

Turkish Online Journal of Qualitative Inquiry (TOJQI)  
Volume 12, Issue 5, July, 2021: 4246 - 4252

Research Article

**RELATIONSHIP BETWEEN TEACHERS' ADJUSTMENT AND  
TEACHERS' OCCUPATIONAL SATISFACTION AT SECONDARY  
LEVEL**

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**ABSTRACT**

The present study is an attempt to find the relationship between teachers' adjustment and occupational satisfaction at secondary level. One hundred sixty teachers of secondary schools of Hisar district were taken on the basis stratified random sampling techniques. Mangal Adjustment Inventory by S.K. Mangal and Job Satisfaction Scale (JSS) by Meera Dixit were used to collect the data. The findings reveal that significant positive co-relation was found between adjustment and occupational satisfaction of secondary school teachers. In case of male and female secondary school teachers, the co-relation is positively significant. It can be interpreted that with increase in occupational satisfaction, the adjustment of male and female secondary school teachers increases and vice-versa.

**Key words:** Education, Teacher Adjustment, occupational satisfaction, male, female, secondary school teachers.

**INTRODUCTION**

The teacher today faces new difficulties in the education calling for more noteworthy exertion from teachers. Teachers as a gathering are not more maladjusted than individuals from different livelihoods. Issues of adjustment are regular to all gatherings, yet every work presents certain issues unconventional to itself. Maybe the superb state of acceptable adjustment is that the teachers believe in their own capability and that they regard their livelihood. For the most part, instructing isn't conducive to that development and development of psyche that appear to be so important to individual satisfaction and awareness of worth. A few chairmen over that as a class the more established teachers are less able an explanation which, unexpectedly is commensurate to say that our school don't do a lot to create teachers. Additionally, it will presumably be conceded that teachers would get more noteworthy satisfaction from their work in the event that they could anticipate a significant stretch of advancement and on the off chance that they could see wherever about them proof of expanding development and improvement.

Adjustment is the cycle by which a living creature keeps a harmony between its necessities and the conditions that impact the satisfaction of these requirements. The cycle

of adjustment has two fundamental components: One the need of the living organic entity and two, the conditions or conditions that impact these necessities. These requirements can be biogenic, starting in the public eye, individual or collective, or emerging from some other possible source. Then again, the conditions affecting these necessities likewise can either be inside the individual or outside him. Variables that impact these requirements are his physical and mental states, limit, perspectives, interests and so on As indicated by Blair, Jones and Simpson (1975), "Changed teachers do a lot to achieve understudy adjustment and the opposite is likewise evident. Likely, the most palatable method of estimating whether a homeroom is smooth running and compelling is measure the level of individual adjustment of the teachers." According to Shaffer, "Adjustment is the cycle by which living organic entity keeps a harmony between its need and the conditions that impact the satisfaction of these necessities". Taking all things together faculties, adjustment infers an acceptable transformation to the requests of everyday life and keeping a harmony among need and ability to acknowledge needs. However long the equilibrium is kept an individual remaining parts changed.

The idea of 'job-satisfaction' has come from Industrial Psychology and it is currently one of broadly investigated part of human effectiveness at work. When there is satisfaction in job, work is finished with extraordinary consideration and genuineness "Job-satisfaction is the entire lattice of job factors that make an individual like work circumstance and lead for it without aversion toward the start of this work day." Occupational satisfaction basically suggests quite possibly the most wonderful and distinctly pursued perspective. It tends to be made a vehicle for the accomplishment of a better quality. Without a doubt, it tends to be said that the occupational satisfaction is broadly acknowledged mental part of successful working in any calling. In any case, a more exhaustive methodology necessitates that numerous extra factors like business' age, wellbeing, personality, wants and level of yearning, family relationship, societal position, sporting out-lets, movement in associations and so forth ought to be thought of. The individuals who are happy with their organizations and their work are called undeniably changed. Job-satisfaction gives joy, proficiency and accomplishment in one's expert movement. A laborer who is happy with his work is portrayed by his soul of commitment and assurance for the satisfaction of the set objective. As per Locke (1975), job-satisfaction and dissatisfaction are an element of saw relationship between what one expected and acquires from one's job and how much significance or worth is characteristics to it. Occupational satisfaction improves the exhibition just as the viability of an individual independent of his inclination of work. The amicable, eager, secure, composed air teacher can add to the prosperity of his understudy understudies. Then again, the fractious, discouraged, threatening tired hypochondriac teacher cannot focused on their examinations which are upsetting to understudies and which may forever adjust their point of view.

## **REVIEW OF LITERATURE**

**Bhandari and Patil (2009)** found that that many female teachers were dealing with specific issues like absence of coordination and collaboration in the working spot. Most of these teachers were happy with their work, job and rewards. Larger part of the female teachers said they had not landed acknowledgment for the position and work done. **Chaudhari (2012)** recommended that teachers having good disposition towards their calling are for the most part fruitful, appropriately changed and very much happy with their job. **Katoch (2012)** found that female school teachers are more happy with their job than male teachers and pay per annum is a significant factor affecting the degree of occupational satisfaction. **Malik (2013)** shows that impromptu premise resources are exceptionally disappointed in regards to pay/leave advantage, job security, research backing and offices, professional success. **Bhutia and Dey (2015)** found that the teachers can do their best when they are composed. The sexual orientation and the board don't influence the educator adjustment, though preparing does. The individuals who are very much prepared are better changed then the individuals who are undeveloped. The encouraging fitness isn't influenced by sexual orientation, the board and preparing, which shows that inclination is inward quality which may improve with preparing. **Sajeena (2016)** found that larger part of the teachers were found with the various elements of occupational satisfaction. **Peerzada (2013)** explored showed that the sociology teachers have more adjustment issues than science teachers. **Moshahid (2017)** found no critical difference between the adjustment of government male and female secondary school teachers. The examination additionally found that there is critical difference between adjustment of private male and female secondary school teachers. Notwithstanding, there is no critical difference between adjustment of government and private female secondary school teachers. **Rani and Buvaneswari (2017)** found a huge relationship between adjustment issues and occupational satisfaction of female teachers. **Bhat (2018)** uncovered that there is no critical difference among male and female secondary school teachers in occupational satisfaction. The outcomes additionally demonstrated that there is no huge difference between secondary school teachers working in Govt. what's more, private area in occupational satisfaction. The investigation additionally expresses that there is huge relationship impact of sex with kind of foundation/school on occupational satisfaction. **Halder and Roy (2018)** investigated the relationship between educator adjustment and occupational satisfaction of the secondary school teachers in West Bengal. It was discovered that there was positive correlation between teacher adjustment and occupational satisfaction.

### **SIGNIFICANCE OF THE STUDY**

The idea of adjustment has pulled in the consideration of analyst. They concur that a composed individual is especially in need since he is the one whose necessities and satisfaction of life, are coordinated with the feeling of social emotions and acknowledgment of social duty. The different examinations and investigates directed by the clinicians and educationists unmistakably show that teachers are faced with adjustment issues. The various components which impact the nature of education and its commitment

to public turn of events, the quality, skill, character and character of teachers are without a doubt the most huge.

Occupational satisfaction among teachers is acceptable for themselves as well as society overall. It expands efficiency and homeroom execution in the school. Prosperity of any general public relies on the pretended by the educator. Teachers are the wellspring of direction on the whole the essential strides in the scholarly existence of the understudies. At the point when teachers are happy with their job they can play out their obligations with more fixation and commitment.

The hypothetical inquiries emerge in the brain of the examiner that - Is teacher Adjustment with occupational satisfaction? Is there significance of relationship between the Adjustment and teacher adjustment? For a similar explanation an investigation was attempted to find out the relationship between teachers' adjustment and teachers' occupational satisfaction in Hisar district of Haryana.

## **STATEMENT OF THE PROBLEM**

**Relationship Between Teachers' Adjustment and Teachers' Occupational Satisfaction at Secondary Level.**

## **OBJECTIVES OF THE STUDY**

1. To study the relationship between adjustment and occupational satisfaction of secondary school teachers.
2. To study the relationship between adjustment and occupational satisfaction of male secondary school teachers.
3. To study the relationship between adjustment and occupational satisfaction of female secondary school teachers.

## **HYPOTHESES**

1. There is no significant relationship between adjustment and occupational satisfaction of secondary school teachers.
2. There is no significant relationship between adjustment and occupational satisfaction of male secondary school teachers.
3. There is no significant relationship between adjustment and occupational satisfaction of female secondary school teachers.

## **METHOD OF THE STUDY**

Descriptive Survey Method was used to conduct the study.

## **SAMPLE**

In the current examination, secondary and senior secondary schools were the field of study. According to as populace for this work, 160 teachers of secondary schools of Hisar region were taken up based on defined arbitrary testing strategies.

## **TOOLS USED**

1. Mangal Teacher Adjustment Inventory (MTAI Short Form) by S.K. Mangal; and

2. Occupational satisfaction Scale for Primary and Secondary Teachers (JSS) Hindi /English standardized by Meera Dixit were used to collect the data.

### STATISTICAL TECHNIQUES USED

Mean, Standard Deviation and Karl Pearson's Product Moment Coefficient Correlation were used to analyze the data.

### ANALYSIS OF DATA

To discover the relationship among adjustment and occupational satisfaction among secondary school teachers, coefficient of correlation was applied. The acquired outcomes are given in tables beneath.

**Table 1 : Co-efficient of correlation between Adjustment and Occupational satisfaction of Secondary School teachers**

Variables	N	Means	SD's	Coefficient of correlation	Level of Significance
Adjustment	160	48.24	6.38	0.475**	0.01
Occupational satisfaction	160	109.94	9.02		

\*\*Significant at 0.01 level

The table 1 uncovers that the co-efficient of correlation among adjustment and occupational satisfaction of secondary school teachers is 0.475, which is significant at 0.01 level. Consequently hypothesis, "There is no huge relationship in adjustment and Occupational -satisfaction of secondary school teachers" is not retained. So the factors for example adjustment and occupational -satisfaction of secondary school teachers are decidedly related with one another. This positive relationship shows that with increment in occupational -satisfactions scores, the adjustment of secondary teachers will likewise be expanded and the other way around. To discover the relationship among adjustment and occupational satisfaction among male secondary school teachers, coefficient of correlation was applied. The acquired outcomes are given in tables underneath.

**Table 2 : Co-efficient of correlation between Adjustment and Occupational -satisfaction of Male Secondary School teachers**

Variables	N	Means	SD's	Coefficient of correlation	Level of Significance
Adjustment of Male teachers	80	48.84	6.43	0.557**	0.01
Occupational satisfaction of Male teachers	80	110.08	10.24		

\*\*Significant at 0.01 level

The table 2 portrays that the co-efficient of correlation among adjustment and occupational -satisfaction of male secondary school teachers is 0.657, which is significant at 0.01 level. Consequently hypothesis, "There is no huge relationship in adjustment and Occupational -satisfaction of male secondary school teachers" is not retained. It demonstrates that correlation between's above said factors is positive. This positive relationship shows greater adjustment with higher occupational -satisfaction of male secondary teachers and the other way around.

To discover the relationship among adjustment and occupational satisfaction among female secondary school teachers, coefficient of correlation was applied. The acquired outcomes are given in tables underneath.

**Table 3: Co-efficient of correlation between Adjustment and Occupational -satisfaction of Female Secondary School teachers**

Variables	N	Means	SD's	Coefficient of correlation	Level of Significance
Adjustment of Female teachers	80	47.641	6.39	0.384**	0.01
Occupational satisfaction of Female teachers	80	109.98	7.86		

\*\*Significant at 0.01 level

The table 3 shows that the co-efficient of correlation among adjustment and occupational -satisfaction of female secondary school teachers is 0.284, which is significant at 0.01 level. Consequently hypothesis "There is no huge relationship in adjustment and Occupational -satisfaction of female secondary school teachers" is not retained. It very well may be deciphered that adjustment of female secondary school teachers is likewise decidedly related with their occupational -satisfaction. This positive relationship shows that with increment in occupational -satisfaction, the adjustment of female secondary teachers will likewise be expanded and the other way around.

## FINDINGS

1. It was discovered that there is a positive and significant relationship among adjustment and occupational satisfaction of secondary school teachers. It tends to be deciphered that with increment in occupational satisfaction, the adjustment of secondary school teachers increments and the other way around.
2. It was discovered that there is a positive and significant relationship among adjustment and occupational satisfaction of female secondary school teachers. It very well may be deciphered that with increment in occupational satisfaction, the adjustment of male secondary school teachers increments and the other way around.

## Relationship Between Teachers' Adjustment And Teachers' Occupational Satisfaction At Secondary Level

3. It was discovered that there is a positive and significant relationship among adjustment and occupational satisfaction of female secondary school teachers. It tends to be deciphered that with increment in occupational satisfaction, the adjustment of female secondary school teachers increments and the other way around.

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