

A STUDY OF PROFESSIONAL ADJUSTMENT OF TEACHERS OF VARIOUS AGE-GROUPS

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ABSTRACT

Professionally adjusted teachers have a pride of being in the teaching profession and have a desire for professional development. Teaching profession in their first choice. they do not want to switch over to any other job. they are completely satisfied and like all the genuine activates of this profession. Professional adjustment means strong motivation for professional learning. in the studies relationship of various factors with teachers adjustment have been seen. However professional adjustment of teachers of various age groups has not been studied. Therefore this study has been planned.

Key Words :- Professional, Adjustment, Motivation, Learning, Attitude and Behavior.

Professional adjustment is an individual's adaptation in professional relationship with people both inside and outside schools as reflected in individuals attitude and behavior.

Professional adjustment is the sense whether teachers are fit for and happy in the job or not? Are they working willing or toiling just for salary? Is this job their own initial choice or forced upon them by circumstance?

Professionally adjusted teachers have a pride of being in the teaching profession and have a desire for professional development. Teaching profession in their first choice. they do not want to switch over to any other job. they are completely satisfied and like all the genuine activates of this profession. Professional adjustment means strong motivation for professional learning, collaborative relationship with students staff and parents, willingness to dedicate time and effort, adherence to professional ethos and ethics, eternal commitment towards upward mobility of profession, overall full confidence and faith in the profession.

PREVIOUS STUDIES

Morris (1972) studied the effects of the University supervisor on the performance and adjustment of teachers. Khatry (1973) made a comparative study of the self-concept of teachers of different categories and relationship of their self-concept with professional adjustment. Underwood (1976) examined the relationship of vocational adjustment to personal adjustment. Wadhwa (1977) made a comprehensive study of some background factors of graduate teachers adjustment. Christensen (1979) studied

about Wisconsin elementary school teachers perceptions about their professional development needs. Goyal (1980) conducted a comprehensive study of the relationship among attitudes, Job satisfaction, adjustment and professional interests of teacher-educators in India. Sharma (1981) Carried out differential study of personality adjustment, self-concepts and values of teachers at various levels. Frye (1984) carried out a study to investigate the adjustment of male and Female professors. Campbell (1985) examined cross-cultural, social and professional adjustment of selected groups of U.S. teachers in Mexico. Rao (1986) made a comprehensive study of inter-relationship of values, adjustment and teaching attitude of pupil teachers at various levels of socio-economic status. Donga (1987) carried out a study of the adjustment of students of teachers training colleges in Gujarat. Singh (1987) carried out a study of extent and the patterns of reaction to frustration and professional adjustment of secondary school teachers.

In the above studies relationship of various factors with teachers adjustment have been seen. However professional adjustment of teachers of various age groups has not been studied. Therefore this study has been planned.

OBJECTIVE

To investigate and compare professional adjustment status of teachers of various age groups.

HYPOTHESIS

There will be no significant difference between means of professional adjustment status of teachers of various age groups.

METHODOLOGY

Population

The teachers of private (recognized and non-recognized) and government aided primary to junior, secondary to higher secondary and higher and technical education teachers of Meerut, Muzaffarnagar, Baghpat and Saharanpur constitute the population of the study.

SAMPLE

The teachers of the present study consists of 792 teachers. The number of primary state teachers (preparatory to class VIII) is 420, secondary stage teachers (IX to XII) is 272, and higher stage (degree, PG and technical) teachers 100. These teachers are employed in 86 institutions of Meerut, Muzaffar Nagar, Bagpat and Saharanpur districts. Among these 792 teachers, 316 are government aided and 476 are private school teachers.

TOOL

Teachers Professional Adjustment Scale (TPAS) contracted and standardized by the investigator. This scale has 100 items. the test was standardized on a sample of 792 teachers from pre-primary to higher education teachers.

The compact version of the scale has three distinct points

1. personal data sheet.
2. Scale having 100 (47 positives and 53 negative) items.
3. Space for calculation.

This scale has three alternative choices of responses.

Identification of Dimensions-Study of literature on professional adjustment and discussion with teachers resulted in the identification of the following aspects of professional adjustment.

- Personal factors
- Social factors
- Economic factors
- Academic factors
- Cultural factors and school activities
- Work culture and school atmosphere
- Awareness
- Personal Morality

Pilot Study- The try out form consisted of 192 items. This scale was administered on a sample of 100 teachers randomly selected from private and government aided institutions.

Final study- for the final scale 100 items (47 positive and 53 negative were found to get hundred percent agreement among the 9 experts in the field of psychology, education and management regarding the relevance of the item content and to the attitudes being measured by the scale.

The tool was administered on the same 100 teachers after a period of 30 days. the investigator found out Pearson's product moment correlation of the two tests, it was found to be 0.77.

Validity- The validity of this was calculated by external parameter. A rating scale for rating teachers on professional adjustment was prepared.

Following there major dimensions were taken into rating scale:

1. Interest in class teaching
2. Teaching competency
3. Healthy interrelationship with students, college authorities, colleagues, staff members and guardians.

Correlation coefficient between score obtained by the teachers on expert rating and through Teachers Professional Adjustment Scale (TPAS) was calculated, it was found to be 0.66.

Reliability-The reliability of the test was calculated by split half method.

The correlation between scores of correct answers on all odd numbered items and even numbered items was calculated, it was found to be 0.799 and 0.89 when corrected by Spearman brown prophecy formula.

Norms- In this study, Professional adjustment status of teachers was classified into three broad and distinct levels on the basis of percentile ranks and their equivalent scores obtained by them.

Table-1 Scores and percentile rank for three different levels of Professional adjustment

Score	Levels of Adjustment	Percentile Rank	No. of Observed Cases
64 and above	Well-adjusted	85 and above	122
31-63	Average-adjusted	16-84	548
30 and below	Low-adjusted	15 and below	122

STATISTICAL ANALYSIS

Teachers Professionals Adjustment Scores (TPA scores) of three groups were compared by one way analysis of variance (ANOVA) followed by New man - Keeds tests. The proportion between groups were compared by x² - tests. The level of significance was set as P > 0.05. Analysis was done on SPSS (Version 13.0).

DATA ANALYSIS AND INTERPRETATION

In this study, significance level of mean difference between following categories of teachers have been tested-

Age-wise category of teachers	Group	Sample
1. Younger (18 to 25 years)	A	216
2. Middle-aged (26 to 40 years)	B	338
3. Elderly (41 to 60 years)	C	238

Table-2 Summary ($\bar{X} \pm SD_N$) of Teachers Professional Adjustment Scores of three groups

Group A	Group B	Group C	
$(\bar{X} \pm SD_n)$	$47.68 \pm 15.44_{216}^m$	$47.78 \pm 19.50_{338}^m$	$46.26 \pm 18.59_{238}^m$
ANOVA ; F = 0.5533, P = 0.5753			

X - Mean ; SD - Standard Deviation; N - Number, NS- Not Significant (P>0.05)

In Table- 2, ANOVA (Analysis of variance) reveals that difference between means is not significant statistically at 0.5 level in any age group implying that null hypothesis is upheld. Mean difference 0.10, 1.54 and 1.42 between group A and B, group B and C and group C and A respectively are in favor of teachers between age groups 26 to 40 years. The observed differences in their means scores could be due to chance. Due to non-significant difference between these two categories of teachers.

The differences between three pairs of age groups considered for their professional adjustment are not significant statistically. This means that the professional adjustment of teachers neither gets enhance nor gets reduced with their age. They remain almost at the same level of professional adjustment from the beginning to the end of their professional careers. There might be some individual exceptions to this but for large groups as a whole the condition is definitely static as observed here.

Table-3 Level/Status of professional Adjustment of Teachers of Various Age Groups

Age wise group of Teachers	Level of Professional Adjustment			χ^2 - Value (DF = 4)
	Well-adjusted N (% age)	Average-adjusted N (% age)	Low-adjusted N (% age)	
Group A	42 (19.4)	162 (75.00)	12 (5.56)	$\chi^2 = 10.63$ P = 0.0211
Group B	94 (27.81)	210 (62.15)	34 (10.08)	
Group C	54 (22.69)	162 (68.36)	22 (9.24)	

Examination of Table-3, reveals that χ^2 value ($\chi^2 = 10.63$, $P = 0.0311$) for significance of difference among three groups of teachers is significant statistically at three levels of professional adjustment, which denotes that average adjusted teachers in all three groups are comparatively more as compare to well adjusted and low adjusted teacher.

On comparing the percentage of teachers of various age groups of three levels of Professional Adjustment viz. well adjusted, the highest percentage 27.81 of well adjusted is reported for middle age range teachers whereas the lowest percentage 19.44 of well adjusted teachers is reported for the youngest age group.

The highest percentage 75 % of average adjusted is reported for elderly range teachers whereas the lowest percentage 62.13 of average adjusted teachers is reported for the youngest age group.

The highest percentage 10.06 of low adjusted is reported for

middle age range teachers whereas the lowest percentage 5.56 of well adjusted teachers is reported for the youngest age group.

CONCLUSION, IMPLICATIONS AND SUGGESTIONS

The growth of age by itself does not seem to produce any substantial change in the professional adjustment of teachers under the present working conditions in Indian educational institutions. If the selected personnel remain as they were in the beginning of their career, extra care will have to be taken in their recruitment. Even greater dynamic incentive generation measures will have to be adopted form time to time in order to strengthen or enhance their professional adjustment as they attain higher maturity by growing in years.

The fact of age does not influence the professional adjustment of teachers. That means the youngsters, the middle aged and the elderly, all exhibit all shades of professional adjustment in almost equal measure and frequency. Those who are "very well adjusted" or at least "quite well adjusted" must be feeling happy with what they are doing and are able to achieve educationally. They must be helped to consolidate and enhance their position with regard to professional adjustment. but somehow the poorly adjusted-young, old or middle aged, must be helped to walk out and move to other occupational areas suiting their taste, talent and temperament. More caution and careful recruitment process must be evolved and implemented. Frequent checks and assessments must be worked out to observe the expected progress being made from time to time. Lapses and occasional setbacks must be promptly spotted and tactfully eliminated. Automatic time bound promotional incentives must be provided to allow the well adjusted teacher groups to continue without worry or fear. Apathetic attitude of authorities will dampen the spirit of the well adjusted in the long run. Their initial enthusiasm will degenerate into indolence by gradual burn out. That should be prevented effectively, and be substituted by timely reinforcement strategy to continue during the teaching career.

Researcher has studies the professional adjustment of teachers of different age groups of institutions from primary level to higher level in 792 statements on the philosophy of justice, on the basis of age, teachers are classified in to 3 classes 18 to 25 years, 26 to 40 years, and 41 to 60 years.

for this study, a tool developed and certified by the researcher, Teacher professional adjustment scale has been used, whose reliability is 0.89 and validity is 0.66 tool is assigned three levels of adjustment based on percentage rank (full fold adjusted, average adjusted, and below average adjusted).

The hypothesis has been tested and disused by IMOVA and chi square test.

Based on the analysis, it has been found that increasing age does not have a significant effect on the professional adjustment of teachers.

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