

## **Study related to adjustment of higher secondary school teachers belonging to rural area of Patan district**

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### **Abstract**

The present paper aimed at measuring the Adjustment of High secondary level teachers in rural area of patan district. A survey of sample from rural area were conducted. One principle variable- 'Adjustment 'was considered. To determine the Adjustment of the teachers of Higher Secondary schools the investigator used S. K. Mangal. Mangal Teacher Adjustment Inventory Short form (MTAIS-MS) inventory as a tool. Mean and SD as Descriptive Statistics, and 't' test as Inferential Statistics were employed to find the significance of difference among the gender towards the adjustment. Finally found the significant difference from null hypotheses.

**Keywords:** adjustment, high secondary teachers and rural area

### **1. Introduction**

The dictionary meaning of the word "Adjustment" is to fit, adapt, modify. Thus when we make an adjustment we adapt or modify to correspond to changes. Nevertheless it is a widely studied discipline in the field of psychology, sociology and education. Life is a continuous process of changes and challenges, and we as humans need to adjust and accommodate in all walks of life.

The concept of adjustment is as old as human race on earth. Systematic emergence of this concept starts from Darwin. Earlier the concept was more understood as biological and biologists used the term "Adaptation". Biologists explained the term "adaptation" as an attempt to survive the physical demands of environment. Later on Behavioural psychologists used the term "adjustment" and explained it as a reaction to the demands and pressure of social environment.

Different psychologists and scholars have given different definitions. To list a few:

1. Shaffer (1961): Adjustment is the process by which a living organism maintains a balance between his needs and the circumstances that influence the satisfaction of needs.
2. Vonhaller (1970) writes: "We can think of Adjustment as psychological survival in much the same way as the biologists use the term adaptation to describe psychological survival."
3. Vonhaller's definition takes its cue from Darwin's theory of evolution, which explains "survival of the fittest."
4. Therefore with Vonhaller's definition we understand that individuals who are able to adjust themselves to changing situations can live a harmonious and happy life.
5. In all senses, adjustment means a satisfactory adaptation to the demands of day to day life.

On the wider scale, we understand that there may be many causes that may create a need for adjustment or adaptation by all for us. Causes may be psychological or biological, internal or external. For example there is this biological or internal need for air, water, food, oxygen, hunger. Human beings or every living organisms have to adapt and adjust his survival. If he does not adjust to these vital internal needs, it may lead to extinction or death.

Man as a social animal not only adapts to physical demands but he also adjusts to social pressure in society. Thus we also get to see adjustment as a reaction to the demands and pressure of social environment imposed upon individual. A person's personality develops vis-a-vis his interaction with his family environment as a child. As a child grows and matures his psychological as well as psychological adjustments start to get more complex.

In our culture the need for affection, security, approval, recognition and self-realization are among the stronger social causes of adjustment. Most of our behaviour is majorly influenced by cultural learning. All strong motives are persistent, until curbed by good adjustment. What is the criteria of Good adjustment? Although there may be no universal criteria of adequacy of adjustment as it differs from culture to culture, from generation to generation ; there are four criteria's that have been generalized by the psychologists to judge the capacity of adjustment.

1. The individual should be free from any physical ailments like headaches, ulcers and indigestion.
2. Adjustment should cause no psychological discomfort like depression, anxiety etc.
3. Person's work efficiency should not get affected negatively.
4. He/she should feel socially accepted.

The principal psychological mechanism that occur in emotional state of a person, which says a lot about a person's adjustment or mal-adjustment.

The well-adjusted, well-educated teacher is the need of the hour. The quality of education given to students and citizens of a nation primarily decides the future of any country. The quality of a good teacher is basically judged on the basis of his/her works which in turn greatly depends upon the degree of adjustment with self and his/her environment. The assessment of a teacher's adjustment or mal-adjustment is vital in controlling the hazards and in bringing advancement in the field of education. Therefore, it is imperative to find out the adjustment of teachers of higher secondary school. This enquiry drives the researcher to select the problem –

*“Study of Adjustment of Higher Secondary school teachers belonging to rural area of Patan district.”*

## 2. Review of related literature

Dahiya (2008) conducted “a comparative study of personal, professional and social adjustment of teachers working in government and private secondary schools.” His Findings were as mentioned below:

- He found no significant difference between personal adjustment of male and female teachers working in private secondary school.
- No significant difference between social adjustment of male and female teachers working in private secondary school.
- He found no significant difference between personal adjustment of male and female teachers working in government school.

Rastogi and Kashyap (2003) [5] did a research on “Occupational stress and work adjustment among working women”. For their paper they did a survey with 150 nurses, clerks and teachers, who were quite mature and experienced in their age and at work. What they found through their survey was that their age and experience help these professionals to ignore stress and maintain a smooth and effortless balance and adjustment at work.

Singh (2003) conducted “A comparative study of stress among male and female teachers in relation to their personality, needs and adjustment.” In his paper he has compared stress of male and female teachers from rural and urban areas, working at secondary school level as well as degree level. With his study, he found that:

- Degree of stress experienced by male and female teachers was equal.
- He found secondary school male teachers to be more stressed than their female counterparts.
- Male and female lecturers and professors working at degree level show same degree of stress.
- Male teachers working in urban secondary schools and degree colleges experience higher level of stress than their counterparts in rural areas.
- Female teachers and lecturers working in urban and rural secondary schools and colleges show same level of stress.

Pal (2001) [3] for his research has conducted a study to examine job stress, job satisfaction and adjustment among 140

physical education teachers which consists of 79 male teachers and 61 female teachers. Method: Analysis of variance statistical procedure was used to compare physical education teachers working in three different sectors. i.e. Working in government, private and public schools. Findings: With his research and analysis Pal (2001) [3] concluded that the Job stress, job satisfaction and a number of adjustment variables were the cause of major difference among teachers working in different sectors of schools. He found no significant difference between male and female physical education teachers working in government and private schools. But this difference was consequential in teachers Working in public schools mainly in four of the adjustment variables namely socio-psycho, professional, personal life and overall adjustment variables.

Sartison (2009) in his research study analysed the relationship between cultural adjustment and job satisfaction of foreign teachers working in Taiwan. In his study, he mainly looked into the relationship between the individual level variables of personality as well as the group level variables of social support and human resources. He observed that cultural adjustment was significantly affected by the length of time spent in Taiwan as well as the time spent at a previous place prior to current contact. Sartison also opines that general adjustment and work adjustment have a significant effect on job satisfaction. Sartison writes that Group level variables did not have a significant impact on cultural adjustment or job satisfaction.

Chan (2008) [2] assessed emotional intelligence both intrapersonal as well as interpersonal along with other variants facilitating active and passive adjustment in the sample data of 273 chinese prospective as well as inservice teachers in Hongkong. Chan in his study asserted on the need to enhance emotional intelligence to counter the stress experienced by teachers by the use of preventive intervention efforts designed to reduce stress and help teachers perform better.

Caskey (2007) investigated the adjustments done by adolescent boys and girls coming from divorced families and their transition to middle school. Caskey's survey through t-test measured the academic and social transitional experiences of 196 adolescent boys and girls from divorced families. The statistics of t-test findings revealed that girls from divorced families were more adjusted to the academics as well as the social aspects of middle school transition than the boys from divorced families. By and large, Caskey's study does indicate that gender affects the adjustment experiences of adolescents from divorced families.

Colin and David (1998) conducted a survey on long-staying rural teachers and attempted to answer what gave them satisfaction to stay in location where other would move away from. They administered their survey on 427 long staying rural teachers, teachers who had been in their current school for at least six years and were not planning to move for another year. On the basis of the survey and the collection of information regarding the teachers working in rural schools, emerged profile of teachers who were professionally satisfied, community integrated, family oriented teachers who enjoyed rural lifestyle and environment. The results of the survey carried out by Colin and David bring out strong messages for teacher's education, teachers' selection processes and incentive.

Oshagbemi (2000) in his study investigated the effects of gender on the job satisfaction of U.K teachers. He administered a survey through a questionnaire including several demographic questions such as gender, rank, age to 1102 university teachers. The results indicated that gender did not affect the job satisfaction of university teachers directly. However interaction effect of gender and rank came across and be significant in the findings. Overall female academics at higher ranks namely senior lecturers, readers and professors were more satisfied and better adjusted at their jobs than their male counterparts.

**3. Objectives**

1. To know the adjustment level of higher secondary male teachers.
2. To know the adjustment level of higher secondary female teachers.
3. To assess the comparative status of adjustment level between male and female teachers of higher secondary schools.

**4. Null Hypothesis**

Ho.1 There is no significant difference between adjustment level of male and female teachers.

**5. Methodology and tools**

In present study inquiry form tool was used to gather the required data. Tools included in the inquiry form are questionnaire.

For present study the researcher has selected the following standardised tests.

**Description of the tool**

The mode of response to each of the item of the inventory is in the form of a forced choice i.e. e, her yes or no, indicating complete agreement or disagreement with the proposed statement respectively. In the present Teacher Adjustment Inventory (Short form) the 10 items are such where the response 'yes' shows adjustment. For the remaining 60 items, the response 'no' show adjustment. The scoring is done on adjustment side by assigning one mark for the response showing adjustment and zero for the response showing maladjustment. The total marks obtained by an individual,

thus, may range from zero to seventy

**5.1 Variables**

The adjustment subject among higher secondary level teachers was considered as the dependent variable and male and female teachers as the independent variable in this study.

**5.2 Population**

It is a case Study. The research has selected the population From Patan district. So, all The High secondary Level teachers of rural area in Patan district are selected as population.

**5.3 Sample**

Total 194 sample has been taken for the present study, where (145 male & 49 female) from the high secondary level school were selected.

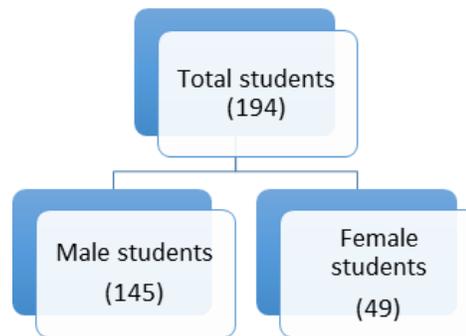


Fig 1

**5.4 Statistical procedure**

For this present study, Mean, SD (Descriptive stat.) and t test, (Inferential stat.) were employed and also 0.05level of Significance was used to test the hypotheses. Data was with the help of inventory.

**6. Analysis and Interpretation**

**Objective 1:** To know the adjustment level of higher secondary male teachers.

Table no. 1 shows the number of male teachers belonging to different adjustment level falling under different scores.

**Table 1:** Adjustment level of higher secondary male teachers

Variables (N=145)	Very Good		Good		Average		Poor		Very Poor	
	N	%	N	%	N	%	N	%	N	%
Adjustment	90	62.06	50	34.4	05	3.44	00		00	
Mean	62.4									
SD	3.8552									
Mean percentage	87.88									

From the results of the above table, the mean for adjustment of higher secondary male teachers group is 62.4, SD is 3.8552 and percentage mean is 87.88%

It is inferred from the above table that 62.06% of the teachers have 'very good', 34.4% of the teachers have 'good', 3.44% of the teachers have 'average', none of the teachers have 'poor' and 'very poor' level of anxiety.

Majority of the teachers fall under the category of very good level of adjustment, certain amount of average adjustment in some form or the other is common among most of the teachers of Higher Secondary schools. Average adjustment level is natural and may be harmless to the extent.

**Objective 2:** To know the adjustment level of higher

secondary female teachers.

**Table 2:** Adjustment level of higher secondary female teachers

Variables (N= 49 )	Very Good		Good		Average		Poor		Very Poor	
	N	%	N	%	N	%	N	%	N	%
Adjustment	10	20.40	36	73.40	03	6.12	00	00	00	00
Mean	61.9									
SD	2.8937									
Mean percentage	93.7									

From the results of the above table, the mean for adjustment of higher secondary male teachers group is 61.9, SD is 2.8937 and percentage mean is 93.7%. It is inferred from the above table that 20.40% of the teachers have 'very good', 73.4% of the teachers have 'good', 6.12% of the teachers have 'average', none of the teachers have 'poor' and 'very poor' level of anxiety.

Majority of the teachers fall under the category of good level of adjustment, certain amount of average adjustment in some form or the other is common among most of the teachers of Higher Secondary schools. Average adjustment level is natural and may be harmless to the extent.

**Objective 3:** To compare status of adjustment between male and female teachers. H1 (Hypothesis): There is no significant difference between adjustment level of male and female teachers. To achieve this hypothesis, the t-test was applied and the results are presented in the following table.

**Table 3**

Summary		
	Group 1	Group 2
Mean	62.4828	61.9592
Variance	14.8625	8.3733
Stand. Dev.	3.8552	2.8937
N	145	49
T	0.8708	
Degrees of freedom	192	
Critical value	1.976	

**The means of Group 1 and Group 2 are not significantly different at  $p < 0.05$ .**

From the results of the above table, it can be seen that, No significant difference was observed between male and female teachers scores of higher secondary school related adjustment according to MTAI inventory ( $t=0.8708$ ,  $p < 0.05$ ) at 0.05 level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. It means that, the mean male and female teacher's scores of higher secondary school related adjustment are similar.

## 7. Findings

1. Majority of higher secondary male teachers fall under the category of very good level of adjustment.
2. Majority of higher secondary female teachers fall under the category of good level of adjustment.
3. There is no significant difference observed between higher secondary male and female teachers towards adjustment.

## 8. Conclusion and education implication

Present study provides to know the adjustment of High secondary level teachers. After finishing the statistical analysis Researcher has reached in the generalization. The findings of the study were important from the point of view of excellence of teachers, their effectiveness and efficiency in job situation. The present study has given a clear picture of the current situation to help and identify the factors responsible for adjustment in the life of higher secondary school teachers and then how to cope with them to develop harmonious relationship between performance and adjustment of teachers. To increase adjustment among teachers Unconditional positive regard, Empathy and Congruence should be applied by school management.

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