

PROFESSIONAL ADJUSTMENT OF SECONDARY SCHOOL TEACHERS WITH REFERENCE TO MARITAL STATUS AND TYPE OF SCHOOL

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Abstract

Professional adjustment is the sense whether teachers are fit for and happy in the job or not? Are they working willingly or toiling just for salary? Is this job their own initial choice or forced upon them by circumstances? Professionally adjusted teachers have pride in being in the teaching profession and have a desire for professional development. The present study focused that professional adjustment of secondary school teachers in East Singhbhum district of Jharkhand with reference to certain variables like marital status and type of school. Teachers' professional adjustment inventory was constructed by Dr.A.H. Riziv (2018) was used for collecting data. The sample consists of 300 secondary school teachers and adopted the survey method. The study revealed that secondary school teachers are found to have moderate level of professional adjustment. Another finding is that there is a significant difference in the teaching subjects, teaching experience, academic and professional qualification of secondary school teachers on their professional adjustment

Key words: Professional adjustment, secondary school teachers, subject variables

Introduction

Professional adjustment is an adjustment mechanism used by the individual to satisfy the need indirectly. This helps in reducing tensions and assists him in maintaining self-respect within limits. The adjustment mechanism is desirable and very helpful in dealing with frustration. Professional adjustment means strong motivation for professional learning, collaborative relationship with students, staff, and parents, willingness to dedicate time and

effort, adherence to professional ethos and ethics, eternal commitment towards upward mobility of the profession, and overall complete confidence and faith in the work. A healthy, adjusted teacher makes independent self-decision and exercises self-control. They have a positive outlook on themselves and also on others. Well-adjusted teachers understand the world with an open mind. They perceive objects and persons in the world objectively and try to live in the realities of life. **Review of related literature**

In the present study the investigator has reviewed the researches done in the field of professional adjustment of secondary school teachers. After reviewing the above studies, it was observed that many studies were explored on Sujata Kumari, Sushil Kumar Singh (2022) Revealed that there is no significant difference in the Professional Adjustment score of Primary School Teachers based on marital status, and educational qualification. Naslamol. K.& Mumthas N.S (2022) It shows that there is significant difference in the mean difference of Socio-personal adjustment between male and female prospective teachers. Singh (2020) discovered that there is no statistically significant difference in adjustment between male and female instructors, or between government and private teachers. Dr. A. H. Rizvi (2019). This study reveals that there is no significant difference between professional adjustment of Rural and Urban teachers. Dr. Jakir Hussain Lascar (2016) it was found that in case of Personal and Professional life adjustment of secondary school teachers no significant difference was found in relation to Gender, Locale and Marital status variation. Hence this research is unique in its own way and thus the researcher has taken up this study to fill up the gaps in the field of professional adjustment of secondary school teachers.

Need and importance of the study

A teacher has crucial role in imparting education. The quality of good professionally competent teachers depends on some factor where the degree of level of adjustment presents in the school environment. A professionally adjusted person does not want to switch over to another profession, but may be happier in another capacity of same nature. For example a teacher may switch over from primary to secondary or degree level and vice-versa but not from teaching profession to engineering, marketing or administration etc. Job satisfaction and professional commitment are essential factors for professional adjustment but not a sufficient condition for its existence. A professionally adjusted individual completes the assigned work sincerely using all his skills and understanding. The teacher has to develop habits to meet with challenges in the desired manner. The quality of good professionally

competent teachers depends on some factors where the degree of level of adjustment presents in the school environment.

Significance of the study

Professional adjustment of a teacher plays a significant role in positively affecting the teaching-learning process. A well-adjusted teacher is likely to have a positive influence on his teaching and on his students. Teacher's adjustment to his personal, professional and social life has a direct impact on the shaping up of students and thus a society. A teacher's level of happiness and involvement is derived from the profession based on the degree of professional adjustment. An adjusted teacher can work in the right way for self-actualization and for the better development of the teaching profession, which is the need of the hour to face the current challenges in teaching of curricular aspects.

Title of the study: *“PROFESSIONAL ADJUSTMENT OF SECONDARY SCHOOL TEACHERS WITH REFERENCE TO MARITAL STATUS AND TYPE OF SCHOOL”*

Objectives of the study

1. To study the level of Professional adjustment of secondary school teachers and to classify them.
2. To study the impact of the following variables on the Professional adjustment of secondary school teachers
 - Teaching subjects (Science/Arts/Languages/Maths)
 - Teaching experience (0-10/11-20/Above20 years)
 - Academic qualification (Degree/PG/Above)
 - Professional qualification (B. Ed/M. Ed)

Hypotheses of the study

1. Secondary school teachers differ in their levels of professional adjustment .
2. The following variables do not make a significant impact on the professional adjustment of secondary school teachers with respect to teaching subject, teaching experience, academic and professional qualification.

Sample of the study: The investigator has taken up a stratified random sample of 30 schools and 300 secondary school teachers in and around Vijayanagaram district of Andarapradesh.

Method of Research

The investigator followed the normative survey method

Tools of the study Teachers' professional adjustment inventory was constructed by Dr.A.H. Riziv (2018).This questionnaire consisted of 54 items of 22 positive and 27 negative items.

Scoring procedure

Teachers' professional adjustment inventory: It has a responses on Agree, Undecided and Disagree with respective weights of 2, 1, and 0 of positive items and 0,1 and 2 of negative items.

Data analysis

Objective1.To study the level of Professional adjustment of secondary school teachers and to classify them.

Table: 1 Mean, % of Mean, S.D. and 1/5th of Mean of emotional stability of+2 students

N	Mean	% of Mean	SD	1/5 th of Mean
300	248.04	80.25	11.44	49.60

Interpretation: Secondary school teachers are found to have moderate level of professional adjustment since 1/5th of mean value is greater than the S.D value. The sample of teachers is homogeneous in their professional adjustment

Classification of secondary school teachers – basing on professional adjustment

To test this hypothesis, the following procedure is adopted Mean and S.D of the scores on the professional adjustment of secondary school teachers.

Table: 2.Classification of secondary school teachers – basing on professional adjustment

Scores	No. of teachers	%	Level of adjustment
Low ($\leq M - SD$)	78	26%	Low professional adjustment
Moderate (between $M - SD$ & $M + SD$)	151	50.33%	Moderate professional adjustment
High ($\geq M + SD$)	71	23.67%	High professional adjustment

Interpretation: Secondary school teachers are found to have moderate level of professional adjustment.

Objective2: To study the impact of the following variables on the Professional adjustment of secondary school teachers with respect to teaching subjects, Teaching experience, Academic qualification and Professional qualification

Table 3: Table showing the analysis of variance (ANOVA) of impact of teaching subjects on their professional adjustment

Teaching subjects	N	Mean	Percentage of Mean	SD	SSM	SSW	F-Value
Science	75	212.63	68.81	10.23	3423.63	356.43	6.34
Arts	68	243.12	78.67	11.78			
Languages	67	207.23	67.50	10.32			
Maths	90	231.07	74.77	11.22			

Interpretation: From the above table, it is observed that there is a significant difference in the professional adjustment with teaching subjects (Science, Arts, Languages, Maths) of secondary school teachers. As the F- Value is greater than that of table value 3.88 at 0.05 level. Hence, the null hypothesis is rejected and it is concluded that Arts background secondary school teachers are better in their professional adjustment when compared with Science, Languages and Mathematics teachers

Table 4: Table showing the analysis of variance (ANOVA) of impact of teaching experience on their professional adjustment

Teaching subjects	N	Mean	Percentage of Mean	SD	SSM	SSW	F-Value
0-10	120	235.87	76.33	11.78	2165,95	874.35	14.67
11-20	85	241.65	78.20	11.54			
Above 20	95	236.12	76.41	11.01			

Interpretation:

From the above table, it is observed that there is a significant difference in the professional adjustment with teaching experience of secondary school teachers. As the F- Value is greater than that of table value 3.08 at 0.05 level. Hence, the null hypothesis is rejected and it is concluded that 11-20 years experience teachers are better in their professional adjustment when compared with below 10 and above 20 years experience

Table 6: Table showing the analysis of variance (ANOVA) of impact of academic qualification on their professional adjustment

<i>Academic qualification</i>	<i>N</i>	<i>Mean</i>	<i>Percentage of Mean</i>	<i>SD</i>	<i>SSM</i>	<i>SSW</i>	<i>F-Value</i>
Degree	290	244.42	79.10	11.34	1025.86	286.94	7.85
PG	214	231.65	74.96	11.93			
Above	96	227.53	73.63	10.57			

Interpretation:

From the above table, it is observed that there is a significant difference in the professional adjustment with academic qualification of secondary school teachers. As the F- Value is greater than that of table value 3.87 at 0.05 level. Hence, the null hypothesis is rejected and it is concluded that degree qualification teachers are better in their professional adjustment when compared with PG and above qualification.

Table 7: Table showing the Mean, S.D. and t - value of professional adjustment of teachers on their professional qualification

<i>Sl. No</i>	<i>Variable</i>	<i>Type</i>	<i>N</i>	<i>Mean</i>	<i>S.D</i>	<i>t-value</i>
1	professional qualification	B.Ed	193	243.51	11.23	6.94
		M.Ed	107	226.63	10.74	

Interpretation: From the above table it can be inferred that there is a significant difference between the B. Ed and M. Ed secondary school teachers on their professional adjustment. Hence the hypothesis is rejected.

Discussion and Conclusions

Professionally adjusted persons enjoy in creating something new and useful for the welfare of organization rather confined to routine work only. They have immense patience and plan their work according to the time available for it. All the time, they try to communicate smoothly to students, helping them to acquire and grasp new progressive conditions. They have democratic approach and maintain healthy relations with the students, college authorities, colleagues, staff members and guardians. They are best adjusted personnel in the work-culture of school. The present study revealed that secondary school teachers are found to be moderate level of professional adjustment. Another finding is that there is a significant difference in the teaching subjects, teaching experience , academic and professional qualification of secondary school teachers on their professional adjustment

Educational implications:

The present study concludes some important educational implications for teachers. and school administrators. Teachers should try to participating in curricular activities that is helpful for their professional development. Teachers should try to build up in academic events, positive attitudes and values like co-operation, sociability, tolerance and healthy human relationship. Schools should have adequate facilities of teachers for their professional well being. Job satisfaction and professional commitment are the key factors of professional adjustment of teachers.

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