

## Adjustment of Science and Social Science Higher Secondary School Teachers - A Comparative Study

Dr. Najmah Peerzada

Assistant Professor faculty of Education, University of Kashmir (J&K) India

E-mail: [showkat80ahmad@gmail.com](mailto:showkat80ahmad@gmail.com)

**Abstract:** Adjustment implies the process by which a person changes his behavior to achieve a harmonious relationship between himself and his environment. The adjustment of the teacher in his/her profession involves not only a continuous effort to understand children better, but also constant self appraisal, in which the teacher carefully scrutinizes method of increasing his own learning. A teacher who matures professionally is not only better able to diagnose and meet his own needs, but also sets a worthwhile example of growth and learning for the students with whom he works. The present study has been designed in order to compare the adjustment of science and social science higher secondary school teachers. Sample includes 100 higher secondary school teachers i.e. 50 science and 50 social science teachers. For obtaining the data Bell's Adjustment Inventory was used. The findings of the study showed that the social science teachers have more adjustment problems than science teachers.

[Najmah Peerzada. **Adjustment of Science and Social Science Higher Secondary School Teachers - A Comparative Study.** *Academ Arena* 2013;5(2):34-38] (ISSN 1553-992X). <http://www.sciencepub.net/academia>.

7

**Key words:** Home adjustment, health adjustment, social adjustment, emotional adjustment, occupational adjustment.

### Introduction

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. The process of adjustment has two main elements: One the need of the living organism and two, the conditions or circumstances that influence these needs. These needs can be bio-genic, originating in society, personal or communal, or arising from any other conceivable source. On the other hand, the circumstances influencing these needs also can either be inside the individual or outside him. Factors that influence these needs are his physical and mental states, capacity, attitudes, interests etc.

Life may be looked as a long series of adjustment in which the individual is constantly adjusting himself to the 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 life long 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.

Adjustment is that variety of behavior which includes visual exploration, grasping, crawling walking, attention and perception, language and thought, curiosity and manipulation of the environment. It is a part of the process by means of which a person learns to interact effectively with the environment and develops competence to change or control the environment for his own needs.

Adjustment processes concerning human being have hand in glove relationship with human nature. It is adjustment which is responsible for the organization of behavior to life situations at home, at school and at work. We are deeply influenced by adjustment whether it is good or bad. Besides what is in our culture may be bad in another culture. But throughout the world it has been the constant attempt of man to adjust him with the changing circumstances. However, the concept of adjustment has attracted the attention of psychologist. They agree that a well adjusted

person is very much in need because he is the one whose needs and satisfaction of life, are integrated with the sense of social feelings and acceptance of social responsibility.

In fact, adjustment has much in common in meaning and usage with the terms like theoretical, economic, aesthetic, social, political and religious values implied in several departments of human activity. Against their common usage, the two terms are more technically used in psychology and their socio-cultural disciplines and more substantial relationship between the two are empirically sought.

Progress in learning to make adjustments to actual situations involve dealing directly with one's own problems. The six year old has to make his own childish adjustments today, so that ten years hence he will be better able to make other more or less related adjustments peculiar to adolescence.

The adjustment thus, is the characteristic way in which an individual perceives, reacts to and satisfies the major needs of his life or solves the main problems of his life. The improvement of the teacher's own socio-emotional adjustment is an essential aspect of preparation for helping learners in their personal adjustment problems.

### **Needs and importance**

The individual's adjustment can best be assessed by his achievements, the satisfaction he derives from the pattern of his life and the effect his adjustment has on his personality. The success with which the individual adjusts to the problems of life has an effect on his self-concept. The more successfully he adjusts the more favorable his self-concept will be.

The present study is an endeavor to study the adjustment problems of the teachers that stand in their way and also to make out the basic cause which have been operative in the creation of these tendencies in them. The various investigations and researches conducted by the psychologists and educationists clearly indicate that teachers are confronted with adjustment problems. The different factors which influence the quality of education and its contribution to national development, the quality, competence, personality and character of teachers are undoubtedly the most significant. Nothing is more important than securing a sufficient supply

of high quality recruits to the teaching profession, providing them with the best possible professional preparation and creating satisfactory conditions of work in which they can be fully effective. The problems of personality adjustment being a burning problem at present needs immediate attention.

Since adjustment has a profound effect on the over-all behaviors of an individual (whether male or female) it was decided to study the adjustment problems of the science and social science higher secondary school teachers. Personality adjustment of a teacher is the reflection of his inner and outer character.

### **Objectives of the study**

The following objectives have been formulated for the present study:

1. To study the adjustment of science and social science higher secondary school teachers.
2. To compare science and social science higher secondary school teachers on home adjustment.
3. To compare science and social science higher secondary school teachers on health adjustment.
4. To compare science and social science higher secondary school teachers on social adjustment.
5. To compare science and social science higher secondary school teachers on emotional adjustment.
6. To compare science and social science higher secondary school teachers on occupational adjustment.

### **Hypothesis**

The following hypothesis have been formulated for the present study.

1. Science and social science higher secondary school teachers differ significantly on home adjustment.
2. Science and social science higher secondary school teachers differ significantly on health adjustment.
3. Science and social science higher secondary school teachers differ significantly on social adjustment.
4. Science and social science higher secondary school teachers differ significantly on emotional adjustment.

5. Science and social science higher secondary school teachers differ significantly on occupational adjustment.
6. Science and social science higher secondary school teachers differ significantly on over-all adjustment.

## Methods and Procedure

### Sample

The present study was conducted upon 100 higher secondary school teachers (50 science and 50 social science streams). The sample was taken randomly from various higher secondary institutions in district Srinagar.

### Procedure

The data was collected with the help of Bell's Adjustment Inventory (Adult form). The Inventory was administered to the sample subjects in the respective institutions. The investigator visited various higher secondary

institutions in order to collect the data for the present study. The scoring was strictly done as per the manual of the test.

### Statistical Treatment

The data collected through the administration of Bell's Adjustment Inventory (Adult form) was statistically analyzed by applying "t" test for testing the difference between science and social science higher secondary school teachers on various dimensions of adjustment.

### Analysis and interpretation

The data collected through the administration of Bell's Adjustment Inventory (Adult form) was statistically analyzed by applying "t" test. The analysis and interpretation of data have been arranged in a tabular form in the following manner.

**Table 1.0: Mean comparison of science and social science higher secondary school teachers on home adjustment. (N= 50 in each group)**

Group	Mean	SD	"t" value	Level of Significance
Science Teacher	7.00	1.35	0.19	Insignificant
Social Science Teacher	6.95	1.27		

Table 1.0 shows the mean comparison of science and social science teachers on home adjustment. The table reveals that science and social science teachers do not differ significantly on home adjustment. The table further reveals that both the groups are similar on home

adjustment. Therefore, hypothesis number one, which reads as "Science and social science higher secondary school teachers differ significantly on home adjustment" stands rejected.

**Table 2.0: Mean comparison of science and social science higher secondary school teachers on health adjustment. (N= 50 in each group)**

Group	Mean	SD	"t" value	Level of Significance
Science Teacher	7.00	1.42	3.67	Significant at 0.01 level
Social Science Teacher	8.20	1.84		

Table 2.0 depicts the mean comparison of science and social science higher secondary school teachers on health adjustment. The table indicates that science and social science higher secondary school teachers differ significantly at 0.01 level on health adjustment. The table further indicates that social science teachers

have more problems related to health than science teachers. Therefore, hypothesis number two, which reads as "Science and social science higher secondary school teachers differ significantly on health adjustment" stands accepted.

**Table 3.0: Mean comparison of science and social science higher secondary school teachers on social adjustment. (N=50 in each group)**

Group	Mean	SD	"t" value	Level of significance
Science Teacher	8.70	1.78	8.69	Significant at 0.01 level
Social Science Teacher	12.10	2.13		

Table 3.0 mentions mean comparison of science and social science higher secondary school teachers on social adjustment. It is clear from the table that science and social science higher secondary school teachers differ significantly at 0.01 level on social adjustment. The table further reveals that social science

teachers have more social problems than science teachers. Therefore, hypothesis number three, which reads as "Science and social science higher secondary school teachers differ significantly on social adjustment" stands accepted.

**Table 4.0: Mean comparison of science and social science higher secondary school teachers on emotional adjustment. (N = 50 in each group)**

Group	Mean	SD	"t" value	Level of significance
Science Teacher	10.15	2.13	4.30	Significant at 0.01 level
Social Science Teacher	11.9	1.96		

Table 4.0 indicates the mean comparison of science and social science teachers on emotional adjustment. The table reveals that science and social science higher secondary school teachers differ significantly at 0.01 level on emotional adjustment. It further

indicates that social science teachers have more emotional problems than science teachers. Therefore, hypothesis number four, which reads as "Science and social science higher secondary school teachers differ significantly on emotional adjustment" stands accepted.

**Table 5.0: Mean comparison of science and social science teachers on occupational adjustment. (N= 50 in each group)**

Group	Mean	SD	"t" value	Level of significance
Science Teacher	5.50	1.01	8.07	Significant at 0.01 level
Social Science Teacher	7.30	1.23		

Table 5.0 shows the mean comparison of science and social science teachers on occupational adjustment. The table reveals that science and social science teachers differ significantly at 0.01 level on occupational adjustment. The table further reveals that social

science teachers have more occupational problems than science teachers. Therefore, hypothesis number five, which reads as "Science and social science higher secondary school teachers differ significantly on occupational adjustment" stands accepted.

**Table 6.0: Mean comparison of science and social science teachers on over-all adjustment. (N= 50 in each group)**

Group	Mean	SD	"t" value	Level of significance
Science Teacher	39.35	5.46	9.92	Significant at 0.01 level
Social Science Teacher	45.25	6.49		

Table 6.0 depicts mean comparison of science and social science teachers on over-all adjustment. It is clear from the table, that both the groups differ significantly at 0.01 level. It

further indicates that social science teachers have more over-all problems as compared to social science teachers. Therefore, hypothesis number six, which reads as "Science and social

science higher secondary school teachers differ significantly on over-all scores of adjustment” stands accepted.

### Conclusion

On the basis of the statistical analysis and interpretation of data the following conclusions have been drawn:

1. The higher secondary school science and social science teachers have similar home adjustment.
2. The science teachers have better health adjustment than social science teachers.
3. The science teachers have better social adjustment and find it easy to make friendly contact with other persons on social occasions in comparison with social science teachers.
4. The science teachers have better emotional adjustment than social science teachers.
5. The social science teachers have more adjustment problems while science teachers have adequate opportunities to express their own ideas in their present job.

### Reference

1. Ahmadi, K- and Fathi Ashliani Study of Educational Adjustment And Educational Motivation in Military and Non- Military students Journal, of Social Science, 4-128-135 (2008).
2. Bell, H.M Manual for Adjustment Inventory Adult Form (1938).
3. Best, J.W Research in Education New Delhi, Prentice – Hall of India (1983).
4. Birch, S.H And Ladd, G.W. Interpersonal Relationship in the School Environment and Children’s Early School Adjustment. The Role of teachers and Peers. In J.Jaana & K.R. Wentzel (eds) Social Motivation: Understanding Children’s School Adjustment (P.P. 199225) New York. Cambridge University Press (1996).
5. Chauhan S.S. Advanced Educational Psychology New Delhi: Vikas Publishing House Pvt Ltd (1998).
6. Chadda D.K Self- Concept of Teachers in Their Emotional Adjustment .Ph.D Edu. Kur U, Cited in Fourth Survey of Research in Education (1983-1988) Vol. II (1985).
7. Dua A study of Adjustment, Family Role Expectations and Modernization of working and non-working women. Ph.D (Home Science) Rohilkhan Universal (1993).
8. Glanz, EC And Watson, E.B An introduction to Personal Adjustment (1958).
9. Boston: Allyn And Bacon Goyal J.C A study of relationship Among Altitudes, Job satisfaction, Adjustment and Professional Interests of Teacher Educator,s in India Ph. D Edu: Delhi – uni Cited in Third Survey of Research in Education (1978-1983) (1980).
10. Lazarus Richards Patterns of Adjustment Tokyo, Mc Graw Hill (1976).
11. Mangual S.K Advanced Educational Psychology New Delhi Prentice Hall of India Pvt Ltd (2005).
12. Moor Jani, J. Moha and M. Sharma Influence of Modernization and Gender on Adjustment Level of Adolescents of Government and Private Schools’ Behavioral Scientists, 8 (21) 81-83 (2007).
13. M.V. R. Raju Adjustment Problems Among School Children. Journal of Indian Academy of Applied Psychology Vol, 33 Page 73-79 (2007).
14. Panday and Joshi Psychology of Adjustment Meaning and Definition <http://Free books on Line, org/ Psychology/ Education> (1964).
15. Panday G.S A study of Teacher Adjustment in Relation to Professional Efficiency (1980).
16. Sharma K.S., A Comparative study of Adjustment of over and under Achievers. Doctoral Thesis Education Aligarh Muslim University (1972).
17. Tallent, Hornan Psychology of Adjustment, New York: Development Van Naskand Company (1978).
18. Unnisa, N., Academic Adjustments in Schools. Edu. tracks Vol 10 No 12. EDUCTRACKS Vol 10, No-12 (2011).

1/26/2013