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## THE RELATIONSHIP BETWEEN ADJUSTMENT, WORK MOTIVATION AND JOB SATISFACTION AMONG PRIMARY AND SECONDARY SCHOOL TEACHERS

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### ABSTRACT

Teachers play an essential role in the education system, but they often face a number of challenges. This research study explored the relationship between adjustment, work motivation, and job satisfaction among primary and secondary school teachers in Delhi NCR. The study found that teachers who were more adjusted and had higher levels of work motivation were also more satisfied with their jobs. The study also found that teachers who were paid less were less satisfied with their jobs. This research study contributes to the understanding of the challenges faced by teachers and suggests that schools can improve teacher satisfaction by providing teachers with more support and by increasing their salaries.

**Key words:** Adjustment, work motivation, job satisfaction, primary school and secondary school and teachers

### 1. INTRODUCTION

Teaching is considered one of the most novel profession since ancient time as teachers are important for the development of the society and also for the development of the country. Teachers put a lot of efforts so that a student can gain knowledge and can score good marks during the examination. **Adjustment** in professional life refers to ability to deal with big and small challenges that is faced in a particular profession. Job adjustment is important for a happy professional life. If a person is not able to adjust in a particular job he/she might face psychological problems like anger, frustration, stress, anxiety, depression etc. **Work Motivation** means ability of an individual to keep improving the quality of work and doing work with full concentration and have strong desire to be goal oriented. Motivation of an employee is important for effective output in work. For example if teacher is highly motivated to teach she will be able to teach better as compare to the teacher who is not motivated to teach. **Job satisfaction** is the feeling of happiness, joy, excitement and pleasure that is derived after achieving something that a person really wants from a particular job.

## 2. REVIEW OF LITERATURE

- 2.1 In (2023) a research was conducted on the topic Job satisfaction of university teachers a systematic literature review by Qi Yang and Kazi Enamul Hoque did a study and the result were most researchers have focused on school and teachers themselves. There is not enough evidences about the link between family and work that is teacher's mental state and family responsibility. Teachers job satisfaction can be updated on the timeline for the society that is constantly changing and developing very fast.
- 2.2 In (2022) a research was conducted on the topic Stress, burnout, anxiety and depression among teachers: A scoping review by Belinda Agyapong, Gloria Obuobi-Donkor, Lisa Burbach and Yifeng Wei did a study and the result were teachers mental as well as psychological health is very important as it influence teaching there is a strong relationship between stress, burnout anxiety and depression.
- 2.3 In (December 2022) a study was conducted on the topic evaluation of competency and job satisfaction by positive human psychology among physical education teachers at the university level: A systematic review by Tingting yan, Eng Wah Teo, Boon Hooi Lim and Bo Lin did a study and the results were that teachers competency is related to professional commitment and job satisfaction and teachers self-efficacy increases by physical education and teachers education program.
- 2.4 In (October 2022) a research was conducted on the topic Teachers pedagogical intentions while using motivational strategies by author Zening Yang, Hugo Santiago Sanchez did a study and the results were teachers have both motivational and non-motivational intentions while selecting and enacting motivational strategies. Teachers adopted motivational strategies out of motivational intentions.
- 2.5 In (September 12 2022) a research was conducted on the topic Assessment of the Job Satisfaction of Teachers in respect of Alameen Mission Group of School in West Bengal by Md Mohasin Ali, Indrajit Ghosal and Rituparna Ghosh did a study and the results were the major factor of teachers job satisfaction were security of teachers, teaching resources, infrastructure, financial incentives and role of supervisors.

## 3. METHODOLOGY

### 3.1 Aim:

To study the relationship between adjustment work motivation and job satisfaction among primary and secondary school teachers.

### 3.2 Objectives

1. To study the significant difference in the job satisfaction and global adjustment (all dimensions) of primary and secondary school teachers.
2. To study the significant relationship between all domains of adjustment emotional, family, health, occupation, sexual and social with dependence motivation and job situation motivation.

### 3.3 Hypothesis:

1. There is no significant difference in the job satisfaction and global adjustment (all dimensions) of primary and secondary school teachers.
2. There is a significant relationship between all domains of adjustment emotional, family, health, occupation, sexual and social with dependence motivation and job situation motivation.

### 3.4 Variables: Adjustment, Job Satisfaction and Work Motivation

### 3.5 Sampling Design

1. Sample Population: School Teachers
2. Age: 25 to 55 years
3. Sample size: 100 (50 primary school teachers 50 secondary school teachers)

### 3.6 Inclusion Exclusion Criteria

1. Country: India
2. Place: New Delhi NCR
3. Income Group: Middle income group
4. Occupation: School Teachers
5. Sex: Female and Male

**3.7 Research design:** The present study is conducted by analyzing both independent variables and dependent variables to find the mean of primary school teachers and secondary school teachers in job satisfaction, work motivation and occupational adjustment. The idea of the research design is to understand the relationship between independent variable and dependent variable. The research is design for the purpose to find t score. Correlational research design is been used.

**3.8 Tools:** Questionnaire and rating scale. All the assessment tools are standardized with proper scoring for the interpretation of the data for the purpose of result. Quantitative analysis of 50 primary school teachers and 50 secondary school teachers.

- 1. Work Motivation Questionnaire by K.G. Agarwal-** This is a test which will help to understand level of motivation the person has for his/her profession.
- 2. Job satisfaction Scale by Spector-** This consist of 30 questions which helps in understanding the level of satisfaction a person is getting.
- 3. Global Adjustment Scale by Sanjay Vohra-** This consists of 120 questions in different domains like occupation, health, family, social, sexual and emotional this will help in understanding adjustment related challenges in different domains.

### 3.9 Procedure

1. Study of the research topic. Than choosing type of research after that choosing area of survey and target population. Data Collection from target population and than scoring and interpretation.

**Statistical Analysis:** Influential and descriptive stastics was used to analyse the data collected.

## 4. RESULT

### descriptive statistics

table 1 descriptive statistics of the study sample.

	mean	s.d.	n
primary school teachers			
emotional adjustment	4.08	1.95	50
family adjustment	3.24	2.42	50
health adjustment	4.94	2.98	50
occupation adjustment	2.56	1.88	50
sexual adjustment	4.52	2.20	50
social adjustment	2.98	1.58	50
dependence motivation	0.47	0.65	50
organizational orientation motivation	0.67	0.67	50
work group relation motivation	0.79	0.64	50
psychological work incentives motivation	0.82	0.67	50
material incentives motivation	0.94	0.38	50
job situation motivation	0.92	0.40	50
job satisfaction	75	13.39	50
secondary school teachers			
emotional adjustment	3.82	1.79	50
family adjustment	2.72	1.91	50
health adjustment	4.8	2.45	50
occupation adjustment	2.36	1.67	50
sexual adjustment	3.86	1.63	50
social adjustment	2.78	1.87	50
dependence motivation	0.67	0.66	50
organizational orientation motivation	0.66	0.64	50
work group relation motivation	0.86	0.67	50
psychological work incentives motivation	0.83	0.64	50
material incentives motivation	0.97	0.42	50
job situation motivation	1.09	0.40	50
job satisfaction	78.7	14.59	50
total sample			
emotional adjustment	3.95	1.88	100
family adjustment	2.98	2.19	100
health adjustment	4.87	2.73	100
occupation adjustment	2.46	1.78	100
sexual adjustment	4.19	1.96	100
social adjustment	2.88	1.73	100
dependence motivation	0.57	0.66	100
organizational orientation motivation	0.66	-0.65	100
work group relation motivation	0.82	0.65	100
psychological work incentives motivation	0.82	0.65	100
material incentives motivation	0.95	0.40	100

job situation motivation	1.01	0.41	100
job satisfaction	76.85	14.13	100

table 1 represents the descriptive statistics of the study sample (n=100, for primary and secondary school teachers n=50). separate descriptive like mean and standard deviation for global adjustment (emotional adjustment, family adjustment, health adjustment, occupation adjustment, sexual adjustment, social adjustment), work motivation (dependence motivation, organizational orientation motivation, work group relation motivation, psychological work incentives motivation, material incentives motivation, job situation motivation), and job satisfaction.

**independent sample test**

table 2 independent sample t test between primary and secondary school teachers across the study variables.

	mean	sd	t value
job satisfaction			
primary	75	13.39	0.19
secondary	78.7	14.59	
emotional adjustment			
primary	4.08	1.95	0.49
secondary	3.82	1.79	
family adjustment			
primary	3.24	2.42	0.24
secondary	2.72	1.91	
health adjustment			
primary	4.94	2.98	0.80
secondary	4.8	2.45	
occupation adjustment			
primary	2.56	1.88	0.57
secondary	2.36	1.67	
sexual adjustment			
primary	4.52	2.20	0.09
secondary	3.86	1.63	
social adjustment			
primary	2.98	1.58	0.56
secondary	2.78	1.87	
dependence motivation			
primary	0.47	0.65	0.14
secondary	0.67	0.66	
organizational orientation motivation			
primary	0.67	0.67	0.94
secondary	0.66	0.64	
work group relation motivation			
primary	0.79	0.64	0.61
secondary	0.86	0.67	
psychological work incentives motivation			
primary	0.82	0.67	0.91
secondary	0.83	0.64	
material incentives motivation			
primary	0.94	0.38	0.64
secondary	0.97	0.42	
job situation motivation			
primary	0.92	0.40	0.03*
secondary	1.09	0.40	

\*significant at 0.05 level

table 2 shows the independent sample t statistics for primary and secondary school teachers across all the study variables. findings suggest that there is no significant difference in the job satisfaction and global adjustment (all dimensions) of primary and secondary school teachers. but there is a significant difference in the job situation motivation dimension of work motivation with the scores of secondary school teachers being higher than primary ones. rest all the dimensions of work motivation displayed no significant difference.

**pearson's correlation** table 3 pearson's correlation of the study variables across the study sample.

	7	8	9	10	11	12	13
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1	emotional adjustment	-0.07*	-0.06 *	0.17	0.06	0.09	0.12	-0.11*
2	family adjustment	-0.12*	-0.03*	0.17	-0.12	0.06	0.04*	-0.19*
3	health adjustment	-0.17*	-0.14*	0.18	-0.04*	0.03*	0.06	-0.20*
4	occupation adjustment	-0.33*	-0.09*	0.17	-0.12*	0.04*	0.09	-0.34*
5	sexual adjustment	-0.13*	0.01*	0.15	-0.05*	0.08	-0.02*	-0.15*
6	social adjustment	-0.14*	-0.16*	0.13	-0.06*	0.21	0.13	-0.12*
7	job satisfaction	-	0.11	-0.04*	0.21	0.18	0.02*	0.38
8	dependence motivation	-	-	-	-	-	-	-
9	organizational orientation motivation	-	-	-	-	-	-	-
10	work group relation motivation	-	-	-	-	-	-	-
11	psychological work incentives motivation	-	-	-	-	-	-	-
12	material incentives motivation	-	-	-	-	-	-	-
13	job situation motivation	-	-	-	-	-	-	-

\*significant at 0.05 level

Table 3 presents the Pearson's correlation of the study variables across the study sample. Findings suggest that there is a significant relationship between all domains of adjustment emotional, family, health, occupation, sexual and social with dependence motivation and job situation motivation. On the other hand, there is a non-significant relationship between all domains of adjustment emotional, family, health, occupation, sexual and social and organization orientation motivation. All domains of adjustment emotional, family, health, occupation, sexual and social are significant with job satisfaction. Organizational Orientation motivation and material Incentives motivation are significant with job satisfaction. On the other hand, there is a non-significant relationship between Dependence Motivation, Work group relation motivation, psychological work incentives motivation and Job situation Motivation with job satisfaction.

variables	dependence motivation	organisational orientation motivation	work group relation motivation	psychological work incentives motivation	material incentives motivation	job situation motivation
emotional adjustment	-0.069	0.176	0.068	0.099	0.120	-0.111
family adjustment	-0.037	0.174	-0.122	0.066	0.044	-0.198
health adjustment	-0.143	0.185	-0.048	0.031	0.064	-0.202
occupation adjustment	-0.090	0.176	-0.125	0.042	0.098	-0.340
sexual adjustment	0.019	0.150	-0.059	0.082	-0.028	-0.150
social adjustment	-0.165	0.135	-0.062	0.210	0.133	-0.121

sno	adjustment and motivation variables	corelation with job satisfaction
1.	emotional adjustment	-0.077
2.	family adjustment	-0.123
3.	health adjustment	-0.175
4.	occupation adjustment	-0.338
5.	sexual adjustment	-0.138
6.	social adjustment	-0.142
7.	dependence motivation	0.115
8.	organisational orientation motivation	-0.041
9.	work group relation motivation	0.210
10.	psychological work incentives motivation	0.184
11.	material incentives motivation	0.025
12.	job situation motivation	0.388

## 5. DISCUSSION

### 5.1 Hypothesis justification

1. There is no significant difference in the job satisfaction and global adjustment (all dimensions) of primary and secondary school teachers. This hypothesis is accepted and proved in the result table.
2. There is a significant relationship between all domains of adjustment emotional, family, health, occupation, sexual and social with dependence motivation and job situation motivation. This hypothesis is accepted and proved in the result table.

### 5.2 Limitations

Sample size was very small. Result may vary if the study would have been conducted on large population. Since it was a quantitative research so only quantitative analysis was done no qualitative analysis was done in the study.

## 6. SUMMARY AND CONCLUSION

Teaching is a profession where satisfaction and motivation is very important. If teachers are depressed in their professional life than students will also feel that the subject is not interesting to learn. Government should make proper plan for teachers so that they can feel secure and satisfied in their professional life. More NGOs should be developed for teachers to resolve the problems they experience in their everyday life. Counselor may be they're in the school to resolve the problems of teachers as not only students but also teachers need special care and attention. Complains and problems of teachers may not be ignored by senior authority in school.

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