

A Study of Adjustment Level among Secondary School Teachers in Kashmir

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Abstract:

Education is great meat to brought social change. 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. The present study is carried out in Government Secondary Schools of district pulwama and district Srinagar of Kashmir Division to know the gender, demographical and educational impact on teacher's adjustment behaviour. In this study it has been observed that there is significant difference between male, Female and Rural, Urban Secondary School Teachers. Sample for the study Consists of (200) Secondary School Teachers in which (100) from rural Area and (100) from urban area. Adjustment of Secondary school Teachers was measured by Bell's Adjustment inventory.

Keywords: adjustment, Kashmir, Social change, Behaviour

1. Introduction

After the independence of India a considerable amount of money has been spent on different educational programmes and equipments and much efforts have been made to investigate better means to evaluate achievement of students and good technique of better teaching but how for the success has been achieved. It has been become a matter of discussion. Unless and until the educational institutions are staffed with good and efficient teachers the desired goal of progress and achievement cannot be attained. On the other hand, although school may have excellent material resources in the form of equipments, building and text books and although Curricula may be appropriately adopted to community requirements. If the teachers are misfits or are indifferent to their responsibilities whole programme is likely to be ineffective and largely wasted. As such they vary from and construction of education and its complete shape is not thinkable in absence of good teacher.

The teacher plays a vital role in the teaching learning process upon whose competency and efficiency, the quality of education depends. Teacher behaviour is conditioned by his Psychological as well as sociological environments and hence certain qualities which are essential for good teacher are better developed in certain environments. The present position and the status of teachers mainly results due to the lack of moral influence, Professional freedom, Academic scholarship and economic security which in turn, affects their Professional adjustment, the teacher needs better professional adjustment along with adjustment in his professional life. Women Teachers constitute a great strength in educational institutions along with male teachers. Thus it is apparent that the role of male and female teachers has an impact on each other both inside and outside the institution. The Problem of adjustment in relation to profession and life actually exists among the teachers of today. Although their services are now respected everywhere, their adjustment with their vocation, pupils life and environment is still at stake. The teacher has to develop habits to meet with challenges in the desired manner and that is what may be called an adjustment. The quality of good professionally competent teachers depends on some factors where the degree of level of adjustment presents in the school environment. A well adjusted teacher works with dedication if he works in a free mind their sense of responsibility will increase.

2. LITRATURE REVIEW

Samantaray (1971), while attempting to find out the nature of relationship among teacher's attitude, teacher's adjustment and teaching efficiency of graduate teachers of the secondary schools of Orissa, found that teacher's attitude and adjustment were positively related to their efficiency. Khatry (1973), in a comparative study of the self-concept of teachers of different categories and the relationship of their self-concept with professional adjustment, found that:

1. The distribution of the scores of self-concept and professional adjustment based on self-concept inventory and professional adjustment inventory were more or less normal;
2. There was no significant difference among the self concept of primary, secondary and college teachers;
3. There was a significant difference between the self-ideas-discrepancies of college and secondary teachers but not of primary and college teachers;
4. There was a significant difference in the professional adjustment between college and primary teachers but not between the primary and secondary school teachers;
5. There was a significant relationship between self-concept scores and self-ideas of all the three types of

teachers; and

6. There was a significant relationship between self-concept and professional adjustment scores of the three types of teachers.
7. Pandey (1973), conducted a study of teacher's adjustment in relation to professional efficiency, which revealed that:
8. The correlation studies of male and female teachers indicated positive relationship between all the five elements of adjustment;
9. The predictive value of the regression equation of male teachers was higher than that of the regression equation of female teachers;
10. The cross validity indices of 0.65 and 0.76 of male and female teachers respectively indicated that the regression equations with their assigned weights withstood the test of cross-validation.

Malhotra (1976), aiming at finding out correlation between teacher's attitude, adjustment and perception of teacher behaviour, found that teachers with Bachelor's degree, less teaching experience, positive attitude and well adjustment capacity were more indirect in their classroom behaviour than the teachers with master's degree more teaching experience, negative attitudes and poor adjustment capacity. Singh (1976), trying to find out the relationship between some personality variables and teaching effectiveness, revealed that:

1. The interpersonal relation, as regards social behaviour and adjustment, were very low in inferior teachers;
2. Superior teachers showed more strength of imagination.
3. The teachers rated to be inferior lacked self-confidence in teaching and solving problems whereas average teachers had self-confidence but were shown to be having adjustment problem.

Gupta (1977), found that success in teaching was significantly related to: Adjustment in various fields of life, including also personality characteristics like adjustment in home health, social, emotional and total adjustment. Professional attitude; and There were differences in personality characteristics, adjustment and attitude towards teaching of successfully and unsuccessful teachers. Wadhwa (1977), conducted a study of some background factors of graduate teachers adjustment, investigating the relationship between teacher's adjustment and its background factors, on sample of 120 teachers in economics teaching in graduates colleges affiliated to Meerut University. The results indicated that only college were perhaps related to teachers adjustment. Mangal (1979), conducted a study on analysis of common factors in teacher adjustment and revealed that: Teachers adjustment consisted of five factors adjustment with academic and general environment of the institution, socio-psychophysical adjustment professional relationship adjustment, personal life adjustment and financial adjustment and job-satisfaction. The test re-test, reliability and split half reliability for each factor ranged between 0.97 and 0.99 and between 0.94 and 0.99 respectively; and The criterion related validity against the Bell's adjustment inventory and the ratings of the teachers by the headmasters came out to be 0.967 and 0.986 respectively. Gopal (1980) investigated relationship among attitudes, job-satisfaction, adjustment and professional interests of teacher educators. It revealed that attitude, job-satisfaction and occupational adjustment among teacher educators were associated with one another. Pandey (1981), in a study on relationship between the organizational climate of Garhwal's secondary schools perceived by the teachers and their adjustment problems, found significant negative relationship between organizational climate and social adjustment of secondary school teachers. Teachers of government schools were better adjusted than teachers of private school in the areas of home, social and educational adjustment. Similar levels of adjustment were observed in emotional and health areas. Sharma (1981), in a study on a differential study of self-concept, personality adjustment and values of teachers at various levels, found that: On emotional stability, the female teachers perceived themselves as being more emotionally instable than the male teachers; Differences on occupational health, emotional and social adjustment were also significant among these groups of teachers; Similarly, value structures of the various groups of the various groups of teachers were also significantly different. Tiwana's (1982), study of personality, self-perception, values and alienation of creative writers indicated that: Extraversion was positively related to aggressiveness social, intelligence, health, personal, social and total adjustment; Psychoticism was positively related to health, personal social and total adjustment; Neuroticism was also found to be positively related with health, personal, social and total adjustment.

Sampath Kumar and Biradar (2010) observe the use of information communication technology (ICT) in 31 college libraries in Karnataka, India by analyzing the ICT infrastructure, status of library automation, barriers to implementation of library automation and librarians' attitudes towards the use of ICT. The survey carried out using questionnaire, observation and informal interview with selected college librarians show that lack of budget, lack of manpower, lack of skilled staff and lack of training are the main constraints for not automating library activities. Even though library professionals have shown a positive attitude towards the use of ICT applications and library automation, majority expressed the need for appropriate training to make use of ICT tools. Srivastava (1997) reports results of a questionnaire survey conducted in 22 R & D institutions in India to determine the extent of usage of IT components by library professionals and the coverage of IT in their graduate and post graduate library science programmes. IT components form an integral part of library operations and services.

DOS/UNIX databases, library applications software, CDROM databases, word processing, bar coding, multimedia etc are important to library professional. The study reveals that library and information science courses must expose students and practicing library professional to various components of IT, regularly redesigning the syllabus of LIS course to include the advancements in technology. Ramesh Babu and Parameswaran (1999) evaluate the automation of public library and information services in and around Chennai and the attitudes of library professionals towards the application of information technology. A survey among 50 staff members in the public libraries of Chennai using questionnaires shows their keen interest in professional development to keep pace with the trends of electronic information era. Results show that IT applications improve communication facilities and helps in enhancing technical knowledge, providing better services, improving library status, change information handling methods and reduce workload. Singh and Garg (2002) evaluate the biomedical information centers and libraries (ICLs) in India. The main objectives of the study are to assess the state of the art infrastructure available in biomedical ICLs, to determine the impact of computers on biomedical librarianship, use of computers by ICLs users and information professionals and to identify the impact of computers on career development in ICL services. Three sets of questionnaires have been used to determine the relationships between IT development and its applications in biomedical ICLs by users and professionals. The survey reveals that there is an increase in number of technologies available and adequate hardware and software facilities in ICLs. The study shows that computer based networking facilities are gaining importance in biomedical ICLs. Biomedical information users depend more on computer facility for various purposes. The users are of view that all staff should have higher qualifications for the effective use of IT based services.

3. STUDY AREA

A comparative study of adjustment of Secondary school teachers

4. OBJECTIVES OF STUDY

There are following objectives of the study:-

1. To compare the adjustment of male and female Secondary school teachers.
2. To compare the adjustment of rural and urban Secondary school teachers.

5. HYPOTHESIS

1. There is no significance difference between adjustment of male and female Secondary school teachers.
2. There is no significance difference between adjustment of rural and urban Secondary school teachers.

6. METHOD OF STUDY

Descriptive survey method has been used for the study of the adjustment of Secondary school teachers. The population for the study includes 200 randomly selected Govt Secondary School teachers of district pulwama and district Srinagar of Kashmir Division out of which 100 are from rural area and 100 are from urban area. Sampling as under: Total Teachers=200 Rural = 100 Urban = 100, 50 Male (Rural) 50 Female (Rural), 50 Male (Urban), 50 Female (Urban). Adjustment of Secondary school Teachers was measured by Bell's Adjustment Inventory.

Table 1: Showing Mean Comparison of male and female secondary school teachers on various dimensions of personality adjustment (N=100 each)

Areas	Groups	Mean	S.D	t-value	Level of significance
Home Adjustment	Male	8.74	6.20	0.28	Non-significant at 0.01 level
	Female	8.51	5.60		
Health Adjustment	Male	8.89	5.62	3.54	Significant at 0.01 level
	Female	11.71	5.65		
Social Adjustment	Male	13.76	4.44	3.52	Significant at 0.01 level
	Female	16.12	5.20		
Emotional Adjustment	Male	11.32	6.23	5.78	Significant at 0.01 level
	Female	15.31	6.03		
Occupational Adjustment	Male	7.68	3.18	1.12	Non-significant at 0.01 level
	Female	8.25	3.98		
Total Adjustment	Male	50.39	25.67	2.58	Significant at 0.01 level
	Female	59.90	26.46		

The perusal of the table 1 reveals that the secondary school teachers male and female differ significantly on health, social, emotional and total adjustment. The same table further reveals that both the groups do not differ significantly on home and occupational areas of personality adjustment. It was found that male secondary teachers are better adjusted than female secondary school teachers.

Table 2: Showing Mean Comparison of rural and urban secondary school teachers on various dimensions of

Personality adjustment (N=100 each)					
Areas	Groups	Mean	S.D	t-value	Level of significance
Home Adjustment	Rural	12.04	8.10	4.44	Non-significant at 0.01 level
	Urban	8.44	6.29		
Health Adjustment	Rural	11.20	7.20	3.04	Significant at 0.01 level
	Urban	8.58	4.80		
Social Adjustment	Rural	15.60	9.98	1.89	Significant at 0.01 level
	Urban	13.10	8.81		
Emotional Adjustment	Rural	12.80	6.94	3.32	Significant at 0.01 level
	Urban	9.84	5.07		
Occupational Adjustment	Rural	9.26	7.96	1.20	Non-significant at 0.01 level
	Urban	8.10	5.57		
Total Adjustment	Rural	60.90	19.01	2.87	Significant at 0.01 level
	Urban	48.06	14.70		

The above table 2 reveals that the secondary school teachers rural and urban differ significantly on health, social, emotional and total adjustment. The same table further reveals that both the groups do not differ significantly on home and occupational areas of personality adjustment. It was found that urban secondary teachers show better adjustment than their rural counterparts.

7. RESULT & DISCUSSIONS

From the observation of above tables it is clear that there is no significant difference between adjustment of male and female secondary school teachers. There is no significant difference between adjustment of Rural and Urban secondary school teachers. The findings of the study are likely to be of importance to educational thinkers, teachers, psychologists and other who are concerned with education. The conclusions related to adjustment of Secondary school teachers show that the programmes launch by Central Government and State Government for Secondary school education is going on good manner. The present study also helps the individuals to choose the carrier. One of the implication of the present conclusion for teacher education is that curricula, syllabus, text book, method of teaching should be modelled in such that they can utilize their energies in the right direction. It is therefore most important for secondary school teachers to develop adaptation with whole environment to become perfect teachers.

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