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EXPLORING THE ASSOCIATION BETWEEN TEACHER ADJUSTMENT AND ATTITUDES IN SECONDARY EDUCATION

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Abstract: The effectiveness of secondary education largely depends on the professional competence and personal disposition of teachers. This study investigates the relationship between teachers' adjustment and their attitudes towards teaching in the context of secondary education. Teachers' adjustment refers to their ability to adapt to the dynamic educational environment, manage stress, and maintain positive interpersonal relationships, while attitude encompasses their beliefs, feelings, and behavioural tendencies towards their profession. A descriptive-correlational research design was employed, involving a sample of secondary school teachers selected through stratified random sampling. Standardized tools were utilized to assess levels of adjustment and attitude. Data were analyzed using Pearson's correlation coefficient and regression analysis to determine the strength and direction of the association. The findings reveal a significant positive correlation between teachers' adjustment and their attitude, indicating that better-adjusted teachers tend to exhibit more favourable attitudes towards their professional roles. The study underscores the importance of supporting teachers' psychological and social well-being to enhance their professional outlook and performance. Recommendations are offered for policy makers and educational institutions to design targeted interventions that foster both adjustment and positive attitudes among secondary school teachers.

Keywords: Teacher Adjustment, Attitude Towards Teaching, Secondary Education, Professional Competence, Descriptive-Correlational Study

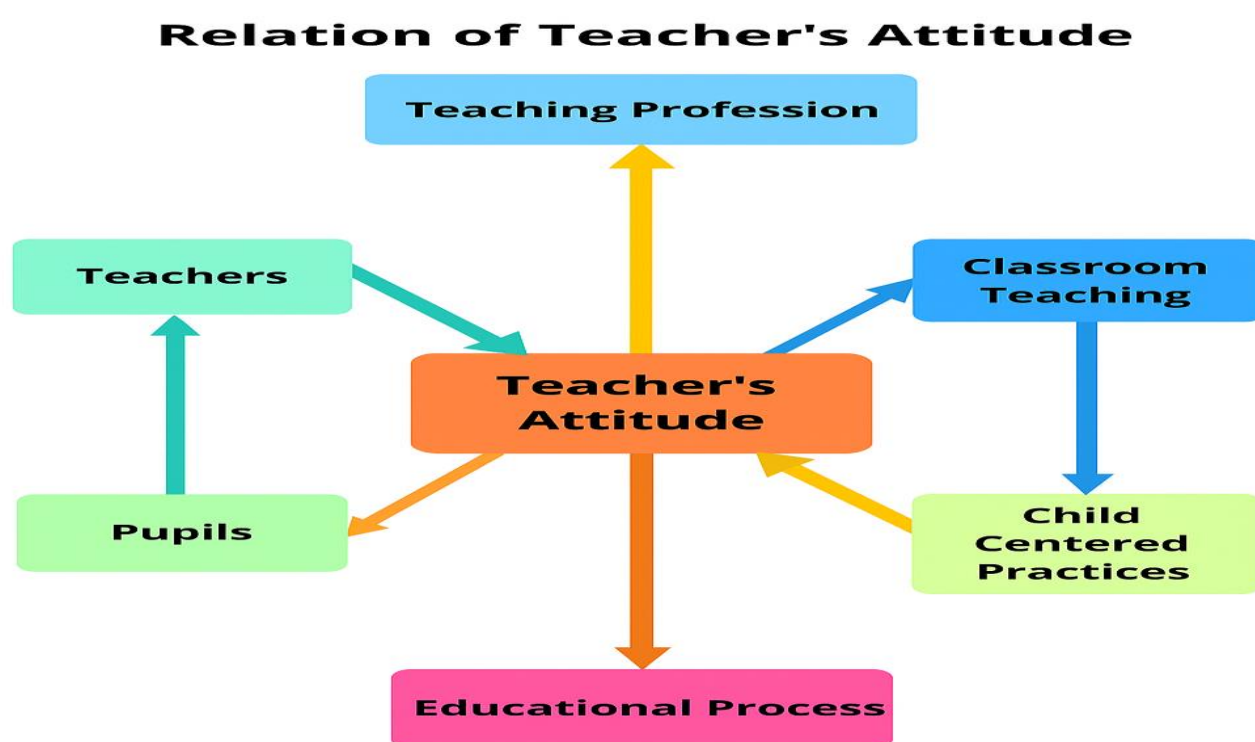
BACKGROUND

"Education is a process, a social function carried on and by the society for its own sake".

Educational organizations are the best training ground to teach individuals to become agents for change and become productive members of the society. And the most important factor in achieving these goals is teaching personnel (teacher) who is considered as an architect. It is the teacher who shapes the destiny of future generation and plays a crucial role in the upliftment of society. Teachers not only function as a guide and facilitator for acquisition of knowledge but also an inculcator of values and transformer of inner being (Kaur & Singh, 2015). In the emerging Indian society, teacher has a very pivotal role in the social reconstruction and transmission of wisdom from one generation to another. For carrying out these responsibilities, he must be active, resourceful, competent and effective. Combination of knowledge, skills and personal characteristics makes an effective teacher (Katz, 1993). Gupta and Jain (2007) mentioned that good knowledge of subject

matter, ability to organize learning materials, ability to communicate his knowledge to the students successfully and to deal with classroom situations are the characteristics which are correlated with effectiveness. Personal characteristics such as enthusiasm, effective communication, adaptable to change, a lifelong learner, competent, accepting of others, patient, willingness to take risks, flexibility, creativity, hardworking and sense of humour are also essential ingredients for a teacher to be an effective (Taylor & Wash, 2003; Colker 2008. Attitude is judgment. They develop on 'ABC' model (affect behaviour and cognition). . Attitude are not directly observable but is inferred from one's overt behaviour, both verbal and non-verbal. You cannot see prejudice but you can observe the behaviour of one who is prejudiced. Thus, on the basis of observations of a person's consistent behaviour pattern to a stimulus, we would conclude that he displays this or that attitude. Attitudes are learned, because they are learned, they can be changed, if it is demand necessary. Attitude has been described as "of attitude emotion ally tend predisposition towards objects and ideas" C.V. Good," Attitude is a readiness to react toward s or against some situations, person or thing in a particular manner to particular degree of intensity". Thrustone L.L., "An attitude is the degree of positive effect associated with some psychological object".

Relation of Teacher's Attitude with different sub- attitude Teaching Profession



Adjusted teachers do much to being about pupil adjustment and converse is also true. Like other individual, social economical and emotional factors also affect the teachers because teacher is also a human being. But teacher is different from others because of some responsibilities. L.S. Shaffer "Adjustment should always be viewed as dynamic proc ess and never as a static condition. No person is ever free from the necessity of meeting varied conditions. Some of them new and some old and with each variation there must be modification of response.' Areas or aspects of Adjustment: Health Adjustment, Emotional Adjustment, Social Adjustment, Home Adjustment, School or Occupational Adjustment. Characteristics of well-adjusted teachers

Awareness of his own strength and weaknesses, Respecting him and others, Flexibility in behaviour, A realistic perception of the world, A feeling of ease with his surrounding. Measurement of Adjustment. Measurement as an instrument of enquiry is not frequently used in behavioural science at a general level of classification in behavioural science the following five different type of measuring techniques are used: Testing Technique, Projective Technique, Inventory Technique, Sociometric Technique, Scaling Technique. Role of well-Adjusted Teacher is We live in secular, democratic, republic and the Indian situation. The teacher performs various roles. He is transmitter of culture builders of the character and personality of the children, conveyor of moral and ethical values, architect of the future of the nation, acts as a guide and councillor inspires for social change etc."

OBJECTIVE OF THE STUDY

This study aims to:

1. Find out how secondary school teachers' adjustment and their attitude towards teaching differ according to whether they teach in government or private schools.
2. Examine if male and female secondary school teachers differ in how they adjust and in their attitude towards teaching.
3. Understand how adjustment and attitude towards teaching are connected for secondary school teachers.

RESEARCH QUESTION

This research aims to find answers to the following questions:

1. Do male and female secondary school teachers differ in their attitude toward teaching?
2. Is there any difference in the teaching attitudes of teachers working in government schools compared to those in private schools?
3. How are teachers' attitudes towards teaching related to how well they adjust in their personal and professional lives?

RESEARCH HYPOTHESES

The study is guided by these assumptions:

1. Teachers' adjustment and attitude towards teaching are likely to differ based on the type of school they work in.
2. There will be no meaningful difference in teachers' adjustment levels based on whether they are male or female.
3. There will be no meaningful difference in attitude towards teaching based on gender.
4. Teachers' adjustment and their attitude towards teaching are not expected to be significantly related.

STATEMENT OF THE POROBLEM

The present study states as follows: "ADJUSTMENT OF SECONDARY SCHOOL TEACHERS IN RELATION TO ATTITUDE TOWARDS TEACHING". In the present study gender and type of school are independent variables. In the present study attitude towards teaching profession and teacher adjustment are dependent variables. The investigator in this study wants to find out what impact/variation the gender (male and female) and type of schools (Government and Private) have over attitude towards teaching profession and teacher adjustment.

REVIEW OF RELATED LITERATURE

Reviewing related literature is an essential step in any research as it provides a foundation of existing knowledge and helps the researcher build upon what has already been discovered. As Best rightly said, human progress depends on accumulating and using past knowledge rather than starting anew with each generation. A sound literature review prevents duplication, clarifies gaps, sharpens the research problem, and inspires new directions for investigation.

Scholars like Good, Barr, and Scates emphasized that just as doctors must keep up with medical advances, educators and researchers must remain informed about developments in their field. A well-planned review not only organizes the existing information but also provides the rationale for the current study, ensuring that it contributes meaningfully to the existing body of knowledge. Numerous studies, both in India and abroad, have explored teachers' attitudes towards their profession, their adjustment, and related factors such as job satisfaction and self-concept. Early studies (e.g., Sangwan, 1968; Goyal, 1980) indicated that teachers generally have a positive attitude towards teaching, which is closely linked to their adjustment and job satisfaction. Subsequent research (e.g., Mouli & Reddy, 1982; Rao, 1986) has shown that factors like training, demographic characteristics, and work environment influence teachers' attitudes and adjustment levels. Internationally, studies by Pigge and Marso (1994) and Lasarte et al. (2019) further demonstrated how personality traits, social support, and institutional climate affect teachers' outlook and adaptability. Indian studies (e.g., Reddy & Mohan, 1994; Singh, 1995; Kumar, 2020) have similarly highlighted that aspects such as school type, gender, professional training, and work environment play significant roles in shaping teachers' professional attitudes and adjustment. Despite some constraints in accessing all relevant resources, the present study builds on these insights to examine how the attitude of senior secondary school teachers towards the teaching profession relates to their adjustment. Understanding this relationship is crucial because positive attitudes and good adjustment are key to effective teaching and, ultimately, to the quality of education delivered.

JUSTIFICATION /RATIONALE OF THE STUDY

The present study seeks to examine the attitude of senior secondary school teachers towards their profession and how this relates to their overall adjustment. The role of teachers is central to the quality of education, which in turn shapes the quality of a nation's citizens. Even with good infrastructure and resources, a school cannot achieve its goals if teachers lack commitment and a positive mindset. Prior research has highlighted that teachers' attitudes are linked to their job satisfaction and adjustment in various aspects of life—academic, social, and professional. Studies (e.g., Reddy & Mohan, 1994; Minhas, 2002; Jamal, 2007) indicate that

teachers with a positive attitude tend to adjust better and feel more satisfied with their work. Factors like working conditions, professional status, and institutional climate significantly affect these attitudes. Adjustment is a complex process involving personal, social, and professional dimensions, which collectively influence how teachers perform and interact with students. A teacher's positive attitude not only enhances their own job satisfaction but also directly impacts student learning and classroom environment. Given the vital connection between teachers' attitudes and their adjustment, this study is relevant to understanding how to support teachers better, thereby contributing to the improvement of educational quality as a whole.

SCOPE AND LIMITATIONS

Due to practical limits of time and resources, this study is restricted in the following ways:

- It covers only schools located in Cuttack District, Odisha.
- The sample includes just 200 secondary school teachers from both government and private institutions.
- Many factors can affect adjustment and attitude, but this study focuses only on gender and type of school.

METHODOLOGY

Method of Research

Considering the nature of the topic and the objectives, a **descriptive survey method** was adopted for this study. This method is appropriate as the teachers are spread across the district and the goal is to assess their attitudes and adjustment levels in relation to gender (male/female) and type of school (government/private). Descriptive survey design allows systematic collection, organization, and interpretation of data to reflect the current status of the variables under study.

Population and Sample

The population for the study included all secondary school teachers working in government and private schools in Cuttack district, Odisha. A sample of **200 teachers** (100 male and 100 female) was selected using random sampling from **sixteen schools** (eight government and eight private). Equal representation was ensured: 50 male and 50 female teachers each from government and private schools.

Table-1 Sample Structure

No.	GENDER		TYPES OF SCHOOL	
	MALE	FEMALE	GOVERNMENT	PRIVATE
1				
2	100	100	100	100
TOTAL	200		200	

TOOLS AND TECHNIQUES

The following standardized tools were used to collect data:

Table 2: Variables and Tools/Techniques

SL NO	VARIABLES	NATURE OF VARIABLES	TOOLS/TECHNIQUES	AUTHOR/INVESTIGATOR
1	ATTITUDE TOWARDS TEACHING PROFESSION	DEPENDENT	TEACHER ATTITUDE INVENTORY	Dr. S.P. AHLUWALIA (1978)
2	TEACHER ADJUSTMENT	DEPENDENT	MANGAL TEACHER ADJUSTMENT INVENTORY	Dr. S.K MANGAL (2003)
3	GENDER (MALE FEMALE)	INDEPENDENT	SELF-DETERMINED	BY THE INVESTIGATOR
4	TYPE OF SCHOOLS (GOVERNMENT & PRIVATE)	INDEPENDENT	PRE-DETERMINED	BY THE INVESTIGATOR

PROCEDURE FOR DATA COLLECTION

The investigator personally visited the selected schools to administer:

- The **Teacher Attitude Inventory** to assess teachers' attitudes towards the profession.
- The **Mangal Teacher Adjustment Inventory** to measure their level of adjustment.

Respondents were briefed, and responses were collected on the spot to ensure accuracy.

STATISTICAL TECHNIQUES

Data were analyzed using:

- **t-test** to determine the significance of differences between groups based on gender and type of school.
- **Karl Pearson's Coefficient of Correlation** to find the relationship between teachers' attitudes towards their profession and their adjustment levels.

ANALYSIS AND INTERPRETATION OF DATA

Data analysis involves examining and organizing collected information to extract meaningful insights and verify the research hypotheses. It helps uncover relationships among variables and draw valid conclusions. According to Montgomery (1984), any research problem has two key aspects: the design and the statistical analysis, with the latter depending directly on the former. As Edwards (1969, 1986) highlights, analyzing interactions between variables can provide a broader understanding of how each factor influences outcomes. The present study analyzed the attitudes and adjustment levels of secondary school teachers based on gender and type of school. Descriptive statistics and inferential tests were used to identify significant differences and relationships.

DIFFERENCE IN ADJUSTMENT AND ATTITUDE SCORES BY TYPE OF SCHOOL

To examine whether secondary school teachers' adjustment and attitudes differ by type of school (government vs. private), a t-test was conducted. The results are presented below:

variables	Types of school	N	Mean	S.D	t-value
Adjustment	Govt.	100	456.43	42.53	14.64*
	Private	100	358.06	51.99	
Attitude towards teaching	Govt.	100	101.45	4.9	8.7*
	private	100	95.40	4.7	

Significant at the 0.01 level of confidence

The analysis shows that:

The mean adjustment score of government school teachers ($M = 456.43$) is significantly higher than that of private school teachers ($M = 358.06$), with a t-value of 14.64, significant at the 0.01 level. This indicates that government school teachers are generally better adjusted.

A possible explanation is that government schools often provide more opportunities for professional development, open communication, and a supportive work environment, all of which contribute to better adjustment. This finding is consistent with Thilagauathy (2013), who reported similar trends. Similarly, the mean score for attitude towards teaching among government school teachers ($M = 101.45$) is higher than that of private school teachers ($M = 95.40$). The t-value of 8.70, significant at the 0.01 level, suggests a significant difference in attitudes between the two groups. This implies that government teachers tend to hold a more positive attitude towards their profession than their private school counterparts. Overall, these results highlight the influence of institutional factors on teachers' attitudes and adjustment, underscoring the need to create supportive environments across both sectors to promote teacher wellbeing and professional commitment.

To study the difference in adjustment and attitude towards teaching of secondary school teachers with respect to gender, t-test was employed. The results of t-analysis are depicted in table 2.

DIFFERENCE IN SCORES OF ADJUSTMENT AND ATTITUDE TOWARDS TEACHING WITH RESPECT TO GENDER

Variables	Gender	N	Mean	S.D.	t-value
Adjustment	Male	100	427.18	64.37	4.3*
	female	100	387.31	66.77	
Attitude towards Teaching	Male	100	98.42	5.87	0.01
	Female	100	98.43	5.62	

TABLE 4.3 SHOWING THE CO-EFFICIENT OF CO-RELATION BETWEEN ADJUSTMENT AND ATTITUDE TOWARDS TEACHING OF SECONDARY SCHOOL TEACHERS

Variables	N	Co-efficient correlation	inference
Adjustment	200	0.529	significant
Attitude			

DISCUSSION

This study focused on understanding how secondary school teachers' gender, subject stream, and the type of school they work in (government or private) are related to their attitude towards teaching and how well they adjust in their profession. A descriptive survey approach was used because teachers were spread across different schools in Cuttack district. Using random sampling, 200 teachers (100 male and 100 female) were selected from 16 secondary schools 8 government and 8 private. To measure the teachers' attitudes and adjustment levels, two standard tools were used: one to assess their attitude towards teaching and another to understand how they adjust to their work environment. The researcher personally visited the selected schools and collected responses from teachers using the two inventories. For analysis, a t-test was applied to see if there were meaningful differences based on gender, stream, or school type. Additionally, Pearson's correlation was used to find out if there was a link between attitude and adjustment. The results were discussed according to the research questions and assumptions.

MAIN FINDINGS AND FINAL THOUGHTS

Based on what was studied and the results that came out, the main points are:

1. Teachers in government and private secondary schools do not adjust and feel about their teaching in the same way — there is a clear difference between the two groups.
2. Male and female teachers show some difference in how they adjust to their roles.
3. Male and female teachers do not really differ much when it comes to how they feel about teaching as a job.
4. There is a clear link between how well teachers adjust and how they feel about teaching.

CONCLUSION

These results indicate that schools can benefit from taking some practical steps. Schools should plan regular activities such as training sessions, short courses, or discussions to help teachers develop a more positive outlook towards their work. It is also important that teachers are not overloaded with excessive teaching and non-teaching tasks, so they can perform their duties effectively without feeling stressed. Additionally, providing personal and group counselling or guidance can support teachers in managing stress and achieving better adjustment both at work and at home. For further research, scholars can explore similar studies with larger groups of teachers in more schools, examine the attitude and adjustment levels of senior secondary school teachers in government and private schools across Odisha, and conduct comparable research with primary school teachers or teachers in other states to see if the results vary. They could also investigate how teachers in colleges and universities manage their work and their perceptions of the teaching profession, considering additional factors. Another important area for research could be to study how teachers from non-tribal communities adjust when working in tribal and non-tribal areas.

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