



## A Comparative Study of the Psychological Adjustment among Graduate and post graduate student

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### ABSTRACT

*Aim of the research is to find out the psychological adjustment among teachers so investigator selected two groups one is Sahayak teacher and other is permanent teacher, both groups have 120 teachers. In each group has 60 Sahayak teachers and other one groups has 60 permanent teacher Data were collected from Deesa. Scale was use for data collection is personal datasheet and psychological adjustment scale by "Bell" and its translated in Gujarati by 'Bhatt (1994)', 2x2 factorial design was used and data were analysis by ANOVA test. Result show, 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.*

### Keywords:

#### Introduction:

adjustment, in psychology, the behavioral process by which humans and other animals maintain an equilibrium among their various needs or between their needs and the obstacles of their environments. A sequence of adjustment begins when a need is felt and ends when it is satisfied. Hungry people, for example, are stimulated by their physiological state to seek food. When they eat, they reduce the stimulating condition that impelled them to activity, and they are thereby adjusted to this particular need.

In general, the adjustment process involves four parts: (1) a need or motive in the form of a strong persistent stimulus, (2) the thwarting or non fulfillment of this need, (3) varied activity, or exploratory behaviour accompanied by problem solving, and (4) some response that removes or at least reduces the initiating stimulus and completes the adjustment.

Social and cultural adjustments are similar to physiological adjustments. People strive to be comfortable in their surroundings and to have their psychological needs (such as love or affirmation) met through the social networks they inhabit. When needs arise, especially in new or changed surroundings, they impel interpersonal activity meant to satisfy those needs. In this way, people increase their familiarity and comfort with their environments, and they come to expect that their needs will be met in the future through their social networks. Ongoing difficulties in social and cultural adjustment may be accompanied by anxiety or depression.

The adjustment of the individual to the external and internal demand may be different in different areas of his/her life, such as home, school work etc. There is another way of looking at the adjustment made by an individual such as his/her skill and competencies in different areas of behavior such as emotion, social and education faculty. In this study it is this latter definition of adjustment that has been used.

#### ■ The meaning of word adjustment is:

ad-just, ad-just-ed, ad-just-ing, ad-justs

1. To change so as to match or fit; cause to correspond.
2. To bring into proper relationship.
3. To adapt or conform, as to new conditions: "unable to adjust themselves to their environment" (Karl A. Men-

ninger). See Synonyms at adapt.

4. To bring the components of into a more effective or efficient calibration or state: adjust the timing of a car's engine.
5. In chiropractic, to manipulate (the spine and other body structures) to treat disorders and restore normal function of the nervous system.
6. To decide how much is to be paid on (an insurance claim).

#### Aims of the study:

1. To study of the psychological adjustment among Sahayak and permanent teachers.
2. To study of the psychological adjustment among the male and female teachers.
3. To study of the effect of interaction on psychological adjustment among the types of teachers and sex.

#### Hypothesis:

1. There is no difference between the psychological adjustment of the Sahayak and permanent teachers.
2. There is no difference between the psychological adjustment of the male and female teachers
3. There is no interaction effect of the psychological adjustment in the types of teachers and sex.

#### Methodology:

##### Sample:

Sample in this study consist of 120 subjects the sample were selected in different schools in Deesa. In survey of Deesa, we had got the information about the Sahayak and the permanent teachers who doing jobs in various schools in Deesa. The teachers which were randomly selected in there 60 were Sahayak and 60 were permanent from that 30 male and 30 female used to study by Sahayak teacher and the other 30 male and 30 female were used to study by permanent teachers.

##### Tools used:

The following tools were used in the present study:

##### 1) Personal Data sheet:

A personal data sheet developed by the investigator was used to collect information about type of teachers and sex.

##### 2) Psychological Adjustment Scale:

Psychological adjustment scale developed by "Bell" which

translated by "Bhatt" (1994) was used to measure Psychological adjustment the scale contains 160 items with 'Yes', 'No' and 'Indifferent' options. Response alternative the responses were marked 2,1 and 0 respectively and from the responses we had to select only one response in every sentences. The maximum possible score is 320 and minimum is 0. The test retest reliability coefficient is 0.89.the author had reported satisfactory validity of the scale.

**Statistical Analysis:**

In this study 'F' test was used for statistical analysis.

**Result and Discussion:**

Summary of 2x2 analysis of variance based on psychological adjustment of the teachers with rasped to types of teacher and sex.

**Table No-1 (N=120)**

Source of variance	Sum of square	df	Mean sum of square	F
A (types of teacher)	200.21	1	200.21	0.85NS
B(Sex)	1003.41	1	1003.41	4.26*
AxB	1235.21	1	1235.21	5.25*
SSW	27313.17	116	235.46	
SST (cr.total)	29751.99	119		
NS – Not Significant, *->p>0.05				

**Table No.2 N=120**

Mean scores and difference of Mean of psychological adjustment of school teachers with respect to types of teacher and sex.

Independent variables	N	Mean	Difference of mean
A1 (Sahayak)	60	150.78	2.58
A2 (Permanent)	60	148.20	
B1(Male)	60	146.60	5.78
B2(Female)	60	152.38	

According to table no.1 it is observed that 'F' value of psychological adjustment of Sahayak and permanent teacher is 0.85 which does not shows any significant difference.

According to table no.2 it can be seen mean score of emotional maturity of the Sahayak and Permanent teachers are 150.78 and 148.20 the difference between them is 2.58 from the hypothesis the obtained value is not accept. The difference can be seen in the mean value is due to uncertainty situation but there is no significant difference between means. The null hypothesis is accepted. So, we can say that there is no difference in psychological adjustment between Sahayak and Permanent teachers.

According to table 1 it is observed that 'F' value of psychological adjustment of the male and female teachers is 4.26 which does show significant difference at a level of 0.05, from the hypothesis the obtained value is rejected. The results get significant difference.

According to the table 2 it is observed that mean score of psychological adjustment of male and female teacher are 146.60 and 152.38. The difference is 5.78 so we can say that there is effective difference between male and female about psychological adjustment. The base of mean can says that the male are more psychological adjust than the female.

According to the table 1 it is observed that 'F' value of psychological adjustment of types of teacher and sex is 5.25 which does shows significant difference at the level of 0.05. There is significant interaction effect between types of teacher and sex on psychological adjustment.

The difference can be seen in the mean value is due to uncertainty situation and its shows in minimum of size. There is no significant effect between student residency and sex on each other. So, null hypothesis is accept.

**Conclusion:**

1. There is no significant difference between the psychological adjustment among the Sahayak and permanent teachers.
2. The psychological adjustments of male are better than the female teachers.
3. There is significant interaction effect between the types of teacher and sex on psychological adjustment.

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