

A Study of Professional Adjustment of Teachers by Nature of Post

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Abstract

In the paper, the researcher attempted to assess Professional Adjustment status and level of teachers according to their nature of post on a sample of 792 teachers. Teachers have been classified into two categories viz. permanent and temporary. To evaluate the status of professional adjustment of teachers, a tool viz. "Manual on Teachers Professional Adjustment" was used which was prepared and standardized by the investigator. The reliability and validity of the tool were found 0.89 and 0.66 respectively. On the basis of percentile rank and professional adjustment scores, professional adjustment status of teachers have been classified into three levels viz. well-adjusted, average-adjusted low-adjusted. Analysis of data was done by t-test and χ^2 test through SPSS version 13.0 and Prism 3.0. This study reveals that there is no significant difference between professional adjustment of permanent and temporary teachers. But, professional adjustment levels of two groups are statistically significant. The serious concern is that 13-19% teachers are well-adjusted and around 64-72% teachers are average-adjusted. Consequently, there is hardly effect of permanency on professional adjustment of teachers.

Keywords: Professional Adjustment, Level, Status, Teacher, Nature of Post.

Introduction

The concept of adjustment is as old as human race. Systematic emergence of this concept starts from Darwin. In those days the concept was purely biological and he used the term "adaptation". The adaptability to environmental hazards goes on increasing as one proceeds on the phylogenetic scale from lower extreme to the higher extreme of life.

Man, among the living beings, has the highest capacities to adapt to new situations. Man as a social animal not only adapts to physical pressures but he also adjusts to social demands.

Professional adjustment is an individual's adaptation in professional relationship with people both inside and outside school as reflected in individual's attitude and behaviour.

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 a pride of being in the teaching profession and have a desire for professional development. Teaching profession is their first choice. They do not want to switch over to any other job. They are completely satisfied and like all the genuine activities of this profession.

Professional adjustment is an adjustment mechanism used by the individual to achieve satisfaction of the need indirectly. This helps in reducing tensions and assists him in maintaining self-respect within limits. Adjustment mechanism is desirable and very helpful in dealing with frustration.

Professional adjustment means strong motivation for professional learning, collaborative relationship with student, staff and parents, willingness to dedicate time and effort, adherence to professional ethos and ethics, eternal commitment towards upward mobility of profession, overall full confidence and faith in the profession.

Professional adjustment to teaching profession is a process in the probationer teacher to successfully adapt to the role of professional teacher from the role of student teacher.

Many studies discovered the lower qualification groups to be more interested in teaching. Studies by **NCERT (1971)** and **Srivastava (1979)** found this very trend. **Bhandarkar (1980)** and **Donga (1987)** through their studies deny the existence of any definite relationship between qualification and preference for teaching profession. Studies by **Chandra (1976)** and **Charumane (1986)** try to relate the academic aspect to other more important factors and determinants.

Objective

- To investigate and compare professional adjustment status of permanent and temporary teachers.
- To ascertain proportions of level of permanent and temporary teachers at three levels of professional adjustment.

Hypotheses

- There will be no significant difference between means of professional adjustment status of permanent and temporary teachers.
- There would be no significant difference between proportions of permanent and temporary teachers at three

levels of professional adjustment.

Methodology

Population

This study was confined to the teachers of private (recognized and non-recognized) and government primary to junior, secondary to higher secondary schools and higher and technical education teachers of Uttar Pradesh (INDIA) constitute the population of the study.

Sample

The sample of the present study consists of 792 teachers from pre-primary to higher education stage selected from 86 institutions of Uttar Pradesh. Out of the sample, 300 were permanent teachers and 492 were temporary teachers. However he had to resort to stratified random method whereby the institutions of various levels were selected by computer determined randomness and the teachers were selected by the cluster system.

Tools

Teachers Professional Adjustment Inventory (TPAS) was constructed and standardized by the investigator. This scale has 100 items; this test was standardized on a sample of 792 teachers from pre-primary to higher education stage. Its validity was found to be 0.66, while reliability was found to be 0.799 and corrected by Spearman Brown prophecy formula, then, it was found to be 0.89. Norms were calculated on the basis of percentile rank and three broad and distinct levels of professional adjustment viz. well-adjusted, average-adjusted and low-adjusted were ascertained.

Statistical Analysis

Teachers professionals adjustment scores (TPA scores) of two groups were compared by t-test. The proportions between groups were compared by χ^2 (chi square) test. A two-tailed ($\alpha=2$) $p<0.05$ was considered statistically significant. Analysis was done on Graph Pad Prism 5.0.

Data Analysis and Interpretation

In this study, significance level of mean difference between permanent and temporary teacher have been tested.

TABLE-1

Assessment Summary (\bar{X} & D_N) of teachers professional Adjustment

Scores of two groups

	Permanent	Temporary
$(\bar{X} \text{ \& } D_N)$	(48.28±18.90 ₃₀₀)	(46.70±17.76 ₄₉₂)

t- value = 1.18, p- value = 0.23

Examination of **Table 1** reveals that 't' value is not significant statistically between mean scores of professional adjustment of permanent and temporary teachers implies that null hypothesis is upheld. Mean values of permanent teachers are higher in each and combined form and comparatively more professionally adjusted than temporary teachers. The observed differences in mean scores could be due to chance. Thus, there is no real difference between professional adjustment of permanent and temporary teachers.

TABLE-2

Comparison of level of professional adjustment by Nature of Post

Type of position	No. of teachers	Level of professional adjustment					
		Low adjusted		Average adjusted		Well adjusted	
		No.	%	No.	%	No.	%
Permanent	300	48	16.0	194	64.7	58	19.3
Temporary	492	74	15.0	354	72.0	64	13.0

$\chi^2=6.38, p=0.04$ (Significant)

Examination of the **Table 2** reveals that χ^2 -value ($\chi^2 = 6.38, p= 0.04$) for difference between proportions (percentages) among three groups of teachers are significant ($p<0.05$) statistically at three levels of

professional adjustment. It means professional adjustment level (well, average and low) of each group is statistically different to each other. In well adjusted level, highest percentage (19.3%) is of permanent teachers, while lowest percentage (13%) is recorded for temporary teachers. In mediocre group, higher proportion (72%) is reported for temporary teachers, while lowest proportion (64.7%) is recorded for permanent teachers. The permanent teachers (16%) are ahead of others in low adjusted count, while temporary group to be lowest. (15%)

Findings

- Service security system or job being permanent is unable to produce professional adjustment distinction among teachers. They are no better than the temporary group in their professional adjustment quality. To bring the two more closely together the professional adjustment syndrome must be given due consideration in making teachers permanent. Then it possibly might get more effectively associated as desired by the educational planning experts and educational policy implementation personnel.
- But, there is significant difference of proportions (percentages) between permanent and temporary teachers at three levels of professional adjustment. In well adjusted level, highest percentage is of permanent teachers, while lowest percentage is recorded for temporary teachers. In mediocre group, higher proportion is reported for temporary teachers, while lowest proportion is recorded for permanent teachers. The permanent teachers are ahead of others in low adjusted count, while temporary group to be lowest.

Conclusion and Implication

Service security conditions of teachers, their jobs being temporary or permanent, are not able to make their professional adjustment significantly different. The trend of course is evident in the expected direction - the permanent group (N=300) showing a slightly better inclination than that of the temporary group (N=492), but it turns out to be apparent, not substantial in the crucible of significance test. A part of collected evidence shows the permanent teachers' group to be in lower percentage at the better professional adjustment slot than the temporary group, and in the reverse order in the inadequately adjusted counter. This simply indicates the failure of incentive or inspiring power of this policy measure as and when implemented in this context. It definitely is unable to induce any betterment in the professional adjustment aspect under consideration. Hence the urgent need for implementing this device or strategy a bit more wisely and effectively.

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