



## Personal and Professional Life Adjustment of Secondary School Teachers

### KEYWORDS

Personal and Professional, Adjustment, Secondary School Teacher.w

**Dr. Jakir Hussain Laskar**

Principal, Education College, Murshidabad-742406, WB.

**ABSTRACT** *This present study attempts to examine the Personal and Professional Life Adjustment of Teachers Teaching at Secondary Schools in relation to Gender, Locale and Marital status variation and to find out the relationship between Personal and Professional adjustment of secondary school teachers. The Adjustment Inventory by Mangal(1971) has been used to collect 100 secondary school teachers drawn from the ten schools of Murshidabad district of WestBengal. Simple random sampling method has been adopted for the selection of the sample. From the analysis of the results, it was found that in case of Personal and Professional life adjustment of secondary school teachers no significant difference was found in relation to Gender, Locale and Marital status variation. But there was significant relationship in between the Personal and Professional life adjustment of secondary school teachers.*

### 1.0 Introduction

The keystone of entire educational enterprise is the teacher. Undoubtedly the teacher is the greatest single determinant of the school programme. Teacher plays important role in the teaching learning process they are regarded as nation builders. A teacher main role is to modify and shape the personality of his students in accordance with natural objectives of life. Teacher's behaviour is conditioned by his psychological as well as sociological environment; hence certain qualities which are essential for good teacher are better development in certain environments.

### 1.1 Personal And Professional Life Adjustment Of Teachers

The present position and the status of teacher mainly result due to lack of moral influence, personal and professional freedom, academic scholarship and economic security which in turn affect their professional adjustment, the teacher needs better Personal and Professional adjustment along with adjustment in his Personal and Professional life. A teacher occupies an important and unique place in the system of education. He is the hearted soul of this system and leads the students' from the darkness of ignorance to the light of knowledge and understanding. He acts as a pivot for the transmission of intellectual traditions and help to keep the lamp of civilization burning. Thus the importance of a teacher for the community and educational system is very much evident.

Teacher has to show the right path to their students and has to emphasize them on the harmonious development of their personality so that they can contribute something productive for the country.

Teacher are consisting a great strength in educational institutions. The professional behaviour of teacher's personality characteristics, his environment and tasks in which he is engaged are all important aspects necessary for the guidance and direction for the learning of the student

The relationships of teachers and pupils and their co-operation amongst each other cover the social behaviours and all these together signalize the ambit of professional behaviour of teachers. It is also together signalize the ambit of professional behaviour of teachers. It is also influenced by socio-economic status and the personal adjustment of

teachers in various fields like health, home, social, economic institutional and ethical etc. The problem of adjustment in relation to professional and life actually exists among the teachers of today. Although their service are now respected every where, their adjustment with their vocation, pupil life and environment is still at stake. The teachers have to develop habits to meet with challenges in the desired manner and that is what may be called an adjustment. The quality of good professionally competent teacher depends on some factors where the degrees of level of adjustment present in the school environment.

A well adjusted teacher work with dedication if they work in a free mind their sense of responsibility will increase. The integrative behaviour of the teacher is satisfying to him as well as to his students and it tends to bring about integrative behaviour in the children.

The democratic and receptive behaviour of the teacher leads to better emotional rapport in the class and develops positive attitude in the students towards the teacher and the class work. A well-adjusted teacher is capable of showing mature attitude towards the pupil's immature behaviour.

A teacher's Professional adjustment presupposes not only mastering certain achievement within the profession, but also forming social orientation as a basis of a professional self-defining of the individuality, which is a basis of the common life orientation and values. A teacher's professional adjustment is active process not only of adjusting individuality to the profession, but also of creative adjusting the profession to the personal individual features and the experience of the professional, practicing the profession. When teachers' needs are satisfied, it promotes their psychological well-being and enables optimal functioning and performance. On the contrary, when teachers' needs are unsatisfied, they fail to thrive. Furthermore, failure to have such needs satisfied leads to frustration, nonchalant attitude towards work and rebellion.

Adjustment is the important psychological aspects influencing the personalities of the individual. The struggle for existence and the survival of the fittest has been a long professed phenomenon. In this struggle for existence man strives for attainment of his goals to protect himself from

failure and frustrations. It depends on the ability of the individual to satisfy the demands of himself and his surroundings for survival which is biological termed as adaptation. The same psychologically is termed as adjustment. In the Dictionary of Behavioural Sciences Woolman(1973) defined "adjustment as a harmonious relationship with the environment involving the ability to satisfy most of one's needs and meet most of the demands that are put upon one". Therefore an individual is not born adjusted or mal-adjusted. It is due to his physical, mental and emotional potentialities that are influenced and directed by the factors of the environment in which he finds influenced and directed by the factors of the environment in which he finds himself so as to gradually develop his ability for adjustment. A teacher's adjustment hence is an essential aspects of preparation for helping learners in their personal adjustment problems. The learners and the teachers can work together to discover favourable conditions for adjustment.

Thus adjustment is a process that takes an individual to lead a happy and well contented life. It helps us in keeping a balance between our needs and the capacity to meet these needs. It persuades us to change our way of life according to the demands of the situation and gives us strength and ability to bring desirable changes in the conditions of our environment.

## 1.2 Review Of Related Literature

The aspects of adjustment has been emphasize by Schneiders(1965) when he says that" ..... we can defines it most simply as a process involving both mental and behavioural responses, by which both mental and behavioural responses, by which an individual strives to cope with inner needs, tensions, frustrations and conflicts and to bring harmony between these inner demands and those imposed upon him by world in which he lives." Lazarus(1961) defines that "while considering adjustment as a process, we are interested in the ways the individual modifies or inhibits his internal impulses or alters the environmental demands to eliminate the conflict." Therefore it becomes imperative to discuss the different types of adjustment for assessing the adjustment of teachers.

Adjustment is a sort of shifting to a mere defensive position in order to face the challenge of circumstances after getting failure on earlier attempts. According to Remmers Gage(1955), " it is the process whereby a living organism varies its activities in response to changed conditions in its environments." Shaffer(1961) held, "adjustment is the process by which living organism maintain a balance between its needs and the circumstances that influence the satisfaction of these needs.

Hence from birth to death every individual is an active organism. He is active with a purpose and his activity is continuous. He strives to satisfy not only his bodily needs but also all those urges and drives which are the dynamic forces influencing his thoughts, attitudes, emotions and behaviour and the satisfaction of these, determine the extent of the desirable adjustment of his personality. Thus adjustment is an achievement and explain how efficiently an individual can perform his duties in different circumstances.

Psychologist have interpreted adjustment from two important points of views. They are; adjustment as an achievement which emphasizes the quality of efficiency and second, adjustment as a process which lays emphasis on the process by which an individual adjusts to his external envi-

ronment. The term adjustment mostly refers to the degree of capacity by which an individual tries to cope with the needs of inner tensions, conflicts frustration and is able to bring about co-ordination between his inner demands and those by the outer world. Adjustment also needs one's conformity to the requirement of one's culture and the society. Therefore, adjustment is a condition state in which one feels that one's needs have been fulfilled and the resultant behaviour confirms to the requirements of a given culture, Mangal(1992).

Hence, adjustment is a condition or state in which one feels that one's needs have been fulfilled and one's behaviour conforms to the requirement of his society and culture. In fact, what we understand by adaptation in the biological word is known as adjustment in language of psychology. Adjustment can be interpreted in both ways as a process as well as the outcome of that process in the form of some attainment or achievement while adjustment as an achievement implies the effectiveness with which an individual can function in changed circumstances, adjustment as a process show how an individual adjust under changing circumstances and what influences this adjustment.

The adjustment has various aspects or dimensions; personal adjustment what concerned the extent to which one remains satisfied with what he owns in terms of his physical and mental development and other personality characteristics and his basic needs remain gratified; an individual who is capable of expressing his emotions in a proper way at a proper time be termed as emotional adjustment; to solve professional problems teachers have to develop special habits to meet the challenges in the desired manner and that may be considered as professional adjustment; in financial adjustment, social status and feeling of security of job among the teachers is determined by economic factors and institutional adjustment of teacher is concerned with degree of satisfaction with the choice of occupation conditions, relationship with colleagues, pupils financial satisfaction and chance for promotion.

Study conducted by Pandey(1973), found that there was significant co-relation between professional efficiency and teacher adjustment, male and female teachers show positive relationship between personal, social and professional adjustment. Tehria(1975) found female teachers trainees were better adjusted than the male teachers trainee. Gupta(1977) studied personal characteristics adjustment and professional attitude found adjustment in such areas significantly related to teaching. Sharma(1981) in a study found on self concept, personality adjustment urban teachers had higher score than rural. Nayak(1982) found unmarried teachers adjustment problems. Zuberi(1984) studied the relationship between personal values, needs job satisfaction, found that well adjusted teachers exhibited successful teaching in all dimension of teacher behavior. Chadda(1985) found that self-concept was significantly different from emotional adjustment of teachers. Donga(1987), found that female teachers were more adjusted than male teachers, there was no significant effect of marital status level of education family status and age on adjustment. Singh in a study found that there were no significant difference in the mean scores of adjustment of male and female teachers and rural and urban variation towards teaching profession and adjustment. Singh(1987) studied the extent and the pattern's of reactions to frustration and professional adjustment of secondary school teachers, found males were more aggressive than females teachers

having less teaching experience showed a greater rationalizing tendency than teachers with more experience. Dave and Kulshrestha(2004) in a study on personal and professional adjustment found that primary teachers were least adjusted in personal and professional life. Ghosh(2008) in a study found significant difference in the adjustment of secondary school teachers in relation to sex, locality variation. Chenchin(1985) in a study found, teaching age, marital status were related to teaching satisfaction and adjustment. A synoptic review of the researchers conducted in the field so far indicates that there exists significant difference in the level of adjustment of male and female teachers. There also exists significant correlated adjustment in the case of urban teachers and marital status also related with adjustment of the teachers.

### 1.3 Rationale

The present investigation is a noble attempt of the investigator in this area. Considering the importance of personal and professional adjustment of secondary school teachers because clear understanding of personal and professional adjustment is very important for the secondary school teachers and no such attempt has been made earlier in this field with regard to secondary school teachers of Murshidabad of WestBengal. Hence the rationale of the study is justified.

The problem focuses on some research questions like:

- Is there any difference in Personal and Professional adjustment of secondary school teachers?
- Do the male and female teachers show differential degrees of adjustment in their marital status?
- Does locale play important role in personal and professional adjustment of male and female teachers?
- Who are more adjusted among male and female teachers of secondary school teachers of Sikkim?
- Is there any relationship between personal and professional adjustment of teachers?
- Answer to all these questions needs on investigation to be conducted in a proper manner, therefore the rationale of the study is strong in its scope.

### 1.4 Objectives Of The Study Were Stated As Follows:

- To study the personal and professional life adjustment of secondary school teachers in relation to gender, locale and marital status.
- To find out the relationship between personal and professional adjustment of secondary school teachers.

### 1.5 Formulation Of Hypotheses

The following hypotheses were formulated in accordance with the objectives stated above. They have been expressed in null form for ease of verification.

$H_{01}$  There does not exist significant difference in the personal and professional adjustment of secondary school teachers in relation to their gender variation.

$H_{02}$  There does not exist significant difference in the personal and professional of secondary school teachers with regard to their locale variation.

$H_{03}$  There does not exist significant difference in the personal and professional adjustment of secondary school teachers with regard to their marital status.

$H_{04}$  There does not exist significant relationship between personal and professional adjustment of secondary school

teachers.

## 2.0 The Methodology

It is a normative survey method of investigation. In this study personal and professional life adjustment of teachers has been studied in relation to gender, locale and marital status. It is an ex-post facto type as the current status of phenomena what exists at present has been considered. The sample for the study comprises of 100 secondary school teachers drawn from the ten schools of murshidabad district of WestBengal. Simple random sampling method has been adopted for the selection of sample. The selected schools are of different types out of which 5 (five) are urban school and five are rural school, two are private and 8 are govt. school. The sample consists of 100 teachers from secondary schools. A standardized tool, Mangal's (1971) Teacher Adjustment Inventory(MTAI), to measure personal and professional adjustment of secondary school teachers. Descriptive statistics have been used to determine the respondents standing in the predicting situations where as inferential statistics have been used to find out intra variable effects. To find out the relationship between personal and professional life adjustment of teachers product moment correlation has been used.

## 3.0 Result and Discussion

For hypotheses testing, the sample has been spitted into 3 sub-sample namely,

- Total male vs Total female,
- Total rural vs Total urban, and
- Total married vs Total unmarried

To study the significant difference in the personal and professional life adjustment, the test of significance between means, between two contrasting sample as mentioned above were calculated and tested for significance for verification of hypotheses.

### 3.1 Gender Difference In Personal And Professional Life Adjustment

Table 1

The test of significance of difference between the means in personal and professional life adjustment of secondary school teachers due to gender gender variation.

Variation	Sub-sample	N	Mean	SD	$S_{ED}$	df	't'	Re-sult
Personal Adjustment	Male	57	94.5	17.29	2.98	98	0.36	NS
	Female	43	94.5	94.8				
Professional Adjustment	Male	57	75.7	11.77	2.29	98		NS
	Female	43	76.7	11.22				

't'(0.05)df98=1.98

't'(0.01)df 98=2.63

It was revealed from the above table that the obtained value of 't' ratio in case of both personal and professional life i.e. 0.36 and 0.436 respectively, were much lesser than the table value that is 1.98 at 0.05 level of significance and 2.63 at 0.01 level of significance. Therefore the null hypothesis is accepted that "There does not exist any significant difference in the personal and professional life adjustment of secondary school teachers in relation to their gender variation" could not be rejected, it is accepted. Therefore the hypothesis is retained. That means the mean score of male in personal and professional life adjustment is not different from the mean score of female.

The finding is in the confirmatory with the study of Don-ga(1987) and dis-confirmatory with the studies with Tehria(1975),Prasad(1985) and Singh(1993).

**3.2 Locale Difference In Personal And Professional Life Adjustment.**

**Table 2**

**The test of significance of difference between the mean score in Personal and Professional Life Adjustment of Secondary School teachers due to locale variation.**

Variation	Sub-Sample	N	Mean	SD	S <sub>ED</sub>	df	't'	Re-sult
Personal Adjustment	Rural	50	94.5			98	0.36	NS
	Urban	50	94.41					
Professional Adjustment	Rural	50	73.1			98	0.36	NS
	Urban	50	76.8	9.4				

't'(0.05)df 98=1.98

't'(0.01)df 98=2.63

It was evident from the above table that the obtained value of 't' ratio in case of both personal and professional life i.e. 0.36 and 0.36 respectively, were much lesser than the table value that is 1.98 at 0.05 level of significance and 2.63 at 0.01 level of significance. Therefore the null hypothesis is retained, i.e. "There does not exist any significant difference in the personal and professional life adjustment of secondary school teacher in relation to their locale variation. "This means the mean score of male in personal and professional life adjustment is not different from the mean score of female.

The findings is in confirmatory with the studies of Gupta(1998),Dave(2003) and Singh(1993) where found no differences in the adjustment of teachers in rural and urban variation.

**3.3 Marital Status Difference In Personal And Professional Life Adjustment**

**Table 3**

**The test of significance of difference between the means in Personal Professional Life Adjustment of Secondary School teachers due to Marital status variation.**

Variation	Sub-Sample	N	Mean	SD	S <sub>ED</sub>	df	't'	Re-sult
Personal Adjustment	Married	50		16.37	3.36	98	0.91	NS
	Unmarried	41		16.70				
Professional Adjustment	Married	5	77.7	11.22	2.14	98	0.93	NS
	Unmarried	4	75.7	9.9				

't'(0.05) df98=1.98

't'(0.01) df 98=2.63

It is quite evident from the above table that the obtained value of 't' ratio in case of both personal and professional life i.e. 0.91 and 0.436 respectively, were smaller than the table value that is 1.98 at 0.05 level of significance and 2.63 at 0.01 level of significance. Therefore the null hypothesis is accepted that "There does not exist any significant difference in the personal and professional life adjustment of secondary school teacher in relation to their marital status variation could not be rejected, it is accepted. That means the mean score of married teacher in personal and professional life adjustment is not different from the mean score of unmarried teacher.

The finding is in the confirmatory with the study of Aggarwal(1991) and disconfirmatory with the study of Nay-ak(2004).

**3.4 Relationship study of Score of Personal and Professional Life Adjustment in Secondary School Teachers.**

For this relationship study which was conducted between Personal and Professional life Adjustment of secondary school teachers. Hence, the computation of relationship(r), between the two was done through the method of Pearson's Product Moment Correlation Coefficient. The result has been presented below:

**Table 4**

**Relationship between Personal and Professional Life Adjustment.**

Number of Sample	'r'	Remarks
100	0.23	Significant

From the above table it is evident that the co-efficient of correlation was found be 'r' 0.23 is more than the table value at 0.05 level (0.196). Based on the result of correlation it was found that " There exist significant relationship between Personal and Professional life adjustment of secondary school teachers." Therefore it can be said that the null hypothesis is rejected.

**3.5 The Findings**

The following findings were obtained from the study

There does not exist significant difference in the Personal and Professional life adjustment of secondary school teachers in relation to gender variation.

In case of Personal and Professional life adjustment of secondary school teachers no significant difference was found in locale variation.

No significant difference in the Personal and Professional life adjustment of secondary school teachers were observed in case of marital status.

There exist significant relationship in between the Personal and Professional life adjustment of secondary school teachers

**3.6 Recommendations**

The following recommendations have been made accordingly based upon the findings of the study.

- Developing ideal atmosphere in the school
- Teachers are considered as a nation builder. A teacher should be well behaved in emotional as well as in professional sphere. Then only he or she can bring healthy and cordial change in the society and the nation as a whole.
- Personal and Professional Adjustment of teacher to mould the social structure.
- A teacher should be free from inner turmoil and disputes. It is very significant, on behalf teacher to adjust themselves to the school environment. As a proper adjustment not only helps a teacher to develop themselves but also to the society.
- Well balance Academic environment.
- For the Professional adjustment of teacher, a school should maintain well disciplined and healthy working environment within the school campus.
- Development of proper working climate in the school. A cordial and co-operative relationship among the teacher, students and parents is a prerequisite for the proper functioning of school. Further atmosphere among children should be peaceful and should facilitate development of creativity among student.

- Immunities to the teacher for catering their needs.
- There should be provision of incentives to the teacher. Parent teacher meeting should be held, community welfare programme should be organized, and programme based on the modification of campus and increases in infrastructure facilities help the teacher to achieve professional adjustment.
- Development positive attitude toward Personal and Professional life.
- Teacher have to develop positive attitude in their personal and professional life because it helps to adjust well in any situation.

### 3.7 Implication for the Further Research

The study gives rise to various problems for further research, such as:-

- The same study can be conducted on large sample by including more districts so as to present clear picture of the studies.
- A study may be conducted by considering other variables like experience, age group, interest, etc.
- Other adjustment areas such as socio-emotional adjustment and satisfaction of job can be considered for the study.
- Similar studies can be conducted on primary, college and university teachers.
- A comparative study of adjustment of teachers of different states can be undertaken.

### References

1. Chadda,(1985)Self-concept of Teachers and their Emotional Adjustment Ph.d in Education, Kurukshetra University,4<sup>th</sup> Survey,Vol-11
2. Chenchin, G.S(1985)Job Satisfaction and Adjustment of Teachers in Relation to Socio-demographic variables and Job-Stress. Quoted in Sheela Mangal's(1992),Professional Behaviour of teachers. Ambalacant: The Indian publication.
3. Donga, N.S.(1987)A study of the Adjustment of Teachers Training Colleges in Gujarat,Ph.D. in Education. San University ,4<sup>th</sup> Survey, Vol-11,pg.993.
4. Ghosh,S.(2008)Adjustment of Secondary School Teachers with Academic and General Environment of the Institution. Unpublished Dissertation in Education, University of North Bengal.
5. Gupta,V.P.(1977) Personality Characteristics, Adjustment, Level of Academic Achievement and Professional Attitude of Successful teachers. Unpublished Doctoral Dissertation in Education. Punjab University,3<sup>rd</sup> Survey in Educational Research.
6. Kulshrestha, A.K. and Dave, P.(2003) A Study of Personal and Professional and Social Adjustment of the Teachers working in Primary School of Agra district, Journal of All India Association for Educational Research.Vol-16.
7. Sharma,M.C.(1981) A Differential study of Self-concept, Personality Adjustment and Values of Teachers at various levels. Ph.D. Education.3<sup>rd</sup> Survey.
8. Singh, R.S.(1993) Teacher's Effectiveness in relation to their Sex, Area and Adjustment. Bharatiya Siksha Srodh Patrika,Vol-12<sup>th</sup>, 6<sup>th</sup> Survey,Vol-1.
9. Singh, V.P.(1987)A Study of the Extent and the pattern of Reaction to Frustration and Professional Adjustment of Secondary School Teachers, Ph.D. Education M.S.U.4<sup>th</sup> Survey Vol-11.
10. Teharia, J.R(1975) Personality Adjustment Problems and Secondary School teachers in terms of need. M.Ed. Dissertation, Kurukshetra University. 3<sup>rd</sup> Survey of Education Research.
11. Zuberi, I.A.(1984) A Study of Relationship between Personal Values Needs, Job Adjustment, Temperament, Academic careers of Secondary School Teachers with there Teaching Behavior.Ph.D. Education.A.M.U.4<sup>th</sup> Survey Vol-11.