



Construction and Standardization of Adjustment Inventory for the Problems faced by Female Teachers of Higher Secondary School

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1. Introduction

The society establishes schools for the management of its truth and morals, thus the school is a big institution of education today. In every society, it is natural to train their new-borns progressively to develop and adapt to the world as it is becoming more complex. The process of education and systematic gaining from society or state is known. Education is like sculpture, as sculptures are sculpted by sculptors using different types of material. Education also does the same it gives to students by abstract materials like discipline and love.

In this period of heavy inflation today, women have adopted some work to live better life. Also due to men's limited earnings, now women are doing business in every field and many women are educated, and many sisters have great desire for the ownership of this business, even they have chosen teaching as their favourite profession. And there is a need to resolve a pleasant combination between professional responsibilities and then adjust it.

The researcher's main objective was to construct and standardize Adjustment Problems Inventory for the problems faced by secondary school female teachers.

2. Objectives of the Study

Objectives of present study are as follow.

- 1.To construct Adjustment Problems Inventory for the problems faced by secondary school female teachers.
- 2.To standardize Adjustment Problems Inventory for the problems faced by secondary school female teachers.
- 3.To find out reliability of Adjustment Problems Inventory.
- 4.To find out validity of Adjustment Problems Inventory.

3. Research Method

The main objective of researcher was to construct and standardize Adjustment Problems Inventory for female teachers of secondary schools of Gujarat state. In construction of tool, at every step, the researcher randomly selected different size of sample from population. In this manner, the researcher used Survey method for present study.

4. Sample of Study

The researcher undertook the pre-primary piloting of research tool. For this, the researcher selected 10 female teachers and gave them Adjustment Problems Inventory to respond it.

The researcher constructed Adjustment Problems Inventory for the female teachers of higher secondary schools. The researcher had standardized it. For Primary piloting of Adjustment Problems Inventory, the researcher selected 370 teachers from higher secondary schools of Gujarat State.

5. Construction of Tool

The main objective of researcher was to study the adjustment problems of female teachers of secondary schools of Gujarat state. For present study, the researcher constructed Adjustment Problems Inventory. The whole process of construction of Adjustment Problems Inventory was as follows.

5.1 Construction of items

At initial stage, the researcher constructed some items regarding adjustment problems of female teachers. For this, first of all, the researcher met some female teachers of secondary schools and asked them whether they were facing any adjustment problems. The researcher also took help of his classmates who are research scholars and some professors and educators who are experts in research field. Thus, the researcher constructed approximately 100 items in Adjustment Problems Inventory. Each item has three responses: 1) Agree, 2) Neutral and 3) Disagree.

5.2 Opinions of Experts

After initial construction of tool, the Adjustment Problems Inventory was given to the research experts who were either faculty of B.Ed. and M.Ed. colleges or Ph.D. guides having complete knowledge about research. The experts were asked for their suggestions in order to improve the tool. As per the suggestions occurred from the experts, the researcher reconstructed the items of the tool.

5.3 Pre-primary Piloting

For preprimary piloting, the tool was given to selected 10 female teachers of higher secondary schools. The researcher observed the teachers as they faced any difficulties in Adjustment Problems Inventory. The researcher once again amended the Adjustment Problems Inventory and used for primary piloting.

5.4 Primary Piloting

The next step was to perform item analysis in order to select proper items of the tool which help researcher to discriminate the teachers of different independent variables according to their adjustment problems. For primary piloting, the researcher selected 370 higher secondary female teachers. The subjects were given Adjustment Problems Inventory and collected after its completion.

5.5 Item Analysis

The researcher checked the 370 inventories collected after primary piloting. The teachers were arranged in ascending order according to their total scores obtained in inventory. Then a t-test was performed for each item between item mean scores of upper 27% and lower 27% teachers. Finally, 47 items were rejected from tool and thus 53 items were remained in final Adjustment Problems Inventory.

5.6 Final Tool

There were 53 items were remained in final Adjustment Problems Inventory. These items were distributed in seven different factors. The number of items in each factor are mentioned in table below.

Table 1: Factor wise items in final tool

No.	Factor	Total Items
1.	School related adjustment problems	8
2.	Classroom teaching related adjustment problems	11
3.	Family related adjustment problems	9
4.	Social adjustment problems	7
5.	Vocational adjustment problems	6
6.	Transportation related adjustment problems	6
7.	Personal adjustment problems	6
Total		53

Thus, in final tool there were 53 items. The items in factor 1 to 7 are 8, 11, 9, 7, 6, 6, and 6 respectively. Each item has three responses: 1) Agree, 2) Neutral, 3) Disagree. Scores assigned for responses are 3 for agree, 2 for neutral and 1 for disagree.

6. Reliability of Tool

Reliability is defined as the measurement of the stability or consistency of research tool. If same results occurred using the same tool in same circumstances, the tool is considered as reliable. To find out reliability, Adjustment Problems Inventory was given to 100 female teachers selected from population. In present study, the researcher used different methods to find out reliability of tool.

Table 2: Reliability of tool using different methods

No.	Method	Reliability
1	Test-retest method (Karl Pearson)	0.74
2	Split-half	
	1.Spearman Brown	0.78
	2.Rulon's formula	0.82
	3.Flanagan's formula	0.69
3	Guttman's split-half method	0.74
4	Cronbach's Alpha	0.78
5	Kuder Richardson (KR ₂₁)	0.75

7. Validity of the Tool

In present study, the researcher found three types of validity:

7.1 Face Validity

The researcher constructed Adjustment Problems Inventory with the help of guide, class mates and research experts. The tool was given to the different research experts who reviewed the research tool and gave their suggestion. Later, the researcher amended the tool as per suggestions obtained from the experts. Thus, it is said that the Adjustment Problems Inventory has a good validity.

7.2 Content Validity

The researcher carefully constructed each item of inventory by reviewing the previous research tools. The tool was reviewed by the experts and researcher reconstructed the items which was suggested by experts. Later an item analysis was conducted and some of the items were removed as per item analysis. Thus, it is said that the Adjustment Problems Inventory has a good content validity.

7.3 Factorial Validity

The Adjustment Problems Inventory constructed by the researcher is divided in seven different factors. The researcher found correlation coefficient among factors and each factor with whole inventory. These correlation coefficients show the factorial validity of Inventory.

According to analysis, the minimum correlation is 4.8 which is between factor 1 and factor 7. The maximum correlation is 7.1 which is between factor 1 and factor 6.

The correlation of factor 1 to 7 with whole inventory are 4.3, 7.7, 4.9, 6.7, 5.2, 5.7 and 6.3 respectively. Thus, the values of correlation are from 4.3 to 7.1. Thus, the researcher constructed inventory has a good factorial validity.

8. Major Findings of the Study

In present study, the researcher constructed and standardized Adjustment Problems Inventory for secondary school female teachers of Gujarat state. On the basis of analysis, the following findings were obtained.

- 1.The Adjustment Problems Inventory has a good test-retest reliability found out using Karl Pearson formula.
- 2.The Adjustment Problems Inventory has a good split-half reliability found out using Spearman Brown formula.
- 3.The Adjustment Problems Inventory has a good split-half reliability found out using Rulon's formula.
- 4.The Adjustment Problems Inventory has a good split-half reliability found out using Flanagan's formula.
- 5.The Adjustment Problems Inventory has a good Guttman's split-half reliability.
- 6.The Adjustment Problems Inventory has a very good value of Cronbach's Alpha which shows a good reliability.
- 7.The Adjustment Problems Inventory has a very good value of KR₂₁ which shows a good reliability.
- 8.The Adjustment Problems Inventory has a very good face validity.
- 9.The Adjustment Problems Inventory has a very good content validity.
- 10.The Adjustment Problems Inventory has a very good factorial validity.

9. Conclusion

In present study, the main objective of researcher was to construct and standardize Adjustment Problems Inventory for female teachers of secondary schools of Gujarat state. The researcher randomly selected female teachers from population and gave them Adjustment Problems Inventory. The researcher found reliability and validity from obtained data. It was revealed that the Adjustment Problems Inventory has a very good reliability and validity.

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