



## A STUDY OF ADJUSTMENT OF PRIMARY SCHOOL TEACHERS WITH QUALIFICATION AND CASTE

### Education

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### ABSTRACT

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 main objective of the present study is to study the influence of qualification and caste 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 qualification and caste at 0.01 level of significance on the adjustment of primary school teachers.

### KEYWORDS

Adjustment, Qualification, Caste and Primary school teachers.

### INTRODUCTION

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. 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 maladjusted. 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.

### 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 school 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 qualification and caste.

**Objective of the Study:** To study the impact of qualification and caste on the adjustment of primary school teachers.

### Hypotheses of the study

1. There would be no significant impact of 'qualification' on the adjustment of primary school teachers.
2. There would be no significant impact of 'caste' on the adjustment of primary school teachers.

### Tools for the Study

1. The adjustment test was adopted from **Mangak, 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. Qualification, 3. Caste.

### 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. Qualification

The relationship of adjustment of primary school teachers with their qualification is studied in the present investigation. On the basis of qualification, the primary school teachers are divided into three groups. The teachers whose qualification is Inter with D.Ed. form with the Group – I and Group – II forms with whose qualification is UG with D.Ed. and Group – III forms with PG with B.Ed. and above. 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 one way ANOVA technique. The following hypothesis is framed.

#### Hypothesis – 1

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

The above hypothesis is tested by employing one way ANOVA technique. The results are presented in **Table – 1**.

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

S. No.	Qualification	N	Mean	S.D.	'F' - Test
1.	Group – I	53	221.45	15.79	10.100**
2.	Group – II	75	222.92	19.60	
3.	Group – III	112	234.10	22.38	

\*\* Indicates significant at 0.01 level

It is found from the **Table – 1** that the computed value of 'F' (10.100) 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 qualification has significant influence on the adjustment of primary school teachers.

### 2. Caste

The relationship of adjustment of primary school teachers with their caste is studied in the present investigation. On the basis of caste, the primary school teachers are divided into three groups. The OC teachers form with the Group – I, Group – II forms with BC teachers and Group – III forms with SC and ST teachers. 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 one way ANOVA technique. The following hypothesis is framed.

#### Hypothesis – 2

There would be no significant impact of 'caste' on the adjustment of

primary school teachers.

The above hypothesis is tested by employing one way ANOVA technique. The results are presented in **Table – 2**.

**Table – 2: Influence of caste on the adjustment of primary school teachers**

S. No.	Caste	N	Mean	S.D.	'F' - Test
1.	OC	100	232.21	24.47	5.060**
2.	BC	77	227.14	17.73	
3.	SC and ST	63	221.65	16.94	

\*\* Indicates significant at 0.01 level

It is found from the **Table – 2** that the computed value of 'F' (5.060) 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 caste has significant influence on the adjustment of primary school teachers.

**Findings:** There is significant influence of qualification and caste 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. Qualification, caste 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. Qualification is the highly influenced in the adjustment of primary school teachers. High qualified teachers have positive adjustment than the low qualified teachers. The administrators have to provide facilities for the low qualified teachers.
2. Caste is the highly influenced in the adjustment of primary school teachers. OC teachers have positive adjustment than the other caste group teachers. The administrators have to provide facilities for the other caste group teachers.

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