

## A Study of Adjustment among College Teachers

SHAFATA RAZAK

Research Scholar

School of Education, Central University of Kashmir, Kashmir (J&K) India

### ABSTRACT

The present study was designed to compare science and social science college teachers on adjustment. The sample for the present study consists of 120 college teachers in which 60 were science teachers and 60 were social science teachers. Regarding the tools of investigation, the research reviews offered varied tools of different dimensions used by various scholars. Bell's Adjustment Inventory (BAI) was developed by H.M. Bell was considered on various dimensions *viz.*, health, social, emotional, occupational and total adjustment. The study revealed that It was found that science and social science college teachers do not differ significantly on personal social adjustment and it was found that there is a significant difference in level of adjustment between science and social science college teachers.

**Key Words :** Adjustment, College teachers, Science, Social science

### INTRODUCTION

College life is not an easy journey. College students face different challenges in their life. Aside from their academic requirements, they also have different responsibilities brought about by their different life roles. Young adults experience many changes in all aspects of their lives. Adolescence is the transition stage from childhood to adulthood and this is the period of life characterized by a barrage of challenges. Moreover, it is the transition or adjustment period to adulthood when ethical values acquired in childhood are compared with the set of values gained as they were growing. Given that adolescence is the time of change that is exemplified by increased levels of personal searching and taking on of more mature life roles, it is important for adolescents to have increased belief in their capacity to control one's environment or self-efficacy since this would pave the way for carrying out task with confidence and belief in oneself which would tend to lead to improved subjective wellbeing. This is an important stage in these young adults' life since they are about to experience career exploration in preparation for their graduating year (Sarkar and Banik,

2017).

Adjustment to college life can be defined as making a successful transition to a new learning and social environment that can be characterized as taking advantage of available resources and may require letting go of past attitudes, values, and behaviours and learning new ones in their place. Adjustment to college life can also be defined as successful negotiation of various obstacles commonly faced by college students while utilizing available resources. College education is filled with social, academic, and emotional stressors. In spite of that, a majority of students find ways to cope with adversity and achieve their academic goals. At the same time, a large portion of the undergraduate student body seems to be significantly less successful at attaining their educational goals with about 40% of entire college student population never receiving their diplomas (Akhtar and Alam, 2016; Devika, 2014; Makwana and Kaji, 2014).

Adjustment is a lifelong process, starts at the time of birth and continues till death. It is the process of catering demands of individual along with the demands and expectations of the society of which he is a part. So it is a condition in which the behaviour of the individual

conforms to the demands of the society to which he belongs and at the same time he feels that his own needs have been fulfilled. Psychologists often define adjustment as a compromise between the needs of the individual and the demands of the society in which he lives. According to Crow and Crow (1956), "An individual's adjustment is adequate, wholesome and healthful to the extent that he has established harmonious relationship between himself and the conditions, situations and the persons who comprise his physical and social environment". In 1964 Joshi and Pandey in their research work covering school and college students have given eleven areas of an individual's adjustment, they are health and physical development; finance, living conditions and employment; social and recreational activities; courtship, sex and marriage; social psychological relations; personal psychological relations; moral and religious; home and family; future-vocational and educational; adjustment to school and college work; curriculum and teaching (Mangal, 1984; Osburn William, 1971; Raju and Sanandaraj, 1984 and Mangal, 2011).

An individual has to bring harmony between his personal needs and need of the external environment which he can do either by changing his needs in accordance to the situation or by bringing change in the situation in accordance to his needs where required.

### **Objectives:**

The following objectives were formulated for the present study:

1. To study the adjustment of college teachers in Srinagar district.
2. To compare the science and social science college teachers on various areas of adjustment.

### **Hypothesis:**

The following hypotheses were formulated for the present study:

1. Science and social science college teachers differ significantly on various areas of adjustment.

### **Operational definitions of variables:**

#### **Adjustment:**

Adjustment for the present study was assessed through Bell's Adjustment Inventory. It has five dimensions *viz.*, Home, Health, Social, Emotional, Occupational.

#### **Science college teachers:**

Science college teachers for the present study were those teachers who teach the subjects Chemistry, Physics and Biology etc.

#### **Social Science Teachers:**

Social science college teachers for the present study were those teachers who teach subjects History, Political Science and Economics at College level.

## **METHODOLOGY**

### **Sample for the study:**

The sample for the present study consists of 120 college teachers in which 60 were Science college teachers and 60 were Social Science college teachers. The sample was selected randomly from various degree colleges of Srinagar district.

### **Tool used:**

#### **Bell's Adjustment Inventory:**

On the basis of operational definition of adjustment, the investigator used the Bell's Adjustment Inventory for screening of poor adjustment because almost all the adjustment. This inventory was developed by Professor H.M. Bell (1934). It is available in two forms *viz.*, student form and adult form. The student form of Bell's Adjustment Inventory has 140 items measuring adjustment in four aspects like home, health, social and emotional. The 'adult form' has 160 items measuring adjustment in five areas like home, health, social, emotional and occupational. It is considered to be one of the most famous widely used inventories for the purpose of screening the students or adults with regard to adjustment problem.

### **Statistical treatment:**

The data collected was subjected to the following statistical treatment.

Mean, S.D., t-test.

## **RESULTS AND DISCUSSION**

The Table 1 reveals that the science and social science college teachers have significant difference at 0.01 level on dimensions of home, health, emotional and total adjustment. The same table further reveals that science and social science college teachers do not differ significantly on personal social adjustment.

**Table 1 : Showing mean comparison of Science and Social Science college students on various dimensions of personality adjustment (N=60 each)**

Areas	Groups	Mean	S.D	t-value	Level of significance
Home Adjustment	Science Teacher	12.04	8.10	4.44	Sig. at 0.01 level
	Social Science Teachers	8.44	6.29		
Health Adjustment	Science Teacher	11.20	7.20	3.04	Sig. at 0.01 level
	Social Science Teachers	8.58	4.80		
Social Adjustment	Science Teacher	15.60	9.98	1.89	Non-Significant
	Social Science Teachers	13.10	8.81		
Emotional Adjustment	Science Teacher	12.80	6.94	3.32	Sig. at 0.01 level
	Social Science Teachers	9.84	5.07		
Occupational Adjustment	Science Teacher	9.26	7.96	1.20	Sig. at 0.05 level
	Social Science Teachers	8.10	5.57		

**Table 2 : Mean comparison of science and social science college teachers on composite score of adjustment**

Gender	N	Mean	St. Deviation	t-value	Level of significance
Science Teacher	60	68.04	5.33	4.08	Sig. at 0.01 level
Social Science Teachers	60	71.02	4.99		

The Table 2 shows the mean comparison between science and social science college teachers on composite score of adjustment. The table shows that there is a significant difference in level of adjustment between science and social science college teachers. Therefore, our Hypothesis No. 1 (Science and Social Science college teachers differ significantly on adjustment) is accepted (Seaxena, 1995; Vandalen and Jacob, 2009).

**Major Findings:**

1. It was found that the science and social science college teachers have significant difference level on dimensions of home, health, emotional and total adjustment.
2. It was found that science and social science college teachers do not differ significantly on personal social adjustment.
3. It was found that there is a significant difference in level of adjustment between science and social science college teachers.

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