ISSN PRINT 2319 1775 Online 2320 7876
 UGC CARE Listed (Group -I) Journal Volume 11, Iss 03, 2022

A STUDY OF TEACHER ADJUSTMENT IN RELATION TO THEIR E-TEACHING PROFICIENCY

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ABSTRACT

Teacher adjustment is crucial for fostering a positive and productive learning environment. When teachers are well-adjusted, they are better able to manage the challenges of their profession, such as workload, student diversity, and evolving educational practices. This adjustment impacts not only their mental well-being but also their teaching effectiveness, communication with students, and classroom management. Hence the present study was planned to assess the impact of e-teaching on anxiety in high school teachers. 100 teachers working in high schools of Raipur district of Chhattisgarh were selected. The sample consist of 50 high school teachers from govt. schools and 50 from non govt. schools. Sample was selected through stratified random sampling. A pre-validated questionnaire was utilized to evaluate the e-teaching proficiency of high school teachers. To assess the adjustment of high school teachers, a Teacher adjustment inventory designed by Mangal (1982) was used. A positive and significant correlation was found between high school teachers' e-teaching proficiency and their adjustment, with a correlation coefficient of r = 0.390, which was statistically significant at the 0.01 level. The coefficient of determination (R^2 = 0.152) suggests that about 15.2% of the variation in adjustment can be attributed to e-teaching proficiency among high school teachers. Similar results were observed in a group of govt. and non govt. high school teachers. It was concluded that e-teaching proficiency in high school teachers positively impacts their adjustment and thereby as teachers become more skilled in using digital tools for teaching, they tend to adapt more effectively to changing educational environments and demands..

Keywords: e-teaching, anxiety, high school teachers

INTRODUCTION

"e-teaching" refers to the use of information and communication technology in education, including tools like computer labs, virtual classrooms, and PDAs. e-teaching is a constantly changing way of learning that uses technology to improve educational experiences. While it has many benefits, there are also challenges that teachers need to address to make the most of it. As technology keeps improving, e-teaching has become more important in the future of education. e-teaching is an alternative to traditional face-to-face education, described by Sanford (2020) as an online teaching method that doesn't require physical presence from instructors or students. Participants can be in different locations while using information and communication technology (ICT) to engage and achieve educational goals. The concept of e-teaching is less discussed than e-learning, but it combines content, pedagogy, and various media to meet both formal and informal learning objectives.

Education is a fundamental part of societal growth, with teachers playing a crucial role in shaping future generations. They impart knowledge, instil values, and nurture the

potential in every child. However, this profession comes with many challenges, such as managing diverse classrooms and adapting to new educational methods.

Teachers' ability to adjust to their work environment is vital for both their well-being and the quality of education they deliver. Their quality of life— including job satisfaction, emotional health, work-life balance, and overall happiness— is closely tied to how well they can cope with the demands of their profession.

According to Gates and Jersild (1973), adjustment is an ongoing process where individuals change their behaviour to create harmony between themselves and their environment. Laurance F. Shaffer defines adjustment as a way for living organisms to balance their needs with external circumstances that affect those needs. For teachers, effective adjustment is crucial for fostering healthy relationships with students and colleagues. It involves maintaining both physiological and psychological balance. When faced with severe problems, a teacher may become desperate, leading to deviant behaviour. Teacher adjustment is a continuous and complex process, influenced by various interacting elements within the individual. A well-adjusted teacher is described as someone happy, free of worries, and effective in their environment. Furthermore, this teacher integrates their needs and satisfaction with social responsibility (Johari, 2005). Mangal (1979) identifies five key areas of teacher adjustment: adapting to the academic and general environment, socio-psycho-physical factors, professional relationships, personal life, and financial stability. A positive organizational climate also contributes to better adjustment (Martin, Jones & Callen, 2005).

The relationship between e-teaching and maladjustment in teachers can be significant, as the shift to online education often presents challenges that impact their ability to adapt effectively. Many teachers may feel overwhelmed by the rapid integration of technology into their teaching practices, leading to feelings of inadequacy or frustration. This lack of confidence in using digital tools can contribute to maladjustment, characterized by stress, anxiety, and a sense of disconnection from their students and colleagues.

Hence the present study was planned to investigate the association between e-teaching and anxiety in high school teachers.

OBJECTIVES

1. To evaluate the relationship between e-teaching proficiency and adjustment of high school teachers.
2. To evaluate the relationship between e-teaching proficiency and adjustment of govt. high school teachers.
3. To evaluate the relationship between e-teaching proficiency and adjustment of non-govt. high school teachers.

HYPOTHESIS

H_1 There will be no significant correlation between high school teachers' e-teaching proficiency and their adjustment.

H_2 There will be no significant correlation between govt. high school teachers' e-teaching proficiency and their adjustment.

H_2 There will be no significant correlation between non-govt. high school teachers' e-teaching proficiency and their adjustment.

REVIEW OF LITERATURE:

Moshahid (2017) compared the adjustment levels of government and private secondary school teachers using a sample of 105 teachers (55 from government schools and 50 from private schools), selected through stratified random sampling. The findings showed that government secondary school teachers had significantly better adjustment than private school teachers. There was no significant difference in adjustment between male and female government teachers, but a significant difference was found between male and female private teachers. However, there was no significant difference in adjustment between female teachers from government and private schools.

Chama and Subaveerapandiyan (2023) studied the challenges teachers face in teaching digital skills to secondary school students in Zambia. They surveyed 281 teachers from 20 schools in Lusaka using a questionnaire, with data analyzed using SPSS. The results showed that while teachers have access to digital devices and moderate to high digital literacy skills, they struggle to effectively integrate technology into their teaching. Major obstacles include a lack of alignment in the curriculum, high costs, and limited access to technology.

Rao and Umadev (2023) examined how a teacher's ability to adapt to their work environment affects their overall quality of life. The results showed a strong connection between teachers' adjustment to their work environment and their quality of life. Teachers who are more adaptable reported higher job satisfaction, lower stress levels, and better overall well-being. Key factors that contributed to teacher adjustment included a positive school climate, supportive colleagues, opportunities for professional development, and effective classroom management techniques.

Emmanuel and Esther (2024) assessed teachers' perceived computer literacy skills in public Model primary schools in Obio/Akpor Local Government Area, Rivers State. They used a descriptive survey method, distributing questionnaires to collect data from a population of 1,400 teachers across 26 schools. The study was guided by two research questions and one hypothesis. Using a multi-stage sampling procedure, they selected 96 teachers. The study concluded that most teachers had basic computer skills in Microsoft Word, Excel, and PowerPoint and that gender did not significantly affect these skills.

Insani et al. (2024) studied the digital proficiency of English as a Foreign Language (EFL) teachers in developing language assessments. Using a qualitative approach, the research explored the experiences of three teachers from different backgrounds. Through interviews and thematic analysis, the study identified challenges teachers face, such as choosing the right materials, assessment models, and digital tools. The findings suggest that technology can enhance student engagement and motivation during assessments. The research highlights the need for teachers to adapt to the evolving demands of language learning by integrating digital tools into their teaching.

METHODOLOGY

Sample

100 teachers working in high schools of Raipur district of Chhattisgarh were selected. The sample consist of 50 high school teachers from govt. schools and 50 from non govt. schools. Sample was selected through stratified random sampling.

Tools:

(a) e-teaching Questionnaire :

A pre-tested questionnaire was used to measure the e-teaching proficiency of high school teachers. It includes 20 statements designed to assess how proficient the teachers are in e-teaching. The scoring is simple: for every 'Yes' answer, the teacher gets 1 point, and for every 'No' answer, they get 0 points. The highest possible score is 20, showing a high level of e-teaching proficiency, while the lowest score is 0, indicating no proficiency. This system is designed so that a higher total score means better proficiency in e-teaching. The reliability and validity of the questionnaire were confirmed through Cronbach's alpha (0.88) and the LawShe Index (0.94).

(b) Mangal's Teacher Adjustment Inventoryt

To assess the adjustment of high school teachers, a Teacher adjustment inventory designed by Mangal (1982) was used. This inventory makes a preliminary assessment of the adjustment or maladjustment of the teachers of both sexes. There are 70 Yes/No type items in the inventory. The mode of response provides only two alternatives in the form of yes or no. In the inventory, 10 items are such where the response 'yes' shows adjustment whereas for the remaining 60 items the response 'no' shows adjustment. The scoring is done on the adjustment side by assigning 1 mark for the response showing adjustment and 0 for the response showing maladjustment. The reliability of the inventory was estimated through test-retest and split-half methods with the reliability coefficient of 0.969 and 0.983 with sample size being 100.

Procedure:

100 high school teachers were selected from the Raipur district of Chhattisgarh following the requirements of the research design. e-teaching proficiency questionnaire and Mangal's Teacher Adjustment Inventory were administered and recorded responses were scored. The scores were entered in an Excel sheet in respective groups. Statistical measures suitable for the study were chosen to analyse the data.The results are presented in Tables 1, 2 and 3 respectively.

RESULTS

Table 1

Correlation Coefficient between e-teaching Proficiency and Adjustment of High School Teachers (N=100)

	'r'	**Adjustment**
e-teaching		0.390**

r(df=98) 0.19 (p<.05) and 0.25 (p<.01); ** p<.01

Coefficient of Determination $R^2 = 0.12$

The results presented in Table 1 indicate the correlation between high school teachers' e-teaching proficiency and their adjustment, based on a sample of 100 participants. The Pearson Correlation Coefficient (r) is reported as 0.390 (p<.01), which signifies a positive correlation between the two variables. This means that as high school teachers' proficiency in e-teaching increases, their adjustment also tends to increase significantly. The

coefficient of determination, R^2=0.15, indicates that approximately 15% of the variance in adjustment can be explained by e-teaching proficiency in high school teachers. This further emphasizes the relationship, suggesting that while e-teaching proficiency does have a significant correlation with adjustment, other factors may also influence mental ability, as 85% of the variance remains unexplained by this model.

Table 2

Correlation Coefficient between e-teaching Proficiency and Adjustment of Teachers of Govt. High Schools (N=50)

	'r'	**Adjustment**
e-teaching		0.322*

r(df=48) 0.27 (p<.05) and 0.35 (p<.01); * p<.05
Coefficient of Determination R^2 = 0.10

The results presented in Table 2 indicate the correlation between e-teaching proficiency of high school teachers of govt. school and their adjustment, based on a sample of 50 participants. The Pearson Correlation Coefficient (r) is reported as 0.322 (p<.05), which signifies a positive correlation between the two variables. This means that as govt. high school teachers' proficiency in e-teaching increases, their adjustment also tends to increase significantly. The coefficient of determination, R^2=0.10, indicates that approximately 10% of the variance in adjustment can be explained by e-teaching proficiency in high school teachers working in govt. schools.

Table 3

Correlation Coefficient between e-teaching Proficiency and Adjustment of Teachers of Non-Government High Schools (N=50)

	'r'	**Adjustment**
e-teaching		0.309*

r(df=48) 0.27 (p<.05) and 0.35 (p<.01); * p<.05
Coefficient of Determination R^2 = 0.09

The results presented in Table 3 indicate the correlation between e-teaching proficiency of high school teachers of non-govt. school and their adjustment, based on a sample of 50 participants. The Pearson Correlation Coefficient (r) is reported as 0.309 (p<.05), which signifies a positive correlation between the two variables. This means that as non-govt. high school teachers' proficiency in e-teaching increases, their adjustment also tends to increase significantly.

The coefficient of determination, R^2=0.09, indicates that approximately 9% of the variance in adjustment can be explained by e-teaching proficiency in high school teachers working in non-govt. schools thereby 91% of the variance remains unexplained by this model.

DISCUSSION:

Good e-teaching proficiency is essential for teacher adjustment because it helps teachers navigate the demands of modern, technology-driven classrooms. As digital tools and online platforms become more common in education, teachers who are proficient in e-teaching are better equipped to integrate these technologies into their lessons, making the teaching process smoother and more effective. This reduces stress, increases confidence, and allows teachers to adapt to new teaching methods more easily. With strong e-teaching skills, teachers can also engage students better, manage time efficiently, and feel more in control of their teaching environment, all of which contribute to their overall adjustment and job satisfaction.

CONCLUSION

Based on results, it can be concluded that e-teaching proficiency in high school teachers positively impacts their adjustment and thereby as teachers become more skilled in using digital tools for teaching, they tend to adapt more effectively to changing educational environments and demands..

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