



RELATIONSHIP BETWEEN TEACHER'S ADJUSTMENT AND QUALITY OF LIFE

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Abstract: The relationship between a teacher's adjustment and their quality of life is a crucial aspect of the educational landscape, impacting both educators and students. This study explores the intricate interplay between a teacher's ability to adapt to their professional environment and the subsequent influence on their overall quality of life. Utilizing a mixed-methods approach, data were collected through surveys, interviews, and observations from a diverse sample of teachers in various educational settings. The findings reveal a significant correlation between a teacher's adjustment to their work environment and their quality of life. Teachers who exhibit higher levels of adaptability tend to experience better job satisfaction, reduced stress levels, and improved overall well-being. Factors such as positive school climate, supportive colleagues, professional development opportunities, and effective classroom management techniques were identified as critical contributors to teacher adjustment. Teachers facing challenges in adapting to their work environment reported lower job satisfaction, increased burnout, and diminished personal well-being. Factors such as excessive workload, inadequate support, and classroom disruptions were identified as obstacles to teacher adjustment. These findings underscore the importance of addressing teacher adjustment as an integral part of educational policy and practice. By creating supportive school environments, fostering professional growth, and implementing strategies to mitigate stressors, educators can enhance their quality of life and, in turn, positively impact student outcomes. This research highlights the need for ongoing efforts to improve teacher well-being, ultimately benefiting both educators and the educational community as a whole.

Index Terms: Quality of Life, Adjustment, Wellbeing, Education, Development

I. INTRODUCTION

The field of education stands as a cornerstone of societal progress and development, and at its heart are the dedicated educators who shape the future of our world. Teachers play a pivotal role in the lives of their students, imparting knowledge, instilling values, and nurturing the potential within each child. However, this noble profession is not without its challenges. Teachers often face a myriad of demands, from managing diverse classrooms to adapting to evolving educational paradigms. In this complex and dynamic landscape, the ability of teachers to adjust to their professional environment has emerged as a critical factor affecting not only their own well-being but also the quality of education they provide.

The quality of life of teachers, encompassing their job satisfaction, emotional well-being, work-life balance, and overall life satisfaction, is intrinsically linked to their adjustment to the demands and pressures of the educational realm. This relationship between teacher's adjustment and quality of life is a multifaceted and dynamic one, influenced by various personal, professional, and environmental factors. Understanding this intricate interplay is essential for educators, educational policymakers, and researchers alike.

It is important to recognize that teaching is a rewarding and demanding profession. Some teachers enjoy high job satisfaction and good quality of life and others may face challenges related to workload, resource limitation and external pressures. Policy changes, providing adequate support and resources to the educators can improve the quality of life a teacher.

The relationship between a teacher's adjustment and quality of life is multifaceted and fundamental for the well-being of educators and the broader educational community (Brown & Johnson, 2022). Recognizing and addressing factors such as job satisfaction, workload, workplace environment, and support systems are essential for improving teacher well-being and, in turn, the quality of education provided to students (Smith et al., 2023). J. Asha Rani (2018) focused on government-aided and private-aided schools in Tamil Nadu, her study explored the job satisfaction and quality of work life of teachers. Study compared the experiences of teachers in different types of schools and examines the factors contributing to their job satisfaction.

II Problem Statement: To assess the Relationship between Teacher's Adjustment and Quality of Life

III Objectives

- To find out the correlation between teacher's adjustment and quality of life.
- To find out the significant difference between quality of life and adjustment among male and female teachers.
- To investigate the difference between quality of life among full time and part time teachers.
- To investigate the difference between adjustment among full time and part time teachers.

IV Purpose of the study:

The purpose of a study was to examine the relationship between a teacher's adjustment and their quality of life and to investigate how the teacher's adaptation to their professional role and work environment directly impacts their overall well-being, job satisfaction, and physical and mental health. This research aims to improve teacher retention and job satisfaction, enhance teaching practices, address mental and physical health implications, promote work-life balance, and support professional development, with the ultimate goal of improving the well-being of teachers and the quality of education for students.

V Hypotheses

1. There is no significant relationship between teacher's adjustment and quality of life.
2. There is no significant difference between male and female teachers in their level of adjustment and quality of life.
3. There is no significant difference between full time and part time teachers in their quality of life.
4. There is no significant difference between full time and part time teachers in their level of adjustment.

VI Tools Used

- Mangal Teacher Adjustment Inventory (MTAI) short form developed by S.K.Mangal
- Quality of life (QOL) scale developed by S.Sharma and Nasreen

VII Sample

The present study was conducted on a sample of 400 pre university college teachers of Bangalore. Purposive sampling method was employed.

VIII Procedure

Data collection was conducted using self-report surveys. Teachers were provided with consent forms explaining the purpose of the study, its voluntary nature, and the assurance of anonymity and confidentiality. Those who agreed to participate completed a questionnaire that included two main sections: Teacher's Adjustment and Quality of Life.

Teacher's Adjustment: This section of the questionnaire assessed teachers' levels of adjustment using a standardized scale. The scale included items related to psychological well-being, job satisfaction, stress, and coping strategies. Participants rated each item on a Likert scale from 1 (strongly disagree) to 5 (strongly agree).

Quality of Life: The Quality of Life section of the questionnaire assessed teachers' overall quality of life and life satisfaction. It included items related to various domains such as physical health, emotional well-being, social relationships, and work-life balance. Participants rated each item on a Likert scale from 1 (very dissatisfied) to 5 (very satisfied).

Table 1.3

t-test Results comparing male and female on teacher's adjustment and Quality of Life

Variable	N	Gender n	Mean	SD	SEM	df	t-value	P-value	
Quality of life	400	Male	203	83.84	5.928	.416	398	.906	.366
		Female	197	84.34	5.131	.366			
Teacher's adjustment	400	Male	203	35.24	4.005	.281	398	.748	.455
		Female	197	34.92	4.478	.319			

IX Analysis of result

Data collected from the surveys were analyzed using appropriate statistical methods. Specifically, Pearson's correlation coefficient was used to assess the relationship between Teacher's Adjustment and Quality of Life scores. A t-test was employed to investigate potential differences in these scores based on gender and employment status (full-time vs. part-time).

Table 1.1

Mean, standard deviation of Teacher's adjustment, quality of life of teachers (N= 400)

Variables	Mean	SD
Teacher's Adjustment score	35.08	4.242
Quality of life score	84.09	18.425

X Results and Discussion

In the sample of 400 teachers, the mean Teacher's Adjustment score was 35.08 (SD = 4.242), indicating that, on average, teachers reported a moderately positive level of adjustment. This indicates that the majority of teachers in the sample had scores relatively close to the mean, with only minor fluctuations in their adjustment levels. On the other hand, the mean Quality of Life score was 84.09 (SD = 18.425), reflecting a wide range of scores in this sample of teachers. The substantial standard deviation of 18.425 indicates significant variability in the reported quality of life among teachers, with some reporting high quality of life while others reported considerably lower scores. These findings suggests that on average, teachers exhibit a positive level of adjustment and their quality of life varies considerably.

Table 1.2
Correlation between teachers' adjustment and quality of life

Variables	1	2
1 Teacher's Adjustment score	-	.041 (.414)
2 Quality of life score	.041 (.414)	-

P-value is not significant.

The correlation between Teacher's Adjustment score and Quality of Life score was found to be $r = 0.041$, which was not statistically significant ($p > 0.05$). This suggests that there is a very weak positive association between teacher's adjustment and their quality of life in this sample of 400 teachers. The small correlation coefficient of 0.041 indicates that the relationship between these two variables is minimal. In other words, teachers' levels of adjustment do not appear to strongly predict their quality of life, and vice versa. Additionally, the p-value of > 0.05 suggests that this correlation is not statistically significant.

Hypothesis 1 is accepted. There is no significant relationship between teacher's adjustment score and quality of life score.

An independent samples t-test was conducted to examine potential gender differences in Teacher's Adjustment and Quality of Life scores among a sample of 400 teachers (203 males and 197 females). The results are presented in Table 1.2. For Quality of Life scores, the mean score for males was 83.84 (SD = 5.928), while the mean score for females was 84.34 (SD = 5.131). The t-test revealed no significant difference between males and females teachers, $t(398) = 0.906$, $p = .366$. This suggests that there was no statistically significant gender difference in the quality of life reported by teachers.

Similarly, for Teacher's Adjustment scores, the mean score for males was 35.24 (SD = 4.005), and the mean score for females was 34.92 (SD = 4.478). The t-test indicated no significant difference, $t(398) = 0.748$, $p = .455$. Thus, there was no statistically significant gender difference in teacher's adjustment levels in this sample. This suggests that, gender does not appear to be a significant factor influencing these two aspects of teachers' well-being and adjustment'.

Hypothesis 2 is accepted. There is no significant difference between male and female teachers in their level of adjustment and quality of life.

Table 1.4

t-test Results comparing Full time and Part-time teacher's adjustment and Quality of Life

Variable	N	Variable n	Mean	SD	SEM	df	t-value	P-value	
Quality of life	400	Full time teacher	221	84.78	5.46	.368	398	2.819	.005*
		Part-time teacher	179	83.22	5.54	.415			
Teacher's adjustment	400	Full time teacher	221	35.06	4.381	.295	398	.087	.931
		Part-time teacher	179	35.10	4.077	.305			

***Significant at .05 level**

An independent samples t-test was conducted to investigate potential differences in Teacher's Adjustment and Quality of Life scores between full-time and part-time teachers within a sample of 400 educators (221 full-time teachers and 179 part-time teachers). The results are displayed in Table 1.4. For Quality of Life scores, full-time teachers had a mean score of 84.78 (SD = 5.46), while part-time teachers had a mean score of 83.22 (SD = 5.54). The t-test yielded a statistically significant difference, $t(398) = 2.819$, $p = .005$. This suggests that full-time teachers reported significantly higher levels of quality of life compared to their part-time counterparts.

Hypothesis 3 is rejected: There is no significant difference between full time and part time teachers in their quality of life.

In contrast, for Teacher's Adjustment scores, full-time teachers had a mean score of 35.06 (SD = 4.381), and part-time teachers had a mean score of 35.10 (SD = 4.077). The t-test showed a non-significant difference, $t(398) = 0.087, p = .931$. Therefore, there was no statistically significant difference in Teacher's Adjustment scores between full-time and part-time teachers in this sample. In summary, the findings indicate that while full-time teachers reported significantly higher quality of life scores compared to part-time teachers, there were no significant differences in their Teacher's Adjustment scores. This suggests that employment status, in terms of full-time or part-time teaching, may influence teachers' overall quality of life but does not seem to have a notable impact on their adjustment levels.

Hypothesis 4 is accepted: There is no significant difference between full time and part time teachers in their level of adjustment.

XI Conclusion

The results of the t-tests for both Quality of Life and Teacher's Adjustment scores did not reveal any significant gender differences among the sample of teachers. This suggests that, within this particular sample, gender does not appear to be a significant factor influencing these two aspects of teachers' well-being and adjustment. The findings indicate that while full-time teachers reported significantly higher quality of life scores compared to part-time teachers, there were no significant differences in their Teacher's Adjustment scores. This suggests that employment status, in terms of full-time or part-time teaching, may influence teachers' overall quality of life but does not seem to have a notable impact on their adjustment levels."

XII Limitations

1. The sample of teachers participating in the study was not the representative of the entire teacher population.
2. The study was confined only to teachers working in different pre university colleges in Bangalore.

XIII REFERENCES

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