

# ADJUSTMENT OF TEACHER AND ITS IMPACT ON TEACHING LEARNING SITUATION

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## ABSTRACT

Adjustment is a never ending process. Every living being of the world struggles to adjust with the environment for survival. As a powerful factor in the learning habit and personality development of the pupils, a teacher not only is competent in his subjects but also well adjusted personality because he is the pivotal of educational system. The role of the teacher in the educational system is multidimensional such as providing desirable education, curriculum development, and modification of learners' behaviour in a desirable way etc. as well as enable them a well balanced personality in the society. Hence, it is essential a teacher himself should have an effective and well adjusted personality. The present study was undertaken to measure adjustment of secondary school teachers with regard to their personal and institutional variables and its impact on teaching learning situation. For this purpose 100 secondary school teachers were selected 10 institutions from Bhadrak district in Odisha. A Standardised Inventory, MTAI (1971) was used for data collection and t-test was used for data analysis. Result reveals that there was a significant difference in teachers' adjustment on teaching learning situation in relation to their marital status and type of schools but no difference was found in relation to their gender.

Key Words: Adjustment, Teacher, Teaching, Learning, Teaching-Learning situation.

## 1.0 Introduction

Adjustment is a never ending process. Every living being of the world struggles to adjust with the environment for survival. As a powerful factor in the learning habit and personality development of the pupils, a teacher not only is competent in his subjects but also well adjusted personality because he is the pivotal of educational system. In other words, he must not simply be a person who has high mental abilities but he must be able to understand the psychology of the students. He should be able to put exemplary

behaviour before the students. The teacher can do so, only when he himself has an effective and well adjusted personality. It is evident from many researches that teachers 'impact on pupils' personality development is tremendous and it is essential the school should have mentally healthy and well adjusted teachers who will be able to inculcate desirable qualities among pupils. The term 'Adjustment' refers to generally to the relationship that any organism establishes with respect to its environment. The word 'Adjustment' originates from the French word 'Ajoster' which means 'to approximate'. It is a state of complete equilibrium between an organism and its environment. Teacher's adjustment generally refers to the ability of a teacher to improve his professional qualities, developing healthy relationship with the staff, pupils and parents as well as community.

### 1.1 Review of Related Literature

Pandey(1973) conducted a study on Teachers' Adjustment in relation to Professional Efficiency and found that there was positive co-relation between teachers; adjustment and professional efficiency. Prasad(1985) conducted the study on Aspiration, adjustment and role conflict in primary and secondary teachers and found that adjustment of teachers were related to their sex and not with the level of their schools. He proved that male teachers were better adjusted than female teachers. Kulshrestha (2003) found in his study that the urban school teachers seem to be least adjusted in social life and better adjusted in their professional life than rural school teachers. Nayak(2004) found that female teachers were less adjusted than male teachers with academic and general environment of the institutions. Lofland investigated and found that institutional climate, sex, age, level of experience and teaching level all are contribute to the adjustment of teachers.

### 1.2 Rationale of the Study:

Having made a survey of the studies mentioned above the investigator aimed to undertake a study to find out teachers' adjustment in secondary level and how such adjustment qualities impact on teaching learning situation.

### 1.3 Statement of the Problem:

In view of the above rationale of the study, the problem has been entitled’’ Adjustment of Teacher and its impact on Teaching learning Situation’’.

### 1.4 Objectives of the Study:

The objectives of the study were

1. To study the adjustment of secondary school teachers in teaching learning situation.
2. To compare adjustment of secondary male and female teachers in teaching learning situation.
3. To compare the adjustment of secondary school teachers in teaching learning situation on basis of their marital status.
4. To compare the adjustment of Govt. and Non-Govt. secondary school teachers in teaching learning situation.

### 1.5 Hypotheses of the Study:

Based on the above objectives the hypotheses were formulated in null form.

Ho-1 There is no significant difference between the adjustment of male and female secondary teachers in teaching learning situation.

Ho-2 There is no significant difference between the adjustment of married and unmarried secondary teachers in teaching learning situation.

Ho-3 There is no significant difference between the adjustments of Govt. and Non-Govt. secondary teachers in teaching learning situation.

### 1.6 Methodology of the Study:

The total sample of the study comprised 100 secondary school teachers of Bhadrak district in Odisha. From place of work male and female teachers were selected randomly through simple random sampling technique and then they were categorized under gender variation, marital status and types of schools

variation as per the following table. The tool used for data collection is Mangal Teacher Adjustment Inventory (MTAI) developed by Dr. S.K.Mangal(1971)

**Table No-1**

**Description of Sample under the Study**

Sl.No	Variable	Sub variable	No. of Teacher	Total
01	Gender	Male	61	100
		Female	39	
02	Marital status	Married	76	100
		Unmarried	24	
03	Type of School	Govt.	60	100
		Non Govt.	40	

**1.7 Analysis and Interpretation of Data**

The Mean, S.D and t-test were calculated for the statistical analysis of data. The Mean score, S.D. score and t-test score have shown respectively in the following table.

**Table No-2**

**Significance of Difference between the Mean Scores of Adjustment of Secondary School Teachers with respect to their Gender, Marital status and Type of Schools.**

Variation	Sub Sample	N	M	SD	t-test	Significance Result
Gender	Male	61	76.66	11.46	0.87	NS (at 0.05 level)
	Female	39	74.69	9.90		
Marital Status	Married	76	75.21	11.98	2.05	S (at 0.05 level)
	Unmarried	24	78.04	8.50		
Type of Schools	Govt.	60	72.70	10.23	5.63	S (at 0.05 level)
	Non-Govt.	40	80.57	9.87		

As shown in table 2. That there does not exist difference of Adjustment of male and female teachers in the teaching learning situations, that means both of them are equal adjusted in the same degree and same kind. Thus, the null hypothesis (Ho-1) is accepted.

When the marital status was considered the 't' ratio is 2.05 which is greater than table value at 0.05 level of significance which indicates that there was a significant difference between ' adjustment of secondary school teacher in their teaching learning situation with respect their marital status. Hence, the null hypothesis (Ho-2) is rejected.

The 't' ratio calculated for adjustment of Government and Non Government Secondary teachers has shown 5.63, is greater than the table value at 0.05 level of significance which indicates that there was a significant difference between Govt. and Non Govt. secondary teachers in their teaching learning situation. Thus, the null hypothesis (Ho-3) is rejected.

### **Findings, Discussion and Conclusion:**

The finding and discussion in the study reveal that gender variation is not a decisive factor in the view of teachers' adjustment at secondary level. Both male and female teachers are equal adjusted in the classroom situations and help the students for inculcating various good qualities among them by which they will able to adjust in their real life situations. Marital Status is a factor for adjustment of teachers in the teaching learning situation. In this study, it is observed that unmarried teachers were less adjusted than married teachers. And in the case of types of schools, it is shown that Govt. Secondary School teachers have more adjusted than Non Govt. counterparts. It is noticed that Govt. school teachers are assured of their job and they are never answerable to the authority, where as teacher of non-govt. school are not assured of their job, any time they might be taken out from the institution due to various cause. Hence, there is a significant difference between Govt. and non -govt. secondary teachers in their teaching learning situation. At last it can be said that well adjusted teachers are the backbone of any level of educational system. As destiny of a nation depends very much in its classrooms, teachers in qualities of adjustment may influence better on their pupils and create a flourishing and dazzling environment to change the social structure.

## REFERENCES FOR FURTHER STUDIES

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