”.

Man is a social animal and the education plays an important role throughout his life. No civilized society is believed possible for an individual to be fit for adult life if he does not have some degree of formal education. It has universally been accepted that prosperity of a nation is also reflected in its educational system. Quality of a nation depends upon quality of its people and economic growth but both depend upon quality of education, the fact remains same that the most important factor in the education process is the teacher. The teacher is the key of any educational reconstruction.

“If a student is to be prepared for evolving world, then an essential attribute of a competent teacher is awareness of the world”.

The teacher should be an integrated individual, skilled in the art and science of human relations and conscious of the wide variety of behavior patterns in the world to which he may have to adjust. Adjustment is not a simple term like adaption is accommodation. It is actually a condition or a state of mind and behavior in which one feels that one’s need have are will be gratified those of who can adopt are adjust to all needs of changing conditions can live happily and successfully. The development of a nation depends upon their students and the all over development of a student depends upon his teacher. Only a teacher develops the capacity among the children for adjusting in home, school and society.

As the education Commission 1964-66 has lightly pointed out “the destiny of the country is being shaped in her class rooms.” Evidently the commission has in mind the role of the
teacher in realizing the goal of national reconstruction. Teachers have important role to play in shaping the further generation. The role of the teachers in democratic system of education is very crucial. They have to act as friends, philosophers and guides of the students, and help them to march forward to establish a new social structure. The role of the teachers in molding the personality of the students depends on the aims of education. It is the responsibility of the teachers to develop the physical, mental, social, emotional, intellectual and aesthetic aspects i.e. total personality of the students.

Vivekananda said, “Education is the manifestation of divine perfection, already existing in men.” He wanted that the aim of education should be man-making.

It is good that educationalists and educational planners in India have started realizing that only securing enough teachers will not do, as what is equally important is securing the right type of teachers. Teacher is the most vital factor in the system of education. Education Commission 1952-53 also point out,

“Every teacher and educationalist of experience knows that even the best curriculum and the most perfect syllabus remain dead unless quickened into life by the right methods of teaching and right kind of teachers”.

Moreover, effective and productive learning on the part of students can be achieved by employing teachers with desirable attitudes or by shaping their attitudes in the desired direction. Untill and unless teachers with positive frame of attitude are engaged in the teaching profession, no drastic results can be expected from them.

1.1 ATTITUDE

Attitude is judgment. They develop on ‘ABC’ model (affect behavior and cognition). The effective response is an emotional response that expresses an individual’s degree of performance
for an entity. The behavioral intention is a verbal indication or typical behavioral tendency of an individual. The cognitive response is a cognitive evaluation of the entity that constitutes attitudes beliefs about the objects. Mostly attitude is result of either direct experience or observational learning from the environment. Attitude are not directly observable but is inferred from one’s overt behavior, both verbal and non-verbal. You cannot see prejudice but you can observe the behavior of one who is prejudiced. Thus, on the basis of observations of a person’s consistent behaviour pattern to a stimulus, we would conclude that he displays this or that attitude. Attitudes are learned, because they are learned, they can be changed, if it is demand necessary.

1.1.1 Concept of Teacher Attitude

Attitude has been described as “of attitude emotionally tend predisposition towards objects and ideas”.

C.V. Good,” Attitude is a readiness to react towards or against some situations, person or thing in a particular manner to a particular degree of intensity”. Thrustone L.L., “An attitude is the degree of positive effect associated with some psychological object”.

Jung, “Attitude is a readiness of the psyche to act or react in a certain way”.

Britt, “An attitude is a mental and natural state of readiness, exerting directive or dynamic influences upon the individual’s response to all objects and situations with which is related”.

In the international Encyclopedia of Education (1985) it is concluded that an attitude is an emotional reaction towards a person or thing. It is a personal response to an object developed through experience which can be characterized as favourable or unfavourable. This basic motivation is responsible for moulding the nature of attitude in each individual. The relationship of
teacher’s attitude with each other sub attitudes is shown in the figure-1.1.

![Diagram of relationship between teaching profession, teacher's attitude, classroom teaching, child centered practices, and educational process.]

**Fig. no. 1.1 Relationship of Teacher’s Attitude with Different Sub-attitudes**

### 1.1.2 Teacher’s Attitude on Teaching

Teacher’s attitude towards teaching profession should be good as to perform. Their responsibilities over the courses of last two years, Ellen director of Santa Cruz Consortium. New teacher’s project has been taken a report from new teachers to find their attitudes towards teaching and it has been divided into four different phases.

In their phase of teaching they used to aromatize the role of the teacher and the position. New teachers enter with a treatments commitment to make a difference and a some idealistic view of how to accomplish their goals.
In the second phase of teaching the survival phase. They would learn a lot at rapid phase during this phase, most new teachers are struggling to keep their heads above water. They become very focused and consumed with the day to day routine of teaching. Although tried and surprised by the amount of work. First your teacher usually maintains a tremendous amount of energy a commitment during survival phase. In the disillusionment phase the third phase, they realize that the things are probably not going as smoothly as they want and low moral contributes to this period of discontentment. They face back school right parent conference, and their first formal evaluation by the administrator. They express self-doubt, have low self-esteem and question. Their professional commitment this phase may be toughest challenge they face as a new teacher.

In the rejuvenation phase the fourth phase, there is use in the teacher’s attitude towards teaching. It is a time for them to send through materials that have accumulated and prepare new ones.

A better understanding of this system, an acceptance of the realities of teaching and a sense of accomplishment help to rejuvenate new teachers. Through the experience in their first half of the year, beginning teachers gain new coping strategies and skills to prevent, reduce and manage many problems they are likely to encounter in the second of the year.

A teacher is required to have a higher level of professionalism because of rapidly changing circumstances. The importance of teacher’s professional development is being too much emphasized today. Hayon (1989) says that the teacher who possess the professional and interpersonal skills are more effective in their classrooms in terms of students behavior, attitude and achievement. Every individual has a variety of attitudes, which might be positive or negative and can vary according to their favourability and un-favourability for various
attitudinal objects. Luthans (1993) says that professional attitudes can also serve a lot.

Attitude of teachers largely depends upon their personal characteristics and disposition, both seems to be highly interlinked. The teaching profession requires certain dominant behaviors which show teacher’s intellect, desire to excel, extended professionalism and teaching as a life concern. This is a profession, which exalts service above the personal gains. Teaching involves human nurturance, connectedness, warmth and love and teacher’s beliefs about his role in caring for the student plays a crucial part in developing the personality of the students.

Attitude of teachers have also been determined to be influenced by the gender. Teaching is perceived as a difficult job among people. Many reasons can be named for this perception. It can be said that teachers face several difficulties when they start teaching.

They start to feel deprived, alone and isolated in the society. It may cause a negative attitude towards the teaching profession. Attitudes of teachers play a crucial role in teaching profession. Negative attitude of a teacher may have a negative impact on one’s teaching Smith (1993) has summarized the relationship between teacher’s attitude and teaching as:

The teaching profession has considerably suffered, as it could not attract the best talent because of the poor scale, limited prospects of promotion and insecurity of service, particularly in private institutions. No one can deny that the success of any system of education depends upon the quality of teachers (Govt. of Pakistan, 1970).

These utterances of dissatisfaction over teaching attitude in Pakistan are, in general, not based on any scientific evidence. Therefore, an effort was made to assess the attitude of secondary school teachers towards teaching profession. The destiny of
Pakistan lies in its classroom. This implies that teacher, who is organizer and the controller of the classroom is mostly responsible for the future of Pakistan. He is building future citizens of the country. As he moulds the children so the counter will be molded. From this point of view, a lot of responsibilities lie with the teacher. Richardson (1991) narrated that education is a nation building activity. The quality of education depends upon ability and efficiency of teachers. If the teachers are well trained, motivated and committed with their profession, learning will be enhanced. This study may provide a searchlight towards developing a positive attitude among secondary school teachers towards teaching profession

1.1.3 Attitude and Teaching Profession

Attitude denote inner feelings or beliefs of a person towards a particular phenomenon. Attitude is essential for the education of the individual because it shows the interview of person. If a person has a positive attitude towards objects, he will try his best to achieve it. If he has a negative attitude, he will try to avoid it. Thus it plays an important role in determining the success and failure of person in any field. The choice of teaching profession also depends on the attitude of person towards their particular profession. If teacher thinking positively towards his job. He will generate good results. One the other hand if he thinks negatively. He will not find satisfaction in his work.

The students would not be able to get the full benefits. Thus attitude towards the teaching profession shows the personality and the zeal with which he would take up his work. The teachers should develop a desirable professional attitude so that he may inspire himself for excellent programme in multifarious study of education.
Thus if a person has desirable attitude then he/she will be well adjusted with his job. It is all the more significant for efficient and profitable functioning of any organization.

1.2 CONCEPT OF ADJUSTMENT

Adjusted teachers do much to bring about pupil adjustment and conversely is also true”.

Like other individuals, social economical and emotional factors also affect the teachers because teacher is also a human being. But teacher is different from others because of some responsibilities.

He is the person who hold the responsibilities of making the future of human beings under the change. Hence, it is necessary for teacher that he will be fully satisfied from all aspects. When we will be fully satisfied then he will do his work with best talent and then we can say that he is adjusted. Maladjusted teacher is a potential cause of the problem of indiscipline and quality of work suffers but also the development of the personality of the children under his charge is badly hampered, so that it may be stopped from multiplying in size. A maladjusted teacher fail to decide upon any cause of action or accept some ineffective and socially undesirable cause in short his behavior is disturbing to him and to the students.

“Adjustment is a continuous process by which a person varies his behavior to produce a more harmonious relationship between himself and his environment”.

Arthur Gates and others (1958)

The concept of adjustment is as old as human race on earth systematic emergence of this concept start from Darwin. In those days the concept was purely biological and he used the term adaptation, biologists used the term adaptation for physical demands of the environment but psychologists used the term adjustment for varying condition of social or interpersonal
relations in the society. Thus we see that adjustment means reaction to demand and pressure of social environment imposed upon the individual. Though the interaction between ability and situation mean establish and harmony or adjustment with the world around him.

*It is paper to differentiate the term adjustment from adaptation conformity and normalcy etc.*

**Hussis (1985)**

He differentiates between adaptation conformity and normalcy in following ways.

“The concept of adjustment was biological and originally it was termed adaptation. The type of adjustment with which biologists were concerned was nothing but physical adoption. The term ‘adaptation’ which now stands for psychological survival in which psychologists are more interested that is the subject of their interest is individual’s adjustment to social are interpersonal pressure and not only adaptation to physical world (lazarus 1961). The process of adjustment is more complex then biological adaption.”

Psychologists have interpreted adjustment from two important point of view:

One adjustment is an achievement and another adjustment is a process.

The first point of view emphasis the quality are efficiency of adjustment and the second lays emphasis on the process by which an individual adjusts in his external environment. Now let us examine adjustment as an achievement means how efficiently an individual can perform his duties in different circumstances like business, military, education and other social activities need efficient and well adjusted man for the progress of nation.
The term ‘adjustment’ has been described in many way by psychologists, biologists and mental hygienists and other behavioural scientist give some definition of adjustment.

**In the encyclopedia:**

“Adjustment is explained as the process of behaviors by which man and other animals maintain equilibrium in their need and demand of the environment. Adjustment is a process by which living organism maintain a balance between its need and the circumstances that influence the satisfaction of these needs.”

L.S. Shaffer

“Adjustment should always be viewed as dynamic process and never as a static condition. No person is ever free from the necessity of meeting varied conditions. Some of them new and some old and with each variation there must be modification of response.”

Morgan 1995

Good in his ‘Dictionary of education’ has defined psychological adjustment as:

1. “Process of finding and adopting modes of behavior suitable to the environment are to change in environment.”

2. “Any operation where by an organism or organ becomes more favourable related to the environment or to the entire situation environment and internal.”

3. “Biologically a change or acquired characteristics in an organism that enables it to meet the requirements of its environment.”

**1.2.1 Areas or aspects of Adjustment:**

- **Health Adjustment**

One is said to be adjusted with regard to ones health and physical development. If a child physical development and ability
are in conformity with those of his age mates and he does not feel any difficulty in the process due to some defects of incapability in his physical organ. He enjoys full opportunity of being adjusted.

- **Emotional Adjustment**

  An individual is said to be emotionally adjusted if he is able to express his emotions in a proper way at a proper time. It requires one balanced emotional development and proper training in the outlet of emotions.

- **Social Adjustment**

  Social Adjustment requires the development of social quality virtue in an individual. It also requires that one should be social enough to live in harmony with one’s social beings and feel responsibility and obligation towards once fellow beings socially and country.

- **Home Adjustment**

  Home is the source of greatest satisfaction and security to its members. The relationship among the family members and their ways of behavior play leading role in the adjustment of child.

- **School or Occupational Adjustment**

  Where as in the adjustment of adults, their occupation plays a great role. The school environment casts its influence over the adjustment of the children and the adolescent. How for a child is satisfied with his school building, discipline, time table, co-curricular activities, methods of teaching, class and school mates, teachers and Head of the institution is completely in the pattern of his total Adjustment.

  Degree of the satisfaction with the choice of occupation working conditions, relationships with colleagues and boss, financial satisfaction and chances for promotion decide one’s adjustment to occupation and contributes significantly towards once or all adjustment.
1.2.2 Characteristics of well-adjusted teachers

- **Awareness of his own strength and weaknesses**
  A teacher should know his positive points that increases his ability towards work and his negative points that increases his ability towards work and his negative points also that makes his weak.

- **Respecting him and others**
  A well-adjusted teacher has respect for himself or public and others also then he will be able to get full cooperation of his student and colleagues in the classroom, institution and outside also.

- **Flexibility in behavior**
  He should not be rigid in his attitude or way to his life. He can easily adjust according to his circumstances.

- **A realistic perception of the world**
  He holds a realistic vision and is not given to fight of fancy. He always plans, thinks and act pragmatically.

- **A feeling of ease with his surrounding**
  A well – adjusted teacher feels satisfied with his surroundings. He fits in his home and family when he enters a profession he has a love for it.

1.2.3 Measurement of Adjustment

Measurement as an instrument of enquiry is not frequently used in behavioural science at a general level of classification in behavioural science the following five different type of measuring techniques are used:

1. Testing Technique
2. Projective Technique
3. Inventory Technique
4. Sociometric Technique
5. Scaling Technique
1.2.4 Role of well Adjusted Teacher

No people can rise above the level of his teachers. The national policy of Education (1986):

“We live in secular, democratic, republic and the Indian situation. The teacher performs various roles. He is transmitter of culture builders of the character and personality of the children, conveyor of moral and ethical values, architect of the future of the nation, acts as a guide and counselor, inspires for social change etc.”

There was a time when entire system of education revolved around the teacher. The teacher was the king pin. He was respected and treated as ‘Guru’. But now the time is totally changed. Our national developments depends upon the child and teacher adjustment. The pupil teachers are ‘trained to Train’.

Children and not ‘Educated to Educate’ them. It is a reality that is taught some basic laws of psychology only. Teacher should be able to read the twinkle in the eyes of his pupils.

1.2.5 Factors Affecting Adjustment of Teachers

The following factors adversely affect the adjustment of teachers as compared with other professionals.

➢ Economic Hardships

The financial position of the teacher is poor. Most of the teacher can hardly both ends meet. They have limited income. That do not get facilities and benefits like free medical aid, free education of children, concessional tickets for travel etc. Their economic status does not allow them to participate in the general stream of social life. This gives rise to feeling of frustration which effects adversely the adjustment of teachers.

➢ Low Social Status

The teachers socio-economies status is very low. The teacher enjoys no recognition and status in the society. He
suffers from poverty, neglect, indifference and insecurity. The society is not prepared to accept him as an honorable citizen. He occupies the back seat in social hierarchy. It develops the feeling of inferiority in the teacher, which impairs his adjustment.

➢ **Too Much of work**

The teachers generally have a heavy workload in the school. Sometime they have to teach thirty-six periods per week in addition to regular periods. They also have to take extra periods when some member of staff is on leave. The organization of co-curricular activities puts added pressure on the teachers. This exercise work depends on emotional tensions and mental fatigue which if continued for a long period lead anxiety. It has a damaging effect on the mental health of teachers and may lead him to maladjusted.

➢ **No freedom of work**

There is too much interference of private authorities. In certain schools the headmasters act as bosses and their attitude towards the teachers is not good. Sometimes the headmasters even rebuke the teachers in the presence of the student. This type of attitude is insulting and injurious to the self-respect of teachers. These injuries their ego causes ill mental health and maladjusted.

➢ **Lack of Facilities**

There are many schools which do not have facilities like audio visual aids and science laboratory. Lack of facilities cause frustration in the mind of teachers, which also cause maladjustment.

➢ **Lack of Recreational Facilities**

There is dearth of recreational facilities for teachers in our schools.
 Feeling of cast, creed and religion

In various educational institutes preference is given on the basis of cast and religion and not on teaching competency of person. Teachers are unjustly accused and sometimes dismissed because they do not flatter the authorities or they recent against the malpractice and injustice of authorities.

 Antalogistic Attitude of students

There is growing indiscipline among students. In the school it is responsibility of the teacher to maintained discipline but most of the causes of indiscipline are beyond the control of the teachers. The students no longer pay the due respect to teacher under these circumstances. The teachers feel helpless and frustrated and it become difficult to establish a good relation among teachers and students and maladjustment.

1.2.6 Adjustment and Teaching Profession

Adjustment plays a important role to determine the success of failure of a person. Our world is a rapidly changing and each change makes new demands of our ability to adopt. The adaptation of an individual to his physical and social environment is considered important for survival. Thus adaptation as a biological concept formulation the base for physiological concept of adjustment.

Adjustment in teaching profession is all more important because it helps in maintaining balance between his/her needs and circumstances in which he is teaching. Thus the satisfaction of his desires reflect the behaviour of a person. A well- adjusted person can think clearly ,act confidently, interact effectively with the situations. The future of the children is quite safe in the hand of a well adjusted teacher. On the other hand if a teacher suffers from lack of adjustment he is not only harming himself but doing a great harm to the children under his supervision and to the society at large.
Adjusted teachers do much to bring about pupil adjustment and the converse is also true whether or not a class in smooth running and effective would measure the degree of personal adjustment to the teacher.

1.3 NEED AND SIGNIFICANCE OF THE STUDY

The main aim of the study was find out teachers attitude towards teaching profession from amongst the general teachers population. An attempt was also to be examine relationship of teacher attitude towards teaching profession with adjustment of the teachers. Thus the problem is stated attitude towards teaching profession in relation to adjustment of senior secondary school teachers.

The place and importance of teacher in the society and the nation can hardly be over emphasized. It does not take much to realize that the quality of the nation depends upon the quality of its citizens. The quality of its citizens depends not exclusively, but in critical measure upon the quality of education. The quality of education depends, more than any other single factor, upon the quality of the teachers. A school may have excellent material resources –equipment building, library, laboratory and other essential teaching learning facilities along with a curriculum appropriately devised to suit the community needs. But if the teachers are misfit or indifferent, the whole programme is likely to be ineffective and wasted.

Hence, the problem of identification of effective teachers is of prime significance for realizing desirable education goal. It is not only desirable but obligatory too, to find out the associating factor of teachers attitude, teacher’s attitude towards teaching profession their adjustment, interest in teaching, values are such significant factors which have their bearing upon teacher and his teaching. The present study was a simple attempt in this direction
where teacher attitude towards teaching profession with reference to adjustment.

1.4 STATEMENT OF THE PROBLEM

“ATTITUDE TOWARDS TEACHING PROFESSION IN RELATION TO ADJUSTMENT OF SENIOR SECONDARY SCHOOLS TEACHERS”.

1.5 OBJECTIVE OF THE STUDY

1. To compare the attitude of senior secondary schools teachers towards teaching profession in relation to gender.
2. To compare the attitude of senior secondary schools teachers towards teaching profession in relation to stream.
3. To compare the attitude of senior secondary schools teachers towards teaching profession in relation to type of schools.
4. To study the relationship between attitude towards teaching profession and adjustment of senior secondary schools teachers.

1.6 HYPOTHESES OF THE STUDY

1. There is no significant difference between attitude towards teaching profession of senior secondary schools teachers in relation to gender.
2. There is no significant difference between attitude towards teaching profession of senior secondary schools teachers in relation to stream.
3. There is no significant difference between attitude towards teaching profession of senior secondary schools teachers in relation to type of schools.
4. There is no significant relationship between attitude towards teaching profession and adjustment of senior secondary schools teachers.
1.7 DELIMITATIONS OF THE STUDY

Taking into consideration the time and resources on the disposal of the research, the present study was delimited in terms of sample and areas of study aspects as under:-
1. The study was delimited to district Hamirpur only.
2. The study was delimited to govt. and pvt. schools only.
3. The study was confined to the senior secondary schools male and female teachers only.

1.8 OPERATIONAL DEFINITIONS OF THE TERMS USED

- **Government Schools**
  The schools, which are run and governed by the state government under certain rules.

- **Private Schools**
  The schools, which are run and governed by certain private bodies or agencies etc.

- **Stream**
  Refers to arts and science group.

- **Sex**
  Refers to male and female group.

- **Teaching Attitude**
  An attitude is a personal disposition common to individuals but is possessed by different individual in different degree. It implies them to react to objects, situations or proposition in the way that can be called favourable or unfavourable. This basic motivation is responsible for molding the nature of attitude in each individual. Continuous motivation manifests it in terms of appetites and aversions and through experience we develop favourable and unfavourable indicates towards various class of objects.
Teacher Adjustment

Adjustment of teachers related with four different aspects i.e. home adjustment, social adjustment, emotional adjustment and educational adjustment.
CHAPTER – 2
REVIEW OF RELATED LITERATURE

2.1 REVIEW OF RELATED LITERATURE

Human knowledge has three phases:

1. Presentation
2. Transmission
3. Advancements

By building upon the accumulated any recorded knowledge past, man constantly adds to the vast store of knowledge, which makes possible progress in all areas of human endeavour.

Before taking up any specific research project in the development of a discipline, the researcher must be familiar with previous theory and research.

2.2 MEANING OF REVIEW OF LITERATURE

The phase “Review and literature consists of two words: “Review and literature. The term ‘Review’ means to organize the knowledge of specific area of research to evolve an edifice of knowledge to show that the proposed study would be an addition to this field. And the term ‘Literature’ refers to the knowledge to show that the proposed study would be an addition to this field and the term literature refers to the knowledge of a particular area of investigation of any discipline that includes theoretical, practical and its research studies. The task of review of literature is highly creative and tedious because the researcher has to synthesize the available knowledge of field in unique way to provide the rational for his study.

Sangwan (1968) conducted a research on topic A study of attitude of pupil teachers towards teaching profession and construction of attitude towards teaching profession and construction of attitude scale and found that 92.8 % pupil
teachers have favourable attitude. There is no significance difference between the attitude of male and female pupil teachers towards teaching profession.

**Goyal (1980)** In his study the relationship between attitudes, job satisfaction, adjustment and professional interests of teachers educators and found that a large majority of teachers educators were favourable and inclined towards their profession and were satisfied with their job. However, they were not well adjusted and had low professional difference significantly. Professional interest among the teacher-educators increased with teaching experience in a school.

**Mouli and Reedy (1982)** conducted a study attitude of teachers towards teaching profession. Findings of the study revealed that there are no difference among teachers own their attitude towards the teaching profession. Though there is difference among the groups on the sex, age, training and experience variables, they are not statistically significant.

**Sundararajan and Nellaropan (1983)** studied the effect of pre-service training on the B.Ed teachers trainees attitude towards teaching. Finding of study revealed that:

- Pre service training in general improves the degree of favorableness towards teaching in the trainees.
- In respect is significant, whereas pre-service training seems to have no impact on the physical size science and mathematics optional students.

**Sundararajan, Krishna and Balkrishnan(1985)** studied the student teacher’s attitude towards teaching and their interest in it. The major findings of study were:

- As many as 95.04 % of B.Ed students teachers have a favourable attitude towards teaching.
- Generally the B.Ed student teachers have a low level of interest in teaching.
There is negative correlation between the attitude of the student teacher towards teaching and their interest in it.

Prasad (1985) while studying the aspirations, adjustment and role conflict in the primary and secondary school teachers found that the mean educational aspiration levels of four groups of teachers manifested higher educational aspiration than primary and male teachers respectively. The vocational aspiration level of teachers was clearly linked with the level of school. Moreover, teachers financial aspirations after one, three and five years showed a gradual rise. But all the four groups suffered from male conflict. Secondary school teachers score significantly higher than primary school teachers on all the three role conflict indices.

Rao (1986) found inter-relationship of values, adjustment and teaching attitude of pupil teachers. It was found that impaired emotional adjustment adversely affected home, health, social and educational adjustments. It also retarded proper functioning and adequate development of attitude conducive to effective teaching. It significantly disrupted proper procurement of knowledge value. Correlations revealed that proper adjustment to all areas, favourable attitude towards other attitude components high regards for social, knowledge and aesthetic values, and curtailment of over weights already placed upon hedonistic power and economic values, promoted desirable attitude towards pupils (ATP)

Annaamalai (1987) made an attitude of teachers towards the attempt to find out the attitude of teachers towards teaching. The results shown that men or women teachers do not differ in their attitude towards teaching location of the school; age and level of teaching did not have any influence upon the teacher’s attitude towards teaching.
Smith (1988) Conduct a study to assess the self-perceived teaching style of three ethnic groups school teachers. Evidence from the analysis support the following conclusions.

- Ethnicity affects teaching style. Blacks and Hispanics indicate the use of more individualized teaching style. Whereas Anales indicated the use of a more traditional approach to teaching.
- Sex affects teaching style. Female tend to be more individualized whereas teachers. Twenty-five or under exhibit a more traditional teaching style.
- Years of teaching experience do not effect teaching style.

Bhasin (1988) studied the teaching attitude and its relationship with teaching effectiveness of the higher secondary school teachers. It was found that teaching attitude has a significant positive correlation was found that teaching effectiveness, but it had no direct relationship with teaching community participation significant difference was found between science and human science teacher in relation to teaching attitude. No significant difference was found between rural and urban, government and non government and male and female teachers with regard to their attitude and effectiveness.

Singh and Das (1989) conducted a study on attitude of teachers towards creative learning and teaching and concluded that:

- 90% of the pre higher secondary and 84% of the higher secondary teachers tended to have unfavorable attitude towards creative learning.
- Pre higher secondary and higher secondary teachers tended to have unfavourable attitude towards creative teaching but this was not so in case of post –higher secondary teachers.
Maurya (1990) attempted to study the relationship between attitude and teacher efficiency of university and pre-university teachers. The major findings of the study were:

- External surroundings contributed a great deal in formulating teaching attitude.
- Attitude and academic achievement were not significantly related.

Ganapathy (1991) conducted a study on self concept of student teachers and their attitude towards teaching profession and concluded that:

- Male and Female student teachers had a favorable attitude towards the teaching profession.
- Both male and female student teachers had a positive self concept and it was related to their attitude towards the teaching profession.

Donald (1992) Presents a replication study to determine the effects of an innovative activity centered biology programme attitude towards science teaching. Concludes that the course was influential in promoting positive teachers attitudes towards science and science teaching and recommends that the course incorporated into the teacher education program.

Srinivasan (1992) conducted a study on personality traits of primary school teachers and their attitude towards teaching, major findings of the study were:

- Age, sex teaching experience and community did not significantly affect the attitude of the teachers towards teaching.
- Government school teachers differed significantly from aided school teachers with regard to their attitude towards teaching. Woman teachers differed significantly from man teachers with respect to lack of empathy, neuroticism and introversion.
Shey and William (1993) studied the effect of videotaping feedback method on Taiwan first year elementary science teachers teaching skill and attitude towards teaching science teachers towards teaching science and other observable behaviors differed significantly between the control group and experimental group.

Patil and Deshmukh (1993) investigate the relationship between attitude in teaching and teaching efficiency of Sr. secondary school teachers (Research Bulletin-Maharashtra state council of educational research and Training; Vol XXII (182),(PP9-13) and concluded that:

- The male and female secondary school teachers differed significantly on their teaching attitude in favour of the female teachers.
- When teachers of science and arts groups were compared of their teaching attitude it was found that they did not differ significantly.
- The experienced and inexperienced teachers also differed significantly on their teaching attitude in favor of experienced teachers.

Pigge and Marso (1994) studied the relationship of prospective teachers personality type and locus of control orientation with changes in their attitude and anxiety about teaching upon entrance and completion of teacher preparations. Prospective teachers completed attitude, anxiety and personality measures. As candidates progressed through teacher preparation, anxiety and personality measures. As candidates progressed through teachers preparation, anxiety decreased and attitude remained high and positive. Introverted candidates expressed more anxiety and experienced a smaller decrease in anxiety and experienced a smaller decrease in anxiety than extroverts. Whereas internally controlled candidates reported less anxiety than candidates with average or high externality.
Reddy and Mohan (1994) conducted a study on attitude of the residential and non residential school teachers towards teaching. Major findings of the study were:

- Teachers working in residential schools had a favourable overall attitude towards teaching. They had a favourable attitude towards the profession as measured by factors 1, 3, 4 and 5 also but in the case of factor 2 they had a neutral attitude.
- In case of non residential school the teachers had a significantly favourable overall attitude and also as measured by factors 1, 3 and 5 they had a significantly negative attitude as measured by factor 2.
- It was found that there existed a significant difference between the attitude of teachers working in residential and non residential schools.

Suderarajan (1994) While studying the self concept and adjustment of secondary school teachers found that the men teachers were found to be better than women teachers in school adjustment and emotional adjustment. The women teachers were better than men teachers in health adjustment. The post graduate teachers were seen to be better than graduate counterparts on all areas of adjustment except in health adjustment. The teachers humanities group were better in health adjustment than the teachers of the science group. The teachers with a high level of self concept were better than their counterparts with a low level of self concept in all the areas of adjustment, except the home area, where there was no significant difference.

Singh (1995) compare the attitude of practicing and prospective teachers towards teaching. The major findings were:

- Practicing teachers and prospective teachers are similar in their attitude.
Prospective regular teachers have better attitude than the prospective correspondence teachers.

Female teachers have more favorable attitude then the male teachers.

Uma and Venkatramiah (1996) conducted a study on efficiency and attitude of rural elementary school teachers towards teaching. Major findings of the study were as follows:

- Majority of male rural elementary school teachers had high and average attitude towards teaching and they assumed teaching as a challenging job.
- Teachers attitude towards teaching correlated positively and significantly with involvement dimension and total teachers efficiency attitude.
- The rural elementary school teachers had average teacher efficiency attitude and dimension wise as found below average.

Ramachandran (1997) attempted to conduct an enquiry into the attitude of student teachers towards teaching. Main findings were:

- Regular students teachers had a more favourable attitude towards teaching them male teachers trainee.
- The sons and daughters of teachers had a highly favourable attitude towards teaching.
- Post graduate teachers trainees have a more favourable attitude towards teaching.
- The nature of the course did not influence the attitude towards teaching.

Sharma (1997) made an attempt to study the job satisfaction among primary school teachers and their adjustment and attitude towards teaching. He found that male, female, married and unmarried teachers have same attitude towards teaching.
Singh (1998) Conducted research topic creativity and adjustment as correlates of attitudes of public teachers towards teaching profession. In his study he found that factors of creativity and adjustment are significant predictors of attitude of student teachers towards teaching profession. In addition the finding established that these factors as a term rather than individually are better predictors of attitudes of student teachers towards teaching profession.

Shakuntala (1999) While studying the teacher adjustment as related to interest in and attitude towards teaching found that there was a significant and positive correlation between adjustment of secondary school teachers and their interest in and attitude towards teaching. Difference in interest in teaching, attitude towards teaching, sex, type of management, marital status, age and experience of secondary school teachers accounted for significant difference in their adjustment.

Bhakari (2000) While studying the development and validation of an instrument to measure pre–service teachers attitude towards teaching African American students suggested that TAASS(The teaching African American students survey) is a measurement of pre service teachers attitude towards teaching African American students that has evidence of validity and reliability. It has acceptable psychometric properties and it captures the duality of pre – service teachers attitude towards teaching African American students namely.

Minhas (2002) conducted study on teaching attitude of school teachers of Himachal Pradesh, from her study she concluded that : Male and Female teachers serving in secondary and senior secondary schools do not differ significantly in their attitude towards teaching profession, classroom teaching , child centered practices, educational process, attitude towards teachers and overall attitude towards teaching.
Verma and Mishra (2002) While studying the cognitive and meta cognitive aspects of learning styles of prospective secondary teachers in relation to teaching and self esteem do influence some cognitive and meta cognitive strategies of learning of prospective secondary teachers in an independent manner and concluded that:

- There was no significant interaction between teaching attitude and self esteem for deep processing strategy.
- There was no significant interaction between teaching attitude and self esteem on self regulation strategy and lack of regulation of perspective teachers.
- Teaching attitude has no significant interaction between teaching attitude and self esteem for deep processing strategy.

Thus there seems to be no interaction effect of the two variables on any cognitive and meta cognitive strategy of learning.

Lcoyd (2002) examined faculty teaching style and attitude towards the cognitive effects of computer in instruction. Findings showed that faculty had positive attitudes towards the cognitive effects of computers in instruction but were more positive about the cognitive effects of computer technology on themselves and their student that of learning environment.

Situation (2003) studied the elementary school teachers perception regarding the match between teachers teaching styles and student learning styles. The result from this study suggested that flexibility was a means to match teaching style to learning style which is basically congruent to prior research. This research suggested that to experience higher levels of motivation, cooperation and academic achievement or success effective teachers incorporate a learning style approach that is useful within their classroom regarding most or all of these areas.
Learning strategies, resources, student ability, student interest, student grouping or planning.

**Samules (2004)** focused his study to examine how teachers continue to provide good educational practices by adapting their own teaching style during a period of change within an urban social district.

There were three significant findings in the study:

- There is correlation between teacher’s style or creativity and their practice and effectiveness.
- Teachers have the appropriate learning environment including books writing material and equipment, they are not using these materials to engage student in learning with great frequency.
- Teachers view change as difficult frustrating and overwhelming, they find creative way to cope with the continuous change in the school district.

These findings have significant implications for the professional development and training of teachers.

**Sahu and Sood (2005)** He studied teacher’s attitude towards self-perception and academic achievement. The results revealed that:

- A significant relationship was found between students perception of teachers attitude towards their academic achievement.
- A relationship was found between student’s perception of teacher’s attitude towards them and their self perception.
- A significant relationship was found between the academic achievement of students and their self-perception.

**Sindhu (2005)** studied the relationship between teacher’s motivation, adjustment and their academic achievement. The major findings were:
Both male and female teachers were found to possess average or above average level of motivation to work.

Most teachers displayed average and above average adjustments with school environment. The females displayed superior adjustment as compared to male.

Kulshrestha and Heernandani (2006) attempted to study the Educational attitude of prospective teachers. The result revealed that:

- Prospective teachers of both of the groups (male and female) have higher attitude for teaching than the other three attitudes.
- Male prospective teachers are better in guidance and management attitude then in teaching and research.
- While comparing the difference of mean of both the groups no significant difference was observed.

Jamal (2007) studied the relationship of organization commitment of each factor’s ie teacher stress, job satisfaction, teacher adjustment and socio emotional school climate among male and female teachers. The findings of teachers revealed that teachers stress was negatively correlated with organizational climate implying that if teachers were expected to be commited to their organization they must be free from stress. Teacher adjustment and socio emotional school climate were also found to be positively correlated with organizational commitment implying that if adjustment of teacher was high and the school provided good socio emotional climate then the teacher would have more commitment to their institutions.

Shrivastava and Pratibha (2009) investigate the relationship of teaching competency to teaching attitude and professional commitment. The findings of study a positive and significant relation between teaching attitude and teaching competence of secondary school teachers. Hence the study
concluded that a classroom teaching and mastery of the content and the competent classroom teacher who has mastery over his content may not have professional commitment.

Thukral and Kaur (2010) conducted a study to find out the relationship between adjustment and job satisfaction of teacher's. The study found no significant difference in the level of among both male and female teachers as well as science and arts teachers, the same was held with respect to job satisfaction.

Singh (2010) studied the Academic records, Adjustment and Attitude or correlates of job satisfaction among the central school teachers. The result of study indicate that the central school teachers are satisfied with their job. Female central school teachers are less satisfied. Female teachers are found to be better in academic records than males, but male teachers are having more favourable attitude towards teaching than others viz, TGT, PRTs and miscellaneous teachers. However, positive and significant correlation has been found between job satisfaction and academic records, job satisfaction and adjustment as well as between job satisfaction and attitude towards teaching.

Thus from the studies conducted by the different investigators it can be concluded that there is a strong relationship between the attitude toward teaching profession with the various personality traits of an individual. If a person has desirable attitude then he/she will be well adjusted with his/her job and will motivate him/herself for excellent programme in multi various activities of any organization. So there was an immediate need to conduct a study on attitude of senior secondary school teachers toward teaching profession in relation to their adjustment.
CHAPTER – 3
METHOD AND PROCEDURE

Research is a systematic effort to gain new knowledge. It helps in studying the problem where solutions are to be derived fully or partly from the facts. The purpose of educational research is to assertion principles and develops procedure for use in the field of education. The present study aimed at studying attitude towards teaching profession in relation to adjustment of Sr. secondary school teachers.

3.1 METHOD

To achieve these objectives, proper methodology was required to select an appropriate sample and a tool so as to get information from teachers. It must be appropriate, feasible, objective, reliable, well planned, well understood. Depending upon the objectives of the study, the descriptive survey method of research seems appropriate.

The literature and terminology of descriptive survey investigations include such expressions as descriptive survey, normative, status and tend. Descriptive studies may include present facts or current conditions concerning the nature of a group of persons, a number of objects, or a class of events, and may involve the procedure of induction, analysis, classification enumeration or measurement. The term 'survey' suggests the gathering of evidence relating to current conditions. The expression 'normative' sometime is applied to descriptive investigations because the purpose is to determine the normal or typical condition or practice, as in comparing local test result with a city, state or national norm. For present purpose the more inclusive term descriptive survey studies seems appropriate. Hence, it can be said that descriptive survey method is a forward looking approach to the solution of educational problems.
Certainly adequate survey data in the hands of an investigator of insight can be forward looking purposes. However, descriptive studies provide essential knowledge about the nature of objects events and persons. Furthermore, descriptive survey specialists have devised many tools and techniques for gathering evidence, including standard tests and norms, score card and rating scales, inventories and schedules and public-opinion polls.

3.2 VARIABLE OF THE STUDY

A variable is any condition in scientific investigation that may change in quality quantity. It may vary person to person or from situation to situation. Research variables are mainly of two types i.e. independent and dependent variables.

Independent variables are controlled and manipulated by the researchers. In the present study gender, stream and type of school are independent variables.

Dependent variable is so named because its measure is expected to depend on independent variables. In the present study attitude towards teaching profession and teacher adjustment are dependent variables.
FIG. 3.1
SAMPLING DESIGN

HIMACHAL PRADESH

HAMIRPUR DISTT.

16 SCHOOLS CHOSEN FOR PRESENT STUDY

TOTAL 200 TEACHERS SAMPLE WERE SELECTED

100 TEACHERS FROM GOVT. SCHOOL

100 TEACHER FROM PUBLIC SCHOOL

50 MALE

50 FEMALE

50 MALE

50 FEMALE

25 ARTS

25 SCIENCE

25 ARTS

25 SCIENCE

25 ARTS

25 SCIENCE

25 ARTS

25 SCIENCE
3.3 **SAMPLING**

A selected group of some elements from the total population is known a sample. It is from the study of this sample that something is known and said about the whole population.

A representative sample is a sample which has all these characteristics present in the same amount or intensity in which they are found in the population. Bias in selecting a sample can be avoided and it can be made representative of the population by selecting it randomly. A random sample involves small error in predicting population value and this error in predicting population value can be estimated also. Researcher used the random method of sampling and sixteen senior secondary schools of Hamirpur district were chosen randomly for the present study. From these schools eight government and eight private senior secondary schools were selected randomly. A sample of 100 teachers from government schools (50 male & 50 female) and 100 teachers from private schools (50 male & 50 female) were selected randomly. Sex wise, Stream wise and School wise breakup of the sample is given in Table 3.1 as follows:
<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Name of School</th>
<th>Male Teachers</th>
<th>Female Teachers</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Science</td>
<td>Arts</td>
<td>Science</td>
</tr>
<tr>
<td>1</td>
<td>Govt. Senior Secondary School Bhoranj</td>
<td>3</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>Govt. Senior Secondary School Jahu</td>
<td>5</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>Govt. Senior Secondary School Mundkhar</td>
<td>3</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>Govt. Senior Secondary School Patta</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>5</td>
<td>Govt. Senior Secondary School Bhotra</td>
<td>4</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>6</td>
<td>Govt. Senior Secondary School Bhanavi</td>
<td>0</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>7</td>
<td>Govt. Senior Secondary School Bharari</td>
<td>1</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>8</td>
<td>Govt. Senior Secondary School Ladour</td>
<td>6</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>9</td>
<td>Sai Vision Public Senior Secondary School Bharari</td>
<td>3</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>10</td>
<td>DAV Public Senior Secondary School Bhotra</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>11</td>
<td>Green Valley Public Senior Secondary School Jahu</td>
<td>1</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>12</td>
<td>Shanti Niketan Public Senior Secondary School Bharari</td>
<td>3</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>13</td>
<td>East Point Public Senior Secondary School Sulgwan</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>14</td>
<td>Seedling Public Sr.Sec. School Dehra</td>
<td>3</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>15</td>
<td>Nav Vibhor Public Senior Secondary School Sulgwan</td>
<td>3</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>16</td>
<td>Gurukul Public Senior Secondary School Ladror</td>
<td>4</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td>50</td>
<td>50</td>
<td>50</td>
</tr>
</tbody>
</table>
3.4 TOOL USED FOR DATACOLLECTION

In order to collect, the requisite data, investigator used following research tools:

1. Teacher Attitude Inventory (TAI) developed by Dr. S.P. Ahluwalia
2. Mangal teacher adjustment Inventory (MTAI) designed by Dr. S.K. Mangal (short form).

3.4.1 Description of the tools is as follows:

3.4.1.1 Description of Teacher Attitude Inventory (TAI)

This inventory is comprised of 90-items Likert instrument consisting of six sub scales. These sub-scales were developed by the Likert summated rating procedure. Each scale has 90 statements that pertain to a particular aspect of perspective and parting teachers’ professional attitudes. The six dealt within the inventory are attitude towards.

1. Teaching profession
2. Classroom teaching
3. Child-centered practices
4. Educational process
5. Pupils
6. Teachers

Keeping the rationale of attitude scale construction in mind 90 psychometrically “good attitude statement, 15 on each sub-scale were selected to constitute the final from the TAI out of 90 items 56 are in the positive declarative form and 34 of them are in negative form. Again 43 items were meant to assess attitude in favourable direction and 46 in unfavourable directions, thus the favourable unfavourable continuum adequately measures the aforesaid six selected areas.
The following table shows the total number of favourable and unfavourable items and their distribution in each sub-scale.

**Table 3.2**

**Total number of favourable and unfavourable items and their distribution**

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Sub Scale</th>
<th>Serial Numbers</th>
<th>Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Teaching Profession</td>
<td>F 1,8,20,33,41,66,85</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>UF 13,34,46,48,60,72,79,86</td>
<td>8</td>
</tr>
<tr>
<td>2.</td>
<td>Classroom Teaching</td>
<td>F 2,9,14,17,42,47,53,67</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>UF 35,38,59,61,65,73,84</td>
<td>7</td>
</tr>
<tr>
<td>3.</td>
<td>Child Centered Practices</td>
<td>F 3,11,16,27,37,39,49,62,64,80</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>UF 25,54,75,83,90</td>
<td>5</td>
</tr>
<tr>
<td>4.</td>
<td>Educational Process</td>
<td>F 15,28,36,43,50,55,71,87</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>UF 4,7,10,32,63,74,76</td>
<td>7</td>
</tr>
<tr>
<td>5.</td>
<td>Pupil</td>
<td>F 5,44,81,82,89</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>UF 18,22,29,31,37,51,56,58,70,77</td>
<td>10</td>
</tr>
<tr>
<td>6.</td>
<td>Teachers</td>
<td>F 6,23,40,52,88</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>UF 12,19,24,26,30,45,57,68,69,78</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>90</strong></td>
</tr>
</tbody>
</table>

F=Favorable –SA=4, A=3, U=2, D=1, S.D. =0  
UF=Unfavorable-SA=0, A=1, U=2, D=3, S.D. =4  
S.A. = Strongly Agree, A=Agree, U=Uncertain, S.D. = Strongly Disagree

**Response Mode**

Likert continuum strongly agree, undecided, disagree and strongly disagree has been provided of each item. The subjects responds to each item by putting a tick () in the square of the chosen alternative against the serial number of the attitude statement in the answer sheet subjects are required to respond to all the items like-wise. They do not have the option to leave any
item unanswered. The subjects are not permitted to make any mark on the text booklets as they are re-usable.

- **Scoring**

  Each item alternatives assigned a weight arranging from 4 (strongly agree) to 0 (strongly disagree). The attitude score of a subject is the sum total of items scores of all the six sub-scales. The theoretical range of score indicating the more favourable attitude towards teaching and allied aspects.

- **Reliability**

  Reliability was estimated by the split-half method and found to be .79 (correlated to .88) for a sample of 239 prospective teachers.

- **Validity**

  Determination of validity of an attitude inventory is very hard task. As the questionnaire is asking questions for measuring teacher’s attitude the content and face validity were calculated and found to be very high according to the judge responses.

**3.4.1.2 Description of Teacher Adjustment Inventory (MTAI)**

MTAI (short form) has been designed for the preliminary assessment of the adjustment or maladjustment of the teachers of both sexes belonging to Indian schools. It has been prepared in Hindi as well as in English and contains only seventy items.

In fact it is a short form of teacher adjustment inventory known as MTAI. MTAI contains 253 items which was first to published in 1982 from National psychological corporation, 41230 kacheri Ghats Agra-282004 (U.P.). MTAI is being widely used by the research investigator and teachers. The practitioners have forwarded many valuable suggestions for enhancing the value and use of this inventor. As a result, an attempt has been made to design a short form of the said inventory. The main features of this new form are as under:
➢ It has fewer items i.e. seventy, only in comparison to the long form containing 253 items.

➢ The mood of responses provides only alternatives in the form of yes or no instead of three of provided in the long form.

➢ Scoring procedure has been simplified in the following ways:

A. By assigning one mark to the response showing adjustment and zero for showing maladjustments.

B. The items of the Inventory for which ‘yes’ response show the rest of the inventory by putting mark in the beginning of the statement of the citizens where for those ten items the ‘yes’ response show adjustment and ‘no’ as maladjustment and for the learning sixty items, ‘no’ response show adjustment ‘yes’ maladjustment.

C. In the long form it was needed to compute five types of area factor wise scores for the computation of adjustment scores of individual teachers the present small to directly yield the total adjustment scores ranging from 0-70 without computing any factor or area wise scores.

D. In the long form of the inventory it was essential to arrange items of the same nature on the place to facilitate area or factor-wise scores but here in the present form. The items have been arranged in a random order and thus possibly of hall and echo effects have been minimised.

E. Interpretation of the subjects’ scores has been much simplified by providing a five fold categorization (separately for male and female teachers) in the form of very good, good, poor and very poor adjustment.

Classification of Teacher Adjustment Scores into Categories

For a rough estimation and quick interpretation of the adjustment scores earned by individual teacher attempts have also been made to provide a five fold categorization. This
categorization has been done by dividing the baseline of the normal curve into five equal units, each unit being equal to 1.20. Being a large sample, normality in the present situation could have been assumed but still than it has been established by calculating showiness and kurtosis for the distributions of the scores of the two sexes with respect to the total adjustment. This classification has been presented in Table-3.3.

### Table No. 3.3

**Classification of Teacher’s Total Adjustment in Terms of categories**

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Range of Row Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>A</td>
<td>Very Good</td>
<td>63+ above</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>54 – 62</td>
</tr>
<tr>
<td>C</td>
<td>Average</td>
<td>43 – 53</td>
</tr>
<tr>
<td>D</td>
<td>Poor</td>
<td>33 - 42</td>
</tr>
<tr>
<td>E</td>
<td>Very Poor</td>
<td>32 and below</td>
</tr>
</tbody>
</table>

#### Scoring Procedure

The made of response to each of the item of the inventory is in the form of a forced choices i.e. either yes or no, indicating complete agreement or disagreement with the purposed statement respectively. In the present Teacher Adjustment inventory (Short form) the 10 items are such where the responses ‘yes’ shows adjustment. For the remaining sixty items, the responses ‘no’ shows adjustment.

The scoring is done on adjustment by assigning one mark for the response show adjustment and zero for the response showing maladjustment. The total marks obtained by an individual. Thus may range from zero to seventy scoring scheme for each item is presented below table.
Table No. 3.4
Scoring Scheme for M.T.A.I. (Short Form)

<table>
<thead>
<tr>
<th>Sr.No.</th>
<th>Mode of response</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Sr.No. of the items where response ‘yes’ shows adjustment 7(A),19,21,23,31,38,47,57,63,70</td>
<td>‘Yes’</td>
</tr>
<tr>
<td></td>
<td></td>
<td>‘No’</td>
</tr>
<tr>
<td>b.</td>
<td>For all remaining 60 items the response ‘No’ shows adjustment</td>
<td>‘No’</td>
</tr>
<tr>
<td></td>
<td></td>
<td>‘Yes’</td>
</tr>
</tbody>
</table>

➢ Reliability

Reliability of the Mangal Teacher Adjustment Inventory is determined by split half and test retest method which are .983 and .969 respectively.

➢ Validity

The validity coefficient of Bell’s adjustment inventory (Hindi Version, N=150) was found to be -0.848. Or on the other hand, the validity coefficient of teacher adjustment inventory, MTAI (N=150) was found to be 0.906.

3.5 ADMINISTRATION OF THE TOOLS

In order to collect the data regarding teacher attitude towards teaching profession the tools were personally administrated to 200 teachers including in the sample. A proper rapport was established with respondent’s teachers before administering the tool by emphasizing the purpose and utility of the study and motivated them to give their honest and accurate expressions. It was seen that no item was left unanswered by the respondents. They were also instructed that there is no time limit for filling up the questioner. After a gap of 5-10 minutes Teacher Adjustment Inventory(MTAI) was distributed among teachers. After completion the teachers were thanked for their corporation.
3.6 STATISTICAL TECHNIQUES USES

After the collection of data next step is to analysis and interpretation of the data. For the analysis and interpretation of collected data the following statistical techniques was used.

1. ‘t’-test were used to analysis the data.

2. ‘Karl Pearsons’ co-efficient of correlation.
CHAPTER - 4
ANALYSIS AND INTERPRETATION OF DATA

Analysis of data means studying the organised material in order to bring out information useful for decision-making. The purpose of analysis is to find out the relationship between variables, which leads to the verification of hypothesis.

The analysis and interpretation of data collected for study is important to draw out significant conclusion as it involves breaking down existing complex facts into simpler parts and putting the parts together in new arrangements for the purpose of interpretation. Data are meaningless without its analysis and interpretation. According to Montgomery (1984), an experimental problem has two inter related aspects, the design of the experimental and the statistical analysis of data. The later aspects are directly dependent upon the former aspect. Statistical methods can increase the efficiency of an experimental and also strengthen the conclusion so obtained. Also in the words of Edward (1986& 1969),"if the interaction involving a given factor is not significant, then we obviously have a broader basis for generalizing about the main effect of the factor, since it has been tested in conjunction with variation of other factors rather than holding the other factor interaction, examination of interaction may provide us with additional insight as to how each factor operates."The present investigation was aimed at finding out the differences brought about by independent variables such as sex, stream and type of school in the attitude toward teaching profession and teacher adjustment.
4.1 COMPARISON OF MALE AND FEMALE SCHOOLS TEACHERS ATTITUDE TOWARDS TEACHING PROFESSION

Table 4.1
‘t’ value for male and female schools teachers towards teaching profession

<table>
<thead>
<tr>
<th>Gender</th>
<th>N</th>
<th>Mean</th>
<th>Std. deviation</th>
<th>df</th>
<th>‘t’ value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>100</td>
<td>243.91</td>
<td>21.31</td>
<td>198</td>
<td>1.31*</td>
</tr>
<tr>
<td>Female</td>
<td>100</td>
<td>238.60</td>
<td>34.57</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Not significant at 0.01 level of significance

Table 4.1 given above gives the summary of the statistical calculations for obtaining ‘t’ value with regard to attitude towards teaching profession among male and female senior secondary schools teachers. It shows that ‘t’ value calculated for the main effects of male and female on attitude towards teaching profession of senior Secondary schools teachers come out to be 1.31. The table value of ‘t’ with 198 degree of freedom 2.60 at 00.1 level and 1.97 at 0.05 level of significance respectively. As the calculated value of ‘t’ is found to be less than the table value of ‘t’ at the both levels of significance. Therefore the calculated ‘t’ ratio is found not significant. It means that male and female teachers of senior secondary schools do not differ significantly attitude towards teaching profession. Thus the null hypothesis which states that “There is no significant difference between attitude of senior secondary schools teachers towards teaching profession in relation to gender” is accepted.

Mean scores of male and female senior secondary schools teachers are 243.91 and 238.60 with SD 21.31 and 34.57 respectively. It means that male teachers have more favourable
attitude towards teaching profession in comparison to female teachers.

4.2 COMPARISON OF ARTS AND SCIENCE SCHOOLS TEACHERS ATTITUDE TOWARDS TEACHING PROFESSION

<table>
<thead>
<tr>
<th>Stream</th>
<th>N</th>
<th>Mean</th>
<th>Std. deviation</th>
<th>df</th>
<th>‘t’ value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts</td>
<td>100</td>
<td>239.00</td>
<td>25.48</td>
<td>198</td>
<td>1.11*</td>
</tr>
<tr>
<td>Science</td>
<td>100</td>
<td>243.51</td>
<td>31.68</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Not significant at 0.01 level of significance

Table4.2 given above gives the summary of the statistical calculations for obtaining ‘t’ value with regard to attitude towards teaching profession among arts and science senior secondary schools teachers. It shows that ‘t’ value calculated for the main effects of arts and science on attitude towards teaching profession of senior secondary schools teachers came out to be 1.11. The table value of ‘t’ with 198 degree of freedom 2.60 at 00.1 level and 1.97 at 0.05 level of significance respectively. As the calculated value of ‘t’ is found to be less than the table value of ‘t’ at the both levels of significance. Therefore the calculated ‘t’ ratio is found not significant. It means that arts and science teachers of senior secondary schools do not differ significantly on attitude towards teaching profession. Thus the null hypothesis which states that “There is no significant difference between attitude of senior secondary schools teachers towards teaching profession in relation to stream ” is accepted.

Mean scores of arts and science senior secondary schools teachers are 239.00 and 243.51 with SD 25.48 and 31.68 respectively. It means that science teachers have more
favourable attitude towards teaching profession in comparison to arts teachers.

4.3 COMPARISON OF GOVT. AND PVT. SCHOOLS TEACHERS ATTITUDE TOWARDS TEACHING PROFESSION

Table 4.3
‘t’ value for govt. and pvt. schools teachers attitude towards teaching profession

<table>
<thead>
<tr>
<th>School</th>
<th>N</th>
<th>Mean</th>
<th>Std. deviation</th>
<th>df</th>
<th>‘t’ value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Govt.</td>
<td>100</td>
<td>238.20</td>
<td>31.35</td>
<td>198</td>
<td>1.51*</td>
</tr>
<tr>
<td>Pvt.</td>
<td>100</td>
<td>244.31</td>
<td>25.71</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Not significant at 0.01 level of significance

Table 4.3 given above gives the summary of the statistical calculations for obtaining ‘t’ value with regard to attitude towards teaching profession among govt. and pvt. senior secondary schools teachers. It shows that ‘t’ value calculated for the main effects of govt. and pvt. school on attitude towards teaching profession of senior secondary schools teachers come out to be 1.51. The table value of ‘t’ with 198 degree of freedom 2.60 at 0.01 level and 1.97 at 0.05 level of significance respectively. As the calculated value of ‘t’ is found to be less than the table value of ‘t’ at the both levels of significance. Therefore the calculated ‘t’ ratio is found not significant. It means that govt. and pvt. teachers of senior secondary schools do not differ significantly on attitude towards teaching profession. Thus the null hypothesis which states that “There is no significant difference between attitude of senior secondary school teachers towards teaching profession in relation to type of schools” is accepted.

Mean scores of govt. and pvt. senior secondary schools teachers are 238.20 and 244.31 with SD 31.35 and 25.71
respectively. It means that pvt. school teachers have more favourable attitude towards teaching profession in comparison to govt. schools teachers.

4.4 RELATIONSHIP BETWEEN ATTITUDE TOWARDS TEACHING PROFESSION AND ADJUSTMENT OF SENIOR SECONDARY SCHOOLS TEACHERS

Table 4.4
The value of product moment correlation between attitude towards teaching profession and adjustment of senior secondary schools teachers

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>Std. deviation</th>
<th>df</th>
<th>‘r’</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher attitude</td>
<td>100</td>
<td>241.26</td>
<td>28.76</td>
<td>198</td>
<td>.285**</td>
</tr>
<tr>
<td>Teacher adjustment</td>
<td>100</td>
<td>50.14</td>
<td>8.70</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

** Significant at 0.01 level of significance.

Table 4.4 given above gives the summary of the statistical calculations for obtaining relationship between attitude towards teaching profession and adjustment of senior secondary schools teachers in term of product moment correlation come out be significant at 0.01 level of significance. It interpret that increase or decrease in teachers adjustment correspond to change in attitude of teachers towards teaching profession.

Hence the null hypothesis state that “There is no significant relationship between attitude towards teaching profession and adjustment of senior secondary schools teachers” is rejected.
5.1 SUMMARY

The main aim of education is to modify the behavior of the child according to the needs and expectancy of the society. Education is the all round development of the person. Behavior is composed of so many attributes one of the important attribute is attitude. It is important for the teachers to understand the nature of things and considered a clear out look towards that thing.

The prosperity of a nation is also reflected in its educational system however, the fact remains that the most important factor in the educational process is the teacher. The teaching behaviour of a teacher is more or less guided by his attitude towards different dimensions and inner urges. In a teaching situation the teaching behavior of a teacher may be directly influenced by his attitude towards teaching profession, methods of teaching, discipline and professional growth. The present study is expected to throw some light on the issue. It is believed that the teacher will have to develop a desirable professional attitude and adjustment so that they can inspire themselves for the numerous duties in their schools. Their adjustment is reflected in their attitude from time to time. The investigator felt an attempt was necessary to study and compare whether the attitude and adjustment of teachers serving in various schools differ significantly or not.

Statement of the Problem

"ATTITUDE TOWARDS TEACHING PROFESSION IN RELATION TO ADJUSTMENT OF SENIOR SECONDARY SCHOOLS TEACHERS".
Objective of the Study

1. To compare the attitude of senior secondary schools teachers towards teaching profession in relation to gender.
2. To compare the attitude of senior secondary schools teachers towards teaching profession in relation to stream.
3. To compare the attitude of senior secondary schools teachers towards teaching profession in relation to type of schools.
4. To study the relationship between attitude towards teaching profession and adjustment of senior secondary schools teachers.

Hypotheses of the Study

1. There is no significant difference between attitude towards teaching profession of senior secondary schools teachers in relation to gender.
2. There is no significant difference between attitude towards profession of senior secondary schools teachers in relation to stream.
3. There is no significant difference between attitude towards teaching profession of senior secondary schools teachers in relation to type of schools.
4. There is no significant relationship between attitude towards teaching profession and adjustment of senior secondary schools teachers.

Delimitations of the Study

Taking into consideration the time and resources on the disposal of the research, the present study was delimited in terms of sample and areas of study aspects as under:-

- The study was delimited to district Hamirpur only.
- The study was delimited to govt. and pvt. schools only.
The study was confined to the senior secondary schools male and female teachers only.

**Operational Definitions of the Terms Used**

- **Government Schools:** the schools, which are run and governed by the state government under certain rules.
- **Private Schools:** the schools, which are run and governed by certain private bodies or agencies etc.
- **Stream:** refers to arts and science group.
- **Sex:** refers to male and female group.
- **Teaching attitude:** an attitude is a personal disposition common to individuals but is possessed by different individual in different degree. It implies them to react to objects, situations or proposition in the way that can be called favourable or unfavourable. This basic motivation is responsible for molding the nature of attitude in each individual. Continuous motivation manifests it in terms of appetites and aversions and through experience we develop favourable and unfavourable indicates towards various objects class of objects.
- **Teacher Adjustment:** adjustment of teachers related with four different aspects i.e. home Teacher adjustment, social adjustment, emotional adjustment and educational adjustment.

**Method**

The present study was mainly aimed at studying the attitude and adjustment of senior secondary school teachers in relation to sex, stream and type of school.

In order to collect data survey method of research was followed.
Sample

The sample for the present study was drawn from sixteen govt. and pvt. schools of Hamirpur district of Himachal Pradesh. The total sample comprised of 100 male and 100 female teachers.

Design of Study

For testing of hypotheses, a research design involving two level of sex (male and female), two level of stream (arts and stream), two level of type of school (govt. and public) were used.

Tool Used for Data Collection

In order to collect, the requisite data, investigator used following research tools:

1. Teacher Attitude Inventory (TAI) developed by Dr. S.P.Ahluwalia.
2. Mangal teacher adjustment Inventory (MTAI) designed by Dr. S.K. Mangal (short form).

Statistical Techniques Used

After the collection of data next step is to analysis and interpretation of the data. For the analysis and interpretation of collected data the following statistical techniques was used.

- ‘t’-test were used to analysis the data.
- ‘Karl Pearsons’ co-efficient of correlation.

5.2 FINDINGS/ CONCLUSIONS

In the light of analysis and interpretation of the present study, following findings may be laid down.

1. There is no significant difference between attitude of senior secondary schools teachers towards teaching profession in relation to gender but mean score shows slightly difference between two.
2. There is no significant difference between attitude of senior secondary schools teachers towards teaching profession in relation to stream but mean score shows slightly difference between two.

3. There is no significant difference between attitude of senior secondary schools teachers towards teaching profession in relation to type of schools but mean score shows slightly difference between two.

4. There is a significant relationship between attitude towards teaching profession and adjustment of senior secondary schools teachers.

5.3 EDUCATIONAL IMPLICATIONS

In view of the results of the present study the investigator laid down the following educational implication

- Certain programmes such as seminars, workshops and refresher courses must be arranged for in-service teachers to improve their attitude towards teaching profession.
- There should be reasonable workload (teaching as well as non-teaching workload) on teachers, so that they may not feel over burdened.
- Focus should be on improving school climate which will help the teachers to perform better in teaching learning process.
- There should not be much interference in the work of teachers by higher authorities so that they can prove their potentialities and learns to be independent.
- Social status and economic conditions of pvt. school teachers should be improved so that they have no other goal but teaching.
- For the attainment of good mental health and adjustment of teacher it is necessary to provide them with personal them personal and group guidance too.
5.4 SUGGESTIONS FOR FURTHER STUDY

- The study may be extended to a large and vast sample and for different schools.
- The study may be undertaken to the attitude of senior secondary schools teachers of govt. and pvt. Institutions of all district of H.P towards teaching.
- The study may be conducted in different district of H.P or other state.
- The study can be further done with J.B.T schools teacher.
- The study can be further done with the higher educational institutions with other variables.
- The study may be conducted to study the teacher adjustment and teacher attitude of non-tribal teachers serving in non-tribal and tribal areas.
BIBLIOGRAPHY


Sundararajan, S.Krishna Kumar, and Bala Krishnan, K (1991): *Student Teacher Attitude Towards Teaching and their


