

# PERSONALITY ADJUSTMENT OF SECONDARY SCHOOL TEACHERS

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## ***Abstract***

*Effective teachers need to be able to work in a constantly evolving environment and adjust their teaching methods based on the age of their students, the resources available and changing curriculum, practices and requirements. The present study was carried out to find out the level of personality adjustment of secondary school teachers. 525 teachers working at secondary level working in high and higher secondary schools of Kancheepuram district were taken as sample. The tool used for the present study was Personality Adjustment Inventory by Pavankumar and Dr. Baskaran (2019). It was found out that the level of Personality Adjustment of teachers at Secondary level in different dimensions was moderate, there is no significant difference in Personality Adjustment of teachers at secondary level with respect to qualification and there is significant difference in Personality Adjustment of teachers at secondary level with respect to experience.*

**Keywords:** *Effective teachers, experience, personality adjustment, secondary teachers, qualification.*

## **I. Introduction**

Effective teachers can make a world of difference in a student's life, impacting everything from their classroom learning to their long term success. Research shows that effective teachers are the single most important factor that contributes to student achievement in the classroom, more important than facilities, school resources and even school leadership. There are many qualities of effective teachers and this study focused mainly on the personality adjustment and job satisfaction of secondary school teachers.

## **II. Review of Literature**

**Dakshinamurthy. K (2010)** examined the “Effect of teacher’s personality, attitude towards profession and teaching effectiveness on academic achievement of students.” The purpose of this study was to examine the relationship between teacher variables on academic achievement of secondary school students. This study collected

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data from 150 teachers and 450 students of 68 secondary schools in Karnataka State. Tools like Kundu's Introversion / Extroversion Inventory (KIEI) (1976), To test the Academic Achievement of Students, it was decided to construct a standardized test for students. Finally the data was analyzed by statistical methods; as there were three independent variables it was decided to use 3-way analysis of variance technique i.e., ANOVA.

**Mangala B. Ram and Anwar G. (2012)** investigated a study on "Relationship between Emotional Intelligence and personality adjustment among teacher-trainees." The present study reports about the relationship between Emotional Intelligence and Personality Adjustment among teacher-trainees in Mysore city. 900 (510 female + 390 male) student-teachers of I and II year D.Ed., Institutions which were Government, Government – Aided and Private were randomly selected for the study with their social, emotional, and health adjustments. Dalip Singh's "Emotional Intelligence Test" questionnaire was modified and translated into Kannada by the Investigator for testing their Emotional Intelligence. Bells Adjustment Inventory" was modified and translated into Kannada by the investigator to test their Personality Adjustment. The results revealed that student-teachers with high level of Emotional Intelligence could easily get adjusted to home environment. Significant difference was observed among social, emotional and health adjustment. Home adjustment shows a higher value when compared with other scores. There was no significant influence of SES on Emotional Intelligence on teacher-trainees.

### III. Objectives

- To find out the level of Personality Adjustment of teachers at Secondary level in different dimensions.
- To find out if there is any significant difference in Personality Adjustment of teachers at secondary level with respect to qualification.
- To find out if there is any significant difference in Personality Adjustment of teachers at secondary level with respect to experience.

### IV. Hypotheses

- The level of Personality Adjustment of teachers at Secondary level is moderate.
- There is no significant difference in Personality Adjustment of teachers at secondary level with respect to qualification.
- There is no significant difference in Personality Adjustment of teachers at secondary level with respect to experience.

### V. Plan and Procedure

**Method:** The study was conducted in Kancheepuram District. Survey method was adopted to collect the data from the sample.

**Population & Sample:** All the teachers working in high and higher secondary schools of Kancheepuram district constituted the population of the present study. The sample was selected on random basis from the population and the total sample comprises of 525 teachers working at secondary level.

**Tool used for the present study:** Personality Adjustment Inventory by Pavankumar and Dr Baskaran (2019). The statements in the inventory were set against a 5 point scale viz., strongly disagree, disagree, undecided, agree, and strongly agree. The inventory consists of both positive 26 items and negative 34 items. The scores for positive items were 1,2,3,4, and 5 respectively and for negative statements vice versa. The sum of scores shows the degree of adjustment level of the individual. The maximum score of the inventory was 75 for each section and the minimum was 15 for each section. The total score for the tool was 300.

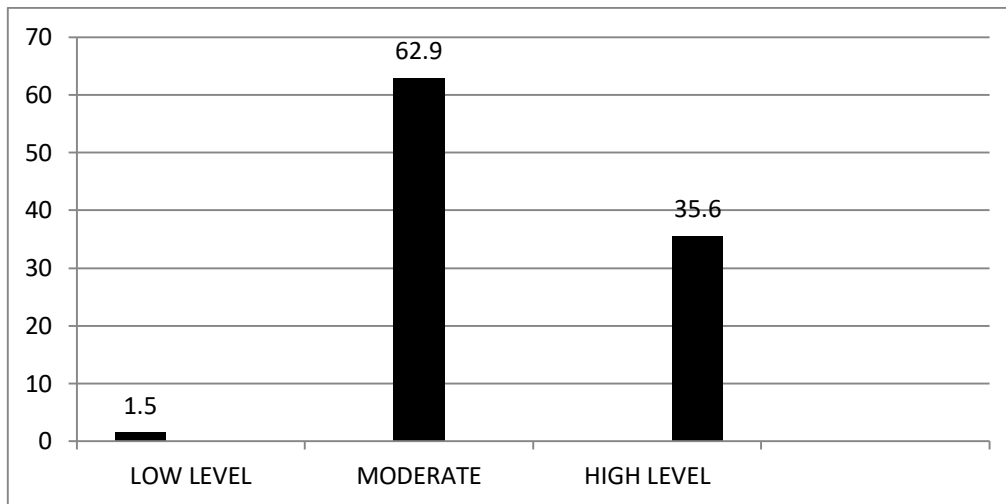
## VI. Results and Discussion

**Hypothesis 1:** The level of Personality Adjustment of teachers at Secondary level is moderate.

**Table 1: Level of Personality Adjustment among Secondary School Teachers**

Personality Adjustment				
	Low Le	Moderate Le	High Le	Total
Frequen	8	330	187	525
% of Tc	1.5%	62.9%	35.6%	100.0%

It is observed from the table 4.2 that only eight sample i.e. 1.5% of them have low level of personality adjustment, majority of the teachers i.e. 62.9% are having moderate level of personality adjustment and nearly one third of the teachers are having high level of personality adjustment. Adjustment is one of the important traits that will make the teachers to become effective. So, appropriate intervention strategies should be given to improve the personality adjustment of the teachers in the study area.



**Figure 1: Level of Personality Adjustment among Secondary School Teachers (%)**

**Hypothesis 2:** There is no significant difference in Personality Adjustment of teachers at secondary level with respect to qualification.

**Table 2: Significant Difference in Personality Adjustment of Teachers at Secondary Level with respect to Qualification**

Variable	Experience	M	St. Devia	't'	LS
Personality Adjustment	Upto 10 Year	201	38.	0	Not Significant
	Above 10 Year	200	35.		

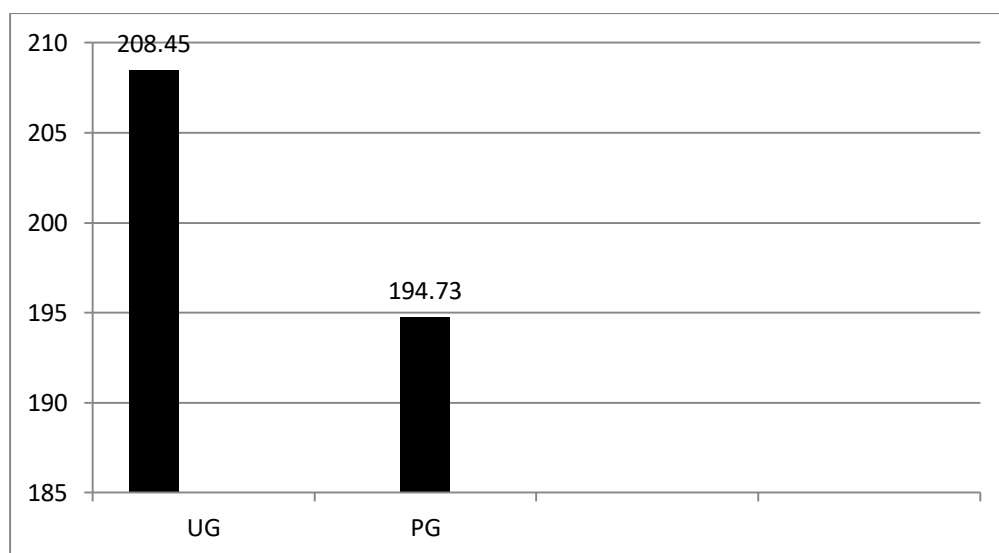
It is inferred that the teachers whose experience upto 10 years and below 10 years do not differ significantly in their personality adjustment. Hence the formulated null hypothesis is accepted.

**Hypothesis 3:** There is no significant difference in Personality Adjustment of teachers at secondary level with respect to experience.

**Table 3: Significant Difference in Personality Adjustment of Teachers at Secondary Level with respect to Experience**

Variab	Acad Qualif	Me	Std Devia	va	LS
Personal Adjustm	U	208	40.4	4	Signific
	P	194	33.6		

The mean value of UG qualified teachers is better than PG qualified Teachers in personality adjustment. It indicates that those who have higher education qualification may have less adjustment. It may be due to the practices followed in the schools and the PG qualified teachers may feel that they are in high level so, no need to adjust with others. Importance of personality adjustment should be given to PG qualified teachers to improve the existing level of their adjustment. The formulated hypothesis is rejected.



**Figure 3: Significant Difference in Personality Adjustment of Teachers at Secondary level with respect to Experience**

## VII. Recommendations

➤ Teachers with above 10 years experience have low level of Personality adjustment. New brooms sweep well. Fresh teachers teach with complete vigour and dedication. As years go by they became monotonous in their teaching carrier and hence tend to have low level. This has to be arrested by introducing frequent counseling and orientation programme for such senior teachers who have completed 10 years of service.

➤ . PG qualified teachers have low level personality adjustment. This is so because they consider themselves as academically superior and hence should teach higher classes only programme should be conducted to them to educate that they should be ready to teach any classes and adjustment is an important component to achieve both in personal and professional life. A mechanism in every school should be developed to see every teaching became highly sociable with one another high degree of adjustment is brought in the regular system for this an ego free strategy should exist in every school.

## VIII. Conclusion

The present investigation was done to find out the level of Personality adjustment of secondary teachers. It was found out that there exists moderate level of Personality adjustment found among teachers at high school level. There is significant difference found among the teachers in their personality adjustment with respect to qualification and significant difference is not found with respect to experience. The level of personality adjustment can be enhanced through various open educational resources. If the teachers are made aware of these resources, they will be updated and improve their efficiency.

## Acknowledgement

The authors extend their gratitude to Algappa University, Karaikudi for giving opportunity to carry out this research and publish this article based on the findings of the research.

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