



Personal, Professional and Social Adjustment of Government and Private Secondary School Teachers: A Comparative Study

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Abstract

A better adjusted and satisfied teacher plays a vital role in the development of students and subsequently the society. The focus of this study is to compare the adjustment of secondary school teachers working in government and private schools. The variables considered in this study are personal, professional and social adjustment of teachers. Normative survey research method is used on a sample of 200 secondary school teachers which are selected from ten schools based on simple random sampling method. Present study is an attempt to find out how well the teachers are adjusted to their academic and general environment of institution, to their professional relationships, to their financial and job satisfaction and their personal, socio-psycho-physical adjustment. Based on the responses given by government and private school teachers on S. K. Mangal's TAI inventory, it is found that a significant difference exists in the personal, professional and social adjustment of studied teachers. The study is useful to understand the effect of job security, ample opportunities, financial support and cordial work environment on the work efficiency, physical, mental and social health of teachers.

KEY WORDS: *Personal adjustment, Professional adjustment, Social adjustment, TAI.*

Introduction

Today is an era of technology and in this growing hi-tech world education is also becoming technology oriented. Use of computers and internet based instructions are quite common in education system but still the role played by a competent teacher cannot be substituted by any gadget or technology. Teacher's behaviour and adjustment to his personal, professional and social life has a direct impact on the shaping up of students and thus a society. A teacher

feeling too much physical and mental fatigue in the profession or not getting full respect in the profession will feel himself inferior and will never be able to develop confidence, courage and leadership qualities in the students. A socially maladjusted teacher can never develop a sense of cooperation, responsibility, mass participation in social events, their obligation towards fellow being, society and country. Thus development of the personality of child and the teacher to a great extent depends upon the adjustment with environment. According to Gates and Jersild¹ (1973) "Adjustment is a continual process by which a person varies his behaviour to produce a harmony relationship between himself and surroundings". According to Laurance F. shaffer² "Adjustment is a process by which a living organism maintains a balance between the needs and the circumstances that influence the satisfaction of these needs". Adjustment of a teacher is must for building a healthy teacher-pupil and teacher-teacher relationship. According to Dr. S. K. Mangal³ a teacher is personally adjusted if he is satisfied with his relationship with co-workers, employers, financial satisfaction, chances of promotion and self-expression. A teacher is socially adjusted if he feel comfort with the academic and general environment of the institution while working. The attributes that decide the personal adjustment of a teacher are: acceptance by family members and friends, satisfaction with his personal traits like physical and mental health, intelligence, speech, emotional stability, confidence, enthusiasm etc. In 1988, S. Aggarwal⁴ found a significant difference between adjustment problems of more effective and less effective female teachers at primary level, the more effective teachers were better adjusted than their less effective counterparts. Buyse et al.⁵, 2009 concluded that when students have a positive teacher-student relationship, they adjust to school more easily, view school as a positive experience, exhibit fewer behaviour difficulties, display better social skills, and demonstrate higher academic achievement. Lauren Liberante⁶ in 2012 observed the influences of gender on the teacher-student relationship, as well as the impact that this relationship has on student academic outcomes and behaviour and found a significant impact of the same. Amarpreet Singh⁷ in 2012 studied job adjustment of physical education teacher working in senior secondary schools and the analysis of data showed that male physical education teachers are better adjusted in their profession as compare to their female counterparts, also male teachers working in rural schools have better socio-psycho-physical, personal and overall adjustment than the same gender teachers working in urban schools.

OBJECTIVES

- 1) To compare personal, professional and social adjustment of male teachers working in Government and private secondary school.
- 2) To compare personal, professional and social adjustment of female teachers working in Government and private secondary schools.
- 3) To compare personal, professional and social adjustment of teachers working in Government and private secondary schools.

HYPOTHESES

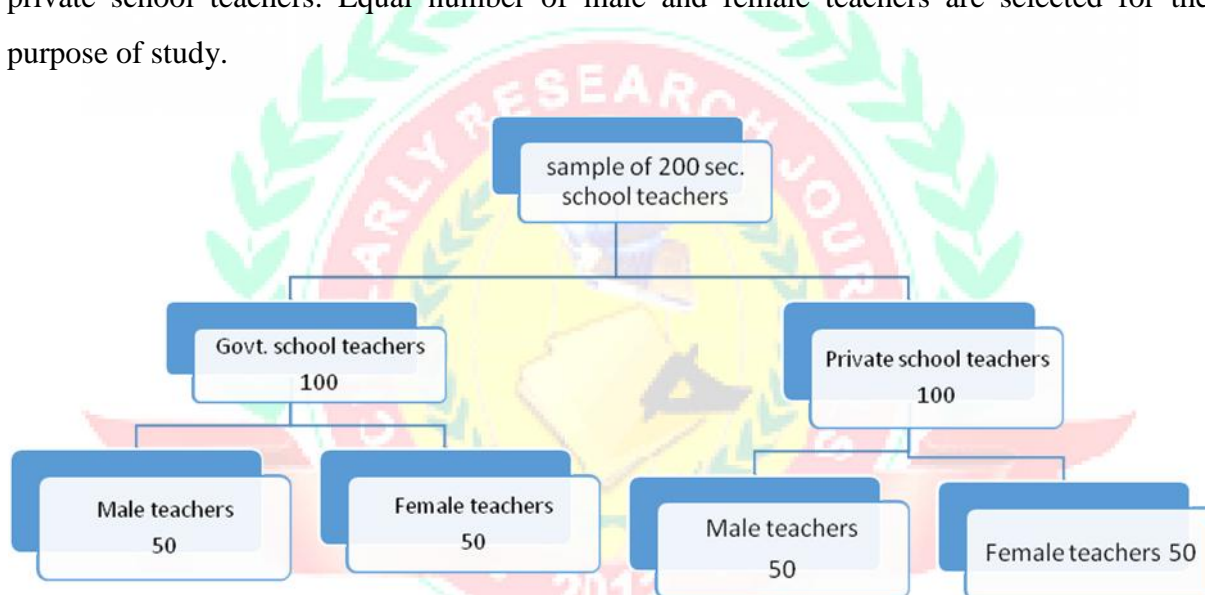
- 1) There exists no significant difference between personal, professional and social adjustment of male teachers working in Government and private secondary schools.
- 2) There exists no significant difference between personal, professional and social adjustment of female teachers working in Government and private secondary schools.

3) There exists no significant difference between personal, professional and social adjustment of teachers working in Government and private secondary schools.

RESEARCH METHOD

Sample

The present study is based on descriptive survey research method. This study is conducted on a sample of 200 teachers which are selected from ten schools out of which five are government and five are private schools. Out of 200 teachers 100 are government and 100 are private school teachers. Equal number of male and female teachers are selected for the purpose of study.



Tool

To study the variables personal, professional and social adjustment of teachers TAI (Teacher Adjustment Inventory) by Dr. S. K. Mangal is used. In T.A.I. Personal, Professional and Social adjustment of teachers is divided into five broad areas:

I) Personal adjustment. - **Area 4** viz. personal life adjustment and **area 2** viz. socio-psycho-physical adjustment.

II) Professional adjustment: **Area 3** viz. professional relationship adjustment and **area 5** financial adjustment and job satisfaction.

III) Social adjustment: **Area 1** viz. adjustment with academic and general environment of the institution.

All these areas collectively have 253 items whose scores shows adjustment of teachers area wise as well as the total adjustment.

STATISTICAL TECHNIQUES

To compare the social, personal and professional adjustment between the Government and private school teachers both descriptive and inferential statistics is used. For the statistical analysis, first the standard deviation for each group (Government and private school teachers) is calculated area wise as well as for overall adjustment. Then 't' value for each area is calculated using S.E. and mean difference. The appropriate 't' critical value for acceptance or rejection of the null hypothesis would be found for the respective degree of freedom using standard table for 't'. If the obtained t value does not equal or exceed the t critical value (t at .05) from the table at that degree of freedom null hypothesis is accepted showing no significant difference between the variables. But if the obtained t value exceeds the table t value (t at .01), null hypothesis will be rejected showing significant difference exists between the variables.

RESULT

- In order to compare the personal, professional and social adjustment of male teachers working in Government and private schools obtained mean scores, S. D. and 't' values are displayed in table 1.

Table 1

Adjustment areas	Group	N	Mean	S.D.	t	Level of Significance
Personal a)Area 2	Govt.	50	125.68	32.9	3.2	P<.01
	Private	50	104.68	34.6		
b)Area 4	Govt.	50	110.42	33.12	2.56	P<.01
	Private	50	95.86	22.64		
Professional a)Area 3	Govt.	50	80.62	13.25	5.43	P<.01
	Private	50	65.6	14.35		
b)Area 5	Govt.	50	53.9	9.52		

	Private	50	44.36	13.5	4.08	P<.01
Social Area 1	Govt.	50	88.48	11.7	4.77	P<.01
	Private	50	71.58	22.1		
Overall	Govt.	50	470.36	70.8	5.85	P<.01
	Private	50	386.41	71.53		

't' at .01= 2.71, 't' at .05= 2.01

It is revealed from the table1 that the obtained t-value exceeds the table t- value of 2.71 at df49 (t at .01), thus the null hypothesis (H_0-1) stating there exists no significant difference between personal, professional and social adjustment of male teachers working in Government and private secondary schools is rejected.

- In order to compare the personal, professional and social adjustment of female teachers working in Government and private secondary schools obtained mean scores, S. D. and 't' values are displayed in table 2.

Table 2

Adjustment areas	Group	N	Mean	S.D.	t	Level of Significance
Personal a)Area 2	Govt.	50	122.48	20.84	3.65	P<.01
	Private	50	106.96	21.56		
b)Area 4	Govt.	50	113.18	28.7	3.03	P<.01
	Private	50	99.18	15.53		
Professional a)Area 3	Govt.	50	76.68	11.13	3.18	P<.01
	Private	50	69.62	10.88		

b)Area 5	Govt.	50	53.18	9.63	5.5	P<.01
	Private	50	44.58	5.13		
Social Area 1	Govt.	50	90.02	32.9	2.67	P<.01
	Private	50	76.48	14.23		
Overall	Govt.	50	447.82	77.2	3.7	P<.01
	Private	50	396.82	55.44		

't' at .01= 2.71, 't' at .05= 2.01

It is revealed from the table2 that the obtained t-value exceeds the table t- value of 2.71 at df49 (t at .01), thus the null hypothesis ($H_0 - 2$) stating there exists no significant difference between personal, professional and social adjustment of female teachers working in Government and private secondary schools is rejected.

- In order to compare the personal, professional and social adjustment of teachers working in Government and private secondary schools obtained mean scores, S. D. and 't' values are displayed in table 3.

Table 3

Adjustment	Group	N	Mean	S.D.	t	Level of Significance
a)Area 2	Govt.	100	124.08	27.6	4.3	P<.01
	Private	100	105.82	31.7		
b)Area 4	Govt.	100	112.1	29.9	4.09	P<.01
	Private	100	97.52	19.4		
Professional	Govt.	100	78.65	11.6		

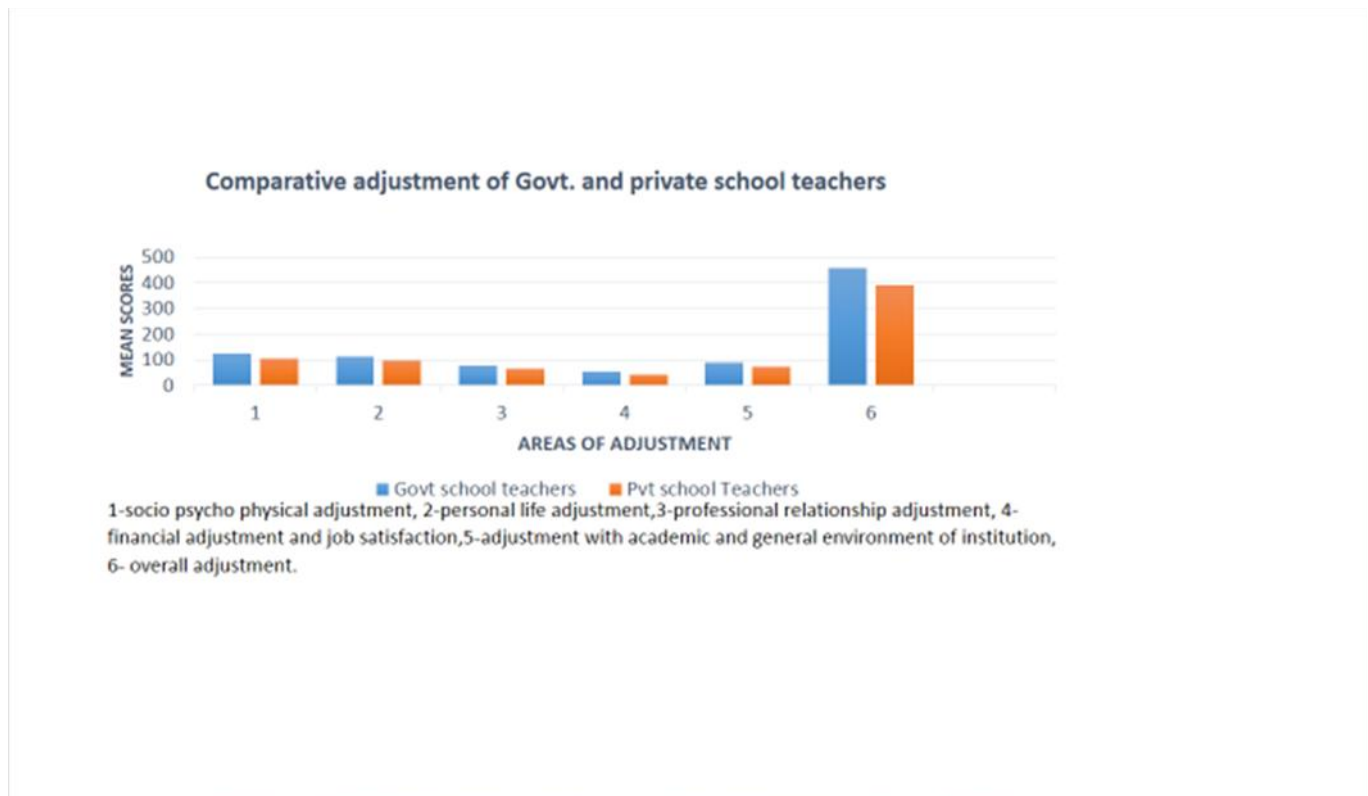
a)Area 3	Private	100	67.61	12.8	6.39	P<.01
	Govt.	100	53.54	9.58	6.63	P<.01
b)Area 5	Private	100	44.47	9.74		
	Social	Govt.	100	89.25	18.86	5.7
Area 1	Private	100	74.03	18.7		
Overall	Govt.	100	459.09	74.98	6.8	P<.01
	Private	100	391.6	64.34		

't' at .01= 2.71, 't' at .05= 2.01

It is revealed from the table3 that the obtained t-value exceeds the table t- value of 2.71 at df49 (t at .01), thus the null hypothesis ($H_0 - 3$) stating there exists no significant difference between personal, professional and social adjustment of government and private school teachers is rejected.

DISCUSSION

The findings are based on the mean difference and t test values calculated from the obtained data. Teachers having greater scores than average are regarded as better adjusted while those below average were regarded as maladjusted. The two groups (Government and private school teachers) are compared on the mean scores on the adjustment inventory (area wise and overall). It is found that significant difference exists in the personal, professional and social adjustment of government and private school teachers. Government school teachers, both male and female, are found to be better adjusted as compared to their private school counterparts.



From the study it is concluded that government teachers are better adjusted as compared to the teachers working in private schools in all areas of their personal, professional and social life. These finding might be interpreted on the ground that the teachers working in Govt. schools have job security, ample chances of self-expression, good financial support during the job as well as after retirement, no overload or excessive work and also the harassment by Head of institution is usually less. These factors are very much limited or absent in most of the private schools causing instability and insecurity to the teachers working in private schools. This influences the mental and physical health of a teacher and hence influences their personal, professional and social adjustment of teachers. The study signifies the need of a better adjusted teacher for the proper functioning of an institute and personality development of students in a healthy way.

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