A COMPARATIVE STUDY OF ADJUSTMENT AMONG SECONDARY SCHOOL TEACHERS

Upender Kumar
Research Scholar
Department of Education, Kurukshetra University Kurukshetra

INTRODUCTION

Education is a dynamic process that takes positive changes and modifications in human life. Education works all time in our brain and mind also, which influence a human being to do something new or developmental works. It teaches people how to adapt or modify their behaviour. While modifying students' behaviour teachers' play a vital role. Every student's success is primarily depends on the ability of the teacher, who represents a wide spectrum of expertise to the students. The personality of the teacher has an enormous impact on the students' personality development. It is said that books can educate, but no one can teach more than a person's personality. Various studies indicate that teachers' enthusiastic stability impacts the learners. Dr. Radhakrishnan (1949) deeply observed that, "The teacher's place in the society is of vital importance. He acts as the pivot for the transmission of intellectual traditions and technical skills from generation to generation and helps to keep the lamp of civilization burning." The NPE, 1986 and its Revised Version 1992, remarked about teachers that, "No system of Education can rise above the level of its teachers".

Teacher Adjustment

In the job of a teacher, a satisfactory adjustment is very essential. A teacher must understand how to be free of the harassment such as violence, pressure and their personal problem. Progress in the field of education is possible and relies upon the degree of adjustment and satisfaction of those individuals who are in the field of education and support the cause of education. A teacher higher level of adjustment can cause high level of efficiency in his work or profession. Adjustment is a one kind of changing behaviour that can assist a person to make balance with his/her environment. Every day, each human being faces a number of difficulties in their lives, which they attempt to resolve or adjust with this situation. We use terms like consistency, reconciliation, unification, adaptation, conformation, coordination and so on to explain the term of adjustment. In the words of Crow and Crow (1956), "an individual's adjustment is adequate, wholesome and healthful to the extent that he has established harmonious relationship between himself and the conditions, situations and persons who comprise his physical and social environment". According to C. V. Good (1959), "adjustment is the process of finding and adopting modes of behaviour suitable to the environment or the in the environment". The teachers play very important part of total educational system.''

Some of the studies performed in the field were reviewed. Among those studies, the citable are: Malik (1996) studied that female pupil teachers had better adjustment than the male pupil teachers. Shakuntala and Subapathy (1999) studied that female teachers had higher adjustment than male teachers; Private aided school teachers and private unaided school teachers were lesser adjusted than government school teachers; married teachers have significantly better adjustment than unmarried teachers; Younger teachers were better adjusted than older teachers; experienced teachers had significantly higher adjustment than less experience teachers. Sonia (2008) found that male rural teachers have better adjustment in comparison to male urban teachers and there exists no significant difference of adjustment between female rural teachers and female urban teachers. Kumari (2010) explored that head masters of secondary schools stands significantly differ in adjustment due to their age and teaching experience, whereas due to their sex, academic qualifications, locality, type of managements they do not had significant difference of adjustment. Sharma and Godiyal (2015) conducted a study on "Adjustment of secondary school teachers". The objectives of the study were: (i) To study the difference of adjustment level of the government school and private school teachers. (ii) To study the difference of adjustment level of male and female school teachers. The major findings of the study were: (i) Total adjustment level of Private school teachers does not differ significantly from government school teachers. Though generally the private school teachers are getting a low salary and are burdened with heavy workload. (ii) Total adjustment level of the male teachers and the female teachers differ significantly. Females were better adjusted with the school environment than their male counterparts. Kaur and Shikha (2015) revealed that there exists significant difference of adjustment of secondary school teachers with regard to their gender. Ahmad and Khan (2016) studied that there exists no significant difference in the adjustment of secondary school teacher in relation to their Locality, Teaching Experience and Educational Qualification. Hence, the present researchers found a lack of the studies on the secondary school teachers working in the schools under the Haryana Board of School Education, Bhiwani (Haryana) and selected the problem to conduct his research.

STATEMENT OF THE PROBLEM

A COMPARATIVE STUDY OF ADJUSTMENT AMONG SECONDARY SCHOOLS TEACHERS

OPERATIONAL DEFINITIONS OF THE KEY TERMS USED

Teacher adjustment

In the present study "teacher adjustment" means to assess the adjustment of Government Secondary School Teachers based on the total scores obtained by teachers in Mangal's Teacher adjustment inventory (MTAI) short form developed and standardized by S.K. Mangal (2007) revised form. Through inventory total teacher adjustment is divided into five parts i.e. very poor, poor, average, good and very good as measured by the inventory.

Demographic Variables

In the present study demographic variables refers to secondary school teachers' gender (Male, Female), marital status (Unmarried, married), teaching experience (Up to 5 years, Above 5 years) and locality (Rural, Urban).

Secondary school teachers

In present study the secondary school teachers are those teachers which are teaching in the Government Secondary Schools in Haryana State at secondary level.

OBJECTIVES OF THE STUDY

- To study the level of adjustment of the secondary school teachers.
- To compare the adjustment of secondary school teachers with regard to gender.
- To compare the adjustment of secondary school teachers with regard to marital status.
- To compare the adjustment of secondary school teachers with regard to teaching experience.
- To compare the adjustment of secondary school teachers with regard to locality.

HYPOTHESES OF THE STUDY

H0.1 : There exists no significant difference of adjustment between male and female secondary school teachers'.

H0.2 : There exists no significant difference of adjustment between unmarried and married secondary school teachers'.

H0.3 : There exists no significant difference of adjustment between up to five year teaching experience and above five year teaching experienced secondary school teachers'.

H0.4 : There exists no significant difference of adjustment between the rural and urban secondary school teachers'.

DELIMITATIONS

- The study was confined to secondary school teachers only.
- The study was confined to 20 Government secondary schools of Haryana state only.
- The study was confined to two districts i.e. Kaithal and Kurukshetra of Haryana state only.
- The sample was delimited to 200 Secondary School Teachers i.e. 100 male and 100 female teachers only.
- Only four demographic variables were taken in this study i.e. gender, locality, teaching experience and marital status.

PLAN AND PROCEDURE

RESEARCH METHODOLOGY

To take consideration of review of related literature and objectives of the study, the researcher has employed descriptive survey method for the present study.

POPULATION AND SAMPLES OF THE STUDY

In the present study, all secondary school teachers of Government Schools of Haryana were taken as population. The researcher selected their sample from two districts, namely Kaithal and Kurukshetra of Haryana for the present study. The total numbers of sample were 200 secondary school teachers which were comprised of 100 male and 100 female teachers chosen through random sampling technique.

VARIABLES OF THE STUDY

In the present study, the teacher adjustment of the secondary school teachers was considered as the research variable and the gender, marital status, teaching experience and locality was treated as the categorical variables.

TOOLS USED IN THE STUDY

To measure the teacher adjustment, in the present study, the researcher adopted ' Mangal Teacher Adjustment Inventory' (MTAI) short form (Revised in 2007) developed and standardized by Mangal. The inventory consists of 70 items which has forced choice answering (Yes/No).

Reliability of Teacher Adjustment Inventory

In the present study test-retest and split-half methods were employed to study the reliability of the teacher adjustment inventory. The reliability coefficient determined by these two methods has been given in the following table.

Reliability Coefficient of the Teacher Adjustment Inventory

(N=200)

Methods Used	Reliability by Spearman Brown	Coefficient of Correlation (Split-Half Method)
Reliability Coefficient	0.809	0.680

From Spearman Brown method Reliability Coefficient calculated is 0.809 and from Split-Half method it is calculated as 0.680. From both methods Reliability Coefficient is measure quite satisfactory and it is found that Mangal's Teacher Adjustment Inventory was quite reliable for the purpose of data collection.

Statistical Techniques Used

Mean, S.D., Skewness and kurtosis were used in order to describe the nature of the data. In order to study the difference among the variables, the investigator used mean, standard deviation and t-test.

ANALYSIS AND INTERPRETATION OF THE STUDY

The analysis and interpretation of the data obtained from 200 Secondary School Teachers had been analysed and discussed in three sections as follow:

Section-I NORMALITY OF DATA

The researcher used the values of mean, median, standard deviation, skewness, and kurtosis to assess the normality and understand the degree of distribution of teacher adjustment ratings. In the tables and figures that follow, these figures and statistics are presented.

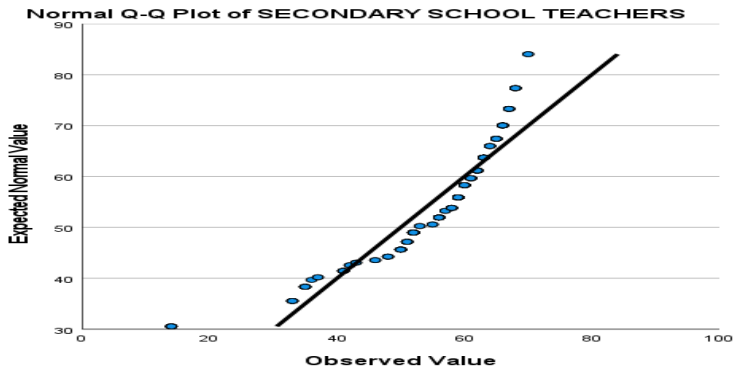
Table - 1.1

Descriptive Statistics of scores obtained on the Teacher Adjustment (TA) (N-200)

N	Mean	Median	Mode	Range	S.D.	Skew.	Kurt.
200	55.13	59	59	14-70	11.404	-1.711	1.326

Table 1.1 shows the descriptive statistic of variable Teacher Adjustment (TA) (N=200). It is found that the values of mean on the variable Teacher Adjustment was 55.13, median 59 and mode was 59 respectively which were quite proximate to each other and mean lesser than median, median equals to mode, showed the curve was negatively skewed. The lowest and highest scores were 14 and the 70 respectively. So, the range of scores was 14-70 = 56. For Teacher Adjustment, the values of skewness and kurtosis were found to be -1.711 and 1.326 respectively. It demonstrates that the curve is leptokurtic in nature. The values for both skewness and kurtosis, comparing to normal values were found negligibly distorted. The observation leads to conclusion that the scores of adjustment obtained by secondary school teachers are normally distributed.

Table - 1.2



Q-Q plot also shows that the data of Teacher Adjustment is normally distributed.

Section- II Descriptive Analysis

Table - 2.1

Descriptive Analyse of Teacher Adjustment (Male) N=100			
Teacher Adjustment Score Range	**Level of Teacher Adjustment**	**Frequency**	**Percentage**
63 and Above	Very Good	26	26
54-62	Good	30	30
43-53	Average	20	20
33-42	Poor	18	18
32 and Below	Very Poor	6	6

Table 2.1 indicated that a total of 26 percent Secondary School Male Teachers have Very Good Adjustment, 30 percent Secondary School Male Teachers have Good Adjustment, 20 percent Secondary School Male Teachers have Average Adjustment, 18 percent Secondary School Male Teachers have Poor Adjustment and only 6 percent Secondary School Male Teachers have Very Poor Adjustment.

Table - 2.2

Descriptive Analyse of Teacher Adjustment (Female) N=100			
Teacher Adjustment Score Range	**Level of Teacher Adjustment**	**Frequency**	**Percentage**
65 and Above	Very Good	15	15
56-64	Good	59	59
45-55	Average	20	20
35-44	Poor	6	6
34 and Below	Very Poor	0	0

Table 2.1indicated that a total of 15 percent Secondary School Female Teachers have Very Good Adjustment, 59 percent Secondary School Female Teachers have Good Adjustment, 20 percent Secondary School Female Teachers have Average Adjustment, 6 percent Secondary School Female Teachers have Poor Adjustment and none of Secondary School Female Teacher has Very Poor Adjustment.

Section-III DIFFERENTIAL ANALYSIS

Table – 3.1

Comparison of Mean scores of Adjustment of Secondary School Teachers with regard to Gender

Variable	Gender	N	Mean	SD	SED	t-value	Level of Significance at 0.05 Level
Adjustment	Male	100	52.58	14.011	1.576	3.23	Significant at 0.05 Level
	Female	100	57.67	7.213			

Testing H0.1 : There exists no significant difference of adjustment between male and female secondary school teachers'.

Interpretation

Table 3.1 shows the comparison of Adjustment between male and female secondary school teachers. The mean scores of male and female secondary school teachers were found to be 52.58 and 57.67 respectively. The calculated value of 't' was 3.23, which was greater than the table value of 't' at 0.05 level of significance for 198 degree of freedom i.e. 1.97. So, the difference between means is significant at 0.05 level i. e. 1.97. Therefore the null hypothesis (H0.1) There exists no significant difference of adjustment between male and female secondary school teachers' is rejected. Thus it is found that there exists significant difference of adjustment between male and female secondary school teachers'. From mean scores it was also found that female secondary school teachers' were better adjusted than male secondary school teachers'.

Table – 3.2

Comparison of Mean scores of Adjustment of Secondary School Teachers with regard to Marital Status

Variable	Marital Status	N	Mean	SD	SED	t-value	Level of Significance at 0.05 Level
Adjustment	Unmarried	58	54.87	11.509	1.780	.501	Not Significant at 0.05 Level
	Married	142	55.76	11.216			

Testing H0.2 : There exists no significant difference of adjustment between unmarried and married secondary school teachers'.

Interpretation

Table 3.2 shows the comparison of Adjustment between unmarried and married secondary school teachers. The mean scores of male and female secondary school teachers were found to be 54.87 and 55.76 respectively. The calculated value of 't' was 0.501, which was lesser than the table value of 't' at 0.05 level of significance for 198 degree of freedom i.e. 1.97. So, the difference between means is not significant at 0.05 level i. e. 1.97. Therefore the null hypothesis (H0.2) There exists no significant difference of adjustment between unmarried and married secondary school teachers' is accepted. Thus it

is found that there exists no significant difference of adjustment between unmarried and married secondary school teachers'. From mean scores it was also found that married secondary school teachers' were slightly better in adjustment than unmarried secondary school teachers'.

Table – 3.3

Comparison of Mean scores of Adjustment of Secondary School Teachers with regard to Teaching Experience

Variable	Teaching Experience	N	Mean	SD	SED	t-value	Level of Significance at 0.05 Level
Adjustment	Up to 5 years	59	51.83	14.779	1.738	2.664	Significant at 0.05 Level
	Above 5 years	141	56.46	9.339			

Testing H0.3 : There exists no significant difference of adjustment between up to five year teaching experience and above five year teaching experienced secondary school teachers'.

Interpretation

Table 3.3 shows the comparison of Adjustment between up to five year teaching experience and above five year teaching experienced secondary school teachers'. The mean scores of up to five year teaching experience and above five year teaching experienced secondary school teachers' were found to be 51.83 and 56.46 respectively. The calculated value of 't' was 2.664, which was greater than the table value of 't' at 0.05 level of significance for 198 degree of freedom i.e. 1.97. So, the difference between means is significant at 0.05 level i. e. 1.97. Therefore the null hypothesis (H0.3) There exists no significant difference of adjustment between up to five year teaching experience and above five year teaching experienced secondary school teachers' is rejected. Thus it is found that there exists significant difference of adjustment between up to five year teaching experience and above five year teaching experienced secondary school teachers'. From mean scores it was also found that above 5 years teaching experienced secondary school teachers' were better in adjustment than up to 5 years teaching experienced secondary school teachers'.

Table – 3.4

Comparison of Mean scores of Adjustment of Secondary School Teachers with regard to Locality

Variable	Locality	N	Mean	SD	SED	t-value	Level of Significance at 0.05 Level
Adjustment	Rural	74	55.05	12.339	1.674	0.067	Not Significant at 0.05 Level
	Urban	126	55.17	10.868			

Testing H0.4 : There exists no significant difference of adjustment between the rural and urban secondary school teachers'.

Interpretation

Table 3.4 shows the comparison of Adjustment between rural and urban secondary school teachers. The mean scores of rural and urban secondary school teachers were found to be 55.05 and 55.17 respectively. The calculated value of 't' was 0.067, which was lesser than the table value of 't' at 0.05 level of significance for 198 degree of freedom i.e. 1.97. So, the difference between means is not significant at 0.05 level i. e. 1.97. Therefore the null hypothesis (H0.4) there exists no significant difference of adjustment between the rural and urban secondary school teachers' is accepted. Thus it is found that there exists no significant difference of adjustment between rural and urban secondary school teachers'. From mean scores it was also found that urban secondary school teachers' were slightly better adjusted than rural secondary school teachers'.

Education Implications

Every research study has some educational implications. The present study has its implications for teachers, administrators, community members. In this study the comparison of adjustment of secondary school teachers with regard to their gender, marital status, teaching experience and locality was studied. The findings of the study revealed that there was no significant difference of adjustment of secondary school teachers with regard to their marital status and locality, and there was found significant difference of adjustment of secondary school teachers with regard to their gender and teaching experience i.e. female secondary school teachers and above five years teaching experienced secondary school teachers had better adjustment than male secondary school teachers and up to five years teaching experienced secondary school teachers respectively. A teacher plays an important role in developing and enhancing the future of the children. Positive attitude, constructive criticism, setting realistic expectations, desirable home and school environment and nurturing sound socio emotional and mental health by teachers automatically boost the positive changes in the behavior of the students. It is also seen that the well-adjusted teachers have positive impact on the personality of students. Every school should appoint a counselor to address teachers' psychological problems. Special lectures /activities should be arranged in the school for developing teachers' self-image, self-confidence, self-worth and self-acceptance so that they can give their 100% for brightening the future of the students. It is good if schools are addressing the issues related to adjustment of teachers and are creating environment in which teachers feel good and happy.

REFERENCES

Adams, H. E. (1972). *Psychology of Adjustment.* Ronald Press Company.

Atwater, E. (1995). *Psychology for Living: Adjustment, Growth and Behaviour*. Prentice Hall of India Private Limited.

Aggarwal, J .C. (2004). *Psychology of Learning and Development*. Shipra Publication.

Ahmand, J. & Khan, A. (2016). A Study of Adjustment of Secondary School Teachers in Relation to Their Educational Qualification, Experience and Locality. *Paripex - Indian Journal of Research, 5*(2), 292-295.

Crow, L. D. (1965). *Adolescent Development and Adjustment.* Mc Grow Hill.

Datt, N. K. (1974). *Psychological Foundation of Education*. Doaba House.

Kumari, L. Y. (2010). *A Study of Adjustment, Job Satisfaction and Administration Problems of Secondary School Head Masters,* Unpublished Ph.D. Thesis, Acharya Nagarjuna University, Nagarjuna Nagar, Andhra Pardesh.

Kaur, M. & Shikha. (2015). Adjustment of Secondary School Teachers in Relation to Attitude Towards Teaching. *SRJIS, 3(17), 3007-3014.*

Malik, K. (1996). *A comparative study of achievement of B.Ed. male and female pupil teachers in relation to their adjustment and reading interest,* Unpublished M.Ed. Dissertation, Department of education, Maharshi Dyanand University, Rohtak.

Mangal, S. K. (2005). *Advanced Educational Psychology.* Prentice Hall of India Private Limited.

Mangal, S. K. (2007). *Manual for Mangal's Teachers Adjustment Inventory (Short Form) (MTAI).* National Psychological Corporation: Agra.

Mangal, S. K. (2007). *Mangal's Teacher Adjustment Inventory (Short Form) (MTAI).* National Psychological Corporation: Agra.

Shakuntala, K. S. & Subapathy, T. (1999). Teacher Adjustment in Relation to Interests in Attitude Towards Teaching. *Journal of Psychology, 16*(3).

Sonia. (2008). *A Comparative Study of Value and Adjustment of Senior Secondary Teachers' on Residence Basis,* Unpublished M.Ed. Dissertation, Department of Education,M. D. University, Rohtak.

Sharma, S., & Godiyal, S. (2015). Adjustment of Secondary School Teachers. *Indian Streams Research Journal*, *5*(10), 1-4. Retrieved from https://www.researchgate.net/publication/289961164