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Study The Relationship Between Adjustment with Male, Female and Urban And Rural Teachers of Secondary Schools

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Abstract

The purpose of the Study the relationship between Adjustment with male, female and urban and rural teachers of secondary schools . The sample of the present study includes 300 secondary school teachers working in Belgaum rural and urban Districts using stratified random sampling techniques. Descriptive survey method was adopted. The findings concluded that; i)The male teachers of secondary schools have significant higher adjustment scores as compared to female teachers of secondary schools; ii) The teachers of urban secondary schools have significant higher adjustment scores as compared to teachers of rural secondary schools.

Keywords : *Adjustment, Adjustment of secondary school teachers*

Introduction

Adjustment

Drever(1952): explained it that adjustment means the modification to compensate for or meet special conditions.

Webster (1951): describe it as adjustment is the establishment of a satisfactory relationship, as representing harmony, conformance, adaptation or the like.

Need for the Study:

The advancement in the field of education depends upon the degree of adjustment and satisfaction of those who are in the field and are enhancing the cause of education. It is partially the teacher who is at the central position and is upholding the task. The fulfillment of the task depends on the degree of involvement of the teacher in his work which intern depends upon the degree of adjustment of the teacher with himself and his own environment. Higher level of the adjustment of the teacher is directly linked with his efficiency in his work.

Adjusted teachers do much to bring about pupil adjustment and the converse is also true probably the most satisfactory way of measuring whether or not a classroom is smooth running and effective would be measure the degree of personal adjustment of the teachers (Blair, 1956). Maladjusted teachers are a potential cause for the problem of indiscipline and delinquency among the students. Not only quality and quantity of work suffers but also the development of the personality of the children under his charge is badly hampered. For surveying the adjustment difficulties and problems of the teachers and to investigate the relevant course, a number of studies have been conducted in India as well as in other countries. Some studies provide some clue for the various adjustment difficulties and problems of teachers and give a tentative test of personal and environmental causes for the dis-satisfaction of the teachers are analysed by many researchers.

There are many studies which have examined the extent of adjustment among teachers of secondary schools within the perspective of their morale and frustration in the present context. Especially adjustment has not been studied in the respect of the enteractive variables viz., sex,

teaching experiences, faculty, type of school. Type of family Age and locality. Therefore the present study is undertaken.

Objectives of the Study

- 1) To study the relationship between adjustment and its components with male and female teachers of secondary schools
- 2) To study the relationship between adjustment and its components with urban and rural teachers of secondary schools

Hypotheses

1. There is no significant difference between male and female teachers with respect to their adjustment and its component scores
2. There is no significant difference between teachers of urban and rural schools with respect to their adjustment and its component scores.

Methodology

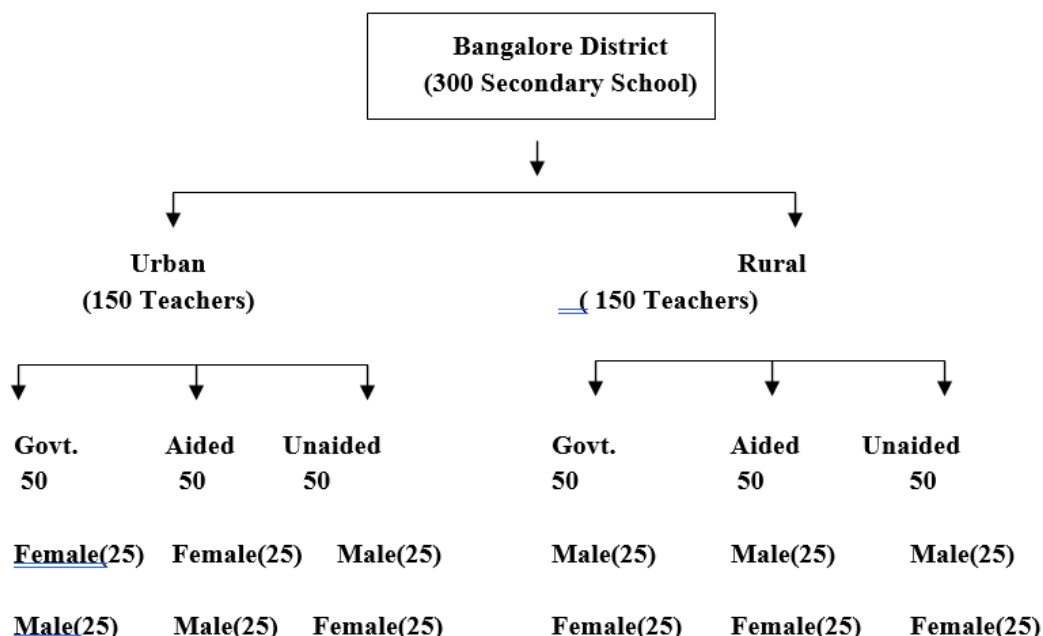
The present study was mainly aimed to Study the relationship between Adjustment and its components with male, female and urban and rural teachers of secondary schools

In order to collect data descriptive survey method of research was followed

Sample

A sample is a small proportion at a population selected for analysis or in other words a sample is a representative of the population by observing the sample inferences may be made about the population.

In the present study the researcher draws a sample of 300 secondary school teachers working in Belgaum rural and urban Districts using stratified random sampling techniques.



Tools

Following tools are used for collecting the data

1. Teacher Adjustment inventory by Mangal

Statistical Techniques

Differential Statistics analysis of adjustment scores of teachers of secondary schools with other independent variables

Analysis and Interpretation

Hypothesis: There is no significant difference between male and female teachers with respect to their adjustment and its component scores i.e.

- Lack of professional aptitude and spirit
- Relationship between administrator and teachers
- High social expectations
- School environment
- Insecurity of job
- Lack of paying handful of salary
- Behavior disabilities among teachers
- Lack of infrastructural facilities

To achieve this hypothesis, the unpaired t test was applied and the results are presented in the following table.

Table-1: Results of t test between male and female teachers with respect to their adjustment and its component scores

Variables	Male		Female		t-value	p-value
	Mean	SD	Mean	SD		
Teachers adjustment	399.48	44.25	381.05	35.24	3.9905	0.0001*
Lack of professional aptitude and spirit	72.39	10.93	67.43	14.09	3.4105	0.0007*
Relationship between administrator and teachers	83.21	10.88	80.77	8.53	2.1670	0.0310*
High social expectations	61.61	3.72	60.07	3.49	3.6965	0.0003*
School environment	49.86	4.63	49.89	4.39	-0.0512	0.9592
Insecurity of job	64.59	2.31	63.34	3.37	3.7365	0.0002*
Lack of paying handful of salary	12.82	4.48	9.87	3.05	6.6527	0.0001*
Behavior disabilities among teachers	14.09	5.16	10.39	3.08	7.5410	0.0001*
Lack of infrastructural facilities	40.91	14.05	39.29	10.22	1.1371	0.2564

*p<0.05

The results of the above table, clearly showed the followings

- Male and female teachers of secondary schools differ significantly with respect to adjustment scores (t=3.9905, p<0.05) at 5% level of significance. Hence, the null hypothesis is rejected. It means that, the male teachers of secondary schools have significant higher adjustment scores as compared to female teachers of secondary schools.
- Male and female teachers of secondary schools differ significantly with respect to dimension of adjustment i.e. lack of professional aptitude and spirit scores (t=3.4105, p<0.05) at 5%

level of significance. Hence, the null hypothesis is rejected. It means that, the male teachers of secondary schools have significant higher lack of professional aptitude and spirit scores as compared to female teachers of secondary schools.

- Male and female teachers of secondary schools differ significantly with respect to dimension of adjustment i.e. relationship between administrator and teachers scores ($t=2.1670$, $p<0.05$) at 5% level of significance. Hence, the null hypothesis is rejected. It means that, the male teachers of secondary schools have significant higher relationship between administrator and teachers scores as compared to female teachers of secondary schools.
- Male and female teachers of secondary schools differ significantly with respect to dimension of adjustment i.e. high social expectations scores ($t=3.6965$, $p<0.05$) at 5% level of significance. Hence, the null hypothesis is rejected. It means that, the male teachers of secondary schools have significant higher high social expectations scores as compared to female teachers of secondary schools.
- Male and female teachers of secondary schools do not differ significantly with respect to dimension of adjustment i.e. school environment scores ($t=-0.0512$, $p>0.05$) at 5% level of significance. Hence, the null hypothesis is not rejected. It means that, the male and female teachers of secondary schools have similar school environment scores.
- Male and female teachers of secondary schools differ significantly with respect to dimension of adjustment i.e. insecurity of job scores ($t=3.7365$, $p<0.05$) at 5% level of significance. Hence, the null hypothesis is rejected. It means that, the male teachers of secondary schools have significant higher insecurity of job scores as compared to female teachers of secondary schools.
- Male and female teachers of secondary schools differ significantly with respect to dimension of adjustment i.e. lack of paying handful of salary scores ($t=6.6527$, $p<0.05$) at 5% level of significance. Hence, the null hypothesis is rejected. It means that, the male teachers of secondary schools have significant higher lack of paying handful of salary scores as compared to female teachers of secondary schools.
- Male and female teachers of secondary schools differ significantly with respect to dimension of adjustment i.e. behavior disabilities among teachers scores ($t=7.5410$, $p<0.05$) at 5% level of significance. Hence, the null hypothesis is rejected. It means that, the male teachers of secondary schools have significant higher behavior disabilities among teachers scores as compared to female teachers of secondary schools.
- Male and female teachers of secondary schools do not differ significantly with respect to dimension of adjustment i.e. lack of infrastructural facilities scores ($t=1.1371$, $p>0.05$) at 5% level of significance. Hence, the null hypothesis is not rejected. It means that, the male and female teachers of secondary schools have similar lack of infrastructural facilities scores.

Hypothesis: There is no significant difference between teachers of urban and rural schools with respect to their adjustment and its component scores i.e.

- Lack of professional aptitude and spirit
- Relationship between administrator and teachers
- High social expectations
- School environment
- Insecurity of job
- Lack of paying handful of salary
- Behavior disabilities among teachers
- Lack of infrastructural facilities

To achieve this hypothesis, the unpaired t test was applied and the results are presented in the following table.

Table-2: Results of t test between teachers of urban and rural schools with respect to their adjustment and its component scores

Variables	Urban		Rural		t-value	p-value
	Mean	SD	Mean	SD		
Teachers adjustment	395.02	40.72	385.51	40.84	2.0203	0.0443*
Lack of professional aptitude and spirit	71.63	13.84	68.19	11.53	2.3432	0.0198*
Relationship between administrator and teachers	83.00	10.08	80.98	9.52	1.7846	0.0753
High social expectations	60.71	3.86	60.96	3.51	-0.5793	0.5628
School environment	50.43	4.82	49.31	4.09	2.1679	0.0310*
Insecurity of job	64.08	3.27	63.85	2.60	0.6840	0.4945
Lack of paying handful of salary	10.81	4.21	11.88	3.94	-2.2664	0.0241*
Behavior disabilities among teachers	11.69	4.82	12.79	4.38	-2.0692	0.0394*
Lack of infrastructural facilities	42.65	10.07	37.55	13.74	3.6719	0.0003*

*p<0.05

The results of the above table, clearly showed the followings

- Teachers of urban and rural secondary schools differ significantly with respect to adjustment scores (t=2.0203, p<0.05) at 5% level of significance. Hence, the null hypothesis is rejected. It means that, the teachers of urban secondary schools have significant higher adjustment scores as compared to teachers of rural secondary schools.
- Teachers of urban and rural secondary schools differ significantly with respect to dimension of adjustment i.e. lack of professional aptitude and spirit scores (t=2.3432, p<0.05) at 5% level of significance. Hence, the null hypothesis is rejected. It means that, the teachers of urban secondary schools have significant higher lack of professional aptitude and spirit scores as compared to teachers of rural secondary schools.
- Teachers of urban and rural secondary schools do not differ significantly with respect to dimension of adjustment i.e. relationship between administrator and teachers scores (t=1.7846, p>0.05) at 5% level of significance. Hence, the null hypothesis is not rejected. It means that, the teachers of urban and rural secondary schools have similar relationship between administrator and teachers scores.
- Teachers of urban and rural secondary schools do not differ significantly with respect to dimension of adjustment i.e. high social expectations scores (t=-0.5793, p>0.05) at 5% level of significance. Hence, the null hypothesis is not rejected. It means that, the Teachers of urban and rural secondary schools have similar high social expectations scores.
- Teachers of urban and rural secondary schools differ significantly with respect to dimension of adjustment i.e. school environment scores (t=2.1679, p<0.05) at 5% level of significance. Hence, the null hypothesis is rejected. It means that, the teachers of urban secondary schools

have significant higher school environment scores as compared to teachers of rural secondary schools.

- Teachers of urban and rural secondary schools do not differ significantly with respect to dimension of adjustment i.e. insecurity of job scores ($t=0.6840$, $p<0.05$) at 5% level of significance. Hence, the null hypothesis is not rejected. It means that, the teachers of rural and urban secondary schools have similar insecurity of job scores.
- Teachers of urban and rural secondary schools differ significantly with respect to dimension of adjustment i.e. lack of paying handful of salary scores ($t=-2.2664$, $p<0.05$) at 5% level of significance. Hence, the null hypothesis is rejected. It means that, the teachers of rural secondary schools have significant higher lack of paying handful of salary scores as compared to teachers of urban secondary schools.
- Teachers of urban and rural secondary schools differ significantly with respect to dimension of adjustment i.e. behavior disabilities among teachers scores ($t=-2.0692$, $p<0.05$) at 5% level of significance. Hence, the null hypothesis is rejected. It means that, the teachers of rural secondary schools have significant higher behavior disabilities among teachers scores as compared to teachers of urban secondary schools.
- Teachers of urban and rural secondary schools differ significantly with respect to dimension of adjustment i.e. lack of infrastructural facilities scores ($t=3.6719$, $p<0.05$) at 5% level of significance. Hence, the null hypothesis is rejected. It means that, the teachers of urban secondary schools have significant higher lack of infrastructural facilities scores as compared to teachers of rural secondary schools.

Findings

1. The male teachers of secondary schools have significant higher adjustment scores as compared to female teachers of secondary schools.
2. The male teachers of secondary schools have significant higher lack of professional aptitude and spirit scores as compared to female teachers of secondary schools.
3. The male teachers of secondary schools have significant higher relationship between administrator and teachers scores as compared to female teachers of secondary schools.
4. The male teachers of secondary schools have significant higher high social expectations scores as compared to female teachers of secondary schools.
5. The male and female teachers of secondary schools have similar school environment scores.
6. The male teachers of secondary schools have significant higher insecurity of job scores as compared to female teachers of secondary schools.
7. The male teachers of secondary schools have significant higher lack of paying handful of salary scores as compared to female teachers of secondary schools.
8. The male teachers of secondary schools have significant higher behavior disabilities among teachers scores as compared to female teachers of secondary schools.
9. The male and female teachers of secondary schools have similar lack of infrastructural facilities scores.
10. The teachers of urban secondary schools have significant higher adjustment scores as compared to teachers of rural secondary schools.
11. The teachers of urban secondary schools have significant higher lack of professional aptitude and spirit scores as compared to teachers of rural secondary schools.
12. The teachers of urban and rural secondary schools have similar relationship between administrator and teachers scores.

13. The Teachers of urban and rural secondary schools have similar high social expectations scores.
14. The teachers of urban secondary schools have significant higher school environment scores as compared to teachers of rural secondary schools.
15. The teachers of rural and urban secondary schools have similar insecurity of job scores.
16. The teachers of rural secondary schools have significant higher lack of paying handful of salary scores as compared to teachers of urban secondary schools.
17. The teachers of rural secondary schools have significant higher behavior disabilities among teachers scores as compared to teachers of urban secondary schools.
18. The teachers of urban secondary schools have significant higher lack of infrastructural facilities scores as compared to teachers of rural secondary schools.

Discussion and Conclusion

In this study, the researcher aimed to **Study the relationship between Adjustment and its components with male, female and urban and rural teachers of secondary schools.** From the analysis report, it is concluded that,

The male teachers of secondary schools have significant higher adjustment scores as compared to female teachers of secondary schools. The male teachers of secondary schools have significant higher lack of professional aptitude and spirit, Relationship between administrator and teachers, High social expectations, School environment, Insecurity of job Lack of paying handful of salary, Behavior disabilities among teachers Lack of infrastructural facilities scores as compared to female teachers of secondary schools. The teachers of urban secondary schools have significant higher adjustment scores, Lack of professional aptitude and spirit, Relationship between administrator and teachers, High social expectations, School environment, Insecurity of job, Lack of paying handful of salary, Behavior disabilities among teachers Lack of infrastructural facilities as compared to teachers of rural secondary schools.

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