



A Study of Problems of Adjustment of Female Teachers Working in Higher Secondary School of Gujarat State

Guide

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1. Introduction

According to Gujarati dictionary education is to cultivate or an organized raising or the process of learning etc. In other way education is an art of ejecting physical, psychological and spiritual strength of the child. In short, education means to bring expected changes in the behaviour of child, in a way true education focuses on all round and balance development of person.

One of the many objectives of education is that the child learns to adjust, to adapt perfection. In life for surviving, adaptation is required, so the teacher should provide the students experience of adjustment, but the question is how does the teacher will provide the adjustment experiences and if teacher did the same are the students capable enough cope with it?

In present study, the researcher investigated about problems of adjustment of female teachers working in higher secondary schools of Gujarat state.

2. Objectives of the Study

Objectives of present study are as follow.

1. To study the adjustment of female teachers working in higher secondary schools of Gujarat state.
2. To study the adjustment of female teachers working in higher secondary schools of Gujarat state in context of area of schools.
3. To study the adjustment of female teachers working in higher secondary schools of Gujarat state in context of types of schools.
4. To study the adjustment of female teachers working in higher secondary schools of Gujarat state in context of stream of teachers.
5. To study the adjustment of female teachers working in higher secondary schools of rural area of Gujarat state in context of experience of teachers.

3. Hypotheses of the Study

- Ho₁** There is no significance difference between the mean scores obtained in Adjustment Inventory of teachers of urban and rural area.
- Ho₂** There is no significance difference between the mean scores obtained in Adjustment Inventory of teachers of grant-in-aided and self-finance schools.
- Ho₃** There is no significance difference between the mean scores obtained in Adjustment Inventory of teachers of science and general stream.
- Ho₄** There is no significance difference between the mean scores obtained in Adjustment Inventory of teachers having experience up to five years and more than five years.

4. Variables of the Study

In this study the following types of variables are selected.

4.1 Independent variable

In this study three types of independent variable will have been taken.

1. Area of School

1. Rural
2. Urban

2. Types of School

1. Grant in aided
2. Self-finance

3. Stream

1. Science
2. General

4. Experience of teacher

1. Up to five years
2. More than five years

4.2 Dependent variable

Scores obtained from Adjustment Inventory

5. Definitions of Keywords

5.1 Adjustment

James C. Coleman (1983) said,

“Adjusted behavior is the behavior by which the individuals to deal with stress and meet his need, also efforts to maintain harmonious relationships with the environment”

James Drever (1952) defines adjustment as,

“The modification to compensate for or meet special condition.”

According to the Carter V Good (1972),

“Adjustment is the process of finding and adopting modes of behaviour suitable to the environment or the change in the environment”

According to Merriam-Webster.com,

“The act or process of adjusting is called adjustment”

5.2 Operational definition

“Adjustment defined by the scores obtained by Adjustment Inventory for female teachers working in secondary schools of rural area of Gujarat state.”

6. Limitations of the Study

Limitations of present study are as follow.

1. The present study was conducted on female teachers working in higher secondary schools of Gujarat State.
2. The present study was conducted on female teachers of grant-in-aided and self-finance schools of Gujarat state.

7. Research Method

The main objective of researcher was to study the adjustment problems of female teachers of secondary schools of Gujarat State. To obtain the data, the researcher constructed and standardized the Adjustment Problems Inventory for secondary schools' female teachers. The researcher randomly selected different districts of Gujarat state and female teachers from selected schools were given data collection tool. Thus, as a data collection procedure, information regarding adjustment problems from a large sample was performed. The researcher had to collect information from a large sample. Therefore, **Survey Method** was used in present study.

8. Sample of the Study

The researcher selected 1383 female teachers of secondary schools of Gujarat state. Out of these, 684 female teachers selected from urban area and 699 female teachers were selected from rural area. 849 female teachers were selected from grant-in-aided schools and 534 female teachers were selected from self-finance schools. 699 female teachers were selected from science stream and 684 female teachers were selected from general stream.

9. Research Tool

The researcher constructed Adjustment Inventory for the problems faced by female teachers of secondary schools selected from Gujarat state. There were 53 items were remained in final Adjustment Problems Inventory. These items were distributed in seven different factors.

10. Data Collection

Data collection was the most important task of present research which took almost 5 months. The researcher selected 1383 female teachers from higher secondary schools of Gujarat state. The researcher visited each selected school to obtain permission data collection in advance. The researcher met principals of selected school for asking the permission. Thus, a specific date and time were fixed for data collection. At a fixed time and date, the researcher again visited all the schools. The selected teachers were given the Adjustment Problems Inventory and obtained their responses. The researcher explained everything about how to provide responses to each item. After completion of inventory, the researcher collected all the inventories.

11. Data Analysis and Results

The researcher constructed four hypotheses as mentioned above. These hypotheses were checked using t-tests. The results of t-tests were obtained as below.

HO₁: There is no significance difference between the mean scores obtained in Adjustment Inventory of teachers of urban and rural area

Table 1: Result of t-test between teachers of urban and rural area

Area	N	M	SD	SED	t	Significance
Urban	696	24.18	11.27	0.59	2.90	0.01
Rural	688	22.48	10.51			
df	0.05	0.01				
1382	1.96	2.58				

As mentioned in above table, the calculated t-value between mean scores obtained by female teachers of urban and rural area is 2.90. For, df=1382, table t-values are 1.96 at 0.05 level and 2.58 at 0.01 level. Calculated t-value is higher than table t-values at both levels. Therefore, HO₁ is rejected and there is a significant difference between mean scores obtained by female teachers of urban and rural area.

Here, mean score of female teachers of urban area is higher than mean score obtained by female teachers of rural area. So, it is revealed that the female teachers of urban area have more adjustment problems than female teachers of rural area.

HO₂: There is no significance difference between the mean scores obtained in Adjustment Inventory of teachers of grant-in-aided and self-finance schools

Table 2: Result of t-test between teachers of grant-in-aided and self-finance schools

School	N	M	SD	SED	t	Significance
GA	786	19.94	10.69	0.55	14.42	0.01
SF	598	27.81	9.55			
df	0.05	0.01				
1382	1.96	2.58				

As mentioned in above table, the calculated t-value between mean scores obtained by female teachers of grant-in-aided and self-finance schools is 14.42. For, $df=1382$, table t-values are 1.96 at 0.05 level and 2.58 at 0.01 level.

Calculated t-value is higher than table t-values at both levels. Therefore, H_{03} is rejected and there is a significant difference between mean scores obtained by female teachers of grant-in-aided and self-finance schools.

Here, mean score of female teachers of self-finance schools is higher than mean score obtained by female teachers of grant-in-aided schools. So, it is revealed that the female teachers of self-finance schools have more adjustment problems than female teachers of grant-in-aided schools.

H_{03} There is no significance difference between the mean scores obtained in Adjustment Inventory of teachers of science and general stream.

Table 3: Result of t-test between teachers of science and general stream

Stream	N	M	SD	SED	t	Significance
Science	676	23.98	11.13	0.59	2.13	0.05
General	708	22.73	10.71			

df	0.05	0.01
1382	1.96	2.58

As mentioned in above table, the calculated t-value between mean scores obtained by female teachers of science and general stream is 2.13. For, $df=1382$, table t-values are 1.96 at 0.05 level and 2.58 at 0.01 level.

Calculated t-value is higher than table t-values at 0.05 level. Therefore, H_{03} is rejected at 0.05 level and there is a significant difference between mean scores obtained by female teachers of science and general stream.

Here, mean score of female teachers of science stream is higher than mean score obtained by female teachers of general stream. So, it is revealed that the female teachers of science stream have more adjustment problems than female teachers of general stream.

H_{04} : There is no significance difference between the mean scores obtained in Adjustment Inventory of teachers having experience up to five years and more than five years.

Table 4.0

Result of t-test between teachers having experience up to five years and more than five years

Experience	N	M	SD	SED	t	Significance
5 Years	687	24.28	10.32	0.59	3.18	0.01
> 5 Years	697	22.41	11.43			

df	0.05	0.01
1382	1.96	2.58

As mentioned in above table, the calculated t-value between mean scores obtained by female teachers having experience up to 5 years and more than 5 years is 3.18. For, $df=1382$, table t-values are 1.96 at 0.05 level and 2.58 at 0.01 level.

Calculated t-value is higher than table t-values at both levels. Therefore, H_{04} is rejected and there is a significant difference between mean scores obtained by female teachers having experience up to 5 years and more than 5 years.

Here, mean score of female teachers having experience up to five years is higher than mean score obtained by female teachers having experience more than 5 years. So, it is revealed that the female teachers having experience up to 5 years have more adjustment problems than female teachers having experience more than 5 years.

12. Findings of the Study

Major findings of present study are as follow.

1. The female teachers of urban area have more adjustment problems than female teachers of rural area.
2. The female teachers of self-finance schools have more adjustment problems than female teachers of grant-in-aided schools.
3. The female teachers of science stream have more adjustment problems than female teachers of general stream.
4. The female teachers having experience up to 5 years have more adjustment problems than female teachers having experience more than 5 years.

13. Conclusion

The researcher studied the adjustment problems of female teachers of higher secondary schools of Gujarat state. After research, it was revealed that the female teachers of urban area have more adjustment problems than the female teachers of rural area. As well as, the female teachers having experience more than five have more adjustment problems than the female teachers having experience less than five years.

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