



## AN ANALYSIS OF SECONDARY SCHOOL TEACHERS' ADJUSTMENT

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### ABSTRACT:

It is crucial for the future progress of education to see it as a resource that is always evolving. It doesn't matter whether we're talking about how to make education more accessible, how to increase its quality, or how to make it more relevant to kids; the teacher is the focal point of every debate that takes place about education reform. This article focusses mostly on the modifications that secondary school teachers at both public and private schools made in order to accommodate the needs of their students. These modifications are the primary attention of this article. For this experiment, selected one hundred twenty instructors from Darbhanga secondary schools using a technique known as stratified random selection. These teachers came from a variety of academic institutions. On the other hand, sixty educators worked in public schools, with an equal number of male and female employees. Additionally, fifty educators partnered with private organisations. The Mangal Teacher Adjustment Inventory (MTAI) was used for the purpose of data collection, with the shorter version being utilised. In order to analyse the data, the t-test, the standard deviation, and the mean were used in the study. It was discovered that instructors working in secondary schools in private schools had a higher level of adjustment compared to their peers working in public schools. Female educators often exhibit a greater degree of adjustment in comparison to their male counterparts in the teaching profession. The success or failure of the class is directly proportional to the performance of the teacher. It would seem that both internal and external pressures, such as research and development and national interests, are at work during this age of fast educational transformation.

### KEYWORDS:

**QUALITY, SCHOOLS, DEBATE, ACADEMIC AND PROFESSION.**

**PAPER ACCEPTED DATE:**

**25<sup>th</sup> February 2025**

**PAPER PUBLISHED DATE:**

**28<sup>th</sup> February 2025**

### INTRODUCTION

The work that educators do is very vital to the communities that they serve. It is impossible to overstate the importance of having competent educators in a country of any size. There is a great deal of influence that a teacher may have on the thoughts of their students. A nation's educational system is one of the most important factors in determining its long-term success. It is necessary for every country to have access to experienced mentors in order for this nation to achieve progress in its development. The fact that inept educators put a nation's future at jeopardy is something that no nation can afford to have happen. Regardless of whether the significance of education has risen as a consequence of technology advancements and the effects they have had on the sector, there is a significant need for qualified educators in the modern world, which is constantly evolving and becoming more globally interconnected. In spite of the fact that teaching is an essential part of our culture, it is sometimes seen as one of the most difficult and demanding occupations in the contemporary world.

On the other hand, teachers often have to contend with heavy workloads, inadequate compensation, and a glaring

lack of acknowledgement for the contribution they provide to the classroom. This is the main goal that every single educator strives to accomplish in the classroom: to assist each and every student in realising his or her full potential as an individual. There is a chance that one set of circumstances might be enjoyable, but at the same time one set of conditions can be forced to suffer another set of circumstances that could bring mental anguish. The person may suffer both mental and physical pain as a consequence of the stress, and they may also behave in an atypical way during the duration of the stress. In the field of psychology, the term "adjustment" is used to describe the manner in which individuals react to changing interpersonal or societal circumstance. On the other hand, the biological meaning of "adaptation" refers to the process by which an organism modifies its physical traits in order to fulfil the requirements of its natural environment. The capacity for learning and change that humans possess is unsurpassed in comparison to that of other animals. The modification of an individual's conduct in such a way that it is in harmony with both their local social context and the larger ecological environment is something that is not only possible but also realistic.

The individual's natural propensity to interact with others is the cause of this phenomenon. The capacity of a person to adjust to unanticipated circumstances is impacted by a number of factors, both internal and external to the individual. When his activities infringe upon the wishes of other people, he has to increase the amount of effort he puts into finding answers. People are constantly changing their behaviour in response to the environments they encounter as they move through life. Just as biologists use the term "adaptation" to describe changes that occur inside the body, psychologists use the word "adjustment" to describe a sort of psychological survival. It is expected that educators can effectively become a part of the communities they teach in. On top of that, they need to be able to adapt to any situation that comes their way while working. Being able to adapt to the changing needs of students, coworkers, and the classroom environment as a whole is an essential skill for any educator. Instructors adapt their methods of instruction in response to a wide range of circumstances. As they adapt, people work to keep their emotional and physiological selves in harmony.

Teachers may act in ways that are out of character when they feel a sense of urgency to deal with situations that have rapidly escalated. As the teaching profession shows, adjustment is complex and ongoing. The individual's internal assessment of different factors determines this. Studies examining the process of teacher adjustment ought to take the full person into account. It is said that a well-adjusted educator is one who is "happy, free of all complexes and worries, and efficient in his surroundings." This means that they have achieved contentment in their lives and have met their own needs. Furthermore, they are very responsible individuals who have a strong sense of community. It is possible that the process of adjustment might be triggered by a wide variety of factors. In the lack of fundamental physiological demands like as oxygen, water, and sustenance, it is possible to generate repetitive adjective conduct in a person. Nevertheless, despite the significance of their psychological effect, it is often considered insignificant. It's possible that this is due to one of two different things. It is fundamentally possible for them to be satisfied to an adequate degree because of the typical conditions that are prevalent in contemporary society. Second, it is of the utmost need to promptly address these essential requirements in order to prevent significant alterations or even death. The cultural background and upbringing of an individual have a significant influence on the social incentives that those individuals get, which play a significant part in the adjustment process.

### CONCEPT OF TEACHER ADJUSTMENT

The capacity to adapt to one's teaching position entails meeting the psychological, social, and professional demands of the job. The development of their students is significantly influenced by teachers who have taken the time to attend to their own needs, and the inverse is also true. Modifying one's conduct is what adjustment is all about if one wants to achieve and maintain harmony with

themselves, other people, and their environment. The presence and efforts of teachers are crucial to the running of the educational system. Every day, they face many challenges in their pursuit of improving society, students, and the country.

A person who is happy may live in line with their values because their philosophy of life is flexible and evolves as their circumstances and environment change. In certain societies, male teachers may have institutional advantages, whereas female teachers may have a harder time adjusting because of existing gender conventions. "Teacher adjustment" is the term for how teachers change their teaching styles to match the demands of their students and schools. This encompasses not just their physical, mental, and social environments but also their personal life, financial circumstances, and overall work happiness. It is hard to say what a "normal" or "abnormal" birth is since individuals evolve and grow throughout their lives. His ability to adapt evolves throughout time because of how his environment affect his physical, mental, and emotional abilities.

Therefore, in order to successfully assist students who are dealing with their own adjustment issues, it is vital for educators to reflect on their own adaptation. Instructors and students working together have the power to turn any classroom into a remarkable place for growth and learning. Assuming we pay attention to its ramifications, adjustment is the process that enables people to live fulfilled lives. Keeping our wants in check with our abilities to achieve them is a good thing. It gives us the tools to shape our surroundings in the manner we want and motivates us to adjust our way of life to fit the requirements of the moment. In cultures where caring is considered a woman's principal responsibility, female educators may find it more difficult to juggle their professional and home lives. Male educators may find it more challenging to adapt to their new positions as educators due to cultural expectations that they should focus on advancing their careers. When we talk about teachers "adjusting" to new situations, jobs, duties, or problems in the classroom, we're usually referring to a multi-faceted process that includes things like Teachers may have to familiarise themselves with the rules, demographics, and culture of a new school or community before they can begin to adapt to teaching there.

Building connections with students, coworkers, and parents is a critical element of this transition. Implementing New Curriculum or Teaching Methods Adjusting to changes in curriculum standards or adopting new teaching tactics, such as project-based learning or incorporating technology into courses, may involve time and effort. Challenging Classroom Interactions The demands and actions of the students in a classroom could necessitate that teachers modify their approaches to managing the classroom. Finding a Balance Between Work and Personal Life an essential part of adjusting as a teacher is balancing personal well-being with the demands of the job, including the workload and grading. Advancement in

One's Career in order to keep up with the latest educational trends and needs, teachers often need to acquire new skills or participate in professional development opportunities. Adjustment on a Personal and Mental Level Teachers may benefit from learning stress management techniques and building resilience since teaching is emotionally taxing.

## REVIEW OF LITERATURE

- Results from relevant research on teacher adaptability showed a variety of results in the findings. Male teachers are more able to adjust to the changing needs of their students than their female colleagues (Singh, 2012).
- According to the findings of study conducted by Goyat (2012), there is a much lesser disparity in the approaches used by male and female educators.
- Kaur et al. (2015) conducted a study that revealed that teachers working in public schools likely to have higher levels of happiness and better health compared to their colleagues working in private schools.
- According to the findings of Sharma et al. (2015), there was not a statistically significant difference in the degrees of adjustment experienced by instructors working in public schools and those working in private schools. There was also evidence that women had greater mental health than males, according to the findings of the study.
- A study conducted by Baruah (2016) found that there was no significant difference in the degree of adjustment between male and female teachers working in secondary schools. There was not a significant difference at all in the levels of adjustment experienced by secondary school teachers working in urban and rural locations. There is no statistically significant difference in the performance of married secondary school teachers and that of single teachers. According to the results, instructors of secondary schools who were either new to the profession or had years of experience were equally capable of adjust to new circumstances.
- In his 2017 study, Moshahid contrasts the acclimatization rates of public and private secondary school teachers. The sample of 105 secondary school instructors was selected using a stratified random selection procedure. Of them, 55 were from public schools and 50 were from private schools. A survey called the Mangal Teacher Adjustment Inventory was sent to educators in order to collect the necessary data. The t-test, standard deviation, and mean were used to examine the data. The results showed that secondary school teachers at public schools fared far better in terms of adjustment compared to

their counterparts in private schools. When comparing the adjustment of male and female government secondary school teachers, no statistically significant difference is seen. A statistically significant difference in adjustment was found between private secondary school male and female professors, according to the researchers.

- According to Singh (2020), there was no statistically significant difference in adjustment between male and female instructors, as well as between teachers working in the public sector and those working in the private sector (both public and private).

## SAMPLE

There are a number of government and private schools in Darbhanga that are included in the study's population. This research design used a stratified random sample approach for the purpose of conducting the investigation. For the purpose of this study, the sample consisted of one hundred twenty instructors from secondary schools, with an equal number of male and female participants.

## INSTRUMENT

The MTAI-short form, created by Dr. S.K. Mangal, was used. In contrast to the long form's 253 items, this inventory's 70 statements have only two potential answers: yes or no. Both MTAI and Bell's Adjustment Inventory have validity coefficients of .906 and -.848, respectively. The test-retest reliability coefficient is 0.96 and the split-half reliability coefficient is 0.98 for this instrument.

## OBJECTIVES

To analyze the adjustment experiences of teachers in both government and private sectors.  
To analyze the adjustment experiences of male and female teachers.

## HYPOTHESES

- ♣ In terms of adjusting, public and private high school teachers will not very much.
- ♣ The adjustment process for secondary school teachers, whether they are male or female, will not differ much.

## PROCEDURE

Both groups were given the Mangal Instructional inventory short version to help teachers modify. To calculate each and every score, the appropriate scoring keys were used. Analysis of the scores was carried out using t-values, standard deviations, and means to successfully complete the study goals.

## RESULT

**TABLE 1: COMPARISON OF ADJUSTMENT SCORES AMONG GOVERNMENT AND PRIVATE SCHOOL TEACHER**

| Group              | N  | Mean  | SD   | t Value | Level of significance |
|--------------------|----|-------|------|---------|-----------------------|
| Government Teacher | 60 | 62.89 | 7.01 | 2.34    | Significant at 0.05   |
| Private Teacher    | 60 | 66.41 | 9.28 |         |                       |

Private school teachers had a mean score of 66.41 on the adjustment scale, which is much higher than the rate of 62.89 that was assigned to public school teachers. According to the chart, the performance of teachers in private schools was, on average, higher than that of teachers in public schools. There was a difference of 2.34 points between the two groups' mean scores when assessed at a significance threshold of 0.05. Given this information, it would seem that teachers at public schools do not possess the same level of comprehensive subject matter expertise as their colleagues in private schools. When it comes to supporting the hypothesis, there is not enough proof.

**TABLE 2: COMPARISON OF ADJUSTMENT SCORES AMONG MALE AND FEMALE SCHOOL TEACHER**

| Group          | N  | Mean  | SD    | t Value | Level of significance |
|----------------|----|-------|-------|---------|-----------------------|
| Male Teacher   | 60 | 61.92 | 8.18  | 3.63    | Significant at 0.01   |
| Female Teacher | 60 | 68.07 | 10.23 |         |                       |

It seems that there is a major difference in the degree to which male and female educators adjust, as seen in the table that is located above. In comparison, the average score for male educators was 61.92, while the mean score for female educators was 68.07, indicating that they identified as female. In light of the fact that the t-value is 3.63, it may be concluded that the results are statistically significant at the 0.01 level. When it comes to the subject matter, it would seem that female instructors have a greater level of knowledge than their male colleagues in the classroom. Therefore, it is not possible to accept the null hypothesis. Gondi (2015)'s findings are supported by this study, which is in line with the findings of previous investigations.

## MAIN FINDINGS

- ✓ In contrast to their public school counterparts, private school educators appear to have adapted more effectively.
- ✓ In comparison to their male counterparts, female educators in the field have demonstrated a greater capacity for adaptation.

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