

ADJUSTMENT OF SECONDARY SCHOOL TEACHERS IN RELATION TO THEIR DEMOGRAPHIC VARIABLES

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ABSTRACT

Adjustment of teachers, especially secondary School Teachers enhance the motivation among the students. Good adjustment on the part of Secondary School Teachers has contributed better adjustment on the students. The present paper attempted to find the relationship of adjustment with age and experience of secondary school teachers. the findings revealed that there is significant positive relationship between adjustment and demographic variables.

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INTRODUCTION

Adjustment can also be defined as a process by which an individual attempts to cope with, master and transcend the challenges of life by utilizing variety of techniques and strategies. There are two important quality of adjustment. First attempt is a process, that it involves continue changes, the second important qualities is that people develop consistent pattern of adjusting to these constant change. Thus, the person who always solves problems by escaping may be afraid of becoming too involved and dependent on others, by integrating themselves to others or seeking advice, may be demonstrating an excessive need for love, while whose who move against problems by reacting aggressively may be demonstrating an excessive need for power.

With special reference to adjustment of Secondary School Teachers means their coping of and adapting to various factors related to education life. Jamieson et al. (1977) revealed that success in education was frequently defined by coach as a situation in which the players coped. For them coping and success were synonymous. Adjustment will therefore automatically vary in different education environment, and is the outcomes of total social and educational milieu; the players lives in. This was the major reasons why adjustment was felt to be appropriate measures for comparing the two kinds or education provisions. Adjustment in different education environments, pointedly relates to two specific realms of activity. Educational and social, both being converted goals. However, success in education achievement does not necessarily result in good social adjustment, and vice-versa (Hegarty et al 1981). So far as demographic variable is concerned it has also some contribution in the better adjustment of secondary school teachers. The present paper attempted to find out the relationship between adjustment and demographic variable among secondary school teachers.

OBJECTIVES

1. To study the relationship between adjustment and age of secondary school teachers.
2. To study the relationship between adjustment and experience of secondary school teachers

HYPOTHESES

1. There exists a significant positive relationship between adjustment and age of secondary school teachers
2. There exists a significant positive relationship between adjustment and experience of secondary school teachers

DESIGN OF THE STUDY

The present research work is a descriptive type of study. A total of 200 secondary school teachers were constituted the sample of the study. The sample is drawn with the help of simple random sampling technique. The tool like bell adjustment inventory is used to measure the adjustment level of secondary school teachers.

TABLE-1

**COEFFICIENT OF CORRELATION BETWEEN ADJUSTMENT AND AGE OF
SECONDARY SCHOOL TEACHERS**

Variables	N	Df	Coefficient of Correlation	Level of significance
Adjustment	200	198	0.59	.01
Age				

Table value of 198 df at .05 level= .138

at .01 level= .181

It is revealed from the table 4.5 the coefficient of correlation between adjustment and age of Secondary School Teachers is .59 which is significant at .01 level of significance. It suggested that there is significant positive relationship between adjustment and age of Secondary School Teachers. That means adjustment of Secondary School Teachers did reveal significant positive relationship with their age. Aged teachers were better role performer. Thus the hypothesis (H1-1) that there exists a significant positive relationship between adjustment and age of Secondary School Teachers' is retained.

TABLE-2

**COEFFICIENT OF CORRELATION BETWEEN ADJUSTMENT AND EXPERIENCE OF
SECONDARY SCHOOL TEACHERS**

Variables	N	Df	Coefficient of Correlation	Level of significance
Experience	200	198	0.51	.01
Age				

Table value of 198 df at .05 level= .138

at .01 level= .181

It is revealed from the table 4.5 the coefficient of correlation between adjustment and experience of Secondary School Teachers is .51 which is significant at .01 level of significance. It suggested that there is significant positive relationship between adjustment and experience of Secondary School Teachers. That means adjustment of Secondary School Teachers did reveal significant positive relationship with their age. More experienced teachers were better adjusted. Thus the hypothesis (H1-1) that there exists a significant positive relationship between adjustment and experience of Secondary School Teachers' is

retained.

DISCUSSION AND CONCLUSION

The findings discuss above have significant implications for Secondary School Teachers, administrators, parents, education authority and administrators of education. Implications of the findings along with the suggestions are presented below. Findings of the present study reveals that there is significant positive relationship of adjustment with age and experience of secondary school teachers. It is suggested that administrator should aware about the psychological conditions of Secondary School Teachers to give better performance to their students/players. Hence, they Secondary School Teachers having maladjusted problems should be identified as early as possible for better performance in education.

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