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CHAPTER - III

PLAN AND PROCEDURE

Pursuance of objectives of the study and testing of hypotheses called for:

(1) Selection of an appropriate method of research.

(2) Selection of a suitable scale for assesment of total adjustment or maladjustment of teachers of both sexes.

(3) Selection of a sample of teachers using appropriate sampling technique.

(4) Administration of Teacher Adjustment Inventory and collection of data.

(5) Scoring procedure of the teacher adjustment capacity on the Teacher Adjustment Inventory.

(6) Selection of appropriate statistical techniques for the analysis data.

The procedure followed in respect of above six steps are described in detail in this chapter.

Method of Research

Survey and analytical (descriptive) methods of research were found to be appropriate for the present study.

Data Gathering Tool

A standardised tool; Teacher Adjustment Inventory by Mangal S. K. (1979) was used to assess the adjustment or maladjustment of teachers of both sexes. A standardised test is a tool of observing samples of individual behaviour objectively and comprehensively. It is economical in relation to time, money and the person engaged, easy to administer, score and interpret and acceptable to all circumstances. Its item has a highly discriminative value into various fixed norms such as age norms, sex norms, educational norms. With all this a standardised test is highly reliable and valid. It has a manual of instruction, answer sheets, scoring key. A test is standardised on sample population which represents the entire population and is applicable to all members of population.

Mangal S. K. studied the common factor in teachers adjustment and found that,

(1) Teachers adjustment consisted of five factors; they were :

(i) Adjustment with Academic and General Environment of the institution.

(ii) Socio-Psycho-Physical Adjustment.

(iii) Professional Relationship Adjustment.

(iv) Personal Life Adjustment.

(v) Financial Adjustment and Job-Satisfaction.

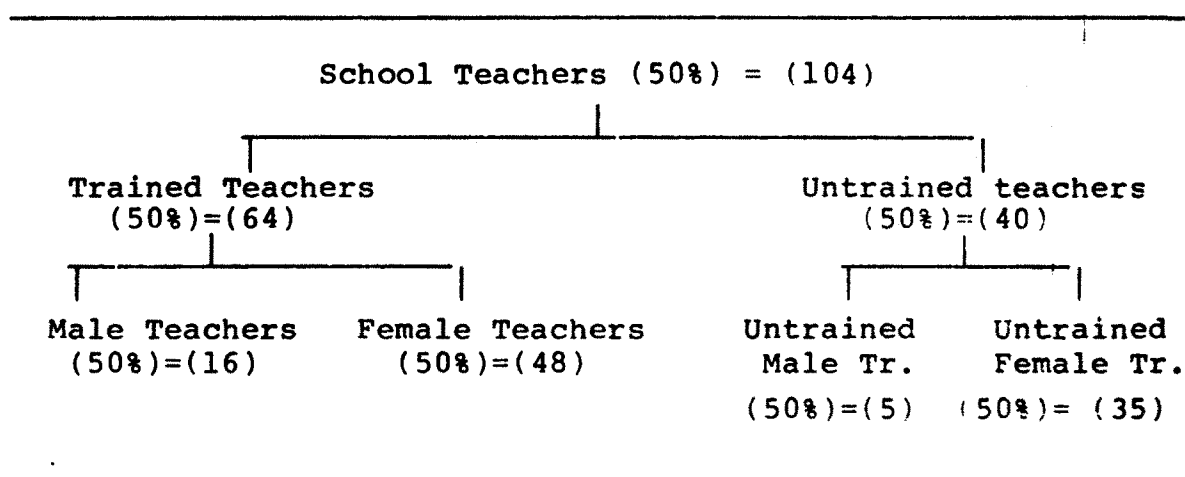
(2) The test-retest reliability and split-half reliability for each factor ranked between 0.97 and 0.99 and between 0.94 and 0.99, respectively.

(3) The criterion related validity against the Bell Adjustment Inventory and ratings of the teachers by the headmasters came out to be - 0.967 and 0.986 respectively. (See Appendix '1' for the Inventory along with manual and scoring key).

The inventory consists of 253 items to assess the adjustment and maladjustment of teachers of both sexes. The subject is required to respond to each item/statement on three point scale in such a way as to describe the way in which he/she generally thinks of the adjustment problems.

Sample

A random sample of 104 school teachers of highschools constituted the sample of the study.



1. Fifty percent (104) of the school teachers had been covered in the study from all the Private English Medium Highschool of Kolhapur City.

2. Fifty percent (64) trained teachers and fifty percent (40) untrained teachers had been taken for the study.

3. Fifty percent (21) male teachers and fifty percent (83) female teachers had been taken for the study.

Collection of Data

The English version of Teacher Adjustment Inventory by Mangal S. K. was administered to school teachers involved in the study. Necessary directions for responding to the items of the inventory were also given.

Scoring Procedure

The mode of responses to each item of the inventory were in the form of 'yes', 'no' or '?' indicating complete agreement, disagreement or neither agreement or disagreement with the proposed statement respectively. In the Teacher Adjustment Inventory 41 items were such that the response 'yes' shows adjustment. In the scoring scheme it had been planned to assign score 2 for the responses indicating adjustment, score 1 for the undecided (?) responses and zero for the response indicating lack of adjustment of maladjustment. Scoring had been done according to the scoring scheme of the Teacher Adjustment Inventory.

The inventory yielded two types of scores for an individual subject :

- (i) Factorwise or Areawise scores.
- (ii) Total Adjustment scores.

Total adjustment score of a subject depended upon his scores in all the five factors or areas of adjustment. It is obtained by summing up all the five factors scores. Total adjustment scores of a subject may range from 0 to 608. The teacher adjustment inventory scored on the adjustment side, a high score, in any of the five areas shows a quite satisfactory adjustment of an individual in that area and the lower shows, a poor adjustment in that area. Similarly, higher score on total adjustment shows his good and satisfactory adjustment and lower scores shows overall poor adjustment.

Method of Analysis of Data

The data for teacher adjustment were tabulated on a master chart. Statistical indexes such as Mean, Standard Deviation (S.D.) were computed for all the distributions in persuance of objectives and appropriate 't' test was employed in order to test hypotheses of the study. The following formula was used;

$$t = \frac{M_1 - M_2}{\sqrt{\frac{(S_1^2)}{N_1} + \frac{(S_2^2)}{N_2}}}$$

To classify the subjects in five categories in accordance with the raw scores obtained by them on the Teachers Adjustment Inventory, the five different categories of adjustment were :

- A - Very Good Adjustment
- B - Good Adjustment
- C - Average Adjustment
- D - Poor Adjustment
- E - Very Poor Adjustment.

The classification of adjustment in term of categories had been done with the help of Manual for the Teacher Adjustment Inventory (See Appendix-4 for the Inventory along with Scoring key and manual).