



THE IMPACT OF MEDIUM OF INSTRUCTION ON PROFESSIONAL ADJUSTMENT OF TEACHERS

Dr. A.H. Rizvi

Directorate of Distance Education ,
Maulana Azad National Urdu University, Hyderabad, India.



ABSTRACT :

Medium of instruction wise professional adjustment of teachers was examined by the researcher on a sample of 792 teachers. Teachers have been classified into two categories viz. English and Hindi medium. To assess the status of professional adjustment of teachers, "Teachers Professional Adjustment Inventory" developed and validated by Rizvi was used. The reliability and validity of the tool were found 0.89 and 0.66 respectively. On the basis of percentile rank and professional adjustment scores, professional adjustment status of teachers have been classified into three levels viz. well-adjusted, average-adjusted low-adjusted. Analysis of data was done by t-test and χ^2 test through SPSS version 13.0.. This study reveals that there is no significant difference between professional adjustment of English and Hindi medium teachers in form A only but not in combined forms (A + B) and in form B. Even, professional adjustment levels of two groups are statistically significant. This shows that professional adjustment of teachers is not effected by medium of instruction.

KEYWORDS : Assessment, Professional Adjustment, Medium of instruction, Teachers

INTRODUCTION

For last many decades, implementation of new education policy and educational reform, have been a burning topic in India. For quality education, teacher's adjustment is must. They are the back bone of education and shape the future of students and country. It is indispensable to recruit well adjusted teachers. That is why, proposed research study is proceeded to investigate the "Professional adjustment of different categories of teachers.

The concept of adjustment is as old as human race. Systematic emergence of this concept starts from Darwin. In those days the concept was purely biological and he used the term "adaptation". The adaptability to environmental hazards goes on increasing as one proceeds on the phylogenetic scale from lower extreme to the higher extreme of life.

Man, among the living beings, has the highest capacities to adapt to new situations. Man as a social animal not only adapts to physical pressures but also adjusts to social demands.

Psychologists use the term 'adjustment' for varying conditions of social or interpersonal relations in the society. Thus one sees that adjustment means reaction to the demands and pressures of social environment imposed upon the individual. The demand may be external or internal to which the individual has to react. When the life of a child is observed, he is asked to do this and not that, he has to follow certain beliefs and set of values which the family follows and thus his personality develops in the continuous process of interaction with his family environment. There are other demands which may be termed as internal as hunger, water, oxygen and sleep etc. If the individual does not fulfill these internal demands, he feels uncomfortable. These physiological demands go on increasing and become more and more complex. These

two types of demands sometimes come into conflict with each other, resultantly make the adjustment a complicated proves for the individual.

Adjustment as a process is of major importance for psychologists, teachers and parents. The child at the time of his birth is absolutely dependent on others for satisfaction of his needs but gradually with age, he learns to control his needs and fulfill them independently. His adjustment largely depends upon his interaction with the external environment in which he lives. When the child is born, the world around him is a big, blooming and confusion. He comes to learn to articulate the details of his environment through the process of sensation, perception and conception.

WHAT IS PROFESSIONAL ADJUSTMENT?

Professional adjustment is an individual's adaptation in professional relationship with people both inside and outside school as reflected in individual's attitude and behavior. Professional adjustment is the sense whether teachers are fit for and happy in the job or not? Are they working willingly or toiling just for salary? Is this job their own initial choice or forced upon them by circumstances? Professionally adjusted teachers have a pride of being in the teaching profession and have a desire for professional development. Teaching profession is their first choice. They do not want to switch over to any other job. They are completely satisfied and like all the genuine activities of this profession. Professional adjustment is an adjustment mechanism used by the individual to achieve satisfaction of the need indirectly. This helps in reducing tensions and assists him in maintaining self-respect within limits. Adjustment mechanism is desirable and very helpful in dealing with frustration. Professional adjustment means strong motivation for professional learning, collaborative relationship with student, staff and parents, willingness to dedicate time and effort, adherence to professional ethos and ethics, eternal commitment towards upward mobility of profession, overall full confidence and faith in the profession. Professional adjustment to teaching profession is a process in the probationer teacher to successfully adapt to the role of professional teacher from the role of student teacher.

Professional adjustment is reflected in the sincere performance of one's duties without grudge or shirking. It is supported by one's optimistic outlook about educational effort, constructive thinking about improving one's performance, smoothly getting along with one's colleagues, students and their guardians, authorities and office people, principal and manager, and active participation in academic, social and cultural activities, economizing institutional and governmental resources while facilitating their most effective utilization and harboring no ill will or frustration which might or interfere with one's official functioning. Viewing teacher's work with a sense of prestige and dignity is an essential part of it. Enhancing the quality of performance to its utmost, without giving it up in despair or disdain, constantly maintaining good mental health and positively contributing to salutary institutional climate, inculcating the basic human values besides promoting all round intellectual awareness; are its essential constituents are its essential constituents It is a sort of unflinching loyalty to undertake the cause of educational betterment.

LITERATURE REVIEW

Sharma (1981) analyzed the differences with regard to personality adjustment, self-concept and values of primary, secondary and college teachers, urban and rural teachers, English and Hindi medium teachers. A sample of 702 teachers of various categories was taken and a self-constructed adjustment inventory was used. Major finding was that differences on occupational adjustment and medium of instruction were significant among these groups of teachers.

Hull (1986) designed a study to examine the professional development of English and Hindi medium secondary school teachers. The results revealed that English medium teachers were slightly more likely to be positively adapted than Hindi medium teachers.

Rao studied the Inter-relationship of values, adjustment and teaching-attitude of English and Hindi medium pupil teachers at various levels of socio-economic status at Awadh University in the year **1986**. The

researcher used four different tools for values, adjustment, teacher attitude and socio-economic status with 500 pupil teachers (367 male and 133 female) from ten B.Ed. Colleges of Awadh University. He reached the following conclusions. Home adjustment factor emerged as the most important influencing adjustment in other areas. Female pupil teachers were significantly better than their male counterparts. It also created a favourable attitude towards class teaching and child centered practices. In health adjustment, male pupil teachers of the upper-lower SES were found to be better than others. Defective health adjustment disturbed the development of knowledge value of pupil teachers and their attitudes towards the profession, teachers, students, and educational process. In the entire SES group, Hindi pupil teachers were better than their English counterparts in social adjustment.

Singh studied the problem of Professional Adjustment of secondary school teachers in relation to their frustration, at MSU, Baroda in **1987** using three instruments viz. 1. Frustration study tool; 2. Adjustment Inventory and 3. Personal Information Blank. A sample of 600 teachers including 60 lady teachers were taken from 29 schools and their data were analyzed. Their results were as follows: The distribution of frustration was normal but that of adjustment was not normal. The teachers of upper age group were more frustrated than teachers of lower age groups. But, medium of instruction does not effect on frustration and adjustment of teachers..

Sengupta (1990) attempted to study the professionalization of men and women teachers of Calcutta University. 200 colleges and 150 full time teachers constituted the sample. An interview schedule a scaling instrument and an interview guide were used to collect the data. It was found that majority of women teachers were not very successful in their teaching job although it was chosen voluntarily. Most of the women teachers restricted their activities within their departments and a large proportion of English medium teachers had higher professional involvement in comparison to Hindi medium teachers.

Study by **Srivastava (2002)** discovered that the English medium teachers had higher amount of job satisfaction than their Hindi medium colleagues.

OBJECTIVE

- To investigate and compare professional adjustment status of English and Hindi medium teachers.
- To ascertain proportions of level of English and Hindi medium teachers at three levels of professional adjustment.

HYPOTHESES

- There will be no significant difference between means of professional adjustment status of English and Hindi medium teachers.
- There would be no significant difference between proportions of English and Hindi medium teachers at three levels of professional adjustment.

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 86 institutions of Uttar Pradesh. Out of the sample, 264 were English medium teachers and 528 were Hindi medium teachers. 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.

Inventory

Teachers Professional Adjustment Inventory (TPAS) was developed and validated by the investigator. This scale has 49 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. This inventory has three alternative choices of responses seemed a better arrangement. The compact version of the tool has three distinct points:

1. Personal data sheet
 2. Inventory (Form A and Form B) having 100 items
 3. Space for calculation at the end of each form.
- ❖ All these have consolidated into four pages due to teachers' denial in filling the other form after filling the first form and to save time and avoid mistake.
 - ❖ Questions and answers are arranged into same line of the sheet of the paper to minimize mistake and reduce exertion.
 - ❖ Teacher's are directed only to encircle yes, no or doubtful in the answer sheet.
 - ❖ Personal date sheet, Inventory form A and form B and space for calculation have been arranged very systematically in four pages in place of six to seven pages, so as to get it filled by every teachers in less time and less exertion.

The strategy of making positive and negative oriented items was of course made random rather than rhythmic or alternative in order. In form A, 22 positive items and 28 negative items while in form B, a better strategy to have positively and negatively oriented items equally balanced in number was chalked out.

DIMENSIONS OF THE INVENTORY

Study of literature on professional adjustment and discussion with teachers resulted in the identification of the following aspects of professional adjustment :

- ❖ Personal factors
- ❖ Social factors
- ❖ Economic factors
- ❖ Academic factors
- ❖ Cultural factors and school activities
- ❖ Work culture and school atmosphere
- ❖ Awareness
- ❖ Personal morality

STATISTICAL ANALYSIS

Teachers professionals adjustment scores (TPA scores) of two groups were compared by t-test. The proportions between groups were compared by χ^2 (chi square) test. A two-tailed ($\alpha=2$) $p<0.05$ was considered statistically significant. Analysis was done on Graph Pad Prism 5.0.

DATA ANALYSIS AND INTERPRETATION

In this study, significance level of mean difference between English and Hindi medium teacher have been tested.

Table 1: Comparison of professional adjustment by Medium of instruction of the teachers

Medium of instruction	No. of teachers	Professional adjustment score (mean±sd)					
		Form A	t and p-value	Form B	t and p-value	Form (A+B)	t and p-value
English	264	20.81±10.94	2.78, 0.005*	24.65±8.09	0.47, 0.63	45.46±16.34	2.01, 0.05
Hindi	528	23.26±11.98		24.96±9.08		48.21±19.02	

*Significant, ^{1,2}p<0.05 (Significant, Bonferroni post-hoc test)

Table 1 reveals that out of three 't' values, 't' value is significant statistically for difference between mean values of professional adjustment of English and Hindi medium teachers in form A only but not in combined forms (A + B) and in form B. It shows that form A has greater influence on combined result of two forms. Therefore null hypothesis is rejected in form A. Mean values of Hindi medium teachers are higher in each and combined forms. They are more strongly professionally adjusted than English medium teachers.

The Hindi Medium teachers emerge to be well-adjusted professionally than their English medium colleagues. This is so in the judgment of Form A and also in the judgment of the basis of combined scores of Form A + B. But somehow the Form B fails to fall in this line, and shows the two groups to be almost identical 24.65 for the English medium (N=264) and 24.96 for the Hindi medium (N=528). This independence of a part of the instrument used proves to be quite valuable within reasonable limits, by discovering some additional factors not ordinarily covered and considered by the other part. Perhaps certain aspiration and expectations of English medium teachers remain unfulfilled creating a loss of professional adjustment in them. Hindi medium teachers might be fewer ambitions as compared with their English medium compeers adjusted undisturbed by frustrations caused by unfulfilled aspirations.

Table 2: Comparison of level of professional adjustment by Medium of instruction of the teachers

Medium of instruction	No. of teachers	Level of professional adjustment					
		Low adjusted		Average adjusted		Well adjusted	
		No.	%	No.	%	No.	%
English	264	36	13.6	196	74.2	32	12.1
Hindi	528	86	16.3	352	66.7	90	17.0

$\chi^2=5.03, p=0.08$

Examination of the **Table 2** reveals that χ^2 -value ($\chi^2= 5.03, p= 0.08$) for difference between proportions (percentages) among three groups of teachers are not significant statistically at three levels of professional adjustment. It means professional adjustment level (well, average and low) of each group is not statistically different to each other i.e. it is by chance.

RESULT AND DISCUSSION

- Teachers working in the Hindi medium institutions are found to possess better professional adjustment than their English medium colleagues in Form A only, but not in Form B or combined Form.
- There is no significant difference of proportions (percentages) between English and Hindi medium teachers at three levels of professional adjustment.
- In well adjusted level, highest percentage is of Hindi medium teachers, while lowest percentage is recorded for English medium teachers. In mediocre group, higher proportion age reported for English

medium school teachers, while lowest proportion is recorded for Hindi medium teachers. Hindi medium teachers are ahead of others in low adjusted count, while English medium teachers to be lowest.

Singh (1987) found in his work that medium of instruction does not effect on frustration and adjustment of teachers. But, **Sharma (1981)** discovered that differences on occupational adjustment and medium of instruction were significant among the groups of teachers with regard to personality adjustment, self-concept and values of primary, secondary and college teachers, urban and rural teachers. **Rao (1986)** studied the Inter-relationship of values, adjustment and teaching-attitude of English and Hindi medium pupil teachers at various levels of socio-economic status and found that Hindi pupil teachers were better than their English counterparts in social adjustment, while, **Hull (1986), Sengupta (1990), and Srivastava (2002)** reported that English medium teachers are better adjusted than Hindi medium teachers.

CONCLUSION

Largest percentage of the very well adjusted teachers is noticed for the Hindi medium teachers group. So, also, is observed for the inadequately adjusted teachers - most frequent among the Hindi medium teachers. The English medium teachers are the more frequent constituent on the quite well adjusted a lot which avoid both the extreme positions. The exact role of the medium of instruction in promoting professional adjustment of teachers is still under cloud. The Hindi medium teachers by far out sway not only the numerical strength but even the percentage at both the extreme levels viz. the very well adjusted as well as the poorly adjusted points, but their English medium colleagues exhibit better numerical and percentage strength at the "quite well" or the "adequately" adjusted point. It means as if the real determinant of professional adjustment is not the medium of institution as such. It is rather the teachers' own willingness and determination to exercise their professional performance skill in the interest of the children and society they serve.

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