

## **A COMPARATIVE STUDY OF PERSONAL, PROFESSIONAL AND SOCIAL ADJUSTMENT OF TEACHERS WORKING IN GOVERNMENT AND PRIVATE SECONDARY SCHOOLS**

**Dr. B.P. Singh**, Associate professor,  
MLRS College of Education, ch. Dadri

**Manju Kumari**, M.Ed Student,  
MLRS College of Education, ch. Dadri

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### **Abstract**

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*In the present study an attempt has been made to find out the relation between Government and private teacher working in the secondary school with respect to their personal, professional and social adjustment. In addition to this, their adjustment is also compared to male and female teachers working in the private and government school. For the present study a sample of 200 teachers is selected, out of these 100 are taken from private school and 100 are taken of Govt. School. Equal number of male and female teachers of private and Govt. School are selected. We have selected only 5 Govt. and 5 Private schools from Jind city only. To study these adjustment we have used teacher adjustment inventory by S.K. Mangal. the result indicates that there is a significant difference exist in personal, professional and social adjustment of these teachers. The govt. Teachers were found to be better adjusted as compared to the Private Teachers. While there is no difference in the adjustment behavior of male and female teachers of the same school*

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### **Introduction**

Teacher is an observer of the child to facilitate the process of child's growth and learning. Teacher is a philosopher and friend who advise the students and leads to them to the part of wisdom. The roll of teacher like a helper, guide, friend philosopher, observer, leader and experimentalist can only be possible if he is well adjusted to personal, professional and social environment. The students are affected by teacher personal qualities like honesty, courage, charity, humanities. The professional attitude of teacher is greatly decided by his working

conditions, his financial satisfaction. Social qualities of a teacher like co-operation and sympathetic attitude towards fellow teachers, principal, students, his beliefs and disbeliefs in superstitions, his participation in school and social activities greatly effect the out look of students towards life. The result indicates that a significant difference exist in personal, professional and social adjustment of these teachers.

### **OBJECTIVES OF STUDY**

- 0<sub>1</sub> To compare personal adjustment of teachers working in Government and private secondary schools.
- 0<sub>2</sub> To compare professional adjustment of teachers working in Government and private secondary schools.
- 0<sub>3</sub> To compare social adjustment of teachers working in Government and private secondary schools.
- 0<sub>4</sub> To compare personal adjustment of male and female teachers working in private secondary schools.
- 0<sub>5</sub> To compare professional adjustment of male and female teachers working in private secondary schools.
- 0<sub>6</sub> To compare social adjustment of male and female teachers working in private secondary schools.
- 0<sub>7</sub> To compare personal adjustment of male and female teachers working in government secondary schools.
- 0<sub>8</sub> To compare professional adjustment of male and female teachers working in government secondary schools.
- 0<sub>9</sub> To compare social adjustment of male and female teachers working in government secondary schools.

## HYPOTHESES OF STUDY

- H<sub>1</sub> There exists no significant difference between personal adjustment of teachers working in Government and private secondary schools.
- H<sub>2</sub> There exists no significant difference between professional adjustment of teachers working in Government and private secondary schools.
- H<sub>3</sub> There exists no significant difference between social adjustment of teachers working in Government and private secondary schools.
- H<sub>4</sub> There exists no significant difference between personal adjustment of male and female teachers working in private secondary schools.
- H<sub>5</sub> There exists no significant difference between professional adjustment of male and female teachers working in private secondary schools.
- H<sub>6</sub> There exists no significant difference between social adjustment of male and female teachers working in private secondary schools.
- H<sub>7</sub> There exists no significant difference between personal adjustment of male and female teachers working in government secondary schools.
- H<sub>8</sub> There exists no significant difference between professional adjustment of male and female teachers working in government secondary schools.
- H<sub>9</sub> There exists no significant difference between social adjustment of male and female teachers working in government secondary schools.

**Methodology:** Normative survey to study personal, professional and social adjustment of teacher.

**Statistical Techniques used:** Mean, Deviation, T-Test and correlation technique was used.

**Sample :** Population of sample:- A random sample of 200 teachers is selected out of these 100 are taken of Govt. school equal no. of male and female teachers are selected.

**Tool Used:** Teacher adjustment inventory:- T A I by Dr. S.K. Mangal was used.

**Table:-**

**Table-1**

The mean and S.D. scores at “t” value obtain on adjustment inventory (Area wise and overall adjustment) comparing adjustment of female teachers working in Government and private schools.

Adjustment	Group	N	Mean	S.D.	T	Level of Significance
<b>Personal</b> a) Area 2	<b>Govt.</b>	50	125.68	20.84	3.65	P<.01
	<b>Private</b>	50	106.96	21.56		
<b>b) Area4</b>	<b>Govt.</b>	50	108.77	25.4	2.96	P<.01
	<b>Private</b>	50	96.09	16.11		
<b>Professional</b> a) Area 3	<b>Govt.</b>	50	112.47	12.14	5.61	P<.01
	<b>Private</b>	50	99.16	11.66		
<b>b) Area 5</b>	<b>Govt.</b>	50	97.13	9.72	3.01	P<.01
	<b>Private</b>	50	92.42	5.13		
<b>Social</b> Area 1	<b>Govt.</b>	50	92.02	32.9	3.78	P<.01
	<b>Private</b>	50	72.13	77.23		
<b>Overall</b>	<b>Govt.</b>	50	65.6	77.2	3.7	P<.01
	<b>Private</b>	50	396.82	55.44		

“t” at .01=2.71, “t” at .05=2.01

## DISCUSSION

The finding recorded in table clearly indicates the significant difference between the adjustment behavior of female teachers working in Government and private schools. Female teachers of Government schools are found significantly well adjusted in comparison to female teachers of private schools in all areas and also in overall adjustment.

In area 2 and area 4 of personal adjustment, Government female teachers are found to have respective mean of 125.68 and 104.68 as compared to their private counterparts with a mean of 106.96 and 99.18 respectively ( $t = 3.65$  in area 2,  $t = 2.96$  in area 4 and  $p < .01$ ). As the obtained 't' value is much greater than the critical 't' value at  $df = 98$ , It is concluded that Government female teachers have better personal adjustment than female teachers of private schools.

Professional adjustment area 3 and 5 also shows significant mean, difference in both areas with a 't' value of 5.61 in area 3 and 3.01 in area 5. Both obtained 't' values exceeds the table value at  $df = 98$  showing significant difference in the professional adjustment of female teachers of Government and Private schools.

Area 1 of social adjustment of female teachers in Government and private schools is found to have a significant mean difference of 15.67 (90.02; 72.13) with 't' value of 3.78 at  $df = 98$ ,  $P < .01$ .

All obtained 't' values exceeds their critical value thus rejecting the null hypothesis stating no significant difference exists between personal, professional, and social adjustment of female teachers of Government and private schools.

It is thus concluded that there is a significant difference between personal, professional, and social adjustment of female teachers of Government and private schools.

Table-2

The mean and S.D. scores at “t” value obtain on adjustment inventory (Area wise and overall adjustment) comparing adjustment of male teachers working in Government and private schools.

Adjustment	Group	N	Mean	S.D.	T	Level of Significance
Personal a) Area 2	Govt.	50	127.52	30.7	3.96	P<.01
	Private	50	102.43	32.6		
b) Area4	Govt.	50	112.41	32.16	2.76	P<.01
	Private	50	97.52	20.4		
Professional a) Area 3	Govt.	50	82.52	16.25	4.81	P<.01
	Private	50	67.8	14.35		
b) Area 5	Govt.	50	54.8	10.42	4.44	P<.01
	Private	50	43.52	14.7		
Social Area 1	Govt.	50	90.52	9.8	6.09	P<.01
	Private	50	70.48	21.12		
Overall	Govt.	50	470.36	70.8	5.85	P<.01
	Private	50	386.41	71.53		

“t” at .01=2.71, “t” at .05=2.01

## DISCUSSION

The finding recorded in table clearly indicates the significant difference between the adjustment behavior of male teachers working in Government and private schools. Male teachers of Government schools are found significantly well adjusted in comparison to male teachers of private schools in all areas and also in overall adjustment

In area 2 and area 4 of personal adjustment, Government male teachers are found to have respective mean of 127.52 and 112.41 as compared to their private counterparts with a mean of 102.43 and 97.52 respectively ( $t = 3.96$  in area 2 ,  $t = 2.76$  in area 4 and  $p < .01$  ). As the obtained 't' value is much greater than the critical value at  $df = 98$ , it is concluded that Government male teachers have better personal adjustment than male teachers of private schools.

Professional adjustment area 3 and 5 also shows significant mean difference in both areas with a 't' value of 4.81 in area 3 and 4.44 in area 5. Both obtained 't' values exceeds the table value at  $df = 98$  showing significant difference in the professional adjustment of male teachers of Government and private schools.

Area 1 of social adjustment of male teachers in Government and private schools is found to have a significant mean difference of 20.04 (90.52-70.48) with 't' value of 2.67 at  $df = 98$ ,  $P < .01$ .

All obtained 't' values exceeds their critical value thus rejecting the null hypothesis stating no significant difference exists between personal, professional, and social adjustment of male teachers of Government and private schools.

It is thus concluded that there is a significant difference between personal, professional, and social adjustment of male teachers of Government and private schools.

**Table-3**

The mean and S.D. scores at “t” value obtain on adjustment inventory (Area wise and overall adjustment) comparing adjustment behavior of male and female teachers working in Government and private schools.

Adjustment	Group	N	Mean	S.D.	T	Level of Significance
<b>Personal</b> a) Area 2	<b>Male</b>	50	106.72	36.5	0.355	P<.05
	<b>Female</b>	50	108.90	23.4		
<b>b) Area4</b>	<b>Male</b>	50	95.86	22.64	0.855	P<.05
	<b>Female</b>	50	99.18	15.53		
<b>Professional</b> a) Area 3	<b>Male</b>	50	67.8	16.40	1.07	P<.05
	<b>Female</b>	50	70.04	12.44		
<b>b) Area 5</b>	<b>Male</b>	50	46.44	15.4	0.794	P<.05
	<b>Female</b>	50	44.58	6.13		
<b>Social</b> Area 1	<b>Male</b>	50	71.58	22.1	1.31	P<.05
	<b>Female</b>	50	76.48	14.23		
<b>Overall</b>	<b>Male</b>	50	390.52	73.42	0.599	P<.05
	<b>Female</b>	50	398.42	57.52		

“t” at .01=2.71, “t” at .05=2.01



## DISCUSSION

Findings of recorded with table confirms the hypothesis framed by researchers that no significant difference exists in the adjustment behavior of private male & female teacher.

Area-2 of personal adjustment behavior of male & female teachers of private school shows mean value of 106.72 and 108.90 with a 't' value of .355 which is not significant. In area-4 of personal adjustment mean difference is 3.3 with 't'

value of .855 at  $df=98$  at  $P>.05$ .

The obtained 't' value does not equal or exceeds the critical value of table showing no significant difference occurs in personal adjustment of male & female teachers of private school.

Professional adjustment with area 3 and 5 also shows that no significant mean difference exists in these areas. In area 3, 't' value is found to be 1.07 and in area 5 it is .794 at  $df= 98$  . The obtained 't' value does not equal or exceeds the critical value of table showing no significant difference occurs in professional adjustment of male & female teachers of private school.

Social adjustment i.e. area 1 has a value of 1.31 which do not exceeds the critical value of table showing no significant difference occurs in social adjustment of male & female teachers of private school.

All obtained 't' values do not exceeds their critical value thus the null hypothesis stating no significant difference exists between personal, professional, and social adjustment of male and female teachers of private schools is retained.

It is thus concluded that there is a no significant difference between personal, professional, and social adjustment of male and female teachers of private schools.

**Table-4**

The mean and S.D. scores at 't' values obtained on adjustment inventory (area wise and overall adjustment) comparing adjustment behavior of male and female teachers working in Government schools.

Adjustment	Group	N	Mean	S.D.	t	Level of Significance
<b>Personal</b> a) Area 2	<b>Male</b>	50	127.70	34.8	0.56	P<.05
	<b>Female</b>	50	124.40	22.8		
<b>b) Area4</b>	<b>Male</b>	50	112.52	34.32	0.38	P<.05
	<b>Female</b>	50	110.16	26.4		
<b>Professional</b> a) Area 3	<b>Male</b>	50	85.76	16.52	1.6	P<.05
	<b>Female</b>	50	80.88	13.4		
<b>b) Area 5</b>	<b>Male</b>	50	57.5	9.52	1.172	P<.05
	<b>Female</b>	50	55.19	9.36		
<b>Social</b> Area 1	<b>Male</b>	50	92.16	13.4	0.47	P<.05
	<b>Female</b>	50	94.14	26.4		
<b>Overall</b>	<b>Male</b>	50	472.24	73.9	1.53	P<.05
	<b>Female</b>	50	448.92	78.3		

"t" at .01=2.71, "t" at .05=2.01

## DISCUSSION

Findings of recorded with table confirms the hypothesis framed by researchers that no significant difference exists in the adjustment behavior of Government male & female teacher.

Area-2 of personal adjustment behavior of male & female teachers of Government school shows mean value of 127.70 and 124.40 with a 't' value of 0.56 which is not significant and in area-4 of personal adjustment mean difference is 2.36 with 't' value of 0.38 at  $df=98$  at  $P>.05$ .

The obtained 't' value does not equal or exceeds the critical value of table showing no significant difference occurs in personal adjustment of male & female teachers of Government school.

Professional adjustment with area 3 and 5 also shows that no significant mean difference exists in these areas. In area 3, 't' value is found to be 1.62 and in area 5 it is 1.172 at  $df=98$ . The obtained 't' value does not equal or exceeds the critical value of table showing no significant difference occurs in professional adjustment of male & female teachers of Government school.

Social adjustment i.e. area 1 has a 't' value of 0.47 which do not exceeds the critical value of table showing no significant difference occurs in social adjustment of male & female teachers of Government school.

All obtained 't' values do not exceeds their critical value thus the null hypothesis stating no significant difference exists between personal, professional, and social adjustment of male and female teachers of Government schools is retained.

It is thus concluded that there is a no significant difference between personal, professional, and social adjustment of male and female teachers of Government schools.

**TABLE-5**

The mean and S.D. scores at 't' values obtained on adjustment inventory (area wise and overall adjustment) comparing adjustment behavior of teachers working in Government and private schools.

Adjustment	Group	N	Mean	S.D.	T	Level of Significance
Personal a) Area 2	Govt.	100	126.09	30.6	4.54	P<.01
	Private	100	106.80	29.4		
b) Area4	Govt.	100	114.33	30.4	5.15	P<.01
	Private	100	95.42	20.6		
Professional a) Area 3	Govt.	100	80.72	10.4	6.03	P<.01
	Private	100	70.52	13.4		
b) Area 5	Govt.	100	55.42	10.40	6.71	P<.01
	Private	100	46.40	8.52		
Social Area 1	Govt.	100	90.52	20.04	7.094	P<.01
	Private	100	72.06	16.6		
Overall	Govt.	100	459.09	74.98	6.8	P<.01
	Private	100	391.6	64.34		

"t" at .01=2.71, "t" at .05=2.01

## DISCUSSION

The finding recorded in table clearly indicates the significant difference between the adjustment behavior of teachers working in Government and private schools. Government school teachers are found significantly well adjusted in comparison to private school teachers in all areas and also in overall adjustment.

In area 2 and area 4 of personal adjustment, government teachers are found to have respective mean of 126.09 and 114.33 as compared to their private counterparts with a mean of 106.80 and 95.42 respectively ( $t = 4.54$  in area 2,  $t = 5.15$  in area 4 and  $p < .01$ ). As the obtained 't' value is much greater than the critical 't' value at  $df = 198$ , It is concluded that Government teachers have better personal adjustment than private school teachers.

Professional adjustment area 3 and 5 also shows significant mean difference in both areas with a 't' value of 6.03 in area 3 and 6.71 in area 5. Both obtained 't' values exceeds the table value at  $df = 198$  showing significant difference in the professional adjustment of Government and private teachers. Area 1 of social adjustment in Government and private teachers is found to have a significant mean difference of 58.49 (450.09-391.6) with 't' value of 6.8 at  $df = 198$ ,  $P < .01$ .

All obtained 't' values exceeds their critical value thus rejecting the null hypothesis stating no significant difference exists between personal, professional, and social adjustment of Government and private teachers .

It is thus concluded that there is a significant difference between personal, professional, and social adjustment of Government and private teachers.

### Conclusion:

1. Govt. Teachers are better to the teachers working in private school in all areas of their personal, professional and social life.
2. No significant difference in the adjustment behavior of male and female teachers working in the same school.

**Education Implication:**

The academic achievements and adjustment of students basically depends upon the personal, Social and other adjustment of teacher. The study of analysis of the teacher behaviors clearly indicates that this population of teachers is exposed to various physical, socio-culture, professional and psychological stresses which are constant by pressing their adjusting capabilities. Present study also suggests school authorities to promote and develop such type of time table, curriculum, job facilities so that a teacher may adjust fruitfully and working efficiently for the development and progress of students as well as institution.

