

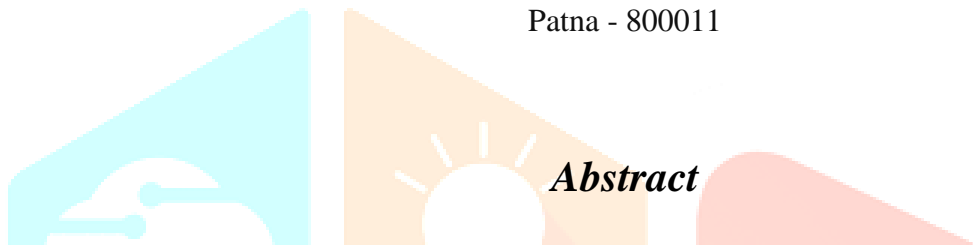


# A study on Professional Adjustment of Primary School Teachers

**Author:** Sujata Kumari, Sushil Kumar Singh

**Designation:** Research Scholar

**Address:** St. Xavier's College of Education (Autonomous), Digha Ghat,  
Patna - 800011



## *Abstract*

The evolution of the entire individual and growth of all his/her capacities, physical, mental, social, and spiritual towards the well-organized and effective performance of his/her profession. The concept of adjustment is as ancient as the human race. Professional adjustment is an individual's adaptation in a professional relationship with people both inside and outside school as reflected in an individual's attitude and behaviour. This paper is merely an attempt to present the importance for primary school teachers and how well they are adjusted in their profession. The major objectives of this study are to find whether there is a significance difference in Professional Adjustment on the basis of gender, marital status, qualification, habitation, medium of instruction and type of schools. The population consists of Primary school teachers from Patna, Bihar. And the sample consisted of 170 primary school teachers. The investigator adapted the survey method. Self-constructed and validated tool on awareness of social media was administered to collect the data. Mean, standard deviation and t-test was used to analyse the data to infer the findings. It is also inferred from the findings that there is a significant difference in the Professional Adjustment score of Primary School Teachers based on Gender, Medium of Instruction, and Type of School. The findings also reveal that there is no significant difference in the Professional Adjustment score of Primary School Teachers based on Marital status, and Educational Qualification.

**Keyword:** Evolution, Individual, Adjustment, Adaptation, Primary School Teachers, Effective.

## INTRODUCTION

Adjustment plays a vital role to regulate the achievement or failure of a person. Our world is rapidly shifting and each change makes new demands of our skill to adopt. "Adjustment is a constant procedure by which an individual varies his behaviour to produce a more harmonious relationship amongst himself and his atmosphere". The adaptation of an individual to his physical and community environment is measured as important for survival. Thus, adaptation as a biological notion formulates the base for the physiological concept of adjustment. The adaptability to environmental threats goes on growing as one proceeds on the phylogenetic scale from the lower extremity to the higher extreme of the lifecycle. Human as a social animal not only adapts to physical pressures but they also adjust to social demands. Professional adjustment is an individual's adaptation in a professional relationship with people both inside and outside school as reflected in an individual's attitude and behaviour. Professional adjustment is the intellect of whether teachers are appropriate for and happy in the profession or not? Are they working enthusiastically or labouring just for salary? Is this job their personal initial choice or forced upon them by situations? Professionally adjusted teachers have pride in being in the teaching profession and have a wish for professional development. The teaching profession is their foremost choice. They do not want to shift over to any other profession. They are entirely satisfied and like all the genuine activities of this profession. Professional adjustment is an adjustment apparatus used by the individual to attain the satisfaction of the essential need indirectly. This helps in reducing tensions and assists him in maintaining self-respect within limits. The adjustment mechanism is needed and very helpful in dealing with frustration. Professional adjustment means strong inspiration, motivation, enthusiasm for professional learning, cooperative and collaborative relationship with student, staff, and parents, willingness to commit time and effort, devotion to professional philosophy and ethics, perpetual commitment towards rising flexibility of profession, inclusive full confidence, faith and belief in the profession. Professional adjustment to the teaching profession is a process in which the teacher successfully adapts to the role of the professional teacher from the role of a student-teacher.

## SIGNIFICANCE OF THE STUDY

It was rightly said that 'The destiny of a nation is shaped in the classroom'. Life is about making the right things and going on. Teachers play the role of medium to fulfil the need and help an individual as well as nation to fulfil its aims and objectives. Teachers help to achieve the aim of citizens as well as the aim of the nation. Professional adjustment for teachers means strong motivation for their professional learning, collaborative relationships with students, staff, and parents, willingness to dedicate time and effort towards their profession, and commitment towards upward mobility. Professional adjustment to the teaching profession is a process in the probationer teacher to successfully adapt to the role of the professional teacher from the role of student-teacher.

## STATEMENT OF THE PROBLEM

A well-adjusted teacher has the ability to adjust in their profession will lead to allowing them to do their work more effectively and efficiently. And it is the need of this society as well as the need of this profession, not only to adjust within the boundaries of school but with the whole society.

## OPERATIONAL DEFFINITIONS

**Professional Adjustment** - Professional Adjustment is an overall growth of an individual which helps to develop the ability, capacities, mental and social skills to perform in his/her profession effectively and efficiently.

**Primary School Teachers**- Teachers teaching up ton class 5 will be considered as Primary School Teachers.

## OBJECTIVES OF THE STUDY

- To find whether there is a significance difference in Professional Adjustment on the basis of gender, marital status, qualification, habitation, and medium of instruction.

**TOOL USED** - Self constructed and validated tool.

**METHOD USED** - The investigator adapted survey method for the present study.

**POPULATION FOR THE STUDY** - For the present study primary school teachers from Patna district in Bihar state.

**SAMPLE** - There were 170 primary school teachers of Patna district in Bihar state.

## STATISTICAL TECHNIQUES USED

- Mean
- Standard Deviation
- t – test

## DELIMITATIONS OF THE STUDY

- The researcher has taken 170 samples from the state of Bihar.
- The researcher has taken primary school teachers of Patna district for the study.
- The survey method is used in the research.

## NULL HYPOTHESIS

- There is no significant difference in Professional Adjustment score of Primary School Teachers on the basis of Gender.
- There is no significant difference in Professional Adjustment score of Primary School Teachers on the basis of marital status.
- There is no significant difference in Professional Adjustment score of Primary School Teachers on the basis of educational qualification.
- There is no significant difference in Professional Adjustment score of Primary School Teachers on the basis of habitation.
- There is no significant difference in Professional Adjustment score of Primary School Teachers on the basis of medium of instruction.

## FINDINGS OF THE STUDY

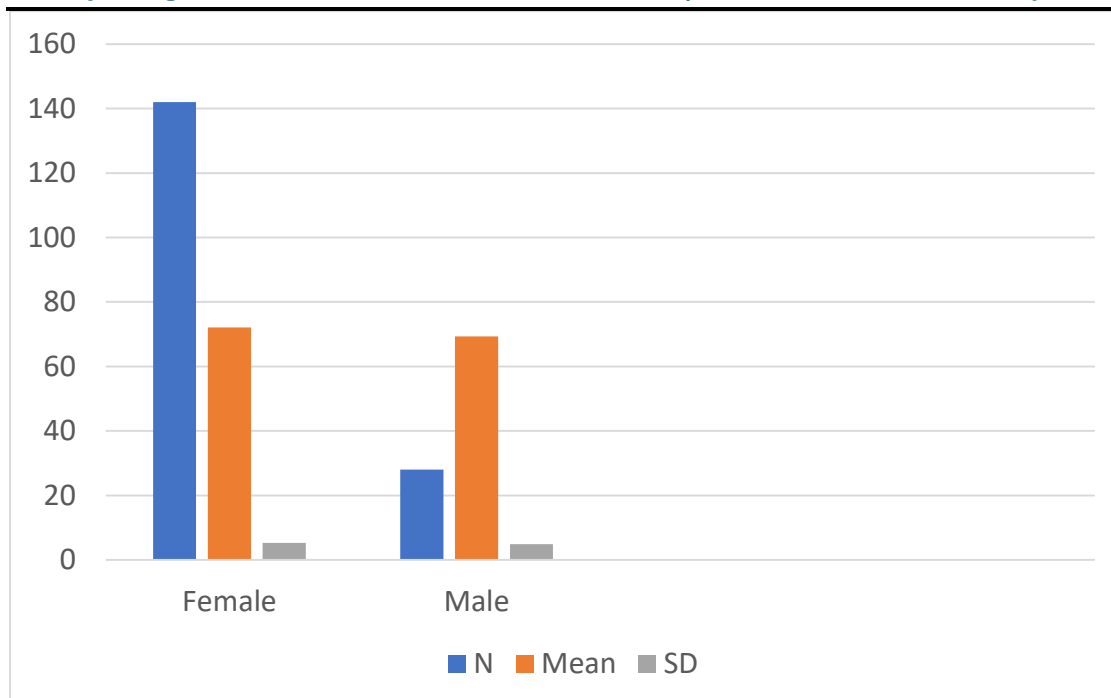
**Hypothesis -1** There is no significant difference in the Professional Adjustment score of Primary School Teachers based on Gender.

**Table No. 1: Professional Adjustment of Primary School Teachers on the basis of Gender.**

Gender	N	Mean	SD	t- value	Remarks
Female	142	72.09	5.30	2.77	S*
Male	28	69.28	4.82		

(S\* means significant, at 1% level of significance, the table value of t is 2.60)

It is inferred from the above table that the calculated t value is **2.77** which is more than the table value of 2.60 at a 1% level of significance. Hence the null hypothesis is rejected. It means there is a significant difference in the Professional Adjustment score of Primary School Teachers based on Gender. The graphical representation of N, mean score, and S.D of Professional Adjustment based on gender is shown in Figure No. 1



**Figure No. 1**

**Hypothesis -2** There is no significant difference in the Professional Adjustment score of Primary School Teachers based on Marital Status.

**Table No. 2: Professional Adjustment of Primary School Teachers on the basis of Marital Status**

Marital status	N	Mean	SD	t- value	Remarks
Married	120	72.05	5.52	1.72	NS*
Unmarried	50	70.62	4.70		

(NS\* means not significant, at 5% level of significance, the table value of t is 1.97)

It is inferred from the above table that the calculated t value is 1.72 which is less than the table value of 1.97 at a 5% level of significance. Hence the null hypothesis is accepted. It means there is no significant difference in the Professional Adjustment score of Primary School Teachers based on Marital status. The graphical representation of N, mean score, and S.D of Professional Adjustment based on Marital status is shown in Figure No. 2

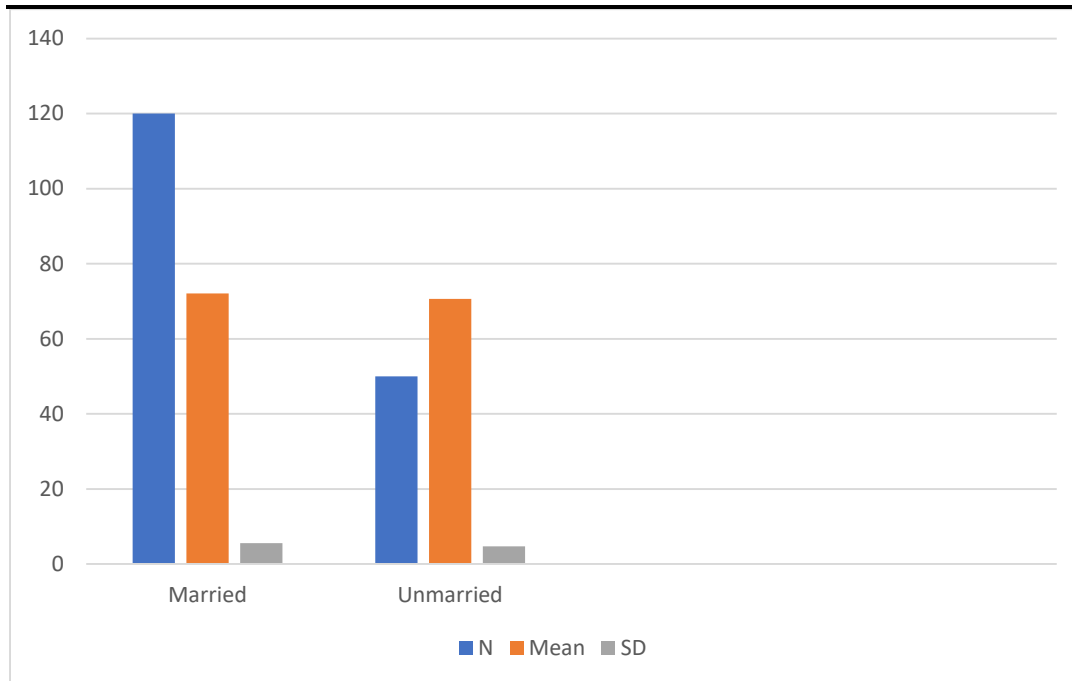


Figure No. 2

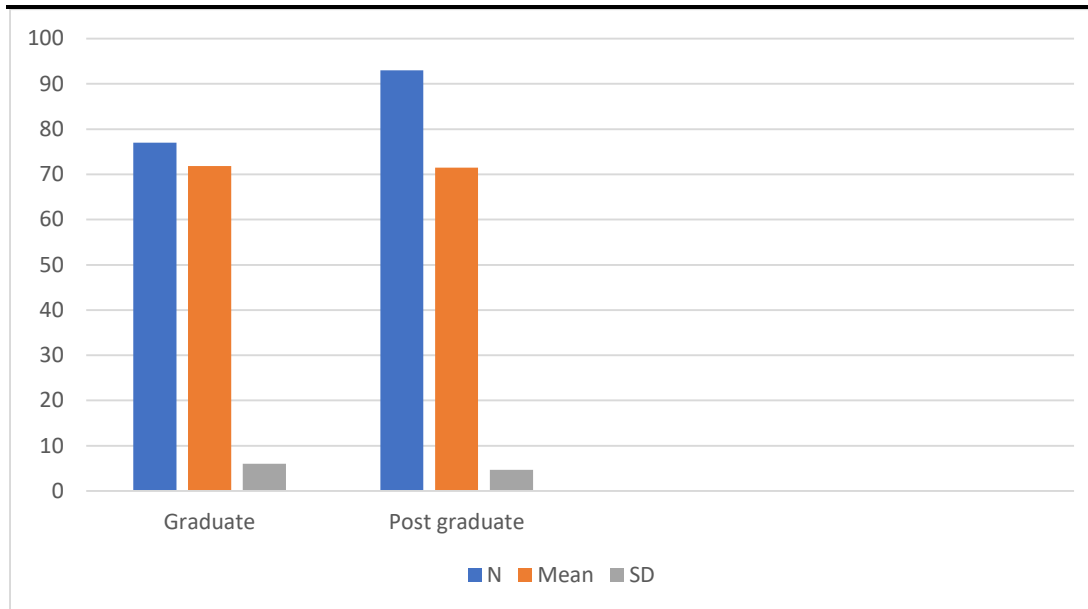
**Hypothesis – 3** There is no significant difference in the Professional Adjustment score of Primary School Teachers based on educational qualification.

**Table No. 3: Professional Adjustment of Primary School Teachers on the basis of Educational Qualification**

Educational Qualification	N	Mean	SD	t- value	Remarks
Graduate	77	71.83	6.05	0.48	NS*
Post graduate	93	71.47	4.65		

(NS\* means not significant, at 5% level of significance, the table value of t is 1.97)

It is inferred from the above table that the calculated t value is **0.48** which is less than the table value 1.97 at a 5N% level of significance. Hence the null hypothesis is accepted. It means there is no significant difference in the Professional Adjustment score of Primary School Teachers based on Educational Qualification. The graphical representation of N, mean score, and S.D of Professional Adjustment based on Educational Qualification is shown in Figure No. 3



**Figure No. 3**

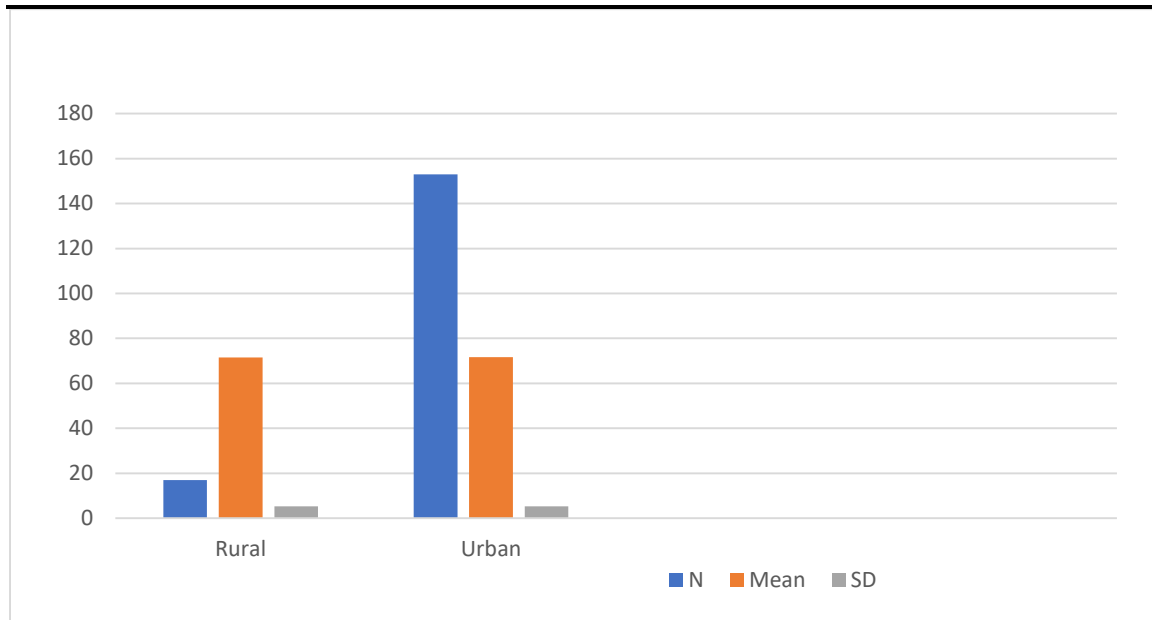
**Hypothesis – 4** There is no significant difference in the Professional Adjustment score of Primary School Teachers based on Habitation.

**Table No. 4: Professional Adjustment of Primary School Teachers on the basis of Habitation**

Habitation	N	Mean	SD	t- value	Remarks
Rural	17	71.47	5.22	0.13	NS*
Urban	153	71.65	5.34		

(NS\* means not significant, at 5% level of significance, the table value of t is 1.97)

It is inferred from the above table that the calculated t value is **0.13** which is less than the table value of 1.97 at a 5% level of significance. Hence the null hypothesis is accepted. It means there is no significant difference in the Professional Adjustment score of Primary School Teachers based on the type of school. The graphical representation of N, mean score, and S.D of Professional Adjustment based on the type of school is shown in Figure No. 4



**Figure No. 4**

**Hypothesis -5** There is no significant difference in the Professional Adjustment score of Primary School Teachers based on the medium of instruction.

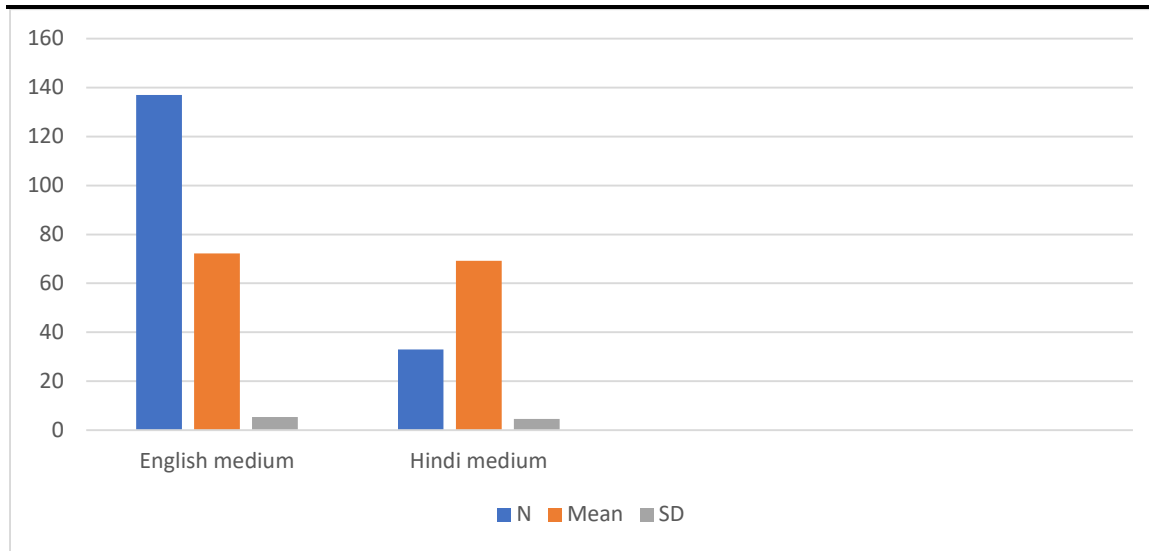
**Table No. 5: Professional Adjustment of Primary School Teachers on the basis of Medium of Instruction**

Medium of instruction	N	Mean	SD	t- value	Remarks
English medium	137	72.21	5.33	3.26	S*
Hindi medium	33	69.21	4.60		

(S\* means significant, at 1% level of significance, the table value of t is 2.60)

It is inferred from the above table that the calculated t value is **3.26** which is more than the table value of 2.60 at a 1% level of significance. Hence the null hypothesis is rejected. It means there is a significant difference in the Professional Adjustment score of Primary School Teachers based on Habitation. The graphical representation of N, mean score, and S.D of Professional Adjustment based on Medium of instruction is shown in Figure No. 5





**Figure No. 5**

## CONCLUSION

It is also inferred from the findings that there is a significant difference in the Professional Adjustment score of Primary School Teachers based on Gender, Medium of Instruction, and Type of School. The findings also reveal that there is no significant difference in the Professional Adjustment score of Primary School Teachers based on Marital status, and Educational Qualification.

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