

# A Secondary School Teacher Adjustment Study

Dr. Rashmi Rani

The Graduate School College for Women, Sakchi, Jamshedpur, Jharkhand

## Abstract

To improve education in the future, education must be seen as a living, breathing resource. Whether we are discussing methods to make education more relevant, how to raise its quality, or how to make it more accessible to students, the teacher is central to every conversation about education reform. This article emphasises mostly on the modifications that secondary school teachers used in both public and private educational institutions in order to accommodate their students' needs. Using a procedure known as stratified random selection, a total of one hundred secondary school teachers from various schools in Jamshedpur were selected for this study. There were a total of fifty educators working in public schools, including both male and female teachers, and another fifty educators working in private institutions together. For the purpose of data collection, the Dr. S.K. Mangal Teacher Adjustment Inventory (MTAI) was shortened to its abbreviated version. For the purpose of evaluating the data, the t-test, the standard deviation, and the mean were employed in the analysis. According to the findings of the research, instructors of secondary school level who worked in private institutions displayed a higher level of adjustment compared to those who worked in public schools. When compared to their male counterparts, female school instructors tend to have a better degree of adjustment than their male counterparts. The success of the class depends on the instructor's performance. External factors, such as those of national interest, and internal needs, such those of research and development, seem to be driving this era of fast change in education.

**Keywords:** Education, Adjustment, Institutions, Educators and

## 1. INTRODUCTION

Our communities greatly benefit from the contributions of teachers. It is hard to overstate the importance of teachers to a country. A teacher has a great deal of power to mould their students' thoughts into many forms. A nation's educational system is its foundation for future success. Having access to experienced mentors is crucial for any country that is serious about making progress towards development. Also, no nation can afford to have its future threatened by its teachers' lack of competence. Even if the significance of education has grown due to technology advancements and their effects on the field, the need for qualified instructors remains high in a dynamic and evolving global community. In spite of the fact that it is of basic importance, the profession of teaching is often regarded as one of the most difficult and demanding positions in contemporary society. On the other hand, educators typically face enormous workloads, inadequate income, and a noteworthy lack of appreciation for their responsibilities and accomplishments. When it comes to education, there is just one goal that every educator strives to accomplish: to assist their pupils in reaching their highest human potential. It is not at all implausible to experience pleasure from one set of circumstances while concurrently being forced to endure another set of circumstances that cause emotional distress. It is possible that the person would suffer both

psychological and bodily distress, in addition to exhibiting conduct that is not usual, as a consequence of the stress.

The term "adjustment" is used in the field of psychology to refer to an individual's reaction to changing social or interpersonal situations. On the other hand, the term "adaptation" is used in the field of biology to refer primarily to the physical requirements that are imposed by a particular environment. The capacity for learning and change that humans possess is unsurpassed in contrast to that of other animals. It is possible for a person to adjust his actions in order to bring them into harmony with both his local social surroundings and the larger natural setting. This is because of the individual's naturally social nature. A person's capacity to acclimatise or adapt to a new environment is affected by a variety of factors, both internal and external to the individual. In situations when his activities are in direct opposition to the wishes of others, he has to make a larger effort to resolve problems.

As people go through life, they are always adapting to the settings in which they find themselves by adjusting the actions that they engage in. The word "adjustment" is used by psychologists to describe a sort of psychological survival, which is analogous to the way that biologists use the term "adaptation" to refer to changes that occur inside the body. Educators are expected to be able to successfully integrate themselves into the communities that they serve. Additionally, during the course of their professional careers, they are required to have the capacity to adjust to any given condition. Within the context of the position of an educator, a certain degree of flexibility is required in order to satisfy the varied requirements of students, colleagues, and the general dynamics of the classroom. There are a variety of factors that have an impact on the way in which instructors modify their instructional strategies. During the process of adjustment, an individual seeks to maintain equilibrium between their mental and physical states.

In situations where issues escalate significantly, educators may experience a sense of urgency, potentially resulting in uncharacteristic behaviour. The teaching profession exemplifies that adjustment is a multifaceted and continuous process. This depends on the individual's internal evaluation of various factors. Research on teacher adjustment should consider the entirety of the individual. A description of a well-adjusted educator includes being "happy, free of all complexes and worries, and efficient in his surroundings." A well-adjusted educator is characterised by having fulfilled their own needs and achieving contentment in their life. Additionally, they possess a robust sense of community and take personal responsibility for the well-being of others (Johari, 2005).

Adjustment can be initiated by a variety of distinct circumstances. Without the presence of air, water, food, and other essential physiological needs, it is possible to generate repetitive adjective behaviour. On the other hand, the significance of their psychological impact is often overlooked. This could be attributed to one of two factors. Their fulfilment is primarily achieved to a satisfactory extent under the standard conditions prevalent in contemporary society. Secondly, neglecting these essential requirements could result in significant alterations or even fatal outcomes if not promptly addressed. The upbringing and cultural experiences of an individual significantly influence their social incentives, which are crucial for their adjustment.

### **Teacher Adjustment**

Adjustment involves teachers' ability to manage professional, psychological, and social demands in their teaching roles. Teachers who have adjusted to their own needs have a profound impact on their pupils' personal growth, and vice versa. To attain and sustain harmony with oneself, other people, and one's environment, adjustment entails modifying one's behaviour. The educational system's operation is predominantly contingent upon the

presence and contributions of instructors. They encounter numerous obstacles on a daily basis as they strive to enhance the qualities of society, students, and the nation.

A person who is content has a life philosophy that is flexible and conforms to their shifting circumstances and environments, enabling them to align their existence with their values. In some cultural contexts, traditional gender roles exacerbate the adjustment challenges for female teachers, while male teachers may benefit from systemic privileges. The term "teacher adjustment" refers to the process by which educators modify their strategies in response to the academic and institutional environment. It incorporates their personal lives, financial circumstances, and overall works satisfaction, as well as their adaptations to social, psychological, and physical environments. There is no definitive classification of a "normal" or "abnormal" birth; individuals adapt and evolve over time. His adaptability evolves over time due to environmental factors that shape and direct his physical, mental, and emotional capabilities.

Consequently, assessing one's own adaptation as an educator is essential to effectively support students facing their own adjustment challenges. Every classroom has the potential to transform into an exceptional environment for learning and development through the collaborative efforts of instructors and students. Adjustment is the process that allows individuals to lead fulfilling lives, provided we take an interest in its implications. It helps maintain an appropriate balance between our desires and our capacity to fulfil them. It encourages us to adapt our lifestyle to align with the demands of the situation and empowers us to change our environment in the way we desire. Female teachers often face greater challenges balancing work and personal responsibilities, particularly in societies where caregiving is viewed as a woman's primary role. Male teachers may face societal expectations to prioritize career advancement, affecting their adjustment to teaching roles. "Teacher adjustment" generally refers to the process by which teachers adapt to new environments, roles, responsibilities, or challenges in their professional settings. This can involve several aspects, such as:

1. **Adapting to a New School or Community** Teachers may need to learn about a new school's culture, policies, and student demographics. Building relationships with students, colleagues, and parents is a key part of this adjustment.
2. **Implementing New Curriculum or Teaching Methods** Adjusting to changes in curriculum requirements or adopting new teaching strategies, such as project-based learning or integrating technology into lessons, can require time and effort.
3. **Managing Classroom Dynamics** Teachers may need to adjust their classroom management techniques based on the needs and behavior of their students.
4. **Work-Life Balance** Adjusting to the workload, grading demands, and other responsibilities while maintaining personal well-being is an important aspect of teacher adjustment.
5. **Professional Development** Teachers often need to adjust by learning new skills or attending training sessions to stay updated on educational trends or requirements.
6. **Emotional and Psychological Adaptation** Teaching can be emotionally demanding, and teachers may need to develop resilience and stress-management strategies to cope with challenges.

## 2. REVIEW OF LITERATURE

- Φ The findings exhibited a range of outcomes derived from the examination of pertinent studies concerning teacher adaptation. Unlike their female counterparts, male educators demonstrate a greater capacity to adapt to the evolving demands of the classroom (Singh, 2012).
- Φ Research conducted by Goyat (2012) indicates that the approaches adopted by male and female educators in fulfilling their roles exhibit minimal variation.
- Φ Research conducted by Kaur et al. (2015) indicates that public school teachers experience greater levels of happiness and improved health in comparison to their counterparts in private schools.
- Φ In a comparative analysis of the adjustment levels between public school professors and private school instructors, Sharma et al. (2015) found no statistically significant difference. The findings additionally indicated that females exhibited superior mental health compared to their male counterparts.
- Φ Baruah (2016) found no variation in the degree of adjustment among secondary school teachers based on their gender. There was no discernible difference in the degree of adjustment between urban and rural secondary school instructors. There is little difference in adjustment between married and single secondary school teachers, according to the data. The results suggest that there was no difference in adaptation between more seasoned secondary school teachers and their less seasoned counterparts.
- Φ It was observed that there was no statistically significant difference in adjustment between male and female instructors, nor between teachers working in the public sector and those working in the private sector, as stated by Singh (2020).

### Sample

The population for the study includes various government and private schools located in Jamshedpur. This study employed a stratified random sampling method for its research design. The sample for this research consists of one hundred secondary school teachers, evenly divided between male and female participants.

### Instrument

Mangal Teacher Adjustment Inventory (MTAI- short form) developed by Dr. S.K. Mangal was used. The inventory consists of 70 statements with two possible responses Yes or No in comparison to the long form containing 253 items. Validity co-efficient of Bell's Adjustment Inventory is .848 and of MTAI is .906. The reliability coefficients of this tool are 0.96 (test-retest) and 0.98 (split half).

### Objectives

- ✦ To compare government and private teachers' adjustment experiences.
- ✦ To compare male and female teachers' adjustment experiences.

### Hypotheses

- ♣ There will be no discernible difference in the adjustment of public and private high school instructors.
- ♣ There will be no major variation in adjustment for male and female secondary school instructors.

### Procedure

The Mangal Instructional inventory (short version) was administered to both groups in order to facilitate teacher adjustment. The relevant scoring keys were used in order to compute each

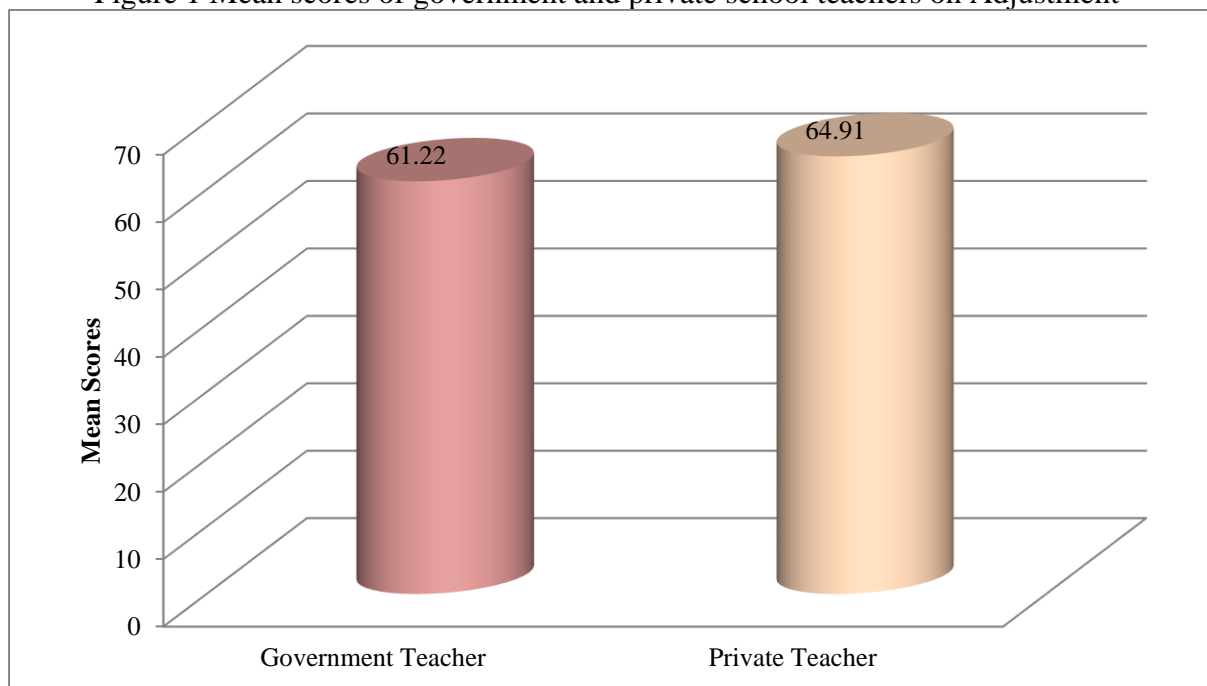
and every score. The t-values, standard deviations, and means were used in order to analyse the scores in order to effectively accomplish the objectives of the research.

### 3. RESULTS

Table-1 Mean, S.D. and t value of government and private school teachers Adjustment

Group	N	Mean	SD	t Value	Level of significance
Government Teacher	50	61.22	8.04	2.17	Significant at 0.05
Private Teacher	50	64.91	8.92		

Figure 1 Mean scores of government and private school teachers on Adjustment

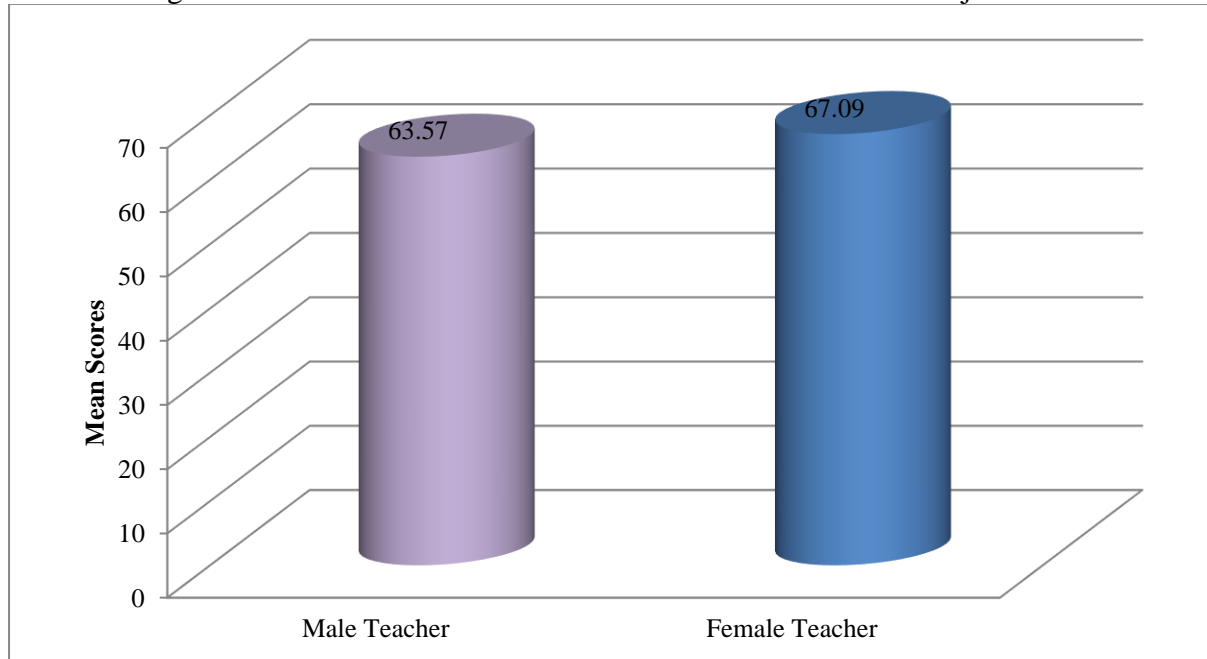


In contrast to public school teachers, who had an average score of 61.22 on the adjustment scale, private school instructors received an average score of 64.91 on the scale. The data shown in the table reveals that private school teachers earned a higher average score. There was a difference of 2.17 between the two groups' mean scores when the significance threshold was set at 0.05. It would indicate that teachers at private schools have a more complete mastery of the subject matter than those at public schools. The statement that "There will be no discernible difference in the adjustment of public and private high school instructors" is not supported by the evidence.

Table-2 Mean, S.D. and t value of male and female teachers Adjustment

Group	N	Mean	SD	t Value	Level of significance
Male Teacher	50	63.57	7.82	2.04	Significant at 0.05
Female Teacher	50	67.09	9.35		

Figure 2 Mean scores of male and female school teachers on Adjustment



As can be seen in table 2, there seems to be a significant variation in the degree of adjustment that occurs between male and female instructors. A mean score of 67.09 was achieved by female educators, which was higher than the average score of 63.57 achieved by their male colleagues. The t-value was found to be 2.04, which indicates that the results are statistically significant. It would seem that female teachers in schools have a better understanding of the material when compared to their male colleagues. Hence the hypothesis “There will be no major variation in adjustment for male and female secondary school instructors” is rejected. The findings of this study are in line with the research conducted by Gondi (2015).

#### 4. CONCLUSION

- ◆ Educators in private institutions exhibit a higher degree of adjustment than those in government schools.
- ◆ Female school teachers have demonstrated better adjustment compared to their male counterparts.

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