

**GOVERNMENT VERSUS PRIVATE INSTITUTIONS: WHO ARE
PROFESSIONALLY BETTER ADJUSTED TEACHERS****Afroz Haider Rizvi, Ph.D**

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Abstract

In the paper, the researcher attempted to assess Professional Adjustment status of teachers working in Government and Private institutions on a sample of 792 teachers. Teachers have been classified into two categories viz. government and private teachers. To evaluate the status of professional adjustment of teachers, a tool viz. "Manual on Teachers Professional Adjustment" was used which was prepared and standardized by the investigator. The reliability and validity of the tool were found 0.89 and 0.66 respectively. On the basis of percentile rank and professional adjustment scores, professional adjustment status of teachers have been classified into three levels viz. well-adjusted, average-adjusted low-adjusted. Analysis of data was done by t-test and χ^2 test through SPSS version 13.0 and Prism 3.0. This study reveals that there is a significant difference between professional adjustment of government and private teachers. Even, proportions of professional adjustment between two groups are statistically significant at three levels of adjustment. The serious concern is that only 12-19% teachers are well-adjusted, 13-13% teachers are low adjusted and around 64-70% teachers are average-adjusted. The result clearly shows that the teachers who are working in government institutions are professionally better adjusted than the teachers working in private institutions.

Keywords: Professional Adjustment, Teacher, Govt. Institution, Private Institution



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Introduction

World has recently witnessed an unprecedented explosion of knowledge. Since education depends on corpus of knowledge. The need for this research arises to study the changes in professional attitude and adjustment of teachers-cadre wise and gender wise etc. The means, methods and machinery of education need change in the light of progressive social milieu and changing economical, political and social setup.

It will give us satisfaction of knowing which types of teachers are better adjusted or maladjusted. This research work will open our eyes to the existing reality. It will create more confidence in the adjusted teachers, and might lead the maladjusted teachers to follow suit. It will bring dignity to the work of the well-adjusted teachers. It could also improve our methods in selection of teachers as per their interest. It will bring a sense of awareness in educational institutions. This research work will develop a better understanding of social life of teachers. It will help to promote educational reform. Their interpersonal relations, teaching-learning process and educational administrative system might also improve by its impact. A comparative study between teachers at primary, secondary, higher secondary and degree level-cadre wise and gender wise etc. has been presented here in the hope of checking the brain drain from education to other areas.

This research work will certainly widen future research perspective for youngsters. The basic utility of this research work is to identify and retain the creamy layer aspirants as completely well adjusted teachers engaged in teaching work.

It is hoped that in coming days, at least in private schools, where at least 75% kids take admission, the head of institutions shall certainly recruit well adjusted teachers. They shall take help of such instruments and will like to adopt corrective measures suggested by this investigation.

Gates and others also define adjustment as it has two meanings. In one sense it is a continuous process by which a person varies his behaviour to produce a more harmonious relationship between himself and his environment. The direction of his effect may be towards changing the environment or both. Others may contribute towards this adjustment process either by helping to change the environment or by helping to choose the person's outlook on his environment. In other sense adjustment is a state, which is the condition of harmony arrived at by a person whom we call 'well

adjusted.' Descriptively, this person is relatively efficient and happy in an environment, which we judge to be reasonably satisfactory.

Some people maintain reasonable peace of mind while others develop illness, and still others become delinquents. All times the adjustment made to the situation is thought to be related to the satisfaction of needs, particularly to the ego and social needs of the individual.

Brown stated in his book that "all life and growth are process of adjustment of the biological organism to the physical and social environment."

In analysis of "adjustment process" **Shaffer** describes a series of steps which begins when a need is felt and ends when need is satisfied. They are as follows:

1. Motivated action
2. Barrier
3. Various responses
4. Solution or attainment of the goal
5. Readjustment

A study by **Garg (1983)** clearly demonstrated that the type of management of the institution was associated with a teacher's sense of professional responsibility.

Objective

- To assess and compare professional adjustment status of teachers working in government and private institutions.
- To ascertain proportions of teachers working in government and private institutions at three levels of professional adjustment.

Hypotheses

- There will be no significant difference between means of professional adjustment status of teachers working in government and private institutions.
- There would be no significant difference between proportions of teachers working in government and private institutions at three levels of professional adjustment.

Methodology

Population

This study was confined to the teachers of private (recognized and non-recognized) and government primary to junior, secondary to higher secondary schools

and higher and technical education teachers of Uttar Pradesh (INDIA) constitute the population of the study.

Sample

The sample of the present study consists of 792 teachers from pre-primary to higher education stage selected from 86 institutions of Uttar Pradesh. Out of the sample, 316 teachers were working in government institutions and 476 were in private institutions. However he had to resort to stratified random method whereby the institutions of various levels were selected by computer determined randomness and the teachers were selected by the cluster system.

Tools

Teachers Professional Adjustment Inventory (TPAS) was constructed and standardized by the investigator. This scale has 100 items; this test was standardized on a sample of 792 teachers from pre-primary to higher education stage. Its validity was found to be 0.66, while reliability was found to be 0.799 and corrected by Spearman Brown prophecy formula, then, it was found to be 0.89. Norms were calculated on the basis of percentile rank and three broad and distinct levels of professional adjustment viz. well-adjusted, average-adjusted and low-adjusted were ascertained.

Statistical Analysis

Teachers professionals adjustment scores (TPA scores) of two groups were compared by t-test. The proportions between groups were compared by χ^2 (chi square) test. A two-tailed ($\alpha=2$) $p<0.05$ was considered statistically significant. Analysis was done on Graph Pad Prism 5.0.

Data Analysis and Interpretation

In this study, significance level of mean difference between the teachers working in government and private institutions has been tested.

Table 1: Comparison of professional adjustment by type of school of the teachers

Type of school	No. of teachers	Professional adjustment (mean±sd)	t and p-value
Government	316	49.59±17.98	2.91, 0.004*
Private	476	45.77±18.22	

***Significant, p <0.05 (Significant, Bonferroni post-hoc test)**

The professional adjustment scores were significantly higher among government teachers than private institution teachers. Thereby, the teachers working in Government aided institutions are better professionally adjusted than their colleagues in private schools.

Table 2: Comparison of level of professional adjustment by type of school of the teachers

Type of school	No. of teachers	Level of professional adjustment					
		Low adjusted		Average adjusted		Well adjusted	
		No.	%	No.	%	No.	%
Govt.	316	42	13.3	212	67.1	62	19.6
Private	476	80	16.8	336	70.6	60	12.6

$\chi^2=7.92, p=0.02$ (Significant)

Examination of the **Table 2** reveals that χ^2 -value ($\chi^2 = 7.92, p= 0.02$) for difference between proportions (percentages) among three groups of teachers are significant statistically at three levels of professional adjustment. It means professional adjustment level (well, average and low) of each group is statistically different to each other. In well adjusted level, highest percentage (19.60%) is of government teachers, while lowest percentage (12.60%) is recorded for private school teachers. In mediocre group, higher proportion (70.60%) is reported for private school teachers, while lowest proportion (67.10%) is recorded for government institution teachers. Private school teachers are ahead of others in low adjusted count, while govt. teachers to be lowest.

Findings

- Teachers working in the government aided institutions (N=316) and in private institutions (N=476) when compared for their professional adjustment, show the former to be definitely superior to the latter.
- There is also significant difference of proportions (percentages) between government and private institution teachers at three levels of professional adjustment. In well adjusted level, highest percentage is of government teachers, while lowest percentage is recorded for private school teachers. In mediocre group, higher

proportion is reported for private school teachers, while lowest proportion is recorded for government institution teachers. Private school teachers are ahead of others in low adjusted count, while govt. teachers to be lowest.

Conclusion

When the professional adjustment of teachers employed in government aided institutions is compared with that of others working in the private institutions, the former group is found to be consistently and definitely superior to the latter. It may be due to the different functioning mode or institutional climate. This also requires more detailed, systematic and prolonged study to establish the causative factors with authenticity, and then to arrange for their replication elsewhere. It may be due to their getting better recognition from the authorities and the public for the quality work they perform. If it is so, the mode of its occurrence is worth capturing and replicating by systematic and well planned projects in order to extend its benefits to other areas which remain deprived of it at present.

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