

A Comparative Study Of Adjustment Of Male And Female Secondary School Teachers

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Abstract: The present study is an attempt to compare study Adjustment of Male and Female Secondary school teachers. (1) To study the comparative adjustment of male and female secondary school teachers. (2) To compare male and female secondary school teachers on various dimensions of adjustment. (1) Male and female secondary school teachers differ significantly on various dimensions of adjustment. The present study was conducted upon 60 secondary school teachers of different secondary schools of zone Hajin in district Bandipora Kashmir. For the selection of the sample normal random procedure was adopted. The age range of the subjects was from 30-50 years. The investigator collected the response of all the subjects and scoring was done according to the instructions given in the manual. (1) Female Secondary school teachers have more home problems than male. (2) Female Secondary school teachers have more health problems than male. (3) Male Secondary school teachers have more social problems than female. (4) Female Secondary school teachers have more emotional problems than male. (5) Both male and female secondary school teachers have similar occupational problems.

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Introduction

Adjustment implies the process by which a person changes his behavior to achieve a harmonious relationship between himself and his environment. Life may be looked as a long series of adjustment which the individual is constantly adjusting himself to demands of external environment as well as both needs of his physiological and mental constitutions. The adjustment that he makes are not always healthy, sound or effective from the point of view of his lifelong welfare, but they are made as they seem at the moment to satisfy some of the needs. Thus the process by which the individual maintains a level of psychological and physiological balance between his needs and the circumstances that influence the satisfaction may be termed as adjustment.

Some psychological regard adjustment as behavior directed towards the reduction of tension. This means it is a matter of interaction between the individual and his environment. Hence a well adjusted individual is one who has reached harmony in his relation with his environment, but the adjustment is not a static condition. It is relative and temporary. The individual is for ever facing problems and devising ways and means to meet them. His needs and environment keeps changing and he is forever seeking adjustment, and if he is trained to face reality and meet his problems directly, he may be expected to do so in future as well. The adjustment thus means that characteristics way in which individual perceives, reacts to and satisfies the major

needs of his life or solves the main problems of his life.

Adjustment is as old as human race on earth. Systematic convergence of this concept starts from Darwin. In those days the concept was purely biological and he used the term adaptation. The adaptability to environment hazards goes on increasing as we proceed on phylogenetic scale from lower extreme to the higher extreme of life. Man among the living beings has the highest capacities to adapt to physical demands but he also adjusts to social pressures in the society. Thus, we see that adjustment means reaction to the demands and pressures in the society. Thus, we see that adjustment means reaction to the demands may be external or internal to whom the individual. The demands may be external to whom the individual has to react.

Psychologists have interpreted adjustment from two important points of view: on adjustment and another adjustment and another adjustment as process.

Adjustment as achievement means how efficiently an individual can perform his duties in different circumstances. Business, military education and other social activities need efficient and we adjustment achievement, then we will have to set the criteria to judge the quality of adjustment. Four criteria have been evolved by psychologists to judge the adequacy of adjustment. They are: physical, psychological comfort, work efficiency, social acceptance.

Adjustment as a process is of major importance for psychologists, teachers and parents. To analyze the process we should develop an individual longitudinally from his birth onwards.

Maslow (1954) looks at adjustment as a process of planned satisfaction of hierarchy of needs from warm and caring relationship to others.

Allport (1961) looks at adjustment as continued action of the “proprium development”, in terms of socio-psychological conditions.

May (1950) thinks of a truly well adjusted individual as one who shows more spiritual courage, to one who makes his own decisions, takes responsibility for the way he lives, pursues his own uniqueness and therefore finds meaning in his existence.

Dashiell (1937) Adjustment is a process that covers the individual’s life span operating within a complex environment field. The process is goal directed behavior instituted by a need which may rise at any level within the hierarchy of needs ranging from elementary psychological issue through the most complicated psychological symbolization.”

Scheider (1965) believe the adjustment stoves to cope with inner needs, tension, frustration and conflicts and to bring harmony between his inner demands and imposed upon him by the world in which he lives.

Significance of the study:

Since adjustment has a profound effect on the overall behavior of an individual whether male or female, it was decided to study the adjustment problems of the male and female teachers of Kashmir University. Adjustment here has a special connotation representing its four aspects viz. home, health, social, emotional conditions as given in the Bell’s Adjustment Inventory.

The purpose of the study was to compare two groups of secondary schools teachers of different secondary schools on Adjustment.

Table 1 Showing the significance of mean difference between the secondary school male and female teachers on home dimension of adjustment.

Group	N	Mean/S.D.	t-value	Levels of significance
Male	30	6.23/1.34	1.26	Insignificant
Female	30	6.63/1.23		

The Table 1 shows the mean comparison of male and female secondary school teachers on home adjustment. The table shows that the calculated (t) value 1.29 is less than tabulated (t) value 0.05, which means that male and female school teachers do not

Objectives:

1. To study the comparative adjustment of male and female secondary school teachers.
2. To compare male and female secondary school teachers on various dimensions of adjustment.

Hypotheses:

1. Male and female secondary school teachers differ significantly on various dimensions of adjustment.
- 2.

Delimitation of the problem

The present study is limited in its extent to the following:

1. The sample was drawn from the various secondary schools of education Zone Hajin Sonawari.
2. Research scholars were not included in the samples because of their meager number.
3. Sample was collected from different secondary schools of education block Hajin.

Operational definition of term and variables

Adjustment

For the purpose of present, adjustment is operationally defined as the scores, the investigator derived by the administration of Bell’s Adjustment Inventory which has four related to home, social, educational and emotional.

Description of sample:

The present study was conducted upon 60 secondary school teachers of different secondary schools of zone Hajin in district Bandipora Kashmir. For the selection of the sample normal random procedure was adopted. The age range of the subjects was from 30-50 years. The investigator collected the response of all the subjects and scoring was done according to the instructions given in the manual.

differ on home dimension adjustment so the results are insignificant. The table further indicates that male and female secondary school teachers have similar home adjustment.

Table 2 Showing the significance of mean difference between the secondary school male and female teachers on health dimension of adjustment

Group	N	Mean/S.D.	t-value	Levels of significance
Male	30	5.13/1.24	2.66	Significant at 0.01 level
Female	30	5.93/1.14		

The Table 2 the mean comparison of male and female secondary school teachers on health adjustment. The table shows that the calculated (t) value 2.66 is more than tabulated (t) value 0.01, which means that male and female school teachers

differ significantly on health dimension adjustment so the results are significant. The table further indicates that female secondary school teachers have more health problems than male secondary school teachers.

Table 3 Showing the significance of mean difference between the secondary school male and female teachers on social dimension of adjustment.

Group	N	Mean/S.D.	t-value	Levels of significance
Male	30	6.00/1.46	2.35	Significant at 0.05 level
Female	30	6.80/1.21		

The Table 3 shows the mean comparison of male and female secondary school teachers on health adjustment. The table reveals that the calculated (t) value 2.35 is more than tabulated (t) value 0.05, which means that male and female school teachers

differ significantly on social dimension adjustment so the results are significant at 0.05 level. The table further indicates that female secondary school teachers have more social problems than male secondary school teachers.

Table 4 Showing the significance of mean difference between the secondary school male and female teachers on Emotional dimension of adjustment.

Group	N	Mean/S.D.	t-value	Levels of significance
Male	30	5.8/1.21	1.75	Insignificant
Female	30	6.3/1.22		

The Table 4 shows the mean comparison of male and female secondary school teachers on emotional adjustment. The table reveals that the calculated (t) value 1.72 is less than tabulated (t) value 1.96 level, which means that male and female

school teachers do not differ on Emotional dimension adjustment so the results are insignificant. The table further indicates that male and female secondary school teachers have similar emotional adjustment problems.

Table 5 Showing the significance of mean difference between the secondary school male and female teachers on Occupational dimension of adjustment.

Group	N	Mean/S.D.	t-value	Levels of significance
Male	30	6.6/1.23	0.58	Insignificant
Female	30	6.6/1.32		

The Table 5 shows the mean comparison of male and female secondary school teachers on occupational adjustment. The table further reveals that the calculated (t) value 0.58 is less than tabulated (t) value 1.96, which means that male and female school teachers do not differ significantly on occupational dimension adjustment so the results are insignificant. The table further indicates that male and female secondary school teachers have similar occupational adjustment.

CONCLUSION AND SUGGESTIONS

A number of interesting and worthwhile inferences have been deducted in detail in present study. These inferences have drawn the attention of the present investigator to some conclusions and suggestions listed below:

Major Findings:

1. Female Secondary school teachers have more home problems than male.
2. Female Secondary school teachers have more health problems than male.

3. Male Secondary school teachers have more social problems than female.
4. Female Secondary school teachers have more emotional problems than male.
5. Both male and female secondary school teachers have similar occupational problems.
1. different zones of Kashmir.

EDUCATIONAL IMPLICATIONS

1. Adjustment has very important role in the life of secondary school teachers. Researchers have revealed that adjustment has a significant role in the academic achievement of secondary school teachers.
2. The present study has focused on the home, health, occupational, social and emotional dimensions of adjustment of male female secondary school teachers. The can be used as inputs for deriving intervention strategies so that male female are better adjusted to their environment.
3. The results of this study will equip the education department to study the psychology of adjustment of male female secondary school teachers.
4. It will lead to the deeper probing of the various research questions like why females are more adjusted than males or what the case may be. It will need the restricting/realigning of the factors responsible for maladjustment.
5. By studying the dimensions of the adjustment in its totality, one can make a holistic view of adjustment.
6. The study has helped the investigator to study the various parameters of adjustment like home, health, occupational, social and emotional areas in an objective and scientific way.

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