



A STUDY OF ADJUSTMENT OF PRIMARY SCHOOL TEACHERS WITH AGE AND TEACHING EXPERIENCE

Mrs. N. Varalakshmi

Research Scholar in Education, School of Distance and Continuing Education, Dravidian University, Kuppam – 517 425, India.

Dr. G. Vema Narayana Reddy

Principal, Research Supervisor, S.B.V.R. College of Education, Badvel, Y.S.R. Kadapa District, Andhra Pradesh, India, Pin – 516 227.

ABSTRACT The concept of adjustment was biological and originally it was termed adaptation. The type of adjustment with which biologists were concerned was nothing but physical adoption. The main objective of the present study is to study the influence of age and teaching experience on the adjustment of primary school teachers. The adjustment questionnaire developed by **Mangal, S.K (1979)** was adopted for the present study. A sample of 240 Primary school teachers representing all categories of primary schools in Y.S.R. Kadapa District by following the standardized procedures. 't' test and 'F' tests were employed for analysis of the data. There is significant influence of age and teaching experience at 0.01 level of significance on the adjustment of primary school teachers.

KEYWORDS : Adjustment, Age, Teaching experience and Primary school teachers.

INTRODUCTION

Adjustment has two meanings in one sense it is a continuous process of life that affects an individual, changes his behaviour and prepares him to keep proper relationship with his environment. In the second sense adjustment is that conducive situation in which an individual keeps himself happy and free from mental ailments. The word 'adjust' is rooted in the Latin words 'ad' and 'Justus' meaning sought towards the just of right. The meaning of adjustment is different of course, but still covers the ideas of moving into correct or proper relations with the environment. Dictionary meaning of the word 'adjustment' is to fit, to make suitable, to adopt to arrange, to make correspondence between two things.

Adjusted teachers do much to bring about pupil adjustment and the converse is also true.

Like other individuals, social, economical and emotional factors also affect teachers because a teacher is also a human being. But a teacher is different from others because of some responsibilities.

He is the person who holds the responsibilities of making the future of human beings under his charge. Hence, it is necessary for a teacher that he will be fully satisfied from all aspects. When we will be fully satisfied then he will do his work with best talent and then we can say that he is adjusted. A maladjusted teacher is a potential cause of the problem of indiscipline and quality of work suffers but also the development of the personality of the children under his charge is badly hampered, so that it may be stopped from multiplying in size. A maladjusted teacher fails to decide upon any cause of action or accept some ineffective and socially undesirable cause in short his behavior is disturbing to him and to the students.

The concept of adjustment is as old as human race on earth. Systematic emergence of this concept starts from Darwin. In those days the concept was purely biological and he used the term adaptation, biologists used the term adaptation for physical demands of the environment but psychologists used the term adjustment for varying conditions of social or interpersonal relations in the society. Thus we see that adjustment means reaction to demand and pressure of social environment imposed upon the individual. Though the interaction between ability and situation means establish and harmony or adjustment with the world around him.

The concept of adjustment was biological and originally it was termed adaptation. The type of adjustment with which biologists were concerned was nothing but physical adoption. The term 'adaptation' which now stands for psychological survival in which psychologists are more interested than is the subject of their interest is individual's adjustment to social and interpersonal pressure and not only adaptation to the physical world (Lazarus 1961). The process of adjustment is more complex than biological adaptation.

Psychologists have interpreted adjustment from two important points of view: One adjustment is an achievement and another adjustment is a process.

The first point of view emphasizes the quality and efficiency of adjustment and the second lays emphasis on the process by which an individual adjusts in his external environment. Now let us examine adjustment as an achievement means how efficiently an individual can perform his duties in different circumstances like business, military, education and other social activities need efficient and well-adjusted men for the progress of the nation.

REVIEW OF LITERATURE

Pandey (1981) in his study found a significant negative relationship between organizational climate and social adjustment of secondary school teachers. Teachers of government schools were better adjusted than teachers of private schools in the areas of home, social and educational adjustment. Similar levels of adjustment were observed in emotional and health areas.

Himabandu (2012) found that there is significance of relationship between teacher stress and adjustment among the teachers of Colleges of Education.

Sunil, S. Jadav (2013) found that there is no significant difference in Sahayak and permanent teachers. There is no significant interaction effect between type of teacher and sex. There is significant difference of psychological adjustment between male and female.

Nadeem and Bhat (2014) found that there is no significant difference between the adjustment of male and female secondary school teachers. There is no significant difference between the adjustment of Rural and Urban secondary school teachers.

Venkateswaran, P.S., Sakthivel, S and Manimaran, P (2015) inferred that all the four variables i.e. adjustment, job satisfaction, job involvement and job stress have a significant relationship. Adjustment of male and female secondary school teachers is also positively correlated with their job-stress. Increase in job-involvement, the adjustment of secondary school teachers increases. Adjustment of male and female secondary school teachers is also positively correlated with their job stress.

Jakir Hussain Laskar (2016) 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.

Sudesh Rani, Seema and Manju Kumari (2016) inferred that negatively significant correlation was found between job stress and

adjustment of secondary school teachers. In case of female and male secondary school teachers, the co-relation is also negatively significant.

Scope of the Study: The main intention of the present study is to find the relation of adjustment of primary school teachers with age and teaching experience.

Objective of the Study: To study the impact of age and teaching experience on the adjustment of primary school teachers.

Hypotheses of the study

1. There would be no significant impact of 'age' on the adjustment of primary school teachers.
2. There would be no significant impact of 'teaching experience' on the adjustment of primary school teachers.

Tools for the Study

1. The adjustment test was adopted from **Mangal, S.K (1979)**. The tool was highly reliable for the investigation. The total items of adjustment questionnaire have 70 items in that 34 items are negative remaining 36 items are positive. For the purpose of scoring numerical values (weightages) were assigned to each of the five categories namely Strongly Agree (S.A.), Agree (A.), Doubtful (D.), Disagree (D.A.) and Strongly Disagree (S.D.A.) based on the **Likert (1932)** method. Each students score are marked on the right top corner of the sheet.
2. Personal data regarding the student – 1. Name, 2. Age, 3. Teaching experience.

Data Collection

The sample for the investigation consisted of 240 primary school teachers in YSR Kadapa district. The stratified random sampling was applied in three stages. The first stage is management i.e. Government and Private the second stage is locality i.e. rural and urban and third stage is gender i.e. male and female. It is a 2X2X2 factorial design with 240 sample subjects. The investigator personally visited schools with the permission of the head masters of the schools. The Primary school teachers who attended to the school on the day of collection of data are considered for the purpose of the investigation. It was provided to the concerned Primary school teachers of the schools. The Primary school teachers were given necessary instructions about the instruments and motivated to respond genuinely to all the items. The adjustment questionnaire and personal data sheet were administered. The data on each variable in the investigation is properly coded to suit for computer analysis. The analysis was carried out on the basis of objectives of the investigation and hypotheses formulated by employing appropriate statistical techniques. The inferential statistical technique 't' test was employed to test hypotheses.

RESULTS AND DISCUSSION

1. Age

The relationship of adjustment of primary school teachers with their age is studied in the present investigation. On the basis of age, the primary school teachers are divided into three groups. The teachers whose age is below 30 years form with the Group – I, Group – II forms with the teachers whose age is 31 years to 40 years and Group – III forms with the teachers whose age is above 40 years. The adjustment of primary school teachers of the three groups were analyzed accordingly. The adjustment of primary school teachers for the three groups were tested for significance by employing 'F' - test. The following hypothesis is framed.

Hypothesis – 1

There would be no significant impact of 'age' on the adjustment of primary school teachers.

The above hypothesis is tested by employing 'F' - test. The results are presented in **Table – 1**.

Table – 1: Influence of age on the adjustment of primary school teachers

S. No.	Age	N	Mean	S.D.	'F' - Test
1.	Group – I	99	235.36	22.25	15.945**
2.	Group – II	56	228.21	16.19	
3.	Group – III	85	218.75	18.84	

** Indicates significant at 0.01 level

It is found from the **Table – 1** that the computed value of 'F' (15.945) is greater than the critical value of 'F' (4.710) for 2 and 237 df at 0.01 level of significance. Hence the **Hypothesis – 1 is rejected** at 0.01 level. Therefore it is concluded that the age has significant influence on the adjustment of primary school teachers.

2. Teaching experience

The relationship of adjustment of primary school teachers with their teaching experience is studied in the present investigation. On the basis of teaching experience, the primary school teachers are divided into three groups. The teachers whose teaching experience is below 10 years form with the Group – I, Group – II forms with the teachers whose teaching experience is 11 years to 15 years and Group – III forms with the teachers whose teaching experience is above 15 years. The adjustment of primary school teachers of the three groups were analyzed accordingly. The adjustment of primary school teachers for the three groups were tested for significance by employing 'F' - test. The following hypothesis is framed.

Hypothesis – 2

There would be no significant impact of 'teaching experience' on the adjustment of primary school teachers.

The above hypothesis is tested by employing 'F' - test. The results are presented in **Table – 2**.

Table – 2: Influence of teaching experience on the adjustment of primary school teachers

S. No.	Teaching experience	N	Mean	S.D.	'F' - Test
1.	Group – I	79	231.49	23.37	19.966**
2.	Group – II	111	219.80	14.45	
3.	Group – III	50	239.78	22.28	

** Indicates significant at 0.01 level

It is found from the **Table – 2** that the computed value of 'F' (19.966) is greater than the critical value of 'F' (4.710) for 2 and 237 df at 0.01 level of significance. Hence the **Hypothesis – 2 is rejected** at 0.01 level. Therefore it is concluded that the teaching experience has significant influence on the adjustment of primary school teachers.

Findings: There is significant influence of age and teaching experience at 0.01 level of significance on the adjustment of primary school teachers.

Conclusions: In the light of the findings, the following conclusions are drawn. Age, teaching experience have significant influence on the adjustment of primary school teachers.

EDUCATIONAL IMPLICATIONS

The findings of the present research have raised some important questions related to the educational needs of the students with special reference to their adjustment of primary school teachers.

1. Age is the highly influenced in the adjustment of primary school teachers. Low aged teachers have positive adjustment than the high aged teachers. The administrators have to provide facilities for the high aged teachers.
2. Teaching experience is the highly influenced in the adjustment of primary school teachers. High experienced teachers have positive adjustment than the low experienced teachers. The administrators have to provide facilities for the low experienced teachers.

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