



# A STUDY OF TEACHER ADJUSTMENT OF HIGH SCHOOL TEACHERS

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## **ABSTRACT:**

Present work is dealt with the issue “A STUDY OF TEACHER ADJUSTMENT OF HIGH SCHOOL TEACHERS” Several objectives and hypothesis regarding the issue mentioned and respective terms and define samples are identify and tools for the study. Statistical technique like T-test is used to take inference. It is found that there is no significant difference in adjustment of male & female teachers.

## **KEYWORDS:**

Mangal Teacher Adjustment Inventory (MTAI), Teacher Adjustment, T-test.

## **INTRODUCTION:**

We are on the threshold of Twenty first century wherein, the teaching-learning process would have different approaches because of easier access to information, the expansion of communications and impossibility of controlling trans-border information and data-flows, the social impact of communications is tremendous. Add to this the impact of industrializations, urbanizations, globalization rapid technological changes, the erosion of old social structures and emergence of new ones-all lead structural changes within our societies that take place almost without regard to the kind of development strategy a government pursues. Such powerful forces affect people's expectations, their time horizons, their political awareness, and their willingness to accept the status quo. One great challenge to learning is give people the tools to give with this dynamism rather than succumbing to disappointment resulting fast growing psychological problems effecting personality development of a teacher. Therefore, the teacher has to play vital role in passing on knowledge with new technology. In view of all facts, the psychological modes would be having more effect on the personality of the teacher. Hence, there has been a need of providing knowledge in such a way that a teacher should be kept away from tension, anxiety, fear, pressure, strain and stress in day to day life to contribute effectively in the field of education.

The profession of teaching in modern age is not as simple as it was in old days. The old values to respect the teacher has been replaced by commercial attitude as a result teacher while discharging his duties has to face multifarious behavioral situating which demand the suppression of his will, urges and values. It has been found that teacher most of the time is unable to compromise with promise with the undesirable situation resulting to cause stress, strain, hampering his competencies.

A teacher life has two faces; socio-personallife and vocational or professional life. In personal life he/she has to play the role of son/daughter, father, brother, husband, friend, tenant, customer, borrower, citizen and many more other such like roles simultaneously. While playing these varied roles and facing the challenges, off he is like to avoid suppress his natural emotions psychological and physiological needs which ultimately affect his mental health and personality, because positive personal adjustment demands to experience and express our emotions freely.

**DEFINITION:**

GATES AND JERSILD (1948): "Adjustment is a continuous process by which a person varies his behavior to produce a more harmonious relationship between himself and his environment."

CROW AND CROW (1969): "An individual's adjustment is adequate whole some or healthful to the extent that he has established harmonious relationship between himself and the conditions, situations and persons who comprise his physical and social environment."

**OBJECTIVES OF THE STUDY:**

Objectives of the present study are set as under;

- To study the teacher adjustment of high school teachers.
- To compare the Married and Unmarried High School Teachers on account of their teacher adjustment.
- To compare the Male and Female High School Teachers on account of their teacher adjustment.

**HYPOTHESIS OF THE STUDY:**

Keeping above objectives in view, following hypothesis is laid down for testing;

**H<sub>01</sub>** – There will be no significant difference between teacher adjustments of Married and Unmarried High School Teachers.

**H<sub>02</sub>** – There will be no significant difference between teacher adjustments of Male and Female High School Teachers.

**METHODOLOGY:**

Non-Experimental, Survey method was followed to undergo the present research with the help of standardized scale. "Mangal Teacher Adjustment Inventory (Short Form)" was developed by Dr. S.K.Mangal.

**TOOLS:**

"Teacher Adjustment Inventory (MTAI) Short Form" was developed by Dr. S.K.Mangal.

**POPULATION AND SAMPLING:**

The population of the present study includes all the teachers of high schools of three blocks Labpur, Nanor and Sainthia of Birbhum District in West Bengal.

The high schools include only government schools of Labpur, Nanor and Sainthia has presented the entire population of the study.

On the basis of purposive sampling 11 school teachers are representative sample of the study.

**STATISTICAL TECHNIQUE:**

The data were analyzed using **percentage** and **t-test**.

**RESULT & DISCUSSION:**

- **To compare Married and Unmarried High School Teachers on account of their Teacher Adjustment.**

To analyze this objective, means and standard deviations for teacher adjustment scores were calculated. To check the signification of difference between the Married and Unmarried High School Teachers, t-ratio was calculated. These means, standard deviations and values of t-ratio are shown in table 1.1

**Table 1.1**

Mean, S.D. and Value of t'-ratio for Married and Unmarried High School Teachers Adjustment Scores

Group	N	Mean	S.D.	't'-ratio
Married High School Teachers	75	39.93	48.2	0.425
Unmarried High School Teachers	45	43.44	40.8	

**Table 1.1** depicts that the mean and standard deviation of teacher adjustment scores in male and female high school teachers are 39.93 & 48.2 and 43.44 & 40.8 respectively. The 't'-value between the scores of teacher adjustment of married and unmarried high school teachers is 0.425, which is not significant at 0.05 level for 118 degrees of freedom.

Hence, the null hypothesis that **'there will be no significant difference between teacher adjustment of married and unmarried high school teachers'** is accepted and it can be said that married and unmarried high school teachers do not differ significantly in terms of their teacher adjustment scores. Therefore, it can be concluded that the marital status of teachers (i.e. married and unmarried) does not affect teachers' adjustment. However, some other factors which have been not considered in the present study, for example family climate, socio-economic status, interest, command over the subject and demographical factors may affect the burnout of teachers.

- **To compare Male and Female High School Teachers on account of their Teacher Adjustment.**

To analyze this objective, means and standard deviations for teacher adjustment scores were calculated. To check the signification of difference between the Male and female High School Teachers, t-ratio was calculated. These means, standard deviations and values of t-ratio are shown in table 1.2

**Table 1.2**

Mean, S.D. and Value of t'-ratio for Male and Female High School Teachers Adjustment Scores

Group	N	Mean	S.D.	't'-ratio
Male High School Teachers	60	41.58	35.24	0.0049
Female High School Teachers	60	41.33	52.80	

**Table 1.2** depicts that the mean and standard deviation of teacher adjustment scores in male and female high school teachers are 41.58&35.24 and 41.33&52.8 respectively. The 't'-value between the scores of teacher adjustment of male and female high school teachers is 0.0049, which is not significant at 0.05 level for 118 degrees of freedom.

Hence, the null hypothesis that **'there will no significant difference between teacher adjustment of male and female high school teachers'** is accepted and it can be said that male and female high school teachers do not differ significantly in terms of their teacher adjustment scores. Therefore, it can be concluded that the sex of teachers (i.e. male and female) does not affect teachers' adjustment.

However, some other factors which have been not considered in the present study, for example self-concept, occupational stress, job satisfaction and demographical ad biological factors may affect the burnout of teachers.

### **CONCLUSION:**

The findings of the present study clearly indicated that there is no any independent and interactional effect of faculty and sex on adjustment of the high school teachers.

Adjustment is the individuals own personality trait. It depends upon his/her internal, mental and psychological ability and capacity of the person (teachers).

Thus, we can say that the adjustment do not depend upon the different streams of sex and marital status.

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