

Adjustment Behaviour among Higher Secondary School Teachers

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Abstract

This study is intended to find out the Adjustment behaviour among Higher Secondary School Teachers. Normative Survey method is adopted. Random sampling technique is used in the selection of the sample for 200 Higher Secondary Teachers. The tool used in this study is the Adjustment behaviour Inventory constructed and validated by Laura Schulte, 2001. Gender shows significant difference, but locality and Group of subject does not show significant difference.

Key Words: Adjustment behaviour , Higher Secondary School, Teachers

Introduction

Teaching is a moral as well as a legal obligation. It is a noble duty to the world to create a more beautiful and peaceful planet, not a vocation. a specific application of information, talents, and traits that provides a one-of-a-kind service to suit an individual's and society's educational needs

Over time, adjustment behaviour has become more crucial. The difficulties become more complex and difficult as we become more specialised in our profession. Professional organisations are actively working to draught, revise, and improve professional codes of ethics. Professionals have requested more detailed codes in order to have more assistance. The general public, as well as the client group, no longer respect the authority of experts.

Adjustment behaviour of Teachers

Accordingly, it is considered necessary that the Code of Adjustment behaviour be evolved and adopted by the teaching community. The term 'adjustment' simply means regulating, adapting or settling whereas the dictionary meaning of adjustment is to 'make suitable' or 'adapt'.

The concept of adjustment is as old as human race on earth. Man, among the living beings, has the highest capacities to adapt to new situations. Man as a social animal not only adapts to physical demands of the environment but psychologists use the term adjustment for varying conditions of social or interpersonal relations in the society.

School environment casts its influence over his adjustment. Teacher adjustment refers to choice of occupation, working conditions, relationship with colleagues and head of the institution, financial satisfaction, choice for promotion,

decides one's adjustment to one's occupation and contribute significantly towards ones overall adjustment.

Need and importance of this Study

Human resources are very crucial when it comes to education. To get the most out of individual potential, the nation wants to make the best use of it. If a teacher is reasonably adjusted to himself, he can do his job properly. A well-adjusted teacher serves as an example to his students. A teacher has three responsibilities. First and first, he is a man-making process; second, he has a responsibility to the nation, society, and children; and third, his own role perspective in his professional development. A teacher's adjustment or maladjustment has a more profound impact on the nation than that of any other profession. Because a nation is known by the product of its ideal inhabitants, an ideal teacher must be a philosopher, psychologist, and foresighted individual. As a result, teachers have a critical role to play in shaping the future of children in society, as well as a wide range of responsibilities. The fate of students, as well as the success or failure of an educational programme, is determined by the teacher's level of adjustment. When a teacher is well adjusted, it has a positive impact on teaching quality. Maladjustment, on the other hand, causes mental stress and discontent, and is a potential source of indiscipline. Hence the investigator taken this for study.

Statement of the Problem

What the instructor says, and perhaps more importantly, what he does, has an impact on his students. A teacher is the single most significant factor in a student's success, and thus the success of the entire society. They continue to provide a significant and distinctive professional service to the nation by supporting students in the development of lofty ideals and true awareness of any citizen's freedom and duties, as well as the talent of clear and critical thinking. Teachers play an important role in shaping the character of the adults who will shape the country's destiny. In line with the above discussion the problem taken for this study can be stated as follows “**A Study on Adjustment behaviour among Higher Secondary School Teachers**”.

Review of related literature

Mohd.Moshahid (2017) compared 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 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.

Pinki Baruah et al., (2017) found out the level of attitude towards teaching profession of Secondary school teacher and examine the relationship between teacher attitude towards teaching profession and their adjustment in the school. Sample of the study comprises of 300 Secondary school teachers of Dibrugarh district. The investigator has used Mangal Teacher Adjustment Inventory constructed and standardized by Mangal and Attitude Scale towards Teaching Profession constructed and standardized by Kulsum to collect the necessary data. The study revealed that majority of the teachers had positive attitude towards teaching profession. A significant positive relationship was found between teacher attitude towards teaching profession and adjustment of Secondary school teachers of Dibrugarh district.

Radha Rani et al., (2018) explored the differences in teacher adjustment of secondary school teachers due to their gender, locality, marital status, designation and teaching experience. Teacher Adjustment Inventory developed by Mangal was adopted in this study to measure the teacher adjustment and collect required data. Researchers selected 400 (256 male and 144 female) school teachers randomly from three districts (Malda, Uttar Dinajpur and Dakshin Dinajpur) of West Bengal as the sample of the study. t-test and ANOVA was applied for data analysis. It was found that there was no significant difference among the secondary school teachers adjustment in terms of their gender, locality, designation and teaching experience. Only difference in teacher adjustment was found due to marital status of the secondary school teachers.

Objectives of this study

The present study has the following objectives:-

1. To find out the higher secondary school teachers' level of Adjustment behaviour.
2. To find out whether there is any significant difference between Arts and Science teachers in their Adjustment behaviour.
3. To find out whether there is any significant difference between sub samples of teachers in their Adjustment behaviour.

Hypotheses of this study

Investigator of this study formulated suitable null hypotheses on the basis of the objectives:

Method and Sample

In the present study, Normative Survey method is adopted. Random sampling technique is used in the selection of the sample for 200 Higher Secondary Teachers.

Tool used in this Study

The tool used in this study is the Adjustment behaviour Inventory constructed and validated by Laura Schulte, 2001.

Descriptive Analysis

In order to find out the Adjustment behaviour of Higher secondary school teachers, the mean and S.D have been calculated.

**Table No.1
The Mean and Standard Deviation of Teachers Adjustment behaviour scores of
Higher Secondary school teachers**

| Demographic Variable | Sub sample | N | Mean | SD |
|----------------------|------------|-----|-------|-------|
| Group | Arts | 89 | 48.36 | 7.577 |
| | Science | 111 | 49.69 | 6.791 |
| Gender | Male | 85 | 46.80 | 7.750 |
| | Female | 115 | 50.80 | 6.203 |
| Locality | Rural | 122 | 49.35 | 7.192 |
| | Urban | 78 | 48.71 | 7.150 |
| Entire | | 200 | 49.10 | 7.164 |

Entire Sample

It is evident from the above Table that the calculated mean score of entire sample indicates that the Higher secondary school teachers have high level Adjustment behaviour.

Group

The mean score of Arts and Science Teachers' Adjustment behaviour indicate that both Arts and Science teachers have good level of Teachers Adjustment behaviour. Further the mean scores indicate that Science teachers are having higher level Teachers Adjustment behaviour than Arts teachers.

Gender

The mean score of male and female Teachers' Adjustment behaviour indicate that both male and female teachers have good level of Teachers Adjustment behaviour. Further the mean scores indicate that Female teachers are having higher level Teachers Adjustment behaviour than Male teachers.

Locality

The mean score of rural and urban school Teachers' Adjustment behaviour indicate that both rural and urban school teachers have good level of Teachers Adjustment behaviour. Further the mean scores indicate that Rural teachers are having higher level Teachers Adjustment behaviour than Urban teachers.

Differential Analysis

Null hypothesis

There is no significant difference between Arts and Science teachers in their Adjustment behaviour.

In order to test the above Null hypothesis ‘t’ value is calculated.

Table No. 2

Significance of difference between Arts and Science Teachers with respect to their Adjustment behaviour

| Group | N | Mean | SD | t-value | Significance at 0.05 level |
|--------------|----------|-------------|-----------|----------------|-----------------------------------|
| Arts | 89 | 48.36 | 7.577 | 1.295 | Not significant |
| Science | 111 | 49.69 | 6.791 | | |

From the above table, since the ‘t’ value is not significant at 0.05 level, the above Null hypothesis is accepted and it is concluded that there is no significant difference between Arts and Science Teachers with respect to their Adjustment behaviour.

Null hypothesis

There is no significant difference between Male and Female teachers in their Adjustment behaviour.

In order to test the above Null hypothesis ‘t’ value is calculated.

Table No. 3

Significance of difference between male and female Teachers with respect to their Adjustment behaviour

| Gender | N | Mean | SD | t-value | Significance at 0.05 level |
|---------------|----------|-------------|-----------|----------------|-----------------------------------|
| Male | 85 | 46.80 | 7.750 | 3.920 | Significant |
| Female | 115 | 50.80 | 6.203 | | |

From the above table, since the ‘t’ value is significant at 0.05 level, the above Null hypothesis is rejected and it is concluded that there is significant difference between Male and Female Teachers with respect to their Adjustment behaviour.

Analysis of mean scores of rural and urban school Teachers with respect to their Teachers Adjustment behaviour

Null hypothesis

There is no significant difference between rural and urban located teachers in their Adjustment behaviour.

In order to test the above Null hypothesis 't' value is calculated.

Table No. 4

Significance of difference between rural and urban school Teachers with respect to their Adjustment behaviour

| Locality | N | Mean | SD | t-value | Significance at 0.05 level |
|----------|-----|-------|-------|---------|----------------------------|
| Rural | 122 | 49.35 | 7.192 | 0.623 | Not significant |
| Urban | 78 | 48.71 | 7.150 | | |

From the above table, since the 't' value is not significant at 0.05 level, the above Null hypothesis is accepted and it is concluded that there is no significant difference between rural and urban Teachers with respect to their Adjustment behaviour.

Important Findings

- √ The Higher secondary school teachers have high level Adjustment behaviour.
- √ There is no significant difference between Arts and Science Teachers with respect to their Adjustment behaviour.
- √ There is significant difference between Male and Female Teachers with respect to their Adjustment behaviour.
- √ There is no significant difference between rural and urban Teachers with respect to their Adjustment behaviour.

Recommendations

Based on the important findings stated earlier the following recommendations are suggested:

Except locality and experience all other demographic variables shows influence, hence these discriminations should be taken into account while framing teacher training curriculum.

Teachers' Adjustment behaviour is the important factor to develop good citizens; hence teachers should develop high level Adjustment behaviour.

Authorities should take effort to sustain this positive nature and enhance it among the teachers.

Teacher educators should note the factors that received low Adjustment

As Adjustment behaviour is getting degraded in all the professions, special care to be taken in sustain ethics in the field of Education.

Conclusion

The findings of the study reveal the present position of higher secondary school teachers' Adjustment behaviour. In future, though technology is occupying every nook and corner, ethics has to be maintained through personal touch only, hence, every individual should practice Adjustment behaviour without any deviation in it. A teacher education program (in-service) could be offered to focus on factors

that received low Adjustment behaviour scores. Teacher educators should identify those factors that can be affected by teacher input, such as handling community pressures and getting along with administrators and other teachers. Factors such as school facilities, teacher salary, teacher load, and community support of education are not directly controlled or influenced by the teacher and may be sources of frustration. Hence these are to be addressed to enhance teachers' Adjustment behaviour.

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