



---

## INFLUENCE OF GENDER AND AGE ON ADJUSTMENT OF TEACHERS

Dr. Veena

Assistant Professor, Department of Education, Annamalai University,  
Annamalai Nagar, Chidambaram, Tamil Nadu.

### ABSTRACT

*Adjustment of a person is based on building harmony between his personal characteristics and the demands of the environment, of which he is a part. Personal and environmental factors work side by side in bringing about this harmony. Quality of a nation depends upon the quality of education imparted to its citizen which in turn depends upon the quality of its teachers. The quality of a teacher is judged through his work and behavior which in turn depends upon the degree of his adjustment with his self and his environment. The assessment of the degree of a teacher's adjustment or mal-adjustment may prove helpful in controlling the hazards and bringing improvement in the field of education.*



**KEY WORDS:** *building harmony , mal-adjustment , field of education.*

### INTRODUCTION

Adjustment is a commonly used word in everyday life. It is equally popular in the disciplines of Psychology, Sociology and Education. Adjustment and accommodation are needed in all walks of life. Life is a continuous process of change and challenges. Every person is facing such situations for his survival or growth which arise as a result of individual physiological, psychological or social needs. Different persons use different ways to satisfy their needs. The strategy used by an individual to manage this need satisfaction is called adjustment. When the efforts of an individual are successful and satisfying, then it is good adjustment. But, if a person meets frustration in his efforts continuously the personality adjustment may not be proper; then it might be a case of maladjustment.

Adjustment and adaptations are frequently used in the same sense. Initially, 'adaptation' was used by biologists. It meant an attempt to survive in physical conditions of environment. Later on, behavior psychologists came out with the new term 'adjustment', denoting a broader concept, that is, Adjustment means behavioral reactions to personal demands and social pressures.

Teachers are trained and hired by society to help facilitate the intellectual, personal and social development of those members of society who attend schools. Needless to say that the image of the teacher has changed considerably over the years. Today, teachers are better educated, earn more money, and are respectable members of the society. Society requires its teachers to obtain a college education as well as a specific training as teachers. Increase in the educational level of teachers is in recognition of the fact that, if teachers are to facilitate the intellectual, personal and social development of their students, they must be better educated than ever before (Myron Beton, 1970).

The term '**teacher**' is generally reserved for the persons whose primary profession and occupational function is to help others learn and develop new ways. While in education, learning and teaching can, and do, take place in many different settings, most societies realize that education is too important to be left to a

mere chance. Consequently, they establish schools to facilitate learning and to help people live a better and happier life. Schools are created to provide a certain type of educational experience, which can be called the curriculum.

*“The only true teacher is he who can immediately come down to the level of students' and transfer his soul to the students' soul and see through the students' eyes and hear through his ears and understand through his mind”- Swaini Vivekananda.*

### CHARACTERISTICS OF ADJUSTMENT

Some characteristics of adjustment are well illustrated in these definitions:

- The adjustment is a process of interaction between the individual self and his environment.
- The self and the environment are both amendable and changeable.
- Adjustment is a continuous process in life. It is not static. It is never complete but attempts to encounter new problems in ever-changing life situations.
- Adjustment enables the person to satisfy his needs, maintain harmony with the environment.

### OBJECTIVES OF THE STUDY

- To find out the level of adjustment of teachers.
- To find out the significant difference in adjustment of teachers in terms of gender and age group.

### Hypotheses

1. There is no significant difference in adjustment of teachers based on gender.
2. There is no significant difference in adjustment of teachers based on age group.

### Method & Sample

Normative survey method has been used in the present study. The sample for the study was 200 school teachers in Chidambaram. The samples were collected by random sample technique.

### Tool

- Mangal's Teachers Adjustment Inventory.

### Delimitations of the Study

- The study was confined only with the school teachers.
- The area for the study was Chidambaram.
- The study has been limited to the sample of 200 school teachers.

### Data Analysis

**Table 1: Level of Adjustment of Teachers**

Adjustment	N	Mean	SD	M+1D	M-1D	Level
	200	48.36	10.5	58.86	37.86	Average

Table-1 shows that the mean score of adjustment of teachers is 58.86. The mean value lies between 58.86 and 37.86. Thus it is concluded that the adjustment of teachers is average.

**Table 2: Adjustment of Teachers based on Gender**

Adjustment	Gender	N	Mean	SD	t-value	Remark
	Male	81	46.9	10.91	1.632	Not Significant
	Female	119	49.36	10.14		

From Table-2, the obtained t-value 1.632 is less than the table value (1.96) at 0.05 level. Hence it can be concluded that there is no significant difference between male and female teachers based on adjustment. So, the hypothesis-1 is accepted.

**Table 2: Adjustment of Teachers based on Age Group**

Adjustment	Age	N	Mean	SD	t-value	Remark
	30-40yrs	107	49.09	10.83	0.627	Not Significant
	Above 40 yrs	93	48.14	10.20		

Table-3 depicts that the t-value 0.627 is less than the table value (1.96) at 0.05 level. Thus it can be concluded that there is no significant difference in adjustment of teachers based on their age group. Hence the hypothesis-2 is rejected.

### Findings

- The level of adjustment of teachers is average.
- There is no significant difference between male and female teachers with respect to their adjustment.
- There is no significant difference in adjustment of teachers based on their age group.

### CONCLUSION

Teachers are uniquely positioned to define their problems and seek solutions in their own situations and their own terms. But teachers' perceptions about what goes on in the school often differ from public perceptions. Teachers consistently view public education in a more positive light than that of public. In addition, the role of teachers in the class room has shifted, therefore, they are required to wear many hats during the course of the school day. The teacher today faces new challenges in the education calling for greater effort from teachers. Teachers as a group are not more maladjusted than members of other vocations. Problems of adjustment are common to all groups, but every vocation presents certain problems peculiar to itself. Perhaps the prime condition of satisfactory adjustment is that the teachers have confidence in their own competence and that they respect their vocation. Generally, teaching is not conducive to that growth and maturity of mind that seem so necessary to personal satisfaction and consciousness of worth.

### REFERENCES

1. Myron Breton. (1970). What's Happened to Teacher? New York: Croward Maccann.
2. Lazaus, Richard, S. (1976). Patterns of Adjustment. Tokyo: McGraw Hill Kogatkusha.
3. Blair, G.M. Janes, R.S. & Simpson, R.H. (1956). Education Psychology. New York: McMillan Company.
4. Shakuntala, K.S. & Tara Subapathy. (1999). Teacher Adjustment is Related to Interest in attitude Towards Teaching. Journal of Psychology, 16(3).