

SOCIO-PERSONAL ADJUSTMENT AMONG PROSPECTIVE TEACHERS AT SECONDARY SCHOOL

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Abstract

Socio-personal Adjustment is defined as the interaction of organisms with other organisms and to their collective co-existence, irrespective of whether they are aware of it or not, and irrespective of whether the interaction is voluntary or non-voluntary. The population under study is prospective teachers at secondary level. The study was conducted on a sample of 900 prospective teachers at secondary level drawn from teacher training colleges under University of Calicut using stratified sampling technique. Survey method is used for the present study. A tool Socio-personal Adjustment Scale was used for measuring Socio-personal Adjustment of the sample. The result shows that there is significant difference in the mean difference of Socio-personal Adjustment between male and female prospective teachers. The positive sign of critical ratio [$t= 4.65, P \leq .01$] shows that male prospective teachers are having more Socio-personal Adjustment than the female prospective teachers.

Keywords: Socio-personal Adjustment, Social Adjustment, Personal Adjustment, Prospective teachers.



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Introduction

Quality and excellence in the education sector is one of the major initiatives of the Government of India in its plans. Teacher quality has produced voluminous studies that line many research libraries. Radhakrishnan (1948) deeply observed that, “The teacher’s place in the society is of vital importance. He acts as the pivot for the transmission of intellectual traditions and technical skills from generation to generation and helps to keep the lamp of civilization burning.” In facing up to the numerous challenges to teacher education in the era of digital technology and globalization, this research will facilitate the quest for new teacher education for the future.

Teacher's adjustment to his personal, professional and social life has a direct impact on the shaping up of students and thus a society. Teachers should play an important role for the mental health of a nation. For this, teachers should have adequate socio-personal adjustment with pupils and environment. Adjustment is a continuous process in the human life. In fact, adjustment is the real essence of education and the most required quality of an educated individual. An individual since his birth attempts to adjust to his environment. Every individual develops his own unique way of adjustment in the society. According to this approach, personality is an individual's characteristic pattern of behaviour. Individual through his continuous reactions, attempts to adjust himself to his environment.

The quality, competency and character of teachers and their professional preparation depends on the quality of teacher preparation programme. Educational development has always been a fore runner of social change and development. Teacher educators can perform their duty well and impart the required skills and knowledge to the prospective teachers, if they are competent enough, if they possess proper abilities of psycho-social adjustment and if they are committed to their profession.

A teacher can work properly and would deliberately exhibit his teaching competence only when he is able to maintain a balance between two processes of adjustment. This is to say that the teacher should fit himself into given situation and changing the situation to fulfill his needs. Teacher adjustment is a state in which the needs of a teacher on one hand and the claims of his environment on the other hand are fully satisfied. It is interesting to view teacher adjustment as a social system proposed by Getzels (1963), who opines a social system as involving two classes of phenomena which are at once conceptually independent and phenomenally interactive. No two teachers are alike in performing the role behaviour expected of them, as the capacity to adjust with new environment would vary from teacher to teacher.

Need and Significance

A well-adjusted teacher is likely to have a positive influence on his teaching and on his students. It is clear that although samples used, methods and findings differ; there is an agreement that a significant percentage of the teacher population is so maladjusted. This observation of Blair is in conformity with the assumption of the present investigator that a better adjusted teacher is desirable so as to make teaching competent better and better. Teacher education college environment casts its influence over the teacher educators' social adjustment.

Malik (1996) explored that the overall adjustment of female pupil teacher was reported better than that of the male pupil teachers. Shakuntala and Satapathy (1999) found that female teachers were better adjusted than male teachers; Government school teachers were better adjusted than private aided school teachers and private unaided school teachers; marital status did have significant effect on adjustment of secondary school teachers with high mean scores for married teachers than unmarried teachers; age seemed to play a significant role with younger teachers making better adjustment than older teachers; experienced teachers made better adjustments than less experience teachers. Hota (2000) explored a highly significant positive relationship of organizational health with home adjustment, health adjustment, social adjustment, emotional adjustment and occupational adjustment. Sonia (2008) found that male rural teacher has more adjustment in comparison to male urban teachers and female rural teachers and female teachers are equally adjusted. Sunita (2008) concluded that teacher adjustment is correlated with age of the teacher, sex, and locality. Kumari (2010) explored that secondary school head masters differ in levels adjustment in age, experience and medium makes a significant difference, whereas sex, academic qualifications, locality, type of managements do not make a significant difference. Kaur and Shikha (2015) revealed that there is gender difference in adjustment of secondary school teachers. Ahmad and Khan (2016) show that there is no significant difference found in the adjustment of secondary school teacher in relation to their Educational Qualification, Experience and Locality. Education according to a sociological viewpoint is a process of socialization may be seen as a process in which the culture of a society is transmitted to children. An individual's sense of themselves will involve and awareness of mental and physical attributes, as well as social roles.

It has been found at times that certain teachers may not be able to adjust themselves well and as result they appear to be indecisive, aggressive, getting into crisis situations, finding life purposeless, suffering from deep-rooted inferiority complex, finding difficulty in socialization, achieving deplorably low, indulging in avoidance of school duties and so on. It has also been seen most of the teachers' desires or goals are not within their reach-at times they have conflicting desires regarding their career moves lead to severe dilemmas in their minds. Some even show evidence of serious emotional problems in various other ways. In extreme cases some are out to destroy the very fabric of our way of life and try to damage the very institution. It needs hardly any emphasis that teachers with adjustment problems often prove as no comfort to themselves. 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). A sound knowledge of teacher adjustment processes is essential under the present situations, not only in order to enable a teacher to function well but also, in order to pave the way for a better adjustment and healthy progress of students.

The level of mental health of a teacher has been found affected with numerous personal as well as professional demands. 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. According to Gates and Jersild (1973) “Adjustment is a continual process by which a person varies his behaviour to produce a harmony relationship between himself and surroundings”. According to Shaffer (1961) “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 Mangal (2005) 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 feels 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, Aggarwal 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. Singh 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.

Objective of the Study

1. To find out the extent of Socio-personal adjustment of Prospective Teachers at Secondary level.
2. To find out whether there exists a significant difference in socio-personal adjustment of prospective teachers at secondary level based on gender.

Materials & Method

Sample: The study was conducted on a sample of 900 prospective teachers at secondary level drawn from teacher training colleges under University of Calicut using stratified sampling technique.

Method: Survey method

Tools used: Socio-personal Adjustment Scale (Mumthas & Nasla Mol, 2020)

a) Planning of the scale

The concept of Socio-personal Adjustment is primarily based on the definition and theories related to socio-personal adjustment. It was decided to develop Likert type scale with three responses viz., always, sometimes, and never. The Socio-personal Adjustment scale (SPAS) was planned to prepare in order to measure the Socio-personal Adjustment of Prospective teachers at secondary level. The investigator reviewed the literature and identified two dimensions for Socio-personal Adjustment. The dimensions of socio-personal adjustment identified are Personal adjustment and Social adjustment.

- **Social adjustment**

Social adjustment is a process whereby the individual attempts to maintain or further his security, comfort, status or creative inclinations in the face of the changing conditions and the pressures of his social environment or the state or condition attained through such efforts. The dimensions of personal adjustment considered for the present study are- contextual influence and communication.

- **Personal adjustment**

Personal adjustment is the act or process of harmonizing the personality with the demands of one's environment. The dimensions of personal adjustment considered for the present study are-Needs, decision, characteristics of a well-adjusted individual, self-management, withdrawing etc.

b) Preparation of the scale

Based upon the above-mentioned components the investigator developed the Socio-personal Adjustment Scale (SPAS). The draft scale consists 60 items, of which 27 are positive and 33 are negative.

Table 1
Items under each Dimensions of Socio-personal Adjustment Scale

Dimensions		Item Number		
1. Personal adjustment	Needs	Psychological needs	2,60	
		Safety needs	19,52	
		Social needs	3,31	
		Self esteem	4,5,49	
		Self-actualization	1	
	Values		6	
	Decision		7,9,10,28	
	Well-adjusted person	Flexibility		13,14,15,16,17,48,50
			Practical attitude	11,12
		Ability to accept people		21
		Feeling of psychological security		47,53
		Ability to control ones environment		20,22
		Independence from culture & environment		25
		Knowing when to worry		57,59
		Democratic character		23,24
		Coping with-stress		55
		Self- management		26,27,29,30
	Adaptability		33,34	
	Inferiority complex		8,36,37,38,40	
	Respect		39,42	
Competing		44		
Withdrawing		56		
2. Social adjustment	Contextual influence	Individual	Social competency	18
			Temperament	58
		Family	Sibling warmth and conflict	46
	Family satisfaction		54	
	Environment	Peer support	32,35, 43	
		Poverty	41	
	Communication		51	

Scoring Procedure

As the present scale is a Likert type scale, response can be made in three-point scale like-always, sometimes and never. For a positive statement the score given is 3, 2 and 1 for the options always, sometimes and never. Scoring scheme is reversed for negative items. The scores on all the items are added to get the total score on Socio-personal Adjustment.

c) Try out of the preliminary scale

The purpose of the tryout of the scale is to select the items for the final scale by empirically testing the item characteristics. The procedure of the item analysis is described below.

The preliminary scale was administered to a sample of 370 prospective teachers at secondary level selected by stratified sampling techniques giving due representation to gender, locale and type of management etc. The 370 response sheets obtained were scored and the total score for each sheet was calculated. Then these were arranged in ascending order of the total score and the highest and lowest 27 percentages of the 370 sheets (100 sheets) were separated.

The critical ratio obtained for each item is given in Table 2.

Table 2
**Critical Ratio with Mean and Standard Deviation of each item in Scale on Socio-
personal Adjustment**

Item No.	\bar{X}_1	\bar{X}_2	$(\sigma_1)^2$	$(\sigma_2)^2$	t
1.	2.2	2.0	0.66	0.61	2.03
2.	2.7	2.4	0.70	0.84	2.17
3.	2.3	2.1	0.78	0.70	1.79*
4.	2.2	1.7	0.71	0.59	4.01
5.	2.4	1.9	0.74	0.64	4.42
6.	2.8	2.6	0.63	0.78	1.31*
7.	2.5	2.1	0.75	0.73	3.23
8.	2.4	1.8	0.78	0.51	4.49
9.	2.1	1.7	0.62	0.52	3.31
10.	2.3	1.9	0.71	0.62	3.34
11.	2.5	2.0	0.71	0.67	3.80
12.	2.4	2.0	0.73	0.76	2.72
13.	2.5	2.1	0.71	0.66	3.46
14.	2.4	2.0	0.75	0.80	3.75
15.	2.5	2.3	0.77	0.85	0.98*
16.	2.7	2.5	0.69	0.81	1.86*
17.	2.7	2.2	0.71	0.75	3.27
18.	2.3	1.9	0.66	0.59	2.87
19.	2.4	2.1	0.75	0.91	2.66
20.	2.0	1.5	0.65	0.53	4.10
21.	2.4	1.9	0.75	0.59	4.30
22.	2.2	1.7	0.74	0.72	3.35
23.	2.7	2.4	0.65	0.78	2.68
24.	2.2	1.6	0.64	0.54	4.95
25.	2.4	2.2	0.88	0.73	1.96*
26.	2.5	1.8	0.75	0.61	5.33
27.	2.5	1.8	0.70	0.62	5.22
28.	2.5	2.2	0.82	0.69	2.45
29.	2.4	1.8	0.76	0.71	4.70
30.	2.6	2.1	0.71	0.80	4.13
31.	2.6	2.3	0.81	0.85	1.85*
32.	2.4	1.8	0.79	0.69	4.95
33.	2.7	2.2	0.69	0.86	3.91
34.	2.5	1.8	0.73	0.67	6.06
35.	2.6	2.2	0.79	0.77	3.00
36.	2.6	1.9	0.72	0.60	5.59
37.	1.8	1.8	0.91	0.72	0.08
38.	2.3	1.6	0.88	0.61	5.20
39.	2.6	2.4	0.73	0.80	2.10

Item No.	\bar{X}_1	\bar{X}_2	$(\sigma_1)^2$	$(\sigma_2)^2$	t
40.	2.2	1.6	0.76	0.66	4.79
41.	2.7	2.3	0.69	0.85	2.84
42.	2.6	2.3	0.70	0.80	2.28
43.	2.4	2.0	0.89	0.86	2.66
44.	2.0	1.8	1.02	0.71	1.42*
45.	2.7	2.0	0.73	0.86	4.70
46.	2.4	1.9	0.76	0.71	3.51
47.	2.3	1.7	0.75	0.65	4.99
48.	2.2	1.9	1.00	0.77	1.87*
49.	1.9	1.7	0.91	0.62	1.59*
50.	2.4	1.9	0.89	0.71	3.93
51.	2.4	1.8	0.74	0.53	5.34
52.	2.5	2.0	0.79	0.78	3.47
53.	2.4	1.9	0.74	0.76	3.73
54.	2.3	1.7	0.70	0.59	4.65
55.	2.5	1.8	0.71	0.70	5.76
56.	2.6	1.9	0.76	0.66	5.58
57.	2.7	1.9	0.68	0.92	5.41
58.	2.7	2.4	0.69	0.89	2.40
59.	2.4	1.7	0.70	0.55	6.66
60.	2.7	2.1	0.68	0.78	5.24

* Denotes rejected items

d) Finalization of the Scale

Items with critical ratio greater than 1.96 were selected for the final scale. Thus out of the 60 items, 50 items are selected for the final scale. The final scale consists 50 items, of which 21 are positive and 29 are negative.

Reliability

Reliability is the degree of consistency that instrument or procedure demonstrates whatever it is measuring, it does so consistently (Best & Kahn, 2014). The investigator ensured the reliability of the tool by using cronbach’s alpha test. Cronbach’s alpha, α (or *coefficient alpha*), developed by Cronbach in 1951, measure’s reliability, or internal consistency of the scale. The index obtained for cronbach’s alpha is 0.84, which shows the scale is highly reliable to measure Socio-personal Adjustment among prospective teachers at secondary level.

Validity

An index of validity shows the degree to which a test measures what it intends to measure when compared with accepted criterion. Validity as the quality of a data gathering instrument or procedure that ensures to measure what is supposed to measure (Best & Khan, 2012). The validity of the present scale was ensured using face validity. A test is said to have face validity when it appears to measure whatever the author had in mind, namely what he thought he was measuring (Garret, 2007). The items in the present scale were phrased in the

least ambiguous way and the meaning of all the terms were clearly defined, so that the subjects responded to the items without difficulty and misunderstanding. Hence the scale possesses face validity.

Findings and Analysis

Preliminary Analysis: To know, whether, the dependent variable Socio-personal Adjustment of prospective teachers at secondary level is normally distributed or not, the important statistical properties of the scores on the variable under study are analyzed as a preliminary step. The descriptive statistics like-mean, median, mode, standard deviation, skewness and kurtosis of the variable are computed for the whole sample. The details of the statistics are presented in Table 3.

Table 3

Descriptive Statistics of the Variable Socio-personal Adjustment for the Total sample

Sample size	Mean	Median	Mode	S.D	Skewness	Kurtosis
887	118.30	119	121	10.98	-0.21	-0.34

From Table 3 it can be found that the value of mean, median and mode are approximately equal. The extent of skewness is - 0.21, suggesting that the distribution is slightly negatively skewed. The measure of kurtosis is -0.34, which indicates the distribution is slightly platykurtic.

The nature of the distribution of the variable Socio-personal Adjustment is clearer from

Figure 2.

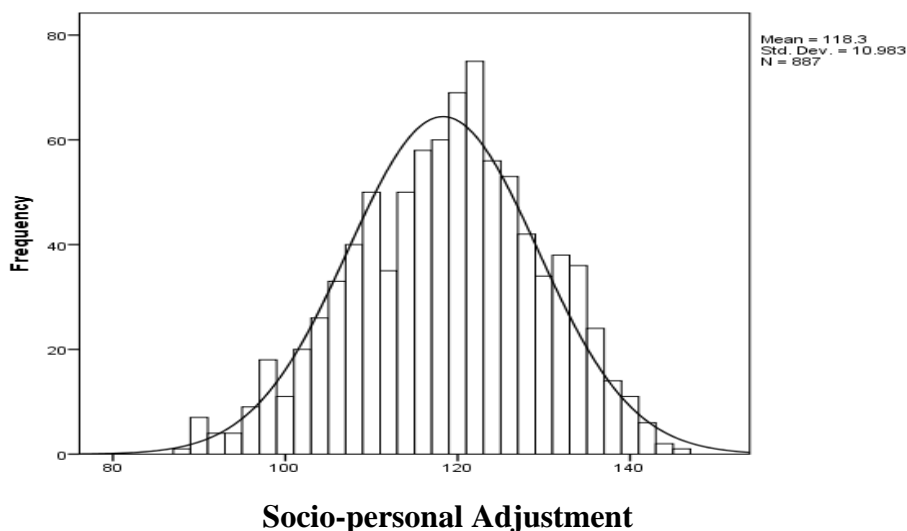


Figure 2. Smoothed Frequency Curve of Socio-personal Adjustment of prospective teachers.

The statistical constants and the graphical representation of the variable reveal that the dependent variable Socio-personal Adjustment of prospective teachers follows approximately a normal distribution. The second basic assumption of analysis of variance is the homogeneity of variance. Since the sample is drawn from the normal population and also is sufficiently large, the investigator assumes that there is homogeneity of variances.

The third basic assumption of ANOVA is that the sample drawn should be random and independent. The design of the present study ensures that the sample should be random and independent.

The F value obtained for the effect of Gender on Socio-personal Adjustment of prospective teachers is 12.08, which is greater than 6.66, the tabled value of F for (1,887) degrees of freedom required for significance at .01 level. So, the variable Gender has significant main effect on Socio-personal Adjustment of prospective teachers at .01 level of significance. This further suggests that the levels of Socio-personal Adjustment are different for different category of Gender.

As the main effect of the variable Gender on Socio-personal Adjustment is found significant, the investigator calculated the 't' value. The details of the test are given in Table 4.

Table 4

Details of test of significance of mean difference, in Socio-personal Adjustment between male and female prospective teachers.

Variable Compared	Male teachers		Prospective	Female teachers		Prospective	Critical ratio
	N	M	σ	N	M	σ	
Socio-personal Adjustment	212	121.32	11.26	675	117.35	10.73	4.65**

Note: ** denotes $p \leq .01$

From Table 17, the critical ratio obtained for male and female prospective teachers is 4.65, which is greater than 2.58, the tabled value of 't' required for significance at .01 level. This shows that there is significant difference in the mean difference in Socio-personal Adjustment between male and female prospective teachers. The positive sign of critical ratio shows that male prospective teachers are having more Socio-personal Adjustment than the female prospective teachers.

Result: There is significant difference in the mean difference in Socio-personal Adjustment between male and female prospective teachers. The positive sign of critical ratio shows that

male prospective teachers are having more Socio-personal Adjustment than the female prospective teachers.

[$t= 4.65, P \leq .01$]

Recommendations

The success of an educational system is largely depending up on the quality of teachers available to it and again the quality of teachers depends up on the quality of teacher education. The study highlights the responsible authorities to initiate adjustment improvement programmes for the prospective teachers and teachers in general. Orientation programmes, training workshops, social activities should be arranged in institutions to promote their socio-personal adjustment. By which a friendly, positive and open learning and working environment can be created. Thus, a better institution climate gains much significance in making, the upcoming teachers and the students through them, a better individual in all. A range of programmes can be arranged for the prospective teachers, especially to the female teachers as part of their training according to the needs. Teacher educators must be made aware of the importance of making the future teachers well-adjusted personalities.

Conclusion

The quality and efficiency of education and its contribution to national development rests on the quality and competence of teachers. It is not enough if they are highly enriched with subject matter and aware of all modern methodologies of teaching, they need to have positive attitude, better socio-personal adjustment and good personality. The socio-personal adjustment of female prospective teachers is less than that of male prospective teachers, which indicates the need of taking adequate measures to improve the socio-personal adjustment of female prospective teachers to improve the quality of teachers. Among Teachers in Kerala and many other states of India have a majority of female teachers, hence it is essential to look in to this matter with due importance. Special training must be given to improve their Social and personal adjustment specially to improve their democratic character, social competence, self-actualization, temperament, inferiority complex etc.

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