



## **PERSONAL, SOCIAL AND PROFESSIONAL ADJUSTMENT AMONG GOVT. SCHOOL TEACHERS ON THE BASIS OF THEIR WORKING PLACE**

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### **ABSTRACT**

*An individual is not only an asset to himself, but also a boon to society. This statement somehow more true and appropriate for a teacher who does not live only for himself but also for the future of country which are known as youngsters or disciples. The teacher has close connection, relation and obligations to the community, the nation and above all to the humanity. His content and adjustment is not only good for himself but also essential for the proper development and wellbeing of his disciples. The teaching profession demands stability, content, a capacity to gone through the pressures then only the teacher would be able to keep away his aggressions and personal problems. Keeping these circumstances in mind the researcher decided to identify clearly the specific area of dimensions to teacher's adjustment on the basis of their working conditions. Objective and Hypothesis were framed in relation to their Gender, Experience and Marital Status, the data of 160 teachers was collected through survey method with the help of tool namely "Mangal Teacher Adjustment Inventory (MTAI)" constructed and designed by S.K. Mangal. Findings of the present study indicates that the teachers working in Govt. Schools have different ideology regarding Personal, Social and Professional Adjustment on the basis of their working place in relation to gender, experience and marital status. It conveys the message that only one who is well adjusted on his working place can improve his efficiency. Therefore suggestions given by them should be kept in mind by the Govt. officials and policy makers to improve the standard of education and to minimize the differences regarding their ideology.*

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## **INTRODUCTION**

India is an ocean of knowledge and according to Indian ideology, education is not merely a means to earn livelihood and nor it is a nursery of thought or a school for citizenship. Above this, it is initiation into the life of spirit, a training of human souls in pursuit of truth and the practice of virtue. It leads the individual from darkness to light.

The real purpose of education is modification of individual's behavior in a desired way and to enable him to adjust with the environment so that he can grow into a harmonious and balanced personality. In this process role of teacher plays vital role. They leads the students from the darkness of ignorance to the lightened knowledge. To keep the lamp of civilization learning they have to face many challenges. Not only the mastery over the content but many other factors i.e. skill to communicate effectively, general behavior towards students and adjustment and contentment in life play very significant role in teacher's journey. During the whole journey of life they have to face many phases of adjustment i.e. Personal, Social and Professional adjustment. These type of adjustment play important role in teaching profession because this profession demands stability, a capacity to gone through the pressures alongwith social, personal, emotional and professional adjustment.

## **NEED OF THE STUDY**

An individual is not only an asset to himself, but also a boon to society. This statement somehow more true and appropriate for a teacher who does not live only for himself but also for the future of country which are known as youngsters or disciples. The teacher has close connection, relation and obligations to the community, the nation and above all to the humanity. His content and adjustment is not only good for himself but also essential for the proper development and wellbeing of his disciples. The teaching profession demands stability, content, a capacity to gone through the pressures then only the teacher would be able to keep away his aggressions and personal problems.

Keeping these circumstances in mind the researcher decided to identify clearly the specific area of dimensions to teacher's adjustment on the basis of their working conditions.

## **STATEMENT OF THE PROBLEM**

“Personal, Social and Professional Adjustment among Government School Teachers on the basis of their working place”.

## **DESIGN AND PROCEDURE**



It is absolutely right that no any research project can be undertaken successfully without proper thinking and planning. In other words, design and procedure employed in an investigation determines its destiny and give right direction to the researcher. Therefore the researcher followed the following procedure to do the research work successfully.

### **OBJECTIVES OF THE STUDY**

- To study the relative difference regarding Personal, Social and Professional adjustment among Govt. School Teachers on the basis of their working place.
- To study the relative difference regarding Personal, Social and Professional adjustment among Male Govt. school Teachers on the basis of their working place.
- To study the relative difference regarding Personal, Social and Professional adjustment among Female Govt. school Teachers on the basis of their working place.
- To study the relative difference regarding Personal, Social and Professional adjustment among More experienced Govt. school Teachers on the basis of their working place.
- To study the relative difference regarding Personal, Social and Professional adjustment among less experienced Govt. school Teachers on the basis of their working place.
- To study the relative difference regarding Personal, Social and Professional adjustment among Married Govt. school Teachers on the basis of their working place.
- To study the relative difference regarding Personal, Social and Professional adjustment among Unmarried Govt. school Teachers on the basis of their working place.

### **HYPOTHESES OF THE STUDY**

- There is no significant difference regarding Personal, Social and Professional adjustment among Govt. School Teachers on the basis of their working place.
- There is no significant difference regarding Personal, Social and Professional adjustment among Male Govt. School Teachers on the basis of their working place.
- There is no significant difference regarding Personal, Social and Professional adjustment among Female Govt. School Teachers on the basis of their working place.
- There is no significant difference regarding Personal, Social and Professional adjustment among more experienced Govt. School Teachers on the basis of their working place.



- There is no significant difference regarding Personal, Social and Professional adjustment among less experienced Govt. School Teachers on the basis of their working place.
- There is no significant difference regarding Personal, Social and Professional adjustment among married Govt. School Teachers on the basis of their working place.
- There is no significant difference regarding Personal, Social and Professional adjustment among unmarried Govt. School Teachers on the basis of their working place.

### **METHOD USED**

For this research work information and the data were collected through survey method.

**Limitations of the Study:** This study is confined to as under:

#### **Working Place**

The Teachers working in Govt. Schools of Rural and Urban Areas of Ambala District.

#### **Experience**

1. Teachers having experience less than Ten Years considered as less experienced.
2. Teachers having experience more than Ten years considered as more experienced.

#### **Sample**

A sample of 160 Teachers serving in Govt. Schools of rural and urban areas of Ambala District is taken.

#### **Tool Used**

“Mangal Teacher Adjustment Inventory (MTAI)” constructed and designed by S.K. Mangal.

#### **Procedure and Administration**

First of all, the researcher went to the different Govt. schools of Ambala District and met to the Principals for seeking permission to collect the desired data. After that he met personally to teachers and acquainted them about the objective of the study. He asked them to give their views and answers without any hesitation. Please read the instructions carefully and try to

complete the test. He also ensured them that answer given by them will be kept confidential and will only be used for research work.

**Scoring Procedure**

The more of response to each of the item of the inventory is in the form of ‘Yes’ or ‘No’ or ‘?’ indicating completely agree, disagree, or neither agree nor disagree. In this inventory 41 items are such where the response ‘Yes’ shows adjustment and for the remaining 212 items the response ‘No’ shows adjustment. For the scoring scheme it has been planned to assign score ‘2’ for the response indicating adjustment, score ‘1’ for undecided and ‘zero’ for maladjustment.

**Statistical Tool Used**

To find out the result of significance ‘t’ test was applied.

**Analysis of Data**

**Table No. 1**

Calculation of Level of Significance regarding Personal Social and Professional adjustment among Govt. School Teachers on the basis of their working Place

	N	M	$\sigma$	SED	‘t’	Level of Significance
Teachers Serving in Govt. Schools of Rural Areas of Ambala District	80	348	51.9			
				8.37	2.23	Significant at 0.5 level
Teachers Serving in Govt. Schools of Urban Areas of Ambala District	80	366.7	54			

**Table No. 2**

Calculation of Level of Significance regarding Personal Social and Professional adjustment among Male Govt. School Teachers on the basis of their working Place

	N	M	$\sigma$	SED	‘t’	Level of Significance
Male Teachers Serving in Govt. Schools of Rural	28	340.8	46			

Areas of Ambala District						
				14.80	2.17	Significant at 0.5 level
Male Teachers Serving in Govt. Schools of Urban Areas of Ambala District	15	375	46.26			

**Table No. 3**

Calculation of Level of Significance regarding Personal Social and Professional adjustment among Female Govt. School Teachers on the basis of their working Place

	N	M	$\sigma$	SED	't'	Level of Significance
Female Teachers Serving in Govt. Schools of Rural Areas of Ambala District	52	350.1	49.5			
				16.05	0.86	Not Significant at both levels
Female Teachers Serving in Govt. Schools of Urban Areas of Ambala District	65	363.9	117			

**Table No. 4**

Calculation of Level of Significance regarding Personal Social and Professional adjustment among more experienced Govt. School Teachers on the basis of their working Place

	N	M	$\sigma$	SED	't'	Level of Significance
More experienced Teachers Serving in Govt. Schools of Rural Areas of Ambala District	63	345	52.8			
				10.42	2.571	Not Significant at .05 levels
More experienced Teachers Serving in Govt. Schools of Urban Areas of Ambala District	64	371.8	64.2			



**Table No. 5**

Calculation of Level of Significance regarding Personal Social and Professional adjustment among less experienced Govt. School Teachers on the basis of their working Place

	N	M	$\sigma$	SED	't'	Level of Significance
Less experienced Teachers Serving in Govt. Schools of Rural Areas of Ambala District	17	351.47	31.72			
				10.949	3.29	Not Significant at both levels
Less experienced Teachers Serving in Govt. Schools of Urban Areas of Ambala District	16	387.5	31.435			

**Table No. 6**

Calculation of Level of Significance regarding Personal Social and Professional adjustment among Married Govt. School Teachers on the basis of their working Place

	N	M	$\sigma$	SED	't'	Level of Significance
Married experienced Teachers Serving in Govt. Schools of Rural Areas of Ambala District	72	344.1	49.8			
				8.55	2.78	Significant at both levels
Married experienced Teachers Serving in Govt. Schools of Urban Areas of Ambala District	77	367.9	54.6			

**Table No. 7**

Calculation of Level of Significance regarding Personal Social and Professional adjustment among Unmarried Govt. School Teachers on the basis of their working Place

	N	M	$\sigma$	SED	't'	Level of Significance
Unmarried experienced Teachers Serving in Govt. Schools of Rural Areas of Ambala District	8	387.5	60.75			
				41.06	0.304	Not Significant at both levels
Unmarried experienced Teachers Serving in Govt. Schools of Urban Areas of Ambala District	3	375	60.66			

## CONCLUSION AND GENERALIZATIONS

- In the light of the hypothesis No. 1 it was found that the data does not support the assumption. Therefore, hypothesis was rejected which concludes that teachers working in Govt. schools have different ideology regarding Personal, Social and Professional Adjustment on the basis of their working place. Teachers working in rural areas mainly feel fatigue when they get up in the morning. They have to face more problems of headache and cough, cold etc. then their counterparts. They also feel that the principals do not have faith on them and never co-operate them.
- According to the Hypothesis No. 2 it was found that the data does not support the assumption. This is why the hypothesis was rejected which exhibits that male teachers working in rural areas feel that the fertility of their mind is being decreased in this environment. On the other hand male teachers working in urban areas feel that now a day they have to face the problem of disobedience and moral character of students is going towards decline.
- In the light of Hypothesis No. 3 it exhibits that the data supports the assumption and the hypothesis was accepted which depicts that female teachers either they are working in rural or urban areas have same ideology. They always remain in fear that in future they have to face more complicated problems regarding their job. One side they are not ready to face the darkness and the other sides most of them feel that staff members are not trust worthy and they can create troublesome at any time.
- According to the Hypothesis No. 4 it exhibits that data does not support the assumption and the hypothesis was rejected. It concludes that the more experienced teachers working in rural areas feel that their juniors do not value their suggestions. They also feel that there are less opportunities of development then their counterparts.
- In the light of Hypothesis No. 5 it was found that 't' value is more than the tabulated value at both level of significance. This is why the hypothesis was rejected. It exhibits that especially teachers working in rural areas feel that equal opportunities should be given to them regarding exam duties and seminar/conference participation etc. Less experienced teachers working in rural areas also feel that they could not participate actively in the activities like celebration of Republic Day and Independence Day being posted at rural stations.
- According to the Hypothesis No. 6 it was found that Hypothesis is rejected which concludes that the married teachers working in urban areas have different ideology with their counterparts and they specially feel that there is much difference regarding ideas, interest and nature with their life partners which affects their professional life. Some of them feel that their life partners have not complete faith on them. On the other hand married women teachers working in rural areas feel themselves much



emotional than their counterparts and they also feel that their desires and interest changes time to time.

- In the light of Hypothesis No. 7 that data supports the assumption and the hypothesis was accepted. It depicts that both type of teacher either they are working in rural or urban areas have similar ideology. They feel that they are being ignored by their family members regarding materialistic facilities. They put question marks on their friends and to take meal outside the home. Both of them feel hurtled themselves regarding the blind faith spread over in the society and distractive views regarding the religion. They feel that the customs and traditions of religion are the main hurdle in the way of progress.

### EDUCATIONAL IMPLICATIONS

Findings of the present study indicates that the teachers working in Govt. Schools have different ideology regarding Personal, Social and Professional Adjustment on the basis of their working place in relation to gender, experience and marital status. It conveys the message that only one who is well adjusted on his working place can improve his efficiency. Therefore suggestions given by them should be kept in mind by the Govt. officials and policy makers to improve the standard of education and to minimize the differences regarding their ideology.

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