



Urban Teachers are professionally better Adjusted than Rural Teachers

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Abstract

Region-wise professional adjustment status of teachers was examined by the investigator on a sample of 792 teachers. Teachers have been classified into two categories viz. Rural and Urban. To evaluate the status of professional adjustment of teachers, a tool viz. "Manual on Teachers Professional Adjustment" was used which was prepared and standardized by the investigator. The reliability and validity of the tool were found 0.89 and 0.66 respectively. On the basis of percentile rank and professional adjustment scores, professional adjustment status of teachers have been classified into three levels viz. well-adjusted, average-adjusted low-adjusted. Analysis of data was done by t-test and χ^2 test through SPSS version 13.0 and Prism 3.0. This study reveals that there is no significant difference between professional adjustment of Rural and Urban teachers.

Keywords: Professional Adjustment, Teacher, Region, India

Introduction

Professional adjustment means being adjusted to his profession. The person must have in-depth liking, awareness of pros and cons of his profession. Liking not only by its exterior appearance but also by work culture, duty hours, hardship and nature of working is vital. For example, a person is very much interested in teaching profession observing the prestige and comfortable life of teachers. No sooner does he join, than he starts feeling uncomfortable because his presentation is not good enough, and he is unable to teach especially academically weak students. Though he has sound knowledge in his subject area, he is devoted to his profession yet he may dislike it. For example a person is very much interested in army viewing the dress and discipline. No sooner does he join the army than he is terminated from services because he is unable to cope up the hardship of army.

The essence is, a person may be adjusted in one profession but might not be in other one. If he is adjusted in teaching profession may not be in administration, marketing or army etc. and vice-versa, because every profession has its own requirements. If a person has those requisite merits

only then he may be adjusted in such a profession otherwise he/she may be mal-adjusted.

A professionally adjusted person does not want to switch over to another profession, but may be happier in another capacity of same nature. For example a teacher may switch over from primary to secondary or degree level and vice-versa but not from teaching profession to engineering, marketing or administration etc.

Job satisfaction and professional commitment are essential factors for professional adjustment but not a sufficient condition for its existence.

A professionally adjusted individual completes the assigned work sincerely using all his skills and understanding. He does not make excuses but assume full responsibility and accountability for the work assigned to him. He believes in being wise and tactful 'watch, wait but not forsake'. He does not work due to fear of boss, lure of honoraria or fear of termination from services etc. but he perform his duty because he enjoys, feels happiness, gets internal satisfaction and is fully convinced that this alone will create conditions of general welfare.

Professionally adjusted persons enjoy in creating something new and useful for the welfare of organization rather confined to routine work only. Every next morning, they plan how best they may contribute to their profession and in the late evening, they evaluate their contribution. They analyses their weaknesses and sort out measures for their improvement, however, they continue improving their own performance by self criticism. They have immense patience and plan their work according to the time available for it. All the time, they try to communicate smoothly to students, helping them to acquire and grasp new progressive conditions. They have democratic approach and maintain healthy relations with the students, college authorities, colleagues, staff members and guardians. They are best adjusted personnel in the work-culture of school. They participate in extra-curricular activities, provide extra time to weak

students, enjoy in classroom session, like the school activities and do not make excuses for evading extra work assigned by the principal or management for their leisure time or in the absence of any other teacher. They are aware of professional courses, trainings, seminars, research programs being run for students and teachers, conducted by other schools, colleges, research institutes or universities. They take part in these programs and implement these policies over students in their institution for providing best quality of education. Their integrity is not doubtful, they are completely devoted to their duties, temperamentally humanitarian and self-disciplinarian. For their genuine demands, they do not go on strike, or indulge in filthy politics in the institution or take help of any foul means, but get their demands fulfilled by constructive thoughtful measures.

Shaffer L.F. has identified an adjusted behavior with integrative behavior. He has discussed adjustment in terms of an individual's motives, drives etc. He defined normal behavior as integrative one, in his own words,

“When your adjustments are integrative, you satisfy all of your motives as they function in an inter-related system, without the over emphasis of one drive or the slighting of another. Further more good adjustments are integrated with respect to time. Representations of the past and the future are brought into the present, by appropriate symbolic processes speech and thinking, so that behavior is determined by goal, other than the most immediate ones.”

On the other hand maladjustment refers to the disharmony between the person and his environment. A well adjusted person is one who is efficient and happy in a reasonably satisfactory environment. Not only he is in an environment which enables him to satisfy his basic needs satisfactorily and be able to manage his life so that the satisfaction of the need does not make the satisfaction of another impossible but he must satisfy his needs in such a way as to avoid interfering with the fulfillment of the legitimate needs of others. His needs and satisfactions in life are integrated with a sense of social feeling and an acceptance of social responsibility.

Shaffer has defined maladjusted behaviour in terms of non-integrative behaviour, to quote him.....“Maladjusted or inadequate behaviour can be defined more precisely as non-integrative, unable to resolve his present conflict, the than finds other tension reducing outlets.”

Gates and others also define adjustment as it has two meanings. In one sense it is a continuous process by which a person varies his behaviour to produce a more harmonious relationship between himself and his environment. The direction of his effect may be towards changing the environment or both. Others may contribute towards this adjustment process either by helping to change the environment or by helping to choose the person's outlook on his environment. In other sense adjustment is a state, which is the condition of harmony arrived at by a person whom we call 'well adjusted.' Descriptively, this person is relatively efficient and happy in an environment, which we judge to be reasonably satisfactory.

Some people maintain reasonable peace of mind while others develop illness, and still others become delinquents. All times the adjustment made to the situation is thought to be related to the satisfaction of needs, particularly to the ego and social needs of the individual.

Brown (1940) stated in his book that “all life and growth are process of adjustment of the biological organism to the physical and social environment.”

In analysis of “adjustment process” **Shaffer** describes a series of steps which begins when a need is felt and ends when need is satisfied. They are as follows:

1. Motivated action
2. Readjustment
3. Barrier
4. Various responses
5. Solution or attainment of the goal

Chhaya (1974) found no significant difference in the teaching effectiveness of rural versus urban teacher groups. Other studies by **Bhandarkar (1980)**, **Garg (1983)** **Srivastava (1986)** found urban groups to be definitely superior to rural groups in aspects under their study.

Objective

- To investigate and compare professional adjustment status of Rural and Urban teachers
- To ascertain proportions of level of Rural and Urban teachers at three levels of professional adjustment.

Hypotheses

- There will be no significant difference between means of professional adjustment status of Rural and Urban teachers.
- There would be no significant difference between proportions of Rural and Urban teachers at three levels of professional adjustment.

Methodology

Population

This study was confined to the teachers of private (recognized and non-recognized) and government primary to junior, secondary to higher secondary schools and higher and technical education teachers of Uttar Pradesh (INDIA) constitute the population of the study.

Sample

The sample of the present study consists of 792 teachers from pre-primary to higher education stage selected from ten districts of Uttar Pradesh. Out of 792, 103 were rural teachers and 689 were urban teachers. However he had to resort to stratified random method whereby the institutions of various levels were selected by computer determined randomness and the teachers were selected by the cluster system.

Rizvi Teachers Professional Adjustment Inventory

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

stage. Its validity was found to be 0.66, while reliability was found to be 0.799 and corrected by Spearman Brown prophecy formula, then, it was found to be 0.89. Norms were calculated on the basis of percentile rank and three broad and distinct levels of professional adjustment viz. well-adjusted, average-adjusted and low-adjusted were ascertained.

Statistical Analysis

Teachers professionals adjustment scores (TPA scores) of two groups were compared by t-test. The proportions between groups were compared by χ^2 (chi square) test. A two-tailed ($\alpha=2$) $p<0.05$ was considered statistically significant. Analysis was done on Graph Pad Prism 5.0.

Data Analysis and Interpretation

In this study, significance level of mean difference between male and female teacher have been tested.

Table.1: Comparison of professional adjustment scores by Area

Area	No. of teachers	Professional adjustment score (mean±sd)					
		Form A	t-and p- valu	Form B	t-and p- valu	Form (A+B)	t-and p- valu
Rural	103	25.06±10.20	1.35, 0.17	23.54±9.46	0.90, 0.36	48.60±17.64	0.43, 0.66
Urban	689	22.32±11.75		24.92±8.73		47.24±18.24	

Table 1 reveals that ‘t’ values for significance of difference between mean values in Form A, Form B and combined Form (A + B) are not significant statistically implies that null hypothesis is upheld. Urban teachers have higher means than rural teachers in Form A and combined Form but lower in form B. The observed difference between mean values could be due to chance. Thus, there is no

real difference between professional adjustment status of urban and rural teachers.

Urban and Rural teachers are very much alike in their professional adjustment aspect and no significant difference is observed between them in this respect. That simply means any measures contemplated to improve this will be needed uniformly in both these areas-rural and urban.

Table 2: Comparison of level of professional adjustment by Area

Area	No. of teachers	Level of professional adjustment					
		Low adjusted		Average adjusted		Well adjusted	
		No.	%	No.	%	No.	%
Rural	103	4	11.4	23	65.7	8	22.9
Urban	689	118	15.6	525	69.4	114	15.1

$\chi^2=1.76, p=0.41$

Examination of the **Table 2** reveals that χ^2 -value ($\chi^2 = 1.76, p= 0.41$) for difference between proportions (percentages) among three groups of teachers are not significant statistically at three levels of professional adjustment. It means professional adjustment levels (well, average and low) of each group are not statistically different to each other i.e. it could be by chance.

Conclusion

No distinct differentiation of professional adjustment could be made between teachers working in rural and urban educational institutions. Even proportion wise, they are not significant statistically at three levels of professional adjustment.

That perhaps is due to the living conditions of these two locales where teachers have to

perform their duties while fulfilling the sundry local demands with the means at their disposal. No doubt the urban conditions are more taxing and demanding in financial and sophistication terms. Also perhaps the students and guardians directly and indirectly cause greater strain on the teacher's mental and academic performance in the classroom and outside. But at this stage they remain as mere guess than substantial evidence as the causative factors for this observed difference prevailing in the professional adjustment deficiency among urban and rural groups of teachers compared here.

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