



A Study of Adjustment among Self-financing College Teachers in Agra District

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Abstract-:

The present study was conducted to compare adjustment among male and female teachers of self-financing college. A sample of 200 self-financing college teachers (100 male and 100 female) was selected through random sampling technique. Adjustment inventory (MTAI) developed by Dr. Mangal was used for the data collection. Data was analyzed by t-test. The results show that there is a significant difference among male and female teachers on Adjustment of self-financing college. Hence, it can be concluded that female teachers are better adjustment than male counterpart.

Keywords-: Adjustment, Teachers and Self-financing College.

Introduction-:

Education is an essential and dynamic aspect in human life. Human beings are incomplete without education. A teacher plays an important role in the entire education system. Adjustment is a lifelong process; it is the process at birth and continues to till death. It is a condition in which a person's behavior conforms to the demands of the society to which he belongs. At the same time, he leads a healthy life by making suitable adjustments taking care of his needs. Psychologists often define adjustment as a comparison between the needs of the individual and the demands of the society in which he lives. Joshi (1968) and Pandey in their study covering school and college student, have been eleven areas or dimensions of an individual's adjustment, they are:- a) Health and Physical development, b) Finance, living conditions and employment, c) Social and recreational activities, d) Courtship, sex and marriage, e) Social psychological relations, f) Personal psychological relations, g) Moral and religious, h) Home and family, i) Future-vocational and educational, j) Adjustment to school or college work and k) Curriculum and teaching.

Review of literature-:

Suruchi et al. (2014) declared that Government teachers are better adjusted than Private School teachers.

Kaur M. et al. (2015) revealed that government teachers are better adjusted than those working in private schools.

Sharma S. (2016) study aims to find out whether there is any difference in the adjustment level of the young (35 years below) and not so young (35 years above) teachers teaching at secondary level. The findings reveal that both groups of teachers found average level of adjustment and



the adjustment level of both groups (35 years below and 35 years above) of teachers does not differ significantly.

Moshahid M. (2017) results show that there is significant difference between the adjustment of private male and female secondary school teachers. Private female teachers have significant better adjustment than private male counterparts.

In a study conducted by **Roy et. al., (2018)** it was found that there was no significant difference in the adjustment of secondary school teachers concerning their gender, locality, designation and teaching experience were found only due to the marital status of secondary school teachers.

Babu, N.K. and Amala, V.K. (2020) investigated on problems of Self-financing college teachers in Kerala. They revealed that the most significant causes of the problems among faculty are extra working hours, working productivity posture, student discipline, advancement in higher education growth, promotion opportunities, funding policies, administrative issue, feeling frustration and completely feel tired to move in the workplace.

Razak, S. (2020) examined comparing science and social science college teachers on adjustment. It was found that science and social science teachers do not differ significantly on personal social adjustment, and it was found that there was a significant difference in the level of adjustment between science and social science college teachers.

Thakar and Vankar (2022) conducted a study, and result of the study also found that the female teachers of self-finance schools have more adjustment problems compared to grant-in-aided schools. Furthermore, the result showed that female teachers having experience up to 5 years have more adjustment problem compared to those with 5 years more experience.

Mondal, S. (2022) conducted a study and results of the study found that there is no significant difference on adjustment of male and female teachers of high school teachers. Therefore, it can be said that male and female (gender) does not affect teacher's adjustment.

Objective:-

The following objective have been formulated for the study:-

- To compare the Adjustment among male and female teachers of self-financing college.

Hypothesis:-

The following null hypotheses have been formulated for the study:-

- No significant difference between male and female teachers on the Adjustment of self-financing college.



Methodology-:

Tool-:

The following tool will be used for the study.

- Mangal Teacher Adjustment inventory by Mangal (Short form).

Sample-:

The sample was comprised of 200 self-financing college teachers (100 male and 100 female). Random sampling was used for data collection for the study.

Statistical Technique-:

- Mean
- S.D. and
- t-test

Results-:

The results and interpretation of the data are presented below.

Table-1.1

Mean, S.D. and t-value of Adjustment among Male and Female Teachers of self-financing college

Sex	Adjustment			Statistical Index	
	No.	Mean	S.D.	t-value	p
Male	100	47.75	5.62	5.688	<0.05
Female	100	52.43	6.01		



Table no 1.1 shows that there is a significant difference among male and female teachers on adjustment of self-financing college. It means female teachers possess a more favorable adjustment level than their male counterparts.

Discussion and Finding-:

Table 1.1 demonstrates a notable disparity between male and female educators regarding their adjustment in self-financing colleges. As a result, the null hypothesis there will be no significant difference between male and female on Adjustment of self-financing colleges was rejected at a significant level of 0.5. Reasons of this difference may be as female teachers more adaptable to new situations and challenges.

Conclusion-:

In Conclusion, this study highlights a noteworthy gender difference in adjustment among self-financing college teachers in Agra District. Female teachers exhibit superior adjustment, potentially due to their strong interpersonal skills, adaptability, and effective coping strategies. While these findings are specific to the region, they emphasize the value of acknowledging and nurturing the strengths of female teachers for the benefit of both teachers and students. Further research is needed to explore these differences in various contexts.

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