



A STUDY OF ADJUSTMENT OF TEACHERS WORKING IN SECONDARY SCHOOLS IN HARYANA IN RELATION TO SEX, PLACE OF WORKING, MARITAL STATUS AND ACADEMIC RESULTS

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Abstract

Teacher adjustment means how far a teacher is satisfied with his school building, school administration, and discipline and time table of school, methods of teaching students, other teachers and head of institution. For this purpose a sample of 800 teachers both male and female working in urban and rural schools of Haryana was taken. They were administered MTAI. The findings of the study indicates that there is a significant difference in result yielding teachers, male and female, working in rural and urban area, married and unmarried teachers. Teachers who are reasonably satisfied and adjusted are efficient and provide improvement in education. The level of adjustment of a teacher is directly linked with the efficiency in his work. The teacher besides intellectual activating, socially emerging and emotional integrating an individual, also takes the nation on the road of economic prosperity, social uplift, industrial advancement, vocational efficiency and cultural renaissance. Excellent teacher preparation and superior teaching have a continuous demand for the education infrastructure. Philosophers, psychologists and educationists have been debating on the qualities which contribute to teaching effectiveness. New innovations are done by the educationists who teach the children in an effective way, so as to cope with nation aspirations and need of the society.

Keywords: Adjustment, Teachers, Secondary, Academic, Results, marital Status.



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Introduction

Education is the most important component of human resources. Nation wants to utilize the individual talent properly to get maximum benefit. A teacher can discharge his duties properly, if he is reasonably adjusted with himself. A well adjusted teacher is a source of inspiration to his students. Teacher has to perform three duties. Firstly man-making process, secondly, he has duty

towards the nation, society and children, thirdly his own role perception in his professional growth. The adjustment or maladjustment of a teacher casts more deepening effect, on the nation than that of a member of any other profession. An ideal teacher must be a philosopher, psychologist and foresighted person because a nation is known by the product of his ideal citizens. A teacher is a nation builder and we expect large number of expectation from him. In really, a teacher is just like a lamp that burns him and lights others. A teacher is like a moon among stars. It is a well known fact that destiny of a nation is shaped in classrooms by teachers. Therefore, teacher has a key position and wide obligations for shaping the future of children in the society.

Review of Literature

Peck (1936), conducted a study on a group of women teachers. The study aimed to find out how well adjusted the teacher was as a teacher by using Thurston Personality Schedule, he conducted that one third of the women teachers were definitely maladjusted and one sixth needed psychiatric advice whereas only one fifth could be classified as well adjusted. **Mills and Rogers (1954)**, studied the personal problems encountered by teachers and reported a good percentage of men and women teachers faced problems of inadequate salaries, arranging interviews with parents, teaching dull pupils, grading and marking, promotion and retention, teaching load, too large classes, domestic obligation, handling maladjusted pupils etc. **Chaudhuri (1957)**, conducted a study to investigate adjustment difficulties of teachers and to bring out the potent and essential factors which cause such maladjustment. He found the following factors for maladjustment viz., emotional difficulties occupational dissatisfaction, temperamental instability, unhappy sex experience, lack of security, constitutional deficiency. **Sandhu(1960)**, while investigating the personal and professional problems of about two hundred teachers serving in the secondary schools of Rajasthan reported the following adjustment difficulties e.g. financial burden and difficulties, burden of correcting homework, marking of papers, promotion and detention of students, overcrowded classes ,evaluation of a teachers work on examination results ,biased attitude of the Head of the schools, indiscipline among students, administrative regulations, in-service programmes. **Shrimali(1961)**, carried out a study of adjustment problems of pupil teachers with a sample of fifty pupil teachers of Vidya Bhawan Teachers College, Udaipur. He concluded that there is a considerable maladjustment among teachers which is a serious danger to educational work and the well being of the nation as a whole. India can hardly

afford to take the risk. Careful examination of this problem and effective measures are urgent necessities. **Dasgupta(1965)**, carried out a study for locating the emotional difficulties experienced by teachers in their professional school life. **Sahai(1966-67)**, also investigated into causes of dissatisfaction among teachers. **Mohammed (1970-71)**, studied the adjustment of teachers of five intermediate colleges of Bullandshehar (U.P.) and found that in the total of population half of the teachers were definitely maladjusted of which at least one-eighth needed psychiatric advice. He further analyzed seven causes as a source for maladjustment. **Sharma (1981)**, studied self concept, personality, adjustment and values of teachers at various levels. Other studies are: Gupta A.K.(1981), Matao B.K.(1981), Ghankot Z. R.(1982), Daslaniya R. B. (1982), Singh S. D.(1983), Pawar B. S.(1983), Raval, V. R. (1984), Kumar S. (1985), Donga N. S. (1986), Kala P.S. (1986), Pandya P.T.(1993), Zibba A.D.(1999), Gohil G.S.(2001), Joshi N.B.(2005), Purohit P.N.(2000). Forrester, Victor David Nicolson (2011) studied motivational adjustments of teacher trainees in early stages of learning to teach English in Hong Kong.

Purpose of the Study

The fate of pupils as well as the success or failure of an educational programme depends upon the degree of adjustment of teacher himself. Quality teaching is affected favorably when the teacher is well adjusted. On the other hand, maladjustment results in mental tension, unrest and is a potential cause of the problem of indiscipline. On the basis of this felt need , the investigator decided to take up this problem, “A study of adjustment of teachers working in secondary schools in Haryana in relation to sex, place of working, marital status and academic results.”

Objective of Study

1. To study adjustment of teachers working in Govt. Secondary Schools in Haryana.
2. To study the difference in the adjustment problems of male and female teachers of Secondary Schools in Haryana.
3. To study the difference in the adjustment problems of teachers working in rural and urban area.
4. To compare the adjustment problems of married and un-married teachers.
5. To investigate into the adjustment of secondary school teachers giving different results.

Hypothesis

1. Teacher face adjustment problems with regards to teaching, home , health , social , emotional adjustment.
2. There is no significant difference in the adjustment problems of male and female teachers.
3. There is no significant difference in the adjustment problems of teachers working in rural and urban area.
4. There is no significant difference in the adjustment problems of married and unmarried teachers.
5. Highly adjusted teachers show significantly higher results as compared to low adjusted teachers.

Sample

A sample of 800 teachers working in various Govt. Secondary Schools was taken at random. These teachers were selected on the basis of male and female, rural and urban, married and unmarried and teachers showing good and poor results.

Tool Used

The tool used for the present study was Mangal Teacher Adjustment Inventory (MTAI).

Statistical Analysis

The data were analyzed by using ‘t’ test. With the ‘t’ test we can determine whether a difference probably exists between the means of two group.

Analysis and Interpretation of Data:

Table: 1 Mean, Standard Deviation and ‘t’ value of male and female teachers.

Group	N	Mean	S.D.	‘t’ value
Male	400	56.7	8.92	2.7
Female	400	58.3	7.82	

Table value for one tailed test for 798 is 1.98 at 0.05 level and 2.61 at 0.01 levels. It is observed from table 1 that ‘t’ value of 2.70 for difference in the mean scores of male and female teachers is significant at both level of 0.01 and 0.05, df 798. The mean score of 58.3 of female teachers is higher than the mean score 56.7 for the male teachers. Therefore, null hypothesis, “there is no significant difference in the adjustment problems of male and female teachers” is rejected. This shows that the adjustment problems of female are less than male. Female teachers are better adjusted in teaching as compare to male teachers.

Table 2 : Mean standard deviation and (t) value of low and high socio economic status:-

Teachers Group	N	Mean	S.D.	t
Working in rural area	400	52.7	9.34	15.0
Working in rural area	400	58.34	7.95	

It is observed that (t) value of 15.0 for difference in the mean scores of teachers working in urban and rural area is significant at both 0.01 (table value 2.63) level and 0.05 (table value 1.98) level with df 798. The score 58.34 of the teachers working in urban area is higher than that of the teachers working in rural area with mean score of 52.7. Therefore, the hypothesis, "There is no significant difference in the adjustment problems of teachers working in rural and urban area" is rejected. This shows that the adjustment problems of teachers working in rural area are affected by their posting in rural area. It means that the teacher working in urban areas are better adjusted than these teachers working in rural area.

Table 3-: Mean, standard deviation and (t) value of married and unmarried teachers -:

Group	N	Mean	S.D.	't'
Married Teachers	400	56.03	8.45	1.96
Unmarried teaches	400	55.39	7.67	

It is found that 't' value of 1.96 difference in the mean scores of married and unmarried secondary school teachers is not significant at both 0.01 (table value 2.63) level and 0.05 (table value 1.98) level with df 798. The mean score 56.03 of the married teachers is higher than that of the unmarried teachers having mean score of 55.39. Therefore the hypothesis, "There is no significant difference in the adjustment problems of married and unmarried teachers" is retained. There is a small difference in mean score of married and unmarried teachers. It means that marital status does not have any effect on adjustment problems of teachers.

Table 4: Mean standard deviation and (t) value of low and high results giving teachers-:

Group	N	Mean	S.D.	't'
High Results	400	58.71	8.85	8.89
Low Results	400	53.38	8.12	

Table value for one tailed test for 798 df is 1.98 at 0.05 level and 2.61 at 0.01 level. It is observed from table 4 that 't' value of 8.89 for difference in the mean scores of low and high result yielding teachers is significant at both level of .01 and .05, df 798. The mean score of high result yielding teachers 58.71 is higher than the mean score 53.38 for low result yielding teachers. Therefore, the hypothesis, "highly adjusted teachers shows significantly higher results as compared to low adjusted teachers" is retained.

This shows that the adjustment problem of teachers is affected by their results. It means that the teacher who gives better results in examinations is better adjusted.

Conclusions

- There is a significant difference in adjustment problems of male and female teachers. Therefore, the hypothesis, “there is no significant difference in the adjustment problems of male and female teachers” is rejected.
- There is a significant difference in adjustment problems of teachers working in rural and urban area. Therefore, the hypothesis, “There is no significant difference in the adjustment problems of teachers working in rural and urban area” is rejected.
- There is no significant difference in adjustment problems of married and unmarried teachers.
- The mean score of high result yielding teachers 58.71 is higher than the mean score 53.38 for low result yielding teachers. Therefore, the hypothesis, “Highly adjusted teachers shows significantly higher results as compared to low adjusted teachers” is retained.

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