



E-ISSN: 2789-1615
P-ISSN: 2789-1607
Impact Factor: 5.69
IJLE 2022; 2(2): 101-103
www.educationjournal.info
Received: 21-07-2022
Accepted: 18-09-2022

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A study on secondary school teachers' adjustment

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DOI: <https://doi.org/10.22271/27891607.2022.v2.i2b.80>

Abstract

The primary goal of this article is to compare the adjustment of government and private secondary school teachers. The stratified random sampling technique was used to pick a sample of 100 secondary school teachers from different schools of Bokaro town. Fifty teachers were government school (male and female) and fifty were private school (male and female). Dr. S.K. Mangal Teacher Adjustment Inventory (MTAI short form) was utilised to collect data. The data was analysed using the mean, standard deviation, and t-test. According to the study, private secondary school teachers have much better adjustment than their government colleagues. Female school teachers have better adjustment than male teachers.

Keywords: Adjustment, government, difference, colleagues and secondary school

Introduction

Teaching is the most demanding and complicated job in our culture, but it is also the most important. In contrast, teachers are often overworked, undercompensated, and unappreciated in their positions. In order to help students in achieving their full potential as human beings, all teachers seek to accomplish a common objective. It's possible to derive pleasure from one circumstance while suffering from another. The resulting strain could cause the man physical and mental distress, or even strange behaviour. Psychologists use the term "adjustment" to describe how an individual responds to changing social or interpersonal conditions in society, while biologists use the term "adaptation" to refer only to physical demands of the environment. When compared to other species, humans have the greatest potential for learning and change. As a social creature, man is able to modify his behaviour in response to societal norms and expectations as well as those he experiences in his natural environment. Physical and social pressures both have a role in a person's ability to "settle in," or adjust. When his response to one circumstance contradicts with the needs of another, he has to work harder to find a happy medium. Adjustment is an ongoing process in which a person modifies his behaviour in order to bring about a harmonious relationship between himself and his environment. In the same way that biologists use the term adaptation to describe physiological changes, psychologists refer to adjustment as a form of psychological survival. Teachers should be able to successfully integrate into the social setting in which they operate. They should be able to adjust to any situation that may arise throughout their career. The teacher must adapt to the pupils, colleagues, and educational setting in which he is required to perform his job. The adjustment of instructors is influenced by a variety of things. 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) [2]. Adjustment may be caused by a number of various circumstances in a general sense. It is possible to induce repeated adjective behavior when the body's fundamental physiological needs for oxygen, water, food, and other essentials are not fulfilled. The psychological significance of these, on the other hand, is not well recognized. There are two possibilities for why this is happening.

They are, first and foremost, reasonably well fulfilled in the normal circumstances of contemporary society; and second, the sabotaging of the most basic requirements may not only result in replacement adjustment, but may even result in death if the situation is not corrected as soon as possible. Social motivations play an important part in human adjustment, and these motivations are learned from the culture in which a person grows up and develops.

Teacher Adjustment

Teachers are an extremely essential component of the whole educational system. Every day, they confront a slew of difficulties in terms of improving the characteristics of pupils, as well as the qualities of society and the country. Someone who is happy and content has a philosophy that guides his or her life while taking into consideration the needs of changing conditions and circumstances in which they find themselves. Teachers Adjustment refers to the adjustment of teachers to the academic and general environment of the institution, as well as the adjustment of teachers to their social, psychological, and physical environments, as well as the adjustment of teachers to their personal lives, financial situations, and job satisfaction. A person is neither born adjusted or maladjusted; rather, they develop through time. Physical, mental, and emotional potentialities are affected and guided by elements in the environment in which he finds himself and these results in the progressive development of his capacity to adapt as a result. A teacher's personal adjustment is thus an important component of preparation for assisting learners with their personal adjustment difficulties. It is possible for learners and instructors to work together to create an atmosphere that is favorable to learning and growth. Adjustment is therefore defined as the process that leads to a person leading a happy and well-contented existence. It assists us in maintaining a healthy balance between our requirements and our ability to fulfill those requirements. It persuades us to alter our way of life in accordance with the needs of the circumstance, and it provides us with the power and capacity to bring about desired changes in the conditions of our surroundings.

Review of Literature

Reviewing related research on teacher adjustment produced a range of findings. According to Singh, (2012) ^[5], male teachers are more able to adapt to the demands of their profession in comparison to their female colleagues. Anju (2012) ^[1] discovered that there is not a significant difference between the ways in which male and female school teachers adjust to their jobs. Kaur *et al.* (2015) ^[3] discovered that public school teachers tend to be happier and healthier than their private school counterparts. In their study, Sharma *et al.* (2015) ^[4] found no statistically significant difference between the total adjustment levels of private school instructors and teachers in public schools. According to the findings, ladies also fared better in terms of mental health than men did.

Sample

Population of the study includes different private and government schools of Bokaro district. Stratified sampling technique has been used for this study. The sample of the present study consists of total 100 secondary school teachers (50 male and 50 female).

Tool

Mangal Teacher Adjustment Inventory (MTAI- short form) developed by Dr. S.K. Mangal was used.

Hypotheses

- There will be no significant difference between the adjustment of government and private secondary school teachers.
- There will be no significant difference between the adjustment of male and female secondary school teachers.

Procedure

Mangal Teacher Adjustment Inventory (short form) administered to both groups with instructions. Scoring was done according to the respective scoring keys. In order to fulfill the objective of the study the score obtained were analysed with mean, SD's and t values.

Results and Interpretation

The data were analysed by Means, SDs and t test. Tables present the result.

Table 1: Comparison of Adjustment scores of Government and Private Secondary School Teachers

Group	N	Mean	SD	t-Value	Level of significance
Government Teacher	50	62.08	7.37	2.50	Significant at 0.05
Private Teacher	50	66.32	9.44		

As seen from the above table, the mean scores of the adjustment among government school teacher was (M= 62.08) and government school teacher was (M= 66.32). The difference between the mean score of both the group was 2.50, which was significant at 0.05 level of significance. This showed that private school teachers have better adjustment. Hence, the hypothesis "There will be no significant relation between teacher adjustment of the secondary school teachers with regards to their type of school" was rejected.

Table 2: Comparison of Adjustment scores of Male and Female Secondary School Teachers

Group	N	Mean	SD	t-Value	Level of significance
Male Teacher	50	65.10	8.28	2.34	Significant at 0.05
Female Teacher	50	69.36	9.54		

As seen from the table- 2 it is inferred that the male and female teachers differ significantly in their adjustment. Female teachers women received higher mean score as compared to the male teachers 65.10. Obtained t- value was 2.34, which was statistically significant. It indicates that female school teachers have better adjustment than their counterpart male school teachers. Hence, hypothesis is rejected.

Conclusion

- Private school teachers have better adjustment than government school teachers.
- Female school teachers have better adjustment than male teachers.

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