



A Comparative Study of adjustment among Government and Private Degree College Teachers

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ORIGINAL ARTICLE



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Received on : 20/02/2025
Revised on : 19/04/2025
Accepted on : 29/04/2025
Overall Similarity : 07% on 21/04/2025



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Originality Assessment

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Date: Apr 21, 2025 (01:49 PM)
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ABSTRACT

The present study aims to compare the adjustment levels of Government and private degree college teachers in urban Gwalior. A total sample of 60 teachers was selected from various institutions using purposive sampling. The Teacher Professional Adjustment Inventory (TPAI-RHA), developed by Dr. A.H. Rizvi, was used as the primary tool to assess different dimensions of professional adjustment. The data were analyzed using the t-test to determine the significance of differences between groups. The study focused on emotional, social, and professional adjustment areas among male and female teachers from both types of institutions. The findings revealed no significant difference in adjustment levels based on gender or institution type. These results suggest that college teachers, irrespective of gender or affiliation, demonstrate similar levels of professional adaptation. The study emphasizes the importance of institutional support and mental well-being in promoting teacher effectiveness. It also provides direction for future research and interventions in the field of teacher development.

KEY WORDS

Adjustment, Government Teachers, Private Teachers.

INTRODUCTION

Adjustment is a dynamic and continuous process by which individuals strive to maintain a harmonious relationship with their internal and external environments. In the teaching profession, adjustment becomes especially critical, as educators are not only

responsible for their own well-being but also play a pivotal role in shaping the academic and emotional development of their students. The degree to which teachers are able to adapt to the demands and challenges of their professional and personal lives significantly influences their performance, job satisfaction, and mental health.

According to Gates, A.I., & Jersild, A.T. (1948). “Adjustment is the process by which a living organism maintains a balance between its needs and the circumstances that influence the satisfaction of these needs.”

According to Shaffer, L.F. (1961). “Adjustment refers to the degree to which an individual’s personality functions effectively in the world of people.”

In the Indian higher education context, degree college teachers face a range of challenges, from administrative pressures and academic responsibilities to the need to constantly update their knowledge and pedagogical techniques. These challenges can vary significantly between Government and private institutions due to differences in organizational structure, pay scale, job security, work culture, student demographics, and institutional expectations. Government college teachers often benefit from more secure employment and standardized pay structures, while private college teachers may experience more pressure related to performance, contract-based employment, and limited institutional support.

Adjustment, therefore, becomes a key variable in understanding how these teachers cope with their environment. It encompasses various domains such as emotional adjustment (managing stress and personal emotions), social adjustment (interacting effectively with colleagues and students), and professional adjustment (adapting to work-related demands and maintaining motivation).

Previous studies have pointed out that occupational adjustment among teachers not only affects their professional output but also impacts student outcomes and institutional reputation. In this light, a comparative study focusing on Government and private degree college teachers provides valuable insights into how different working environments influence their capacity for adjustment. Understanding these differences is crucial for policymakers, educational administrators, and mental health professionals who are concerned with improving teacher welfare and institutional effectiveness.

This study thus seeks to explore and compare the levels and dimensions of adjustment among teachers working in Government and private degree colleges. By identifying specific areas where one group may be at an advantage or disadvantage, the study aims to contribute to the development of supportive strategies and policies that can foster a healthier, more productive educational environment.

Objectives of The Study

1. To Compare the adjustment of Govt. male and Private male degree college teachers in Urban Gwalior.
2. To Compare the adjustment of Govt. female and Private female degree college teachers in Urban Gwalior.

Hypothesis

H₀₁ There is no significant difference between the adjustment of Govt. male and private male degree college teachers.

H₀₂ There is no significant difference between the adjustment of Govt. female and private female degree college teachers.

Methodology

The study adopted a comparative and quantitative approach. A representative sample of degree college teachers from various Government and private degree colleges in urban Gwalior was surveyed.

Sample

The study's sample consists of 60 degree college teachers selected from various Government and private degree colleges in urban Gwalior. This includes 30 male (15 Govt. and 15 Private) and 30 female (15 Govt. and 15 Private) teachers. The participants were chosen from a total of 10 degree colleges in urban Gwalior (5 Govt. and 5 Private). This selection ensures a balanced representation of gender.

Tool Used

For this study, Teacher Professional Adjustment Inventory (TPAI-RHA) Dr. A.H. Rizivi is used as the primary instrument for data collection.

Statistics Used

These scores are tabulated in the form of a frequency table and hence Mean, S.D. and t-value are calculated. The significance of difference between two means is interpreted at 0.01 levels of significance.

Data Analysis

Hypothesis H₀₁

There is no significant difference between the adjustment of Govt. male and private male degree college teachers.

Table 1: Adjustment of Govt. male and private male degree college teachers, Mean, SD and t-value

Variable	Mean (M)	SD (†)	Degree of Freedom (df)	't' value
Adjustment of Govt. Male Teachers (15)	53.60	22.39	28	1.32
Adjustment of Private Male Teachers (15)	63.33	17.80		

It is inferred from the above table that for 28 df the standard value of 't' at 0.01 level of significance is 2.76. The calculated Value of 't' is 1.32 which is less than the level of significance, hence insignificant. There is no significant difference between the adjustment of Govt. male and private male degree college teachers. Hypothesis is accepted.

Hypothesis H₀₂

There is no significant difference between the adjustment of Govt. female and private female degree college teachers.

Table 2: Adjustment of Govt. female and private female degree college teachers, Mean, SD and t-value

Variable	Mean (M)	SD (†)	Degree of Freedom (df)	't' value
Adjustment of Govt. Female Teachers (15)	62.40	24.01	28	1.53
Adjustment of Private Female Teachers (15)	50.13	19.75		

It is inferred from the above table that for 28 df the standard value of 't' at 0.01 level of significance is 2.76. The calculated Value of 't' is 1.53 which is less than the level of significance, hence insignificant. There is no significant difference between the adjustment of Govt. Female and private Female degree college teachers. Hypothesis is accepted.

Findings

The findings of the study reveal that there is no significant difference between the adjustment levels of Government male and female teachers, as well as private male and female teachers. This suggests that gender does not play a substantial role in determining how well teachers adapt to their professional and personal environments, regardless of the type of institution. Both male and female teachers face similar challenges and appear to develop comparable coping mechanisms in response to them. The parity in adjustment may also reflect increasing gender equality in the educational workforce, where responsibilities and expectations are more evenly distributed. Additionally, professional training, exposure to similar work environments, and shared institutional demands might contribute to this balanced adjustment. These results challenge traditional assumptions that male and female teachers experience significantly different levels of stress or support. Furthermore, the findings encourage institutions to continue fostering inclusive and supportive work environments without bias toward gender. Overall, this outcome underlines the importance of focusing more on organizational and psychological support mechanisms that benefit all teachers equally, regardless of gender.

CONCLUSION

The present study concludes that there is no significant difference in the adjustment levels of male and female teachers in both Government and private degree colleges. This indicates a balanced coping ability among educators, irrespective of gender or institutional type. It highlights the need for continued support systems to maintain and enhance teacher well-being across all institutions.

Suggestions

1. Organize regular workshops and counseling sessions to enhance the emotional and professional adjustment skills of college teachers in both Government and private institutions.
2. Provide equal opportunities for growth and professional development to male and female teachers, ensuring that gender neutrality is maintained in the workplace.
3. Strengthen teacher support systems through mentorship programs, peer collaboration, and open communication channels within the institution.
4. Encourage stress management strategies such as yoga, meditation, and wellness programs to promote better psychological adjustment among faculty members.
5. Institutional policies should focus on creating a balanced workload and improving job satisfaction to reduce adjustment-related stress and burnout among teachers.

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