

Teacher Adjustment of Government and Private School Teachers

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ABSTRACT

The purpose of this research paper is to obtain access to the teacher adjustment of government and private secondary school teachers relation to their gender. For the conduct of the research, the descriptive survey method was used. The Teacher Adjustment Inventory(2012) which was created by Dr. S.K. Mangal is used to gather data from teachers in secondary schools.

Sample of 50 secondary school teachers from the Prayagraj City were randomly chosen for this research. To analyze the results, statistical techniques such as Mean, SD, and t-test were used. The result showed that there is no significant difference between male and female of government secondary school Teachers and other result showed that there is significant difference between male and female of private secondary school teachers.

Keywords: Teacher Adjustment, Secondary school Teachers

INTRODUCTION

A **teacher** is a person who helps students gain knowledge, skills, values, and attitudes through instruction and guidance. Teachers plan lessons, deliver content, assess student progress, and support learning in schools or educational settings. They play a key role in shaping students' academic and personal development. **Adjustment** refers to the process of adapting to new situations, environments, or challenges. It involves making changes in behavior, thinking, or emotions to maintain balance and cope with internal or external demands. In psychology, it means achieving harmony between oneself and one's surroundings. Teacher adjustment is the process by which teachers adapt to their professional roles, school environment, and changing educational demands. It includes managing classroom behavior, handling workload, building relationships with students and colleagues, and coping with stress. Good teacher adjustment leads to effective teaching and better student outcomes. **Dr. S. Radhakrishnan** (Former President of India and educationist) "*Teachers are not merely transmitters of knowledge but nation-builders who must adjust to the changing needs of society to guide students effectively.*"

Teachers are the foundation of the educational system, and their ability to adjust to the demands of their profession greatly influences their effectiveness in the classroom. Adjustment refers to the process by which individuals maintain a balance between their personal needs and the expectations of their environment. In the context of teaching, adjustment involves managing professional responsibilities, interacting positively with students and colleagues, and coping with institutional challenges. The adjustment level of a teacher affects not only their personal well-being but also their teaching performance and student outcomes. This research focuses on studying the adjustment of teachers in government and

private secondary schools, comparing the factors that influence their ability to adapt to professional demands. Differences in work environment, administrative policies, job security, and workload may impact teacher adjustment across these two types of institutions. Understanding these differences can help in designing supportive policies and interventions to enhance teacher effectiveness and job satisfaction.

Dr. A.P.J. Abdul Kalam *“Teachers must continuously adapt, upgrade, and evolve in their methods to inspire and educate the youth.”*

Studied of teacher’s attitude towards teaching profession and certain personality variables as related to their level of education and amount of experience. The objectives of the study was to verify the relationship between level of education and adjustment, teaching experience and adjustment, level of education and need of achievement. Saran found in his study that level of education was not positively related to adjustment. The amount of experience and need of achievement were positively related to each other, teaching experience and adjustment were significantly related. (SARAN,S.A,1975)

NEED AND JUSTIFICATION

Prayagraj is an important educational city in Uttar Pradesh, home to numerous government and private secondary schools. Teachers in these institutions play a key role in shaping students’ academic and personal development. However, the demands of the teaching profession—such as managing classrooms, preparing lessons, dealing with administrative duties, and maintaining work-life balance—require a high level of personal and professional adjustment. Teacher adjustment refers to how well an individual adapts to the challenges and responsibilities of the teaching role while maintaining emotional stability and effective performance. Government and private schools often differ in terms of working conditions, salary structure, student strength, infrastructure, and administrative support. These differences may affect teachers’ ability to adjust within the school environment. Moreover, gender is an important factor influencing adjustment. Male and female teachers may face different social expectations, family responsibilities, and workplace dynamics, which can impact their stress levels, coping mechanisms, and overall adjustment.

In the context of Prayagraj, where educational standards are growing and the teacher-student ratio remains a concern in many schools, it is important to understand how these factors influence teacher adjustment. Despite the relevance of this issue, limited studies have been conducted focusing specifically on gender-based teacher adjustment in this region. This study aims to fill that gap by comparing the adjustment levels of male and female teachers in government and private secondary schools in Prayagraj. The findings will help in developing strategies and policies to support teachers’ well-being, improve work conditions, and enhance the overall quality of education.

OBJECTIVES

1. To study of Teacher Adjustment of Male and Female of Government Secondary School Teachers.
2. To Study of Teacher Adjustment of Male and Female of Private Secondary Secondary School Teachers.

HYPOTHESES OF THE STUDY

1. There is no significant difference between Teacher Adjustment of Female and Male of Government Secondary School Teachers.
2. There is significant difference between Teacher Adjustment of Female and Male of Private Secondary School Teachers.

DEFINITION OF THE KEY TERM USED

(II) Adjustment

“Adjustment can be defined as the balanced mutual satisfaction between the needs and aspirations of an individual in various life situations or adjustment may be the better inter-personal relationship between an individual’s needs, expectations and also the situations. Adjustment is known to be as the process by which an individual tries to cope with the master and surpasses various challenges of his/her life with the use of different strategies and techniques as well.”

Dimensions of the Adjustment

1. School
2. Family
3. Social
4. Health
5. Emotional

LIMITATIONS

The research was limited to the Government and Private Secondary School Teachers of Prayagraj City only.

REVIEW OF LITERATURE

In the current study, an extensive literature review was necessary. It provided insight into the various dimensions of the problem, covering issues at multiple stages of the research process. The researcher carefully selected and evaluated prior studies that had a direct impact on the current research objectives. This chapter presents an overview of such studies conducted both in India and internationally, organized chronologically for clarity. To create a clear picture of existing research, the studies relevant to the topic have been categorized under specific areas, beginning with studies related to Teacher Adjustment.

Gogoi and Baruah (2017) learned state of mind towards instructing profession for Relation to moment becoming accustomed to with Secondary School Teachers of Dibrugarh District. In the present study, an attempt has been put to look at the Connection between teacher attitude towards teaching career along with the getting used To of theirs within the school. Sample of the evaluation features 300 Secondary school Coaches of Dibrugarh district. The study revealed that great majority of the teachers had Attitude that is good towards teaching career. A considerable good connection was Found among teacher approach towards teaching adjustment as well as profession of School teachers of Dibrugarh district.

Moshahid (2017) equated the adjustment among federal government and private Secondary school teachers. A sample of hundred five secondary school teachers (fifty Five governments and fifty private) was selected via stratified arbitrary sampling Method. The analysis revealed that federal government teachers have significantly far Better adjustment than their private alternatives. There’s no significant distinction Between the adjustment of federal government man as well as female teachers. The Study even discovered that there’s significant distinction between adjustment of private Male as well as female teachers. Nevertheless, there’s no significant distinction between Adjustment of government as well as private female teachers.

Halder and Roy (2018) explored the association among instructor adjustment and work Pleasure of instructors in West Bengal. 2 scales had been used in this specific analysis Specifically, (i) Teacher Adjustment Scale created by created by Mangal (2007) as well As (ii) Job Satisfaction Scale (JSS) created

by Sharma and Singh (1999) for gather all Their needed data. 400 (256 man as well as 144 female) secondary schooling assistant Teachers had been arbitrarily selected when the sample of this analysis from 3 district of West Bengal. The Pearson Product Moment Method was put on to discover the Associations involving the selected variables. Analyzing the information, collected using the sample organizations, it was discovered that there was good co relation (,404) Between instructor adjustment as well as work satisfaction.

Khan & Khan (2018) concentrated on Teaching Aptitude as well as Adjustment of Secondary teachers. The investigation was carried through in Raipur community over a Sample of 440 Secondary teachers out of what 240 are actually male and 200 are Actually teachers that are female. The Secondary school teachers are actually 240 (male 130 as well as female 110) as well as Higher Secondary school instructors are actually 200 (male 110 as well as ninety female). The study results revealed that there's positive But negligible and low very connection in between Teaching Aptitude as well as Adjustment of Secondary Teachers. The Teaching Aptitude of Secondary teachers is Actually discovered to become good enough while Adjustment of Secondary schooling Instructors is actually found to be good which of Higher Secondary school instructors is Actually discovered to be excellent. No significance difference is actually discovered in Teaching Aptitude of Secondary teachers whereas the distinction is actually significant In deep relation to Adjustment. The distinction between the Teaching Aptitude at the Same time as Adjustment of Secondary as well as Higher Secondary schooling male as Well as teachers that are female is not significant.

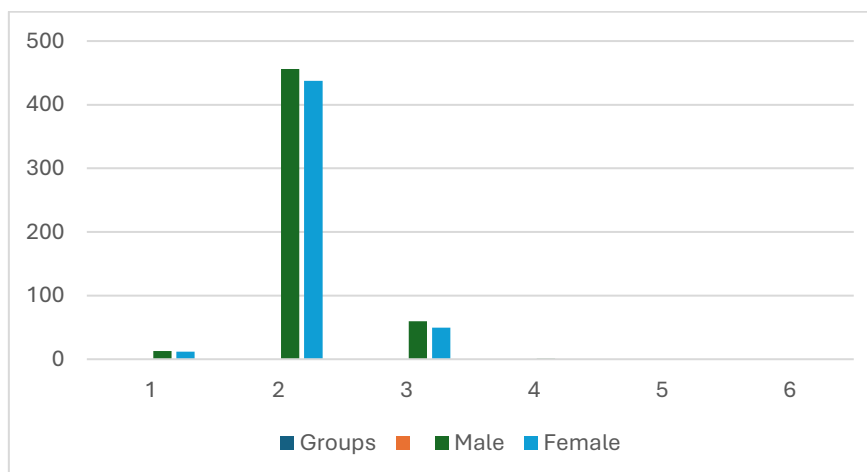
RESEARCH METHODOLOGY:

Method and Procedure

The descriptive survey method was used for the research work and completion of the present paper which is followed in the context of the study.

TABLE-1

Groups	NO.	MEAN	SD	T-Value	Significance
Male	13	456.08	59.79	0.84	Not significant at 0.05 level
Female	12	437.58	49.61		

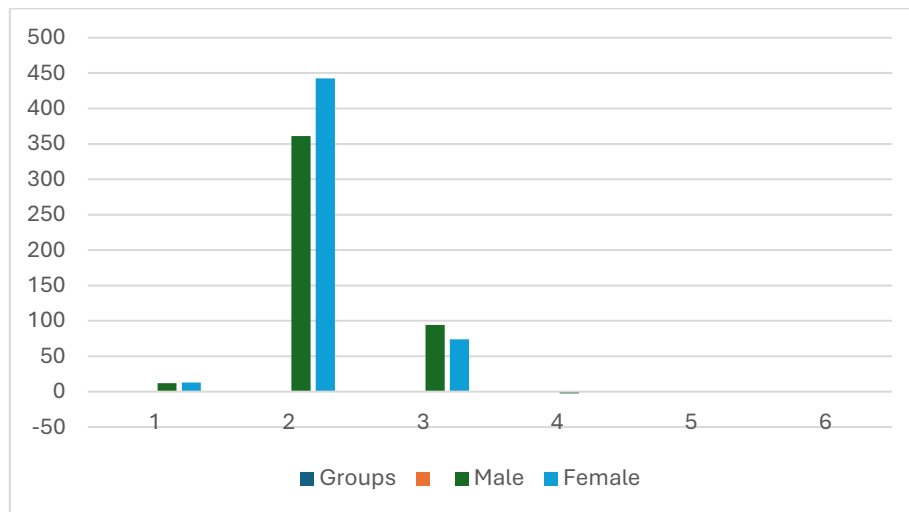


Teacher Adjustment of male and female of Government School Teachers

To assess the difference in adjustment levels among male and female of government secondary school teachers, an independent samples t-test was performed. The mean adjustment score for Group 1 (male) was compared to that of Group 2 (female). The calculated t-value was approximately 0.844, with degrees of freedom estimated at 23 using Welch's approximation. At the 0.05 level of significance for a two-tailed test, the critical t-value is ± 2.069 . Since the obtained t-value is less than the critical value, the difference is not statistically significant. The null hypothesis accepted, Therefore, it can be concluded that there is no significant difference in adjustment levels between the male and female of government secondary school teachers.

TABLE-2

Groups	NO.	MEAN	SD	T-Value	Significance
Male	12	361.18	94.29	-2.39	significant at 0.05 level
Female	13	442.54	73.74		



Teacher Adjustment of male and female of Private Secondary School Teachers

To investigate the difference in adjustment among private secondary school teachers, an independent samples t-test was conducted. Group 1 was compared to Group 2. The calculated t-value was approximately -2.39, with degrees of freedom estimated at 21 using Welch's formula for unequal variances. At the 0.05 level of significance (two-tailed), the critical t-value is ± 2.080 . Since the obtained t-value exceeds the critical value, the result is statistically significant. The null hypothesis rejected, Thus, it can be concluded that there is a **significant difference** in adjustment levels between the male and female of private secondary school teachers.

FINDINGS:

1. It was discovered that adjustment amongst government secondary school teachers on the basis of gender not significant. So, the null hypothesis 'There is no significant difference between Teacher Adjustment of male and Female Secondary School Teachers' is not rejected.
2. Teacher adjustment amongst private secondary school teachers on the basis of gender differ significantly. So, the null hypothesis 'There is no significant difference between Teacher Adjustment

of Male and Female of Private Secondary School Teachers' is not accepted.

EDUCATIONAL IMPLICATIONS:

Improved Teaching Quality: Teachers with better adjustment—regardless of gender—tend to plan lessons more effectively, manage time efficiently, and engage students in meaningful learning.

Effective Classroom Environment: Well-adjusted teachers can maintain discipline, encourage student participation, and respond to challenges calmly, leading to a stable and productive classroom environment.

Gender-Sensitive Support Systems: Understanding gender-specific adjustment challenges can help schools offer targeted interventions such as flexible schedules, counselling, and peer support, especially in private institutions where pressure may be higher.

Balanced Workload and Performance: Adjustment helps both male and female teachers deal with stress from workload, expectations, and administrative responsibilities, reducing burnout and improving performance.

Policy and Training Improvements: Insights from such studies can guide the development of professional training programs and institutional policies that support teacher well-being in both government and private schools.

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