

A Study of Adjustment among Government and Private Secondary School Teachers

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ABSTRACT

The main objective of this paper is to compare the adjustment among government and private secondary school teachers. A sample of 105 secondary school teachers (55 governments and 50 private) was selected through stratified random sampling technique. Mangal Teacher Adjustment Inventory (MTAI) developed by Dr. S.K. Mangal was used for the data collection. Mean, SD and t-test were employed to analyze the data. The study revealed that government secondary school teachers possess significantly better adjustment than their private counterparts. There is no significant difference between the adjustment of government male and female secondary school teachers. The study also found that there is significant difference between adjustment of private male and female secondary school teachers. However, there is no significant difference between adjustment of government and private female secondary school teachers.

Keywords: Adjustment, government, private, secondary school teachers

Man among the living beings has the highest capacities to adapt to new situations. Man as social animal not only adapts to physical demands but he also adjusts to social pressures in the society. Adjustment is the adaptation to physical environment as well as to social demands. The process of adjustment becomes more complicated when his interaction with one situation conflicts with the requirement of another situation.

One situation may lead to pleasure while the other may lead to pain. The tension thus emerged may disturb the man physically and psychologically or may even lead to abnormal behaviour. Biologists use the term adaptation strictly for physical demand of the environment but psychologists use the term adjustment for varying condition of social or interpersonal relations of an individual in the society.

As far as teachers are concerned, they should be well-adjusted towards the social environment they work. They should be capable of adapting to all types of situations that may emerge during their career. The teacher must adjust with the students, colleagues and the educational environment where

he has to discharge his duties. There are a number of factors that affect the adjustment of teachers. In view of Mangal (1979), there are five common factors in teacher adjustment- adjustment with academic and general environment of the institution, socio-psycho-physical adjustment, professional relationship adjustment, personal life adjustment and financial adjustment and job-satisfaction. Favorable organizational climate is considered as a factor of better adjustment (Martin, Jones & Callen, 2005).

Adjustment is as psychological survival in the same way as biologist uses the term adaptation to describe physiological (Vonhaller, 1970). According to Gates and Jersild (1973), Adjustment is a continual process by which a person varies his behaviour to produce a harmony relationship between himself and surroundings. According to Laurance F. shaffer "Adjustment is a process by which a living organism maintains a balance between the needs and the circumstances that influence the satisfaction of these needs". Adjustment of a teacher is must for building a healthy teacher-pupil and teacher-

teacher relationship. Adjustment is the process by which the individual attempts to maintain a level of physiological and psychological equilibrium. When the problem becomes uneasily severe, a teacher is likely to become desperate and a deviant behaviour is likely to result. Even in the teaching profession, the process of adjustment is continuous and complex. It depends upon an organization of a number of interacting elements within the individual. It is the total personality which must be considered in the study of teacher adjustment. A well adjusted teacher is one "who is happy, free of all complexes and worries and efficient in his surroundings". To make it more complete, a well adjusted teacher is one whose needs and satisfaction in life are integrated with a sense of social feeling and an acceptance of social responsibility (Johari, 2005).

Review of related studies on teacher adjustment showed varied results. Gupta (1977) found that success in teaching was significantly related to adjustment in various fields of life. Shakuntala (1999) revealed that there was a significant and positive correlation between the adjustment of secondary school teachers and their interest in and attitude towards teaching. Singh (2010) indicates that positive and significant correlation has been found between job satisfaction and academic records, job satisfaction and adjustment. Buyse *et al.* (2009) concluded that good teacher-student relationship display better social skills and higher academic achievement. Singh, A. (2012) showed that male teachers are better adjusted in their profession as compared to their female counterparts. Zahoor (2012) & Anju G. (2012) found that there is no significance difference between adjustment of male and female school teachers. Suruchi *et al.* (2014) & Kaur M. *et al.* (2015) found that government teachers are better adjusted as compared to the teachers working in private schools. Sharma, S. *et al.* (2015) revealed that the total adjustment level of private school teachers does not differ significantly from government school teachers. The study also reported that females were better adjusted than their male counterparts.

As it is evident from the above mentioned literature that the teacher adjustment has a vital role in the system of education, the researcher finds it relevant to have a glance at the present scenario

of educational institutions. It is a fact that teachers are human beings like all other professionals and not machines. Like all others, they also have the personal, familial and societal needs and problems. The matter of prime importance is that how they try to find solution to their personal problems and dilemmas without causing any damage or lose to the system where they work. Another matter is how the teachers who come from different sects of the society can lead a satisfied life in the school atmosphere. The importance of this aspect of adjustment will become clear when we know that a teacher has to face authorities, colleagues and students of various belief, culture, customs, and life style etc. The researcher hopes the findings of the study will help the teachers to develop better adjustment with the system where they are employed in a way that will add to their professional growth.

Objectives

1. To know the adjustment of government and private secondary school teachers.
2. To find out the adjustment of government male and female secondary school teachers.
3. To compare the adjustment of private male and female secondary school teachers.
4. To know the adjustment of government and private male secondary school teachers.
5. To find out the adjustment of government and private female secondary school teachers.

Hypotheses

1. There will be no significant difference between the adjustment of government and Private secondary school teachers.
2. There will be no significant difference between the adjustment of government male and female secondary school teachers.
3. There will be no significant difference between the adjustment of private male and female secondary school teachers.
4. There will be no significant difference between the adjustment of government and private male secondary school teachers.
5. There will be no significant difference between the adjustment of government and private female secondary school teachers.

Methodology

In the present study, the survey type descriptive research method is adapted. A sample of 105 secondary school teachers (55 government and 50 private) was selected through stratified random sampling technique from 25 schools (15 government and 10 private) of Hyderabad City of Telangana State, India. For the sake of data collection, Mangal Teacher Adjustment Inventory (MTAI) developed by Dr. S.K. Mangal was used. This tool is intended to serve as a tool to know the adjustment of school teachers and consisted of 253 items. This tool is helpful in identifying the poor to good adjusted teachers. After collection of the data, the scoring was done according to the scoring procedure given in manual of the scale. The mean, SD and t- test was employed to analyze the data.

RESULTS AND DISCUSSION

To verify the first hypothesis, the mean score of the adjustment of government and private secondary school teachers, the two groups are subjected to t-test and the results are presented in the table 1.

It could be observe from the table-1 that the mean score of the adjustment among government secondary school teachers is found to be 440.76 with an SD of 10.25, while the mean score of private teachers is 436.00 with an SD of 9.34. The calculated t-value 2.47 and the tabulated t-value is 1.98. Since, the calculated t-value is more than tabulated t-value which is significant at 0.05 levels. Hence, the null hypothesis, ‘There will be no significant difference

between the adjustment of government and private secondary school teachers’, is rejected. Thus, it is concluded that there is significant difference between the adjustment of government and private secondary school teachers. Government teachers are found to have significantly better adjustment than private teachers.

To verify the second hypothesis, the mean score of the adjustment among government male and female secondary school teachers, the two groups are subjected to t-test and the results are presented in the table 2.

From the table 2, it could be observed that the mean score of the adjustment among government male secondary school teachers is 438.00 with an SD of 9.32, while the mean score of government female teachers is found to be 443.07 with an SD of 10.56. The calculated t-value is 1.86 and the tabulated t-value is 2.00. Since, the calculated t-value is less than tabulated t-value which is not significant at 0.05 levels. Hence, the null hypothesis, ‘There will be no significant difference between the adjustment of government male and female secondary school teachers, is accepted. Thus, it is concluded that there is no significant difference between the adjustment of government male and female secondary school teachers.

To verify the second hypothesis, the mean score of the adjustment among private male and female secondary school teachers, the two groups are subjected to t-test and the results are presented in the table 3.

Table 1: Significant difference between the adjustment of government and private secondary school teachers

Group Compared	N	Mean	SD	df	Calculated t-value at 0.05 level	Tabulated t-value at 0.05 level	Level of significance
Government teachers	55	440.76	10.25	103	2.47	1.98	Significant
Private teachers	50	436.00	9.34				

Table 2: Significant difference between the adjustment of government male and female secondary school teachers

Group Compared	N	Mean	SD	df	Calculated t-value at 0.05 level	Tabulated t-value at 0.05 level	Level of significance
Government male teachers	25	438.00	9.32	53	1.86	2.00	Not Significant
Government female teachers	30	443.07	10.56				

Table 3: Significant difference between the adjustment of private male and female secondary school teachers

Group Compared	N	Mean	SD	Df	Calculated t-value at 0.05 level	Tabulated t-value at 0.05 level	Level of significance
Private male teachers	25	432.00	8.33	48	3.32	2.01	Significant
Private female teachers	25	440.00	8.69				

Table 4: Significant difference between the adjustment of government and private male secondary school teachers

Group Compared	N	Mean	SD	df	Calculated t-value at 0.05 level	Tabulated t-value at 0.05 level	Level of significance
Government male teacher	25	438.00	9.32	48	2.40	2.00	Significant
Private male teacher	25	432.00	8.33				

As seen from the table 3, the mean score of the adjustment among private male secondary school teachers is 432.00 with an SD of 8.33, while the mean score of private female teachers is found to be 440.00 with an SD of 8.69. The calculated t-value is 3.32 and the tabulated t-value is 2.01. Since, the calculated t-value is more than tabulated t-value which is significant at 0.05 levels. Hence, the null hypothesis, ‘There will be no significant difference between the adjustment of private male and female secondary school teachers, is rejected. Thus, it is concluded that there is significant difference between the adjustment of private male and female secondary school teachers. Private female teachers possess significantly better adjustment than their male counterparts.

To verify the fourth hypothesis, the mean score of adjustment among government male and private male secondary school teachers, the two groups are subjected to t-test and the results are presented in the table 4.

From the table 4, it is clear the mean score of the adjustment among government male secondary school teachers is found to be 438.00 with an SD of 9.32, while the mean score of private male secondary school teachers is 432.00 with an SD of 8.33. The calculated t-value is 2.40 and the tabulated t-value is 2.00. Since, the calculated t-value is more than tabulated t-value which is significant at 0.05 levels. Hence, the null hypothesis, ‘There will be no significant difference between the adjustment

of government male and private male secondary school teachers, is rejected. Thus, it is concluded that there is significant difference between the adjustment of government and private male secondary school teachers. Government male teachers possess significantly better adjustment than private counterparts.

5. To verify the fourth hypothesis, the mean score of the adjustment among government female and private female secondary school teachers, the two groups are subjected to t-test and the results are presented in the table 5.

As seen from the table-5, it is obvious that the mean score of adjustment among government female teachers is found to be 443.07 with an SD of 10.56, while the mean score of private female teachers is 440.00 with an SD of 8.69. The calculated t-value is 1.16 and the tabulated t-value is 2.01. Since, the calculated t-value is less than tabulated t-value which is not significant at 0.05 levels. Hence, the null hypothesis, ‘There will be no significant difference between the adjustment of government female and private medium female secondary school teachers’, is accepted. Thus, it is concluded that there is no significant difference between the adjustment of government and private female secondary school teachers.

Findings of the Study

- ◆ There is significant difference between the adjustment of government and private

Table 5: Significant difference between the adjustment of government and private female secondary school teachers

Group Compared	N	Mean	SD	df	Calculated t-value at 0.05 level	Tabulated t-value at 0.05 level	Level of significance
Government female teachers	30	443.07	10.56	53	1.16	2.01	Not Significant
Private female teachers	25	440.00	8.69				

secondary school teachers. Government teachers possess significantly better adjustment than private teachers.

- ♦ There is no significant difference between the adjustment of government male and female secondary school teachers.
- ♦ There is significant difference between the adjustment of private male and female secondary school teachers. Private female teachers are found to have significantly better adjustment than private male counterparts.
- ♦ There is significant difference between the adjustment of government and private male secondary school teachers. Government male teachers possess significantly better adjustment than their private counterparts.
- ♦ There is no significant difference between the adjustment of government and private female secondary school teachers.

CONCLUSION

The success of educational system is largely depends on the good performance of a teacher and the adjustment of a teacher indeed determines his/her performance in the field of teaching and learning. Therefore, every effort should be made to create a conducive and congenial environment at the school to enhance the adjustment among the teachers especially at the secondary level, because this stage is very crucial for the students in their future point of view. If a teacher is well adjusted, s/he will handle the classes very effectively and most of the issues related to students would be handled properly. Good adjustment enhances the productivity, commitment, interpersonal skills, classroom management and positive thinking among the teachers.

From the findings of the present study, it is very much evident that the adjustment among government secondary school teachers is better than private teachers. It shows that overall working conditions in government schools are better than private schools.

So, there is a need to provide favourable working conditions, sense of belongingness and collaborative approach from the part of administration of private schools to develop good adjustment among teachers. This study also showed that private female teachers possess better adjustment than that of their male counterparts. This proves the potentialities of adjustment in the nature of a woman. To develop good adjustment among the teachers in general and private teachers in particular, there is a need to provide all necessary facilities, to develop positive relationship between administration-teacher and students, to listen genuine demands of the teachers including enhancement in salary .

Also, there in a need to avoid overload by following the norms of student – teacher ratio in a class room and not to engage the teachers in other work than teaching. However, democratic attitude of the principal, favourable environment, encouragement, motivation, recognition, and incentives etc. will be helpful in boosting the morale and development of good adjustment among teachers and ultimately improve the quality of secondary school education.

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