

SELF PERCEPTION AND ADJUSTMENT- A STUDY OF MALE AND FEMALE SECONDARY SCHOOL TEACHERS.

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Abstract: The present study was undertaken to compare two groups of teachers on two dimensions of self-perception viz. perceived self and ideal self and various dimensions of adjustment viz. home adjustment, health adjustment social adjustment and emotional adjustment. Self perception inventory (SPI) and Bells Adjustment Inventory were administered on 400 male and female secondary school teachers selected randomly from various Govt. Secondary schools in Kashmir province. The study reveals that there is significant difference between male and female secondary school teachers in their self perception. The results shows that no significant difference was found between male and female teachers in their home, social and health adjustment but significant difference was found between male and female secondary school teachers in their emotional adjustment.

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1.Introduction

Education is a goal oriented process which continues throughout human life. It is a potent force for the harmonious development of the personality of an individual. Various attributes of human personality like truth, goodness and beauty may be attained through education. In this connection, Gandhiji rightly said, "Education is the preparation for complete living, adjustment to environment, perfection of one's nature, character building and harmonious development of personality". It has an implication that education has the responsibility to develop the qualities of hand, heart and head as well as training in 3R's i.e. reading, writing and arithmetic. Education Has assumed a place of paramount importance in modern society which is becoming more scientific and technological. It is now regarded as a potent instrument of rapid and effective development through which the standard of living of the people, their prosperity and security can be considerably improved. It furnishes the individual with basic knowledge and technical skills essential for work, productivity and economic survival. It serves as the base for the exercise of all rights and privileges of a citizen and also a precondition for the effective discharge of his duties. Education today is indispensable, yet in dispute it has become a matter of growing national debate and concern that the need for education continue to grow is evident from the

increasing investment in educational programmes and the corresponding demand for it. What schools can do may have been over estimated but it is difficult to imagine that schools do nothing or that one can afford to ignore what they do and not be concerned with the training and functioning of those who do it. National attention has been focused on teachers education programmes but despite much endeavours all students who undergo preparation through education courses and teaching experiences in nearby schools do not acquaint themselves successfully with the job creation, some perhaps improve with time and exposure to teaching experience while others slip into inefficient ways. The school-going population is maintaining a rapid growth trend points to an over expanding demand for teacher. Therefore, if the premise that a teachers are not equally effective or ineffective is an accepted fact. Therefore, to initiate an enquiry into the etiology of this phenomenon becomes imperative. The teacher is the principal agency for implementing educational programmes at various levels. Teacher is the maker of mankind and the architect of the society. In the words of Professor Humayan Kabir, " Teachers are latterly the architects of the nation's destiny, it may be sound truism, but still needs to be stressed that the teacher is the key of any educational reconstruction." Teachers influence is everlasting. He shapes the destiny of future citizens. The teacher occupies a very important role

in the society because he brings about the transformation of the intellectual tradition from one generation to the next. He maintains the level of technological skills and keeps light of civilization burning bright. He is expected to help in the silent social revaluation that is taking place in the country. He should be abreast to the development in the country and the world. He should be able to constantly adjust his methods and approach less to suit the changing times.

Different teachers possess different personalities. The teacher should possess a balanced personality. They he/she should integrate the skills of teaching with his/her life style. The teacher is an ideal or role model for the students, particularly at the secondary stage, students make their teachers as hero, whom they like. They begin to worship their ideal man or woman and try to model himself on him or her. Thus it is very much important for the teacher to have a balanced development of students will take place. The teacher is the living ideal, the foundation head of knowledge and potential guide to provide directive for the growth and development of students of today as worthy citizens of tomorrow. Teachers determine to a large extent the destiny of a nation. Of all the different factors which influence the quality of education and its contribution to national development. The quality, competence, personality factors and attitude of teachers are undoubtedly the most significant. The most important factor in educational reconstruction is the teacher-his personal qualities, his educational qualification, his professional training, his knowledge of subject, communication skill to make complex things easy to understand, adequate practical skills, sincerity, integrity, high level of discipline, having good self-perception and best adjustment are few things required with teachers.

1. Objectives

The following objectives were formulated for the present study:

1. To study the perceived self of male and female secondary school teachers.
2. To study the ideal self of male and female secondary school teachers.
3. To study the adjustment of male and female secondary school teachers.
4. To compare male and female secondary school teachers on their perceived self.
5. To compare male and female secondary school teachers on their ideal self.
6. To compare male and female secondary school teachers on various dimensions of adjustment.

2. Method

The present study was designed to study the self perception and adjustment of male and female secondary school teachers. As such, the descriptive method of research was employed to carry out this piece of research.

Sample

The sample for the present study consisted of 400 male and female secondary school teachers selected randomly from various Govt. secondary schools in Kashmir province.

Tools

The investigators used the Self-perception Inventory (SPI) and Bells Adjustment Inventory (BAI) to collect the data.

3. Statistical analysis

The investigators analyzed the collected data by applying Mean, S.D. and t-test.

4. Analysis of data

Table 1: Comparison of male and female secondary school teachers on their perceived self

	N	Mean	S.D.	t-value	Level of significance
Male	200	122.96	8.39	2.74	Significant at .01 level
Female	200	119.28	8.16		

The perusal of above table shows the mean comparison of male and female secondary school teachers on their perceived self. The data reveals that there is a significant difference between two groups

of teachers on perceived self. The data depicts that male secondary school teacher's possess better perceived self than the female secondary school teachers.

Table 2: Comparison of male and female secondary school teachers on their ideal self

	N	Mean	S.D.	t-value	Level of significance
Male	200	125.06	7.09	3.34	Significant at .01 level
Female	200	126.99	8.16		

The above table shows the mean comparison of male and female secondary school teachers on their ideal self. The data reveals that there is a significant difference between male and female secondary school teachers on ideal self and the mean

difference favoured female secondary school teachers. This indicates that female secondary school teacher's possess better ideal self as compared to male secondary school teachers.

Table 3: Comparison of male and female secondary school teachers on their Home Adjustment.

	N	Mean	S.D.	t-value	Level of significance
Male	200	5.28	2.52	1.06	Insignificant
Female	200	5.81	2.35		

The perusal of above table shows the mean difference between male and female secondary school teachers on home adjustment. The table reveals that there is significant difference between

male and female secondary school teachers on home adjustment, which reveals that both the groups displayed somewhat similar home adjustment.

Table 4: Comparison of male and female secondary school teachers on their Health Adjustment

	N	Mean	S.D.	t-value	Level of significance
Male	200	5.77	3.95	1.10	Insignificant
Female	200	5.88	2.81		

A perusal of above table shows the mean difference between male and female secondary school teachers on their Health adjustment. The table reveals that there is no significant difference between

male and female secondary school teachers on health adjustment which reflected that both the groups displayed somewhat similar health adjustment.

Table 5: Comparison of male and female secondary school teachers on their Social Adjustment

	N	Mean	S.D.	t-value	Level of significance
Male	200	5.07	3.15	1.57	Insignificant
Female	200	5.18	2.81		

The above table shows the mean comparison of male and female secondary school teachers on their social adjustment. The data reveals that there is no significant mean difference between

the two groups of teachers, both male and female secondary school teachers show somewhat similar social adjustment.

Table 6: Comparison of male and female secondary school teachers on their Emotional Adjustment

	N	Mean	S.D.	t-value	Level of significance
Male	200	5.98	2.95	4.83	Significant at .01 level
Female	200	6.27	2.11		

A perusal of above table shows the mean comparison of male and female secondary school teachers on their emotional adjustment. The data reveals that mean difference favours the male

secondary school teachers exhibited better emotional adjustment than female secondary school teachers.

Table 7: Comparison of male and female secondary school teachers on their Overall Adjustment

	N	Mean	S.D.	t-value	Level of significance
Male	200	21.72	4.95	1.52	Insignificant
Female	200	22.10	5.11		

A perusal of above table shows the mean comparison of male and female secondary school teachers on their overall adjustment. The data depicts that there is no significant mean difference between two groups of teachers which indicates that both male and female secondary school teachers showed some similar overall adjustment.

3. Major findings

After analyzing and interpreting the data some important findings have been drawn from the present study.

1. It was found that male secondary school teachers showed better perceived self as compared to female secondary school teachers.
2. It was also found that the female secondary school teachers displayed better ideal self than the male secondary school teachers.
3. It was further found that both male and female secondary school teacher's possess some what similar home adjustment.
4. It has found that there is no significant mean difference between two groups of teachers. Both male and female showed similar health adjustment.
5. It was further found that both male and female secondary school teachers possess similar social adjustment.
6. Male secondary school teachers were found to have better emotional adjustment than the female secondary school teachers.
7. It was further found that male and female secondary school teachers displayed somewhat similar overall adjustment.

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