



A Study of Adjustment of Secondary School Teachers in Relation to Their Educational Qualification, Experience and Locality.

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ABSTRACT

Our world is a rapidly changing and each change makes new demands of our ability to adopt. The adaptation of an individual to his physical and social environment is considered important for survival. Adjustment in teaching profession is all more important because it helps in maintaining balance between his/her needs and circumstances in which he/she is teaching. In the present study, the population comprises of 447 secondary school teachers, both male and female, teaching in different secondary schools of eastern U.P. A simple random technique is used for the purpose of data collection. The tool used in present study is Teachers Adjustment Inventory developed by S.K. Mangal to measure the adjustment of secondary school teachers. To analyze and interpret the data, the statistical techniques: Mean, SD, and t-test has been used. The present study shows that there is no significant difference found in the adjustment of secondary school teacher in relation to their Educational Qualification, Experience and Locality.

KEYWORDS

Adjustment, Secondary School Teacher, Educational Qualification, Experience and Locality.

INTRODUCTION

Jacques Delor’s Commission (1996) characteristically suggests “the role of the teacher as an agent of change, promoting understanding and tolerance has never been more obvious than today. It is likely to become even more critical in the twenty first century. The need for change from narrow nationalism to universalism, from ethnic and cultural prejudices to tolerance, understanding and pluralism, from autocracy to democracy in its various manifestations, and from a technologically divided world where a high technology is the privilege of the few to a technologically united world places enormous responsibilities on the teachers who participate in moulding of the minds and characters of the new generation”. The entire structure of education is unsteady if the teacher is weak and ineffective. In the field of education or in a specific teaching-learning situation, he is the ultimate agent, who dispenses knowledge, frames the time schedule, selects reading material, plays the role of subject specialist and helps pupils to overcome their difficulties and personal problems. A.P.J. Abdul kalam rightly observed, “If you are a teacher in whatever capacity, you have a very special role to play, because more than anybody else you are shaping generation”. The teacher influences his pupils by what he says, and even more by what he does. A teacher is the single most important factor in the success of pupils and thereby the entire society. They still provide valuable and unique professional service to the nation by guiding students in the development of high ideals and true appreciation of the freedom and responsibilities of any citizenship and by assisting them to develop the skill of clear and critical thinking. Teachers contribute significantly to the character of the adults who will determine the future of the nation.

In this globalised hi-tech economy, teachers still plays a very important role in transforming of younger generation as teacher is one who is believed to have direct influence on the students and shaping of the society. For upliftment of the society we need effective teacher. Teacher competency is considered as the optimum level of efficiency and productivity on the part of the teacher. It is the ability of teacher to relate the learning activities to the developmental process of learner and to their current and immediate interests and needs. Effective teacher are perceived to be fully equipped naturally and

professionally to lead the students to success in competitive world, as well as inculcate in them, values that would make them exhibit behavior that are generally desirable and acceptable.

Our world is a rapidly changing and each change makes new demands of our ability to adopt. The adaptation of an individual to his physical and social environment is considered important for survival. Adjustment in teaching profession is all more important because it helps in maintaining balance between his/her needs and circumstances in which he is teaching. Thus the satisfaction of his desires reflects the behaviour of a person. A well-adjusted person can think clearly, act confidently, and interact effectively with the situations. The future of the children is quite safe in the hand of a well adjusted teacher. On the other hand if a teacher suffers from lack of adjustment he is not only harming himself but doing a great harm to the children under his supervision and to the society at large. Adjusted teachers do much to bring about pupil adjustment and the converse is also true whether or not a class in smooth running and effective would measure the degree of personal adjustment to the teacher. He can easily adjust according to his circumstances. A realistic perception of the world He holds a realistic vision and is not given to fight of fancy. He always plans, thinks and acts pragmatically. A well adjusted teacher satisfies with his surroundings. He fits in his home and family when he enters a profession he has a love for it. Various studies have been done on adjustment of teacher in the country and abroad which is as follows. **Hota (2000)** found a high significant positive relationship of organizational health with home adjustment, health adjustment, social adjustment, emotional adjustment and occupational adjustment. **Chandrakanta (2001)** found that the knowledge of subject matter, faith in cooperative and democratic way of teaching were positive correlated to flexibility teaching aptitude, planning, presentation, evaluation and teaching competency emotional and social adjustments and also positively correlated to managerial trait. **Vijayalakshmi (2002)** studied the impact of some variables like sex, age, marital status, qualification, experience, subject of teaching, designation, status of college, and type of management on teacher effectiveness and found that they didn’t have any significant influence. **Hota (2003)** found that a high significant positive co-relationship of organizational

health with adjustment problems as a whole (W) of the secondary school teachers of Orissa. **Dave, P. and Kulshrestha, A.K. (2004)**, revealed that rural and urban primary teachers do not differ significantly in their adjustment scores. **Decheva (2005)** has conducted a study to understand the professional adjustment as a process of becoming well acquainted with the profession and harmonization of a person's interactions with the professional environment is a long and complex process, which begins with a person, gets acquainted with the profession. Professional adjustment is a long complex process, which begin with entering in to manpower and remain for life time. Professional adjustment of teacher is determined by internal and external circumstances, and their professional interaction between environment and their way of living. **Nara, S. (2007)**, found no significant difference in adjustment between male and female senior secondary teachers and also no significant relationship between adjustment and teaching aptitude of government senior secondary teachers. **Pal, B. K. (2009)** has assessed the core teaching skills of in-service primary teachers in relation to their self-concept and adjustment and found that primary teachers of MCD primary school and Sarvodaya Vidyalayas differ significantly in their adjustment. Sarvodaya Vidyalayas primary teachers, indicate a better adjustment than MCD primary school teachers. Sex wise, there is significant difference in the adjustment of primary teachers' male teachers, indicate a significant better adjustment than the female teachers. Professional qualification having diploma in Education (ETE/JBT) and degree in education (B.Ed.) of primary teachers do not make any significant difference on their adjustment. **Yadav R.C. (2010)** stated in his research findings that the quality of good professionally competent teachers depends on some factor where the degrees of level of adjustment present in the school environment. In this study, it had been observed that there was no significant difference in adjustment between male, Female and Rural, Urban Secondary School Teachers. **Goyat A. (2012)** found that there was no significance difference between adjustment of male and female primary school teachers and no significance difference between adjustment of Rural and Urban primary school teachers. **Thilagavathy, T. (2013)** found that there is a significant difference between adjustment of male and female teachers, rural and urban teachers.

CONCEPT AND DEFINITION OF ADJUSTMENT

The concept of adjustment is as old as human race on earth systematic emergence of this concept start 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 condition 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 mean establish and harmony or adjustment with the world around him. It is paper to differentiate the term adjustment from adaptation conformity and normalcy etc. It also has many aspects like health, emotional, social, home and school adjustment. If a teacher physical development and ability are in conformity with those of his age mates and he does not feel difficulty with his environment. It signs of being well adjustment. Ones are able to express his emotions in a proper way at a proper time. So he has balanced emotional development. Social adjustment also requires that one should be social enough to live in harmony with one's social beings and feel responsibility and obligation towards once fellow beings in the society. The smallest part of the society is home that is source of greatest satisfaction and security to its members. The relationship among the family members and their ways of behavior play leading role in the adjustment of teachers. In the adjustment of teachers, their occupation plays an important role. The school environment casts its influence over the adjustment of the teachers. Degree of the satisfaction with the choice of occupation working conditions, relationships with colleagues and boss, financial satisfaction and chances for promotion decide one's adjustment to occupation and contributes significantly towards once or all adjustment.

The term 'adjustment' has been described in much way by psychologists, biologists and mental hygienists and other behavioural scientist give some definition of adjustment.

"Adjustment is explained as the process of behaviors by which man and other animals maintain equilibrium in their need and demand of the environment. Adjustment is a process by which living organism maintain a balance between its need and the circumstances that influence the satisfaction of these needs" (In the encyclopedia.)

"Adjustment should always be viewed as dynamic process and never as a static condition. No person is ever free from the necessity of meeting varied conditions. Some of them new and some old and with each variation there must be modification of response" (L.S. Shaffer, 1961).

RATIONAL:

Adjusted teachers do much to being about pupil adjustment and converse is also true. Like other individual, social economical and emotional factors also affect the teachers because teacher is also a human being. But 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 the change. Hence, it is necessary for 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. 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 fail 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 process of adjustment is more complex than the biological adaption. Psychologists have interpreted adjustment from two important points. First, it is an achievement and another is a process. The first point emphasis on the efficiency of adjustment and the second lays emphasis on the process by which an individual adjust in his external environment. Now let us examine adjustment as an achievement means how efficiently a teacher can perform his duties in different circumstances in college, class and society. That's why the researcher decided to study the adjustment of secondary school teachers in relation to their educational qualification, experience and locality.

STATEMENT OF PROBLEM:

The Problems in the study has been specifically entitled **"A study of Adjustment of Secondary School Teachers in Relation to their Educational Qualification, Experience and Locality."**

OBJECTIVE OF THE STUDY:

1. To study the adjustment of secondary school teacher in relation to their Educational Qualification.
2. To investigate the adjustment of secondary school teacher in relation to their Experience.
3. To explore the adjustment of secondary school teacher in relation to their Locality.

HYPOTHESES:

1. There is no significant difference in the adjustment of Post Graduate and Graduate secondary school teachers.
2. There is no significant difference in the adjustment of Experience and inexperience secondary school teachers.
3. There is no significant difference in the adjustment of Urban and Rural secondary school teachers.

DELIMITATION:

1. Only secondary school teachers have been taken in account.
2. The data had collected from the eastern U.P.

3. The relation of teaching competency with demographic variables was taken in consideration.

METHODOLOGY

In the present study population comprises of secondary school teachers, both male and female, teaching in different schools of U.P. A simple random technique is used for the purpose of data collection. Total, 447 (both male and female) secondary school teachers of eastern U.P will be taken for the study. The tool used in present study is Teachers Adjustment Inventory by S.K. Mangal to measure the adjustment of secondary school teachers. The reliability of this inventory was estimated through test-retest and split-half method is 0.96 and 0.98. The validity for this inventory has been established by adopting criterion related approach. Two different measures used for this purpose were (1) Bell's Adjustment Inventory (adopted by Dr. I. B. Verma) (2) Teachers Adjustment inventory-MTAI (long form developed by Dr. S. K. Mangal) . Bell's Adjustment Inventory they gives scores on maladjustment side while Teachers Adjustment inventory (long) gives score on adjustment. The validity coefficients are -0.84 and 0.90 respectively.

To analyze and interpret the data, the statistical techniques: Mean, SD, and t-test has been used.

ANALYSIS AND INTERPRETATION OF DATA

Comparison between the Subjects in Respect to their Demographic Classification

After determining the inter relationship between the variables used in the study, the investigator classified the sample into different groups on the basis of their demographic divisions namely **Educational Qualification, Experience and Locality** of secondary schools teachers as mentioned in preceding chapter. All these groups were compared for finding out the significance of difference between them. The results are being presented in the following tables.

Table:1. Showing the significance of difference between P.G. and Graduate secondary school teachers in respect to their Adjustment:

Qualification	N	Mean	S. D.	df	Calculated t- value	Table t-value	Significance
P.G.	231	48.02	11.06	445	0.587	2.38	Not Significant
Graduate	216	48.61	10.12				

It is clear from the table that P.G. and Graduate secondary school teachers are not differ significantly on the measure of Adjustment. The mean score of P.G. teachers is 48.02 while the mean score of Graduate teachers is 48.61, whereas their SD's are 11.06 and 10.12 respectively. When the t- test was applied to find out the no significance of difference between these two means, the value of "t" was found as 0.587 which is not significant at 0.05 level of significance and 445 degree of freedom. This finding reveals that Qualification does not influence the Adjustment of secondary school teachers.

Table:2. Showing the significance of difference between Experienced (5 year or more) and Inexperienced(less than 5 year) secondary school teachers in respect to their Adjustment:

Group	N	Mean	S. D.	df	Calculated t- value	Table t-value	Significance
Experienced	257	49.30	10.49	445	2.304	2.38	Not Significant
Inexperienced	190	46.97	10.64				

It is clear from the table that Experienced and Inexperienced secondary school teachers are not differ significantly on the measure of Adjustment. The mean score of Experienced Teachers is 49.30 while the mean score of Inexperienced Teachers is 46.97 whereas their SD's are 10.49 and 10.64 respectively. When the t- test was applied to find out no significance of difference between these two means, the value of "t" was found as 2.30 which is not significant at 0.01 level of significance and 445 degree of freedom but found Significant at 0.05 level of significance. This finding reveals interesting result that in 95% cases Experience does influence the adjustment of secondary school teachers.

Table:3 Showing the no significance of difference between Urban and rural secondary school teachers in respect to their Adjustment:

Local-ity	N	Mean	S. D.	df	Calculated t- value	Table t-value	Significance
Urban	228	48.15	11.10	445	0.311	2.38	Not Significant
Rural	219	48.47	10.09				

It is clear from the table that Urban and rural secondary school teachers are not differ significantly on the measure of their Adjustment. The mean score of urban teachers is 48.15 while the mean score of rural teachers is 48.47, whereas their SD's are 11.10 and 10.09 respectively. When the t- test was applied to find out the no significance of difference between these two means, the value of "t" was found as 0.311 which is not significant at 0.05 level of significance and 445 degree of freedom. This finding reveals that locality does not influence the Adjustment of secondary school teachers.

CONCLUSION:

This study explored that adjustment level of secondary school teachers is not influenced significantly by the **Educational Qualification, Experience and Locality**. This shows that graduate teachers are effective in class room if they have competency and adjusted in his environment. Educational qualification is necessary to fulfill the norms profession but adjustment of teacher doesn't relate to it. The variables regarded as qualifications or as indicators of quality, such as advanced academic degrees, majoring in the field of teaching and years of experience, which were adopted as reform targets in teacher education programs and as criteria for remuneration, have statistically non-significant influence on the teacher's adjustment. This study also revealed that locality does not influence the adjustment of teachers. The result supports the thinking that teaching is Nobel profession where qualification, experience and locality have no means. The teacher in lighted the people like a lamp and light spread over all people. But it is not influenced where lamp is placed and what period had gone to spread light. The findings of Dave, P. and Kulshrestha, A.K. (2004), Nara, S. (2007), Bal Krishna Pal (2009) and Yadav R.C. (2010) Goyat A. (2012) supports the finding of this study and Thilagavathy, T. (2013) contradicts the result of the study.

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