

Emotional Adjustment of Teachers In Relation To Locality and Sex

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Abstract – *The present investigation has been conducted through normative survey method and the cross sectional approach has been followed. The focus of the present study has been at comparing the Emotional Adjustment of the teachers in relation to their sex (male-female) and locality (urban-rural areas). According to the design of study 100 teachers of 12 schools of district Rohtak i.e. urban and rural schools formed the sample. They were selected purposely from various High/Higher Secondary schools of District Rohtak and investigator selected the teachers with minimum qualification of trained graduates. Hence the sample used is purposive. Emotional Adjustment Inventory by Dr. D.K. Chadha was used as a tool in this study. It was concluded that emotional adjustment scores reveal that there is no significant difference between male and female teachers as well as rural urban teachers.*

INTRODUCTION

Only very few people get the opportunities to serve the nation. Teachers are blessed with this privileged opportunity to serve the nation for making the future generation better. They are engaged in the man-making process, which is the highest service to humanity. Educational planners and economists of the world have accepted the importance of investment on Education through emotionally balanced teachers. The destiny of a nation is shaped in its class rooms by the quality of teachers. Educational innovations are done by the teachers, who teach the children in an effective way so as to cope up with the national aspirations and social needs of the country.

Emotions are as varied and complex as life itself. An individual's basic needs, desires and aspirations, his values of life and his life conditions, all help produce the motions. Some conditions may block his emotional growth, others may enrich it. emotions may be negative or positives. Depending upon the conditions, which arouse them, emotions can be aroused by certain objects, things or happenings outside the individual himself or within himself, when the individual's body, pride or self-esteem is likely to be damaged or is damaged. In such cases negative emotions such as fear or anxiety, anger or possibility or complex feeling of self-contempt occur. Meeting a person, whom one loves or a beautiful sight or some success leads to positive emotions of joy.

An individual's basic needs, desires and aspirations, values of life and life conditions all produce the Emotions.

The later may be inhibiting or stimulating. Some conditions may block his emotional growth, others may further it.

Some simple emotions are universal in nature, irrespective of age and sex. They are almost of reflex type. For instance, we experience a brief state of fright when startled by a noise. Some emotions appear on maturity, for example, fear of shakes. A child of two or three years may pick up a crawling snake because he lacks understanding of the object. As soon as he begins to understand he will simply run away from it out of fear. Some emotions manifest themselves at certain developmental stage such as sex or maternal affection.

EMOTIONAL ADJUSTMENT

Adjustment

Adjustment is the process of behaviour by which man and other animals as well maintain equilibrium among their various needs or between their obstacles and needs. In other words, "Adjustment is the process of finding and adopting modes of behaviour suitable to the environment.

Adjusted Individual

One, who, has established wholesome relationships with his physical and social environment, with the result that the he is emotionally stable.

It is effective control of the emotions and manifestation of good and appropriate emotional responses to the situations of life. It can be said that Emotional adjustment is the degree to which an individual is able to channel his

emotions into adaptive patterns determined by the demands of his environment.

Every person experiences some frustrations and conflicts but is able to solve most of them normally with his own resources. Adjustments varies in quality:- suppose, for example that a University student fails his examination. This situation demands adjustment, for it not only thwarts his educational and vocational plans but also evokes conflicts about his personal adequacy. The student may adjust by planning other things for his failure, by emphasizing his attainments (as in athletics) by day dreaming of imaginary successes or by developing an apparent illness etc. These acts do not solve his problems but this is adjustments because this helps him relieve his tension and reduce his anxiety.

REVIEW OF LITERATURE

Manpreet (2002) organized a study of burn-out and adjustment pattern of primary school teachers in Haryana and the major findings found that no significant difference in adjustment pattern of male and female, rural and urban teachers; high age group and low age groups married and unmarried teachers; highly qualified and low qualified govt. and private teachers of teachers working in primary schools situated in rural and urban areas of Haryana; high experienced and low experienced teachers; teachers working on full pay scale in govt. primary school and teacher employed on fixed salary in private and public schools.

Singh (2002) conducted a study of teaching aptitude and adjustment of Sr. Sec. school teachers and found no significant difference between teaching aptitude of govt. and private sr. sec. school teachers; of male and female senior sec. school teachers; of govt. and private sr. sec. school teachers.

Sonia (2008) conducts a comparative study of value and adjustment of senior Secondary Teacher on Residence basic. The major findings of the study were : (1) male rural teacher are more adjustment in comparison to male urban teachers. (2) Female rural teachers and female teachers are equally adjusted .There is no Significant difference in adjustment pattern of female teachers.

Dahiya (2008) conduct a comparative study of personal professional and social adjustment of teachers working in government and private Secondary school. Founds findings that : (1) There is no significant difference between personal adjustment of male and female teachers working in private secondary school. (2) That there is no significant difference between social adjustment of male and female teachers working in private secondary school. (3) That there is no significant difference between personal adjustment of male and female teachers working in government school.

Sunita (2008) conduct a study of teaching effectiveness of secondary school teacher in relation to their level of adjustment and socio economic status. The finding of the study: (1) there exists a significant effect of adjustment on teaching effectiveness of secondary school teachers. (2) There exists no significant relationship of adjustment with teaching effectiveness in secondary school teachers. After reviewing the studies, the researches to conclude that teacher adjustment is correlated with age of the teacher, sex, locality, correlated etc. It is also positively correlated with other variables like self-concept, Job-satisfaction attitude towards teaching of aspiration and anxiety. Different types of adjustment are invite in order to be effective teacher, like social adjustment, emotional adjustment, education adjustment, family adjustment, life adjustment, school adjustment, role adjustment, financial adjustment . These findings are mostly based on samples taken from primary and secondary school teachers, though few samples were also from senior secondary school teachers.

Need for the work

After reviewing the literature, the researcher found that not too much research has been done in the field of emotional adjustment of teachers and selected it is an important aspect to do research and decided to undertake research in this direction.

STATEMENT OF THE PROBLEM:

“Emotional Adjustment Of Teachers In Relation To Locality And Sex “

OBJECTIVES OF THE STUDY

1. To find out the emotional adjustment of two categories of teachers i.e. urban and rural.
2. To study the emotional adjustment of two categories of teachers i.e. male and female.

HYPOTHESES

1. There is no significant difference between the emotional adjustments of teachers belonged to rural and urban area.
2. There is no significant difference between the emotional adjustments of teachers belonged to male and female.

METHODOLOGY

The present investigation has been conducted through normative survey method and the cross sectional approach has been followed. The focus of the present study has been at comparing the Emotional Adjustment of

the teachers in relation to their sex (male-female) and locality (urban-rural areas).

Sampling:

According to the design of study 100 teachers of 12 schools of district Rohtak i.e. urban and rural schools formed the sample. They were selected purposely from various High/Higher Secondary schools of District Rohtak and investigator selected the teachers with minimum qualification of trained graduates. Hence the sample used is purposive.

Procedure adopted for the collection of data

The researcher administered the test and collected the data in relation to emotional adjustment. The investigator herself administered the test on various teachers with the help of some friends from the schools. Before administering the test the general instructions with regard to answering the items were thoroughly explained to the teachers. Although the instructions were written on both the tools yet a special care was taken to see that each respondent understood the method of recording the answers in a correct and legible manner. After explaining the general instructions the inventory and scales were distributed to the teachers and certain information such as name, age, place of work, qualification, occupation, teaching experience, rural urban, married and unmarried were required to be filled in each respondent was given maximum possible time for completing the responses. Those who could not complete the answers of the tools used, they were requested to send the same by post. Thus out of the total of 225 filled performs for the tools only 100 could be considered for data analysis as remaining 25 were not attempted in a proper way.

TOOL USED

1. Emotional Adjustment Inventory by Dr. D.K. Chadha was used as a tool.

Statistical techniques used

Statistical techniques such mean, standard deviation and 't' test were used to obtain desirable results.

DATA ANALYSIS

Comparison of Emotional Adjustment of Teachers

The comparison of Emotional Adjustment of Teacher has been made in different ways by finding the means, S.D's and by testing the significance of difference between the means.

Table :1

Comparison of Emotional Adjustment scores of Male and Female Teachers (Total Group)

Group	Number	Mean	SD	't'	Level of Significance
Male	50	94.0	10.2	0.659	N.S.
Female	50	91.1	12.7		

Table 1 reveals that the mean for male teachers is 94 and for female teachers is 91.1, SD for male teachers is 10.2 and for female teachers is 12.7. The calculated 't' value is 0.659, for df = 98, while the 't' value statistically observed is 1.97 at .05 level, and 2.60 at .01 level which helps to conclude that there is no difference between the emotional adjustment scores of male teachers and female teachers. It shows that emotional adjustment has no relevance with the sex of the individuals. Hence, the hypothesis "There is no significant difference between the emotional adjustment of male and female in service teachers" is retained. It can be emphatically stated there is no difference between the emotional adjustment of male and female teachers and also has no effect upon the emotional adjustment of teachers.

Table : 2

Comparison of Emotional Adjustment scores of Urban and Rural Teachers (Total Group)

Group	Number	Mean	SD	't'	Level of Significance
Urban Teachers	50	94.1	5.3	0.337	N.S.
Rural Teachers	50	93.3	11.3		

It may be perceived from table that mean for urban teachers is 94.1 and SD is 5.3, mean for rural teachers is 93.3 and SD is 11.3. The 't' value is 0.337 for df = 98, while the 't' value statistically observed is 1.97 at 0.05 level and 2.60 at 0.01 level from which it can be concluded that there is no difference between the emotional adjustment scores of teachers in relation to urban-rural background. Hence, there is no difference between the emotional adjustment of rural and urban total teachers. Rural and urban background has not shown any impact upon the emotional adjustment of teachers. When examined statistically.

It is apparent from the emotional adjustment scores of the male and female teachers that there is no difference between their emotional adjustment and after statistically

analysing them they have found to be almost alike same in the case with the total sample rural and urban teachers.

The data analyses and their interpretation are a pointer to certain irresistible conclusion with regard to emotional Adjustment of teachers in the Hindi speaking area of district Rohtak. The interpretations have been made in a comparative as well as in a rational way. The next chapter deals with the generalizations conclusion and further possibilities in this field.

FINDINGS

The concept of emotional adjustment deals with emotional stability, social adjustment, independence proneness, accommodation/receptivity and personality integration. The main function of the present chapter is concerned with formulating the generalizations of findings in respect of Emotional Adjustment as hypothesized. The conclusions have been drawn further on the basis of generalizations.

The distribution of scores for emotional adjustment of entire group of teachers as well as for the sample sub-structure male-female, urban rural teachers have been analyzed, and the null hypotheses have been rejected in both cases with great confidence.

Comparison of emotional adjustment scores reveal that there is no significant difference between male and female teachers and rural and urban teachers.

N.Chabra (1975) found a positive and significant correlation between morale and study habits, and morale and adjustment of teachers. It was observed that adjustment had no relationship with the professional experience of the teachers. The present study also establishes the fact that there is no difference between Emotional Adjustment scores of male-female, urban –rural teachers. The findings are to be evaluated strictly with reference to the limitation connected with the design and rationale followed for the present study.

In the present study it has been found that there is no difference between Emotional Adjustment scores of male and female teachers on the one hand, rural and urban teachers on the other hand.

CONCLUSION

The generalizations of the study based on the findings as described lead to the following conclusions:

- No significant difference has been found between the male and female total teachers of sample in respect of their emotional adjustment.
- No significant difference has been observed

between the emotional adjustment scores of rural and urban total teachers of the sample.

EDUCATIONAL IMPLICATIONS

Though the study had its limitations of time and space and could not therefore gain comprehensiveness and width of scope. Yet it gives some interesting and useful findings. The study carries an important message for teachers and students. Adjustment plays a vital role in teaching profession as a teacher has to meet out the needs of all types of students and they should have great quantum of emotional adjustment. Emotion is nothing but modification of behaviour. Emotions are very strong and afford a great quantity of raw energy. Teachers are regarded as springs of actions. They have to make use of raw emotional energy. This power of emotional adjustment is correlated with personality, habits and power of tolerance and his environment. Emotional health is more a matter of being caught rather than taught. Teacher cannot teach his students unless he is emotionally adjusted as he has prestigious value. Students like to imitate him, therefore it is desired that he should enjoy a social emotional health to face all teaching as well as personality problems. It is admitted that there are many cause, which disturb the mental health of a teacher. Still he must endeavor to be as much emotionally a mentally health as possible because example is better than percept.

The ambit of the present investigation has been specifically narrowed with a view to impart objectivity. There might have been certain limitations and pitfalls in the study due to the paucity of time and limited sample. Yet it is hoped that the present research will throw sufficient light on the various frontiers of emotional adjustment, which appears to be very significant in assessing the functional competency, overall performance, interaction in the class and professional qualities of In-service teachers.

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