



“A COMPARATIVE STUDY OF PERSONAL, SOCIAL AND PROFESSIONAL ADJUSTMENT OF TEACHERS WORKING IN GOVERNMENT SCHOOLS OF RURAL AND URBAN AREAS”

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Abstract

The word “adjustment” literally means to fit, to make suitable adopt, arrange, modify, harmonize or make correspondent between two things, we adopt or modify one or more of them to correspond to each other. The extension of ladder by a suitable length to reach an upper story window is a good example of such an Adjustment . In this study 100 teachers serving in Government schools of rural and urban areas of Sirsa District were selected by random technique . S.K. Mangal’s Teachers Adjustment Inventory (MTAI) was used and In this study, the statistical techniques Mean, Standard Deviation & ‘t’ test were used. In this study it is found that there is no significant difference between Male teachers working in Government schools of rural and urban areas in relation to their personal, social and professional adjustment. There is significant difference between teachers working in Government schools of rural and urban areas and also between Female teachers working in Government schools of rural and urban areas in relation to their personal, social and professional adjustment. It means that Male teachers working in Government schools of rural and urban areas have same attitude in relation to their personal, social and professional adjustment.

Keywords: Professional, Social, Personal, Adjustment, Government School, Rural, Urban.

Introduction

The process by which an organism attempts to meet the demands placed upon it by its own nature and by its environment and ‘the act of adjusting’ or ‘adoption of needs’ or ‘to satisfy specific conditions’ is called Adjustment. According to the Dictionary of Psychology, “Adjustment implies a greater purposiveness and awareness on the part of the individual faced with environmental demand.” Adjustment had two meanings. In one sense, it is a continuous process of life that affects an individual and changes his behaviour. We also try to keep proper relationships with environment. In the second sense, Adjustment is that conductive situation in which an individual keeps himself happy and free from mental ailment . Adjustment is that condition or state in which one’s need has been fulfilled and one’s behaviour confers to the requirement of the culture of the society he belongs to. An individual has usually two types of demands-external (social) and internal (biological and psychological) demands. Conflicts among the various demands or needs of a person present special problems of adjustment. These may cause frustration and lead to abnormal behaviour. Psychologists have stated Adjustment in two ways-

One, adjustment as a process and other, adjustment as an achievement. The first point of view emphasizes the process by which an individual adjusts in his external environment an Second lays emphasis on the Quality or efficiency of adjustment.

Adjustment as a process

The fundamental motive of human behaviour is to seek pleasure and avoid pain. The world is not organized on such a basis where we can always seek pleasure and can have it. The individual has to act in accordance with the Social norms, taboos and mores. The individual cannot fulfil all of his desires the ways he likes. So he has to make adjustment, which continues till his death.

Adjustment as an achievement

Adjustment as an achievement means how efficiently an individual can perform his duties in different circumstances like business, military, education and other Social activities need efficient and well-adjusted man for the progress of nation. If we interpret adjustment as an achievement, then we will have to set the criteria to judge the quality of adjustment

It means that Adjustment is both process and product. An achievement refers the efficiency of a person for performing his duties in different situations. Education requires well-adjusted pupils and teachers in schools.In easy way we can say Adjustment is “To fit”, “To make correspondent” and “To accommodate”.

Need And Significance of The Study

Today everybody knows that teaching profession is the noblest profession. Teachers constitute an important segment of school education and its administration. The success or failure of the school education depends upon the interests evinced by teachers. The behaviour of students also depends on the overall performance of their teachers. For a rural child, teacher is



supposed to be a reference model. The Indian education commission (1964-1966) felt that, "Of all the different factors which influence the quality of education and its contribution to national development, the quality, competence and character of teacher's is undoubtedly the most significant. Nothing is more important than securing a sufficient supply of high quality recruits to the teaching profession, providing them with the best possible professional preparation and creating satisfactory conditions of work in which they can be fully effective."

Teachers being such an important factors and the process of education being classroom based, their problems need a detailed examination. The role and responsibility of a teacher are infinite and limitless because he has to play many roles e. g. as instructor, as guarantor of happiness, as a therapist and as an engineer of warm relationship etc. Moreover there is a great responsibility upon him to build up responsible citizen, but only that teacher can effectively discharge his duties properly if he is reasonably satisfied with himself and with his environment. A well adjusted teacher is a source of inspiration to his students and a boon to the society. On the other hand a maladjusted teacher can create a problem to the society. In other words it can be said that success of failure of an educational programme hangs on the degree of the teacher himself. Keeping these views in mind, the researcher decided to choose this topic.

Statement of the Problem

"A Comparative Study of Personal, Social and Professional Adjustment of Teachers Working in Government Schools Of Rural and Urban Areas"

Objectives of the Study

1. To study the relative difference between Teachers working in Government Schools of rural and urban areas in relation to their personal, social and professional Adjustment.
2. To study the relative difference between Male Teachers working in Government Schools of rural and urban areas in relation to their personal, social and professional Adjustment.
3. To study the relative difference between Female Teachers working in Government Schools of rural and urban areas in relation to their personal, social and professional Adjustment.

Hypotheses of the Study

- H1. There is no significant difference between Teachers working in Government Schools of rural and urban areas in relation to their personal, social and professional Adjustment.
- H2. There is no significant difference between Male Teachers working in Government Schools of rural and urban areas in relation to their personal, social and professional Adjustment.
- H3. There is no significant difference between Female Teachers working in Government Schools of rural and urban areas in relation to their personal, social and professional Adjustment.

Variables

In this study, following variables have been studied.

I Dependent Variables: Personal, social and professional adjustment.

II Independent Variables: A comparative study of Male and female teachers working in Government schools of rural and urban areas.

Methods Used: Method used for this research work is generally known as survey method.

Population: All the teachers serving in Government schools of rural and urban areas constituted the population for the present study.

Sample: The sample for the present study selected randomly. Due to the lack of time, the study restricted to 100 teachers serving in Government schools of rural and urban areas.

Tools Used: S.K. Mangal's Teachers Adjustment Inventory (MTAI) was used.

Statistical Techniques: In this research, the statistical techniques like Mean, S.D. & 't' test technique were used.

Results & Analysis of Data

"Analysis is a process which enters in one form or another from the very beginning. It may be fair to say the research consists in general of two large steps the gathering of data and the analysis of this data. But, no amount of analysis can validity extract from the data factors which are not present." The interpretation of research data cannot be considered in the abstract. In view



of the diversity of the research methods used in education and the corresponding diversity of data they seek, the interpretation of seek data is best considered with in the context of each of the methods.

Hypothesis No H 1 : There is no significant difference between Teachers working in Government Schools of rural and urban areas in relation to their personal, social and professional Adjustment.

Table-1,Mean, SD & ‘t’ value of Teachers working in Government Schools of rural and urban areas in relation to their personal, social and professional Adjustment

Groups	Total	Mean	S.D.	t-Value	Level of Significance
Rural Government Teacher	50	47.96	7.26	2.75	Significant at both levels i.e. .05 & .01
Urban Government Teacher	50	44	7.1		

Degree of freedom = $N_1 + N_2 - 2 = (50+50-2) = 98$, t value of 98 at 0.05 level = 1.98
t value of 98 at 0.01 level = 2.63

Interpretation

In the above table the researcher analyses the difference between the attitude of rural and urban government teachers. Here the mean of rural and urban government teachers is 47.96 and 44. S.D of rural and urban government teachers is 7.26 and 7.1. The calculated t value is 2.75, which is more than the tabular t value at 0.05 and 0.01 significant level. Hence the hypothesis framed earlier is rejected. It implies that there is significant difference between the attitude of rural and urban government teachers towards the personal, social and professional adjustment. It shows the attitude of teachers towards the personal, social and professional adjustment in rural and urban government teachers is not similar.

Hypothesis No H2

There is no significant difference between Male Teachers working in Government Schools of rural and urban areas in relation to their personal, social and professional Adjustment.

Table-2,Mean, SD & ‘t’ value of Male Teachers working in Government Schools of rural and urban areas in relation to their personal, social and professional Adjustment.

Groups	Total	Mean	S.D.	t-Value	Level of Significance
Rural Male Teacher	25	46.84	7.26	7.35	Significant at both levels i.e. .05 & .01
Urban Male Teacher	25	45.24	6.14		

Degree of freedom = $N_1 + N_2 - 2 = (25+25-2) = 48$
t value at 0.05 significant level= 2.01
t value at 48 at 0.01 significant level= 2.68

Interpretation

In the above table the researcher analyses that there is no difference between the attitude of rural and urban male government teachers towards the personal, social and professional adjustment. Here the mean of rural and urban male government teachers is 46.84 and 45.24 but S.D of rural and urban male government teachers is 7.35 and 6.14. The calculated t value is 0.83, which is less than the tabular t value at 0.05 and 0.01 significant level. Hence the hypothesis framed earlier is accepted. It implies that there is no significant difference between the attitude of rural and urban male government teachers towards the personal, social and professional adjustment. It shows the attitude of teachers towards the personal, social and professional adjustment in rural and urban male government teachers is similar.

Hypothesis No-H3

There is no significant difference between Female Teachers working in Government Schools of rural and urban areas in relation to their personal, social and professional Adjustment.



Table-3, Mean, SD & ‘T’ Value Of Female Teachers Working In Government Schools Of Rural And Urban Areas In Relation To Their Personal, Social And Professional Adjustment

Groups	Total	Mean	S.D.	t-Value	Level of Significance
Rural Female Teacher	25	49.08	7.00	3.02	Significant at both levels i.e. .05 & .01
Urban Female Teacher	25	42.76	7.74		

Degree of freedom = $N_1 + N_2 - 2 = (25+25-2) = 48$

t value of 48 at 0.05 significant level = 2.011

t value at 48 at 0.01 significant level = 2.68

Interpretation

In the above table the researcher analyses the difference between the attitude of rural and urban female government teachers towards the personal, social and professional adjustment. Here the mean of rural and urban female government teachers is 49.08 and 42.76 but S.D of rural and urban female government teachers is 7.00 and 7.74. The calculated t value is 3.02, which is more than the tabular t value at 0.05 and 0.01 significant level. Hence the hypothesis framed earlier is rejected. It implies that there is significant difference between the attitude of rural and urban female government teachers towards the personal, social and professional adjustment. It shows that the attitude of rural and urban female government teachers towards the personal, social and professional adjustment in rural and urban is not similar.

Main Findings

1. The researcher analyses the difference between the attitude of rural and urban government teachers. Here the mean of rural and urban government teachers is 47.96 and 44. S.D of rural and urban government teachers is 7.26 and 7.1. The calculated t value is 2.75, which is more than the tabular t value at 0.05 and 0.01 significant level. Hence the hypothesis framed earlier is rejected. It implies that there is significant difference between the attitude of rural and urban government teachers towards the personal, social and professional adjustment. It shows the attitude of teachers towards the personal, social and professional adjustment in rural and urban government teachers is not similar.
2. The researcher analyses that there is no difference between the attitude of rural and urban male government teachers towards the personal, social and professional adjustment. Here the mean of rural and urban male government teachers is 46.84 and 45.24 but S.D of rural and urban male government teachers is 7.35 and 6.14. The calculated t value is 0.83, which is less than the tabular t value at 0.05 and 0.01 significant level. Hence the hypothesis framed earlier is accepted. It implies that there is no significant difference between the attitude of rural and urban male government teachers towards the personal, social and professional adjustment. It shows the attitude of teachers towards the personal, social and professional adjustment in rural and urban male government teachers is similar.
3. The researcher analyses the difference between the attitude of rural and urban female government teachers towards the personal, social and professional adjustment. Here the mean of rural and urban female government teachers is 49.08 and 42.76 but S.D of rural and urban female government teachers is 7.00 and 7.74. The calculated t value is 3.02, which is more than the tabular t value at 0.05 and 0.01 significant level. Hence the hypothesis framed earlier is rejected. It implies that there is significant difference between the attitude of rural and urban female government teachers towards the personal, social and professional adjustment. It shows that the attitude of rural and urban female government teachers towards the personal, social and professional adjustment in rural and urban is not similar.

Conclusion

On the basis of interpretation of data, it may be concluded that there is no significant difference between Male teachers working in Government schools of rural and urban areas in relation to their personal, social and professional adjustment. There is significant difference between teachers working in Government schools of rural and urban areas and also between Female teachers working in Government schools of rural and urban areas in relation to their personal, social and professional adjustment. It means that Male teachers working in Government schools of rural and urban areas have same attitude in relation to their personal, social and professional adjustment.

Educational Implication

The present study has its implications for the teachers working in Government schools of rural and urban areas in relation to their personal, social and professional adjustment.



Findings of the study indicates that the teacher working in Govt. Schools of Rural and Urban areas have different ideology on the basis of their Personal, social and professional adjustment. Only one who is well adjusted on his working place with his fellow beings can improve his efficiency to the better work. Therefore, in field of education, suggestions given by them should give right weightage to improve the standard of education to minimize the differences regarding their ideology.

Suggestions for Further Studies

Any research work cannot say the final word of a problem, because it is very difficult for a researcher to touch all the aspects of a problem. So the researcher recommends the following studies for further research:-

1. A similar type of study can be undertaken on a large sample for more comprehensive results and better generalization.
2. A comparative study of teacher working in government schools and public schools in relation to their personal, social and professional adjustment could be taken.
3. A comparative study of teacher working in government schools and Government aided schools in relation to their personal, social and professional adjustment could be taken.
4. A comparative study of teacher working in Air Force schools and central schools in relation to their personal, social and professional adjustment could be taken.
5. A study of personal, social and professional adjustment among Primary, Middle and Secondary level school teachers could be taken.
6. A comparative study of teacher working in government aided schools and public schools in relation to their personal, social and professional adjustment could be taken.

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