



A Comparable Approach to Professional Adjustment Between Gender Versus Medium of Instruction

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ABSTRACT

Gender versus medium of instruction wise professional adjustment status of teachers was examined by the investigator on a sample of 792 teachers. Gender wise teachers have been classified into male and female, while medium wise English and Hindi medium teachers. To evaluate the status of professional adjustment of teachers, a tool viz. "Manual on Teachers Professional Adjustment" was used which was prepared and standardized by the investigator. The reliability and validity of the tool were found 0.89 and 0.66 respectively. Analysis of data was done by t-test through SPSS. This study reveals that there is no significant difference among professional adjustment of English and Hindi medium male and female teachers.

KEYWORDS

Professional Adjustment, Teacher, Gender, English and Hindi medium

Introduction

Professional adjustment means being adjusted to his profession. The person must have in-depth liking, awareness of pros and cons of his profession. Liking not only by its exterior appearance but also by work culture, duty hours, hardship and nature of working is vital. For example, a person is very much interested in teaching profession observing the prestige and comfortable life of teachers. No sooner does he join, than he starts feeling uncomfortable because his presentation is not good enough, and he is unable to teach especially academically weak students. Though he has sound knowledge in his subject area, he is devoted to his profession yet he may dislike it. For example a person is very much interested in army viewing the dress and discipline. No sooner does he join the army than he is terminated from services because he is unable to cope up the hardship of army.

The essence is, a person may be adjusted in one profession but might not be in other one. If he is adjusted in teaching profession may not be in administration, marketing or army etc. and vice-versa, because every profession has its own requirements. If a person has those requisite merits only then he may be adjusted in such a profession otherwise he/she may be mal-adjusted.

A professionally adjusted person does not want to switch over to another profession, but may be happier in another capacity of same nature. For example a teacher may switch over from primary to secondary or degree level and vice-versa but not from teaching profession to engineering, marketing or administration etc.

Job satisfaction and professional commitment are essential factors for professional adjustment but not a sufficient condition for its existence.

A professionally adjusted individual completes the assigned work sincerely using all his skills and understanding. He does not make excuses but assume full responsibility and accountability for the work assigned to him. He believes in being wise and tactful 'watch, wait but not forsake'. He does not work due to fear of boss, lure of honoraria or fear of termination from services etc. but he perform his duty because he enjoys, feels happiness, gets internal satisfaction and is fully convinced that this alone will create conditions of general welfare.

Professionally adjusted persons enjoy in creating something new and useful for the welfare of organization rather confined to routine work only. Every next morning, they plan how

best they may contribute to their profession and in the late evening, they evaluate their contribution. They analyses their weaknesses and sort out measures for their improvement, however, they continue improving their own performance by self criticism. They have immense patience and plan their work according to the time available for it. All the time, they try to communicate smoothly to students, helping them to acquire and grasp new progressive conditions. They have democratic approach and maintain healthy relations with the students, college authorities, colleagues, staff members and guardians. They are best adjusted personnel in the work-culture of school. They participate in extra-curricular activities, provide extra time to weak students, enjoy in classroom session, like the school activities and do not make excuses for evading extra work assigned by the principal or management for their leisure time or in the absence of any other teacher. They are aware of professional courses, trainings, seminars, research programs being run for students and teachers, conducted by other schools, colleges, research institutes or universities. They take part in these programs and implement these policies over students in their institution for providing best quality of education. Their integrity is not doubtful, they are completely devoted to their duties, temperamentally humanitarian and self-disciplinarian. For their genuine demands, they do not go on strike, or indulge in filthy politics in the institution or take help of any foul means, but get their demands fulfilled by constructive thoughtful measures.

Objective

- To investigate and compare professional adjustment status among English and Hindi medium male and female teachers.

Hypotheses

- There will be no significant difference between means of professional adjustment status of English medium male and female teachers.
- There will be no significant difference between means of professional adjustment status of Hindi medium male and female teachers.
- There will be no significant difference between means of professional adjustment status of male teachers working in English medium institutions.
- There will be no significant difference between means of professional adjustment status of female teachers working in Hindi medium institutions.

Methodology

Population

This study was confined to the teachers of private (recognized

and non-recognized) and government primary to junior, secondary to higher secondary schools and higher and technical education teachers of Uttar Pradesh (INDIA) constitute the population of the study.

Sample

The sample of the present study consists of 792 teachers from pre-primary to higher education stage selected from ten districts of Uttar Pradesh. Out of 792, 204 were male teachers and 588 were female teachers, while 264 English medium and 528 Hindi medium teachers were taken. However he had to resort to stratified random method whereby the institutions of various levels were selected by computer determined randomness and the teachers were selected by the cluster system.

Tools

Teachers Professional Adjustment Inventory (TPAS) was constructed and standardized by the investigator. This scale has 100 items; this test was standardized on a sample of 792 teachers from pre-primary to higher education stage. Its validity was found to be 0.66, while reliability was found to be 0.799 and corrected by Spearman Brown prophecy formula, then, it was found to be 0.89. Norms were calculated on the basis of percentile rank and three broad and distinct levels of professional adjustment viz. well-adjusted, average-adjusted and low-adjusted were ascertained.

Statistical Analysis

Teachers professionals adjustment scores (TPA scores) of two groups were compared by t-test through SPSS.

Data Analysis and Interpretation

In this study, significance status of mean difference between male and female teacher working in English and Hindi medium institutions were tested.

Table-1: Comparison of professional adjustment status among male and female teachers by Medium of institution

	N	Professional adjustment score (mean±sd)		t and p-value
		Male	Female	
English	264	44.96±17.27	45.58±16.16	0.24, 0.81
Hindi	528	49.74±17.57	47.58±19.58	1.18, 0.23
t and p-value		1.67, 0.10	1.27, 0.09	

Table 1 reveal that there is no significant difference between male and female teachers working in English and Hindi medium institutions. The observed difference could be by chance.

Conclusion

- There will be no significant difference between means of professional adjustment status of English medium male and female teachers i.e. English medium male and female teachers are equally professionally adjusted.
- There will be no significant difference between means of professional adjustment status of Hindi medium male and female teachers i.e. Hindi medium male and female teachers are equally professionally adjusted.
- There will be no significant difference between means of professional adjustment status of male teachers working in English medium institutions i.e. male teachers working in English medium institutions are equally professionally adjusted.
- There will be no significant difference between means of professional adjustment status of female teachers working in Hindi medium institutions i.e. female teachers working in Hindi medium institutions are equally professionally adjusted.

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