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CHAPTER - V

SUMMARY AND CONCLUSION

Introduction

The quality of education depends to a large extent on the quality of teachers. The importance of teacher education has been emphasised and is laid down in the Education Policy Document and Indian Education Commission (1964-66) as ".....of all the different factors which influence the quality of education and its contribution to national development, the quality, competence and character of teachers are undoubtedly the most significant. Nothing is more important than securing recruits to the teaching profession, providing them with the best possible professional preparation, and creating satisfactory conditions of work, in which they can be fully effective." (National Policy of Education 1964-66, P-84)

Teachers occupy a place of paramount importance in any system of education. The whole system of education revolves around them. They influence boys and girls by their conduct, behaviour and adjustment. Their task is not confined only to preserve, interpret and transmit our culture to the next generation but also to bring social change. They have to work as active agents of change in society.

It is well said that as are the teachers so is the standard of education of children in any society and hence the preparation of good and well adjusted teachers at various levels through proper training programme is an extremely important task for nation building.

Though Government of India has made it mandatory to appoint trained teachers in school, whether private or governmental, it is found that along with trained teachers, untrained teachers do exist in many schools due to various reasons like failure to get trained teachers with certain specialisation or due to financial constraints of oppointing a trained teacher etc. As the teacher training programmes are designed to produce a teacher who is not only good in the content but also to be a good communicator to his her students and more over be a good individual in society. Hence, a need to probe into the effect of the existing teachers training programmes on the development of the adjustment ability of the teachers arose.

The Study

Statement of The Problem :

"A STUDY OF EFFECT OF TEACHERS TRAINING ON THE ADJUSTMENT OF SCHOOL TEACHERS."

Significance of the Study :

The teachers training institutions are providing

the prospective teachers, the necessary theoretical knowledge and skill to make a good teacher. However, the individuals opting for this course are not selected on any aptitude tests. Hence, the training falls short to make every individual who undergoes these courses to be a good teacher. One of the aspects of a good teacher is that he or she should be a highly adjusting individual in his or her working environment. This study has tried to probe into the effect of teacher s training on adjustment of school teachers which has not been done earlier in this geographical area.

It is found that the existing teachers training courses ~~has not been~~ able to develop the adjustment ability in the teachers as the results show that there is no difference between the trained and untrained teachers in their adjustment capacity. Therefore one should incorporate special training programmes in the teachers training courses to produce well adjusted teachers.

Limitations of the Study :

(i) The study was confined only to private English Medium Highschools of Kolhapur City.

(ii) Only 50% of the population has been taken for the study.

Objectives of the Study :

(i) To find out the adjustment capacity of the school teachers.

(ii) To compare the adjustment capacity of trained teachers with untrained teachers.

(iii) To compare the adjustment capacity of trained male teachers with trained female teachers.

(iv) To compare the adjustment capacity of the untrained male teachers with untrained female teachers.

(v) To compare the adjustment capacity of trained male teachers with untrained male teachers.

(vi) To compare the adjustment capacity of trained female teachers with untrained female teachers.

(vii) To compare the adjustment with the academic and general environment of the institution of trained teachers with untrained teachers.

(viii) To compare socio-psycho-physical adjustment of the trained teachers with untrained teachers.

(ix) To compare the professional relationship adjustment of trained teachers with untrained teachers.

(x) To compare the personal life adjustment of trained teachers with untrained teachers.

(xi) To compare the financial adjustment and job satisfaction of trained teachers with untrained teachers.

Hypotheses of the Study

The hypotheses of the study are :

(i) There is no significant difference in the adjustment capacity of trained teachers with untrained teachers.

(ii) There is no significant difference in the adjustment capacity of trained male teachers with trained female teachers.

(iii) There is no significant difference in the adjustment capacity of untrained male teachers with untrained female teachers.

(iv) There is no significant difference in the adjustment capacity of trained male teachers with untrained male teachers.

(v) There is no significant difference in the adjustment capacity of trained female teachers with untrained female teachers.

(vi) There is no significant difference in the adjustment capacity with academic and general environment of trained teachers with untrained teachers.

(vii) There is no significant difference in the socio-psycho-physical adjustment of trained teachers with untrained teachers.

(viii) There is no significant difference in the professional relationship adjustment of trained teachers with untrained teachers.

(ix) There is no significant difference in the personal life adjustment of trained teachers with untrained teachers.

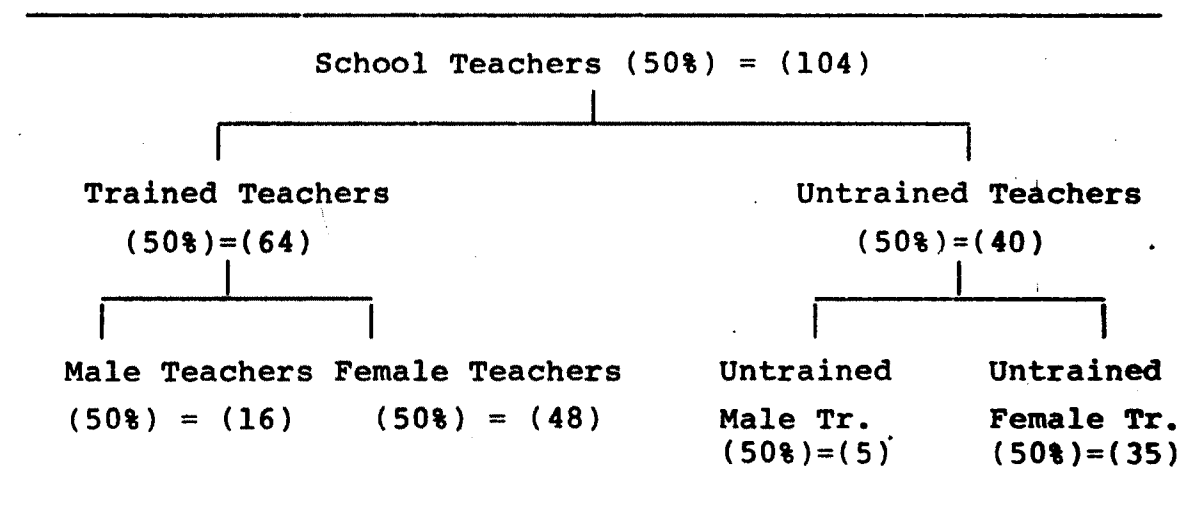
(x) There is no significant difference in the financial adjustment and job satisfaction of trained teachers with untrained teachers.

Design of the Study :**Research Design :**

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

Sample :

A random 104 (50%) trained and untrained teachers of private English Medium Highschools constituted the sample of the study. The sample is given below :



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

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

(iii) Fifty percent of male teachers and fifty percent female teachers had been taken for the study.

Data Gathering Tool :

Standardised Teacher Adjustment Inventory by Mangal S. K. was used to assess total adjustment capacity and five factors or areas of adjustment of school teachers.

Five factors or area of adjustment were :

(i) Adjustment with academic and general environment of the institution.

(ii) Socio-Phycho-Physical Adjustment.

(iii) Professional Relationship Adjustment.

(iv) Personal Life Adjustment.

(v) Financial Adjustment and job Satisfaction.

The subject has to respond to each item/statement in such a way as describe the way in which he/she generally thinks of the adjustment problem. The responses were scored with the help of the scoring key (see Appendix for the inventory along with scoring key and manual). The mode of response to each of the item of the inventory was in the form of 'yes' 'No' or '?' indicating complete agreement, disagreement or neither agreement or disagreement with the proposed statement respectively. In the scoring scheme it has been planned to assign, score 2 for the response indicating adjustment, score 1 for the undecided (?) response and zero for the response indicating lack of

adjustment or maladjustment. The inventory yielded two types of scores for an individual subject :

(i) Factor scores or Area scores for each of the five factors or areas of teacher adjustment.

(ii) Total adjustment score.

Total adjustment score of a subject depends upon his scores in all the five factors or areas of adjustment. Total adjustment score of a subject may range from 0 to 608. The co-efficient reliability of inventory by test-retest method and split-half method is 0.99 (n=200). The validity co-efficient of the inventory against Headmaster rating 0.969 (n=270) (See Appendix for the reliability and validity of the inventory in the manual Table 1 and 2).

Collection of Data :

To collect the essential data required for the study 'Teacher Adjustment Inventory' prepared by Dr. S. K. Mangal was administered to 104 trained and untrained school teachers involved in the study. Necessary direction for responding to the items of the inventory were also given.

Techniques used for the Analysis of Data :

Statistical indexes such as mean, standard deviation were computed in persuance of objectives.

Appropriate 't' test was employed in order to test hypotheses.

Findings of the Study :

The study revealed the following findings.

i) There is no significant difference in the adjustment capacity of trained teachers with untrained teachers.

ii) There is no significant difference in the adjustment capacity of trained male teachers with trained female teachers.

iii) There is no significant difference in the adjustment capacity of untrained male teachers with untrained female teachers at 0.01 level but at 0.05 level 't' value is greater than the tabled 't' value so that at 0.05 level there is significant difference in the adjustment capacity of untrained male teachers with untrained female teachers.

iv) There is no significant difference in the adjustment capacity of trained male teachers with untrained male teachers.

v) There is no significant difference in the adjustment capacity of trained female teachers with untrained female teachers.

vi) There is no significant difference in the adjustment capacity of academic and general environment of

institution of trained teachers with untrained teachers.

vii) There is no significant difference in socio-psycho-physical adjustment capacity of trained teachers with untrained teachers.

viii) There is no significant difference in professional relationship adjustment of trained teachers with untrained teachers.

ix) There is no significant difference in the personal life adjustment of trained teachers with untrained teachers.

x) There is no significant difference in the financial adjustment and job satisfaction of trained teachers with untrained teachers.

Conclusions :

The study has revealed that,

i) Adjustment capacity of school teachers is average whether they are trained or untrained. It can be said that teacher training does not effect the adjustment capacity of the school teachers.

ii) Adjustment with academic and general environment of institution of trained male teachers and untrained male teachers are better than trained and untrained female teachers.

iii) In the area of socio-psycho-physical adjustment all the four groups; trained male and female teachers and

untrained male and female teachers have average adjustment.

iv) All the four groups trained male teachers and untrained male teachers and trained and untrained female teachers have average adjustment capacity in the area of professional adjustment. Teacher training has not effect on this area of adjustment.

v) In the professional life adjustment trained male and female teachers are the same. The Teacher training has no effect on the personal life adjustment capacity of trained and untrained teachers.

vi) In the area of financial adjustment and job satisfaction trained and untrained male teachers have same average adjustment capacity. Whereas in the female groups trained female teachers scored the same average adjustment but untrained female teachers are poorly adjusted. It can be said that untrained female teachers faced financial problems and get little job satisfaction than their counterpart.

Educational Implications :

It is well said that as are the teachers so is the standard of education of children in any society and hence the preparation of teachers for education of child at various levels is an extremely important task for nation building. In fact the money spent on teachers preparation is a good dividend in the form of producing good citizen.

Unfortunately, confusion is created by a variety of factors in the programmes pursued with hardly any uniformity in the course content, duration of course, time spent each year in each training institution on theory and practical work and practice teaching, in requirements of admission, in marks for passing, in methods of evaluation, etc. Apart from this lack of uniformity, are the bad conditions of physical facilities and attitude of the teacher educators and the management, whose motives often are anything but academic. Moreover there is a traditional system of hurrying through teacher preparation in a few months like going through a ceremony to put a stamp on the teacher as a trained person. The training programme has no effect on the teachers during their training period. Adequate time is required for the preparation of the teachers like other professionals such as doctors, engineers, lawyers who undergo the training or education by following a programme in which theoretical studies are integrated with practical work and conducted under the roof of the same institution.

i) Keeping in view the present study aimed at studying the effect of teachers training on the adjustment of school teachers the study has revealed that there is no significant difference in the adjustment capacity of trained teachers with untrained teachers. This clearly

indicates that teachers training and adjustment capacity of teachers has no effect on each other.

ii) This study also revealed that, whether the teachers trained or untrained they have no problem in the adjustment of the socio-psycho-physical professional and personal area of adjustment.

iii) This study also revealed that male trained and untrained teachers shows better adjustment in the area of academic and general environment of institution. But untrained female teachers are facing more financial problems and need more job satisfaction.

It is found that the existing teachers training programmes has not been able to develop the adjustment ability in the teachers. Therefore, one should incorporate special training programmes in the teachers training courses to produce well adjusted teachers. More emphasis should be laid on the personality factors in the selection of teachers and that suitable tests for assessing the personality of the candidates should be devised and standarised.

Thus this study may provide guidance to prospective administrators, planners, headmasters and teachers in planning and implimenting programmes to achieves the ultimate goal i.e. to provide good and well adjusted teachers who is not only good in the content but also to be

a good communicator to his/her students.

Suggestions for Further Research :

Any investigation answers only a few questions. It cannot be complete in itself and when the effect of teacher training on adjustment capacity of school teachers, is being investigated, the conclusions drawn from such a study remain purely hypothetical. So the need for further studies arise. Following are some of the suggestions for further research :

i) The study be repeated involving large number of schools in the form of a research project.

ii) Same study may be extended to find out the effect of teachers training on adjustment capacity of Marathi Medium Schools.

iii) A comparative study of adjustment capacity of school teachers and teachers trainees may be undertaken.

iv) A comparative study of adjustment capacity of male and female school teachers and their efficiency may be undertaken.

v) An investigation of methodology followed in teaching during training and in-service period be studied.

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MANUAL FOR TEACHER ADJUSTMENT INVENTORY

Teacher Adjustment Inventory has been designed for use with Hindi knowing school teachers of India. It has been prepared in Hindi as well as in English and has 253 items. It is a preliminary device to assess the adjustment of teachers of both sexes. It does not in any way, pretend to diagnose the type of psychoneurotic disorders or to indicate a finer degree of discrimination of adjustment. It merely attempts to segregate the poorly adjusted teacher from those who are better adjusted. Therefore, it is helpful in identifying the teacher who may stand in need of psychodiagnostic study and counselling in the specific area of teacher adjustment separately as well as in terms of his total adjustment. Similarly, it may bring into focus the teachers who are reasonably satisfied and adjusted and thus may be entrusted with the task of bringing efficiency and improvement in Education. Moreover as a self assessment device it may render help to the teachers for modifying and adjusting their behaviour according to the demands of the situations.

The Construction of the Inventory :

In the beginning 21 dimensions or areas of teachers adjustment were arbitrarily selected and in all 410 items were pooled under these dimensions. These items

were checked for relatedness, appropriate language and singleness of the idea.

It led to the elimination of 33 items out of 410. The remaining 387 items were subjected to item analysis.

Item Analysis : Item analysis was carried out on a stratified proportionate random sample of 150 High School teachers of Haryana State by the methods of (i) Upper and Lower thirds, (ii) Point biserial 'r', (iii) Content Analysis.

It led to the elimination of 134 items and retention of 253 items.

Factor Analysis : The above form of the Inventory comprising 21 dimension sub-tests administered to stratified proportionate cluster random sample of 400 teachers. The test-retest reliability of the sub-test ranged between .86 to .99. The data were then computerized for factor analysis.

First order factors were deduced by Principal component method and then orthogonal rotation was carried out through Kaiser's Varimax Method. The factor analysis gave the following five factors or broad areas of teacher adjustment.

1. Adjustment with Academic and General Environment of the Institutions.
2. Socio-psycho-physical Adjustment.
3. Professional Relationship Adjustment.
4. Personal Life Adjustment.
5. Financial Adjustment and Job Satisfaction.

In view of the results of factor analysis 21 dimension sub-test of the inventory were rearranged as to yield factor wise and total adjustment scores with more ease and convenience. This arrangement is given in table No. 7.

Standardization of the Inventory :

The above final form of the Inventory was put to standardization on the population of High Schools' Teachers of Haryana State. Sample for the standardization of the inventory consisted of 1217 of all the 11 districts (existing at that time) of Haryana. It was obtained by stratified proportionate cluster random sampling technique.

Reliability :

Reliability of the Inventory was estimated through test-retest and split half methods. The following table gives the reliability coefficients determined by these two methods.

TABLE- I
Reliability coefficients of the Inventory

Methods used	Factors or Areas of Adjustment					Total Adjustment
	I	II	III	IV	V	
Test-Retest Method (N=200)	.99	.99	.98	.99	.97	.99
Split half Method (N=200)	.98	.98	.94	.98	.97	.99

VALIDITY :

Three types of validity have been established for inventory (i) Content validity (ii) Construct or Factorial Factorial validity (iii) Criterion related validity. Content validity has been established on the basis of the opinion of eight Judges. As the final form of the Teacher Adjustment Inventory has been framed in light of the five factors derived from factor analysis hence it may be taken that the inventory in the present form has factorial validity. For the criterion related validity the following two different external measures used - Bells Adjustment inventory and Ratings of teachers by their Headmasters.

A Hindi translation of the Bells Adjustment Inventory prepared by Dr. I. B. Verma was used for the

required validation. Bell's Adjustment inventory gives scores on male adjustment side-while the teachers Adjustment Inventory gives scores on adjustment side. The validity coefficient of the Teachers Adjustment Inventory against Bell's was found to be - .967 (N=250).

For the rating of teachers by their Headmasters a teacher adjustment rating scale was constructed on the line of Semantic Differential Scales. The headmaster of 25 high schools selected randomly from the 100 schools, in the standardized sample were asked to rate their teachers on the Seven point continuum of the Semantic Differential Scales with reference to each of the five areas of teacher adjustment. The adjustment rating scores of the 270 teachers were correlated with their adjustment scores on Teachers adjustment Inventory. The results are given below.

TABLE- II

**Validity coefficients of the Inventory against
Headmasters' Ratings (N=270)**

	Factors of Areas of Adjustment					Total
	I	II	III	IV	V	Adjustment
Value of 'r'	.945	.986	.967	.929	.957	.969

Norms :

Percentile norms were computed separately for both male and female teachers with respect to their adjustment in each of the five areas or factors of teachers adjustment and also in terms of their total adjustment. Tables III and IV present the precentiles for male and female teachers respectively.

TABLE III
 Percentile Norms for Male Teachers

N=714 Percentile	Raw Scores Factors					Total
	I	II	III	IV	v	
P ₉₉	113	156	99	144	70	552
P ₉₅	106	152	95	137	60	534
P ₉₀	97	148	92	132	64	513
P ₈₅	91	145	90	13	62	498
P ₈₀	87	142	88	127	16	485
P ₇₅	83	139	86	124	57	474
P ₇₀	80	137	84	120	55	463
P ₆₅	77	134	82	118	53	453
P ₆₀	74	131	80	115	51	443
P ₅₅	72	128	78	113	49	433
P ₅₀	70	125	76	111	47	422
P ₄₅	67	122	74	108	45	411
P ₄₀	64	118	72	105	43	401
P ₃₅	62	114	69	101	41	391
P ₃₀	59	110	66	98	38	379
P ₂₅	50	107	63	94	36	367
P ₂₀	53	101	60	90	34	352
P ₁₅	50	95	57	84	31	335
P ₁₀	45	86	52	75	29	312
P ₅	39	73	46	64	22	274
P ₁	27	54	35	47	13	204
M	69.88	120.44	73.62	107.06	46.13	415.94
S. D.	19.29	24.22	15.22	22.03	13.68	77.49

TABLE IV
Percentile Norms for Female Teachers

N=503 Percentile	Raw Scores					Total Adjustment
	Factors					
	I	II	III	IV	V	
P ₉₉	119	154	99	142	71	556
P ₉₅	108	146	96	134	68	530
P ₉₀	102	139	94	130	66	511
P ₈₅	98	135	92	127	65	499
P ₈₀	94	132	90	125	63	490
P ₇₅	91	129	89	122	62	481
P ₇₀	88	126	88	120	60	473
P ₆₅	85	123	86	118	59	465
P ₆₀	83	120	85	115	57	457
P ₅₅	81	118	83	113	56	488
P ₅₀	78	116	82	111	54	438
P ₄₅	75	114	80	109	53	428
P ₄₀	73	110	79	106	51	417
P ₃₅	71	105	77	103	50	406
P ₃₀	68	102	75	99	49	394
P ₂₅	63	98	72	94	47	380
P ₂₀	60	93	68	92	44	366
P ₁₅	56	87	65	88	42	352
P ₁₀	51	79	61	81	37	336
P ₅	42	67	55	68	31	300
P ₁	32	54	44	51	22	226
M	77.02	112.11	78.92	107.40	53.10	427.75
S. D.	19.56	23.18	12.61	20.05	10.97	70.79

Classification of Teacher Adjustment Scores into Categories:

It was decided to classify the subjects into five categories in accordance with the raw scores obtained by them on the Teachers Adjustment Inventory. The five different categories of adjustment taken were as follows.

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

The categorization was done by dividing the base line of the normal curve into 5 equal units each unit being equal to 1.20. Being a very large sample normality in the present situation could have been assumed but still then it was established by calculating skewness and kurtosis for the distribution of the scores of the subjects of the two sexes with respect to the total adjustment and also with the five seperate factors or areas of adjustment.

The classification of factor scores and total adjustment scores has been presented in table - V.

Table V is given on the next page.

Scoring Procedure

The mode of response to each of the item of the inventory is in the form of 'yes' or 'No' or '?' indicating

TABLE 5

Table 5: Classification of adjustment in terms of categories.

Factor or Area of	Category	Description	Range of Raw Scores	
			Male	Female
Adjustment with Academic and General Environment of the institution	A	Very Good	105 and above	113 and above
	B	Good	82-104	90-112
	C	Average	56-81	65-89
	D	Poor	36-57	42-64
	E	Very Poor	35 and below	41 and below
Socio-Psychophysical Adjustment	A	Very Good	165 and above	155 and above
	B	Good	136-164	127-154
	C	Average	106-135	98-126
	D	Poor	77-105	71-97
	E	Very Poor	76 and below	70 and below
Professional Relationship Adjustment	A	Very Good	102 and above	102 and above
	B	Good	84-101	87-101
	C	Average	64-83	72-86
	D	Poor	47-63	57-71
	E	Very Poor	46 and below	56 and below
Personal Life Adjustment	A	Very Good	148 and above	144 and above
	B	Good	121-147	120-143
	C	Average	94-120	95-119
	D	Poor	68-93	72-94
	E	Very Poor	67 and below	71 and below
Financial Adjustment and Job Satisfaction	A	Very Good	72 and above	74 and above
	B	Good	55-71	61-73
	C	Average	38-54	47-60
	D	Poor	22-37	34-46
	E	Very Poor	21 and below	33 and below
Total Adjustment	A	Very Good	555 and above	555 and above
	B	Good	463-554	471-554
	C	Average	369-462	385-470
	D	Poor	277-368	301-384
	E	Very Poor	276 and below	300 and below

complete agreement, disagreement or neither agreement nor disagreement with the proposed statement respectively. In the teacher Adjustment Inventory 41 items are such where the response 'yes' shows adjustment. For the remaining 212 items the response 'NO' shows adjustment. In the scoring scheme it has been planned to assign score 2 for the response indicating adjustment, score 1 for the undecided (?) response and zero for the response indicating lack of adjustment or maladjustment. Scoring Scheme for each item is presented below in Table - VI.

TABLE VI
Scoring Scheme of Teacher Adjustment Inventory

(a) Sr.No.of the items where response 'Yes' shows adjustment	Mode of Response	Score
44, 53, 57, 61, 75, 76, 83, 87, 88 90 to 94, 101 to 108, 110,111,117to119	'Yes'	2
123, 124,126,137,140,145,148,154, 157,165,167,176,181,182,189,192	'No'	0
196, 207 and 203.	'?'	1
Total 41	'No'	2
(b)For the remaining 212 items whose response 'No' shows adjustment	'Yes' '?'	0 1

The inventory two types of scores for an individual subject (i) Factor scores or Area wise scores for each of the five factors or areas of teacher adjustment and (ii) Total Adjustment score.

In this scheme total adjustment score of a subject is dependent upon his scores in all the five factors or areas of adjustment. It is obtained by summing up all the five factor area scores. For obtaining factor or area wise scores of an individual subject on the teacher adjustment inventory the scores on all the items pertaining to a specific area are summed up. What items are included in each of the five areas or factors of adjustment can be seen from the table VII.

TABLE VII
Arrangement of items in each of the five areas or factors of Teacher Adjustment Inventory

Factor	Factor or Area of Adjustment	Sr.No. of items	Total No. of items	Max Score
I	Adjustment with Academic and General Environment of the Institution	1 to 44 203 to 223	65	130
II	Socio-psycho-physical Adjustment	45 to 95 224 to 253	81	162
III	Professional Relationship Adjustment	96 to 134 203 to 212	49	98
IV	Personal Life Adjustment	135 to 167 213 to 253	74	148
V	Financial Adjustment and Job satisfaction	168 to 202	35	70
Total			304	608

Total adjustment score of a subject thus may range from 0 to 608. The key of scoring each item of the factor or area is already given in table-VI.

Interpretation of a Subject's Score :

For interpreting an individual score, help should be taken from the given percentile scores in tables III and IV separately for male and female teachers. The subject's scores in each of the five areas or total adjustment may also be interpreted in terms of one of the five categories classified in the table V. Since the teacher adjustment inventory is scored on the adjustment side, a higher score, in any of the five areas and lower score a poor adjustment of an individual in that area and lower score a poor adjustment in that area. Similarly higher score or over all poor adjustment. The percentile rank of a subject gives quite satisfactory position of his or her adjustment in a group of the population tested.

Instructions for Inventory Users :

1. It is a self administrating inventory. The co-operation of the teachers on whom it is to be administered is quite essential. Therefore, the user should try to win over their confidence.

2. The user as well as the examinee should read the instructions given on the front page, of the text book-let carefully.

3. The user as well examinee should get themselves acquainted with the uses and purposes of this inventory.

4. Although the inventory book-lets separate sheets for each individual are provided for writing responses to the items of the inventory.

5. The areawise scores as well as total adjustment scores should be computed separately with the help of the key provided in Table VI in this manual.

6. Scoring may be done by hand or scoring stenciles.

7. Interpretations are to be made carefully with the help of percentile norms (table III and VI) as well as the classification table of categories (table V).