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C H A P T E R - II**RELATED LITERATURE AND RESEARCH : A REVIEW**

This chapter on review of related literature consists of two sections. The Section I, Part-A deals with theoretical literature on adjustment, Part-B deals with the research studies on adjustment of teachers in service. Section II, part-A deals with teachers training for various levels of education and part-B deals with research studies on adjustment of teacher trainee's.

SECTION I**PART - A****Theoretical Literature on Adjustment****The Concept of Adjustment**

Adjustment may be defined as the process by means of which the individual seeks to maintain physiological and psychological equilibrium and propel himself toward self enhancement, Implied is a state of harmonious relationship between the individual and his environment. Adjustment is specific to a given individual under specific conditions and "adjustment" is meaningful only in terms of "adjustment to what ?" Adjustment is relative and temporary. A person can never be adjusted, for no matter how contented he may be over a fine meal he has just had, he will be out of harmony with his environment in a matter of hours if his

next meal is not forthcoming. Further more, he almost invariably has personal or business problems that disturb his adjustment when we speak of promoting the teacher's adjustment. We really mean that we are trying to develop his capacity for adjustment, on the premise that, if he can learn to deal with the problems confronting him today, he will be adequate in meeting the problems of tomorrow.

Adjustment refers to the adequacy of the behaviour patterns the individual habitually uses to satisfy his needs. In as much as everyone has, at all times, multiple needs to satisfy everyone is perpetually faced with adjustment problems, and therefore, is potentially capable of being adjusted or maladjusted, depending on the adequacy of his need - satisfying behaviour. A person is considered maladjusted, for instance, if while he concentrates on satisfying his immediate needs, he actually increases the severity of problem of satisfying his future or his more basic needs, e.g., the child who habitually daydreams rather than develop the skills that would permit him to convert his fantasies into actualities. Adjustment also implies that the individual must satisfy his needs within the framework of the expectations and constraints of the social order, for unless he satisfies his needs in ways consistent with social standards, he is likely to increase rather than alleviate his problems of adjustment.

The adequacy of the adjustment the individual makes depends in a considerable measure on the severity of the problem with which he is faced. If the situations to which he must adjust are in line with his potentialities, he can generally resolve his problems without having to resort to a typical behaviour. Severe and continued frustration, on the other hand, tends to lead to maladjustment as the individual in desperation grasps at any straw that promises even a momentary reduction in the tension associated with the frustration of his needs.

Conflict, Frustration and Anxiety

The question of adjustment revolves around such concepts as conflict, frustration and anxiety. If all conflicts were to be resolved automatically, the individual would have no adjustment problem and of course, no cause for learning, the fact that difficulties arise is the basis for both self-realization and self-destruction. Frustration and anxiety are inevitable and generally desirable components of any conflict situation, for they lead the individual to redouble as well as redirect his efforts to resolve his problem. This does not deny the wisdom of avoiding frustrating situations from which nothing but further frustration can be expected.

Lewin (1935) lists four types of conflict situations :

i) Approach - Approach, in which there are two or more positive reinforcements in opposite and conflicting directions. (This is the case of a donkey caught halfway between two great piles of hay, who, being unable to choose one in preference to the other, starved to death).

ii) Avoidance - avoidance, where two negative reinforcements are present, one or the other of which cannot be avoided. (The student may find himself a couple of weeks before the final examination with the choice of withdrawing from school or risking failure in his courses).

iii) Approach - avoidance, in which a given situation has both positive and negative reinforcements (The student may have to choose between a good grade and the approval of his peers).

iv) Double Approach - avoidance, in which each of the alternatives in a given situation has both attraction and repulsion value.

Anxiety is an unpleasant emotional state involving an ill-defined feeling of apprehension occurring in situations in which the self is threatened. The anxious individual is afraid that something terrible is going to happen but he does not know what or when. As a result he is tense, fearful, disturbed, and drives to do something to reduce the unpleasant state of affairs. Anxiety is normal when there is a reason for constructive and generally proportional to the danger involved. The difficulty arises

when anxiety becomes so severe that ineffectiveness or even disintegration of behaviour sets in. Mira (1943) points to the complete disintegration of behaviour that sometimes occurs in combat. As danger mounts, control becomes increasingly difficult; the individual becomes obsessed with the danger, he can no longer inhibit the restlessness, tremors, and other overt signs of anxiety. Thought and judgement deteriorate and actions become erratic and poorly co-ordinated, the panic-stricken soldier may rush wildly about, laughing, shouting, crying in rapid succession, scarcely aware of what he is doing. This reaction may last for days in soldiers exposed to prolonged fire. Marshall (1947) estimates that less than one third of the soldiers under orders to fire actually fire their rifles, and then not always in the direction of the enemy.

The concept of frustration and anxiety are relatively basic to all theories of psychology. According to field theories, for example, to the extent that tension causes a reduction in the variety at the individual's available life-space patterns, frustration tends to produce regression to a more infantile level of behaviour.

Horney (1937) makes basic anxiety the central concept of her theory of neurotic behaviour. She postulates that basic anxiety is aroused by any situation that makes the child fearful. As a result of his attempt to alleviate

the aroused anxieties, the child learns certain modes of adjustment. If he learns to cope with anxiety by turning to his mother for security, for example, he may develop a neurotic need for affection and approval.

Learning and Adjustment

Adjustment has to be approached from the standpoint of learning, for adjustment reactions-whether constructive or detrimental to the individual's welfare-are learned according to the same principles as govern the learning of any other material. Adjustment patterns may develop through a long and complicated process; They may occur unconsciously and outside of deliberate intent, they may have a partial basis in heredity, but they are nevertheless learned. Thus according to reinforcement theory, as a consequence of the confirmation or denial of the adjustment he makes in a given situation, the individual learns not only a certain response to a specific situation but also certain response patterns for dealing with situations in general. Some response patterns are adequate and effective from the standpoint of self-fulfilment, others are unhealthy. Yet the individual may persist in their use despite their shortcomings. Perhaps he does not know of other approaches; more frequently he is afraid of the risk involved in leaving the safety of his present position to strike out in a more

the aroused anxieties, the child learns certain modes of adjustment. If he learns to cope with anxiety by turning to his mother for security, for example, he may develop a neurotic need for affection and approval.

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constructive direction. A person can withdraw, for example, this is sometimes the wisest thing to do, but, more commonly, he had better develop competence if he is not to become progressively more inadequate in relation to the situation. And again we need to remember that unwise approaches are sometimes reinforced often enough to be learned and also to make them particularly resistant to extinction.

Parental Influence

The child's personality is moulded by a vast array of interacting forces. The school, for example, plays an important role in providing a relatively objective basis from which he can get his bearings and assess his potentialities for growth. The foundation for personality, however is unquestionably set in the home.

The climate of the home is of primary importance. Mussen et. al. (1963) found marital maladjustment to the factor most consistently and highly correlated. With problem aspect of the home is psychologically unfavourable. Development usually proceeds without too much disturbance, provided the parents are themselves secure enough to give the child security and affection. A large number of unfavourable aspects, on the other hand are likely to lead to emotional difficulty. As Kaplan (1959) points out, it is one of the ironies of life that many people who want children cannot have them, while many who have children do not want them. Some reject their children openly and

brutally, even to the point of abandoning them in asheans and beating and starving them, others are more subtle but the results are often the same. These children build-up hate and hostility which may go through retaliation against people and their property. In extreme cases, they become the unsocialized aggressive who fear neither man nor beast and who take on all corners in a compulsive desire for revenge. (Redl and Wineman 1951).

The consensus concerning the influence of various parental patterns of child development can be noted from a brief summary of Radke's findings (1946).

i) The rejecting home promotes submissive feeling of insecurity, nervousness, and non-compliance; the over protecting home promotes infantile and withdrawl reactions, submissiveness, feeling of insecurity, jealousy and nervousness.

ii) Dominating parents have dependable, shy, submissive, polite, self-conscious children; submissive parents have aggressive, careless, disobedient, independent, self-confident children.

iii) Disharmonious homes promote aggressive, neurotic, jealous, delinquent, unco-operative children; calm, happy harmonius, and compitable home promote co-operation, good adjustment, superior achievement, and independence.

iv) Defective home discipline promotes poorly adjusted, aggressive, jealous, delinquent and neurotic children.

Basic Dimensions

Adjustment can be considered from a number of dimensions:

i) The perceptual and cognitive domain:

Ideal adjustment is characterised by efficiency in dealing with situational demands. Involved is the concept of competence which permits the individual to adapt to situations calling for a shift in role, to distinguish between the important and the trivial, the relevant and the irrelevant, etc., but especially it relates to contact with reality based on openness to experience and relative freedom from perceptual distortion.

ii) The personal domain:

The well-adjusted individual accepts himself. He has confidence in his adequacy.

iii) The social domain:

The adjusted individual displays social sensitivity, he conforms to social expectations not because it is the thing to do, but because it promotes his self-realization and that of others. He neither violates rules for the sake of violating them nor conforms for the

sake of conforming. His behaviour is dominated by the rational conscientious character pattern.

iv) The effective domain:

While happiness is neither a criterion nor a primary goal of adjustment, it is generally a by-product of positive personality orientation characterised by spontaneity, zest, creativity, a sense of humour and openness to experience. The adjusted person lives in harmony with his world and derives pleasure from life.

v) The self-actualization domain :

Orientation towards self-actualization is an important criterion of personal and social adjustment.

Adjustment is the resultant of two sets of forces in dynamic interaction; forces within the individual and forces from the environment. The individual must maintain his equilibrium while at the same time growing towards greater adequacy and greater complexity. Adjustment is not a simple matter of satisfying one's needs, but rather of integrating one's purpose and needs with those of the social order in which one lives.

PART - B

Research Studies on Teacher's Adjustment

No system of education can rise above the level of its teachers. Teachers are undoubtedly the important

component of our educational system. The teacher is the chief architect. In any society, be it democratic or authoritarian, the teacher has to play a very vital and important role. He has to provide a right type of leadership to children and to inspire them by his ideals, character and personality traits. He has to prepare citizens in true sense, so that destiny of the nation may be shaped properly in the classroom. The teacher in the classroom is an important figure. He sets the tone and climate of his class. Researchers in the field of Teacher's Adjustment place evidence that teachers' adjustment have a bearing on child's character and shapes his healthy functioning in society.

Research Studies of Adjustment of Teachers in Service

The following researchers deal with Teacher's Adjustment.

Dwivedi (1970) studied the personality structure (mental ability, attitude towards each other and values) of teachers and students (boys and girls) differences relationship between them.

Samantoroy (1971) while attempting to find out the nature of relationship among teachers attitudes, teacher's adjustment and teaching efficiency on a sample of

320 graduate teachers of the secondary school of Orissa and found that :

- i) the Person's r of 0.49 between teachers attitude and teachers adjustment was significant and
- ii) teacher attitude and teachers adjustment were each related positively to teaching efficiency.

Pandey, G.S. (1973) studied teacher's adjustment in relation to professional efficiency. He standardised an adjustment inventory (in five areas-health, home, social, economic, institutional and ethical) for secondary school teachers and found its relationship with teaching efficiency.

Khatri, P.P. (1973) studied the self concept of teachers of different categories and the relationship of their self concept with professional adjustment. He developed a self concept inventory in Hindi and measured self concept of primary, secondary and college teachers. Relationships between self concept and adjustment of three categories of teachers were studied and compared. He found that :

- i) there were significant differences in the professional adjustment between the primary and secondary school teachers.

(ii) there was a significant relationship between self concept scores and professional adjustment scores of the three types of teachers. (Primary, Secondary, Urban-rural).

Chhaya, (1974) compared effective and ineffective teachers with respect to personality adjustment, attitude towards teaching, interest in teaching, emotional stability, extraversion-introversion and authoritarianism. She found that an effective teacher has significantly better personality adjustment more favourable attitude towards teaching than the ineffective teachers.

Malhotra, S.P. (1977) studied teachers classroom behaviour in relation to presage variable of teacher attitude and adjustment and product variable of student liking and perceived behaviour by peers, principal and self. The study was undertaken with the following objectives :

(i) to find out the relationship between demographic (age, sex and qualifications) and professional (teaching experience, professional status and the subject taught) variables and the indirect/direct teacher classroom behaviour.

(ii) to determine the relationship between teacher attitude and adjustment and indirect-direct teacher classroom behaviour.

(iii) to find out the relationship between indirect-direct teacher behaviour and student liking about their teachers,

(iv) to find out the relationship between indirect-direct teacher behaviour and the perception of teacher behaviour by peer principal and self,

(v) to study the factorial structure of the test space of presage-process-product variables through multivariate approach.

Multistage randomized cluster design was employed. The study was conducted on grade XI of the urban higher secondary school. The sample consisted of 1725 students of age group 15 to 17 + and 250 teachers.

The findings revealed that :

(i) There was negative relationship between the age of the teachers and indirect-direct teachers classroom behaviour,

(ii) The male-female teachers did not differ in indirect-direct teacher classroom behaviour,

(iii) The teacher's with bachelor's degree were more indirect in their class-room behaviour than teachers with master's degree,

(iv) Teacher's with low teaching experience were more indirect in their classroom behaviour than teachers with high experience.

(v) Science teachers were more indirect in their classroom behaviour than art teachers,

(vi) Teachers with positive attitude were more indirect in their classroom behaviour than teachers with negative attitudes,

(vii) Poorly adjusted teachers were more direct in their classroom behaviour than teachers who were well adjusted,

(viii) Teachers with indirect classroom behaviour were more liked by student than the teachers with direct classroom behaviour,

(ix) The teachers with indirect classroom behaviour rated themselves higher for their own behaviour in the school,

(x) Factor analysis resulted into nine varimax factors, normely, Reinforcing Pupil Participation, Peer Disapproval of Stable Behaviour, Teachers Attitude, Adaptability, Teacher stimulated, Pupil Participation, Student liking of indirectness, Principal Approved Subject, Informative Behaviour, Percieved Teachers Behaviour and Silence confusion.

Gupta, V.P. (1977) studied personality characteristics, adjustment level, academic achievement and professional attitude of successful teachers. The findings reveal that there were differences in personality characteristics, adjustment and attitude towards teaching

of successful and less successful teachers - The personality characteristics adjustment - home health social, emotional, professional and total adjustment, attitude towards teaching and sex concluded to be the determinants of success in teaching.

Mangal, S.K. (1979) studied the analysis of common factor in teachers adjustment and found that;

(i) Teachers adjustment consisted of five factors, they were; adjustment with academic and general environment of the institution, Socio-Psycho, physical adjustment, professional relationship adjustment, personal life adjustment and job satisfaction,

(ii) 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,

(iii) 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.

Sharma, M.C. (1981) did a differential study of self-concept, personality adjustment and values of teachers at various levels. The major findings of the study were :

(i) The primary school teachers perceived themselves to be better achiever than the college teachers while the differences between the primary and secondary school teachers were not significant,

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(ii) Differences in occupational, health, home, emotional and social adjustment were also significant among various groups of teachers (Secondary school, Primary and urban and rural school teachers).

Nayak, K.D. (1982) studied adjustment and job satisfaction of married and unmarried lady teachers. He found that :

(i) Adjustment problems were observed in the context of unmarried lower-division teachers and upper division teachers. Whereas no significant adjustment problems were observed in the case of unmarried lecturers,

(ii) No significant difference was found in the adjustment of urban and rural married teachers of lower-division and upper division categories, whereas unmarried lecturers were found to have some adjustment problem with their environment.

Chadda, D.K. (1989) studied self concept of teachers and their emotional adjustment. The findings of the study were :

(i) The profile analysis of emotional adjustment scores revealed that the distribution of scores was not normal for the total sample of teachers as well as for the male, female, rural and urban subgroups,

(ii) No significant difference was observed between

the emotional adjustment scores of various groups, viz. male rural-male urban, female rural-female urban, male rural-female rural, male urban-female urban, urban-rural, male-female teachers,

(iii) There was a moderate co-relation between self concept and emotional adjustment for men teachers,

(iv) There was also a moderate co-relation between self concept and emotional adjustment scores for urban male teachers.

(v) There was a moderate coefficient of correlation between the self concept and emotional adjustment,

(vi) The lowest coefficient of correlation between the self concept and emotional adjustment scores for rural male teachers,

(vii) There was zero or no correlation between scores of self concept and emotional adjustment for female teachers,

(viii) There was no correlation between self concept and emotional adjustment scores for the total group of rural teachers.

Prasad, P. (1985) studied aspirations adjustment and role conflicts in primary and secondary school teachers. The study reports that adjustment of teachers was related to their sex and not with the level of their school. Male adjusted better than females, primary and

secondary teachers were almost similar in their total adjustment. They differed in specific areas of adjustment. Mean adjustment of four groups was quite high.

SECTION II

Part - A

Teachers Training for Various Levels of Education

In India the levels of Teachers Training generally correspond to the levels of education. In the country we have the following levels of school - education.

1. Pri-Primary
2. Primary
3. Secondary.

The corresponding levels of Teachers Training in India are :

1. Training of Teachers for Pre-Primary Schools
2. Training of Teachers for Primary Schools
3. Training of Teachers for Secondary Schools.

In addition to the above levels we have :

- (a) Teachers Training courses for undergraduates
- (b) Teachers Training courses for teachers of special subjects in Secondary Schools, and
- (c) Post graduate courses in teachers education

It may be pointed out here that the types of teachers training courses mentioned here are meant for pre-

service education of teachers however, teachers inservice sometime, undergo higher professional training in certain college or University departments for a specific course in teacher education.

1. Pri-Primary Teacher Training :

The major trends in Pre-Primary Teacher Training are : Pre-basic, Nursery, Kindergarten, montessory and progressive, a mixture of kindergarten and montessory. The child study unit of NCERT and University of Baroda and Jabalpur run pre-primary teacher-training diploma courses. The duration of course varies from one academic year to two years. Though there is no uniformity as regards qualifications, it is suggested that a good bachelor's degree in arts, science or its equivalent should be regarded as the minimum admission requirement. The programme in pre-primary teachers training institutions can be roughly divided into three major parts viz theory (which includes Principle of Education, History of Education, School Organization, Methods of teaching, Child Health and Nutrition etc.) Practice-teaching (preparation of lesson plans, actual class-room teaching and supervision of practice-teaching of fellow-trainees) and Practical activities (Such as dance, music, drawing, art and craft, physical training, child-study, record-keeping, field work, programme of health, hygiene and nutrition etc.).

2. Primary Teacher Training :

At the Primary level, there is quite a confusion and there are so many variations in the training programmes for the teachers at the primary level in different states in the country. Quite often the training of the teachers for primary education i.e. from 1st to the 5th class, as well as the training of teachers for upper primary or middle grades from 6th to 8th (which also was in some states, considered as the senior basic stage, as at lower primary it was junior basic) is handled by state departments but there have been some Universities also which have training programmes for these under-graduate teachers also and they are awarded certificates or diplomas.

For the training of undergraduate teachers there are variations with regard to the duration of the course, the initial minimum qualifications for admission to the course, the names of the diplomas or the certificates. The theoretical courses of the study also differ. The practical work, its duration and the emphasis on practice teaching, is also varied. In some Universities and State Departments the method and manner of assessment, both for theory courses and for the practical work during the session, as well as for the practice teaching is different i.e., some undertake internal assessment while in others the assessment is completely done by external examiners. The

standard of examination determined by the minimum marks required for passing in each paper or in the aggregate of both theory and practical teaching work differs widely.

Courses of Study and Instructional Programme :

The curriculum included :

(1) Theory papers; (2) Optional papers; (3) Practice teaching; (4) Crafts; (5) Community living programme; (6) Extra or co-curricular programme. The syllabi were prepared by the education department or by the boards of secondary education or board of teacher education for elementary teachers.

3. Secondary Teacher Training :

The third important level of teacher education is Graduate Trained Teachers. They receive training in institutions known as Teacher's Colleges, Teachers-Training college or college of Education. These institutions prepare the student-teachers for B.Ed. or B.T. degree of a recognised Indian University. There are three types of courses for these degrees or diplomas :

(a) One year course for regular students as in almost all institutions except a few.

(b) 4 Years integrated course in 4 Regional Colleges of Education.

(c) B.Ed. through correspondence courses. The

latter is for 15 months and includes 2 summer vacations for summer school with contact programme and 10 months for correspondence courses.

In almost all the states, teacher-education at the secondary level is responsibility of the following agencies :

- (1) Government Training Colleges,
- (2) Training College managed by private bodies but affiliated to a University,
- (3) The State Departments of Education, and
- (4) University Departments of Education.

A number of training colleges in the country prepare teachers for the degree of B.Ed. (Basic). In the year 1966, all the training colleges were designated as Colleges of Education and two types of courses B.T. and B.Ed. (Basic) were merged into uniform pattern of Bachelor of Education (B.Ed.) course.

There has been largescale expansion of teacher education facilities for the training of graduate teachers. Teachers for secondary schools are being educated by another type of institutions known as Regional Colleges of Education now functioning under NCERT at Ajmer, Bhopal, Bhuvaneshwar and Mysore. The teacher Education Department of the National Institute of Extension services are also

engaged in reform performance in the field of teacher-education.

The courses of study or curricula for secondary school teachers training consist of theory papers; compulsory or as elective; practice teaching and practical work connected with theory papers or with practice teaching; field work by way of work experience and community living and also extra curricular activities or games.

PART - B

Research Studies on Adjustment of Teacher Trainees

The following researches dealing with adjustment of teacher trainees.

Bajwa, B.S. and Phutela, R.L. (1972) studied the follow-up programme of the alumni of the training college. The finding revealed :

(i) The majority of the alumni express that their knowledge of educational psychology was most helpful in their profession, while their knowledge of philosophical foundations of education was the least useful.

(ii) All the alumni felt a need to remain in continuous touch with their training colleges through refresher courses and seminars.

(iii) Forty one percent of the alumni were having very good adjustment and 18.95 percent had average adjustment.

Mehrotra, R.N. (1973) studied the effect of teacher education programmes on the attitude of teachers towards the teaching profession.

Mittra, S.K. (1976) studied the impact of training programme on the classroom behaviour patterns of student teachers. The study revealed that certain changes were noticeable as a result of the training programme in the five different aspects of the classroom behaviour.

Sinha, U. (1982) studied the impact of teacher education programme on the professional efficiency of the teachers. The findings of the study were;

(i) In the sphere of professional efficiency the trained teachers were better than the untrained teachers in the knowledge of the subject preparation for teaching, self confidence, voice, pronunciation, facial expression and actual classroom teaching taken as a whole.

(ii) The trained teachers were better than the untrained teacher about the aim of the lesson, its organization, the use of teaching devices, presentation, questioning, answering student questions, the use of blackboard and other teaching aids, students co-operation participation.

(iii) There was no significant difference in the competence of the two group of teachers to manage the classroom discipline and to maintain a congenial climate for the teaching-learning activity.

(iv) There was no significant difference between the two categories of teachers in their attitude towards the teaching profession and teacher-pupil relations.

Banga, U. S. (1983) studied the impact of teacher training programme in physical education on the physical fitness, personal adjustment and motivation of students. He found that the boys improved their scores on adjustment after training; on the other hand girls went down in their adjustment scores.

Donga, N. S. (1987) studied the adjustment of trainees of training colleges in Gujarat. He found that;

(i) Female trainees were more adjusted than male trainees.

(ii) There is no significant effect of marital status, level of education, status in family and age on adjustment.

(iii) Socially backward trainees were more adjusted than non-backward trainees.

(iv) Trainees of different colleges differed significantly in adjustment.

(v) Trainees coming from science faculty had the lowest adjustment.

(vi) The middle income group was the most maladjusted.

(vii) The group having teaching experiences of two years was more maladjusted than the others.

(viii) The trainees having teaching experience in primary school were highly adjusted.

(ix) Trainees who resided in hostels were highly adjusted.

(x) There was no significant effect of interaction between faculty, teaching experience and sex upon adjustment.

(xi) There was no significant effect of interaction between age, marital status and educational qualification upon adjustment.

(xii) There was no significant effect of interaction between income, residential accommodation and social status upon adjustment.

(xiii) There was no significant effect of teacher aptitude and self concept regarding me "as a student" upon adjustment.

General Conclusions

No system of education can rise above the level of its teachers. Teachers are undoubtedly the most important component of our educational system but the way they are trained and educated today, leaves much to be desired. Researches in the field of teacher and teacher

education in India during the last three-four decades has been aptly described as being "spotty", "elementary", "isolated" and of a theoretical nature.

(1) There is a long standing dissatisfaction both among the teachers in the school and among the student in the training college, about the direction and the quality of teacher education.

(2) The basic assumptions underlying teacher training are not in accordance with the training colleges. This role emphasises good personal relationship, if necessary at the expense of effective teaching and value experience as the best teacher. In fact the real frame of reference of the trainees is external to college and their interest and values do not coincide at any point with the intention of the college.

(3) Although the products of the training colleges possess the necessary paper qualifications, they have virtually no interest in the valuable aspect of the culture, their understanding of the society and its problems. In other words their social awareness is very limited.

(4) The teaching profession attracts either the dedicated or aimless but never the ambitious men and women.

(5) Most of the teacher trainees have little knowledge of the structure of their chosen profession and have virtually no knowledge of other opportunities in their own career.

(6) The training colleges are stagnant and conformity imposing and the teacher and their products are stagnant minded and conformists in turn. They develop into convergent rather than divergent thinkers after they have received their training.

(7) Whatever the cause, the student of the training colleges often feels isolated and inferior to their counterparts who are at similar points in the mainstream of higher education.

(8) Length and duration of the training are insufficient. At the end of the training period, teachers are neither jack of all trades nor do they have mastery over special skills.

(9) The training colleges are themselves not clear about their role. They have been so sandwiched between the rising number on the one hand and their rising expectations and unparalleled growth of knowledge on the other hand, that they have had little time or opportunity to step outside and see themselves as a system in the society as a whole.

(10) The teaching profession is increasingly becoming feminine in nature. Women teachers are taking to teaching as a profession in very large numbers because they are "genuinely" interested in the teaching and also it affords opportunities they cannot otherwise easily get. Men are on the other hand, restricting themselves to the University Campus.

(11) Most of the teachers undergoing teacher training suffer from various personality and adjustment disorders and suffer from much anxiety and frustration.

(12) There is no follow up of the teacher trainees once they have left their Alma Mater.

(13) The so-called in-service training programmes are illconceived, irregular, ineffective and insufficient.

(14) The teacher training procedures inculcate among the trainees, values of an exclusive 'teacher culture' whereby, teachers begin to think of themselves as a race apart. They say things about people that are not true, feel that they are always right, they do not understand the need and the characteristics of the children they are teaching, they make impossible demands, they have one law for themselves and another for kids and they are often cruel without knowing about it.

The above results have been crystallised from a number of investigations in the field of school teachers and teacher trainees. The above studies reveal that though effects of teachers training and adjustment problems of school teachers and teachers trainees have been undertaken with varied objectives in their studies, no attempt, as far as the knowledge of investigator goes, has been done so far, to investigate the effects of teachers training on the adjustment of school teachers. Hence, this research work probes in to this area and try to answer some questions.

The above studies and their findings motivated the researcher to take up the present study.

The review of above studies pertaining to adjustment of school teachers has helped the investigator in the following way.

i) In selecting the Adjustment Inventory to study the effect of a teachers training on the adjustment of the school teachers.

ii) In selecting the objective and hypothesis of the study.

iii) In giving theoretical rational for the hypothesis.

iv) In selecting appropriate statistical techniques of the data.

v) In finalising the 'modus operandi' of analysis and interpretation.

vi) In arriving at the conclusions and generalise the findings.