

A STUDY OF ADJUSTMENT LEVEL AND VALUES OF PRIMARY SCHOOL TEACHERS IN RELATION TO GENDER, RESIDENCE AND TEACHING EXPERIENCE

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Abstract

Every person is facing such situations for his survival or growth which arises as a result of individual physiological or social needs. Different persons use different ways to satisfy their needs. The strategy used by an individual to manage this need satisfaction is called adjustment. When the efforts often individual are successful and satisfying, then it is good adjustment. But if a person meets frustration in his efforts continuously the personality adjustment may not be proper, then it might be a case of maladjustment. Adjustment and adaptations are frequently used in the same sense. Initially, 'adaptation' was used by biologists. It went an attempt to survive in physical conditions of environment later on, behavior psychologists came out with the new term adjustment; denoting a broader concept, that is, adjustment means behavioral reactions to personal demands and social pressures.

Introduction

The definition given by Shaffer (1961) has been adapted as an operational definition of the term adjustment.

According to Shaffer (1961), "Adjustment is the process by which a living organism maintains a balance between its needs and the circumstances that influence the satisfaction of these needs".

Shaffer's definition lays stress on needs and their satisfaction. Human needs are vital, indispensable and urgently requisite. One feels adjusted to the extent one needs are gratified or are in the way of being gratified. The individual tries to bring changes in his circumstances in order to overcome the difficulties in the realization of his needs. Sometimes, he reduces the quantum of his needs so that he may feel satisfied within the limited resources of his environment. In this way, he tries to keep a balance between his needs

and the capacity of realization these needs. As long as this balance is maintained, he remains adjusted. The very moment it is disturbed, he drifts towards maladjustment.

Concept of Values

The values are important determinants of human behavior. They are so called as the individual part of his inner life. When we speak of attaching a high value to a particular idea or feeling. We mean that the idea or feeling exerts a considerable force investigating and directing behavior. Every individual has some experiences, which increase with the lapsing time, individual from a few principles of their own conduct based on their experience which convert the whole life into a mode of philosophy which originates a specific area of living and provides guidelines for action.

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"Value is something which pervades everything. It determines the meaning of the world as a whole. They are the important factors which predict the future of man."

Values determine the meaning of every person, every event and every action. Even the smallest change introduced in the world by an agent has a value moment.

"Values represent the interiorized more or the subjective appreciation of what is good, worthwhile and excellent behavior." So values have a specific role in the man's life. They are essentially social products which guide the individual in his adjustment to social reality. Set of values refers to the presuppositions of man by which direct his action along one dimension of behavior rather than either.

An important objective of education is to shape the personality of its students into personality of its students into professional world and develop desirable values in them in adjustment to social reality. For developing desirable values in them, the knowledge of their value patterns is necessary. Thus, in the present study an attempt has been done to make a comprehensive study of the value patterns of male and female primary school teachers of rural and urban area.

Objectives

1. To study the level of adjustment of primary school teachers.
2. To compare the level of adjustment of urban and rural primary school teachers.
3. To compare the level of adjustment of high experienced and low experienced primary school teachers.
4. To compare the level of adjustment of male and female primary school teachers.
5. To study the values of primary school teachers.
6. To compare the values of urban and rural primary school teachers.
7. To compare the values of high teaching experienced and low teaching experienced primary school teachers.
8. To compare the values of male and female primary school teachers.

Hypotheses

1. There is no significant difference in the level of adjustment of male and female primary school teachers.
2. There is no significant difference in the level of adjustment of rural and urban primary school teachers.
3. There is no significant difference in the level of adjustment among high experienced and low experienced primary school teachers.
4. There is no significant difference in the values of male and female primary school teachers.
5. There is no significant difference in the values of rural and urban primary school teachers.
6. There is no significant difference in values of high experienced and low experienced primary school teachers.

Delimitations of the Study

The present study was delimited to the followings:

1. The present study was delimited to the teachers adjustment and values patterns only.
2. 100 primary school teachers (male and female) both working in rural and urban school had been selected.
3. The study was delimited to the district Jhajjar(Haryana) only.
4. The study was confined to the primary school teachers only.

Research Methodology

The first task in any investigation is to select appropriate methodology of research. For the present study descriptive method was used to investigate the adjustment of primary school teachers and their value pattern in relation with sex, teaching experience and residence.

Population

All the government primary school teachers of district Jhajjar constituted the population of the present study.

Sample

Most of the educational phenomena consists of large number of units. It is not feasible to contact each and every element of the population. The investigator had to contact some individuals only who could present the whole population is called the sample.

Sampling is the process by which relatively small number of individuals is selected in order to find out something about the entire population from it was selected. In other words it is small representation of the large whole. In the present research 100 government primary school teachers constituted the sample for investigation on the basis of simple random sampling.

Tools Used

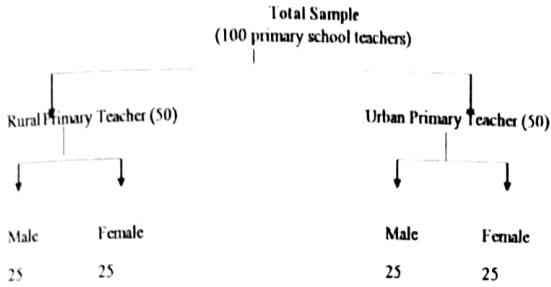
Selection of the suitable instruments of tools is of vital importance for the collection of data in any research work. Different tools used for collection of data and for various kinds of informations. One may use one or more of tools according to the purpose of the study. For the present investigation the investigator used the following tools: Teacher Adjustment Inventory (TAI) by Mangal (1987).

Statistical Techniques Used

Mean, S.D. and t-test were used for analysis and interpretation of data in the present study.

Main Finding

The main finding of the study were



Adjustment by Gender:

Means S.Ds. and t-values of Adjustment of Male and female Primary School Teachers

Group	Mean	S.D.	SEM	t-value
Male	57.78	5.60	.79	1.03
Female	55.10	5.85	.83	

There exists no significant difference between the level of adjustment of male and female primary school teachers. Both are equally adjusted. No

significant difference was observed between the male and female primary school teachers an adjustment.

Adjustment by Residence:

Means S.Ds. and t-value of Adjustment of Rural and Urban area Primary School Teachers

Group	Mean	S.D.	SEM	t-value
Urban	55.66	6.24	.88	1.33
Rural	57.22	5.40	.76	

The results indicate that the rural primary school teachers and urban primary school teachers have no significant difference in this respect. Both are equally adjusted so the hypothesis II which is that there is no

significance difference in the level of adjustment between rural and urban primary school teachers is not rejected.

Adjustment by Teaching Experience:

Means S.Ds. and t-value of Adjustment among high teaching experienced and low teaching experienced Primary School Teachers

Group	Mean	S.D.	SEM	t-value
Teachers having High Teaching Experienced	59.76	4.15	.58	7.08
Teachers with low Teaching Experienced	52.98	5.37	.77	

There exists, however, significant difference between the level of adjustment of primary school teachers having high teaching experienced and having low

Values in Male Primary School Teachers and Female Primary School Teachers:

Table showing mean, SD's and t' value of Male & Female Primary School Teachers

Values	Male Primary School Teachers				Female Primary School Teacher				t-value	Level of Sign
	Mean	Rank	SD	SEM	Mean	Rank	SD	SEM		
Religious	10.5	VII	3.62	0.51	10.84	VII	3.61	0.51	0.471	N.S.
Social	15.26	III	2.91	0.41	15.78	II	3.40	0.48	0.821	N.S.
Democratic	14.02	IV	3.32	0.47	14.64	IV	3.49	0.49	0.91	N.S.
Aesthetic	10.64	VII	2.59	0.37	11.98	VII	2.32	0.33	2.72	0.05
Economic	8.94	IX	3.38	0.48	8.84	VIII	2.97	0.42	0.157	N.S.
Knowledge	15.3	III	3.10	0.44	14.80	III	3.44	0.49	0.764	N.S.
Hedonistic	9.26	VIII	2.22	0.31	8.38	IX	2.33	0.33	1.93	0.05
Power	8.16	X	3.51	0.50	7.98	X	3.39	0.48	0.261	N.S.
Family Prestige	11.98	V	3.07	0.43	10.88	VI	2.97	0.42	1.81	0.05
Health	16.02	I	3.57	0.50	15.80	I	3.60	0.51	0.307	N.S.

The significant difference was found in aesthetic, hedonistic and family prestige values. On religious social, democratic, economical knowledge, power and health values, no significant difference was observed.

Values in Rural Primary School Teachers and Urban Primary School Teachers

Table showing mean, SD's and t' value of Principal School Teachers of Rural and Urban

Values	Rural Primary School Teachers				Urban Primary School Teacher				t-value	Level of Sign
	Mean	Rank	SD	SEM	Mean	Rank	SD	SEM		
Religious	10.54	VII	3.44	0.49	10.80	VII	3.79	0.54	0.360	N.S.
Social	15.50	II	3.20	0.45	12.54	II	3.16	0.45	2.06	0.05
Democratic	14.10	IV	3.60	0.51	14.56	IV	3.21	0.45	0.674	N.S.
Aesthetic	11.40	V	2.46	0.35	11.22	VII	2.64	0.37	0.353	N.S.
Economic	9.16	IX	2.94	0.42	8.62	VIII	3.19	0.48	0.852	N.S.
Knowledge	15.28	III	3.08	0.44	14.82	III	3.46	0.49	0.702	N.S.
Hedonistic	9.28	VIII	2.36	0.33	8.36	IX	2.18	0.31	2.02	0.05
Power	7.84	X	3.59	0.51	8.30	X	3.29	0.47	0.668	N.S.
Family Prestige	11.18	VI	3.44	0.49	11.688	V	2.64	0.37	0.816	N.S.
Health	15.72	I	3.59	0.51	16.10	I	3.57	0.50	0.531	N.S.

teaching experienced. So the hypothesis III is rejected. Teacher with high teaching experience are found to be more adjusted then those with lesser teaching experience.

The significant difference was found in social and hedonistic values. No significant difference was observed in religious, democratic, aesthetic, economic knowledge, family prestige and health values. Rural Primary school teachers are more social and hedonistic than the urban area primary school teachers.

Values in High Teaching Experienced Primary School Teachers and Low Teaching Experienced Primary School Teachers

Table showing mean, SD's and t' value of High Teaching experienced and Low Teaching Experienced Primary School Teacher

Values	Teachers with High Teaching Exp.				Teachers with low Teaching Exp.				t-value	Level of Sign
	Mean	Rank	SD	SEM	Mean	Rank	SD	SEM		
Religious	10.63	VII	3.96	0.55	10.71	VII	3.22	0.46	0.120	N.S.
Social	15.18	III	3.03	0.42	15.88	I	3.28	0.47	1.11	N.S.
Democratic	14.67	IV	3.45	0.48	13.98	IV	3.37	0.48	1.01	N.S.
Aesthetic	11.06	VI	2.49	0.35	11.57	V	2.58	0.37	1.01	N.S.
Economic	8.49	IX	3.22	0.45	9.31	VIII	3.08	0.44	1.71	0.05
Knowledge	15.37	II	3.30	0.46	14.51	III	3.18	0.45	1.67	0.05
Hedonistic	9.14	VIII	2.27	0.32	8.49	IX	2.32	0.33	1.41	N.S.
Power	7.94	X	3.65	0.51	8.20	X	3.25	0.46	0.381	N.S.
Family Prestige	11.31	V	3.12	0.44	11.55	VI	3.02	0.43	0.386	N.S.
Health	16.02	I	3.70	0.52	15.80	II	3.16	0.49	0.312	N.S.

Significant difference was observed in economic and knowledge values. No significant difference was observed in religious, social, democratic, aesthetic, hedonistic, power and family prestige value. Low teaching experienced PST have more economic value than the high teaching experienced primary school teachers but high experienced teachers are different in knowledge value. They have more knowledge value than the low teaching experienced primary school teachers.

Conclusions

On the basis of interpretation of data, it may be concluded that there is no significant difference between the level of adjustment of primary school teacher by gender that is, in case of male and female and rural and urban areas. Only significant difference was found between teachers having high teaching experience and teachers having low teaching experience. It means that teachers with more than 10 years of teaching experience are better adjusted than teachers with less than 10 years of teaching experience. Gender-wise the significant difference was found on aesthetic, hedonistic and family prestige values. On religious, social, democratic, economic knowledge, power and health values, no significant difference was observed. The significant difference was found in social and hedonistic values. No significant difference was observed in religious, democratic, aesthetic, economic knowledge, family prestige and health values. Rural and primary school teachers are more social and hedonistic than the urban area primary school teachers. In terms of residence significant difference was observed on social and hedonistic values. No significant difference was observed in religious, democratic, aesthetic, economic, knowledge, family prestige and health values. Rural

primary school teachers are more social and hedonistic than the urban primary school teachers. Significant difference was observed on economic and knowledge values on the basis of teaching experience. No significant difference was observed in religious, social, democratic, aesthetic hedonistic, power and family prestige value. Low teaching experienced primary school teachers have more economic value than the high teaching experienced primary school teachers but high experienced teachers are different on knowledge value. They gave priority to knowledge value than the low teaching experienced primary school teachers.

Educational Implications

The findings have important educational implications for all teachers of the district as well as in other districts. The findings may be particularly useful for educational planner, thinkers, demographers, teachers, educators, psychologists, administrators and policy-makers especially concerned with the preparations of teachers, teacher profiles and their selection for admission of teacher training courses as well as for their selection as regular school teachers.