

ADJUSTMENT AMONG PRIMARY SCHOOL TEACHERS

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ABSTRACT

The present study attempts to study the adjustment pattern among primary school teachers in relation to their demographical variables. The research was carried out with the total of 100 primary school teachers of Faridabad district, Haryana. Pandey's teacher adjustment inventory (1985) was applied to find out significant difference in adjustment pattern of primary school teachers in relation to Sex and Type of school. The study shows that adjustment does not affect the sex and type of school.

KEYWORD: Adjustment, Teacher Adjustment, Primary school teachers,

INTRODUCTION

The member of no other profession is so intimately involved in the task of improving the community-its economic, political, social and cultural life as is the teacher. Therefore the adjustment or maladjustment of a teacher costs more deep effect on the community and the nation than of a member of any other profession.

Teachers in India are increasingly facing a condescending attitude from both pupils and parents, especially in the cities. In the earlier era, education was restricted to certain classes. Teachers and students normally came from the same cultural background and it was easy for the parents and teachers to complement each other, which made authority of both more effective. The status of parents, both intellectual and socio-economic, is in many cases, superior to that of the school teachers. Children are quick to sense the disparity between the home and the school; they no longer respect their teachers, are unwilling to accept their authority and teachers are unable to exercise control. There are many other obvious factors like lack of social status, poor-emoluments and facilities, lack of advancement, uncongenial working conditions,

unwieldy classes and disinterested students that are potential sources of stress for the teaching community.

ADJUSTMENT

Adjustment is an act of putting something into the correct position or order so it will fit for use. In other words, adjustment is an act of becoming or making suited to new conditions or situations.

TEACHERS ADJUSTMENT

The adjustment refers to harmonious relationship between the person and the environment. Teacher adjustment in present study implies the health, home and social, economic, institutional and ethical areas of adjustment which ultimately lead to educational activities.

OBJECTIVES OF THE STUDY

- 1) To study the mean difference in adjustment pattern and its various elements in relation to their sex.
- 2) To study the mean difference in adjustment pattern and its various elements in relation to their Type of school.

HYPOTHESES OF THE STUDY

- 1) There exist no significant differences in adjustment pattern of primary school teachers in relation to Sex.
- 2) There exist no significant differences in adjustment pattern of primary school teachers in relation to Type of school.

POPULATION AND SAMPLE

Survey method has been used in the present investigation. The method of selecting sample was simple random sampling. The sample is made of 100 primary school teachers from ten primary schools consisting of male and female teachers in government, private/public schools of Faridabad district.

TOOLS USED

1. Teacher's Adjustment Scale by Pandey (1985)
2. Personal data sheet.

PANDEY'S TEACHER ADJUSTMENT INVENTORY (1985)

The inventory provides five separate areas of adjustment namely: HEALTH ADJUSTMENT, HOME AND SOCIAL ADJUSTMENT, ECONOMIC ADJUSTMENT, INSTITUTIONAL ADJUSTMENT, and ETHICAL

ADJUSTMENT consisting 30 items each. A high score on this inventory on each adjustment area indicates a superior adjustment while a low score indicates poor adjustment.

STATISTICAL TECHNIQUES USED

To find out the mean differences in total adjustment scores of primary school teachers in relation to various demographic variables, investigator used 't' test and mean difference.

ANALYSIS AND INTERPRETATION

(1) SEX-WISE DIFFERENCE

Table 1: Mean difference in adjustment of Male and Female teachers

Sr. No.	Dimension	Sex	N	Mean	S.D.	S. Ed.	t-ratio	Level of Sig.
1.	Health Adjustment	Male	44	16.82	6.07	0.92	1.90	Not Sig. at 0.05
		Female	56	19.32	6.98			
2.	Home and social Adjustment	Male	44	16.14	4.55	0.68	1.47	Not Sig. at 0.05
		Female	56	17.18	5.05			
3.	Economic Adjustment	Male	44	16.33	4.78	0.70	1.84	Not Sig. at 0.05
		Female	56	18.18	5.12			
4.	Institutional Adjustment	Male	44	11.21	4.84	0.72	1.87	Not Sig. at 0.05
		Female	56	20.07	5.28			
5.	Ethical Adjustment	Male	44	16.91	4.85	0.71	1.85	Not Sig. at 0.05
		Female	56	18.25	5.23			
6.	Total adjustment	Male	44	82.12	16.54	3.21	0.14	Not Sig. at 0.05
		Female	56	83.18	28.19			

INTERPRETATION

Table 1 shows that the mean adjustment scores of male teachers are 16.82 (Health Adjustment), 16.14 (Home and social Adjustment), 16.33 (Economic Adjustment), 11.21 (Institutional Adjustment), 16.91 (Ethical Adjustment), 83.62 (Total adjustment) and that of female teachers are 19.32 (Health Adjustment), 17.18 (Home and social Adjustment), 18.18 (Economic Adjustment), 20.07 (Institutional Adjustment), 18.25 (Ethical Adjustment), 83.62 (Total adjustment). The calculated 't' value is 1.90 for Health Adjustment, 1.47 for Home and social Adjustment, 1.84 for economic adjustment, 1.87

institutional adjustment, 1.85 for ethical adjustment and 0.14 for total adjustment and this is not found to be significant even at 0.05 level. It means that the two groups' i.e. male and female teachers do not differ significantly in their adjustment with respect to their sex. Further, mean scores shows that female school teachers have significantly higher adjustment as compared to male teachers with respect to total adjustment and its dimensions.

Hence the hypothesis "There exist no significant differences in adjustment pattern of primary school teachers in relation to Sex" is retained.

(2) TYPE OF SCHOOL

Table 2: Mean difference in adjustment of type of school

Sr. No.	Variables	Type of school	N	Mean	S.D.	S. Ed.	t-ratio	Level of Sig.
1.	Health Adjustment	Govt.	50	22.52	4.77	0.84	1.37	Not Sig. at 0.05
		Private	50	23.67	6.15			
2.	Home and social Adjustment	Govt.	50	16.78	5.39	0.69	0.70	Not Sig. at 0.05
		Private	50	16.36	4.25			
3.	Economic Adjustment	Govt.	50	17.60	4.50	0.77	0.29	Not Sig. at 0.05
		Private	50	17.37	5.36			
4.	Institutional Adjustment	Govt.	50	18.95	5.54	0.76	0.61	Not Sig. at 0.05
		Private	50	18.49	4.86			
5.	Ethical Adjustment	Govt.	50	17.39	5.84	0.71	0.76	Not Sig. at 0.05
		Private	50	17.93	4.07			
6.	Total adjustment	Govt.	50	88.52	19.35	2.59	0.52	Not Sig. at 0.05
		Private	50	89.86	16.48			

INTERPRETATION

Table 2 shows that the mean adjustment scores of govt. teachers are 22.52 (Health Adjustment), 16.78 (Home and social Adjustment), 17.60 (Economic Adjustment), 18.95 (Institutional Adjustment), 17.39 (Ethical Adjustment), 88.52 (Total adjustment) and that of private teachers are 23.67 (Health Adjustment), 16.36 (Home and social Adjustment), 17.37 (Economic Adjustment), 18.49 (Institutional Adjustment), 17.93 (Ethical Adjustment), 89.86 (Total adjustment). The calculated 't' value is 1.37 for Health Adjustment, 0.70 for Home and social Adjustment, 0.29 for economic adjustment, 0.61

institutional adjustment, 0.76 for ethical adjustment and 0.52 for total adjustment and this is not found to be significant even at 0.05 level. It means that the two groups' i.e. govt. and private teachers do not differ significantly in their adjustment with respect to their type of school. Hence the hypothesis "There exist no significant differences in adjustment pattern of primary school teachers in relation to type of school" is retained.

MAIN FINDINGS

1. Two groups i.e. male teachers' and female school teachers' do not differ significantly in their health adjustment, home & social adjustment, institutional adjustment, ethical adjustment, economic adjustment and total adjustment. Thus health adjustment, home & social adjustment, institutional adjustment, ethical adjustment, economic adjustment and total adjustment have no impact on sex among teachers. Further it means that female school teachers have significantly higher adjustment as compared to male teachers.
2. Two groups i.e. govt. school teachers' and private school teachers' do not differ significantly in their health adjustment, home & social adjustment, institutional adjustment, ethical adjustment, economic adjustment and total adjustment. Thus health adjustment, home & social adjustment, institutional adjustment, ethical adjustment, economic adjustment and total adjustment have no impact on type of school among teachers.

EDUCATIONAL IMPLICATIONS

The present study suggests behavioural implications for teachers as well as administrators. The study shows that adjustment does not affect the sex and type of school. Therefore we should take into consideration this variable for the proper adjustment of teachers. Every management must, then guarantee the teachers his fundamental rights of democratic treatment, security of service, adequate salary, opportunities for professional advancement, status or place in the community or in the social service organizations so that he may consider himself as an important member of the society.

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