

A Study On Adjustment Of Secondary School Teachers With Academic And General Environment In The Institution

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1. INTRODUCTION

The school is the greatest tool available to spread information to others. It is the best training ground to teach individuals to become agents for change and become productive members of the society. Teaching has been one of the oldest and most respected profession in the world and the teachers are the king pins of any educational system. It is said that teaching has acquired a status of profession because the need for teacher and his education and teaching have been imperative all these days. It is always a dynamic activity. Adjustment to schooling is influenced by a variety of personal and family Characteristics, and societal trend. It is the interaction of the child's personal characteristics and their experiences that ultimately determines how a child adjusts to school (Margetts, 2002). Teachers are expected to play the role of agents of social change and modernization. In a country like India, conservatism, superstitions, exploitations, poverty, inequality and many others maladies have been continuing for centuries. Teachers are expected to change this disorganized social order. They have to take up the role of reformer in our society, developing modern values and attitude in students and masses, work for the building up of an egalitarian, secular and socialist society. Yet, schools cannot do this without having teachers who wish to bring forth change and who possess the necessary human traits, abilities, skills and competence. The importance of teacher in the educational process is unquestionable. The successful running of any educational system depends mainly upon the teacher, the pupil, the curriculum, and the facilities. Of these, teacher is the most important one and is the pivot on whom the entire educational structure rests. A satisfactory adjustment is an essential in teaching. Teacher's adjustment is necessary to himself as well as his pupils. The integrative behaviour of the teacher is satisfying to him as well as his students and it tends bring about integrative behaviour in the children. The democratize and receptive behaviour of the teacher leads to better emotional rapport in the class and develops positive attitudes in the students towards the teacher and the class-work. In human affairs, education is a vital activity. Because it was created at the same time as the human race, it will continue to operate for as long as the human race exists. The limits of education are as broad as the boundaries of existence itself. Its ramifications are many and diverse. Teacher adjustment refers to how pleased a teacher is with his or her school building, school administration, and discipline and timetable of school, methods of educating pupils, other instructors, and the institution's head of institution or administration. Education is a lifelong process that starts at birth and continues throughout

one's adulthood. Teachers are important members of society. It is impossible to overstate the significance of teachers in the life of a country. The instructor has an impact on the brains of students, molding them into a variety of shapes and forms. The process of education is responsible for constructing the nation's long-term future. The success of every student, is mainly depends on the ability of the teacher, they represent many kind of knowledge in fronts of the students. The teachers play very important part of total educational system. Every time they face many challenges for developing the qualities of students and society also for the nation. A well-adjusted person has a philosophy which gives direction to his life while keeping in view the demands of changed situations and circumstances. This philosophy is centred on the demands of his society, culture, and his own self so that he does not clash with his environment or with himself (Mangal, 2006). If they are unable to adjust with environment, they can't manage or keep proper balance of educational process and their students. In the field of education teacher adjustment is an essential part. A well adjusted and mentally healthy teacher can do justice with the teaching profession and with himself. A satisfactory adjustment is essential in job of a teacher. Teachers can in fact discharge his duties properly if he is reasonably satisfied with him self and his environment. A well adjusted teacher is source of inspiration to his students and a boon to the society.

1.1 Variables of the Study

In the present research, the teacher adjustment of the secondary school teachers was considered as the dependent variable.

Gender, locality of the schools, marital status, teaching experience, medium of the school, academic qualification, academic stream and type of school of the secondary school teachers were treated as the independent variables.

1.2 Statement of the Problem

Adjustment is a critical skill that a teacher must master in order to be successful in all aspects of his or her professional life. It helps teachers to successfully manage their teaching methods in the classroom while also carrying out their other teaching responsibilities in a school or university setting with ease. Quality teaching is affected favorably when the teacher is well adjusted. On the other hand, maladjustment results in mental tension, unrest and is a potential cause of the problem of indiscipline. On the basis of this felt need, the investigator decided to take up this problem, "A STUDY ON ADJUSTMENT OF SECONDARY SCHOOL TEACHERS' WITH ACADEMIC AND GENERAL ENVIORNMENT IN THE INSTITUTION"

1.3 Objectives of the study

- To study the Adjustment level of the secondary school teachers.
- To investigate the relationship between adjustment of the secondary school teachers with regards to their gender, locality of the schools, marital status, teaching experience, medium of the school, academic qualification, academic stream and type of school.

1.4 Purpose of the Study

School education not only implies for imparting formal learning but also implies to develop in the child desirable habits, values, behaviour and patterns of character, knowledge, social attitudes, understanding, interest and dynamic personality. The destiny of students as well as the success or failure of an educational plan relies upon the degree of adjustment of instructor himself. The Secondary School Teachers in the emerging Indian society has a very pivotal

role in the social reconstruction and in the transmission of wisdom, knowledge and experiences .from one generation to another that which means secondary teacher also plays an important role in any constructive programme of education. Quality instruction is impacted positively when the instructor is well adjusted. On the other side, maladjustment leads in mental tension, discontent and is a possible source of the issue of indiscipline. On the basis of this felt need, the investigator chose to take up this topic.

1.5 Significance of the Study

The progress and advancement of a country depends upon the quality of its teachers. Teacher is the foundation stone in any system of education. The contribution of teachers to the growth, progress and prosperity of the country cannot be overstated. Teachers are the ones that shape the future of society and influence the next generation in order for the National Goals to be achieved successfully in the future. Teachers have a significant role in the area of education, as is well known. The teacher's ability to adapt is directly related to her or his performance. The behavior and adjustment of a teacher to his or her personal, professional, and social life has a direct effect on the molding of students and, therefore, on the shaping of a society. It is impossible for a teacher who is experiencing excessive physical and mental strain in the profession, or who is not receiving full respect in the profession, to feel inferior to his or her students and to instill in them self-confidence, bravery, and leadership characteristics. The least socially adjusted teacher could never build a foundation of collaboration, solidarity, responsibility, and involvement in social activities. The personality of a student and the instructor is significantly influenced by environmental factors .An individual's ability to adjust is critical to his or her ability to be successful or unsuccessful in any profession. Adjustment in the teaching profession is very essential because it aids in the preservation of a healthy balance between the needs of the teacher and the conditions in which she or he is teaching. The ability to adapt in different areas of life, including professional life, has a major impact on one's ability to succeed in teaching. A well adjusted teacher with no conflict in life is a source of inspiration to his students and a boon to the society. Hence, satisfactory adjustment is essential for a teacher. Beyond focusing only on the teaching-learning area, a teacher must cope with a variety of professional pressures, dangers, and abnormalities, among other things. The whole process of dealing with an educational set-up has grown more complicated since the entire educational system has experienced significant transformation over a period of many decades. Consequently, a teacher must make a number of modifications to his or her working environment. Additionally, in order to be successful in his or her teaching career, a teacher must have exceptional teaching abilities. Furthermore, it may be said that a teacher, in addition to being a source of information, must also be a person with a dynamic personality. In order to do this, it is necessary for a proper adjustment level should be maintained by the teachers.

The quality of the teacher is judged through his work and behaviour, which in turn depends upon the degree of his adjustment with himself and his own environment. Higher level of the adjustment of the teacher is directly linked with his efficiency in his work and hence of the pupils. Thus fate of the pupils as well as the success or failures of an educational programme depends on the degree of adjustment of the teacher himself. Continuity and quality of the work improves favorably when the teacher is well adjusted. On the other hand, maladjustment results in mental tension and disinterest in work. As a result there is every possibility of missing classes by the teacher, misbehaving with the students, their parents and his colleagues, shirking his work, complaining about the working conditions and work load and even misguiding and spoiling his students. Maladjusted teacher is a potential cause of the

problem of indiscipline, adolescents' delinquency among the students. Not only the quality and the quantity of work suffer but also the development of the personality of the children is badly hampered.

It is widely accepted by educationists, sociologists, psychologists, scholars, policy makers, politician and administrator that in our country there is an unprecedented need for effective and good teachers, who should be well adjusted, free from any stress, strain and frustration to lead the multitudes of school children and adolescents.

1.6 Hypotheses

- Level of Adjustment of the secondary school teachers will vary in different groups.
- There will be no significant relation between teacher adjustment of the secondary school teachers with regards to their gender.
- There will be no significant relation between teacher adjustment of the secondary school teachers with regards to their locality of the schools.
- There will be no significant relation between teacher adjustment of the secondary school teachers with regards to their marital status.
- There will be no significant relation between teacher adjustment of the secondary school teachers with regards to their teaching experience.
- There will be no significant relation between teacher adjustment of the secondary school teachers with regards to their medium of the school.
- There will be no significant relation between teacher adjustment of the secondary school teachers with regards to their academic qualification.
- There will be no significant relation between teacher adjustments of the secondary school teachers with regards to their academic stream.
- There will be no significant relation between teacher adjustment of the secondary school teachers with regards to their type of school.

1.7 Delimitations of the Study

Keeping in view the time available and limited sources, the present study is delimited to the following aspects--

- The research was delimited to a total of 400 teachers.
- The study was conducted school teachers only.
- Only one dependent variable Adjustment was taken into consideration.
- Data were collected from the secondary school.
- Data were collected from Murshidabad Districts only.
- The study employed only since selected statistical techniques i.e., Percentage, Mean score, SD and 't'- test for outcome of results.
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1.8 Limitation of the study

It is not possible to control the mental state of anybody, so the respondents also. Therefore, it was considered as limitation of the research.

2. LITERATURE REVIEW

A literature review is a summary of previously published or unpublished research on a certain subject that has been previously published or unpublished. In this chapter, the researcher field is explored via a survey of more than forty research papers, dissertation and so many thesis on related topics that has mostly been published in the past decade. The purpose of a

literature review is to offer an overview and synthesis of relevant sources that have been examined, however there are a variety of methods that may be used based on the kind of analysis that underpins the research. The research for reference material is time consuming but fruitful phase. A familiarity with the literature of any problem helps the students to discover what is already known, what others have attempted to find out, what methods remain to be unsolved.

3. RESEARCH GAP

Several national and international literatures on teacher's adjustment in institutions have been consulted. Some research talked about the teacher's adjustment in general. Understanding vivid literature and the context of the study, the researcher could not find the linkage between teachers adjustment with gender, locality of the schools, marital status, teaching experience, medium of the school, academic qualification, academic stream and type of school and here the research gap lies. The present research emphasis on the said gap and explores it. The researcher hopes the findings of the study will help the teachers to develop better adjustment with the system where they are employed in a way that will add to their professional growth.

4. METHODOLOGIES

Research is a systematic activity and, as a process, it employs a scientific methodology. A research design provides a framework within which the activity is conducted. After examining several similar studies, the study's goal, and the nature of the issue, the researcher determined that a normative survey research or a descriptive survey would be the most appropriate method for the current study. The present methodology of this study is based on descriptive research. The researcher was more concerned with the current condition that existed in the school in the context of teacher adjustment than with the past situation that existed. The descriptive research is concerned with formulation of hypotheses, testing of hypotheses, the analysis of the hypotheses of the relationships between non manipulated variables and the development of generalization. Hence, the descriptive research method has been considered most suited method for conducting this study on teachers.

a. Populations

Population refers to the entire mass of universe having similar characteristics. The population of the present study comprised of the teachers of secondary schools of Murshidabad district of West Bengal.

b. Sampling

The primary purpose of research is to discover principles that have universal applications. But to study the whole population and arrive at generalizations would be impracticable as well as impossible because some populations are so large that the characteristics cannot be measured. Fortunately, the process of sampling makes it possible to draw valid inferences or generalizations on the basis of careful observations of variables within relatively small portions of population. A sample is a small representative portion of population. By observing the characteristics of the sample and the analyzing the observations statistically, one can make certain inferences about the characteristics of the population from which the sample has been drawn. For the present research, the researcher employed stratified random sampling. The sample for the study was drawn from sixty eight schools of Murshidabad

District, selected randomly from 68 schools situated in Murshidabad Districts in West Bengal. The selected schools are of different types, out of which 56 are boys' schools, and 12 girls' school which are 42 Bengali medium and 26 English medium, coeducational schools of Murshidabad District. The sample consists of 400 teachers from secondary schools consisting of 200 male teachers and 200 female teachers. From each school teachers were selected randomly. There were 37 rural school and 31 urban schools in the selection. While selecting the sample the variations of gender, academic qualification, academic stream, teaching experience, locality of school, Type of school medium of instruction, marital status was taken as intervening variables.

c. Tool

In every type of research, the researcher is required to apply certain instruments to explore new fields of knowledge. The instrument thus, employed are called tools. The selection of tools for data collection depends upon the nature of problem undertaken. It is the selection of appropriate tool that is vital important and significance which enables the researcher to arrive at certain generalization about the problem being invested. For the present investigation the tools selected for the research are:-

Mangal Teacher Adjustment Inventory Short Form (Mangal, 1987) was used to assess the level of adjustment among the teachers. The Teacher Adjustment Inventory (short form) so devised was put to standardization on the population of 728 high school teachers of Haryana state. It was obtained by stratifying proportionate cluster random sampling technique. The inventory consists of 65 statements with two possible responses Yes or No in comparison to the long form containing 253 items. It is a preliminary devise to assess the adjustment or mal-adjustment of teachers of both sexes. It does not, in any way pretend to diagnose the type of psychoneurotic disorders or to indicate a finer degree of discrimination of adjustment. It merely attempts to segregate the poorly adjusted teacher from those who are better adjusted. Therefore, it is helpful in identifying the teacher from those who are better adjusted. Therefore, it is helpful in identifying the teacher who may stand in need of psycho diagnostic study and counseling in the specific area of teacher adjustment separately as well as in terms of his total adjustment. Similarly, it may bring into us the teachers who are reasonably satisfied and adjusted and thus maybe entrusted with the task of bringing efficiency and improvement of education. Moreover, as a self-assessment device it may render help to the teachers for modifying and adjusting the behavior according to the demands of the situations. The mode of response to each of the item of the inventory is in the form of =Yes,=No or=?'. Indicating complete agreement, disagreement or neither agreement nor disagreement with the proposed statement respectively. In the Mangal Teacher Adjustment Inventory 41 items are such where the response =Yes' shows adjustment. For the remaining 212 items the response =No' shows adjustment. In the scoring scheme it has been planned to assign score 2 for the response indicating adjustment, score 1 for the undecided (?) response and zero for the response indicating lack of adjustment or maladjustment. The Teacher Adjustment Inventory so devised was put to standardization on the population of high school teachers of Haryana State. Sample for the standardization of the Inventory consisted of 728 teachers (400 male and 328 female) belonging to 50 High Schools of all the districts of Haryana State. It was obtained by stratified proportionate cluster random sampling technique.

d. Validity

The validity for the inventory has been established by adopting criterion related approach. Two different external measures used for this purpose were (1) Bell's Adjustment Inventory

Measures Used	Bell's Adjustment Inventory (Hindi Version)	Teacher Adjustment Inventory – MTAI (Long Form)
Validity Coefficient	-.84	-.90

(ii) Teacher Adjustment Inventory Bell's Adjustment Inventory gives scores on maladjustment side while the Teacher Adjustment Inventory gives scores on adjustment side.

e. Reliability

Reliability of the Inventory was estimated thorough test-retest and split half methods.

Methods Used	Test-Retest Method	Split-Half Method
Reliability Coefficient (N=100)	.96	.98

Statistical Procedure

The data were analyzed by using Percentage and 't' test. With the 't' test we can determine whether a difference probably exists between the means of two groups using SPSS.

5. ANALYSIS AND INTERPRETATION OF DATA

Level of Adjustment of the secondary school teachers will vary in different groups.

Average level of adjustment had found almost similar among male (48%) and female (50%) school teachers. Good level of adjustment intelligence was the most prevalent in male teachers (37.5%) as compared to female teachers (35%). Female teachers showed higher level of very good level of adjustment (50%) than male teachers (48%).

The percentage of sample having average adjustment was higher in rural school teachers (15.85 %) compared to urban teachers (13.82%). Percentage of good and very good level of adjustment was higher in urban teachers (36.87% and 49.31%) than rural teachers (35.52% and 48.63%).

The percentages of married school teachers were more in average level of adjustment (15.7%) as compared to unmarried school teachers (13.29%). Good level of adjustment was found higher among unmarried school teachers (38.61%) than married school teachers (34.72%). Married school teachers had very good adjustment (49.58%) than their unmarried counterparts (48.10%).

Maximum percentage of average and good level of adjustment was found to be in high experienced school teachers (15.39% and 38.94%) than low experienced school teachers (14.07% and 33.33%). In the case of very good adjustment low experienced school teachers were secured high percentage (52.60%) as compared to high experienced school teachers (45.67%).

✚ Average level of adjustment was found higher among Bengali medium school teachers (15.15%) as compared to English medium school teachers (13.97 %). Both group showed almost similar good level of adjustment. English medium school teachers experienced higher percentage of very good adjustment (50%) than their Bengali medium counterparts (48.49%).

✚ Graduate school teachers showed higher percentage (18.75%) of average adjustment than their post-graduate teachers counterparts (13.75%). Similar level of good adjustment were found in both group (36.25%). Very good adjustment was higher among post- graduate teachers (50%) as compared to graduate school teachers (45%).

✚ The level of average adjustment was greater in non-science school teachers (15.66%) as compared to science school teachers (14.1%). Good level of adjustment was much more among non-science school teachers (41.02%) as compared to science school teachers (29.52%). Science school teachers showed higher percentage of very good adjustment (54.82%) than their non-science teacher's counterparts (44.88%)

✚ Average level of adjustment was found almost similar in government and non-government school teachers. Higher percentage of non-government teachers experienced good level of adjustment (37.33%) as compared to government teachers (35.6%). In the case of very good adjustment government teachers secured higher percentage (49.6%) than their non-government counterparts (48%).

There will be no significant relation between teachers Adjustment of the secondary school teachers with regards to their gender.

Mean adjustment scores of male and female school teachers were almost same (Mean= 66.1 and 66.36 respectively). The obtained t score of 0.27, which was statistically insignificant. So, there is no significant difference of adjustment between male and female school teachers.

There will be no significant relation between teachers Adjustment of the secondary school teachers with regards to their locality of the schools.

Urban school teachers mean scores (M = 66.35) was slightly higher than rural school teachers (M=66.09) but the difference was not statistically significant. There exists no significant difference between two mean scores.

There will be no significant relation between teachers Adjustment of the secondary school teachers with regards to their marital status.

Mean scores of the married and unmarried group showed almost same (66.17 and 66.32 respectively). It was evident that the calculated t value (0.155) was less than the table value .We can say with 95 per cent confidence (0.05 level of significance) that the adjustment level of married teachers does not differ significantly from unmarried school teachers.

There will be no significant relation between teachers Adjustment of the secondary school teachers with regards to their teaching experience.

Low teaching experienced school teachers exhibited slightly higher mean score (M=66.96) as compared to high experienced school teachers (M=65.55), but their difference was statistically insignificant. Obtained t value was 1.50, since the calculated t-value was less than tabulated t-value which was not significant at 0.05 levels.

There will be no significant relation between teachers Adjustment of the secondary school teachers with regards to their medium of the school.

The results showed that mean score of Bengali and English medium school teachers was almost same (Mean= 66.20 and 66.29 respectively). Insignificant difference was found between the group of Bengali and English medium school teachers.

There will be no significant relation between teachers Adjustment of the secondary school teachers with regards to their academic qualification.

Post-graduate school teachers Adjustment scored slightly higher ($M= 66.39$) as compared to graduate school teachers ($M= 65.6$). But, their difference was not statistically significant.

There will be no significant relation between teachers Adjustment of the secondary school teachers with regards to their academic stream.

Mean score of adjustment among science school teachers was ($M=67$) as compared to non-science school teachers ($M=65.68$). The calculated t-value was 1.38, which was statistically insignificant. Since, the calculated t-value is less than tabulated t-value which was not significant at 0.05 levels.

There will be no significant relation between teachers Adjustment of the secondary school teachers with regards to their type of school.

The mean scores of the adjustment among non-government school teacher was ($M= 66.08$) and government school teacher was ($M= 66.32$). The difference between the mean score of both the group was 0.24, which was negligible.

6. CONCLUSION

Teaching professionals are the torchbearers of a country, and they are charged with the duty of ensuring that the young grow in all aspects of their lives. The instructors must be well-equipped in order for this accomplishment to be accomplished successfully. It is critical for teachers to feel comfortable in their roles as educators in order to be effective. Teacher Adjustment is a comprehensive concept that controls the appropriate functioning of instructors to a significant degree. A well-adjusted teacher always makes a more significant contribution to the growth of his or her students' abilities. We could not find any significant difference between the secondary school teachers viz. gender, locality of the schools, marital status, teaching experience, medium of the school, academic qualification, academic stream and type of school. The findings of the study show that effects of the gender, locality of the schools, marital status, teaching experience, medium of the school, academic qualification, academic stream and type of school in teaching could not make a difference in teacher adjustment which was very utmost priority for total development of educational program as well as student's life. This is also been supported by different investigators like (Ahmad & Khan. 2016).

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